Leeward Community College operates as one unit of a statewide system of higher education under the Board of Regents of the University of Hawaii. Between 1965 and 1970 five technical schools under the State Department of Education were transferred to the Board of Regents for the purpose of creating a system of community colleges to serve the people of the State. In this developing system of community colleges, Leeward was the first new college to be authorized. Its history reflects this uniqueness.

Unlike the colleges that began as technical schools, Leeward began as a comprehensive community college. Although its early emphasis as represented by programs of study available and student enrollment records was more academic than occupational, the College is committed to the comprehensive, open-door concept and in recent years has been working to achieve a balanced program of student services and educational offerings consistent with this commitment. Unfortunately, current budget limitations have slowed progress in this direction, particularly development of occupational studies and community services. The College has, however, continued to plan for a comprehensive well-balanced program in anticipation of necessary funding at a future date.

In response to a State requirement of all public service organizations, the College has moved to a PPBS system of planning and budgeting. The system has served to focus attention of the College on both program objectives and program costs. In this connection, the College has developed courses and curricula on the basis of specified behavioral objectives. This approach appears to have general acceptance among staff members and seems particularly appreciated by students, many of whom indicated satisfaction with the specificity of course outlines.

Leeward Community College is an effective institution served by an able faculty and staff. It is guided by a philosophy consistent with the goals of comprehensive, open-door community colleges. The College states its mission briefly: "to help students learn." The programs and services of the College reflect this commitment. With the assistance of the faculty and staff, students are encouraged and helped to develop their own educational goals and to move toward them at their own pace. In accordance with these principles, the College has worked to minimize barriers to program selection by the students themselves and to maximize program flexibility. Although there is
at present some concern over the extensive use of the "W" grade, particularly as this affects program costs and the availability of courses to all students, the College is striving to maintain maximum accessibility to its programs and services.

The team was favorably impressed with the range and quality of College instructional activities as well as with the quality and dedication of the College staff. In its relatively short history the College has accepted and moved, within the limits of resources available, to serve its students and community in accordance with accepted standards for effective community colleges. In this connection, the College is to be commended particularly for its use of flexible scheduling, open enrollment procedures, emphasis on course and program objectives, developing program of occupational studies, concerted effort to obtain funding from other than State sources, establishment of outreach programs, commitment to special services for disadvantaged students, use of volunteer services, and efforts to establish a diversified community services program. The list of Leeward Community College accomplishments is impressive; however, future development of the College will be influenced greatly by its success in coping with a few major problems, some of which are within the present capability of the College and some of which require attention above the campus level of authority.

Three major areas of concern were identified by the visiting team: (1) finance, (2) administrative organization, and (3) policy development. In each area the issues are sufficiently serious to have substantial negative effect on future development of the College if not soon treated effectively. Although finance is a problem shared nationwide by a majority of institutions of higher education, the adverse effects of the current situation in the Hawaii system will be considerable unless a new approach to the problem can be found. Under the present arrangement, a budget freeze is in effect, arresting not only development of needed new programs and services but also, in view of increasing enrollments, weakening current campus capability to meet demands for service in established programs.

Except for minor campus-level adjustments, this problem is, of course, beyond the College level and must be dealt with at the highest levels of State government. The State and the University, hopefully with the help of knowledgeable community college spokesmen, must decide on an appropriate level of funding for community colleges in the light of the State's accepted educational priorities. Without early action in this direction the College will continue to be in an untenable situation.
A second concern of the visiting team pertains to administrative organization at both the campus and central office levels. At the campus level, there appears to be a disproportionate burden on the Dean of Educational Services. This has been recognized not only by team members but by College staff members as well. The team has recommended restudy of the role and responsibility of the position and consideration of a new position with responsibility for administration of the area of student personnel services. The team is convinced that effective management of these two major areas of administration calls for additional administrative attention.

At another level of organization, present arrangements do not seem to provide the needed continuity of leadership and program coordination. At the present time, division chairmen are appointed for one year. In view of the growing complexity of this assignment and the need for knowledgeable coordination of division efforts, it seems unlikely that a person can become fully effective in this position in one year's time. It is, therefore, suggested that a longer term of office for the chairman be considered.

At the central office level, the team was concerned about the apparent lack of staff support to community colleges and the absence of a knowledgeable community college spokesman at the Board level. The position of Vice President for Community Colleges has been vacant for some time. University spokesmen contend that the community colleges are well represented at the Board level and receive a full measure of Board attention. When viewed within the perspective of those responsible for all University operations this may be true; however, the team could find little evidence of a continuing, coordinated central office planning effort for the community colleges segment of the State's system of higher education. Such an effort would call for assigned Central Office responsibility and systematic involvement of appropriate community college personnel.

The third major area of concern cited by the committee pertains to the difficult and often disturbing subject of policy development. The team recognizes the legal authority and responsibility of the Board of Regents to set policy for the entire University system, including community colleges. Central office initiative is, therefore, essential to this important activity. In this connection, however, a major effort needs to be made at both the campus and central office levels to clarify the role and responsibility of campus personnel in developing policy recommendations and to institute appropriate procedures for coordination of policy development activities. Unless the policy development process is clearly understood, questions go unanswered, misunderstandings develop, and morale suffers. For example, what is the policy on selection of personnel? Who has a voice in the selection process? Through what
channels are recommendations made? Clear, written policy and procedure would be useful in minimizing the confusion that results when the answers to such questions are not generally known and understood. Community college operations are becoming increasingly more complex and, therefore, require careful attention to policy and procedure if they are to be managed effectively.

The team's overall impression of Leeward Community College at its present stage of development was, by and large, quite favorable. Leeward is an effective institution with goals clearly in view, good community support, programs and services appropriate to its purposes, a staff competent and dedicated, and an attractive physical plant. Much has been accomplished since the last team visit and the College is to be commended for the many improvements that have been made. However, the team believes that in the interest of the College's future development the concerns enumerated above deserve early attention.

In addition to the chairman and Mr. Larry Kavanaugh, assistant to the chairman, the members of the visiting team included:

Mr. Floyd L. Younger
Dr. Harry B. Packard
Dr. Margaret L. Crawford
Dr. Nancy M. Cooper
Mr. Jerry Girdner

Clyde C. McCully, Chairman