REPORT OF THE ACCREDITATION TEAM

VISIT TO LEEWARD COLLEGE

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Prepared for

ACCREDITING COMMISSION FOR JUNIOR COLLEGES
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

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INTRODUCTION

In preparing its 1973 application for accreditation Leeward Community College followed procedures for the detailed self study as described in the July 1972 edition of the Manual of Accreditation for Junior Colleges. The requirements of the study were generally fulfilled and there was evidence of wide involvement of the College staff in activities relating to the accreditation study.

Leeward Community College students and staff were most helpful and courteous to the team. Early opportunity was provided for team members to become acquainted with College staff members and student body leaders. Arrangements were also made for representatives of the team to visit with the president of the university and selected members of the Board of Regents. An adequate and convenient team workroom was provided; exhibits and other related materials were well organized and readily available; and, members of the College staff gave valuable and timely assistance in scheduling consultations and in providing information needed by the team.

From visits both on campus and in the community, the team was impressed with the high quality of the college program and the high level of community support enjoyed by the College. Students, faculty members, support personnel, administrators, board members and community representatives all expressed pride and confidence in the work of the College.
I. AIMS AND PURPOSES

The Aims and Purposes section of the Accreditation Report describes in a lucid and succinct fashion the basic goals, the most crucial aspects, and the underlying philosophy of the Leeward educational program.

Commendations:

The college is to be commended for:

1. The enlightened philosophy of Leeward Community College, which focuses humanistically on all aspects—personal, social, vocational, and intellectual—of the individual, and encourages self-motivation and lifelong "personal growth through learning."

2. Institutional recognition that individuals learn at different rates of speed, as exemplified by permitting the student to receive his grade for a course whenever he achieves its objectives.

3. Restructuring the traditional academic semester to include a variety of time blocks in an effort to meet the needs of many types of students.

4. Creating several independent study situations, individualized learning units, and community activity projects—all of which maximize opportunities for student maturation and provide channels through which the College can meet the unique requirements of each and every student.
II. CURRICULUM

A. Curriculum Development

The College has a clear plan for curriculum development and mechanisms have been devised to expedite the introduction of new courses and new programs into the college offering. Since the last accreditation visit, two new programs have been introduced and a number of courses have been added to the curriculum. The college has moved toward a better balance between occupational and liberal arts education and now offers ten majors in occupational education, including three in the business division and seven in the technical-vocational division. A strong program in general education is required of all students working toward an associate degree and articulation arrangements have been introduced with the Manoa Campus to provide for 48 units of general education and 12 units of elective credit which is proposed to include any of the technical-vocational courses. The proposal has not as yet been accepted by the Manoa Campus, but the Leeward Campus is in agreement that such courses numbered below 100 should be included and permitted as a part of the general education requirement, to be limited to 12 units.

Consideration should be given to eliminating the courses recommended for transfer that are numbered below 100 and deal with basic skills in reading and writing and mathematics. Reports from the departments would indicate that no difficulty is experienced in transferring courses in the 100 and 200 series to the Manoa Campus. Statistics in the report dealing with the number of transfer students should be corrected to point out that more than 600 students transferred from Leeward Community College to the Manoa Campus during the past year. The 6.5% figure given in the report is misleading in this regard and methods should be developed to reflect more accurately the transfer statistics.

It appears that articulation with the high schools of origin is good and counselors at the local high schools indicate that the representatives of the college make regular visits to high school campuses to provide information regarding college programs and open house programs that are offered each Spring for students interested in attending Leeward College.

The previous report recommended further effort be made to provide educational opportunities in remote areas. This is now accomplished through a combined effort on the part of the Manoa Campus of the University and Leeward Community College. At the present time, credit classes offered other than on the campus are relatively
few, but efforts have been expended on the part of the college to explore further expansion.

The suggestion of the previous team that further effort be exerted in the area of articulation has been carried out as reported above.

The college is presently faced with financial constraint which has had a limiting effect upon innovation and experimentation. Conversations with faculty members indicate that the impetus for innovation and experimentation has declined somewhat since the last accreditation visit. However, the administration indicates that it is continuing efforts to encourage innovation and educational experimentation.

The College has made some progress toward a better balance between academic and vocational offerings with the addition of new programs. However, the present budgetary freeze upon expansion of the college offering has slowed progress in this direction.

Efforts are being made to develop a more favorable program of transfer to the university with the inclusion of the new general education requirements, which would take into consideration units of some offerings formerly considered to be non-transfer.

Commendations:

The college faculty is to be commended for:

1. Its extensive use of educational objectives and course outlines. A sampling of the faculty indicates it is common practice to distribute educational objectives at the beginning of the courses in order that students may clearly understand the goals and purposes of the course.

2. The development of course offerings on a modular basis. This is particularly evident in the technical divisions—in typing in the business division and geography in the social science division.

Recommendations:

It is recommended that the college:

1. Consider offering all drama courses in the arts and
humanities division to avoid possible confusion on the part of students and to assure the best utilization of the faculty.

2. Examine the possibility of organizing literature classes and English and grammar classes under a single division rather than splitting them, as is presently the case, under the arts and humanities division and the language arts division. These classes are frequently taught by faculty with similar backgrounds and the split between the two divisions may result in some confusion on the part of students and inefficient use of faculty.

3. Explore the possibility of classifying business law (BS40) as a transfer course for business administration majors, a common practice in other community colleges.

4. Re-examine the designation of cooperative education entries in the college catalog. A clear differentiation between the two options offered might be less confusing than the current double listing.

5. Consider the appropriateness of the number of work experience units that can be obtained as a part of an occupational offering.

6. Evaluate the number of units assigned to Health and Physical Education classes in track and field, baseball, volleyball, football, and basketball. The total possibility of 27 units in this area may result in students who accumulate these units being denied a major portion of the credits upon transfer.

7. Consider the possibility of listing all computer science classes in the business division area rather than in the division of science and mathematics since the application of many of the courses of study is considered by many to be in the field of business and the current listing may be misleading to students.

B. Transfer and General Education

The college offers a wide and varied curriculum of general education and transfer courses, as well as a vocational-technical program whose courses are limited in number but excellent in content. The offerings are strongly academic in nature and, if the college is to meet its commitments to vocational training for its students, considerably more of its resources will need to be put to equalizing the balance between academic
and vocational offerings. The present freeze of positions in government services has affected the growth of programs at the college. With the construction of Oahu West, the proposed new four-year branch of the University of Hawaii, it is expected that many academic majors attending Leeward will permit transfer to the four-year university. This will provide a better balance between academic and vocational offerings and permit growth in vocational programs at Leeward College.

New course offerings may be initiated by the administration, faculty, students or members of the community. Advisory committees attached to vocational-technical programs are most helpful in their recommendations for needed courses. Presently, recommendations regarding proposed new courses are acted upon by the Curriculum and Academic Development Committee and forwarded to the Provost. The Dean of Educational Services also recommends new offerings to the Provost independent of the CADC. Division Chairmen make curricular recommendations to the Dean of Educational Services.

The college through its annual self-study program, required as part of its Program, Planning and Budgeting System, has an efficient means of evaluating the outcomes of its programs. The development of behavioral objectives for all course outlines provides an excellent method of evaluating the curriculum, its programs and courses. Students are given copies of the course outlines and have knowledge of course requirements. Interviews with students elicited a strongly favorable response to the course outlines listing requirements for study, tests and grades. Students were generally secure and happy with their courses, their instruction, and the college.

Students are permitted to attempt any course, although adequate aptitude and achievement testing, guidance and counseling are available. Reading and arithmetic achievement tests are administered to all entering students, who are then counseled, according to need, into developmental courses in English and mathematics. Studies revealed that a much greater drop occurred among students who failed to enroll in the developmental classes than among those who did avail themselves of this help. The college has provided separate learning laboratories for reading, writing, mathematics, and social sciences. Students are further assisted by a plan permitting make-up tests for missed examinations. Additional learning laboratories are available for other disciplines.
A no-fail grading policy is now in operation at the college. Grades are "A," "B," "C," and "D." If a student has good attendance and effort but has not achieved a "D" grade, he can receive a "Q." This "Q" grade is acceptable in meeting general education requirements of degree or certificate programs in vocational-technical programs. Students may elect an "N" grade, or no grade, which serves as an incomplete, or which signifies that the student plans to take the course again to raise his grade. Students are permitted to take any course again in order to raise any grade. A serious problem has arisen because of the use of the "W," or withdrawal grade. Students are permitted to withdraw from a course with a "W" at any time. Without a policy of required prerequisites, such students may re-enroll in the same courses without proper preparation. Since about 25% of the student body utilize the "W" grade, and since many re-enroll on a priority basis as continuing students, many prime-time required courses are unavailable to entering freshmen. Competition for these courses includes the able returning or continuing student as well. This situation is being studied presently by the college administration. It appears that some method of requiring prerequisites or limiting re-enrollment without additional preparation, will be instituted.

While over two-thirds of the student body is enrolled in academic majors, according to college computations, only 6.5% transferred to Manoa campus in the Spring, 1972. It appears students could make better use of additional vocational-technical offerings and that the present emphasis on developmental courses in reading and mathematics should be continued and be made prerequisite for advanced work.

The problem of articulation between Leeward College and the Hilo and Manoa campuses of the University of Hawaii is presently under study. The Provost has taken active leadership in this problem. The result has been a proposal, participated in by all of the community colleges of the system, known as the Option Two Degree. Students under the plan would be permitted to transfer to Hilo or Manoa upon completion of:

- 15 credits in Language Arts, Arts and Humanities
- 12 credits in Mathematics and Natural Sciences
- 12 credits in Social Sciences
- 21 credits in electives (including a total of 12 courses numbered below 100 in Practical Arts)

The plan frees the colleges from the rigid requirements of the four-year institutions by permitting each college to decide which courses it will recognize as requirements in each category.
At the present, all departments at the Hilo and Manoa campuses, except that of Liberal Arts at Manoa, have accepted the Option Two Degree. The colleges are presently working toward uniformity of course numbering, titles and content in their vocational-technical courses through the efforts of representative committees from the several campuses.

The college has met the recommendation of the previous team of serving the educational needs of remote areas by establishing an outreach program under its Division of Community Services and Special Projects. Special interest, recreational and remedial programs are operating at off-campus locations. However, no continuation education courses for skill training are presently offered.

The recommendation for a meaningful articulation agreement with Manoa and Hilo to facilitate transfer is presently covered by work on the Option Two Degree proposal.

The recommendation that the college be relieved from specific prescription of general education courses required by the University of Hawaii for transfer is being met in the conditions of the Option Two Degree proposal wherein the colleges of the system designate the general education courses required in the accepted categories for the Associate in Arts degree.

Commendations:

The college is to be commended for:

1. The leadership it has taken in developing the Option Two Degree proposal.

2. Its development of course outlines based on behavioral objectives with stated requirements for instruction, testing, and grades.

3. Its efforts to guide students by achievement testing into learning centers specifically designed for their need.

Recommendations:

It is recommended that:

1. The college continue to expand its articulation efforts with the high schools, including its plan for early college entry. Programs for orienting high school instructors and counselors, particularly in the vocational-technical programs, should be considered.

2. Serious reconsideration be given the policy of the "W" grade and examination be made of the
possibilities of required prerequisites and positive referral to developmental classes based on demonstrated need.

3. The college re-examine the role and responsibilities of Division Chairmen. Under the present system the position appears to be weakened by annual election and teaching load, and could possibly be strengthened through more control of course offerings, more continuity of tenure and additional help with administrative detail. This problem is of particular concern where extra responsibilities for Advisory Committees, community contacts, and student placement are concerned.

C. Vocational-Technical Education

Leeward College offers eleven programs of vocational-technical training leading directly to employment in industry. Approximately 23% of the student body is enrolled in these majors. The courses lead to Certificates of Completion, Certificates of Achievement, and Associate in Science degrees. General education courses are incorporated into certificate and degree requirements in order to give breadth to the offerings. However, it is possible for those seeking immediate employment to enroll for skill training only.

Present offerings include three business programs: Management, Accounting, and Secretarial Science; and four technical programs: Automotive Technology, Drafting, Marine Technology and Hospitality Education (Food Service). The latter is the only new vocational program in operation since the last accreditation visit. Other programs include: Library Assistant and Technician, Recreational Director, and an interdisciplinary program in Social Sciences for Welfare Work that is transferable to the four-year college. The Computer Technology program is operated under the Math-Science Department.

Advisory Committees include an overall Advisory Board for the College and individual Advisory Committees attached to nine of the vocational programs. Strong support from the community was evident from the minutes of the committees. It was apparent that considerable difference in experience with advisory committees exists among programs and stronger centralized leadership in this area might be helpful to all of the committee memberships.

The college lists eight vocational programs under consideration, in addition to the Graphic Arts program presently approved but unfunded. The austerity budget problems now being experienced probably will not permit implementation of these plans for the next few years. It is hoped that the college can secure federal funding to support some of these programs in the not-too-distant future. The need to strengthen vocational offerings is a major concern.
The Placement Office maintains a file of employers for part-time and full-time work for students attending school. The Placement Coordinator also teaches a class for job applicants. Most of the placement of vocational majors appears to be done by the departments, due to their close industrial contacts. The extensive work-experience programs operated by the vocational departments attest to the quality of the instruction and is an indication of successful placement. The exhibit of placement records was inadequate to support the work done by the departments. The college might consider a coordinated plan for placement records, starting with the instructor and leading to the concentration of records with the office responsible for federal reports. The emphasis on "live work," as evidenced by the work-experience programs, is commendable in leading to eventual full-time job placement of the students.

The college is using an innovative method to prevent dropout and to encourage students to progress at their own speeds. The use of modular programming, combined with the financial assistance derived from cooperative on-the-job work-experience training, apparently results in good retention, strong motivation and successful learning. The instructors have excellent background and morale is high.

Wide differences in credit requirements exist among the different vocational programs. Some reconsideration of the credit requirements for certificates and for Associate of Science degrees might be undertaken in order to equalize comparable requirements among programs.

Commendations:

The college is to be commended for:

1. The effectiveness of its vocational program—limited though it has been. The support evidenced by the Advisory Committees attests to the success of these programs.

2. The extensive use of outreach programs of work-experience education. Such programs are available in approximately one-half of its vocational offerings. The opportunity for "live job" experience is most helpful to the student, and the financial support thus made available is important in preventing dropouts. The program also has the advantage of built-in placement opportunities for the student.

3. The innovative use of modular scheduling in selected vocational programs. Student interest
is high, drop-out is low, and the plan has the added advantage of permitting the scheduling an instructor in his areas of strength.

Recommendation:

It is recommended that the college reevaluate its commitment to vocational-technical education with a view toward allocating a greater part of its effort to increasing occupational offerings, particularly in the areas of employability of women.

D. Continuing Education

No separate program for continuing education exists at Leeward College. The need for this type of program is presently met to some extent under the Division of Community Services and Special Projects of the college. This division has been most successful in obtaining federal grant monies. The programs include outreach courses operated in cooperation with the Division of Continuing Education and Community Services of the University of Hawaii. It would appear that a policy change that would permit Leeward to charge fees for these community service programs would be advantageous. This could be of critical importance in supporting offerings to be held in the new on-campus theatre.

Some adult education programs are available through the high schools. These appear to be less than adequate to meet the needs of the community.

There appears to be a need for the college to develop a strong continuing education program of credit and non-credit courses, particularly at outreach locations, in order to bring training for upgrading of skills, as well as some vocational preparatory training, within the reach of those in poorer communities.

A need for agreement still exists regarding the functions of the three segments of education now operating in the continuing education field: the high schools, the Division of Continuing Education and Community Service of the University, and the Community Services and Special Projects Division of Leeward College.
Unmet vocational education training needs still exist that could well be met by college outreach programs of continuing education.

Commendations:

The college is to be commended for:

1. Its success in securing federal aid to support innovative instructional programs, training of teachers and para-professionals, and support for student financial aid.

2. Establishment of outreach programs in the community under its Division of Community Service and Special Projects.

3. Its cooperative efforts in outreach with the high schools, the university, and the community colleges.

Recommendations:

It is recommended that:

1. The college continue to seek funds to carry on the outreach programs, financial aid support for students, and its cooperative work with the high schools and the Continuing Education and Community Service Division of the University of Hawaii.

2. The college seek funds to implement a continuing education program of vocational-technical training, in order to offer upgrading programs as well as preparatory courses in vocational-technical courses on a part-time basis at outreach locations, to meet the needs of the surrounding community.

E. Summer Session

The present budget constraints have placed the offering of a summer session in doubt for 1974. While first priority of enrollment is given to Leeward students and to those attending other community colleges of the system in the preceding year, experience has shown that a large number of the summer students are from the four-year University of Hawaii campuses.

The budget constraints and the collective bargaining agreements have limited the college's ability to respond to the recommendation of the previous team
concerning the problem of equality of summer session pay for instructors at the two and four-year campuses.

Recommendation:

Consideration should be given to the utilization of the summer session budget, to meet the matching fund requirements of federal funding to implement programs of the Division of Community Service and Special Projects.

F. Course of Study Outlines

A complete file of course outlines was available to the team. These outlines are filed with the Dean of Educational Services and with the library. Instructors of all courses, academic and vocational, lecture and laboratory, prepare their course outlines based on behavioral objectives, including the knowledge and skills expected, the material to be tested, and the requirements to be met for specific grades. Students are given copies of the outlines at the beginning of the course. Student reaction to the course outlines and their distribution was positive.

A previous recommendation that instructors teaching sections of the same course use the same outlines, has been met. Instructors work together to improve cooperatively developed course outlines.

Commendations:

The college is to be commended for:

1. The continued emphasis on behavioral objectives in its development of course outlines.

2. Its student-centered approach in which students are given course outlines based on behavioral objectives, specific information on material to be covered in tests, and the requirements to be met for specific grades.

3. The cooperative approach of the faculty to improvement of the course outlines.

Recommendations:

It is recommended that:

1. Continued emphasis be placed on developing course outlines based on behavioral objectives in all instructional areas.
2. The numbering system of courses be reconsidered so that certain courses below 100 in numbering do not receive a connotation of being of less importance, such as the Accounting 100 series (transfer) as contrasted with the comparable accounting courses numbered below 100. Some less artificial system of numbering might be more useful to the student.
III. MEETING THE NEEDS OF DISADVANTAGED PERSONS

The college has made considerable progress in identifying and meeting the needs of disadvantaged persons since the last accreditation visit. Even though the Mainland definition of "disadvantaged" does not seem directly applicable to the situation in Hawaii, the college has evolved a workable definition for its service area based on the recognition of "...cultural groups in the population who hold less than their proportionate share of the factors that give power and status in our society..." In particular the college recognizes the disadvantages of certain cultural groups on the basis of income level, opportunity for employment in well-paid occupations, access to higher education, cultural displacement, and linguistic handicaps. The college does recognize that the college service area contains a sizable and growing proportion of those cultural groups it identifies as disadvantaged and is increasing its outreach efforts to reach and serve this growing segment of the population. Through these outreach efforts, almost exclusively funded through federal, state, and local grants, the college has significantly increased the percentage of defined disadvantaged persons attending the college. Once on the campus the college provides services, guidance, and motivation that have succeeded in involving these "new" students in student activities and student government to a commendable degree. Particular attention is paid to helping the linguistically disadvantaged student acquire the language skills to function adequately in the regular college program. The college has also increased its financial aids capabilities and is working to overcome some cultural reluctance on the part of some disadvantaged groups to avail themselves of such aid. The college efforts to meet the needs of disadvantaged persons have thus far been focused on outreach efforts, provision of financial aid, and adjustment to the college environment and programs. Attention to retention, follow-up, and motivation to further education appears to have been minimal on an institutional level.

The college has chosen to concentrate on planning and adapting facilities for the convenience of physically handicapped students rather than specifically identifying them as a special group on campus in need of special consideration and services.

The college did not respond in writing to the previous accreditation team's recommendation to "give further consideration to the needs of physically handicapped students, both in design of physical facilities and programs"; however, much has been done.

There are few architectural barriers. Elevators are located in most buildings throughout the campus so that handicapped students may reach classrooms on any floor. Special parking areas have been reserved for handicapped students.
Rather than attempting to design special curricular programs for the handicapped, the emphasis has been on services. Examples are: THRUST (Tutorial Help Resources Utilizing Student Talent); TRIO (Special Student Services Program for the Disadvantaged); Veterans' Cost of Instruction Program; and recruitment of handicapped students, working with the Division of Vocational Rehabilitation.

Commendations

The college is to be commended for:

1. Establishing a workable definition of "disadvantaged persons" that looks beyond ethnic minority status to other factors more appropriate in view of the ethnic make-up of the service area and Hawaii in general.

2. Seeking federal and other funds to establish programs for disadvantaged persons for which there is little funding available through regular college or system budgets.

3. Increasing its outreach efforts in line with a heightened commitment to seeking out and serving disadvantaged persons as defined. Of particular note is the Waianae-Nanakuli Education Center, which the college operates as a federally funded pilot program.

4. The commitment and dedication of the TRIO, SPECIAL STUDENT SERVICES, and Interdisciplinary Social Studies (ISS) staffs to the task of reaching, enrolling, and motivating disadvantaged students.

5. The efforts of the special student services staff and the college to heighten the awareness of faculty and the public to the problems of disadvantaged persons through such efforts as the "Awareness Training Institute" and the orientation tour of new Leeward faculty to Ota Camp and other poverty areas of the service area.

Recommendations

It is recommended that the college:

1. Initiate formal follow-up studies to measure the success of the college's special programs for disadvantaged persons including success in regular college programs, occupational placement, and motivation to further higher education.

2. Consider the assignment of a person to coordinate such research efforts as described in (1) above and be responsible for grant seeking as it relates to programs for the disadvantaged and other areas of the college program.
3. Increase its efforts to communicate to the general faculty the institution's efforts in regard to meeting the needs of disadvantaged persons and solicit the active support of the faculty in these efforts.

4. Consider the establishment of a general college-community advisory committee on meeting the needs of disadvantaged persons that would include representative membership from all sections of the college service area. Such a committee could serve as a review committee for on-going and contemplated programs and help assure that new efforts fit into a comprehensive network of services aimed at addressing the needs of disadvantaged persons in the entire service area.

5. Seek by whatever means are practicable to open and staff the community studies center, which could serve as a valuable community resource in identifying the particular needs of persons in areas of the college community containing significant numbers of disadvantaged persons.

6. Re-examine the college's posture toward physically handicapped students with a view toward determining whether or not recognizing them as a special group in need of special services would enhance the college's ability to serve more such persons in the college service area.

7. Strive to strengthen its institutional commitment and achieve a system commitment to meeting the needs of disadvantaged persons to lessen the dependence of such efforts on grant monies and in recognition of the growing numbers and emerging needs of such persons in the college service area.
IV. INSTRUCTION

A. Staff

The instructional goals described in the Accreditation Application are being achieved (insofar as possible) as a result of the dedication, enthusiasm, sensitivity, and professional competence of the Leeward staff. Students, responsive to faculty and administration empathy, and to the quality and practicality of the instruction they are receiving, appear to be developing learning-experimental appetites which will not decrease when they leave the campus.

B. Facilities

The college's handsome and striking facilities appear to be quite adequate for the educational program offered. Students and faculty alike seem to appreciate the investment the State has made in providing this fine facility. Some minor problems and inconveniences are being encountered as work continues toward completion of the master plan and as adjustments must be made for program change and student growth.

The college has responded positively to the 1971 recommendation that instructors be involved in future development of facilities: business faculty were consulted regarding the construction of the business education building; kitchen facilities were set up by the executive chef; mathematics and science instructors had the opportunity to make recommendations on the interior design of their building. As the future facilities for history and language arts are constructed—in accordance with the master plan—it is expected that teachers of those subjects will be involved in the layout of interiors.

Although the 1973 report makes no mention of the fact, Leeward has attempted to act on the 1971 recommendation that effective custodial-maintenance service for the campus be provided. However, despite frequent correspondence with Manoa campus on this subject for almost a year (September 1971-July 1972), there has been no action.

The college did not respond in the application to the previous accreditation team's recommendation to "give further consideration to the needs of physically handicapped students, both in design of physical facilities and programs." There is evidence, however, that future master-planned buildings have been designed to assure access to all instructional spaces and facilities by handicapped persons.
Recommendations (Facilities):

It is recommended that the college:

1. Consider provision of bulletin boards or kiosks on campus to improve communication and avoid the accumulation of posters and masking tape on walls, stairwells, and other surfaces.

2. Continue to pursue means to provide adequate custodial care and maintenance of the new, costly, and still attractive buildings.

3. Continue its efforts to improve the confusing ingress-egress avenues to the physical plant.

Commendations:

The college is to be commended for:

1. Creating a teaching atmosphere conducive to innovative instruction.

2. Creating a learning atmosphere to which students respond with enthusiasm.


4. The frank recognition of instructional and organizational problems and the objective weighing of alternative solutions by both instructors and administrators. (Examples: the "W" problem; the role of divisional chairmen.)

5. The philosophy inherent in the decision to stress "user-orientation" rather than book collecting in the library.

6. The development of an individualized, programmed library instruction unit.

7. The acquisition, in less than five years, of a collection of library materials suitable in both quantity and scope for the size and pluralism of the Leeward student body.

8. Setting up definitive course outlines and expected outcomes so that students have a clear understanding of the objectives of each course and know exactly the amount and type of work the class entails.
Recommendations:

It is recommended that:

1. The "W" grade be defined and refined in such a way that it is understandable to and accepted by other institutions in the state system.

2. The faculty evaluation form be itself evaluated; that the four sections be updated in accordance with current college consensus on the role of the instructor; and that the evaluation be employed in a systematic manner.

3. The role of Division Chairmen be clarified, and the term extended to provide continuity in divisional leadership.

4. The faculty be encouraged to implement the suggestions made in their "Self-Study Recommendations, 1973."

5. The instructional staff accept the challenge of developing inter/intra divisional in-service training in a manner which will not require additional funding.

6. Despite the stringent financial situation in Hawaii, the College continue to use all available channels to make known its needs, stressing particularly the necessity of obtaining funds for:

   a. Student assistants and paraprofessionals in the various learning labs.

   b. Released time for innovative curriculum development.

   c. Additional staffing of the Educational Media Center in order that its equipment and facilities can be better utilized by instructors.

   d. Further implementation of the off-campus projects of the Community Service Lab.
V. STUDENT PERSONNEL SERVICES

The main objective of the Student Personnel Services at Leeward College as stated on page VI-1 of the 1973 Application for Accreditation is to implement the philosophy—"To help people learn" and as viewed in this aspect, the services function as part of the learning process. This statement reflects the organization, staffing, program, and expertise of a dedicated staff.

Interviews with students indicate a consistent pattern of ready assistance and support from the counseling staff. The counselor-student ratio has increased to 1:499 due to the present freeze on new hiring and the austerity budget. Assistance with funding is accomplished by supplementary federal assistance furnishing one-half time support to two counselors working in the area of community services. A cooperative relationship exists between the student personnel services and community services offices leading to a sharing of costs and expertise.

The college has used an "open door", "open class" policy since it began operation in 1968. Students have been permitted to enroll in any class they wish to enter irrespective of ability or preparation on the basis that with sufficient time, most students can attain mastery. The non-punitive grading policy which permits the student to drop a course at any time with a "W" grade and to re-enroll on a priority basis as a continuing student has resulted in 25% of the students availing themselves of this opportunity and making it difficult for newly enrolled students to secure classes. The "W" students are not usually those making acceptable grades. These matters combined with budgetary constraints have caused the college to reassess its policies on priorities for enrollment studies (by the psychometrist) have indicated that many of the problems are related to reading weaknesses. Three year's experience with a reading program indicated that one-third of the students were reading below the ninth grade level. These students were referred by counselors to a special reading development program. Follow-up revealed that those enrolling in the reading program had a dropout rate of only 12% as opposed to 46% for those not taking the program.

Accordingly, the Nelson-Denny test is now used for advising in English placement. Students scoring above the ninth grade placement are counseled into college level English, the others are counseled into developmental classes. The success of this program and the large norm groups of over 2,000 students have led to a reevaluation of the policy on merely advising students on placement level. The staff now favors basing English placement on demonstrated ability level.
A similar program is presently used for placement in college mathematics. Experimental work is going forward using aptitude tests to predict success in some vocational fields.

The placement office maintains a file of employers and seeks to place students in part-time or full-time employment. The placement of students completing vocational programs appears to be more directly related to the departments concerned than to the general placement office. This plan offers efficient contact with industry by division chairmen and assists in relieving the work load of the placement office coordinator.

Financial Aids are handled by the registrar. Through the efforts of the coordinator of Community Educational Services, who is responsible for college development and the loans and grants program, close to $200,000 in financial aids has been made available through College Work Study, National Defense Student Loans, Educational Opportunities Grants, and Basic Opportunity Grants.

The health committee (including instructors, counselors, students and staff) has developed a health center but has been unable to secure funds for staffing. The center is staffed by volunteers who have had Licensed Practical Nurse and/or first aid training. During the summer months these volunteers trained a safety officer for each building on campus.

The recommendation of the previous team that 'the college so organize and center responsibility for student services that staff, student and program direction are strengthened and coordinated" has been hampered by the freeze on hiring new personnel.

The recommendation that "the college 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" has resulted in limited participation in basketball, golf, tennis and volleyball. These sports have received limited financial support from the ASB. It is contemplated that the legislature will eventually fund a system-wide athletic program.

Commendations:

The college is commended for:

1. Its efforts to establish and maintain a volunteer health center.

2. Developing the innovative course in Interdisciplinary Social Science 100, the "roving" counselor experimentation, and a successful counseling program, genuinely accepted by the student body as meeting their needs.
3. The excellent leadership and staff provided in the entire student personnel area resulting in effective programs in counseling and guidance, testing, records health services, financial aids, placement, and student activities. This successful program is in part made possible by the strong administrative support given to the student personnel area.

Recommendations:

It is recommended that the college:

1. Consider the employment of a top administrator, at dean's level, to coordinate the total student personnel services program. Consideration should be given to relieving the Dean of Educational Services of the heavy responsibilities in the student personnel services area in order to concentrate on the area of instruction.

2. Reassess the policies on class admissions and priorities for admission in the light of the results of follow-up studies. The college should consider using reading and mathematics test scores for placement level in those disciplines in order to alleviate the large "W" problem.

3. Consider the formation of a student personnel committee, consisting of administrators, instructors, counselors, and students as a vehicle for making recommendations to the Provost's Administrative Council on matters concerning student personnel policies and procedures.

4. Give consideration to microfilming of records on inactive students as space for student records is limited.

5. All segments of the college continue to work closely with the feeder high schools so that high school counselors have a better understanding of the philosophy of the community college. The goal of such efforts would be to effect an increase in the percentage of high school graduates matriculating at Leeward Community College.

B. Student Government

The college has an organization for student government composed of an elected Executive Board and a Student Senate. Its funds are based on a $5 fee required of all full-time students. This fee generates approximately $25,000 per semester.

The executive Board of the Associated Students appears
supportive of the administration of the college and encouraged by the inclusion and participation of students in committee meetings of the college staff.

The recommendation of the previous team that "the college consider the granting of credit for participation in student government" is being met by a proposal that a three-unit course dealing with parliamentary procedure be offered. This proposal has been developed for submission to the curriculum and academic development committee—a regular procedure for new courses.

The recommendation that "the college improve the coordination of student activities, including student government activities," has been met. The ASB constitution has been approved by the Vice President for Community Colleges and by the Leeward Provost. ASB officers have been elected; clubs have been organized; limited athletic programs and recreational programs have been implemented; and there is enthusiastic participation on the part of the students.

Commendations:

The college is to be commended for:

1. Its efforts to train students in citizenship through offering participation in live experiences in college government through membership on faculty committees.

2. The enthusiasm of the students and for their participation in the outreach and recruitment programs.

3. The ASB budgeting $2,000 for scholarships.

Recommendation:

It is recommended the college consider the need for additional staff assistance to help the coordinator of student activities to promote women's activities, athletics, clubs, and social events.
VI. COMMUNITY SERVICES

A. Organization and Administration

All educational activities that are not part of the regular instructional program are the responsibility of the Associate Dean of Special Programs and Community Service, who reports to the Dean of Educational Services. The Associate Dean position is presently vacant and frozen. The work of that office is being performed by the Coordinator of Community Educational Services, a half-time position. There is clerical support and some faculty released time support for the office.

The objectives of the program are clearly stated in a six-year plan consisting of a survey of needs and concerns, specific areas of expansion, and long range plans including the objective of making community service the most central and sensitive facet of the college's operation. The plan also recognized external factors which will affect the program (such as the proposed West Oahu College), projected activities and budgetary needs, and specific measures of program effectiveness.

The community service program is funded by the State general fund allocation to the college. Recent action identified public service as a distinct budget category, which should simplify future requests and justification procedures. The present allocation is just sufficient to cover the payroll cost of the office, requiring that present program funds be derived from external sources.

The college has had outstanding success in obtaining federal funding for special programs, totaling $543,000 in 1973. Since these funds are designated, other programs requiring funding are currently being co-sponsored with the University of Hawaii's College of Continuing Education. The college has requested and expects to obtain special funding privileges from the legislature which will permit the collection and use of fees for special education programs.

The college is receiving active advice from several community advisory councils and the faculty senate in the development of the community service program. A systematic plan has been developed to get the college into the community and to follow up on public relations activities and community input.

B. Use of College Facilities and Service

The physical facilities of the college have been designed to promote and encourage community use, especially the
library, media center, and the-campus center. Requests from the community for the use of these facilities have been increasing steadily. The completion of the new theatre-auditorium will offer even greater opportunity to bring the community onto the campus. An instructor has been assigned half-time to the Community Service Office to serve as theatre technician.

Extensive use is being made of off-campus facilities on a cooperative basis with other agencies, such as the park and recreation department, shopping centers, churches, and various military education centers. Such use has the added benefit of publicizing the college in the community.

C. Educational Services

All special educational programs are conducted by the office of Special Programs and Services. The lack of funding by the legislature for these programs limits them to activities sponsored by federal grants or programs in cooperation with the College of Continuing Education. This use of designated funds requires coordination and articulation arrangements with other community agencies such as the Community School for Adults. One federal grant has enabled the college to establish a Community Studies Center which has been very successful in initiating local surveys of land use, population, and community problems. The college has also initiated several short-term programs for community assistance, as well as providing speakers, panel members, and consultants to various community activities.

D. Culture and Recreational Services

The college has continued to offer a variety of cultural programs to the community, co-sponsored by the University's College of Continuing Education and Community Service. The stated objective is to produce at least one such event each month. In addition the college has provided co-sponsorship to many community groups, supporting them by promotional activities and providing facilities. Recreational activities have been limited somewhat by the lack of physical (athletic) facilities, but programs have been offered in areas such as gardening and dancing.

In response to recommendations of the previous accreditation team the college has established a set of general community service goals and is moving toward meeting them as grant funding and limited institutional resources permit.

A system-wide policy for facilities use by the community is used as a guideline by the college, but specific policies relating to the use of Leeward facilities have not been established. The college expects the theatre,
now under construction, to become a focal point for community cultural events and other public gatherings. The college has not been able to respond positively to recommendations of the previous accreditation team regarding a definition of community services applicable particularly to community colleges nor have adequate funds been made available in the regular annual budget to offer a comprehensive program of community services. In addition, the college has not been able to free itself of system-imposed restrictions in offering non-credit courses, although it is apparent that closer liaison and cooperation with the College of Continuing Education and Community Service in the University system has been established.

Commendations:

The college is to be commended for:

1. Establishing a separate budget category for community services in recognition of the importance of the function and the commitment of the college to establishing community services as a process in itself rather than a set of unrelated activities.

2. Seeking and obtaining other sources of funding to augment the minimal resources available to the college for community service programs and activities.

3. Establishing a community studies center and a supportive curriculum to enable the college to systematically study its community and provide student volunteer services in the service area.

4. The college's leadership in providing services and communication with senior citizens in the college service area such as the "Waipahu Advocates for the Elderly" program.

5. The dedication to community services demonstrated by those faculty and staff who volunteer their time for initiating and completing a wide variety of projects.

6. The comprehensive and detailed long-range plan developed for strengthening its community services program.

Recommendations:

It is recommended that the college:

1. Continue its efforts to secure a special funding
privilege to enable the college to charge fees for community service events in order to derive funds to establish a more comprehensive program of community services.

2. Seek funding in the special budget category that has been established for community services to provide increased support for the college\'s community service efforts.

3. Consider the establishment of an office to take charge of institutional grant seeking to free the Coordinator of Community Education Services for work in and with the community in the establishment of an adequate and comprehensive community services program.

4. Continue efforts to "unfreeze" and fill the vacant position of Associate Dean of Special Programs and Community Services on a full-time basis.

5. Consider the need for additional released time, up to at least half of a regular instructional load, for a public information services person to increase the college\'s capability to keep the community informed of college programs and services.

6. Plan carefully and consult with appropriate officials to insure that the contemplated "Open University" and the planned four-year branch of the university in the Leeward area work cooperatively with Leeward College in the area of community services to avoid competition and duplication of services.

7. Continue and strengthen its efforts to fulfill the college\'s stated community service goals and achieve recognition of the community service function among administration, faculty, staff, and the community itself.

8. Consider the extent to which charges for non-credit classes and activities exclude participation by low-income members of the community and seek by whatever means are available to offer some community service courses and activities at very nominal fees or free.
VII. ADMINISTRATION

A. Effectiveness of Administration

The administration of the Leeward Community College has undergone considerable change since the last accreditation report with the appointment of a new Provost and a new dean. Other vacancies have also appeared in the administrative structure so that considerable change has been experienced.

There is some feeling on campus that these changes have resulted in a shift from a strong emphasis upon the development of educational objectives and innovation to greater concentration on improvement of efficiency and reasonable accountability.

The introduction of the PPBS system of budgeting has also introduced a number of changes in the college operation. With the change in personnel it has been expressed on the part of some faculty that there needs to be a restudy of the description of responsibilities of the various administrative positions and a clarification of the lines of command.

A general concern is evident about communication both to the administrative officers and from the administrative officers to the faculty in general.

The question of governance has become a predominant concern on the part of administration and faculty groups. Although a position of Vice President for Community Colleges exists in the University structure the fact that the position has been vacant for some time seems to be a matter of great concern on campus. Discussion with the administrative staff would indicate that present suggestions would call for a direct voice from the Provost of the college to the President of the University and the support of a Vice President for Community Colleges serving in a staff position. Further study of these recommendations are underway and it cannot be urged too strongly that attention be given to the solution of this problem.

Previous recommendations called for a clarification and definition of the autonomy of the community colleges. It appears that the present circumstances are little improved over the previous report and that there still is a severe need of clarification of the problem of autonomy and governance.

The allocation of custodial services has seen little change since the previous report and in fact it would appear that the limitations are even more strict than previously experienced. However, through the efficiency of the staff and greater experience with the requirements of the campus, the department seems to be operating well
and programs of maintenance on a short-term basis are underway. The balance of administrative responsibilities as now outlined, do not adequately reflect the work load and further attention needs to be given to the development of an administration which will provide for better operation and greater attention to present problems.

In summary, it appears that difficulty has been experienced in implementing recommendations of the previous accrediting team with particular reference to the autonomy of the institution and governance and the development of an organizational plan which acknowledges the balance of administrative responsibility and the implementation of a financial structure which makes the allocation of funds totally understood on the basis of formula.

**Commendation:**

Discussion with the faculty indicates that the administrative selections that have been made in recent times have been participated in by the faculty and that they are presently involved in further refining the participation of faculty and students in the selection of administration and other staff members. A confidence in the present administrative members has been expressed and it appears that there is a good spirit of cooperation among the faculty of the institution. It is evident that the administrative staff is making every effort to respond to directives from the Board of Regents and President of the institution.

**Recommendations:**

It is recommended that the college:

1. Consider relieving the Dean of Educational Services of some of the heavy responsibility for the total college program he now bears. One way this might be accomplished would be by the creation of a new position of Dean of Student Services, who would be responsible for the college's growing program and responsibilities in student services. This would free the Dean of Educational Services to devote more time to the needs and concerns of the academic divisions.
2. Re-examine the method by which campus policy is developed to assure that the different segments of the campus have ample opportunity for input into the development of new policies or policy revisions.

3. Review the policies for the selection and hiring of part-time faculty. Ideally, policies for such hiring should be developed to assure the complete cooperation of administration and responsible area faculty in the selection process.

4. Consider longer terms for division chairmen in view of the growing complexity of the responsibilities of the chairmen and in acknowledgment of the contribution they make and the extra preparation required for persons holding these positions.

5. Continue and enlarge its efforts to acquaint the faculty with the purposes of the PPBS system of finance.

B. Finances

The college receives its financial support from the State level. Its budget is submitted to the University administration on a bi-annual basis and allocations are made to the college as authorized by the Board of Regents with annual adjustments depending on circumstances and funds available. At the present time, on the basis of action taken at the State level, there exists a freeze on new programs and services funded from State sources. This has limited the college in its capacity to respond fully to recommendations of the previous accreditation team; however, it has energetically pursued and been successful in obtaining limited funds from other than State sources to provide some of the needed services.

By and large, the college's facilities development program has been well supported and modern, attractive, needed facilities are currently under construction. There is, however, concern over the adequacy of funding for effective maintenance and operation.

By all indications, community colleges in the State are well-accepted by the public and are in favor with the legislature; however, increasing costs and expanding services place financial pressure on all segments of the public service and Leeward College is caught in this
financial squeeze. In view of this the college is still limited in its ability to respond to community and student needs. During this period of austerity the continued development of programs and services call for even greater emphasis upon educational objectives and faculty innovation with the understanding that improvement does not always depend on the availability of new money.

Recommendation:

It is recommended that the college:

Consider using the budget and the budget making process as a major topic in the in-service training of all college personnel in order to maintain staff awareness of constraints on the college administration in petitioning the central administration for budget support. While the college's opportunity to influence State level funding decisions may be limited, a clear institution-wide understanding of the problems of finance and continuing institution-wide involvement in the setting of institutional priorities may help to develop a fuller appreciation of the college's financial problems.

C. Liaison Between the College and the Community

Through advisory committees, outreach programs, a limited public information program, facilities use, and the energy and enthusiasm of the faculty, staff, and administration the Leeward College service area is kept aware of the college, its programs, and its activities. The special services staff in particular has made important and continuing contacts with community groups, officials, and the press. With the completion of the new college theatre and the development of that facility as a community cultural center it is expected that the community will become more aware of the college as a physical facility, available to and for the use of the community. The development of a more comprehensive program of community services, both on and off-campus should also improve contacts with the populations of the service area.

Recommendation:

It is recommended that the college:

Consider the assignment of a staff person on at least a half-time basis to work with the Office of University Relations and the University Public Relations Officer to establish a more comprehensive program of public information and public relations applicable specifically to Leeward Community College.