MEMO TO: Faculty and Staff

FROM: Mel Sakaguchi

SUBJECT: Accreditation Evaluation Team Report

As you know, the College underwent accreditation evaluation last year and we were successful in securing reaffirmation of accreditation for Leeward Community College through 1989.

As part of the process, an evaluation team visited our campus in April 1984 to review and validate the results of our self study. The team was comprised of educators from Hawaii, California and from Ponape.

The team submitted an evaluation report to the Accreditation Commission for Community Junior Colleges of the Western Association of Schools and Colleges. The Commission acted on their recommendation and approved reaffirmation of accreditation for Leeward at their meeting in June 1984.

The evaluation report, together with the self study, is very important to us as it outlines some of the weaknesses of the College, together with our strengths. As such the report and the self study identify some things we might want to do to make the institution even stronger and more effective.

The administrative staff at the College have developed action plans addressing some of the concerns exhibited to be implemented this year, and will be proposing that other concerns be addressed over the next few years.

I wanted to share with you some of the candid comments and concerns of the evaluation team, and consequently, I am sending you a copy of their report.

MS:JF
Encl.
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

THE ACCREDITATION COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES

EVALUATION TEAM REPORT ON LEEWARD COMMUNITY COLLEGE

April 24-26, 1984
EVALUATION TEAM MEMBERSHIP

Mr. Douglas Burris (Chair)
President
Sacramento City College

Dr. Catalino L. Cantero
President
Community College of Micronesia

Dr. John A. Grande
Administrative Dean, Student Personnel Services
Glendale Community College

Dr. Marion G. Lamb
Coordinator for Assessment
Kapiolani Community College

Dr. John T. McCuen
Superintendent-President
Long Beach Community College District

Dr. Barbara A. Peterson
Faculty, History
Honolulu Community College

Mr. Gary S. Resnick
Assistant Dean of Instruction
Saddleback College - North

Ms. Sharon Ruckle
Assistant Dean, Research & Development
American River College
SUMMARY REPORT
OF THE
EVALUATION TEAM VISIT TO LEEWARD COMMUNITY COLLEGE

APRIL 24-26, 1984

Leeward Community College is one of the seven community colleges of the State of Hawaii. Six of the community colleges, including Leeward, report through the Chancellor of the Community College System and the seventh, located at Hilo, reports through the University of Hawaii Center. The entire Community College System is responsible to the President of the University of Hawaii.

The College is located in Pearl City, a suburb of Honolulu, and overlooks Pearl Harbor. It is the largest of the Hawaii Community Colleges, enrolling in excess of 6,000 students. Leeward Community College serves primarily the leeward and central areas of the Island of Oahu. It is interesting to note that once a predominantly liberal arts institution, the College now has 35% of its students enrolled in twelve vocational fields.

The college staff was most helpful and courteous during the visit. The team was impressed with the extent to which the Self Evaluation reflected broad participation from the campus community in its preparation. It was also impressive to see that the college had set up a clear action plan to respond to the major recommendations from the previous visiting team. Another commendable college action was the effort to translate their own Self Study recommendation into program targets for 1984-85. Facilities and grounds are especially well maintained. The faculty and support staff, as a group, are highly qualified, dedicated and especially proud of their collegiate institution.

It should be noted that specific recommendations found in the body of the report have been underlined for easy identification.
INTRODUCTION

Leeward Community College, founded in 1968, is one of Hawaii's seven community colleges, six of which report through the Chancellor for Community Colleges, and the other through the University of Hawaii at Hilo. The Community Colleges all fall under the jurisdiction of the University of Hawaii. Located in Pearl City, a suburb of metropolitan Honolulu, Leeward Community College serves primarily the leeward and central areas of Oahu. These areas cover approximately two-thirds of the island and have a population of over 275,000. The fall 1983 enrollment was 6,022 students. This represents the largest credit enrollment of the Hawaii community colleges. The students reflect a wide diversity in age, ethnic background, and educational objectives. The College offers Associate in Arts and Associate in Science degrees in twelve vocational fields. Once a predominantly liberal arts institution, the College now has 35% vocational students and 12% unclassified students.

The College has a regular staff of 251, including 135 full-time instructional faculty members. There are an additional 125 part-time instructional lecturers. The 1983-84 operating budget is slightly over $8 million. This is funded almost exclusively by appropriations from the state legislature. Tuition income, currently set at $70 per semester for full-time resident students, is not retained by the College.

The evaluation team that visited Leeward Community College April 24-26, 1984, was favorably impressed with the extent to which the Self Evaluation reflected broad participation from the campus community in its preparation. In fact, it should be mentioned that it is indeed rare to find a college where there is near unanimity about the Self Study's accurate portrayal of real events and concerns. Leeward managed this feat and should be commended for it. However, the college staff should have built adequate lead time in the Self Study process to allow for an appropriate editing of the final report. This could have been accomplished without losing any of the objectivity and forthrightness found in the Self Study.

It is also impressive to see that the college set up a clear action plan to respond to the major recommendations from the last visiting team. Not only was the plan established, but every effort has been made during the past five years to implement the plan. Another commendable college action was the effort to translate Self Study recommendations into program targets for 1984-85. This demonstrates a real effort to make the Self Study an action document rather than simply an exercise.

The college staff was most helpful and courteous during the visit. The visiting team was impressed with the responses from a very candid staff. The team expresses its sincere appreciation to the students, faculty, support staff, and management of the College for the generous hospitality and full cooperation received during the evaluation visit.
GOALS AND OBJECTIVES

Leeward Community College is guided by a clearly stated mission statement and long-term goals which are reflected by the college's programs and services. The college is to be commended for its commitment to institutional planning and its adherence to its long-range goals in setting priorities.

During the past five years, mechanisms have been developed for student input along with that of faculty and support staff, into the development of goal statements as recommended by the previous evaluation team. Overall, there is involvement, understanding, and support by all segments for Leeward's goals and objectives. Formal community input, also recommended by the previous team, has not yet been achieved but is planned for the next goal-setting cycle. The college catalogue contains a brief statement of Leeward's philosophy, but does not include the mission and goals; this too is planned for the future. Finally, no formal institutional objectives with measurable outcomes have been developed, as was recommended. However, program targets set biannually by each operational unit support achievement of the long-range goals.

The college's goals and program targets form the basis for the five-year Educational Development Plan which is an excellent planning tool. Annual updates and reports on achievement of program targets demonstrate good follow through. The college is to be commended for using the program targets as the basis for resource allocation and for management evaluation. This ensures that identified priorities are supported by action. The college is also commended for its plans to use accreditation outcomes as a basis for goal-setting.

While each operational unit annually indicates its success in meeting its program targets, there is currently no formal means for assessing overall institutional outcomes. The college recognizes the need for student follow-up studies, employer satisfaction surveys and program evaluation, and indicates it plans to move in this direction.

There is ample evidence of on-going and significant planning at Leeward based on setting and meeting institutional goals. However, there appears to be a gap between the long-range goals and the unit targets. A useful approach may be to integrate into the process a set of strategic assumptions upon which goals are formulated and to clearly identify major and measurable institutional objectives and implementation plans tied to the long-range goals. These could then form the frame of reference for unit program targets. It is, therefore, recommended that the process for developing and implementing the Educational Development Plan be reviewed, with staff input, for possible strengthening. It is additionally recommended that the mission statement and goals and objectives be published in appropriate documents--such as the college catalogue--and that these statements, along with implementation plans and reports on implementation accomplishments, be widely distributed to staff and students on a regular basis.
EDUCATIONAL PROGRAMS

The faculty, staff and administration of Leeward Community College should be commended for the efforts that have been made to address the concerns and recommendations of the previous visiting team. The Self Study conducted by the College is very accurate in describing the educational programs at Leeward. A college-wide and system-wide study has been initiated that will address concerns about the general education requirements. There has been a strengthening of the remedial and developmental education programs. Staff development programs have been established for administrators and there are excellent staff development and sabbatical leave programs for the faculty.

The college has been unable to address the recommendation relating to the post-tenure evaluation of faculty. This issue is still being studied by the Hawaii Public Employees' Relation Board.

There is an excellent pattern of articulation of courses with the University of Hawaii at Manoa. However, a concern exists regarding the high percentage of non-transferable units allowed toward the completion of the AA degree. The visiting team recommends that a serious effort be undertaken to differentiate between remedial courses and vocational education courses in setting graduation requirements.

The college is to be commended for initiating a systematic review of vocational programs and liberal arts courses. This effort should be strongly supported throughout the entire College. The lack of funds for institutional research has hampered the ability of the College to do a complete needs assessment. Enrollment in certain programs such as information and computer science outstrips employment demand in the state. Funds need to be provided to conduct follow-up studies and program reviews to determine the ability of students to find placement after completion of vocational programs.

The College is to be commended for its efforts to strengthen the vocational advisory committees and to attract local business and community leaders to serve on these committees. New vocational programs, utilizing computer skills and computer related technologies, should be investigated to insure that graduates can find employment in technology related industries.

A concern was raised about the procedures for review and adoption of new curricula. The visiting team recommends establishment of a curriculum committee structure that works very closely with the Dean of Instruction and is representative of the total campus community.

The College staff is to be commended for responding to the special needs of handicapped students (via the Komo Mai program) and to the needs for remedial education through the PASS program. The College is to be further commended for its efforts in establishing and staffing the Waianae-Nanakuli Education Center. The College staff has committed itself
to improving the level and quality of services at the military base programs and has assumed the primary responsibilities for the design of instructional programs at the bases.

A concern exists regarding the grading system and the use of "N" and "Q" grades. The team recommends that the College study its grading policies with the thought of replacing or supplementing the "N" with a more meaningful grade designation.

An additional concern relates to the format, organization and language of the catalogue. The present format may not be the most useful for the students.

In summary, the educational programs at Leeward Community College are consistent with the stated goals and objectives of the College. Leeward provides an impressive range of high quality educational opportunities. The instructional program shows a clear commitment to quality and is well supported by materials, equipment, appropriate facilities, and support staff.

INSTITUTIONAL STAFF

The institutional staff at Leeward Community College is highly qualified, creative and professional. This is well documented by individual records of academic preparation, institutional staff evaluation procedures, innovation in curriculum design, and institutional approaches to meet the changing needs of students and the job market. The excellence of the staff was further validated by the accreditation team's observance of high caliber instructional performance in the classroom. Responding to the former accreditation report of 1978, Leeward now has clear policies and procedures for staffing as set forth in the document "Classification of Faculty in the Community College" which establishes the criteria for selection. New positions are publicly advertised and procedures follow affirmative action recommendations and Educational Development Plan guidelines. Criteria for the selection of administration and support staff are similarly outlined in "Position Description for Administration, Managerial and Civil Service." Leeward is to be commended for moving forward in hiring new staff in high-tech/high-demand areas such as computer science and business.

The Leeward Community College faculty are committed to offering students quality instruction and maintaining high levels of professional growth. Among the incentives and programs for faculty growth are sabbaticals (a very high number have been granted over the last three years), study leaves, leaves without pay for professional improvement, outside employment and/or consultation, tuition exemption for faculty taking University of Hawaii course work, and faculty travel. Merit pay is
a further impetus for teaching excellence and faculty vitality and procedures are now in place for its implementation. Colloquia and workshops offer in-service training.

Since the last accreditation visit in 1978, the campus has lost two programs (funded under Title III until 1979) which coordinated staff development—the Office of Staff and Institutional Development (OSID) and the Advanced Institutional Development Program (AIDP). Since 1979, staff development procedures have been redirected to the divisions. It is recommended that consideration be given to the establishment of closer coordination of staff development efforts. This would strengthen the now diffuse staff vitality program and goals.

Leeward's faculty should be commended for using its support facilities such as the Learning Resources Center, the Library, and the Media Center. Leeward's faculty and staff are sufficient in number and possess diversity of preparation to provide a wide range of educational programs in both the liberal arts and vocational-technical areas. The staff is responsive to community needs as evidenced by future plans to establish an outreach program called "Adults-in-Transition" through the Waianae-Nanakuli Education Center.

Responding again to the 1978 accreditation team report, Leeward now follows a system-wide uniform work load policy established by the University system. Leeward has clear guidelines related to all aspects of personnel policies and procedures. Documents are readily available for information and review covering qualifications for appointments, duties and responsibilities, evaluation, contract renewal, promotion, salaries, rights and privileges, affirmative action, and privacy of information. It appears from interviews with professional staff members that faculty input into the formulation of these documents was substantial—with the documents satisfactory to all.

Currently at Leeward, there is evidence of increasing communication between various components of the college and its staff. The staff should be commended for opening innovative channels as evidenced by the increasingly strong role assumed by the Faculty Senate, the initiation of Provost lunches to bring together diverse segments of the staff, and through community outreach projects, such as the educational safari into the immediate area surrounding the campus, to introduce the faculty to the target clientele. At the same time, this activity is bringing the faculty together which, in turn, tends to encourage more liberal arts-vocational-technical instructor interaction. In relation to open communication, it is recommended that the administrative staff, as well as the faculty, continue to experiment creatively to find systems and channels amicable to both.

Guarantees for faculty academic freedom and due process are secure and respected and are stipulated in Article VIII of the collective bargaining agreement under "Academic Freedom and Responsibility."

The entire support staff at Leeward Community College is to be commended for their dedication to the central goals of the college.
their commitment to excellence in job performance. In addition to administrative and instructional staff talent and professionalism, the team was impressed, by the competence, dedication and graciousness of the clerical and maintenance staff.

STUDENT SERVICES

The College's Self Study of Student Services is inciteful and candid. The efforts of the staff have produced an accurate description and precise analysis of all elements comprising this service area. The staff's recommendations contained in the Self Study are perceptive and worthy of continued consideration by the institution. Responses to the previous recommendations have been positive. Implementation of the recommendation to initiate a staff evaluation procedure for all tenured staff has not occurred due to the current status of this issue in the Hawaii Public Employees' Relation Board. Part-time staff are evaluated. The college has implemented the recommendation to develop professional growth opportunities through the granting of study leaves and sabbaticals; a program of in-service activities is also in evidence.

A special observation must be made noting the outstanding clerical staff at Leeward College. Their pride and commitment to the purposes of this college are meritorious. Their skills, contributions and council activities are strong links in the successful chain of events which have created a viable community college.

The admissions and records processes have been recently computerized permitting an efficient method for the priority registration and faculty involved enrollment procedures. Effective orientation, testing, advisement, and placement programs are currently in place, which, it is suggested, should be retained following the recent reassignment of the staff member responsible for its implementation. The college staff is also commended for the service provided for students in the Career Development, Komo Mai and Health Centers. An expanding Learning Disabilities Center is receiving increasing institutional support, and this too is commendable. The assignment of counseling staff to the program at the Waianae-Nanakuli Education Center is exemplary. These activities provide ample evidence of the staff's efforts to provide not only accessibility for the community it serves, but also to provide the driving mechanism that serves the instructional program.

As a result of reviewing various institutional documents and conducting interviews with members of the staff, the following observations and recommendations are made by the accreditation team. Three mitigating factors have been noted which urge the staff's response. First, a significant number of the counseling staff are currently on leave or have been reassigned to other duties. Second, many of the counselors are on split assignments to various service areas. Last, the present fiscal restraints are a reality and must be anticipated for the next few years.
As a consequence, it is recommended that the Student Service staff review present strategies for the allocation of staff assignments in all areas of Student Services.

Although accurate data and statistical records of present-level service are maintained in all areas of Student Services, it is apparent that little, if any, follow-up data is available. Tracking the consequence of the excellent counseling and other Student Services is implicit in the assessment and evaluation of these services. Therefore, it is the recommendation of the team that the total staff accept the responsibility for development and implementation of efficient strategies for follow-up studies and other adequate measures used to evaluate the outcomes of academic advising and other services offered.

Finally, interviews with staff indicate that there is not only a need but a willingness to develop and maintain open channels of communication between and among the members of the staff. The implementation of the above recommendations will be enhanced (and probably more expeditiously achieved) by the mutual recognition that all members of the student services team should be involved as a total unit in the planning processes. It is, therefore, recommended that frequent meetings of the entire Student Services staff as a group be held.

COMMUNITY SERVICES

Leeward Community College offers a diverse community services program in accordance with its mission statement and its major goal of strengthening relationships with the community. Particularly commendable is the College's theater program which provides a wide array of cultural events for the community. While the major focus is on college and local productions, external performing groups are also featured. The theater program for children has been extremely successful. The previous accreditation recommendation to improve theater scheduling has been addressed.

The College's extensive program of non-credit courses for senior citizens is also commendable. The College has made excellent use of cooperative arrangements with other agencies and institutions to enhance its community services program. Policies and procedures encourage community use of facilities.

The College has made a conscious decision to focus on development of these aspects of its community services program in the past five years. This approach, it feels, represents the most effective use of available resources and successful ways to introduce the community to its programs and services. More general non-credit courses have not been successful and are currently offered at a minimal level. Reasons given for this include the lack of educational awareness of much of the population in Leeward's
service area and provision of similar educational services by other agencies. The College does, however, plan to explore augmentation of its non-credit offerings primarily those of a more "academic" nature which will complement the regular credit offerings.

Because of the socio-economic and ethnic diversity of the Leeward and Central Oahu areas, it is recommended that needs assessments be conducted to determine the interests and potential for non-credit courses in the various "communities" that Leeward serves. In addition, assessing the continuing education needs of segments such as businesses, service providers, and military personnel may be useful, particularly in light of the 10 per cent limitation on non-resident credit enrollments. If the non-credit offerings are increased, ways to provide more effective publicity to the targeted groups should be explored.

Creation of a joint college-community advisory committee is also recommended as a means to assure on-going staff and community input into the entire community services program, including the theater program.

LEARNING RESOURCES

During the team visit it was evident that the area of Learning Resources had been significantly expanded since the previous accreditation visit. The Self-Study Committee which conducted the evaluation of Learning Resources is to be commended for the thoroughness of its appraisal which was evidenced throughout the site visit.

The Leeward Library, which was the primary learning resource noted during the last 1978 report, continues to manifest its position as an outstanding source of learning assistance to students. The more recent addition of a Learning Resources Center (LRC) providing an extensive closed circuit TV system to 60 classrooms over five channels, and a well organized tutorial program for both language and business courses has added greatly to the support program. Special tutorial labs in both the mathematics and chemistry areas further enhance the growing emphasis of the college to provide, wherever possible, those activities to meet the increasing needs of its students for academic support.

The Educational Media Center (EMC), a primary support for instructional faculty, was also observed to provide excellent services in all areas of its responsibility. Response to the last report in regard to questions concerning library funding has been rectified by current administrative procedures as can be seen in this well-managed and stocked facility.

The singularly most significant advancement in the area of academic support appears to be the increasing emphasis within current college plans for the development of high-tech instructional strategies. Approximately 50 Apple IIe microcomputers are to be installed shortly throughout the
College; a large number of which will be allocated to the LRC, MEC, and special labs. This acquisition should make a dramatic impact on the already excellent programs noted.

However, coupled with this rather explosive entry into the CAI age comes the inherent problems of maintenance, application and distribution. The recommendation of this team is in full agreement with the College's own Self Study for increasing microcomputer related positions in both the EMC and LRC areas, in addition to increased staffing within the learning labs. A closely related and equally important recommendation must be advanced for the formation of a broad-based Learning Resources Advisory Committee to provide the necessary leadership for both the planning and application expertise for this rapidly developing area.

In summary, the Leeward staff, in all activities related to the Learning Resources areas, is to be commended for its efforts in developing several very successful and viable programs within the constraints of limited available staffing.

PHYSICAL RESOURCES

The facilities of the College--the classrooms, shops, study and service areas--are excellent. However, it might be noted that some of the institution's facilities are beginning to age. Therefore, it is recommended that consideration by the Board of Regents might be given to Leeward in the area of providing additional support for supplies and general maintenance equipment.

Since the last accreditation visit, most of the recommendations within the authority of the College have been acted upon. The College has initiated several significant cost saving and security measures which include a 24-hour security program, a campus security committee and an energy conservation program. It is recommended that the College should begin to explore ways and means to install a controlled energy system to further reduce the sky-rocketing energy costs. The College should be commended on the above mentioned improvements to the physical plant.

Since the last accreditation visit, other praise worthy efforts include the renovations of the campus facilities to accommodate handicapped and other physically impaired students. The College adheres to, and is sensitive to, federal regulations--especially those that relate to equal accessibility for all the students to campus facilities.

Among the major improvements in the physical plant since the last accreditation visit is the completion of the auto mechanic, small engine and outboard motor learning facility. This facility is exceptionally well designed. The cafeteria and dining areas are in excellent condition.
It is apparent that the overall physical facility that houses the Library and the Learning Resources Center are of excellent design and well maintained. They will continue to serve their constituents effectively.

There still exists some concern with noise problems. Uncontrolled exterior and interior noise may not be conducive to learning. The area housing the PASS Program is particularly affected. The College should make an effort to alleviate this problem.

In spite of limited staff in the maintenance department, campus grounds and buildings are generally clean and well kept. The Waianae-Nanakuli Education Center (WNEC) serves as Leeward's off-campus facility. This facility is excellent and will continue to serve the area in which it is located for many years. The facility is shared with other community college sponsored programs. The classrooms are efficiently utilized and the laboratories are well organized.

Campus security seems to be in excellent condition, although occasional auto theft and burglaries occur on college property. It is recommended that the College continue to enhance support to this area.

The equipment maintenance schedule appears to be in order. The college has followed a maintenance schedule that meets its needs without hampering the day-to-day educational programs. The impeding problem in this area is inadequate funds for new equipment and general maintenance. The funding agency for the College must be cognizant of the fact that the College must keep up with state of the art equipment and an aging facility.

FINANCIAL RESOURCES

The College has responded adequately to the previous recommendations over which it has some control. A major previous recommendation, that the College be allowed to account for budget expenditures on an annual basis rather than a quarterly basis, has not been addressed. However, this matter lies under the control of the State Department of Accounting and General Services and the Department of Budget and Finance. The visiting team continues to urge the central authorities to modify this cumbersome, time-consuming procedure of quarterly accounting.

Within quite severe restrictions, the College has done a magnificent job of shifting limited resources in order to provide some balance between staffing and program support. It is a difficult and sensitive task to shift, as Leeward has done, nearly 10 per cent of existing instructional positions to areas with greater student demand. The College should also take pride in its leadership efforts to initiate a computer-based allotment control system for monitoring budget expenditures.
The College has, however, apparently found itself recently in a position of being unable to completely meet the financial resources standards because of fund restrictions by sources outside the College. This past fall, many students were turned away from high demand classes because of insufficient class sections. Consequently, the team recommends that the central authorities lend every effort to fund appropriately the legitimate educational needs of Hawaii's community college students. It is further recommended that the central authorities give the College much more flexibility in spending their allocated funds.

One possible approach to this problem might be to relieve the college from the "Catch 22" situation wherein they must actually experience enrollment growth before getting the funding. This process seems to have the "cart before the horse." If the College experiences enrollment pressure, the funds are needed when the pressure is felt, not in one or two years.

At Leeward, one finds an excellent understanding of the complex budget process by those who served on the financial resources committee. This understanding apparently came from presentations given by the Director of Administrative Services. Therefore, it is recommended that this administrator give regular presentations on the budget process in an "open meeting" format. This would remove some mystery from the budget process and it would help show that many problems perceived by staff and blamed on certain individuals are, in fact, unavoidable because of financial restrictions.

**GOVERNANCE AND ADMINISTRATION**

The College has responded appropriately to the recommendations of the previous visiting team with one exception. Resources still have not been found to fund a position for improving the College's research effort. It is recommended that the attempts to fund such a position continue as vigorously as possible.

All segments of the College staff are to be commended for taking significant positive actions over the past five years to respond to the previous team's major concern--improvement of faculty-administrative relationships. The visiting team urges all those at the college, and those in the central administration, to continue improving human relations at Leeward. There is ample evidence that all those associated with Leeward, directly and indirectly, can still make important contributions to the basic human relations of the organization.

It is painfully clear, for example, that the size of the administrative staff at Leeward is inadequate. Many of the concerns one finds at the College are directly related to an over-burdened administrative staff.
Over and over again, a visitor to the college hears staff complain about slow responses to requests, loss of outside funds because staff did not have time to complete required paper work, lack of delegation of authority in certain areas, and burnout and high turnover among administrators. The central authorities responsible for Leeward College are strongly urged to work with the college administration to find ways to provide an adequate number of administrators. Failing to do this will only exacerbate the problems mentioned above.

The team is also concerned about the administrative structure of the College. Currently, for example, there is no way the instructional dean can provide an appropriate level of educational leadership with the load that falls on that position. The current instructional structure seems to provide ad hoc rather than coherent curriculum development. It would appear to be extremely difficult to have systematic program evaluation take place when the Dean has only non-management division chairs with which to work. These faculty members have too much to do, too little time, and are not accountable members of the management team. This means that the Dean has no one to whom he can delegate many items of business and it means that this office will often seem like a bottleneck. The one new assistant dean position recently authorized will help, but more help is needed. This administrative structure problem is, of course, also related to the problem of staff size. It is clear to the team that the addition of just one assistant dean will not come close to solving either the staff size problem or the staff structure problem.

Even within the present structure, however, certain procedural actions seem required now if the College is to resolve some apparent organizational confusion. The staff now seems a bit confused about which administrator has what responsibility and which administrative committee has which duty. There is also some confusion about what authority has been delegated and to whom. Some staff members are not aware of the delegation limits placed on the Provost by the central authorities. The team, therefore, recommends that a regular and systematic staff development process be put in place to at least accomplish clarification among all staff of the Items mentioned above from the Provost to the division chairs.

There is also still a feeling at the college that the Provost needs more visibility on campus and more face-to-face meetings with staff. This would certainly be easier if the Provost had adequate staff, but, in the meantime, some actions still might be taken. For example, the Provost might try more "management by walking about." He might try some open to all, no agenda meetings to answer questions and respond to rumors. In all of these efforts, listening must be emphasized more than talking. The team strongly recommends that these, or other informal communication approaches, be tried soon and that they be expanded as the administrative staff is expanded. It is further recommended that serious consideration be given to reconstituting the Administrative Council.
Much can be done to alleviate some of the College concerns if the faculty and administration will intensify their efforts to communicate. For example, there is currently a serious lack of understanding regarding the merit award issue. It is recommended that the total staff be made aware of the current status of the merit issue. The Leeward Faculty Senate has taken some real state-wide leadership to improve this matter and many of their colleagues are not even aware of this fact.

The student academic grievance controversy can also be resolved if all parties will sit down in the same room at the same time and discuss it. A written policy exists, but one side says it is being followed and the other says it is not. It is recommended that a face-to-face meeting take place immediately to resolve the matter of the student grievance policy.

Since communication is not a one-way street, it would be well for all of the faculty to note page 203 of their Self Study wherein their own colleague’s study found the "communication system at LCC often taken for granted or overlooked." With this thought in mind, it is recommended that all concerned faculty members take an active role in making the communication system work and in improving the communication system. This cannot be done by the administration alone. Difficult times compound communication problems because there are more negative messages to communicate. We tend not to hear or understand negative messages as clearly as we do positive messages. We also tend to blame the messenger for negative news when, in fact, the blame usually lies elsewhere. Beyond that, however, blaming, or longing for the "good old days", are not productive exercises. It is far more productive to work together to solve mutual problems. The team urges Leeward to follow this latter course.

**SYSTEM RELATIONSHIPS**

Leeward Community College is one of seven community colleges in the University of Hawaii system which is governed by an eleven member Board of Regents appointed by the Governor with the consent of the State Senate. The policies formulated by the Board of Regents are communicated to the campus through the administrative channels of the University President and the Community College System's Chancellor.

The line of communication between the Leeward Provost and the Chancellor's Office appears to be clear and well defined. However, some faculty feel that the role of the College, as it relates to the main campus of the University of Hawaii, is not clear.

Mechanisms for coordinating program development and administration are operational in the system. The organization chart of the University of Hawaii system detailed the direct relationships and functions of each campus.
The team feels that the recent appointment of the Chancellor for the Community College system will have a positive impact. The Chancellor possess extensive community college knowledge and experience having served in the system for a long period of time as an instructor and administrator. It is recommended that the Chancellor develop an official schedule of visits to Leeward and other community colleges of the system to offer support, hold meetings with the faculty and staff, and in general, keep an open line of communication between the University and the Community Colleges.