MEMO TO: All Faculty

FROM: Provost Tuthill

Attached are the report of the Accreditation Team which recently visited Leeward Community College, a transmittal letter from the Chairman and an acknowledgement letter from the Provost. Also a copy of a letter from the Executive Secretary, Dr. Harry Wiser, invites comments and suggestions for possible improvement of the visitation procedure. If you have any such suggestions, you may give them to Jane Fujitani and they will be compiled and sent on to Dr. Wiser.
Dr. Walter Coultas, Chairman  
Accreditation Team  
Los Rios Junior College District  
2011 Arden Way  
Sacramento, California 95825

Dear Dr. Coultas:

I was of course very pleased to receive the copy of the report of the Accreditation Team and even more pleased when I read it. There are, as always, a number of minor points in the report that might be corrected. However, there are only two that I would call to your attention as being of sufficient importance that you might want to correct them before the report goes to the Commission or in an addendum. The first refers to the question of grade and grade point transferred to the Manoa Campus discussed in the report on page 3. I am happy to tell you that since your visit full transfer of a student's transcript from the community colleges to the four-year campus institution is a fact in the University of Hawaii. That is to say, all aspects of the student's work at the community college is accepted as part of his work within the University. This includes grade point as well as grade. The other factual error that is of more than a quibble is on page 23 in the section under finances. Here I would point out that the tuition and registration fee which we charge goes into the State general fund and is not retained by the College. Therefore, the program of the college is completely supported by the State except for various Federal or foundation project funds or grants.

Again, may I thank you and the other members of the Team for your courtesy and careful scrutiny of our operation while you were here and the very generous and kindly report which you are submitting.

Very cordially yours,

Leonard D. Thill
Provost

LDT:jf
March 31, 1971

Dr. Leonard D. Tuthill, Provost
Leeward Community College
96-050 Farrington Highway
Pearl City, HI 96782

Dear Dr. Tuthill:

As is prescribed in the new direction for the circulation of the results of our accreditation visit to your college, I am sending you a copy of the report as developed by the team. If there is anything that you radically disagree with, please let me know.

On behalf of the members of the team I would like to express our appreciation for the cooperation and courtesy that you gave us on our recent visit. We enjoyed the openness of the discussions and compliment you on the job that you have done since the establishment of Leeward Community College.

Best wishes for the future.

Sincerely,

Walter Coultas, Chairman
Accreditation Team

WC:T

*Enclosure
March 31, 1971

Dr. Leonard D. Tuthill, Provost
Leeward Community College
96-050 Farrington Highway
Pearl City, Hawaii 96782

Dear Leonard:

The evaluation team that visited Leeward Community College on March 9-11, 1971, for initial accreditation purposes, has completed its actual visit and will presently submit its report.

The Commission is very desirous of bringing about continuous improvement of accreditation practices. Therefore, we invite your comments and suggestions concerning the activities of the team that has just been at the College. If you wish to involve staff members in an appraisal of the process as they have just experienced it, this, too, would be welcome.

Please understand that this invitation to offer ideas for improvement is not intended to put anyone on the spot, nor to gather either brick-bats or roses. This letter goes regularly to the president or provost of each ACJC-visited institution, by action of the Commission. From it, it is hoped that a number of useful ideas may be obtained that will be helpful to the entire program of junior college accrediting.

Your serious assistance is therefore earnestly requested.

Sincerely yours,

[Signature]

Harry D. Wiser

ACCREDITING COMMISSION FOR JUNIOR COLLEGES
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
MODESTO JUNIOR COLLEGE • MODESTO, CALIFORNIA 95350
Telephone: 524-1451, Ext. 214
INTRODUCTION

Acting upon instructions and under authority of the Commission for Accreditation, the visiting team listed on the cover page of this report (subject "Confidential") visited Leeward Community College on March 9-11, 1971.

All public education in Hawaii is organized on a statewide basis. The community colleges are recognized as campuses of the University system. Between 1965 and 1970 five technical schools formerly under the Department of Education were legislatively shifted to the Board of Regents of the University of Hawaii for the purpose of establishing a system of community colleges as part of the University.

Leeward Community College was authorized as the first entirely new community college and was formally begun July 1, 1967. Leeward did not develop from a technical school but rather a completely new institution and therefore did not encounter the difficulties of the technical schools rephasing into comprehensive colleges.

The College is directly responsible to the Vice President for Community Colleges in the office of the President of the University system.

The visitation committee was delighted with the reception it received from everyone connected with the college - students, classified staff, faculty and administrators. Everyone gave freely of his time and answered questions pertinent to the mission of the team freely and with candor. Morale is high, the spirit of working together permeates the campus and enthusiasm for the future is great.

This being the first full-scale accreditation visit, there is no report of action taken to meet recommendations of previous visits.

I. AIMS AND PURPOSES

A. The aims and purposes are well stated in the catalog with the basic statement being "to help people learn." The college follows the five functional components that are typical of the community colleges of California. The college has gone farther than the majority of community colleges in developing measurable objectives for every course, curricula, and function of the institution. These
objectives are continually being evaluated by members of the college staff. The
one basic measurement is the effect on the individual student.

3. No report of action taken on former visits as this is the first full-scale
visitation.

C. Commendation. The staff should be commended on the cooperative
work that has taken place in developing objectives for every phase of the college
program. A great deal of in-service training has gone into this area and the
results are apparent. Behavioral objectives seem to be a way of life with members
of the college community.

II. CURRICULA

A. Curriculum Development and Education for Transfer.

Although affiliated with the University of Hawaii system, Leeward College
has enjoyed complete freedom to develop its own curriculum in its own way,
within the scope of the community college philosophy of course, and as a result
it is emerging with its own distinctive character. Its programs are varied:
some lead to the A.A. degree with minimal pattern requirements; some are
transfer courses designed to meet baccalaureate lower-division requirements
at the Manoa campus or other universities; others provide technical and vocational
education to the extent made possible by present facilities and resources; and
still others are built around community service, including continuing education
to serve special regional needs.

Courses and curriculums are grouped in functional divisions rather than in
departments, and emphasis is on service to students instead of the more traditional
subject-matter orientation. New programs and courses, or the revision and
modification of existing courses, may be initiated by the administration, a
divisional staff, individual faculty members or even students. Courses must be
clearly described and must be consistent with the goals of the College; the need
or potential drawing power of each new course must be clearly estimated; and the
scope and methods of instruction must be, as far as possible, behavior oriented.
Proposals are evaluated by a curriculum committee of the faculty (with student representation) and a recommendation is forwarded to the faculty senate and ultimately to the Provost. Due regard is given to the possible duplication or proliferation of courses. It is evident, therefore, that the faculty and students enjoy broad participation in curriculum development. This committee views this favorably and recognizes in the procedure at least two commendable results: (1) the faculty can freely contribute its creative thinking and breadth of experience to the building of curriculum; and (2) by helping to shape the destiny of the College the faculty become shareholders in the enterprise. Morale, consequently, is very high here.

There is evidence here of serious consideration for the needs of students who require special help; for example, in clinics for reading, language and speech. Since more than 65% of the students indicate that they plan to go on to a university for further study, the courses needed for transfer either as general education or as prerequisites for certain academic majors are provided. All students are carefully advised as to the transferability of courses, but no required pattern is imposed. With advice and guidance available, therefore, the student is ultimately responsible for his own choice of courses.

Although it is too early to reach firm conclusions, present indications are that the students who transfer from Leeward are highly successful at the University of Hawaii. Both the general education and the prerequisite courses are well taught by fully qualified instructors, and the informal and personal climate of learning here make this college preferable for many students over the larger university type of lower division. There is still a serious problem, however, in movement from Leeward to the University. An articulation agreement between this college and the Manoa campus is now under consideration, and it is hoped that a clear understanding can be reached that will facilitate the transfer of grades as well as courses and units.
**Commendations.** The committee finds as commendable and wishes to encourage the College to continue to allow or develop the following:

1. The broad and meaningful participation of faculty and students in the development of programs and courses.

2. The freedom enjoyed by instructors to teach (within the framework of college aims, of course) according to their own methods and standards.

3. The high morale of the faculty, their commitment to the objectives of the college, and their loyalty to each other and to the administration.

4. The enthusiasm for learning and the variety of opportunities afforded each student to grow and achieve as a person.

5. The almost unique philosophy here that allows a student to decide for himself what educational experiences he should attempt, and that makes him primarily responsible for his own achievements.

6. The aim of encouraging a student mix of approximately 50% pre-transfer students and 50% vocational, or career education, students as another indication of the true desire to make Leeward a "Community" college.

**Recommendations.**

1. The committee recommends that the College give further consideration to needs that may exist in the more remote areas of the community it serves, with a view to meeting hitherto unrecognized needs for special courses, either with or without credit, workshops, institutes, seminars, field studies, and participation in community enterprises having educational aspects.

2. The committee endorses and urges continued efforts to effect a meaningful articulation agreement with the University of Hawaii to facilitate the transfer of students.

3. The College should press more vigorously for funds for innovation and experimentation.
4. The Board of Regents continue to supply the college with adequate funds to develop vocational education programs, to assist the college in reaching its aim of a student mix of approximately 50% pre-transfer and 50% career education.

B. The Program of General Education

The philosophy of general education at Leeward College is that the student should be free to elect courses to suit his own individual general education needs or goals. A wide variety of courses makes this possible, and any student may register for any course offered. Motivation for learning rests to some extent, therefore, in the student's recognition of his own interests and the discovery of his own abilities. All courses at the College, therefore, have general education value and may be so recognized.

If a student elects to take an Associate Degree, to insure a satisfactory breadth of scope and background two basic requirements have been established: (1) a reading ability equivalent to that required for success in the general lower-division courses; and (2) six units of credit (two courses) in each of the Divisions of Arts and Humanities, Language Arts, Mathematics and Natural Sciences, and Social Sciences. Reading tests are given, and the necessary instruction in reading is provided in appropriate courses. The student may elect from a variety of courses providing the required 24-unit spread in the divisions listed above.

For the Associate in Arts, no specified program is required. The only requirements are those basic to all Associate degrees - a minimum of 60 units including the spread indicated above. A maximum of 12 units may be taken in courses numbered below 100 in business, vocational, or technical fields. For the Associate in Science, the same 24-unit spread is required.

Students planning to transfer to the University are advised to take the general education courses which parallel those required there. Some 45 units or more are thus indicated with additional electives made available. By careful planning, therefore, students have no difficulty in meeting the general education
requirements of the University, though the elective philosophy of the College does not endorse the specificity of some of those requirements.

Commendations. The committee commends Leeward College for the following:

1. Course outlines are written in terms of performance and behavioral goals - insofar as this is possible or appropriate; consequently the general education of the student, rather than the achievement of subject matter, becomes the focus of the course.

2. Students are responsible for their own selection and rate of learning.

3. The approach to instruction is interdisciplinary; consequently learning is broader and more meaningful in contemporary society than is possible in many discrete subject centered categories.

4. Recognition is given to the general education values to be found in technical and vocational work.

Recommendation. The committee urges the Board of Regents and the University to consider with the College the advantages to be gained from relieving it from the specific prescriptions of University general education and allowing it to offer its own approved and acceptable program.

C. Vocational Education.

Leeward Community College offers ten programs leading directly to employment after leaving college. Three of these programs are in the business area. Each program for those working for an Associate in Science degree includes general education courses. For those desiring to seek employment as soon as possible, only the skill training is necessary.

Being a new school, the tendency has been to concentrate more on the academic than the vocational area, but additional programs are now being planned. As is true in all curricula of the college, the vocational courses and programs have been developed with measurable objectives in mind.

An automotive shop has been built and is now in full use but because the shop was designed and built before the faculty was hired, many weaknesses of usability have shown up. The faculty has adjusted to these problems and is doing an
outstanding job.

Each vocational program has an advisory committee. These committees have been very helpful in developing the evaluation of curricula.

The first Associate in Science degrees were awarded in June 1969 and the graduates have been very successful in obtaining employment in the field for which they trained.

Commendations. The technical-vocational teachers are exceptionally well trained, are enthusiastic and have very good relations with business and industry.

Recommendations. In planning vocational facilities for the future, teachers who are going to be using the facilities should have a very definite part in the planning.

D. Continuing Education.

The philosophy of Leeward College is that continuing education is an integral part of its community service function. These services are treated elsewhere in this report. While there is some adult education handled in the high schools of the region, it apparently does not fully satisfy the need for all the vocational or cultural education that is not served by the University in the School of Continuing Education. The State is now in the process of deciding whether the high schools or the community colleges should provide this service.

The University extension program of continuing education offers courses on a self-supporting basis, some of which are in the community served by Leeward, even in some instances on this campus. They may be taught by qualified faculty members at Leeward. The fees for such courses, however, are higher than they would be if the lower-division courses of this type were offered by the community college. To do this, however, Leeward would have to increase its staff proportionately, and the additional student enrollment would have to be considered in the total budget.

Commendation. The College is equipped with the staff and educational philosophy that would enable it to serve more broadly the adult education needs of the community not now reached through its own campus offerings. It would willingly expand in this direction if the State so directs and provides the necessary
financial support. Meanwhile, arrangements are continuing with the University for certain extension courses to be taught by Leeward faculty as extra work for extra pay.

Recommendation. An agreement should be reached as early as possible concerning the nature of continuing education courses to be offered, by which institution, and for what fees. If the community college is to expand in this direction, appropriate budgetary adjustments should be made.

E. Summer Sessions.

Leeward offers a summer term of six weeks, with plans under consideration for expanding it to eight weeks. A slightly different type of student body in the Summer Session reflects the addition of students from the mainland, short-term students from the Military, and older students. Essentially, however, the curriculum is the same. Teachers are paid extra for Summer Session service, but their salaries are not commensurate to the proportion of time spent nor are they equal per student unit to that paid by the University. Since the College Summer Session budget is limited, students may be turned away. The same institutional philosophy and policies operate for the Summer Session as for the regular sessions.

Recommendation. The flexibility of instructional programs and the dedication of the staff make possible this effective and valuable educational service. It is a definite contribution to the State's educational program.

Recommendations.

1. That the Summer Session be expanded to eight weeks or to the extent considered appropriate by the College, with provision for accelerated and short-term segments.

2. That continued efforts be made to bring the salary allowance for Summer Session teaching to an equitable level, comparable at least to that for similar work done at the University.

3. That funds be sought for special features that will reflect the different educational needs of the different students who look to Leeward Community College for summer work, whether in formal courses or ad hoc programs of a more unusual nature.
F. Course of Study Outlines

A complete set of course of study outlines was on file. They were adequate in the opinion of the visiting team, being more detailed than usual. It was also noted that the outlines were written with the expected outcomes of the courses stated in terms of behavioral objectives (when a course was recently offered through the University of Hawaii dealing with development of behavioral objectives, forty faculty members from Leeward Community College took the course). The outlines were apparently readily available to all, and evidence indicated that new instructors were involved with course of study outlines prior to undertaking their teaching assignments.

Commendation. The outlines were written in a style which would make them usable for students as well as for staff. Not only were they written with performance objectives clearly stated, but they provided a standard of evaluation so that a student could know before taking the course just what was expected in order to earn credit and a satisfactory grade.

Recommendation. As the college grows and staff added to teach multiple sections, consideration might be given to insuring that instructors teaching the same course do agree on the course of study outline, the course objectives, and grading standards.

III. MEETING THE NEEDS OF DISADVANTAGED PERSONS

The program for meeting the needs of disadvantaged persons at Leeward Community College stressed the objective of overcoming educational deficiencies, with somewhat less attention given to economic needs, and with no apparent need to consider ethnic minority problems in the same sense as they exist in mainland community colleges.

The college had in operation a developmental reading laboratory, language laboratory, remedial speech clinic, writing clinic, and a remedial mathematics program — all, in the opinion of team members, successful on the basis of both objective evidence examined and classroom visits during which members talked with instructors and students. Procedures had been established to insure that the college would have objective evidence upon which to base its periodic decisions.
While financial needs of economically disadvantaged students could undoubtedly have been better met if the college had more available funds (such as "grant" funds supplied under the California Extended Opportunity and Programs Act), the college did appear to be wisely making use of available financial aids. Page IV-15 of the Application for Accreditation lists all the sources which were drawn upon, and the team verified the statements. Good use appeared to be made of such sources as EOG, NDSL, and Federal Work/Study, although funds seemed to be rather limited for a college with the enrollment of Leeward College, especially as it aimed to reach outward to serve some of the poorer areas of Oahu. While some loan funds were going unused, with the financially poorest students seemingly unwilling to use them, this is understandable since loan funds do not serve in lieu of grant funds for such students. It would appear that if the college is successful in reaching outward, and drawing students who would not normally be served, additional financial aids will be necessary.

A comment might be made relative to physically disadvantaged students. The building program called for two and three story buildings, and adequate access to upper stories did not appear to have been made for the physically handicapped.

Commendation. Great emphasis appeared to be placed on taking the individual student where he was in his educational development and providing for him the instructional services he needed to reach the goal he set for himself. All staff members, from the Provost onward, did appear to be concerned with the individual student and meeting his needs, as identified by himself.

Recommendations.

1. Continually search out other sources of financial aid for students, to the end that "grant" monies (or "financial aid packages", usually made up of a combination of grants and work-study awards) might become available for financially needy students. Financial Aid Officers in mainland community colleges, especially in California, devote a good deal of their time to seeking such funds and seeking students who would not come to the community college unless recruited and provided a financial aid package.
2. As sources of financial aid can be found to make it possible for them to go to college, increase the outreach effort to locate and recruit students who might never otherwise think of the advantages which a Leeward College education has to offer them.

3. Give further consideration to the needs of physically handicapped students, both in the design of physical facilities and programs.

IV. INSTRUCTION

A. Staff.

Verification, by sampling, of Pages 1-17 through 1-69 of the Application for Accreditation, convinced the visiting team members that Leeward Community College had been careful in selecting staff members, and did have a staff with members well prepared to succeed in their assignments. The college had been aided in this regard by not being restricted by a credentialing structure and apparently had no outside-imposed restrictions on staff selection. Morale was extremely high, with great apparent loyalty to the Provost and his idea of what a community college should be - "a place to help people to learn what they want to learn," with a minimum of restrictions, direction, or standards which are not directly meaningful to the student. The attitude of importance of the individual student, and service to his self-analyzed needs, was outstandingly apparent on the Leeward campus, in the opinion of each team member. There did appear to be a high degree of total involvement of the staff in most aspects of Leeward College development, including staff selection. Confidence in staff was exemplified by the Provost allowing the Divisions, in effect, to elect their own Division Chairmen. The only effective control which the administrative staff appeared to desire to impose upon the faculty was the concept of treating the student as a unique individual, helping him to determine his own goals, and offering instruction and services which would then enable him to learn what he had decided he wished to learn; at the time of the visit, little effort seemed required upon the part of administrators in this regard, since the staff manifestly shared that philosophy.
To an extent not previously experienced by any member of the visiting team, the instructional staff appeared to be student-development oriented as contrasted to subject-matter oriented, and the entire operation manifested this orientation.

Staff members were adequately prepared in education and experience. In the few instances where staff members were employed in areas where they might normally be expected to have a Master's degree and did not have that degree, adequate encouragement appeared to be given to progress toward the degree. Vocational instructors were admirably prepared in terms of experience to handle their assignments.

In both the academic and vocational areas, the Deans were clearly performance oriented in terms of instructor evaluation and retention. This fitted well with the college emphasis in the instructional program on behavioral objectives. It appeared that evaluation of a staff member would be in terms of his effectiveness in producing results, as measured by students meeting course objectives rather than in terms of methods of instruction used and other more external measures.

**Commendation.** The loyalty apparent on the part of the staff to the administrative head of the college and to the educational principle upon which Leeward Community College was being developed - "to help people learn" - was outstanding, as was the aim of employing vocational instructors who had proven themselves on the job.

**B. Facilities.**

The team members were immediately impressed upon seeing the physical plant which had been provided for Leeward Community College. The buildings themselves, and site development, appeared to immediately indicate that the University of Hawaii system did intend to treat its community college segment as a peer. Buildings were of a type and quality which one would be pleased to find on a university campus. The only question which arose in the minds of team members was that the relatively small size of the available site (apparently the college will get all the land which can be made available at the site) will perhaps require high-rise buildings in the future. The "Long Range Development Plan," prepared for the Community College System, University of Hawaii, by Daniel, Mann, Johnson,
Mendenhall of Los Angeles, California, seemed to insure desirable development of the site and facilities to accommodate 5,000 FTE. The type and quality of construction and site development should serve as a commendable example of good taste and architecture to the students and the community.

The building plan did call for the development of facilities adequate to accommodate the programs planned for development at this college. To this extent, at the time of the visit, Leeward Community College appeared to be much better off than most mainland community colleges.

In reviewing this aspect of the college development, the only really negative comment from the team came in the area of maintenance. While, during a period of construction, it was hard to judge whether somewhat dirty halls, stairways, and walls represented what would continue to happen after construction was completed, investigation of the budget for these services did lead the visiting team to the conclusion that this would be an ongoing problem. Example: While there seems to be some general consensus that a college custodian can take care of 15-17,000 square feet of floor space, the current assignment at Leeward Community College was 40,000 square feet.

Classrooms (with carpet), laboratories and shops were well-equipped. In fact, to a novel extent, staff members queried expressed themselves well satisfied with their ability to obtain needed equipment and supplies.

Only in the General Technology Building did the team become aware of deficiencies in facilities. These were two: (1) the architect's complete failure to consider acoustical treatment in the shops, making the noise level unacceptable - plans were in process at the time of the visit for taking care of this problem; (2) apparent architectural design of the shops without direct consultation, or adequate direct consultation, of shop instructors, as ultimate users; viz an Auto Shop with inadequate ingress and egress - deficiencies which will be more difficult to rectify since they are inherent in the basic building design.

Commendation. Generally, the buildings and site development were a delight, functional and efficient, but things of beauty and substance, of which the community was proud and which certainly would have to enhance learning and make
Instructional efforts became more effective. The ability to supply the staff with needed equipment and supplies also was a definite asset to the objective of the college.

Recommendations

1. One of the most important recommendations to be made by this team, in the minds of all team members, was the need to impress upon the State Legislature recognition of the facts that (a) custodial/maintenance services, adequately provided, are in reality a long-range economy, and (b) the situation regarding inadequate custodial service at the Leeward campus can easily become worse as the college grows unless more adequate funding for this portion of the budget is made available.

2. In planning specifics for the additional vocational facilities to be provided under the Long Range Development Plan, more usable facilities are likely to result if the ultimate users, the instructors, are directly and continually involved in the planning.

C. Library - A Resource Materials Center

The Library, in the opinion of team members, met all standards for accrediting junior colleges, with the only question arising regarding the need for space. At the time of the visit, however, construction of classroom space was under way which would allow the Library to expand to the second floor of the building designed for its use (currently was only using top floor of Library Building as a Library), and this expansion would likely fulfill the need.

The Library provided a most pleasant atmosphere from the point of view of students, one in which students like to find themselves. Students were given a great deal of freedom, more than commonly found in college libraries, and the physical aspects of the college were made appealing to youth. The librarians used a mechanical counter to keep record of facility use, and the average daily usage had been running at about 1300, a good figure.

Open day and night, until 11:00 p.m., the Library was truly a community facility, with usage open to non-student adults and highschool students.
Librarians felt that they had an adequate budget and that once the budget was approved it was under their complete control.

While this Library did not appear to have developed as a complete Resource Materials Center to the extent as had some mainland community college libraries, it did appear to be meeting the needs of the college staff and students, providing the audio and visual aids to instruction which were desired, and the opportunity was available for further development. Particularly, the speech program did appear to be making good usage of video tape and the Foreign Language Laboratory to be well supplied with tapes.

Commendations. The physical appearance of the Library, which was conducive to encouragement of student usage; the attitude of the librarians in contrast to that of many librarians, that students should enjoy as much freedom as possible in the use of library facilities, thus further encouraging their use.

V. STUDENT PERSONNEL SERVICES

A. Student Personnel Services.

The philosophy of the administration of Leeward Community College is that student personnel services should not be separate "services for students" but exists to the extent that these services assist the learning process. Therefore, student personnel services have not been separated administratively from other college functions but are placed under the Dean of Educational Services.

In line with this philosophy, in 1968-69, every instructor served as an advisor and received a 3-credit reduced teaching load. For various reasons this experiment didn't work out. Now counselors are selected on their qualifications and interest in counseling. Each counselor is assigned to teach three to six units per semester of Psychology 190, Self Development, with an enrollment of twelve students per class. A counselor provides an average of 23 hours per week of counseling time, about eleven hours in the office and twelve hours of "roving" time. During his "roving" time he roams throughout the campus talking to students on the lawns, in the student lounge, or wherever they may be.

The College has a counselor-student ratio of 1-200. The 11-1/2 counselors
includes 1/2 counselors who specialize in providing counseling in vocational areas. One of the problems encountered by the counselors is in changing the image of the counselor, since in the high schools they are viewed as either disciplinarians or "head shriners."

Both group and individual counseling is offered as a part of the admission and registration procedure.

Available financial aids include federally funded programs, private scholarships and grants, state tuition waivers, state higher education loans, and short term loans. As is generally true of low-income community college students, there is reluctance on the part of such students to assume a loan obligation.

The registrar's office has expanded its staffing as the college has grown and appears able to cope with the job of maintaining accurate and current records.

College health facilities and services are non-existent. The administration and faculty are aware of student concern that such services be provided.

The college maintains a job placement service to aid students secure full-time or part-time employment. There is a full-time placement officer and a part-time clerical staff member operating the office at the present time.

An extensive testing program is maintained by the college. There appears to be a sincere desire to identify the reasons for student attrition and to establish the effectiveness of the college in preparing students for transfer to the University. An additional psychometrist was added to the staff last year, making a total of two psychometrists and one clerical staff person. The Nelson-Denny Reading test is administered to all new college applicants and tentative cut-off scores established. Any student falling below the median 10th grade reading level is strongly urged to enroll in the Expanded Reading Program as a part of his course load. The college also is gathering data on enrolled working vocational students and vocational students who graduated from Leeward College.

Commendations:

1. The College is commended for the favorable counselor-student ratio it maintains.

2. The College is commended for its ingenuity in experimenting with the concept of "roving" counselors.
3. The College is commended for maintaining a job placement service to aid students to secure full-time or part-time employment.

4. The College is commended on its program of testing and evaluation, and perceiving it as a means of determining whether the College is fulfilling its goal to "help people learn."

Recommendations.

1. The College should organize and centralize responsibility for student services that staff, student, and program direction is strengthened and coordinated.

2. The College should determine the kind of recreational and/or athletic program it plans to maintain and better define teams and the scheduling and coordination of team activities and competition.

B. Student Government and Activities.

The College has a Leeward Community College Student Union, with a President, Vice President, Treasurer, and Secretary. The officers constitute the Executive Board. The student senate is composed of the four officers and thirty-three Senators elected at large. Candidates must have been at Leeward Community College one semester and have a 2.0 grade point average.

The major problems of the student government to date have been the lack of continuity from semester to semester and lack of interest by the student body as a whole. Progress is being made to encourage student involvement but so far student union membership has been held by a clique.

Funds for the support of student government activities come from a mandatory student body fee of $5.00 per semester. The Student Union budget is subject to approval by the Provost and the Board of Regents, but once approved is administered by the Student Union. Budgeted funds are used for dances, rock band concerts, the college newspaper, athletics, lectures, and symposiums.

Commendations.

1. The College is commended for student involvement in preventing an unreasonable increase in vending machine prices.

2. The College is commended for student involvement in the successful campaign to secure a traffic light at Farrington Highway and access to the College.
3. The College is commended for student involvement in its community-wide campaign to ban-the-can, which involved the use of posters, T-shirts and leaflets.

Recommendations.

1. The College improve the coordination of student activities, including student government activities.

2. The College consider the granting of credit for participation in student government.

VI. COMMUNITY SERVICE

A. Organization and Administration.

Leeward Community College states that its Community Service program is guided by the following six goals:

1. To become intimately acquainted with the needs of the community and to make the total program of the college relevant to those needs.

2. To offer special programs which are not part of the regular instructional program.

3. To offer general educational, cultural and social activities and programs to the residents of the Leeward area.

4. To help preserve the unique cultural life and heritage of the community.

5. To offer the use of the college facilities and services to the community when such use does not interfere with the regular instructional activities.

6. To assist in identifying and resolving community problems by working closely with civic and community organizations as well as with interested individuals.

The Community Service program is coordinated by the Associate Dean of Special Programs and Community Services (who reports to the Dean of Educational Services).

The regular annual budget provided $1,000 in 1969-70 for the program, and $1,500 for 1970-71. The College has requested $27,500 for 1971-72.
The College has invited community organizations and groups to utilize its facilities and services. Among the services are the lending of library books, periodicals, and A-V equipment. The College owns a showmobile, an acoustical shell, mounted on a truckbed, which it uses for college and community concerts, lectures, and other programs. The showmobile is available to community groups upon payment of a nominal fee. Classrooms may be used by community groups where such use does not interfere with regular instructional activities.

Commendation. The College is commended for making its facilities and services available to community organizations and groups.

Recommendation. The College consider the advisability of formulating written policies regarding the kinds of facilities and services available to the community and the conditions under which they can be provided by the administration and faculty.

C. Educational Services.

Leeward College appears to be hampered in the offering of lower division community service courses by the fact that all such courses have come under the jurisdiction of the University of Hawaii Manoa Campus, through the College of Continuing Education and Community Services. Since the College of Continuing Education and Community Service has considered these types of courses its major money-making project, the Community College has not been encouraged to expand its educational services in this area. Especially since Leeward's regular fee for offering lower division courses would be about one-half of that charged by the College of Continuing Education and Community Service.

The College is hampered, too, because of the lack of sufficient staff and funds to expand the community service program to meet the demand. Much has been accomplished in spite of these limitations due primarily to the generosity of individuals and community groups in contributing resources and the administration and faculty in the donation of time and effort. There has been an extensive use of radio and television in the offering of service programs. One of the more successful was a program of four-hour blocks on radio during which answers were given to questions phoned in regarding care of plants, treatment of
plant diseases, etc. One of the unusual aspects of service to the public is the offering of Sunday credit classes. The present classes include computer science, speed reading, art, tennis, logic, and comparative religions.

It appears that the College has yet to define for itself what it means by community service. It also seems evident that no decision has been made about the advisability of offering non-credit lower division courses as a part of its community service program. A decision on the offering of non-credit courses is, of course, directly related to the availability of funds for community service purposes.

Commendations.

1. The College is commended for its use of the mass media to provide educational services to the community and to inform the community of educational services available at Leeward College.

2. The College is commended for meeting the community demand for such courses as leadership training, Chinese cooking, and the seminar on non-commercial chickens with aggressive tendencies.

3. The College is commended for organizing the Annual Recognition Day which is financed by the Lion's Club.

Recommendations.

1. The College and/or the President's Office, University of Hawaii, define community service and the educational programs and services to be offered by community colleges under community service as defined.

2. Adequate funds be made available in the regular annual budget to provide the staff to offer an organized program of community service as defined for the college.

3. The College be free of any restrictions imposed by the College of Continuing Education and Community Service in the offering of lower division courses to serve needs of the Leeward College community.
D. Cultural and Recreational Services.

The College has an enviable record in providing cultural and recreational services to the community. During its brief history it has offered dramatic productions, music programs, lectures, art exhibits, and film showing on a number of occasions. Most of these activities were offered on the campus, but occasionally the college has taken productions out to the community.

Commendation. The College is commended for number and quality of cultural and recreational services offered to the community.

VII. ADMINISTRATION

A. Effectiveness of Administration.

The Leeward Community College is one of six community colleges in the University system of Hawaii. The President of the University of Hawaii serves as the titular head of the system which is made up of eight branches, two four-year college branches, and six community colleges. A Vice President under the President is responsible for the six community colleges.

The President of the University system reports directly to the Board of Regents.

Each community college is administered by a Provost. The provosts meet as a council with the Vice President once each month for coordination purposes.

Although the Provost of Leeward College seems to enjoy a maximum amount of autonomy, a clear definition of the amount exercised by the community college provosts has not been delineated by the Board of Regents or the President. This causes some confusion.

The administrative staff of the college is as follows:

- Provost
- Dean of Educational Services
- Director of Administrative Services
- Associate Dean of Technical Vocational Education
- Associate Dean of Special Programs and Community Service
- Coordinator of Guidance and Counseling
- Administrative Officer - Budget & Expenditure
- Coordinator of Educational Media Center
- Division Chairmen
The administrative staff is well trained and adequate to carry out the operation of the college. Every decision of the administrative staff is based on its stated philosophy "Leeward Community College exists for one purpose - to help people learn."

The administration has remained flexible and amenable to change in meeting the needs of the students. The total staff participates in the development and implementation of policy. The democratic process is quite evident in the decision making process. There seems to be a feeling of mutual respect and cooperation between all segments of the staff, classified, teaching and administrative. The open door policy has kept channels of communication open on all topics.

The work loads for teachers has been established and maintained. No complaints were encountered from either teachers or administrators.

The classified staff is under State Civil Service. Assignments, hiring practices and compensation are set by State standards.

One problem seems to exist in the area of custodial service. It was stated that because of the method of allocating custodians, it was many times easier to obtain a teacher than a custodian.

Although no credentials are required in the Community Colleges the competence and preparation of teachers is excellent. Because of the number of applications for teaching positions, no difficulty is encountered in employing top quality individuals. Faculty division chairmen and administration participate in the hiring procedure. Student-faculty-administration relations are good; there seems to be no difficulty.

Commendation. The flexibility exercised by all members of the college community is outstanding. The administration takes all means to encourage and assist faculty members to try new methods of instruction.

The administrative staff should be commended for the high morale that was apparent to all members of the team. Channels of communication are open and a spirit of team play permeates the institution.
Recommendations.

1. In order to alleviate the confusion which seems to exist, it would be well for the President of the University system and the Board of Regents to clarify and define the autonomy to be exercised by the community colleges.

2. The method of allocating custodians to the college should be examined. This could prevent a deterioration of a beautiful plant because of inadequate upkeep.

3. As the college grows in enrollment and offerings it would be wise to examine the organizational pattern of the college to insure an equalization of administrative responsibilities.

B. Finances.

The college receives its financial support from the Governor, Legislature and through the President and Board of Regents of the University system. The college sends in its budget on a bi-annual basis, but the budget can be adjusted annually if circumstances are such that such an adjustment is needed. The budget for 1971-72 for the community colleges of Hawaii was cut this year in the Governor's budget but it is believed that this will be partially restored by the Legislature. As is true in California, financing of higher education is a definite problem.

With the exception of a small tuition charge for each student, the community college program is completely supported by the state.

The community colleges are in high favor with the legislature and it is believed that this governing body will see to it that the community colleges do not suffer too drastically from lack of financial assistance.

Finances for capital outlay seems to be taken care of through well planned future needs.

Recommendation. It might be well for the state and the University system to study the possibility of developing a formula plan for the financing of community colleges so as to take the uncertainty out of how much is to be allocated to the community colleges each year.
C. **Liaison Between the College and Community**

The administration of the college keeps the community well informed about the activities and the needs of the college. The Provost has an overall advisory committee made up of leaders of the community. This committee meets regularly and assists the college in whatever area may need help or advice. Each vocational program has an advisory committee and they are very helpful in the planning of curriculum.

The community is very proud of their college, primarily because of the public relation efforts carried out by the students and faculty.

D. **Board of Trustees**

The college does not have a local board but is governed by the Board of Regents of the University system. The Board of Regents does not look upon its responsibility to the community colleges as secondary to the University and consequently the community colleges do not seem to be suffering from the organizational pattern of higher education in Hawaii.

**CONCLUSION**

The College has made exceptional progress since its beginning in the fall of 1968 with an enrollment of 1,351 students and 37.5 instructors. In the fall of 1970 the enrollment grew to 3,651 with 94 instructors.

Facilities are good, the faculty and administration are well trained and enthusiastic about the future of the college. The students and community are proud of their college and feel it is filling the needs of the community. Relations with the University President, Vice President and Board of Regents are good. Many of their plans for the future are in the formulative stage.

The staff and students made every effort to make the visitation pleasant and productive. The team enjoyed its visit at Leeward Community College and wishes them well for the future.
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<tr>
<th>Name</th>
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<tr>
<td>Walter Coultas,</td>
<td>Superintendent</td>
<td>Los Rios Community College Dist</td>
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<td>Chairman</td>
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<td>Archie L. McPherran</td>
<td>Assistant Chancellor, Fiscal Affairs</td>
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<td>Algeo H. Brill</td>
<td>Vice President</td>
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<td>Hector Lee</td>
<td>Professor of English</td>
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