

Introduction

On October 12, 2020, the University of Hawai'i Community College Organizational and Resource Planning document outlined ideas and considerations to address the impending budget shortfall. Tasked with reviewing and vetting the document to the campus community, Chancellor Peñaloza created a Campus Council Ad Hoc Committee that would assist in gathering campus feedback and creating the campus response.

The Chancellor's committee decided to organize the topics shared in the Organizational and Resource Planning document into three surveys (i.e., [Consolidation of Operational Units and Personnel Changes](#), [Campus Space Commercialization and Revenue Generation](#), and [Instructional and Programmatic Considerations](#)). Surveys were distributed on October 21, 2020 with feedback collected by October 28, 2020. Employees were encouraged to provide points of consideration, advantages and disadvantages of the proposal, implications, and/or what additional data or questions needed to be addressed. Surveys results were collected, categorized, and summarized in a preliminary report that was then sent to impacted units and individuals. Their feedback was requested to clarify points that were unclear or inaccurate, provide additional information that could help guide decision-making, or determine if any critical facts were missing in the report. The comprehensive draft report was then presented at the Campus Council meeting on Friday, 11/6 for a third round of input. This report is the comprehensive summary of feedback from the Leeward Community College campus community.

Survey #1: Consolidation of Operational Units and Personnel Changes

Financial Aid Offices

It has been discussed for years on consolidating certain aspects of the financial aid process for our multi-campus system. We believe that thoughtful consolidation of the general application intake and awarding would provide our students with a consistent student experience and it'll allow academic counselors to better assist students with streamlined information. Consolidation could reduce compliance issues, minimize paper trail, and provide a more streamlined digital accessible system.

The following are considerations for consolidation:

- One system should have one website.
- Move towards consistent policies and processing times to ease the experience for change of home institutions.
- Campus specific policies that affect financial aid such as repeat policy.
- How to manage the influx of applications during certain periods like registration, to minimize the wait time for students.
- Other aspects that could be consolidated are financial aid workshops. If positions merge maybe a few positions would be dedicated to education/awareness.
- Timeline for the process includes FAFSA data, verification, awarding, reviewing/completing complete withdrawals. When would individual campuses take over? There should be a common schedule/calendar.
- Compliance checks

We believe that campuses still need face to face services to provide extra guidance for our students and to handle specific details that are campus specific.

Admissions Offices

It has been discussed for years on consolidating certain aspects of the admissions process for our multi-campus system. We believe that thoughtful consolidation of the general application intake could simplify the process for students by providing a consistent student experience with a uniform processing time for all campuses. For the Admissions office it can minimize paper trail and provide a more streamlined digital accessible system.

The following are considerations for consolidation:

- How to manage the influx of questions so that wait times are minimized.
- What type of access to the application portal will campuses have to efficiently assist students?
- How will enrollment be affected?
- There are different admissions processes for campus specific programs, how would these be handled?
- Where would the hand off to individual campuses occur?
- During the Admissions process it includes VA certification and transcript evaluation. How would these be handled?
- If the proposal includes reducing positions, a cost savings instead could be limiting face to face interaction to four days a week.
- Will home campus still exist or will the admissions process streamline processes to make it easier for students to register for courses not offered at their home campus?

Other areas that could be centralized are transcript evaluations and merging credit with non-credit admissions. We believe that campuses still need face to face services to provide extra guidance for our students and to handle specific details that are campus specific. It seems that to truly centralize would mean being a UHCC consolidated unit with no competing programs. This would prioritize overall enrollment for UHCC as a system rather than individual campuses.

Institutional Research

Historically, there has been much collaboration among the community colleges in IR/IT. With understaffed campus IR offices and some campuses losing their IR positions altogether, there is greater urgency for collaboration. Concern was expressed on how the campuses can support one another during this difficult time, but not necessarily be centralized as that may not give campuses the local knowledge needed to provide meaningful IR services.

However, functions identified as areas that could be centralized included data reporting, campus-specific and cross-campus data analyses, the purchase, use, and maintenance of a systemwide assessment management tool, and other functions that occur at all campuses such as CCSSE administration. System-level personnel should be designated to serve assigned campuses so that knowledge of campus programs and culture could be established. A designated point of contact at the campus level should serve as liaison to the System, providing the necessary balance between systemwide consistency and customized campus service.

More discussion is needed, especially with end users, regarding the envisioning of what kind of IR structure will help them the most. Questions for consideration during deliberations include:

- What do IR services entail?
- How do we want to use IR services?
- What is the intended relationship between System and campus?
- How do we support each other and evolve during the process?
- What are the cost savings if we consolidate?

We believe that the institutional research function at the campuses should first be addressed via potential partnerships and collaborations. However, if centralizing the service at the system-level is proposed, there needs to be personnel infrastructures in place that will allow for consistency, timeliness, and customization of services, as well as opportunity to build trust with campuses.

Human Resources

It is generally recognized that centralization of the Human Resources function at a system level could possibly help with cost savings and cross-campus consistency in operations, policies, and procedures. However, there is overwhelming support to maintain campus-serving operations for the purpose of confidentiality with sensitive, campus-specific issues, accurate prioritization of campus needs, and timely responses to requests. Direct campus services are identified as being critical, especially for onboarding new employees.

Feedback on areas which could potentially be aligned with a centralized human resources function include benefits administration, payroll administration, and labor relations. However, it was also mentioned that this may be challenging since those functions are increasingly being delegated to the campuses. Another proposal was to develop a system-level, digitized lecturer screening process for MQs where records are housed at the System and could be accessed by campuses who intend to hire. Evidently, this idea has also been proposed and rejected in the past because it is generally believed that subject matter experts (SMEs) and the expertise of evaluating applications should lie with the campuses.

Key items to consider when discussing the centralization of human resources include:

- What are the cost savings of engaging in this action?
- If the centralization of certain human resources functions occur, will we be moving the cost of the personnel from campus to system or will the campus employee be “on loan”?
- Any consideration of centralizing or consolidating HR offices should be done after Academic Affairs completes their “movements” (i.e., consolidations, transfers, reorganizations, etc.) as this will then determine human resources staffing requirements.

We believe that the human resources function should remain at the campus level. Any centralization of functions can be considered as long as they are limited to benefits, payroll, lecturer applications, or other areas that are not directly related to onboarding or confidential, campus-specific matters. The questions posed above should be considered during the deliberation process.

Fiscal Management Offices

The centralization of fiscal management offices can increase accountability.

The following are considerations for consolidation:

- How to manage prioritizing tasks/campuses
- How to minimize wait times
- Personal connection within the campuses
- Micromanaging of individual campus monies
- Stop deductions for services

Non-credit (OCEWD)

In our recent campus discussions about Consolidation of Operational Units, the idea of centralizing non-credit operations across campuses and the elimination of low enrolled offerings were brought to the forefront. Centralization would inherently address the problem of low-enrolled offerings by avoiding duplication and it could improve the student experience.

However, there is also a risk of not meeting students' needs and hindering OCEWD's ability to quickly respond to community and local industry needs. Leeward's OCEWD is consistently among the leaders in UHCC non-credit revenue and enrollment, and consolidation would negatively impact Leeward's ability to reap the benefits of their work.

The following are considerations for consolidation:

- Focus on industry credentialing and skill development in high demand areas due to COVID impacts; reduce personal enrichment and non-workforce efforts.
- Consolidation may provide ease of enrollment for students.
- What is the cost savings in personnel if we consolidate?
- Migrating non-credit registration into Banner (as soon as Elucian Elevate is merged with Banner) would remove duplicate and separate registration systems and staffing.
- Consider a "cross-campus staff share" model among other CE units as cost sharing.
- Non-credit at Leeward is largely self-sustaining and provides 12.5% of their gross revenue to the college. Consolidation would negatively impact their operations and ability to contribute financially.
- Non-credit serves as an incubator hub for experimental programming that can transition to credit programs (i.e. HIT and IIT).
- Offerings can be expanded to weekend, evening, and non-credit classes in new areas such as Culinary Arts and Automotive Technology.

The few benefits of consolidation need to be weighed against the negative impacts it could have on Leeward's non-credit office and, ultimately, the college. OCEWD is currently experiencing historic enrollment and revenue because of its ability to move quickly and adapt to the impacts of the coronavirus. The feedback from many indicated that this area should receive more support from campus and even begin integrating with the credit side of Leeward in several ways, including utilizing faculty and lecturers.

Survey #2: Campus Space Commercialization and Revenue Generation

DOT/Rail – Since Leeward CC will host one of the rail stations, there may exist opportunities for revenue generation. This would be a lagging strategy, as the Rail is yet to open. Nonetheless, the campus provided the following potential opportunities for the College and University to consider.

Parking charges - Charge rail riders to park on campus or lease one or more designated parking lots to HART/City and County for rail rider use. The College should consider the cost of operating – security, parking attendant may exceed revenue.

Provide an inviting rest stop with amenities near the rail station - some ideas include vending machines, food wagons, and coffee stations, managed or leased by the college. Utilize the space for marketing opportunities (advertising income – promotion of education). Leverage the space for culinary prepared bakery or takeout food. If any of these are to be considered, the college would need a business plan, facilities plan, and determine how much revenue can be generated.

Rent/Lease campus spaces – Leeward CC has some large size spaces with technology and capacity for community and private use. With a likely surge in distance learning post COVID, there may exist capacity not previously there to rent space and generate revenue.

Lease the Pearl, theater, kitchens or cafeteria for special community events; big tent events – concerts, weddings, luaus, religious services, film festivals, farmer markets, art shows, training events, conferences, etc.

Considerations should include access to Leeward by one narrow road is not ideal for events.

Public concerns with commercialization of college.

Some of these will require a campus representative to be onsite. Additional campus personnel (security, janitorial, maintenance, AV tech) may also be necessary.

An on-campus farmers market has been attempted in recent years and failed. College location and competition from other farmer markets in the area were the major challenges.

Reposition non-credit to be completely self-supporting – Non-credit provides critical training for workforce development. The office had been designed to serve almost exclusively in a self-supporting manner. It is possible that the unit reposition to self-fund a greater part of their operations. Important to note that some of the campus feedback already happens, and therefore considerations are for increased presence in these areas. Some considerations and concerns include:

Possible efficiency and improvements include the decentralize and/or reorganization OCEWD. Strategic integration into existing campus systems or Multi-campus units. Registration systems, course input and scheduling, student assessment, recruitment and enrollment management, marketing and promotion, IR data support, website management, annual reporting systems, building security systems and more.

Integrate OCEWD program coordinators and programs with appropriate credit departments while maintaining OCEWD central organization and reporting. Credit faculty from partner

departments could occasionally teach short-term industry credentialing courses and custom training for Industry.

Maintain some OCEWD staff to support program needs eg. student eligibility and intake needs, training setup, logistics, etc. Identify strategies to shorten the time frame to employ casual hire instructors needed for rapid response training via OCEWD.

Potential for increased revenue from OCEWD: promote OCEWD to existing students – discounting classes for several years after they graduate. adding culinary and automotive noncredit courses. Establish the Wahiawa Product Development Center as a Commercial Enterprise operation to manage lease agreements to private companies and manage facilities for a fee to Leeward.

Workforce development needs are increasing, the cost of training is very high for the under or unemployed. Programs are not financial aid eligible. Complete removal of all support for OCEWD will drive tuition higher for programs that are not eligible for federal financial aid.

A decentralized model has been attempted by others in the past, the college should reflect on what others have done before moving forward.

More extramural opportunities – seek more grant funding to increase funding and support for areas of high impact: supporting underserved populations, student support services, tuition relief for students on the credit and noncredit side, seed funding for new programs, and support for aging infrastructure.

Develop a systematic or strategic grant acquisition plan.

Train faculty and staff to write their own grants. It will benefit them professionally. Grants can pay for buy-out of teaching faculty's time and hire a lecturer so they can put more focus on the grant project. Buy-out can be for the duration of the grant. Grants can hire Graduate Assistants (GA) to help the PI(s) with grant activities to take some load off of the PI.

Grant planning/writing, development, implementation, and reporting should not be one person's job. The whole effort of seeking extramural funds is really an on-going, strategic planning/continuous improvement effort that lives within a program; with support from others who have grant experience. Program personnel need to understand that their kuleana is to build capacity and strategies that are worth funders' investment. A program is where grants are won and lost.

Administrators, Div Chairs, and Unit Heads would benefit from increased grant development and management experiences. Practical knowledge among campus leaders and formulating teams across campus will be highly beneficial. Projects that the College will want to sustain (e.g., institutionalize) beyond the initial extramural funding should take priority. Any beneficial/effective strategy that "dies" after the grant is a wasted effort.

Encourage entrepreneurial activities- consider other opportunities for revenue generation

The college can consider additional vendors on campus, hosting events, sell products. Create an entrepreneurial student club which attracts students from all divisions and to hold a business plan competition that would consist of both Leeward CC students and high school students

competing as teams in the competition. Develop Leeward CC as the entrepreneurial capital for the Leeward and Central Oahu communities.

Having summer and off-hours "hobby shop"/entrepreneurial opportunity for automotive program graduates. This also presents an opportunity for graduates to utilize this for business purposes and can encourage entrepreneurial activities as a low-impact startup by only paying for facilities as they need it which is beneficial for a starting business that is not ready to commit to a long-term lease on an existing shop.

Current AMT partnerships with General Motors and Ford Motor Corporation are in place to serve as local training centers for dealership technicians. AMT facilities are also contracted to serve as a remote training facility for Servco Pacific (Toyota/Lexus). These partnerships provide revenue generation via facilities usage fees when training classes are operated, and also provide specialized tools and new vehicles for program use.

Use the Theatres to generate revenue and for fundraisers featuring student and alumni talent.

Pair OCEWD, Wahiawa Product Development Center, and Business Department with UH Innovation center for technology transfer and entrepreneurship.

Considerations include recognizing that most employees are not typically hired for entrepreneurial skills, if revenue does come in, is it the college's or would there be intellectual property issues. Avoiding burnout; need to find a way of managing workloads. Some of these would not add up to a great deal of additional revenue.

Other Opportunities: this feedback came in, addressing possible opportunities which were not a direct position on the Organizational and Resource Plan, that provide other possible opportunities for the University.

Intentional marketing to increase enrollment and address workforce demand. LCC has a great Humanities program. Students love this. Advertise the ASC in Performing Arts and Music. Have the faculty work with the community to build relationships for places the students can go to work/volunteer with. LCC has the only Business Technology program (secretarial science) program on the island now that Heald and Remington are closed. We should have all of their students and HS students. Where is the advertisement and outreach for this for the credit programs? What is the use of calling it something that sounds nice, but no one knows what jobs you can get with it?"

Increase number of non-credit to credit articulation agreements to provide credit onramp for the 3,000+ students served by OCEWD.

Sell Land by Consolidating community Colleges and Revamping UH System Structure - 100,000,000 land sale possible from the sale of any community college land and assets.

Do we need six different campuses with their own individual identities and staff? Reorganize UH into three divisions – UH, Community Colleges and State Colleges (UH Hilo and UWWO). Close one CC campus, maybe two. Sell the buildings and land. Transfer students, faculty and staff to the other remaining colleges. Make appropriate curriculum reform. Let tenure be system located rather than at individual colleges.

Considerations include: difficulty in making some of this happen, communities will not be served if locations are closed, legislative and community backlash and this would be a one-time cost savings.

UH System Tuition Increase – Could raise close to \$16,000,000.00 with a \$20.00 per SSH tuition increase based on an estimated delivery of 800,000 SSH per academic year.

A \$20.00 per SSH tuition increase would add \$2,000,000 to Leeward CC based on delivering 100,000 SSH per academic year. See Fall SSH results for the fall 2020.

This requires leadership from the UH System, likely community opposition and the BOR would need to approve.

College Fees and Rates

- Review charges and fees associated with copy machines and services offered by the Copy Center; set campus-wide pricing structure; increase user fees to cover costs as needed
 - Bank merchant fees are currently assessed to the college whenever an individual uses a debit or credit card to pay for services, like tuition and fees. The bank merchant fees for FY 2020 cost the college more than \$112,000. Rather than have the college incur the bank merchant fees, charge the fees to individuals who use debit or credit cards. The surcharge imposed by the college would offset the cost of bank merchant fees.
 - Increase the student health fee to cover current and future costs. Presently, the college subsidizes student health services by tens of thousands of dollars each year.
-
- Bookstore
 - Explore opportunities to divest UH-Manoa from managing and operating the LCC bookstore. Presently, all UH bookstores fall under UH-Manoa. The LCC bookstore has historically been profitable for UH-Manoa and these profits are used to subsidize other UH campus bookstores that are not profitable.

Survey #3: Instructional and Programmatic Considerations

Online Offerings

Coordination of online offerings between UHCC campuses along with modality variation provides pathways for student success. The campus could encourage robust Professional Development opportunities to include use of Leeward CC DE Guidelines for campus and system faculty for online delivery. A few noted weaknesses include 1) low-enrolled sections taught in less desirable modality, and 2) standardized course design will limit faculty ability to be creative and design courses that best fit the needs of the specific content areas.

General Education Offerings

Continue to offer GenEd courses because they serve an important function to developing well-rounded graduates with global perspectives and critical thinking skills, and evaluate GenEd offerings based on the course value and student enrollment. A collaborative effort by faculty to coordinate low-enrolled GenEd offerings System-Wide offers a variety of courses to all students even though this could lead to fewer low-enrolled classes and require more time and effort to coordinate System-Wide.

Courses not required in degree pathway

A robust liberal arts offering includes electives with a diversification designations for they 1) enrich the educational experience of students because they encourage critical thinking, 2) aid students' understanding of people from different cultures, 3) help students to determine possible careers to pursue, and 4) are required for an AA degree.

Evaluate courses and offer only if enrollment is adequate. Elimination of low-enrolled courses may result in some cost savings even as those savings remain unclear. Enrollment levels in courses should be considered in determining if a particular elective will be eliminated.

Evaluate 11-month appointments

Regarding workload issues and off-duty periods requires that an evaluation of 11-month appointments needs to take into consideration the impact on communication and efficiency during off-duty periods. Moreover, a change from 11-month to 9-month should only be made if the current workload is appropriate for a 9-month appointment. If changes from 11-month to 9-month appointments are made, when workload exceeds a 9-month appointment, changes in workload need to be appropriately addressed and communicated.

Consideration to programs with special requirements with summer duties such as Culinary and Automotive require consultation with the affected programs. A change will adversely affect students in these programs and industry partnerships (i.e. Ford Asset Program).

Cost savings relative to budget shortfall is unknown. Changes in 11-month to 9-month appointments should only be made when the exact budget shortfall is known. Reduction in services without meaningful impact to budget shortfall is detrimental to students and the campus.

The following considerations should be taken into account when discussing the possibility of 11-month to 9-month appointment conversions.

- Those converted from 11-month to 9-month appointments should be exempt from furlough pay cuts.

- Allowing eligible 11-month employees the option to convert to 9-month appointments, rather than be mandated, is strongly supported.
- What happens during the conversion process (e.g. vacation accumulation pay outs or added to years of service)?
- Will there be a possibility of creating a 10-month employee category that could allow for departmental continuity of services during off-duty periods, salary savings for the college, and a more manageable pay cut for those who opt to participate?
- Will there be an option to pay overload for weeks worked during off-duty periods (in lieu of the creation of a new 10-month category)? How is that determined and by whom?

Credit Program Duplication: AMT

As for Partnerships, collaboration with industry partners provides direct employment to the job market and creates central training hubs for students. These partnerships are revenue generating (Toyota, GM, Ford, FCA/CAP, Audi). We have Early College partnerships with two local high schools. The depth and breath of industry partnerships makes the Leeward CC very unique and consolidation is not recommended. Partnerships are crucial in maintaining revenue generating aspects of collaboration with industry partners.

As for the growing community in Leeward Oahu and workforce needs, the large population growth in Leeward Oahu creates a need for CTE programs at Leeward CC. The current AMT Program is not able to keep up with the workforce needs of the industry. The growing population and continued high workforce demands of industry justify the need for an AMT program at Leeward CC.

As for articulating courses, the LeeCC AMT program courses are articulated with MauiCC and KauaiCC. The relocation of students to or from another island is possible without wasted coursework.

The standard 4 semester program is preferred by the industry advisory committee. It is more cost effective for students and we are able to graduate more students over a period of time with ASSET and traditional programs combined.

As for consolidation, Leeward CC provides an ideal location, shorter commute from the west side communities, free parking, rail, bus; less traffic from east Oahu during normal traffic hours compared to town bound from the west or central Oahu. Program consolidation will cause some students to face long commutes to different campuses. The reduced educational capacity will further exacerbate the industry's workforce needs. There is increased need for additional operational funding to support any additional course sections, increased supply usage/replenishment, increased waste generation and disposal costs, increased tool and equipment replacement or repair costs, shop vehicle wear and cost for repair and disposal.

A staffing increase is necessary to handle increased demand, as faculty and staff are needed for extended hours of operation. However, there are safety concerns with added use of shop

and lab spaces; limited spaces; greater need for use of outdoor areas for shop activities with increased student needs; instructors' abilities to supervise is stretched with the additional areas to monitor. In addition, the sharing of shop and lab space with multiple course sections (morning with afternoon or evening) will overall limit efficiency of program function and student learning. Vehicles, stalls and lab tables must be fully accessible at all times for student work. Leftover (disassembled and uncompleted) work must be removed and stored away for the next same day class. Afternoon or evening class must store away uncompleted work for the next morning class. Vehicles must be reassembled for next class' students or pushed out of the shop area. Sharing of vehicles is not possible. Lab work must be put aside for next class' students. Works in progress could be damaged or parts misplaced or lost. Result is lost instructional and student learning time for this daily total clean-up need.

In short, due to extensive industry partnership, growing Leeward Oahu community, and industry workforce needs, program consolidation is not recommended.

Credit Program Duplication: Business Technology

The consolidation of BTEC programs may save some funding at a UHCC campus. The program enrollment is significantly higher than many other small programs in the UHCC system. However, consolidation of BTEC programs is difficult since there is only one on Oahu. BTEC programs are also at Hawaii CC and UHMC. Leeward CC has the largest program. Consolidation will minimize access to the program for students on different islands. Also, there is minimal cost savings with consolidation. ARPD Health Call Indicators are "Healthy" for Demand and Efficiency (BTEC, LeeCC, 2020).

The total cost of the program and projected savings must be considered in determining if program consolidation is warranted. Reducing duplicate credit programs will cause some students to face long commutes to different campuses and/or eliminate access to programs.

BTEC has a UHCC System articulation agreement between BTEC programs to standardize core courses and detail course equivalencies. Faculty should further examine how to align more courses and program requirements in the BTEC articulation agreement.

Credit Program Duplication: Health

Improved access to articulated courses in the UH System will reduce low-enrolled courses at campuses. Program faculty should consider articulating courses in the UH System with similar SLO and course alpha and number to improve student access to courses needed for graduation.

Credit Program Duplication: Creative Media

We need an expansion of Creative Media programs to meet Hawaii workforce needs. We also have an increase in student enrollment. However, the initial costs associated with expanding or

adding new programs during budget shortfalls. Target expansion of programs should be considered for high demand areas (Physical Therapy Assistant, Radiological Technologist, Respiratory Therapist).

Strategic enrollment management for low-enrolled and facilities/technology intensive courses: Calculus

Discipline faculty should consider articulating courses in the UH System with similar SLO and course alpha and number to improve student access to courses needed for graduation. Discipline faculty should also coordinate calculus course offerings to provide higher level calculus courses (Calculus II, III, IV) to students in the UH System, perhaps on a rotating basis among the UHCC's.

Strategic enrollment management for low-enrolled and facilities/technology intensive courses: Sciences

Program faculty should consider articulating courses in the UH System with similar SLO and course alpha and number to improve student access to courses needed for graduation. We should also coordinate calculus course offerings to provide higher level STEM courses to students in the UH System.

Strategic enrollment management for low-enrolled and facilities/technology intensive courses: CTE

Program faculty should consider articulating courses in the UH System with similar SLO and course alpha and number to improve student access to courses needed for graduation.

The determination of low enrollment (currently defined as less than 10 students) is not sufficiently nuanced enough to take into account the variety of factors influencing enrollment in a particular course. Course limits are subject to facility limitations, equipment limitations, and safety measures. For example, CULN 223 has a cap of 12 students due to safety and facility limitations, an enrollment of 9 students (currently defined as low enrolled) is in actuality a 75% fill rate.

Creative Media Programs are examining duplicated courses that may be low enrolled in smaller programs. Students from across the system could enroll in those identified courses such as ART 112, offered online by Leeward CC.

Program facility consolidation

This would reduce the cost of specialized equipment by having it only at one campus. However, a big drawback is that students will have longer commutes to different campuses, probably resulting in lower enrollments as well. Each campus serves a different community with different

needs, goals, and socio-economic influences that determine how to best serve that community and meet industry needs.

Faculty should consider sharing facilities to offer specialized courses with high equipment costs. However, there is no cost saving for equipment and facilities that are already in place and maintained.

Low-enrolled, low workforce needs programs

We have the ARPD process in place to evaluate programs, which includes workforce demands relative to enrollment and graduation. Therefore, low-enrolled programs are being evaluated in relation to workforce needs. On the other hand, we should consider revisions to the process in which perceived low-enrolled and low-workforce need programs are evaluated.

Possible academic program considerations: Digital Media Production

High enrollment in Digital Media at LeeCC contributes to revenue generation.

Possible academic program considerations: Television Production

TV Pro consistently appears on the small program list. As a result, there is a suggestion to merge TV Pro with Video Track of Digital Media. However, the cost savings are unknown. We should consult faculty about the possible merger of TV Pro into the Video Track of Digital Media.