THE ACCREDITATION SELF-STUDY REPORT

OF

LEEWARD COMMUNITY COLLEGE

Presented to the Western Association of Schools and Colleges

in support of

Application for Reaffirmation of Accreditation

Fall 1988

University of Hawaii Community College System

Leeward Community College

96-045 Ala Ike

Pearl City, Hawaii 96782
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Certification of the Institutional Self-Study Report

To: Accredit ing Commission for Community and Junior Colleges
Western Association of Schools and Colleges

From: University of Hawaii Community Colleges
Leeward Community College
96-045 Ala Ike
Pearl City Hawaii

This Institutional Self-Study Report is submitted for the purpose of assisting in the determination of the accreditation status of Leeward Community College.

We certify that there was broad participation by the college community and we believe the Self-Study Report accurately reflects the nature and substance of this institution.

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ABSTRACT

The year of accreditation self-study (1987-88) followed immediately the year-long formulation of a major and intensive six-year Educational Development Plan for 1987-93 by Leeward Community College.

Much that is called for in the current Accreditation Self-Study had just been done in depth for the EDP with the previous Accreditation Team Report constituting one of its principal resource documents. Part of the 1987-93 Development Plan is therefore directed toward the implementing of recommendations not yet accomplished of the most recent Evaluation Team, and these efforts are reaffirmed, and in many instances expanded (due to the fact that implementation of the Plan is now well under way) in this Self-Study report.

Attention of the Visiting Team is directed to the EDP which now constitutes a major resource for this Self-Study, in particular to its Chapter V: "Assessment," the sections "Highlights of the College's Most Recent Accreditation Report" and "Progress Toward Implementing Previous College Priorities." (See the eight Goals [priorities] adopted for the 1987-93 planning period [Introduction, p.4], together with their detailed discussion in Chapter VI of the EDP report.) All of the previous Team's recommendations are noted and all have been addressed in substantive ways in the completed planning document if they had not already been dealt with in the intervening period.

Since the most recent Evaluation Team visit several important factors have emerged which affect the College's plan and its ongoing activity. On the national level three items are relevant:

1. A continued emphasis on "excellence" in higher education with renewed efforts to define its meaning in actual practice.
2. An expanding awareness concerning the "community" in "community college" with broader perspectives as to its content.
3. Continuing rapid technological development in areas of both electronic communication (educational "delivery") and related computer technology which requires a certain level of "computer literacy" on the part of both faculty and students.

The College is making a special effort to take these factors into account in its overall planning.

On the local, but "external" level are two factors uniquely related to Leeward Community College:

1. While the state as a whole is experiencing its lowest unemployment rate in years, much of Leeward's constituency resides in Oahu's geographic area of highest unemployment and greatest educational need; moreover, there are changing vocational needs which require training or retraining for occupational categories.
2. Major resort, housing, and business development is planned for the immediate future in an area adjacent to LCC and this will inevitably result in increased
enrollment in all disciplines and special training needs in several vocational areas.

The College is engaged in reevaluation of all its offerings and since the last Team visit it has phased out some programs (Recreational Instructor and Human Services, for example), has added others (such as Japan Studies and Television Production), and has expanded others (notably an early admission variant of the 2 + 2 approach in Secretarial Science).

On the entirely "internal" level, since the last Evaluation Team visit the College has experienced an almost complete turnover of administrative personnel. Former Provost Dr. Melvyn Sakaguchi, who saw the EDP formulation process through almost to its conclusion, has been promoted to a position in the Community College Chancellor's Office and has been replaced by Acting Provost Dr. Peter Dobson pending the selection of a permanent replacement. New persons, either from previous positions within the College or from outside now fill the positions of Dean of Instruction, Assistant Dean of Instruction, Assistant Dean for Academic Support, Registrar, and Director of Special Programs and Community Services. These persons have vigorously undertaken the task of implementing the new EDP.

In relation to the ten Standards of the Accreditation Self-Study, following are some of the highlights of this report with special attention to the recommendations of the committees dealing with the Standards.

**STANDARD ONE: GOALS AND OBJECTIVES**

As part of a larger system, Leeward Community College shares the mission of the University of Hawaii and the Community College System within it. But each college must examine and establish its distinctive goals every six years via the formulation of an Educational Development Plan (EDP). This process was completed after a longer-than-usual gap with broad campus participation in the 1986-87 academic year.

The Standard One self-study committee recommends (a) a systemwide task force to re-examine the University of Hawaii and Community College mission statements, and (b) annual review on the part of the College of the current EDP program activities in the light of emerging educational needs of the community the College serves.

**STANDARD TWO: EDUCATIONAL PROGRAMS**

The community college shared mission forms the basis of the College's educational programs designed to serve the vocationally oriented, those in general and preprofessional programs (liberal arts), the unclassified student not claiming majors but desiring credit courses for a variety of reasons, and those interested in non-credit offerings. The College Catalog describes these programs and courses. The current EDP engaged the campus in extensive perusal of where we are and the directions in which we believe we ought to move.

The Standard Two self-study committee recommends (a) strengthening the program process with the aid of a qualified institutional researcher, (b) articulating educational offerings more effectively among various constituencies, (c) revising the Catalog annually, (d) reviving the student newspaper, (e) reviewing grading policies and the handling of those making unsatisfactory progress, (f) providing for proper supervision of off-campus instructional programs, and (g) reviewing the multiple facets of the College's community
service activities with the goal of better serving a burgeoning community. (Much of the foregoing is already a part of the EDP and implementation has already begun.)

STANDARD THREE: INSTITUTIONAL STAFF

The primary task of anyone employed by the College is to help provide an effective learning environment. Criteria for the selection of faculty and other personnel are clearly stated, made public, and directly related to the mission of the College; teaching effectiveness is the basic criterion used in the selection, retention, and promotion of teaching faculty. The recent changes in administrative personnel have resulted in a new and harmonious relationship between faculty and administration and the principal recommendation of the Standard Three self-study committee is that this relationship be continued and nurtured.

Other recommendations include (a) continued emphasis on staff development in order to achieve EDP goals, (b) assignment of a full-time student government coordinator, (c) examination of the effective of a sizable part-time faculty on program quality, (d) overload compensation for nine-month faculty during summer at one-ninth of annual salary rather than one-twelfth as at present, (e) continued salary adjustments as necessary to provide adequate salaries for present faculty and to attract new faculty members of demonstrated ability, and (f) attention to the ongoing problem of achieving equitable work load among personnel with highly varied tasks.

STANDARD FOUR: STUDENT SERVICES

Because of the tremendously diverse and extensive responsibilities of the Student Services Division, it is difficult to provide a brief summary. As a perusal of the Report makes clear, this Division has done intensive self-examination in relation to the EDP, a recent program review, and this accreditation self-study. On the whole Student Services is performing it multiple tasks effectively and in direct support of the College’s institutional objectives despite space and staffing limitations. Yet the Division is abundantly aware of the need for major reorganization to enable it to improve and make more efficient the delivery of its various services; initial steps in this direction are already under way.

Other recommendations of the Standard Four self-study committee include (a) selecting one or two of the Divisions’ major service components for in-depth review and follow-up each year, (b) taking an active role in the EDP goal of defining and selecting specific target groups, (c) establishing college-wide committees to study and make recommendations in relation to such items as the new computerized system of student records management, evaluation and research, mandatory orientation, placement testing and advising, and the like, (d) establishing a full time computer programmer position assigned exclusively to Student Services, (e) making more space available and acquiring additional personnel to maintain and expand the Division’s services, and (f) actively continuing the improvement of its services in all areas while actively participating in the achievement of the full range of EDP goals.

STANDARD FIVE: COMMUNITY SERVICES

The College’s Office of Special Programs and Community Services (OSPCS) is responsible for a broad variety of non-credit activities involving people from teenagers to senior citizens and ethnic minorities, and including the LCC Theater (the only such facility in the Leeward and Central Oahu areas) and the Foyer Art Gallery.
Recommendations of the Standard Five self-study committee include (a) closer cooperation with the instructional divisions with each of the latter selecting a representative who will submit an agenda of community activities (forums, non-credit programs, etc.) being planned by their division, all representatives together constituting an advisory committee to help guide the offerings of the OSPCS, (b) more adequate funding and staffing of the theater program, (c) creation of a full-time director of marketing position for OSPCS, (d) creation of a full-time coordinator for short-term training and contract learning programs, (e) adequate funding for equipment replacement and facilities repair, (f) construction of a theater annex, and (g) purchase of a quality, high-speed photo copier for OSPCS use.

STANDARD SIX: LEARNING RESOURCES

Most voluminous of the reports, the Standard Six report represents an especially thorough in-depth review and analysis of the College's eight basic learning resource operations:

- The Library
- The Educational Media Center
- The Learning Resource Center
- The Four Tutoring Centers
- The Curriculum Resource Center
- Computer Resources of the Campus
- Typewriter and Photocopier Resources of the Campus
- The Campus Bookstore

Surveys circulated widely among both students and faculty revealed a high degree of satisfaction for most learning resource units, but enough dissatisfaction to prompt extensive inquiry into how various services could be improved.

Recommendations are based on the results of the several surveys, interviews with knowledgeable staff, assessments by the professionals in the several areas concerning how to bring/keep Leeward in a "state of the art" posture, as suggested and mandated of the current EDP. A partial list of the Standard Six self-study committee's recommendations includes (a) upgrading of library services through both additional staffing and fuller use of computer technology, (b) greater communication among the administration, the Educational Media Center, and the faculty and staff relation to the utilization of EMC capacities for enhancement of teaching, (c) expansion of physical space and sufficient funding for needed materials and staffing to enable the Learning Resource Center to perform its tasks more effectively, (d) providing additional floor space and more cabinets and shelving necessary for the various tutoring services, (e) creation of a realistic master plan, with provision for continuous review and updating, of the College's computer hardware and software, together with more workshops in response to faculty and student interests and needs, (f) establishing a process for evaluating and replacing of typewriters and photocopiers, (g) the updating of technological skills, and the acquiring of additional specialists as needed, in all of the learning resources areas, (h) a fuller degree of planning and coordination, together with administrative decisions on allocation of funding for learning resources, and (i) networking throughout the University system to extend available learning resources.

STANDARD SEVEN: PHYSICAL RESOURCES

The Standard Seven self-study committee has directed its attention mainly to the College's buildings and grounds (including parking, security factors, health problems
related to buildings, walkways, water damage, janitorial and maintenance needs, and space requirements of the numerous educational segments of the College.

Original building construction was in line with an integrated master plan; further construction departed somewhat from the original to meet changing educational requirements (as described in more detail in the EDP); no new construction has taken place for several years and the current budget calls for funds to update the College's master plan in the light of present and anticipated future needs.

The Committee notes that "while the grounds are in good condition, the buildings are not," moreover, "older buildings present more maintenance problems"—especially Leeward's closed design which allows almost no natural ventilation and relies heavily on air conditioning. Water seepage, cracks in the cement, and puddling in areas where people must stand are among the problems encountered by the Theater. Serious mold and mildew problems have been experienced in several buildings, especially Language Arts where complaints of foul orders and upper respiratory infections have persisted for a number of years. Serious cracks and settling have occurred in a number of places.

In relation to space requirements, there are major needs with respect to a number of the College's educational activities. The committee's recommendations address both building condition and space requirement problems and several other related matters. A partial list includes: (a) utilize the results of parking lot and campus security studies, (b) provide adequate space for Learning Resources and Educational Media Centers before expanding their offerings, (c) take immediate steps to repair deteriorating buildings, (d) vigorously pursue the construction of a second campus access road, (e) take immediate action to eliminate health hazards (especially in relation to airborne particles in the Language Arts building), (f) develop and update long range goals in relation both to buildings and equipment, (g) increase the janitorial staff and provide storage space for equipment, (h) prepare in advance for inevitable equipment maintenance expenses, and (i) involve faculty, staff, and students from earliest stages of planning any new construction.

STANDARD EIGHT: FINANCIAL RESOURCES

As a unit of a community college system which operates under a state university system (which receives its major funding via appropriation by the state legislature), Leeward Community College necessarily operates within an elaborate framework of financial policies and guidelines. Within that structure budgets are prepared and go through processes of review and revision with eventual allocation of resources to the College to fund its various programs. With his administrative staff the Provost oversees expenditures at the College level.

The Standard Eight self-study committee, while consulting other sources, built its report around the results of a survey instrument submitted to 20 persons in leadership roles on the campus who would be in a position to have varying degrees of knowledge (or pertinent opinions) on financial resource matters. These persons ranged from division chairs to provost. Since responses represented divergent perceptions, the committee consulted additional sources of information in an effort to get the most accurate data on which to base its recommendations for each of the 32 questions of the survey.

The Committee's recommendations include (a) involving faculty more in financial planning with adequate lead time, (b) streamlining of paper work required to justify fund transfers, (c) providing a better balance between acquisition of human and non-human resources, (d) flexibility which will allow financial planning better to reflect the "spirit" of the EDP, (e) concerted effort to secure funding for additional classrooms, (f)
improvement in financial reporting to enable units to know their balances remaining, (g) more consultation by administration when moving funds from one unit to another, (h) attention to certain health and safety matters, (i) sufficient funding for units with special needs (the library in particular), and (j) provision for contingency or reserve funds to allow for unanticipated requirements.

STANDARD NINE: GOVERNANCE AND ADMINISTRATION

Leeward Community College is governed, as are the other community colleges, by an eleven-member Board of Regents which has jurisdiction over the entire University system. The Board appoints the President of the University who administers the system in accordance with statutes of the State of Hawaii, federal regulations applicable to institutions receiving federal aid, and policies established by the Board. Direct governance is via the Chancellor for Community Colleges and the Provost of LCC who reports directly to the Chancellor.

The administrative structure under which the College operates was established some 25 years ago when the community colleges were created. Whether this structure best serves the community colleges (and ultimately the people of Hawaii), and what alternative structures are possible, constitute recurrent questions. The degree of autonomy of the University—freedom from control (especially fiscal) by other state agencies—has recently been substantially expanded.

On the whole the Standard Nine self-study committee feels the College's administration and governance are such as to enable the College to achieve its educational mission, particularly in light of its Educational Development Plan recently approved by the Board of Regents and the current and largely new administrative staff committed to implementing the plan. Several suggestions are offered, however, to insure continued improvement in College governance, among them (a) integration of planning and budgeting, accreditation self-assessment, and EDP updates, (b) a program of self-development and evaluation, together with more adequate compensation, for division chairs; (c) continued faculty/staff development and communication activities, (d) review of organizational/governance structure to assure full participation of faculty, and (e) fuller visibility and support for student activities.

STANDARD TEN: SYSTEM RELATIONSHIPS

The Description segments of the Standard Ten report were prepared in cooperation with other colleges in the system; the Analysis and Recommendations sections reflect largely LCC's distinctive contribution.

The community college system has well-defined objectives expressed in several guiding documents which were relied upon heavily in shaping Leeward's 1987-93 Educational Development plan. Policies specifically defining college-system relationships are less explicit and appear to lack uniformity in their interpretation among the colleges in the system. Communication, planning, and budgeting all follow established procedures which, although they might be improved (especially communication) appear to function well. Articulation of programs and courses with UH Manoa and among the community colleges is deficient, but is being dealt with via a systemwide task force on the AA degree which is now ready for implementation throughout the system.

Various segments of the campus community are represented by their respective bargaining agents; collective bargaining agreements govern compensation and benefits and,
to some extent, working conditions. Workload continues to be an issue of primary concern, however, as does the matter of arbitration for tenure and promotion disputes. A new policy of post-tenure review of faculty, which has met with considerable resistance throughout the system, is currently being implemented.

Recommendations by the Standard Ten self-study committee include (a) continued active involvement of Leeward's faculty and staff in academic planning within the UH system, (b) consistent interpretation and implementation of systemwide policies, (c) better communications within the System and on the LCC campus, (d) achievement of full articulation of the AA degree to facilitate student transfer to UH Manoa, and (e) training of division chairs for their role in the evaluation of tenured faculty.
The Leeward Community College accreditation self-study during 1987-88 followed a previous year's intensive, campus-wide, six-year Educational Development Plan formulation effort.

The EDP process took into account not only the previous accreditation team's recommendations but also the forthcoming accreditation self-study year and accreditation team visit. Therefore the College did not consider it necessary to mount as massive a self-study effort as might otherwise have been the case so far as organization was concerned.

Vice-Chair Elizabeth d'Argy and Coordinator Ralph Odom of the Educational Development Plan were named co-chairs of the Accreditation Self-Study, thus providing direct continuity. One or the other of the co-chairs visited each of the divisions, outlining the Accreditation Self-Study aims and process, following a systemwide Accreditation orientation in the early fall.

Chairs for each of the ten Standard committees were chosen from volunteers and committee members were recruited both by seeking volunteers and by inviting specific persons to serve. The Standard chairs and the Self-Study co-chairs constituted the Steering Committee which met to plan the basic strategy process, then all proceeded with their respective committee tasks without the necessity of frequent meetings of the steering committee as a whole.

The work of the Self-Study was carried out primarily by the ten Standard committees which met frequently to prepare and evaluate surveys, arrange for interviews, engage in research, and write up their respective reports. Some seventy members of the faculty, staff, and student government were directly involved on the committees with others serving as resource persons. The committee chairs and members, together with their titles or positions on campus, are listed at the beginning of each Standard report.

The completed Standard reports were distributed to the entire faculty, staff, and student government officers and to the Chancellor's office in April and May of 1988. Feedback was obtained and incorporated into the reports during the summer by d'Argy and Odom who served as overall editors. In order not entirely to eliminate the originality of the various committees, the editors did not bring all reports into a rigid format, but sought a general consistency of style.
BRIEF HISTORY AND DESCRIPTION OF THE CAMPUS

Hawaii's Community Colleges came into being in 1965 when Act 39 of the 1964 State Legislature transferred jurisdiction over four technical schools from the Department of Education to the University of Hawaii. Under a Chancellor for Community Colleges other schools were added. Leeward Community College was established in the fall of 1968 under the leadership of its first Provost, Dr. Leonard T. Tuthill, and Dean of Instruction, Dr. John Prihoda. Its guiding principle was "innovation"—a readiness to depart from tradition where necessary in order to bring the best of current pedagogical technology to bear upon the unique educational challenge of the Leeward and Central Oahu constituency.

This focus meant (a) recruiting a faculty committed to innovation, (b) preparing clearly-stated goals for every course of instruction, together with measurable behavioral objectives, (c) "opening the door" to persons who otherwise might not be offered the opportunity for post-secondary education, and (d) providing developmental or remedial training in basic skills to maximize the possibility of successful college level achievement. These factors have continued to guide the College and have led to the development of an exceptional program of student services, effective basic skills education, a satellite campus on the Waianae Coast, and a high quality of instruction in all fields, vocational and academic.

Because the initial phase of its campus was not completed on schedule, the College began in temporary quarters and offered its first classes in what had been the Pearl City Kai Elementary School (slated for demolition) and in facilities of nearby churches—with a student body more than double the projected 750. In the spring of 1969 the College moved to its new campus located on forty-nine acres near the geographic center of Oahu between Pearl City and Waipahu.

As originally conceived, the College would serve as a kind of "regional community center," and the overall design reflects that purpose. The original Master Plan states that "emphasis is not only in creating an environment for academic learning and campus life, but also in creating a center of cultural life for the surrounding community." The buildings were designed and grouped with safety and convenience in mind, care being taken to eliminate the pedestrian-auto conflict as much as possible; students can walk between the buildings on campus without crossing a roadway for vehicles, and people can conveniently reach the theater from the nearby parking areas.

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, Leeward Community College was the first in the system with a coordinated Master Plan physical facility and the first which did not derive directly from one of the State's trade schools formerly under the DOE. The College was thus able to originate its curriculum in a part of the island not previously served by any post-secondary institution, academic or vocational, which contained more than half the geographical extent of the island (including the major military installations) and nearly a third of the island's population (including areas with a high immigrant population, higher than average unemployment, and the greatest growth potential for population, tourism, and industry!).

These special factors prompted Leeward CC first to develop its general education and liberal arts programs selectively so as best to serve its community and to minimize duplication of programs offered by other institutions. Thus the College did not develop vocational offerings in the building trades areas and auto body work already provided by...
Honolulu CC, nor in nursing and other health services which Kapiolani CC was handling adequately. Instead it concentrated on Business Education (accounting, management, secretarial science), Automotive Technology (with special attention to providing trained personnel for new car agencies), Drafting Technology, Food Service, Graphic Arts, Recreational Leadership, and Human Services. Although some duplication resulted, this seemed justified by the needs of the College's target populations and the distinctive emphasis of its programs. Broadcast Technology, Pre-Engineering, and Japan Studies represent more recent Leeward CC opportunities.

A significant event in the College's history has been the relocation of West Oahu College to the Leeward campus in the Fall of 1981. The ensuing seven years have required adjustment on the part of both institutions, which have remained administratively separate while sharing facilities, but the relationship has generally been amicable and West Oahu College has provided a welcome transfer option to increasing numbers of Leeward CC graduates. EDP Goal No. 1 envisages a closer relationship with other institutions, including this one, but uncertainty about West Oahu College's future direction and location continues to be a source of frustration for both schools.

Leeward CC experienced a burgeoning of student enrollment in its early years, rapidly becoming the largest in the system. After Windward CC was established and Honolulu and Kapiolani CC developed their liberal arts programs, Leeward CC no longer needed to serve those areas. Its enrollment remained high during the influx of Vietnam veterans, however. After rapid initial growth, the College reached its all-time peak of 6790 students in 1975. Subsequent years saw a decline of about 5% per year until 1979, then moderate fluctuations and holding fairly steady to the present—a pattern which prevailed throughout the University system. (See EDP Chapter IV.C for further details as they relate to the planning context.)

On the whole, the physical facilities of the campus are attractive and well-maintained, although major repairs in the form of a new air conditioning system and the re-roofing of most buildings have been required. Classroom space is used to the maximum during high-demand morning hours, and parking space is insufficient with cars spilling over into adjacent lawn areas and along the access road—a situation exacerbated somewhat by the sharing of facilities with West Oahu College. If the Ewa "second city" rapid population growth occurs as planned, and if this results in more students being attracted both to Leeward CC and West Oahu College, present facilities could be quickly outgrown. Fortunately there is ample land for additional construction, but the future of West Oahu College as well as the actual population growth will need to be determined before such needs can be assessed. The beautification, improvement, and expansion of the physical plant was not chosen as a goal direction for this planning period, but the issue was discussed and relegated by the EDP Steering committee to the administration for exploration and appropriate attention before a crisis is upon us.
PROGRESS IN RESPONDING TO PREVIOUS TEAM RECOMMENDATIONS

Leeward's recently completed and approved (January, 1988) Educational Development Plan (EDP) addresses virtually all of the previous Accreditation Team's recommendations (Spring, 1984). For the most part, those not already accomplished have been incorporated in ways that specify how and when they are to be realized.

In some cases the reports of the self-study committees dealing with the several Standards also describe and include in their recommendations various facets of the previous Team's suggestions.

Following are the recommendations under each of the Standards with a brief indication of how the College has responded or is in process of responding.

STANDARD ONE: GOALS AND OBJECTIVES

The Team recommends that "the process for developing and implementing the Educational Development Plan be reviewed, with staff input, for possible strengthening."

The process for developing and implementing the Educational Development Plan has been reviewed and strengthened. During the Summer of 1986 an Ad Hoc committee of administrators and faculty met to review the process of developing an Educational Development Plan and make recommendations on how to maximize total campus involvement in the process. Based on the findings of the Ad Hoc committee, a Steering Committee was chosen which was representative of all segments of the college community and a faculty member was selected to serve as coordinator of the project on a full-time basis.

The planning process began with a two day conference on the four major functions of a Community College featuring national leaders in their respective fields. Five convocations were held during the year which brought in speakers to discuss various issues that needed to be considered in the planning process such as economic development in the Leeward area, education for employment, legislators' views, and the realities and problems of administration at the College, Community College System, and University levels. The convocations provided the College with valuable input on the problems facing the community and its educational institutions as well as business, legislative, and governmental agency views on the role the College should play in facing these problems.

Weaknesses in previous educational plans were strengthened through inclusion of consideration of internal and external factors affecting the planning process, planning assumptions, desirable outcomes, and activities that could be measured to determine institutional achievement of its planning goals. The newly adopted Educational Development Plan represents a much improved process of total College participation in the planning process. (See section II pp. 1-14 Education Development Plan 1987-1993 for a complete description of the process.)

The Team recommends 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."
As of the 1985-1986 academic year the general goals and objectives of the College have been published in the College Catalog under the titles of Function and Mission of the College.

In July, 1987, the Office of Special Programs and Community Services inaugurated *Reaching Out*, a newsletter to agencies, leaders and members of the Leeward community. The first four issues of this newsletter, with a mailing of over 3,000, featured the history, mission, goals, and direction of the College for the next five years.

A copy of the College’s 1987-1993 Educational Development Plan, which details the College's specific goals, objectives, and plans for their implementation, has been distributed to every member of the College faculty and staff as well as members of the Student Government. The new Educational Development Plan also summarizes the major accomplishments under each of the goals of the previous Educational Development Plan. Reports on accomplishments are reported to faculty, staff, and student leaders in the Provost's End of the Year Report. The Educational Development Plan is tentatively scheduled for a review every two years.

**STANDARD TWO: EDUCATIONAL PROGRAMS**

*The Team recommends that "a serious effort be undertaken to differentiate between remedial courses and vocational education courses in setting graduation requirements."*

On an interim basis courses numbered below 100 may no longer be applied to the AA degree. However, to date there has been no final resolution of this issue as the College sees it as part of larger issues relating to purposes, structure, and outcomes of associate degrees. The issues surrounding associate degrees are being directly addressed by System-wide task forces established by the Chancellor or Community College.

The first Task Force, convened in January, 1985, issued a report/discussion paper in September, 1985 ("A Blueprint for Learning: The Report of the Associate Degree Task Force") which listed among its recommendations that "Remedial and developmental courses no longer be given credit toward fulfilling associate degree requirements." (p.28)

Subsequent task forces were convened to propose student competencies for the various degrees. The latest task force report ("Associate Degree Expectations", February, 1988) recommends that "all courses applicable to the AA degree will be numbered 100 or above, and they should be designed at an academic level which makes them acceptable at other accredited 2- and 4-year institutions." This recommendation opens the door for differentiation in numbering between remedial/developmental and vocational-technical courses.

"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 EDP stipulates the creation of new positions and hiring of qualified staff to make these kinds of follow-up studies possible.

*New vocational programs, utilizing computer skills and computer related technologies should be investigated to insure that graduates can find employment in technology related industries."*
Again, Leeward is in process of examining and expanding its computer related offerings on several fronts and putting structures in place to coordinate the use of equipment and facilities. See especially the report of Standard Six: Learning Resources.

*The 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 Dean of Instruction sits with the College Curriculum committee. Curriculum Committee members represent all academic divisions.

*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."

During the school year 1985-1986 there was considerable discussion both in the Faculty Senate and the campus community at large about the grading policy, focusing on the definition of the "N," the "W," and the possibility of instituting an "F" grade.

The final recommendation from the Faculty Senate to the Administration was to set a deadline at the eighth week of the semester prior to which the student could formally withdraw from a course and receive a "W" grade. The effect of this is that only the "N" grade is given to students who do not successfully complete the courses objectives for whatever reason.

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

The catalog has been revised, and much of it rewritten, to make it more clear, better organized, and more informative.

**STANDARD THREE: INSTITUTIONAL STAFF**

"*It is recommended that consideration be given to the establishment of closer coordination of staff development efforts.*"

A faculty member has been given assigned time to coordinate staff development efforts and activities. The Legislature has authorized the development of a Curriculum Resource Center which will be implemented as soon as the Academic Support Reorganization has been approved. When the CRC is in operation with two full time positions, staff development will fall under its aegis.

"*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.*"

Open communication now occurs through the weekly *Campus Bulletin* whose editor is a faculty member. In addition, three semesters of Brown Bag luncheon sessions have offered a wide variety of presentations by faculty and invited speakers. Brown Bag sessions are now being supplanted by town meetings which deal with topics of substantial weight and interest to faculty and staff.

With the recent changes in administrative personnel, there is a new openness on the part of both administration and faculty to "experiment creatively" in relation to channels of communication.
STANDARD FOUR: STUDENT SERVICES

The Team recommends that "the Student Service staff review present strategies for the allocation of staff assignments in all areas of student services."

Within the parameters of System, College, and Division budget target objectives, the Dean of Students, in consultation with each professional staff person and separately with the coordinators, makes staff assignments based on (1) individual professional interests and voluntary acceptance to the extent feasible, (2) staff training and experiences, and 3) availability of personnel to staff on-going services. An attempt is made to balance Division needs and individual staff preferences. The practice appears to be viable.

The Team recommends 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."

Two major and two minor attempts were made to evaluate the service outcomes of the various units of the Student Services Division. See the Standard 4A report for a description of those efforts.

The Team recommends that "frequent meetings of the entire Student Services staff as a group be held."

During the past year, the entire Student Services staff (professional, clerical, para-professional, and student help) worked together as a group to develop their position with regard to the EDP goals and program priorities, and the Division's professional staff met to state their views about the AA/AS degree Task Force recommendations.

As a general rule, however, the Division's professional staff and unit heads met regularly with the Dean of Student Services as independent groups and the clerical staff and para-professional/student help met with the Dean or the coordinators as separate groups depending on the need.

Group meetings appear to be held based on the needs of the various staff groups. This practice appears to be viable.

STANDARD FIVE: COMMUNITY SERVICE

"It is recommended that a needs assessment be conducted to determine the interests and potential for non-credit courses in the various 'communities' that Leeward serves."

The Office of Special Programs and Community Services (OSPCS) conducted a needs assessment during the Summer and Fall of 1987. The assessment was executed through various means.

Student Survey. During the Fall 1987 registration for credit courses, 200 randomly selected students filled out questionnaires regarding proposed special interest non-credit courses.

Telephone Survey. A poll of 135 former non-credit students was taken to determine their satisfaction with the courses they took and the instructors they had. Also, they were asked what other courses they would like to see offered.
Panel discussions. Two panels of nine members each were convened to address the issues. One panel was made of former non-credit instructors, and the other consisted of those unaware of the programs or who were potential instructors.

Interviews with community and other organization members. Interviews to discuss the issues were held with members from the communities of Waipahu, Pearl City, and Waianae. Interviews were also held with leaders from Friends of the Waipahu Cultural Garden and Honolulu Community Action Program.

Course Evaluations. At the end of each non-credit course, students are asked to indicate what additional courses they wish to take.

In addition to the above surveys and interviews, OSPCS offered an increased amount and variety of non-credit courses in Fall, 1985, and Spring, 1986, to determine whether there was a demand.

The analysis of the needs assessment undertakings will be discussed in the Standard 5 report.

"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."

No one advisory committee is utilized to advise all of the programs overseen by the OSPCS due to the diverse and technical nature of each program. Most OSPCS programs have created advisory boards and networks to provide vital and on-going input in their respective areas. The board and network members are from both campus staff and the communities served by Leeward. Many OSPCS activities are co-produced by the College and other organizations.

Guidance for non-credit courses is provided by the instructors in addition to the input provided by other organizations and student evaluations. See lists of advisory boards and networks.

STANDARD SIX: LEARNING RESOURCES

"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 . . . . 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."

The College's response during the four years following the 1984 Accreditation Report has been to look closely at the whole Academic Support area, to redefine the services of the various units, to create the new Curriculum Resource Center, separate from but functioning in coordination with the other Academic Support units, and generally, to reorganize the Academic Support area under a delegated head, the Assistant Dean for Academic Support.

Presently, reorganization of Academic Support is underway. Full implementation will take place as soon as the proposed reorganizational structure has been approved by various offices including the Chancellor of Community Colleges and the various faculty and staff.
unions. The reorganized structure puts five coordinate units directly under the Assistant Dean for Academic Support, namely, the Library, the Educational Media Center, the Learning Resource Center, the Computer Center, and the Curriculum Resource Center. This reorganization has impact not only on administration and management but also on function and staffing of the various units.

Both function and staffing are currently being re-examined for each of the Academic Support units. A case in point is the Learning Resource Center whose primary role in providing tutorial assistance and in developing basic skills learning is once again underscored but whose functions will be expanded in the near future to include planning for and implementing a mandatory testing program for entering students as well as developing and expanding the College's program for students with learning disabilities.

The Curriculum Resource Center is a recent development in the Academic Support area. The Center is envisioned to assist faculty/staff in making significant changes to courses/curricula and in undertaking research projects aimed at evaluating the effectiveness of instructional approaches being used. The Center is the College's response to the growing need to develop staff and to encourage the use of alternative delivery systems. Through the Center the faculty will upgrade their skills and will learn to use state-of-the-art systems and techniques in developing and packaging course wares. Initially the Center will include (1) a staff person who is knowledgeable in the applications of educational technologies, including computer-assisted instruction, and (2) a staff person who has grantsmanship experience in addition to experience in curriculum/materials development.

The recommendation to increase microcomputer-related positions is increasingly seen to be too narrowly construed. There is a more compelling need to assist faculty and staff in understanding the educational applications of high technology (not limited to microcomputers) and harnessing what's most applicable for our daily academic needs. The Curriculum Resource Center is seen to be the most viable way by which this need can be met by the College.

Additionally, the reorganization of Academic Support and the creation of the position of Assistant Dean for Academic Support are positive steps the College is taking to develop the kind of leadership that was suggested by the Accreditation Team. This leadership is necessary to develop a more coordinated effort to plan, implement, and evaluate Academic Support services. The goal of the reorganization is to develop this coordination; this does not preclude, however, the value that could be derived from the formation of a broad-based Academic Support Advisory Committee. When the reorganization is completed, and when the coordination of services is achieved, it will undoubtedly be beneficial to plan and form such a Committee to further assist in defining directions for the Academic Support area.

STANDARD SEVEN: PHYSICAL RESOURCES

The Team recommends 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."

Overall, the Board of Regents has recognized Leeward's need for additional funds for supplies and general maintenance equipment. Allocated funds for repair and maintenance have increased from 1983 to 1987. There are six major projects for 1987-88, either planned or underway.
The Team recommends that "the College should begin to explore ways and means to install a controlled energy system to further reduce sky-rocketing energy costs."

With the assistance from Federal and State funds, the College installed a computerized, energy control system in 1986 to monitor and control the air conditioning system. Unfortunately this has not resulted in a reduction in kilowatt hour consumption since 1983. A reassessment of the entire air conditioning system to provide greater energy efficiency is now under way. It is planned that the next phase of the energy control system will enable the College to control the building and parking lot lights in a similar, computerized manner, hopefully with greater success than has thus far been the case with the air conditioning.

"The College should make an effort to alleviate [the problem of uncontrolled exterior and interior noise]."

As a partial solution to the noise around the area housing the PASS Program (DA 102-106), and elsewhere on campus, the College provided an electric (silent) cart for security staff. However, this proved unacceptable due to the limited use aspect of the electric carts. Complaints about noise fell off sharply after the College agreed to find alternate routes away from open buildings for the louder, gas carts that are needed.

It is recommended that "the College continue to enhance support [in the area of campus security]."

Occasional auto theft and burglaries continue to occur on campus property. Local police were asked to make routine checks of the parking lot, but such incidents are probably unavoidable due to the open nature of the parking lot and the large ingress and egress of traffic inherent in a commuter campus. Nevertheless, the College has enhanced its security staff, which now consists of six full-time guards, and provided new equipment (a gas powered cart) for better coverage and visibility.

In recent years there has been an increase of reported burglaries from faculty and administrators' offices. This year, in response to these incidents, the College plans to re-key all buildings.

"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 [adequately maintain] an aging facility."

As the College entered its seventeenth year of operation, attention was devoted to the general repair and maintenance of buildings and facilities. Frequent problems with leaking roofs, fouled air conditioning systems, etc., have been addressed both as they arose and in accordance with the College's regular maintenance schedule. Funding for such projects and general equipment replacement has traditionally been generous in years where State revenues are good, and meager in other years.

State of the art equipment has been acquired for two IBM labs; Apple computers for the Learning Resource Center, PASS Program, and Math Labs; word processors for the Secretarial Science program; and new equipment for the Communication Studies program. Additionally, new computer systems have been installed for the College's administrative and student record keeping needs. New equipment is presently being considered to modernize the College's phone system.
STANDARD EIGHT: FINANCIAL RESOURCES

"The visiting team continues to urge the central authorities to modify their cumbersome, time-consuming procedure of quarterly accounting."

Although the State has not changed the law relating to quarterly allotments, greater flexibility has been provided for the University to move funds and make various changes within specified guidelines.

"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."

Whether the community college educational requirements are being sufficiently funded, and whether they are receiving an equitable proportion of the total University budget, are matters for ongoing discussion. Much more autonomy has been granted the University, however, in the allocation of resources and this flexibility is reflected on the community college level as well.

It is recommended that the Director of Administrative Services "give regular presentations on the budget process in an 'open meeting' format."

This recommendation has not been acted upon, not because the Director of Administrative Services was unwilling, but mainly because there did not seem to be a strong demand for this particular solution. Presentations on the budget have been given to the administrative team and to division chairs, and interested faculty have been invited to some of these meetings. More needs to be done, however, to inform and involve faculty in the budget making process.

STANDARD NINE: GOVERNANCE AND ADMINISTRATION

The area of governance and administration was a major focus of the last accreditation team visit. The primary issue of concern was relations between administration and faculty. While acknowledging that many steps had been taken to promote better relations, there were still difficulties.

It is recommended that "attempts to fund such a position (college research) continue as vigorously as possible."

No new position for research has as yet been created.

"The Team urges "those at the college, and those in the central administration . . . . continue improving human relations at Leeward."

Since the last study, serious attempts to promote better understanding between administration and faculty have been made. These include an "Interaction" column in the Campus Bulletin during the 1986-87 school year, no-agenda Brown Bag meetings led by the Provost, breakfast meetings, college-wide evaluations of administrators, and faculty and staff "safaris," to name a few.

The Team recommends that the College "find ways to provide an adequate number of administrators."
Since the last study, two Assistant Dean positions have been filled. The Assistant Dean of Instruction position had just been approved as of the last study. The Assistant Dean for Academic Support was approved in April, 1986. Thus the Office of the Dean of Instruction has been substantially increased. The Assistant Dean of Instruction is a staff position to help the Dean of Instruction in work associated with the instructional divisions. The Assistant Dean for Academic Support is a line position with direct supervisory duties over the academic support units.

The team recommends that "a regular and systematic staff development process be put in place to at least accomplish clarification among all staff [to help clarify the roles and authority within the administrative structure from Provost to division heads]."

A regular and systematic process to clarify organizational issues has not been accomplished. However, two activities undertaken during the Summer and Fall, 1986, are being looked at as possible prototypes for such training and clarification. During the Summer "The Dean's Meeting" was instituted. Regular attenders include the Deans of Instruction and Student Services, the Assistant Deans, Division Chairs and DAC, Academic Support and Student Service Unit Heads, Coordinators, and the Faculty Senate Chair. Frequent attenders include the Provost and the Director of Academic Support. During the Summer of 1986 various personnel policies and the budget process were thoroughly reviewed.

A "Leadership Retreat" was held for two days off campus in August, 1987. The stated goal was to begin team building as there were several new administrators and new Division/Unit Heads. The retreat organizers invited not only administrators and unit heads, but members of the Faculty Senate and the Clerical Staff Council.

The Team proposes that "informal communication approaches be tried soon and that they be expanded as the administrative staff is expanded . . . serious consideration be given to reconstituting the Administrative Council."

Regular twice monthly meetings between the Deans and Division Chairs, DAC's, and other Unit Heads have been instituted. The past Provost also held regular meetings with an Advisory Council. The current Provost has not continued the practice although the Dean's Meeting, at which the Provost is often present, has much the same function.

The Team suggests that "the total staff be made aware of the current status of the merit pay issue."

The issue is somewhat moot since merit pay has not been allocated to the College since the last Accreditation report. There have been other pay issues, however. Money was allocated for pay enhancement for those involved in high demand areas such as computer science. Difficulties were encountered in the implementation although these difficulties seem to have been an overall University phenomena. Currently, opportunities have opened for promotion for those already in the top teaching grades. This is being handled through the regular tenure and promotion review process.

The Team suggests that the College "resolve the matter of the student grievance policy."

The Faculty Senate has passed and the Provost has approved a comprehensive academic grievance procedure.
It is recommended that "all concerned faculty members take an active role in making the communication system work and in improving the communication system."

Attempts to deal with communications have been described above.

STANDARD TEN: SYSTEM RELATIONSHIPS

The team recommends 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."

The Chancellor has accepted the challenge and has been a frequent visitor on the LCC campus. Meetings with her have been informal and candid as a wide range of issues of concern to the College were discussed. The Chancellor has consistently made herself available to listen to complaints and to mediate disputes when necessary.
STANDARD ONE: GOALS AND OBJECTIVES

STUDY COMMITTEE:

Marvin Veregge, Chair
Counselor
Coordinator of Special Vocational Programs
Marilyn Bauer
Instructor, English
Tim Burns
Instructor, Math
Bill Grosh
Lecturer, Human Sexuality
Fritz Osell
Instructor, Oceanography and Astronomy
Juanita Sweet
Lecturer, Accounting

Leeward Community College, as a two-year post-secondary institution in Hawaii, is committed to general, transfer, vocational and continuing education, education in the basic skills, provision of student services, and special services to its clientele in Leeward and Central Oahu. Since the College is part of the larger University of Hawaii system, its goals and objectives must be viewed in the context of the purpose and goals of the University system as a whole, the Community College system and the College itself.

The description and analysis that follows is based on an extensive review of policies and documents available with the University system. Emphasis has been placed on review of the College's 1987-1993 Educational Development Plan.

STANDARD 1A: CLARITY AND APPROPRIATENESS OF GOALS

The institution is guided by clearly stated general goals and specific objectives which are consistent with the historical and legal mission of the public community college.

DESCRIPTION

The purpose of Community Colleges in Hawaii, mandated by Act 39 of the 1964 State Legislature, is "to provide two-year college transfer and general education programs, semiprofessional, technical, vocational and continuing education programs, and such other educational programs and services as are appropriate to such institutions." The Board of Regents in its Policy Statement on Community Colleges states, "The goals of the community colleges of the University of Hawaii are comprehensive programs, low tuition, open-door admission, education guidance, quality teaching, and responsiveness to the community which each college serves." The current direction of the Community Colleges in the University of Hawaii system is further clarified in the long-range planning document of the Community Colleges' "New Directions for the 80's."

In the University of Hawaii planning process, each college must re-examine and establish its goals and objectives every six years as part of its Educational Development Plan (EDP). The College's 1987-1993 EDP sets forth eight major goals:
• Develop closer relationships with business, other educational institutions and other agencies, and develop mechanisms to provide greater flexibility and appropriate curricular responses.

• Update technology and alternate delivery systems for more effective instruction and administration.

• Develop integrated learning experiences across-the-curriculum for the basic skills of reading, writing, mathematics, thinking skills, and problem solving.

• Implement a campus-wide student retention effort through partnership of instruction, student services, and academic support.

• Expand opportunities for faculty/staff/organizational development.

• Target selected student populations requiring unique responses and institutionally identify and remove barriers to academic success.

• Develop continuing processes for private sector fund raising and for marketing College programs.

• Create approaches fostering the development of each student as a whole person.

The EDP provides Desired Outcomes, Planning Assumptions, Program Activities, and Action Plans (which provide priority implementation actions) for each of the eight major goals. An inspection of the activities under each goal reveals they are in effect specific objectives which clarify what is to be done, when, and by whom. These activities have been combined to develop the College’s Projected Program Activity Levels and Resource Requirements and to form the basis for each of the divisional Program Targets for each fiscal year. The desired outcomes in the EDP constitute a guide for developing evaluation measures for each of the goals.

ANALYSIS

The purpose of Community Colleges in Hawaii, mandated by State statute, is consistent with the historical and legal mission of the public community college, as are the goals of the community colleges of the University of Hawaii as outlined in the Board of Regents Policy Statement on Community Colleges.

As Community Colleges are an integral part of the University of Hawaii, one might expect the mission or long range goals of the University to encompass those of the community colleges within its jurisdiction. However, the current University mission statement (as it appears in the "Directions for the 80’s") seems to this committee to be more a statement of the purpose of a four-year and graduate institution rather than a purpose which includes the mission of all segments within the University system including the Community Colleges. There is no mention of the training or retraining aspects of post-secondary education within the University which forms the rationale for vocational education and training, traditionally provided by the community college; and, one might question to what extent the statement, "to provide all qualified people in Hawaii an equal opportunity for quality college and university education" is compatible with the open door policy of its community colleges.
It would appear the community college system mission statement is intended to serve as the Colleges' long range goals and objectives statement. If so, they are not clear and appear to be a composite of both goals and objectives. To include the phrase "by providing" in a goal statement implies that perhaps what follows is the means (objective) by which the goal is to be achieved. Although the five statements in the mission reflect the historical and legal mission of community colleges, they should be restated to insure that students and the community clearly understand the college's long range goals. Further, the third goal stressing effective teaching, although appropriate, only mentions liberal arts and general education. In a sense, it implies effective teaching in vocational education is not as important.

The 1987-1993 Educational Development Plan represents the College's operational goals and objectives. This is the first EDP which not only clearly states the College's goals and objectives (desired outcomes) but also includes planning assumptions and program activities which provide the means for determining who is to do what and when. Although development of activities in measurable terms is somewhat uneven throughout the document, the EDP represents a major movement in coordinating college activities and priorities with the College's goals and objectives.

RECOMMENDATIONS

It is recommended that:

a. The University of Hawaii designate a system-wide task force to re-examine the total University mission statement to insure it reflects the total mission of all segments of the University system.

b. The Chancellor for Community Colleges designate a system-wide task force to re-examine the Community College mission statement to insure goals and objectives are presented in such a way as to identify their differences and make sure that they clearly reflect the historical and legal mission of community colleges in Hawaii. Further, the task force pay attention to the implication of the 3rd goal "to specialize in the effective teaching of Liberal Arts," etc., as it relates to vocational education.

c. As the College has more experience with the current EDP, it review and strengthen the activity statements to insure clarification of responsibility for the carrying out of each activity.

STANDARD 1B: COMPREHENSIVENESS OF GOALS

The statement of goals and objectives defines the degree of comprehensiveness of the institution and its distinctive nature.

DESCRIPTION

The general goals and objectives embodied in the College's statements of Function and Mission define the College's distinctive nature as a community college designed to serve post-secondary educational needs of its community. Board of Regents (BOR) policy states that it is the intent of the Board that each community college become comprehensive in scope, restricted only by the necessity of limiting certain high-cost and low demand programs to certain areas. As all Oahu campuses are within commuting distances, and enrollment is permitted on any campus, comprehensiveness in vocational-technical
offerings is defined in terms of availability of programs across all Oahu campuses rather than comprehensiveness within each community college.

ANALYSIS

The Goals and Objectives embodied in the College's Mission Statement, though perhaps not clearly stated, do define the comprehensiveness of the College in terms of providing vocational, transfer, and general education as well as meeting community needs for personal and cultural enrichment. The goals and objectives embodied in the College's Educational Development Plan clearly indicate the priorities for emphasis within areas of comprehensiveness which are to be pursued in the 1987-1993 period.

In the initial stages of development, the College was viewed as primarily geared to meeting the needs of Liberal Arts transfer students and thus attracted large numbers of students from throughout Oahu. As the other community colleges have become more comprehensive in nature, the clientele served by the College has centered around residents of the Leeward and Central Oahu district. Thus its distinctive nature has become serving the unique needs of this geographical area. The new EDP goals and objectives reflect these unique and emerging needs.

Studies done on community needs and population characteristics collected for preparing the EDP, represent a major step forward in insuring the College is responding to the unique educational needs of its community. The developments of the West Beach Resort Area and the Second Urban City, the decline of sugar and pineapple production, and the advent of a high-tech park (all within the Leeward area) will require an even closer evaluation of changing educational needs within the College's community.

RECOMMENDATIONS

It is recommended that:

a. The College develop a process for yearly evaluation of community educational needs. This is particularly important in light of the West Beach Resort and Second Urban City developments.

b. A mechanism be established to insure these results are reflected in College Priorities.

STANDARD 1C: REVIEW PROCESS

The goals and objectives are re-examined periodically with participation by all segments of the institution.

DESCRIPTION

The goals and objectives embodied in the EDP are re-examined and established every six years through broad-based input involving faculty, staff, students and administrators. The EDP was available to faculty and approved by the Faculty Senate, the Clerical Staff Council, and the Associated Students of Leeward Community College before being forwarded to the BOR and widely distributed to faculty and staff. Each division and unit within the college establishes yearly program targets which are in conformity with the goals of the EDP. From this, yearly targets are developed for the College. Achievement of each target is evaluated at the end of the academic year.
ANALYSIS

Development of the College's operational goals and objectives embodied in its current Educational Development Plan represented an increased involvement of faculty, staff, students and community members over that of previous years. Employment of a full time faculty coordinator, use of a broad based steering committee, and holding informational conferences made all segments of the College community more aware of the importance of the EDP and produced greater input, deliberation, and consensus regarding the direction and priorities of the College.

Although the College has required that program targets be included with the submission of divisional and unit budgets, the degree of faculty and staff involvement in the development of yearly targets varies from division to division. The relationship of yearly program targets to EDP goals and objectives, and how these targets are reflected in budget allocations, is still somewhat unclear to many faculty and staff (although awareness appears to be increasing).

Prior to 1986-87, divisional and unit accomplishment of program targets were prepared by the divisions/units and summarized in the Provosts' End of the Year Report to all members of the faculty and staff. However, this report was not specifically tied to EDP goals and objectives for the year. The summary of accomplishments by goals for the past five years, which appears in the present EDP, represents a major step towards clarifying this relationship.

When the 1987-1993 EDP was developed, it was agreed that it should be reexamined periodically and revisions made to reflect probable changes occurring in community educational needs. However, no mechanism for reconvening a campus wide group to accomplish this review has been established nor have any tentative dates been set.

RECOMMENDATIONS

It is recommended that:

a. The process of developing yearly divisional/unit program targets which are in conformity with EDP objectives and activities be continued with increased faculty, staff, student and community involvement in the process.

b. The Provosts' End of the Year Report list accomplishments in terms of program targets and EDP goals and objectives.

c. The College formalize the process of how and when the EDP is to be reviewed, evaluated and revised.
STANDARD TWO: EDUCATIONAL PROGRAMS

STUDY COMMITTEE:

Liz d'Argy, Chair  
Acting Assistant Dean of Instruction  
Coordinator of Leeward Community College at Waianae  
Kay Davidson  
Instructor, Ceramics  
Dean Garrett  
Instructor, Recreation  
Rich Helm  
Instructor, Management  
Sandy Hoshino  
Instructor, Clerical  
Pat Hurley  
Instructor, English  
Vince Lamm  
Lecturer, English  
Donnabelle Pascual  
Instructor, Math  
Tony Russo  
Instructor, Oceanography  
Ed Wiggers  
Counselor  
Kay Yamada  
Instructor, Communication

STANDARD 2A: EDUCATIONAL PROGRAM

The educational program is clearly related to the objectives of the institution. This relationship between objectives and program is demonstrated in admission policies, curriculum content and graduation requirements.

DESCRIPTION

Leeward Community College offers more than 440 courses at the developmental, freshman, and sophomore levels in more than 70 vocational and liberal arts disciplines.

An Associate of Science degree is offered in thirteen vocational fields. To earn the AS degree the student must

- Earn 60-63 credits depending on the field
- Earn a minimum of 12 resident credits at LCC
- Have a cumulative GPA of 2.0 or better
- Earn 36-49 credits in field of study depending on which field
- Earn 12-24 credits of general education depending on which field.
Students may earn an Associate of Arts degree. To do so students will

- Earn 60 credits
- Earn a minimum of 12 resident credits at LCC
- Have a cumulative GPA of 2.0 or higher
- Earn 6 credits in each of the divisions of Arts and Humanities, Language Arts, Math and Natural Sciences, Social Sciences.

Students who entered the College before Summer, 1987, may apply as many as 12 credits numbered below 100 toward the AA degree. Students entering the college subsequently no longer have this option.

There are two types of certificates that students may earn at the College. The Certificate of Achievement requires the student to complete 30-45 credits depending on the field and to maintain a cumulative GPA of 2.0 or better. Ten Certificates of Achievement are offered in various vocational fields.

Certificates of Completion are offered in six vocational fields. The required number of credit hours for a Certificate of Completion will not exceed 23. No minimum GPA is required.

The requirements for the AS degree and the Certificate of Achievement are designed to augment occupational skills development with adequate general education, as well as to provide exposure to academic disciplines. A listing of the programs and their requirements is detailed in the College Catalog.

Each of the vocational programs has an advisory committee to provide guidance on curriculum, course progression, and course prerequisites. These committees also make recommendations on specific course content to ensure the relevance of classroom work to industrial standards for entry-level employment. The University of Hawaii Board of Regents maintains a program review cycle to provide for periodic evaluation of all programs.

Most of the Liberal Arts courses are patterned after courses at the University of Hawaii at Manoa (UH Manoa) and numbered identically. They cover all of the broad major fields of knowledge (natural sciences, arts, humanities, social sciences, and language arts) and many threads of continuity exist through them. Course sequences are delineated in the Catalog under "Degree and Certificate Program Requirements" and are further specified by pre-requisites and recommended preparations. A suggested standard sequence of courses for each of the various programs is made available to students in published brochures and through consultation with academic advisors.

ANALYSIS

Significant changes are in the process for Leeward Community College's curriculum, both in content and in methodology.

First, on a System level, degree and certificate programs have been undergoing careful scrutiny since January, 1985, and requirements have been proposed by System-wide task forces in their final reports in Spring, 1988. In a nutshell, the task force reports propose
that the Associate of Arts, the Associate of Science, and the Associate of Applied Science degree programs "focus on common interconnected themes of learning that are inculcated across academic disciplines." (Associate Degree Expectations, February, 1988). Thinking, Communicating, Knowing, and Using are the themes proposed. The themes promote the development of thinking and communicating skills, the acquisition of a knowledge base, and the use of thinking, communicating, and knowledge in making life decisions.

Other recommendations of the Task Force are important considerations for discussion in implementation of the Task Force recommendations. These considerations include (a) definition of entry level skills, (b) examination of the impact of recommended changes on remedial/developmental programs of the college, (c) strengthening of writing across the curriculum efforts and similar efforts for critical thinking across the curriculum, (d) integrated interdisciplinary seminars at the sophomore level, and (e) exploration of interdisciplinary courses for AS/AAS general education requirements.

Another task force worked on an option to be called the General Studies Option; it is intended for those students who wish to combine vocational-technical and liberal arts courses in one program. Students will work with a counselor and a faculty advisor selecting 21 credits from among four themes proposed for AS degrees, 24 credits in a selected program concentration, and 15 elective credits. The usual 2.0 GPA and 12 credits residency are also recommended.

Second, on the Campus level, the directions set by the 1987-93 Educational Development Plan point to some important coming curricular changes. Planned business development in West Oahu has led to the development of short-term, competency based vocational courses.

In Fall, 1987, the writing across the curriculum project was started. The first source book for faculty was produced and distributed and a day long workshop for faculty was presented in Spring, 1988. Several LCC faculty attended a more intensive writing workshop for instructors who want to include more writing options in their course work.

There are other curriculum projects that the College has begun and that are in varying stages of development. Business Education faculty met with their high school counterparts to articulate their curriculums. LCC has been designated a Hawaii Interactive Television Service origination site; equipment is being purchased and plans are being made to work with faculty to develop television courses. Two new vocational programs are in process. The Television Production Program was forwarded to the Board of Regents in the Summer of 1988. The short term courses developed for the program will focus on behind camera skills. The target students will be both those in the business needing new skills for upgrading, and pre-employment students. The Music Technology program is being prepared for presentation to the campus curriculum committee. Its focus will be to prepare students to work as entertainers in the tourist industry.

A new remedial reading course was introduced, and both the current Introduction to Expository Writing, and the basic math courses were revised during the 1986-87 school year. All three courses have major components that are based in the Learning Resource Center and Math Labs. The courses are competency based and require students to master identified competencies. The courses combine individualized instruction with group activities. The first version of the courses was offered during 1986-87 and 1987-88; a revised version of the courses will be offered during 1988-89.
RECOMMENDATION

It is clear that some very exciting things are happening on campus that will improve the educational program and the delivery of that program. It is recommended that efforts to involve as many faculty as possible in the process of implementation of new degrees, programs, and new delivery systems be continued.

STANDARD 2B: SYSTEMATIC PLANNING AND EVALUATION

Educational evaluation and planning is systematic, involves representatives of all appropriate segments of the institution, and provides the basis for planning the use of human, financial, and physical resources.

DESCRIPTION

The University of Hawaii Board of Regents has adopted policies requiring review of academic programs every five years. The Board requires all campuses of the University to have Educational Development Plans (See Standard 10A). The Chancellor for Community Colleges has established guidelines for the evaluation schedule, procedures and responsibilities for systematic review of programs (CCCM # 6002), and a format for the formulation of Academic Development Plans. These Academic Development Plans are to be the basis for budgeting as well as program development in general. (It should be noted that the Community College System uses the term Academic Development Plan. For many years LCC has used the term Educational Development Plan; the most recent plan was called such and it is referenced in this document as Educational Development Plan or simply EDP.)

ANALYSIS

Program Reviews.

The Graphic Arts, Accounting, Food Service, Management, Automotive Technology, Drafting, Information and Computer Science, Recreational Instructor, and Secretarial Science programs were last reviewed between 1978 - 1981. Marine Technology and Human Services programs were reviewed in 1980 and 1985 respectively. The Language Arts, Mathematics and Natural Sciences, and Social Sciences liberal arts programs of courses were last reviewed in 1978. Student Services went through the review process in 1985.

The history of program reviews at LCC has been somewhat turbulent. Access to data has been difficult, partly because pertinent information has not always been systematically collected, (for example, follow up information on graduates). There has been a perceived lack of feedback on analysis and suggestions given in the program reviews. The connection between program reviews and budgeting has not been clear to many faculty. A couple of programs, Marine Technology and Human Services, have been stopped out after a review. LCC is behind in doing program reviews for several areas.

Educational Development Plan

Leeward Community College's master plan for curriculum planning is reflected in the Educational Development Plan (EDP). The first EDP was written in 1969 and revised in 1971, 1978, 1981. There was a partial update in 1984 which was used for planning and budget purposes, but not approved.
The most recent EDP was developed in 1986-87; it is a six year plan for the period 1987 to 1993. The plan was developed by a Steering Committee composed of faculty, staff, student government and administrative representatives plus a full time coordinator. The Steering Committee took great pains to keep the college community informed of its deliberations and actively to seek information and input from the various constituencies. The Plan was endorsed by the Faculty Senate, the Clerical Staff Council, the Student Government, and the College's Administration; in November, 1987, it received approval of the Chancellor's Office, and in January of 1988 it was formally approved by the Board of Regents.

Chapter II of the Educational Development Plan: 1987-1993 describes in detail the process employed to formulate the plan. Note that the process includes an extensive self-examination: where are we as a College and where do we want to be? Part of this self examination was in conscious anticipation of this current accreditation self-study. The process included an extensive look at the needs of the College's service area and at the State in general, and at national trends in employment and education.

A conscious part of developing the EDP was connecting it with the budget and the State Budgetary process. Chapters VIII and IX outline projected resource requirements and will be the basis of future budgets for the College.

Evaluation is a key element of the EDP, however implicit. Desired outcomes were developed for the eight major goals. EDP updates which would include an assessment of progress toward and continued validity of goals was proposed for every two years to coincide with biennium budget planning.

RECOMMENDATIONS

As was pointed out in previous self studies and most recently by the EDP Steering Committee, there continues to be a need for an institutional researcher to assist with the information and analysis needed to make program reviews (and other evaluations) more meaningful.

There needs to be an effort to show that the program reviews are used, that there is a connection between what is recommended for the improvement of the program and the budgeting process (which takes into account the recommendations in the program review).

STANDARD 2C: SYSTEMATIC ARTICULATION

The institution has a systematic procedure for articulating its programs with high school, baccalaureate institutions, and with employers who hire occupational students.

DESCRIPTION

At this time articulation is systematic in some areas of the curriculum and not in others. Liberal Arts courses are articulated mainly with UH Manoa and articulation is both formal and informal. The UH Community College Chancellor's Office has assumed the responsibility to coordinate with UH Manoa in establishing current policies for articulation.
Various LCC divisions and academic and vocational disciplines have themselves made formal agreements with Manoa—Art, Engineering, Information and Computer Science. Others have informal arrangements—Band, Music, Dance, certain English courses, certain Math and Science courses, and the Recreation Instructor Program.

To date only the Business Education Division is articulating with high schools. The articulation agreements have not yet included the mechanics for regularly reporting student progress to the high schools.

Articulation with business and industry is basically through vocational programs. Advisory committees, largely of people in the field, help insure the relevance of courses to job requirements. Development of various short-term vocational courses has included shadowing practitioners to make task analysis.

Business Education receives informal feedback from advisory committee members and from employers of cooperative education students.

Vocational-Technical faculty have conducted job placement follow-up studies, the results of which are included in program reviews.

ANALYSIS

In the process of meeting the Educational Development Plan goals, the College will be developing more systematic articulation with high schools, other community colleges, baccalaureate institutions, and business and industry.

The Arts and Humanities, Language Arts, and Business Divisions have begun articulation efforts with the local high schools. The articulation activities includes the areas of music, band, art, dance, foreign languages. The Business Division is working on an early admission program.

The Director of Academic Affairs for the Community Colleges and the Assistant Vice President of Academic Affairs for UH Manoa have been working on a draft outlining articulation principles, transferability of college level courses, articulation of courses with the UH Manoa "Core," and articulation of courses for specialized and major programs.

Focus on articulation has come when community colleges have received information about curriculum changes at Manoa "second hand" so to speak. Because of the close links in what is supposed to be an integrated University system, and because most LCC students who transfer go to the Manoa Campus, it is important we know about changes so appropriate curricular changes can be made and, more importantly, so appropriate information can be given to students. Ideally curricular changes, particularly in the lower division core, would be made with full consultation and concurrence with community college counterparts at every stage in the process.

Other items for review have been the concurrent registration policy, admissions of community college students to UH Manoa, and UH Manoa core revisions. Currently, LCC divisions have been informally articulating specific courses.

Articulation with employers is done for different programs through advisory committees. The vocational areas have named the members of their advisory committee which has been listed in the school Catalog. Some divisions coordinate advisory
committee meetings to evaluate program content. There have been no regularly scheduled formal meetings for these committees. Some consultations have taken place informally through telephone calls and informal meetings.

RECOMMENDATIONS

As more and more areas are being articulated with various educational institutions and business and industry, there need to be guidelines aimed at assuring that the appropriate persons are involved in the articulation and that the appropriate persons are informed of the progress and, ultimately, the results.

The purpose and function of advisory committees needs to be reviewed. If they are indeed of value to the various programs, guidelines or policies regarding their function need to be developed. Specific persons should be assigned to be liaison and/or to call meetings. A report of meetings should be filed with appropriate administrator(s). Specific persons should be assigned to follow up.

STANDARD 2D: INFORMATION ABOUT PROGRAMS

Through catalogs, bulletins, handbooks, and other publications, students and the public are provided with clear, accurate, and helpful information about programs, course offerings, and alternatives available to assist them in attaining their personal educational goals and meeting institutional requirements.

DESCRIPTION

The LCC General Catalog is the students' major source of information about the College, its administration, faculty, philosophy, history, location, accreditation status, educational programs, course offerings, alternatives, special programs, community services, and transferability of courses.

The College has other public documents, such as the Schedule of Courses, brochures about the various educational programs and related college activities, and course outlines. The Schedule of Courses and the course outlines are revised every semester, while individual brochures are revised as needed by the various programs. Course outlines, prepared by individual instructors, provide specific information about course descriptions, goals, objectives, requirements, deadlines, teaching methods and techniques, and criteria of evaluation. They are the instructors' contract with the student.

In addition to written documents as sources of information about the College, there is also a closed circuit television station which disseminates information about various campus activities. This station carries a video newscast which is continuously repeated and can be seen on strategically located television screens throughout the Campus. An Electronic Bulletin Board has also been tried on an experimental basis.

ANALYSIS

The Catalog is published in book form, usually every two years, and is available to students at a cost of $2.00 in the Bookstore. A Supplement is available in the appropriate year at no extra charge. The Catalog reaches a very wide audience. Most of the information in it is clear, well-organized, accurate, and helpful to the student. However, if a student assumes that the Catalog is up-to-date and looks to it for information in the
second year without the Supplement, he might get misinformed about certain items because the 1986-88 Supplement has 45 pages which have been corrected (there are 100 pages in the Catalog). The format is the page, with original pagination, with corrections inserted and outlined in black. This has potential to be very confusing.

Individual brochures printed by various programs are distributed by the offices or organizations responsible for them. There is no centralized distribution system. Also there is no central Office of Information where a person can look at all the various publications put out by the College; it is necessary to go from place to place to find them. Faculty members normally receive copies of many of the various publications, but a student or an interested outsider would have great difficulty tracing down all the information available.

Course Outlines are on file in each Division Office and are available for perusal there.

There is no school newspaper so the dissemination of current news to students is very uneven. There are various Bulletin boards around campus where brochures and announcements are posted. The Video News, produced by students for the closed circuit TV system, is produced on Fridays and run continuously on Tuesdays, Wednesdays, and Thursdays of the following week. Because it is a half hour program, a student must sit there for that time to get all the news.

The Electronic Bulletin was designed to have twenty-five items flashed at ten second intervals and it was to have been played for 1/2 hour on an alternating basis with two hours of Video News. However, because the person producing the Bulletin Board is doing it only on a voluntary basis, and because there is a technical problem switching from video tape to computer input for broadcast, which hasn't been corrected yet, getting the Electronic Bulletin Board working on a continuing and reliable basis has not yet happened.

RECOMMENDATIONS

The Catalog should be revised annually, rather than biennially because the number of changes required every year creates confusion when one has to look back and forth to a Supplement to make sure the information is accurate. With the availability of desktop publishing and a laser printer, revisions could be simply made. The basic layout and format could remain the same for two years, but the text could be updated annually. It seems the cost of such a large supplement as is now required would not be that much less than printing a new edition.

The College needs some sort of centralized office of information where all college publications would be located for distribution or reference and perusal. This office could also be responsible for marketing the college and public relations. Marketing the College is one of the EDP targets. Along with this should be an increase in the staff and production capabilities of the Graphic Artist. The current staff does a fantastic job, but it is always overworked and overextended.

An interim solution to avoid having to go from office to office to get brochures about various College programs and events could be to have copies of all these located in a single place. The Registrar's office and/or the Counselling office (as they are most often the first places prospective students go) would be suitable. Some sort of wall display with pockets containing extra copies which could be taken would serve temporarily.
The student newspaper should be revived for both informational and educational reasons.

The Electronic Bulletin Board should continue with a paid staff and appropriate funding to be consistently effective. An Information Officer could do this.

STANDARD 2E: CREDIT AND MEASURING LEARNING ACHIEVEMENT

Evaluation of student learning or achievement and awarding of credit in courses follow stated criteria.

DESCRIPTION

The College Catalog contains descriptions of the College grading procedures and the policy for unsatisfactory academic progress. Four of the five general education divisions—Social Science, Language Arts, Arts and Humanities, and Business Education—have published guidelines for the development of course outlines which by College policy must include a breakdown of how the student is evaluated and how grades are earned.

Within many disciplines courses are standardized from section to section. The Catalog description indicates content to be addressed. Many disciplines have common course goals for their various courses and it is left to the instructors to develop the objectives to meet the goals. The Math Discipline uses a departmental exam. Peer evaluation also helps provide continuity among various sections of a course and the meeting of common goals.

ANALYSIS

There seems to be a grade "inflation" at Manoa and across the entire community college system. In 1986 at all institutions, including Manoa, the largest percentage of grades given is the "A" grade (see "Distribution of Grades, Credits Earned Ratios and Current Grade Point Ratios." University of Hawaii, Community Colleges, Fall, 1986). LCC defines an "A" grade as extraordinary achievement. At LCC, with Manoa as a comparison, the breakdown of the grade percentage for 1986 is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>LCC</th>
<th>Manoa</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>27.6</td>
<td>32.4</td>
</tr>
<tr>
<td>B</td>
<td>22.5</td>
<td>29.5</td>
</tr>
<tr>
<td>C</td>
<td>16.3</td>
<td>18.3</td>
</tr>
<tr>
<td>D</td>
<td>5.2</td>
<td>4.6</td>
</tr>
</tbody>
</table>

(Other useful comparisons would consist of a review of changes across a number of years at LCC and the other colleges in the system, including Manoa, and in institutions of higher education across the nation.)

50.1% of the grades earned at LCC were A's and B's as compared to the community college system as a whole which was 46% (See "Distribution of Grades" pp. 1-3). In contrast, 61.9% of Manoa earned grades were A's and B's (See "Distribution of Grades" p. 4). The community college system grade point average is 2.7. The LCC GPA is 3.0 (B). The mean for the normal distribution is 2.0. The distribution of grades by Division at LCC and the community colleges as a whole are shown in "Distribution of Grades" pp 5-7.
One point of view at Leeward Community College would hold that if grades are distributed according to the statistical Normal or Binomial distribution (bell curve), there should be more C grades than any other. Either most of our students are extraordinary achievers or standards are not being maintained.

The other point of view would argue that talking about Bell curves makes no sense in the LCC context. By College policy grading systems are based on behavioral objectives. At the beginning of the semester each student is to be given a course outline stating objectives to be met and at what levels to earn particular grades. If all students meet the requirements for the A grade, then they should all be given the A. If all students meet the objective for the A grade, it doesn't necessarily mean that standards are being compromised. It could mean highly motivated students and/or superior quality of teaching!

The graph below shows the % of credit not earned (student registrations which did not earn credit/total students registered).

LCC has a % unearned credit of 27% vs Manoa's 8.6. (See Distribution of Grades... pp 1-3). Reference for the above information — Management Information Reports issued by the Office of Institutional Research and Analysis, University of Hawaii.

One other common grade option is missing from the LCC menu of grades, that is the credit/no credit option. Various faculty members have expressed the need for this option particularly for classes of a developmental nature which includes not only reading and writing, but certain of the studio arts courses. The option is available at other Colleges for various kinds of courses.

Leeward CC has established a formal policy for dealing with students who show unsatisfactory academic progress (UAP). This policy is described in the Catalog (LCC 1987-88, p. 5). Students are first warned then placed on probation. If, after the prescribed period of probation, students are still considered deficient academically, they are
suspended. Again, after the prescribed period of time, if students are still academically deficient, they are dismissed. The approximate time from warning to dismissal may be from four to six semesters.

Approximately 25% of the enrolled students at LCC are UAP (Table 2). Of the total number of UAP students 78% were on warning status. Since 1986 less that 1% of the UAP students have been dismissed. (Table 2 below.)

Table 2. Unsatisfactory Academic Progress Statistics
LCC (Counseling and Guidance)

<table>
<thead>
<tr>
<th></th>
<th>Spring 1986</th>
<th>Fall 1986</th>
<th>Spring 1987</th>
<th>Fall 1987</th>
<th>Spring 1988</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total UAP students</td>
<td>1297</td>
<td>1205</td>
<td>1270</td>
<td>1328</td>
<td>1333</td>
</tr>
<tr>
<td>% Enrollment</td>
<td>26%</td>
<td>23%</td>
<td>22%</td>
<td>24%</td>
<td>23%</td>
</tr>
<tr>
<td>%UAP on Warning</td>
<td>96%</td>
<td>73%</td>
<td>80%</td>
<td>76%</td>
<td>78%</td>
</tr>
<tr>
<td># Probation</td>
<td>22</td>
<td>320</td>
<td>170</td>
<td>295</td>
<td>186</td>
</tr>
<tr>
<td># Suspended</td>
<td>28</td>
<td>6</td>
<td>76</td>
<td>51</td>
<td>97</td>
</tr>
<tr>
<td>% Dismissed</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
<td></td>
<td>&lt;1%</td>
</tr>
<tr>
<td># Returned from Suspension</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>27</td>
<td>20</td>
</tr>
</tbody>
</table>

RECOMMENDATIONS

The grading policy needs to be reviewed once again. This time consideration should be given to instituting the credit/no credit option for certain courses. This option may be appropriate for developmental, remedial, and enrichment courses, possibly others.

The Unsatisfactory Academic Progress data indicates that more work needs to be done. How many students are leaving the College after being sent UAP notices? Are students getting into courses that they are not prepared to be in? Is the data supportive of mandatory placement testing and prerequisites into courses? Are we doing enough to help students gain the necessary skills and motivation to enhance the prospects of their academic success?

STANDARD 2F: OFF CAMPUS PROGRAMS

Off-campus educational programs and courses are integral parts of the institution. Their goals and objectives must be consonant with those of the institution. The institution maintains quality control of these programs and provides appropriate resources to maintain quality.

DESCRIPTION

Leeward Community College has six off-campus programs. Its only extended campus, Leeward Community College at Waianae (LCCW), is administered by a coordinator who
reports to the Dean of Instruction and is responsible to the Dean of Students and the Directors of Community Services and Administrative Services for activities in their respective areas of concern. The College offers 21 to 25 classes per semester at LCCW. Courses offered meet a variety of individual interests and some are preparatory for vocational programs, but there are not sufficient courses to meet the requirements for an associate degree. Students are encouraged to complete their program requirements at the main campus. Spring, 1988, enrollment was approximately 175 students, not counting all late registrants. Approximately 45% are concurrently enrolled in main campus courses. Approximately two-thirds of those enrolled only for courses taught at LCCW are enrolled for six or fewer credits. The majority of courses are offered in the evenings and on Saturday mornings.

A small Learning Resource Center serves 60 to 75 students per day, a majority of whom are refreshing basic skills in order to enter college or to take the GED tests. Counselors are assigned to LCCW for almost 40 hours per week.

In collaboration with the College of Continuing Education and Community Service of the University of Hawaii at Manoa (CCECS), Leeward offers a program leading to an Associate in Arts Degree at Pearl Harbor Naval Base. Classes in this program are also offered at the Naval Sub Base and at Hickam Air Force Base. This on-base program is designed to enable military personnel and their dependents to fulfill the requirements for the Associate in Arts degree, and to satisfy most of the lower division core requirements for students intending to continue studies for a baccalaureate degree at Manoa or other four-year institutions.

In another off-campus program Leeward Community College offers classes at correctional facilities in Halawa, Waiawa, and Kaneohe. In Fall, 1987, the College offered 16 credits and in Spring, 1988, 28 credits were offered. Course offerings were based on requests from the facilities. These courses are contracted to the College by the newly formed Department of Corrections.

Based on an agreement between the College and Beppu University in Japan, the Arts and Humanities Division's Japan Studies Program provides opportunities for students to learn about Japan. Originally developed as a favor-phase plan (package of credit courses and community forums, summer study in Japan faculty exchanges, and student exchange), the program gives the College a role in increasing public awareness of this major economic and political force.

ANALYSIS

Off-campus programs and courses are a fully integrated part of the college program. Curricula is identical to that offered on-campus, and courses are often offered by the same instructors. Instructors are chosen and assigned by the appropriate academic division. Off-campus instructor qualifications and salaries are identical to those for on-campus courses.

In only one of the off-campus programs is the educational and fiscal responsibility and control not with Leeward Community College. The exception is the program at Pearl Harbor Naval Base which is administered by co-sponsor, CCECS. CCECS administers the program in coordination with LCC, assists in developing the five-year schedule of classes that will lead to the degree, makes arrangements for facilities and textbooks, serves as a liaison with military education officers, and registers students. LCC responsibilities include primary responsibility for designing instructional programs,
recruiting and evaluating instructors, and academic advising. CCECS provides LCC with funds for support services.

LCC off-campus programs are beginning to meet many of the community post-secondary needs by providing opportunities at various sites for specific target groups. Definitive analysis of day/evening utilization—presently lacking—could provide useful data for additional and/or alternate course offerings.

Lack of on-site peer and supervisory evaluations of instructors in the Military and Correctional Facilities programs is an on-going concern. The LCCW Coordinator expresses concern at the lack of peer evaluations of lecturers who are assigned classes only at Waianae. It is rare that even full-time instructors have peers visit classes at the Waianae site unless they are done by the LCCW Coordinator.

Leeward Community College should remain sensitive to and ready to provide for changing educational needs of the Leeward and Central Oahu communities. Expanded and/or additional off-campus programs may be required to adequately serve the anticipated increased population on the Leeward coast of Oahu's second city.

RECOMMENDATIONS

The lack of proper supervision and appropriate instructor evaluation could prove detrimental to the off-campus programs that the College has been working so hard to build. The policies are in place for such evaluation to take place. Peers and Chairs need to accept that going off-campus for evaluation is part of their responsibility for the program.

With the advent of the resort complex and the second city on the Ewa plain, it is inconceivable that off-campus programs will not grow to be an even more important part of the College's services to its community. As is indicated in the EDP, the College has already taken steps in anticipation of the population growth in its service area. The major need is to keep the vision of what is needed in mind and be prepared to act when necessary.

STANDARD 2G: CONTRACTUAL RELATIONSHIPS

An accredited institution entering into any contractual relationship for credit programs or courses with persons or non-accredited organizations, ensures that educational and fiscal responsibility and control remains with, and is exercised by, the accredited institution.

DESCRIPTION

Leeward is involved with only two contractual relationships. The oldest relationship is with the UH Manoa College of Continuing Education and Community Service. The other relationship is with the newly formed Hawaii Department of Corrections. For more complete description, analysis, and recommendations please see the description of off-campus programs, Standard 2F.
STANDARD 2H: NON-CREDIT COURSES AND PROGRAMS

Non-credit courses and programs, whether offered on or off-campus, are integral to the educational mission of the institution. The quality of planning, instruction, and evaluation for such programs is the same as for credit programs.

DESCRIPTION

There are two types of non-credit courses offered by Leeward Community College: (1) those that are offered by the Office of Special Programs and Community Services (OSPCS), and (2) those that are offered by the respective instructional divisions. The former are fee-supported, and the latter are either fee-supported or free-of-charge. The courses, whether offered by OSPCS or the instructional divisions are designed to:

a. Meet the continuing educational needs of senior citizens.

b. Provide adults in the work force, as well as military personnel, with opportunities to up-grade their skills, acquire new skills, or seek personal improvement.

c. Provide students with opportunities to increase their skills, broaden their perspectives, or seek personal improvement to more adequately prepare to meet the challenges within the framework of their academic pursuits, or the demands of the working world.

d. Provide faculty members with opportunities to learn up-to-date technology to strengthen or streamline course offerings, or for use in class management.

Courses range from health, safety, and consumer issues for senior citizens to computer software applications for civil service employees and enrichment courses in the arts and humanities for all interested persons. The courses are offered at sites both on and off campus. Although most courses are designed and developed by members of the faculty, experts are sometimes recruited from the community to assist the College.

For courses offered through OSPCS, information concerning registration, fees, credit status, and course descriptions are published in the non-credit schedule of courses and distributed in the community. Courses and workshops offered by the instructional divisions are advertised through flyers, mail-outs, posters, and announcements in the classroom as well as on-campus closed-circuit television.

Evaluations are generally done at the end of the course or workshop. Evaluation forms are prepared prior to the presentation of the course or workshop, then given to each participant to complete at the end of the training. The military frequently uses its own evaluation forms for those teaching on base. After the evaluations are completed and reviewed, the results are forwarded to the College. In addition, when technology-oriented courses are presented to faculty for use, for example, in classroom management, the evaluations are based on the number of faculty using the system to achieve instructional division goals.

ANALYSIS

Between 1984 and 1987, the OSPCS offered 257 courses with a total attendance of 2607. Non Credit courses in computer usage are offered on a continuing basis for military personnel, as well as their civilian employees. They are a series of intensive two to three
day courses with 15 students in each class. The evaluations received have generally been in the "excellent" range.

In addition, the Hawaiian Culture Lecture Series was offered as a joint effort with Kamehameha School's Continuing Education program; the attendance for the five lectures per year in Waianae ranged from 20 to 60 people.

In the instructional divisions, an increasing number of workshops has been offered. The music discipline offered approximately 24 workshops within the past two years. The workshops covered almost every aspect of music from writing music to making music with computers and midi instruments. There were 692 participants. The music workshops, or clinics, were conducted on campus in conjunction with the Hawaii State Department of Education and Local 677 of the American Federation of Musicians. Evaluations were done by the participants and the ratings averaged between good and excellent.

The Computer Science discipline offered 14 workshops on computer usage with total attendance of 272. The R-Base 5000 IBM Data Base for classroom management, for example, is being evaluated on an on-going basis. The Math and Science Division is encouraging its instructors to learn and use this system to collect data in the classrooms. The goal is to use the data from the classes to achieve a measure of grading uniformity. Thus evaluation is being conducted on an on-going basis and the increase in the use of the software is being used as an evaluative measure. The following were evaluated on the basis of increased use of software by participants.

The Learning Resource Center has held Success Quotient (SQ) workshops for many years. In Spring, 1986, 39 workshop were offered with an attendance of 813 or an average attendance of 21 students per workshop. Workshops were rated good by student attenders. By Fall, 1987, the number of offerings increased to 41 for a total attendance of 1242, or an average of 30 students per workshop. The evaluations have ranged from good to excellent. The SQ workshops include topics of value to many disciplines; consequently, they have been supported and promoted by instructors across the curriculum. The Counseling Division has advised students to attend workshops. Instructors frequently offer students credit for attending workshops on topics that are directly related to the courses they teach.

The Language Arts Division conducted 10 different workshops in the area of Broadcast Communication. These workshops were primarily for students and members of the community interested in the field. The total attendance was 291 or an average of 29 per workshop.

Foreign language is another area that extends its hand outside of the department. Since 1984, once or twice during the semester, or as requested, French culinary terminology is taught by the French instructor. Students in the dinner cook apprenticeship program are required to take this adjunct non credit offering. Although no formal evaluations are conducted, student progress is monitored on the basis of increased vocabulary and oral comprehension.

Conversational Japanese was taught during the summers of 1987 and 1988. Average attendance has been between 6 and 8 students, and no formal evaluations were conducted.

Non-credit offerings have been increasing in variety, number, and attendance at the College. The offerings from the instructional divisions have been increasing steadily. OSPCS with a minimal staff and equally limited operating budget have managed to
provide a wide range of courses and develop viable partnerships with various agencies in the community as well as the general public. The encouraging aspect is that more and more faculty and staff are participating in the planning and conduct of non-credit activities.

RECOMMENDATIONS

Although OSPCS has done remarkably well considering its limited staff and equally limited budget, much more can be done to reach out into the community. Leeward Community College is the largest institution of higher learning in the Leeward area of Oahu. In the last decade or so, the greatest population growth on Oahu has been in the Leeward area. As the second city develops in Ewa, the population is expected to increase even more dramatically. In addition, most of the military installations in Hawaii are located in the Leeward area. Given this prospect for the future, the presence of military bases, the tremendous potentials of the faculty, and the position that it holds as the largest institution of higher learning, Leeward should move quickly and boldly to capture more public interest and support.

The College should provide OSPCS with sufficient staffing and financial support so that it can expand its programs and publicize them more effectively.

Also, a large number of faculty give of their time and effort to present workshops and non-credit courses. Workloads and equivalencies should be examined.
STANDARD THREE: INSTITUTIONAL STAFF

STUDY COMMITTEE:

Dr. Dorothy Schliemann, Chair  
*Instructor, Literature  
*Arts and Humanities DAC

Linda Curivan  
*Instructor, English

Takako Desaki  
*Personnel Officer

Kenneth Indreginal  
*Building and Grounds Supervisor

STANDARD 3A: FACULTY/STAFF QUALIFICATIONS

The Staff is qualified by training and experience to achieve and promote the educational objectives of the institution.

DESCRIPTION

The fundamental obligation of anyone who works at Leeward Community College is to provide an effective learning environment. For instructional staff the specific task is to provide effective teaching; non-instructional personnel and administrative staff provide support for the positive learning environment.

Minimum and desirable qualifications have been established for all positions: Faculty; Administration; Administrative, Professional, and Technical (APT); and Civil Service. Qualifications and job descriptions are published with announcements of the position vacancy. Recruitment is in compliance with Equal Employment Opportunity and Affirmative Action Program policies, standards, and procedures.

ANALYSIS

The criteria for faculty selection are clearly stated, made public, and directly related to institutional and program objectives. All 171.5 FTE faculty members meet the minimum qualifications for specific disciplines. The lecturers, an average of 100 of whom teach part-time each semester, all meet the stated minimum qualifications.

In addition to the stated educational and/or training and experience stated in the minimum qualifications, teaching effectiveness serves as a principle criterion used in the selection, retention, and promotion of teaching faculty. Summaries of student evaluations for courses taught, along with peer and division level evaluations, are required of all full-time and part-time non-tenured faculty members as a condition of reappointment. Tenured faculty are encouraged (not so subtly) in the promotion process, but not required to conduct student evaluations. However, the University of Hawaii system is in the process of establishing post-tenure reviews at five-year intervals unless a faculty member has come up for promotion or tenure within the five-year time limit. Student evaluations will be significant in post-tenure assessment. Periodic classroom visitations to monitor instructional effectiveness are carried out by division chairs and/or discipline coordinators.
Criteria for the selection of administrators and support staff are clearly stated and made public through the positions advertisements. Selection criteria are related to the duties and responsibilities of the specific job assignment as outlined in "Position Descriptions of Administrative, Managerial, and Civil Service Personnel."

There has been an on-going effort to attract and retain staff in selected high-tech/high demand areas. To enable the University to make salaries more competitive with industrial standards, the Legislature allocated special funding for salaries.

A collegiality committee worked hard with faculty and administration to lessen the adversarial relationship that had developed between instruction and clerical staff and the previous administration of the College. With the advent in 1987 of an Acting Dean of Instruction, an Acting Provost, an Assistant Dean of Instruction, and an Assistant Dean of Academic Support, relations between faculty and administration have dramatically improved. As of November, 1987, a permanent Dean of Instruction joined the administration. The supportive, non-confrontational attitude of the present Administration has been instrumental in raising faculty morale. Thus, faculty and staff can work more effectively toward Leeward's educational objectives.

RECOMMENDATION

The new, harmonious relationship between faculty and administration must continue to be nurtured.

Open communication about issues needs to remain a high priority for the entire campus. There needs to be a continuous effort to rid the College of the formal and informal processes that allowed the development of the divisiveness and animosity. With the new EDP approved and accepted, the College must not lose the happy momentum that has been generated. Ahead is the task of bringing to fruition the dreams expressed in the EDP; faculty, staff, and administration will have to be alert to, and deal with, any tendency to bog down with divisive details.

There is one current of unease. The Provost at this point is not permanent.

STANDARD 3B: FACULTY/STAFF COMMITMENT

The faculty is committed to achieving and sustaining high levels of instruction and may provide special campus and public services in the community.

DESCRIPTION

The 1987 revision of the "Classification of Faculty in Community Colleges" stresses the responsibilities of the instructors' primary concern: teaching. The document states the need "to develop an educational philosophy and methodology that will challenge and stimulate students to understand concepts, solve problems, and learn to think independently." Instructors are encouraged "to serve as role models, counselors, mentors, confidants, and leaders." The emphasis is on providing wholistic educational experience for the students.

Beyond their primary responsibilities, faculty are expected to engage in professional development activities and in college and community service.
ANALYSIS

The Leeward faculty is committed to maintaining high levels of instruction and personal growth. The College provides many incentives and programs for faculty growth. LCC has been exceptionally fortunate in setting aside funds for faculty travel and attendance at workshops and conferences on the mainland. Even with severe budget cuts, travel funds have been maintained. A faculty committee assesses the merits of travel requests and advises the Provost accordingly. In addition, there are conferences and workshops available to faculty in the Islands. Many faculty members take full advantage of the various venues for professional enrichment and development. The Faculty Travel Committee may recommend travel grants to a maximum of $1250 each per year, subject to the Provost’s approval. In 1986-87 ten grants were awarded; in 1988-89 eight grants were awarded. Monies from the general funds have supplied smaller amounts to faculty for interisland travel and conferences.

Through assigned time the College has two coordinators who assist in faculty and staff development. The College has recently been allocated two new full time tenurable curriculum specialist positions, one of whom will assist with grants, the other with educational technology. These two specialists will absorb the duties of the staff development coordinators.

Other opportunities for professional activities are provided by sabbatical leaves, study leaves, and tuition exemption at all University of Hawaii campuses. In the two years, 1985-86 and 1986-87, Leeward has awarded 24 sabbatical leaves. The President’s Educational Improvement Fund is University-wide, providing faculty with assigned time and support for educational projects. In addition, EIF funds of $7000 per year are available for grants. In 1986-87 three different projects were funded by EIF, one in the visual arts program, one for a course outline project, and the third project for short term competency-based training received extra EIF money in the amount of $18,808.

A number of faculty take their skills into the community. Some activities receive financial support from OSPCS; others are purely volunteer. These activities include such things as income tax preparation assistance, choral concerts for hospital patients, and enrichment sessions for senior citizens.

RECOMMENDATION

With renewed attention to Staff Development, perhaps a concerted effort can be made so that faculty can be advised of up-coming conferences and workshops on the mainland or abroad while there is still time to apply for a travel grant. Many institutions do not realize that non first class mail comes to Hawaii by ship, and consequently LCC often does not receive notices until after deadlines (and periodically after the event has occurred).

STANDARD 3C: NUMERICAL SUFFICIENCY

The staff is sufficient in number and diversity of preparation to provide effective instruction and support services, while participating in educational planning and policy making, curriculum development, and institutional governance.

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DESCRIPTION

In August, 1988, the College's institutional staff consisted of 7 administrators, 168 full time faculty, 109 part time faculty (including 102 lecturers), 14 Administrative, Professional, and Technical support staff (APT), and 73 Civil Service employees (clerical, custodial, maintenance and operations, security, business office). Staff assignments are made in accordance with the institution's goals and objectives as described in the Educational Development Plan.

The College employs a qualified staff and attempts to match their skills to the changing needs of the student body. Staff development opportunities of one kind or another are open to all employees; opportunities include on-campus workshops, sabbatical leaves, study leaves, leaves without pay for professional reasons, outside employment and/or consultation, tuition exemption, and conference attendance/travel. These opportunities help to keep staff current.

Beginning in Fall of 1987, a Staff Development Advisory Committee was formed and allocated a budget to provide an effective program for enhancing teaching and learning as well as responding to needs of non instructional staff. A Curriculum Resource Center is also scheduled to begin operating in Fall, 1988.

ANALYSIS

During the preparation of the 1984 accreditation report, the Student Services Division reflected concern over the congruency of assignments with institutional objectives and the fact that counselor time was being stretched to its limits. The situation at that time reflected the fact that several individuals had taken sabbaticals back-to-back; as a result the division found itself chronically short-handed. Two positions which had been reassigned have since been replaced. Decisions about work assignments are currently being negotiated rather than imposed, with needs being determined by the division as a whole. Student Services would like to be able to concentrate on counseling students who are being monitored for academic progress and advised because of undecided career options. Involving faculty in advising declared majors would enable the Student Services Division to concentrate on the undecided students. A counselor has still not been assigned full time to coordinate and advise student government activities, although the need is being addressed in the current budget.

LCC's proportion of part-time faculty has remained at the same level in the four year interim, approximately 100 part-time individuals per semester to 170 full time. In part, the number of temporary positions allows for staff development by replacing full time faculty who may be on sabbatical or who have been granted assigned time for special projects such as curriculum development and evaluation of programs.

Opportunities for staff to participate in the development and review of institutional policies have broadened considerably over the past year with several changes in administrative positions. Input relative to programs, emphases, expansion and funding options has been sought by the Acting Provost and the new Dean of Instruction on a consistent basis. The minutes of the regular Deans' Meetings (which include both LCC Deans of Instruction and Student Services, the Assistant Deans of Instruction and Academic Support, the Division Chairs and DAC's, and various program coordinators) are published in the weekly Campus Bulletin.

Staff Development activities are also disseminated through the Campus Bulletin, and thus made available to more people.
One problem which continues to exist is the designation of meeting times. Right now the 12:30 p.m. - 1:30 p.m. hour on Tuesdays and Thursdays is set aside for meetings. Most meetings are scheduled at that time: Division meetings, the multitude of committee meetings, discipline meetings. It is increasingly difficult to get groups of people together even at those times without running into conflicts. The other problem with these meeting times is that they are at a lunch hour; people pick up a lunch and bring it to the meeting. The meeting may get started at 12:35 p.m. or 12:40 p.m. and people must leave by 1:25 p.m. to get to class on time.

RECOMMENDATIONS

The designation of a full time coordinator for student government advising and activities is being dealt with and may be solved by the time this self-study is reviewed. The Committee recommends only that continued efforts be made to assign a full time student government coordinator until the situation is resolved.

While there is a recognition that there is a need for part-time faculty, the effects of part-time staffing on long term planning and program commitment should again be examined carefully. What is the effect of part-time faculty on program quality?

If faculty and staff are going to continue (and they should continue) to participate in Staff Development activities and to involve themselves in work of various committees, then some agreements need to be made regarding scheduling of meetings to cut down the conflicts. One suggestion might be to designate the fourth (or first or second or third) Tuesday (or Thursday) as Staff Development times. The third Thursday might be discipline meeting days; and the second Tuesday could be Division meeting days. Such an arrangement might alleviate the meeting schedule conflicts.

STANDARD 3D: ACADEMIC FREEDOM AND RESPONSIBILITY

Institutional policy regarding the safeguarding of academic freedom and responsibility is clearly stated and readily available.

DESCRIPTION

Board of Regents policy (Section 1-4, adopted as the "Statement on Rights and Responsibilities of the University of Hawaii Community") makes it clear that the purpose of the University is "to pursue the truth through teaching, learning, and research, all in an atmosphere of freedom for body and mind." The policy seeks to protect the freedom essential to a university's purpose by prohibiting a member of the academic community, which includes the faculty, staff, and students, from behaving "toward another member, even in the name of his convictions or his rights to academic freedom, in a manner denying or interfering with another member's expression of convictions, right to academic freedom or the performance of his legitimate duties or functions."

Consistent with the BOR policy, the collective bargaining agreement between the faculty union and the BOR (Article VIII, Academic Freedom and Responsibility) protects both the faculty member's "freedom in the classroom in discussing her/his subject of expertise and in publication of the results of her/his research" and her/his right to speak and write outside the University as an ordinary citizen.
Contractual provisions also mandate faculty members to maintain "high professional standards of scholarship and instruction" and, in giving instruction on controversial matters, "to set forth justly and without suppression the differing opinions of other investigators" and to support her/his conclusions with factual or scholarly data. Procedures are also provided to resolve complaints regarding alleged infringements of academic freedom.

Taken together, the BOR policy and the provision in the collective bargaining agreement also help protect the student's right to know the facts and her/his right to pursue an education in an atmosphere which safeguards free inquiry and free expression for both students and faculty.

ANALYSIS

Leeward Community College is not experiencing any significant problems or concerns regarding academic freedom and its protection. Leadership and vigilance by the LCC faculty and the Faculty Senate, the faculty union (UHPA), and the LCC and University administrations continue to safeguard the academic freedom critical to the mission of Leeward Community College.

RECOMMENDATION

No changes in the BOR policy or Article VIII of the faculty collective bargaining agreement are planned or appear necessary.

STANDARD 3E: PERSONNEL POLICIES AND PROCEDURES

Personnel policies and procedures affecting staff are clear, equitable, and available for information and review.

DESCRIPTION

The following documents relating to this standard attest to the existence of adequate personnel policies and procedures. These documents cover qualifications for appointment, duties and responsibilities, evaluation procedures, contract renewal, promotion, salaries, rights and privileges, affirmative action, equal employment and educational opportunities, and privacy of information.

- Board of Regents By-Laws and Policies (Chapter 9)
- Executive Policy—Administration (E2.201)
  Dissemination of Policies and Procedures
- Executive Policy—Budget (A8.111), Establishment of New positions and Abolishment of Positions
- Community College Equal Employment Opportunity Policy and Affirmative Action Plan
- Guidelines for Tenure
- Guidelines for Promotion
- Guidelines for Tenure and Promotion Review Committees
- Guidelines for Contract Renewal
ANALYSIS

Personnel policies and procedures affecting staff are clearly defined, equitably administered, and readily available for information and review, and due process is explicitly described. Appropriate staff involvement in these processes is provided for and clearly defined.

Salaries for support staff are considered to be comparable to those in the private sector. However, faculty salaries are not equitable with those of many peer institutions on the Mainland. (When Hawaii’s higher cost of living is considered, the discrepancy becomes even greater.) Despite the AAUP Salary Study which shows Hawaii’s community colleges in the top 50% of such colleges nationally, faculty salaries are not always adequate to attract and retain qualified personnel. However, faculty salary adjustments based on market value have been approved by the Board of Regents for faculty in such areas as computer science, pre-engineering, and math.

Two years ago funds were made available as a result of special appeals made to the President and the Board of Regents, to the Legislature, and to the Governor for salary adjustments to raise the individual faculty salaries to the new minima at each salary range. The BOR also authorized adjustments of individual salaries which were inequitably compressed as a result of raising the minima up to the first quartile of the respective range of the scale. In addition, adjustments were made on individual salaries reflecting sex-biased inequities up to the second quartile of the respective range of the scale.

Special salary adjustments for individual faculty were made on the basis of strategic priorities, marketability factors and demonstrated value.

The 1987-89 faculty collective bargaining agreement introduced, for the first time since the faculty classification plan was adopted, promotional opportunities for faculty in Range 5.

Overload compensation for nine-month faculty during the off-duty summer months is based on 1/12 of the annual salary rather than 1/9. Nine-month faculty salary is prorated over a twelve month period. Because of cost factors, the Community Colleges have been basing overload compensation based on 1/12 of the annual salary when 1/9 would be more appropriate.

Because of changes in criteria for faculty salary placement for initial appointment, salary inequities occur and consequently many not be in alignment within the discipline or with comparable positions with similar qualifications.
Other adjustments are made depending on the difficulty experienced in recruiting, attracting, and retaining appropriately qualified applicants.

*The perennial problem of equitable workload persists.* There is no campuswide policy of the number of contact hours needed to equal the fifteen-credit academic load.

Math and Science Division requires a full-time load of fifteen credits of classroom instruction, such as the math courses, or 16-18 contact hours in science/lab courses.

Arts and Humanities requires the fifteen-credit classroom instruction or 18 contact hours, such as combination lab/teaching courses in music and the arts. Beginning in the fall of 1988, some of the music courses have an extra credit hours for the same number of contact hours, since the teaching requires hands-on experience. There are numerous courses throughout the various Divisions that teach in this manner, so that an arbitrary separation into lab credit versus academic credits makes little sense.

Vocational Technology requires fifteen credit hours of classroom instruction, or in vocational courses, 20-25 contact hours. Recreational courses are based on 15-20 contact hours per credit. Swimming, however, requires 30 contact hours per credit. Some sport field work goes up to 45 hours per credit.

 Probably a task force needs to be formed with the serious intent of analyzing and studying this difficult problem. Reasonable, fair recommendations should be made to the Administration, which in turn should act upon those recommendations. Through the years, the problem has been recognized, but pushed aside as insoluble. It is time to search diligently for fair, equitable formulae to the contact hour/academic credit dilemma.

**RECOMMENDATIONS**

It is recommended that:

a. The college continue to examine all existing policies and procedures for recruitment and hiring for the purpose of producing consistent guidelines.

b. When working on overload during the off-duty period, nine-month instructional personnel should receive compensation based on one-ninth of their annual salary rather than one-twelfth.

c. The College and University System continue to provide salary adjustments where possible, and to provide adequate salaries to attract, encourage, and recognize faculty with demonstrated abilities.

d. A task force (as noted in the last paragraph of the above Analysis) be activated at an early date.
Leeward Community College is a fairly large, comprehensive community college with an open door policy and a diverse student body. In that context, the College has developed and continues to develop, refine, and improve a Student Services program that covers support of students from pre-admission to graduation. Student Services at LCC includes admissions, registration, keeping of student records, transcript evaluation, student orientation, placement testing, academic advising, career counseling and guidance, services for students with special needs (handicapped, learning disabled, foreign students, adults in transition), student government and student activities, financial aid, student employment, college health center, student grievances, counselling for unsatisfactory academic progress, graduation check. Finally, Student Services organizes the graduation ceremony.

STANDARD 4A: NEEDS ASSESSMENT, EVALUATION OF SERVICES

The institution has a systematic procedure for determining the needs for student services and for involving staff and students in developing and evaluating those services.
Assessment of student needs

Although studies and surveys to assess student needs and interests have not been undertaken on a regular basis, a number of periodic assessments have been done since 1984.

The major activity was a comprehensive program review done in the Spring of 1986 where 22 student services "programs" were reviewed by 16 professional staff members. The "Guidelines for the Review of Student Services Programs" developed by the Directors (now titled Deans) of Student Services of the various UH community colleges with the Director of Academic Affairs of the Chancellor's office was used. The report is expected to be finalized during Summer, 1988.

The Office of the Dean of Student Services conducts a mail survey of New (including transfer and returning applicants) and Continuing students, the purpose of which is to ascertain their reasons for not attending or returning to Leeward. The first was in the Spring of 1984 and subsequent surveys have been made every Fall Semester.

The College has used National Center for Higher Education Management Systems (NCHEMS) surveys on two occasions. In the Spring of 1986, the Dean of Student Services initiated a survey of entering and continuing students using the "Entering or Continuing Student Questionnaire." A report of the Continuing students' evaluation of various components of students services was made available to unit heads. During the Fall of 1986, NCHEMS instruments were used to survey the Recent Alumni (Spring, 1986 graduates) and the Continuing Students (those enrolled in Fall, 1986). A report of the data collected is expected to be finalized in Summer, 1988.

The Career Development Center has collected data regularly from its clientele since 1980 at the Center and as part of the Orientation, Testing, Advising, and Registration (OTAR) process; since 1986 there has been analysis of selected data but no published reports.

The Program of Adult Achievement (PAA) has made two studies to assess student needs since 1984.

Two counselors have used an adapted division instrument. The instrument asks clients to evaluate the academic advising services they received.

Initiation of Services and Programs

In general, there are no policies governing the initiation of student services programs and services. The usual practice has been that the Dean and/or Provost have initiated major additions or extensions to the current programs and services based on their identification of student or institutional needs.

It should be mentioned, however, that in the case of certain services or programs, it may be unnecessary to have specific policies governing initiation of services because the program or service are either (1) mandated by law (e.g. Komo Mai), (2) customary ongoing services (e.g. admissions, records, advising), or (3) required or controlled by factors external to the College (e.g. Bookstore).
Measurable Objectives

The Program of Adult Achievement and the Career Development Program of the College have developed student outcome objectives and measurable program objectives, but in general, there are as yet no established measurable objectives for each student service function. As a result of the Spring, 1986, Program Review, each of the student service "programs" drafted objectives. The next planned step is the selection of indicators that the measurable "program" objectives are being met.

Procedures to Evaluate Achievement of Objectives

In general, Student Services has not as yet established procedures to evaluate the achievement of objectives in each program or service area. The establishment of such procedures is in process as a direct result of the student services program review.

Student Services Cooperation with Instruction

There are numerous examples of cooperation between student support and instructional staff that have enhanced the effectiveness of support to instruction.

Student services has assigned counselors to work with instructional faculty for two groups of high risk students, namely in the Program for Advanced Study Skills and the English Language Institute. As part of the package of courses for students who select these options, there is a course in self-development taught by a counselor and designed to address the needs of the target group.

From its beginning the College's Student Services Division has been responsible for selected classes and intimately involved with instruction; counselors are part of the faculty and not Administrative, Professional, and Technical (APT) personnel as on some of the other UH campuses. During the 1987-1988 academic year counselors taught sixteen classes in career exploration and in self-development. Such teaching responsibilities have provided the opportunity for counselor-instructor identification. Doors have been open for counselor input into the instructional program that might not otherwise have been open. Counselors, because of their expertise in academic advising and the requirements for entrance to various UH Manoa colleges and programs, have assisted instruction in the development of courses and programs.

Student Services works with faculty from the UH Manoa Departments of Psychology and Guidance and Counseling and with Chaminade University. It provides supervised training to graduate students of these departments working with LCC's Women in Transition program and Career Development Center.

Instruction and student services work together during the Orientation, Testing, Advising, and Registration (OTAR) process. Additionally, the Student Services English and Math Coordinators set aside seats in developmental classes for students with low placement test scores giving these students the opportunity to register early for these classes.

The Career Counseling Coordinator works with faculty to infuse career/life planning concepts into their course syllabus as optional or required activities.
ANALYSIS

Student Services has two major strengths:

a. It continues to identify specific target groups of students and provide them with customized support services to facilitate their educational success. As the Collage moves to implement the 87-93 EDP goal to target selected student populations requiring unique responses, the Student Services division will want to take an active in defining, prioritizing, and selecting these target groups and subsequently formulating any necessary student support services.

b. While a significant amount of work needs to be done, Student Services has a solid start in establishing measurable objectives and/or user outcome measures with which to evaluate its service and by which to measure its achievement.

One weakness the Standard 4 committee has identified is that the present practice does not allow for planning, experimentation, and pilot implementation in the initiation of programs and services which a general policy and a statement of practices to govern the initiation of programs might provide.

RECOMMENDATIONS

It is recommended that:

a. The Division select one or two of its major service components each year and systematically follow-up on the work of the Program Review by developing measurable programmatic indicators of its objectives and evaluate the achievement of its objectives using computer technology to track students (keeping in mind the six year system-wide program review cycle).

b. A general Divisional policy governing the initiation of programs and services to be developed and forwarded to the Provost for his concurrence.

c. The Division needs to take an active role in the College's efforts to implement the DP goal regarding the defining, selecting, and prioritizing the special target groups to whom student services are to be provided. Where extra-mural funding is used to start providing services, there needs to be commitment by the College to continue the new service with general funds when the "soft" money is no longer available.

STANDARD 4B: SUPPORT OF COLLEGE'S OBJECTIVES

The institution's programs and services support institutional objectives.

DESCRIPTION

Under the general supervision and direction of the Dean of Student Services, the various programs and services in Leeward Community College's Student Services program are designed to support the overall mission and functions of the College as stated in the college catalog (1986-88 Catalog, p. 6).
The summarized descriptions below, for the most part, do not contain workload and other detailed data or statistics. However, such data is available in the comprehensive Spring 1986 Program Review of the Student Services Division, mandated by the UH Community Colleges Chancellor’s Office, which is expected to be completed in final printed form by Summer, 1988. The published Program Review, with its more detailed descriptions, analysis, and data on the various programs within the Student Services Division, will be made available to the visiting Accreditation Team.

Admissions and Records

LCC's Admissions and Records Office, in order to meet the needs of the student and the College, provides the services for pre-admission, registration and recordkeeping.

The Admissions and Records Office provides information about the College to the local high schools, at job fairs, and to any who may inquire about the College. Applicants are provided the opportunity to attend orientation, testing, and advising sessions prior to registration. Once the application is submitted, the Admissions and Records Office processes and determines admissibility. The data from the application is then entered into the computer's student data files.

Admissions and Records plans and implements the registration procedures including the processes for add and drop and late registration in cooperation with other departments of the College to maximize student's access to desired classes. Faculty, student service professionals, clerical staff, and student helpers assist with registration.

The Office establishes and maintains a permanent record keeping system to serve both current and former students while safeguarding student privacy per the "family education Rights and Privacy Act of 1974."

Beginning with the Summer 1987 session, LCC converted to the ALDRICH System for registration and student record keeping. ALDRICH replaced the POISE System which the College had used since 1983. ALDRICH, in addition to doing what POISE enabled the College to do, enables LCC to be independent of the University of Hawaii Computer Center in student record maintenance. The College will be able to produce its own class lists, grade reports, and transcripts on campus.

The Admissions and Records Office is staffed by a Registrar, a Clerk-Stenographer, a Clerk IV, two Clerk-typists, and a number of student employees.

Acceptance of Credits

Policies on the acceptance of credits are directly related to the institution's educational programs because, as a general rule, only those credits which are actually applicable to an LCC degree or certificate sought by the student are accepted or awarded to the student by LCC. The different kinds of credit which may be awarded under LCC's College Credit Equivalency Program include college transfer credits, credit-by-exam, independent study credit, experiential (work-related) credit, non-collegiate-sponsored education credit, and College Level Examination Programs credits.

Policies regarding the acceptance and transfer of credits are published in the LCC Catalog. (LCC College Catalogue, pp. 9, 16-17)
Orientation Program

All students who apply and are accepted by the published application deadline are invited to participate in the Orientation, Testing, Advising, and Registration (OTAR) process. OTAR is held during July and August for the Fall semester, and December and January for the Spring semester.

At the initial session faculty members from the appropriate departments administer the Nelson-Denny Reading Test (English) and the Math Placement Test. Tests are immediately scored and faculty members interpret the results for the students regarding which course(s) are indicated by the individual test results.

An orientation session follows with an explanation of the College Catalog and the current Schedule of Courses. Information is also shared about the developmental courses available and special "package" program options. An appointment is then made for academic advising, which generally occurs one week following the Testing/Orientation session.

The advising session is for groups of fifteen. This session includes information about policies, services available, career-decision making assistance, and a videotape of the registration process. The students also receive their appointments for registration. Following the group meeting, each student meets individually or with a group with an advisor (counselor, trained faculty member, student paraprofessional) for 35 - 45 minutes to plan their current schedule of courses and/or discuss their academic and career plans.

Since the Fall of 1985, new students have been allowed to pre-enroll in English and Math courses as indicated by their placement scores. Courses that have been made available are English 98, 21, 22, 100, 170, LSK 110, Math 1J, 22, and 25. Other courses associated with special packages are also available for those students who choose them. Among these are the PASS program, Women in Transition, Men in Transition, English Language Institute, Learning Skills, and Automotive Technology.

Academic, Career, and Personal Counseling

Academic Advising at LCC is defined as a process designed to assist students in exploring, formulating, and choosing educational goals in implementing a plan to reach those goals. A primary objective is to make available and deliver advising to all enrolled and potential students, who need or request such advising, through individual appointments with professional counselors/advisors and, as appropriate, through group methods.

Academic counseling is available to all groups of students whether traditional or non traditional, whether coming for on-campus programs or off-campus programs at satellites.

The Career Development Center offers a comprehensive programmatic approach based on sound developmental theory referred to by psychologists as the "exploration stage and related developmental tasks." This programmatic approach offers career guidance in several modes of delivery to the "undecided" client while also providing appropriate services and resources to clients who are more clearly focused. The overall emphasis of the program is to facilitate development of the whole person, one who plays many roles throughout life, and to encourage a strong sense of self in each student.

Career guidance services are provided to students utilizing a multi-mode, multi-media approach including computer applications, self-paced written materials, and professional and para-professional staff. Delivery occurs through class instruction (career exploration
courses), individual career/life counseling, infusion of similar activities into regular classroom instructional activities, and student orientation activities. Various programs designed for high risk groups Adults in Transition, handicapped, and PASS include career exploration courses.

Personal counseling services are not a primary function of the Counseling and Guidance staff, but sometimes such service occurs as a matter of course in the processes of academic and career counseling.

Services for Special Needs Groups

The Komo Mai Center coordinates support services for handicapped and disabled students that begin with recruitment to the College and conclude with job placement. Services include maintaining contact with referring agencies, schools, and half-way houses, assisting with the completion of the college application and financial aid forms, providing an orientation to Komo Mai services, providing academic advising and assistance with scheduling and registration, issuing special parking permits for the severely disabled, providing support to instructors and instructional support staff, providing faculty with notices and information of the type of disabled student enrolled in class and services available through Komo Mai, and making appropriate referrals to the LRC and Math LRC.

The Komo Mai Center is staffed by a part-time coordinator, 5 student paraprofessionals, 2 student clerks and 17 student auxiliary aids. The Center is open Monday through Friday for 35 hours.

The Program for Adult Achievement (PAA) is designed to meet the special needs of students with specific learning disabilities, and PAA's objective is to mainstream students into the college system. PAA provides a number of services including special classes in self-development and study skills, individual tutoring consultation with instructors, and academic and career counseling.

Referral sources to the program include public and private high schools, community agencies, and college instructors. Potential students are identified during the testing and advising of new students that precedes registration. Leeward's PAA is the only post-secondary program in the State for people with learning disabilities.

PAA is presently staffed by one instructor/counselor from the Student Services Division and three student helpers. Though in the past two instructor/counselors were assigned to the program, future plans call for staffing to include one instructor/counselor and one learning disabilities specialist, the latter to be hired through instruction rather than student services.

The English Language Institute (ELI) and the Program for Advanced Study Skills (PASS), described below, are not programs officially assigned to the Student Services Division. However, they are included here because a Counselor from the Division is assigned to each of these programs in order to provide the specialized services cited below.

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self-development which focuses on such issues as interpersonal and cross cultural relationships, academic and career planning, and college survival skills.

LCC serves international students particularly from the Pacific Islands and Asian countries who enter the United States on an F-1 student visa (following acceptance by the College). Each student must have a TOEFL score of over 500. With the assistance of the Office of Admissions and Records, potential students are informed of the application process, are evaluated on their international-school experiences and foreign transcripts, are issued an acceptance or denial letter together with the I-20 immigration form. As needed they are helped in transferring to four-year colleges or universities. Each semester Admissions and Records works with 22 - 25 students.

In addition the foreign students are assigned a counselor whose role it is to provide academic, personal, and career counseling. The counselor's services are publicized through a letter to each student.

The Program for Advanced Study Skills (PASS) which consists of a 13 credit package of courses in reading, writing, math, self-development, and career/life planning, is designed for the high risk student who lacks basic skills and is likely to drop out or fail, and those who are returning to formal education after a long absence and need refresher courses in basic skills and/or development of confidence in the academic setting.

The objectives of the PASS program are to provide a "total" environment to prepare students for college life, to teach basic math and English skills, to provide a support group, to help students find the information they need to make realistic career choices, and to prepare students for college-level courses. Throughout the program there is a strong counseling element; emphasis in all courses is on making students aware and responsible for their own choices.

At the end of the semester, students decide to continue with college, to get a job, or to seek other alternatives.

The program is designed to serve 80 students per semester and is staffed by four full time faculty one of which is a counselor. Funds are provided for 4-1/2 tutors.

Women in Transition (WIT) addresses the need for programs and services for the adult learner, especially the older female (displaced homemakers, single parent, and re-entry females) who are entering college in large numbers.

The program objectives are to provide a safe environment for self exploration, to provide positive learning experiences which result in confidence to enter college, to establish a strong support group, and to provide guidance in establishing an educational/career plan.

WIT students enroll in designated sections of the three-credit self-development course and the one credit Career/Life Planning course. Enrollment is limited to 25 students per section. In part because of television ads and in part because of word-of-mouth, the demand has grown. The eight sections are scheduled to meet the needs of the women; they are scheduled evenings and mornings, including two sections on Saturday mornings. An intensive five week section is offered.

Women in Transition is a special unit in Student Services; one counselor is assigned to coordinate the programs with the assistance of 3 lecturers and a number of student paraprofessionals.
The Men in Transition (MIT) program is designed for men ages 30 - 55 as a three credit course which meets three hours a week for the entire semester. The program provides group and personalized career counseling and provides an avenue to discuss issues facing the modern man who is trying to understand the changes around him. Relationships, male/female roles, values, communicating, and self awareness are discussed.

Men in Transition is a special unit of Student Services. One counselor is assigned to coordinate the program; the counselor works closely with a community education assistant from Leeward Community College at Waianae who is also assigned to assist with Men in Transition.

Student Governance and Activities

The Associated Students of Leeward Community College (ASLCC) operates with a constitution and by-laws that sets forth functional control and governance of the affairs of the student body in an Executive Board and Student Senate. The Constitution establishes the number of officers, senators, and their duties. Standing committees (Student Activities, Academic Affairs, Community Affairs, Campus Affairs) and their functions are delineated in the Constitution.

The President of ASLCC is consulted by the Provost on a variety of matters but there is no official policy mandating the role of students in the governance of the institution. Student input, through the ASLCC Executive Board and Senate, is sought whenever possible if changes to policies affecting student academic and social life are affected. Students are asked to sit on a variety of campus committees to insure that their input is made on campus-wide activities. However, this involvement has no formal policy that governs its implementation.

In Fall, 1983, the ASLCC adopted the rules and responsibilities of the Board of Publications (BOP). The Charter of the BOP established its membership and relationship to the ASLCC. For the past four years, however, there has been no student newspaper published. Another publication on campus has been a magazine—“Harvest”—that is a project deriving out of an English class, featuring student work, but is not governed by the Board of Publications.

The student activities program is carried out primarily by the Student Activities Committee of the ASLCC Student Senate. Student Activities fees are collected at registration. Subcommittees are established for general categories (food events, cultural events) or specific program activities (Halloween, May Day). These subcommittees are tasked with the planning, budgeting, implementation, and evaluation of the various activities.

Programs cover a wide range of activity; May Day celebration, funding of Filipino club activities, Aloha Week, political forums, AIDS workshops, dances, movies, noon-time concerts, food events, forums dealing with pressing community issues, workshops dealing with organizational development.

Practical learning occurs for those students who participate as committee members as they gain experience in planning, budgeting, and evaluation. Many students, asked to participate on campus and faculty committees, gain exposure to different organizational methods.

Of significance in recent years, has been the growing participation in activities aimed at the adult learner population. Events such as the Halloween Night and Haunted House,
and the Easter Egg Hunt have drawn hundreds of students and their children. On an ongoing basis, coffee is served free of charge in the Campus Center Lounge and periodically hot dogs and saimin events are held with special emphasis made to provide these activities for the evening students.

A computer Center is provided by the ASLCC Activities program. Microcomputers are provided for student use. The purchase of the computers and the funding to hire students to staff the facility come from student activities fees managed by the student government.

A counselor is assigned half time to serve as the Coordinator of Student Activities. It is the Coordinator's function to advise the ASLCC Executive Board and Senate in its operations, interpret college/university policy, assist in learning planning methods, and facilitating resolution of interpersonal and interorganizational conflicts which impede proper functioning.

Financial Aid
The Financial Aid Office is staffed by a full time financial aid officer, a clerk, and a work-study student and is open during normal working hours. The Financial Aid office is responsible for managing, coordinating, and disbursing financial aid funds from federal, State, and private sources. It also provides financial aid information and advising and counseling services to students and to professionals assisting students.

Financial aid assistance is available through part-time employment, grants, loans, tuition waivers, and scholarships.

Student Employment
The Student Employment Office provides students with information, job referrals, and job counseling. Students are assisted in writing resumes and filling out job application forms. The Placement Officer makes employer contacts to solicit job openings to publicize the College's programs.

College Work-Study and general funded student help are placed in job stations on campus by the student employment office. Full and part-time off-campus jobs are posted on the bulletin board attached to the Physical Science Building.

The Student Employment office is in the process of restructuring and reorganizing. Job placement is being examined as an area which needs improvement as a result of student concerns. Although it is not a reality yet, it is envisioned that the College can develop a closer link to potential job placement sites, with instructors as initiators. The College also hopes to work closely with the State Employment Service Division in providing graduates with job information and job opportunities.

Health Center
The Health Center operates as a walk-in clinic providing emergency and non-emergency care to the campus community. The Center provides health teaching and supportive counsel, health screening, and health education programming. Educational programs opened to the community included "Death, Our common Experience," assemblies on AIDS, and "Go to Health Carnival." Support services of the Health Center include education and counseling for faculty about handicapping and health conditions as they may affect students, and about health education and counseling for students in the various special programs. The Health Center recruits and trains instructors and staff as volunteer Emergency Health Officers.
The Health Center is staffed by a full-time nurse-educator and a student helper. The hours of operation are 8:15 a.m. to 4:30 p.m. Monday through Friday. Since there are no evening hours, Campus Security is called to assist with emergencies occurring after 4:30 p.m.

**Intercollegiate Athletic Program**

The intercollegiate athletic program was discontinued in the Fall of 1981 by the Community College Systems Office on recommendation from the Council of Deans of Students.

**Student Grievance Policy**

As of this writing (March, 1988), the official student academic grievance procedures are to be found in a document entitled "A Statement on the Freedom to Learn and Grievance Procedures for Students." This policy statement specifies the steps and procedures which a student must follow in pursuing an academic-related grievance against a faculty member. The procedures are summarized in the 1986-88 LCC Catalog, p. 16.

However, the current policy and procedures have been revised, following input from the faculty and Faculty Senate in 1987, and a final draft of a revised policy and procedures has now been approved by the Chancellor's Office with a few relatively minor revisions.

The administration of the student academic grievance procedures is under the overall supervision of the Dean of Instruction.

**Food Services**

Food preparation, sales, and service in the Student Center building are the practical application of what is taught as part of the Food Service and Hospitality Education instructional program. Hours of service are posted and noted in the college catalog, but generally the cafeteria and the gourmet dining room are open for breakfast and lunch.

The Snack Bar, open from 7:30 to 9:00 a.m. each morning, serves breakfast and light snacks. It serves over 100 people per day.

The Cafeteria opens at 11:00 a.m. to 1:00 p.m. and serves the major lunch time crowd of students, faculty, and staff. There is a wide variety of choices varying from a salad bar of fruits and vegetables, light meals of hamburgers and made-to-order sandwiches, variety of soups, plate lunches with 3 choices of entrees, soft drinks, and a pastry station.

Le Petit Gourmet, the on-campus restaurant serving more advanced menus is open for lunch Tuesdays, Wednesdays, and Thursdays. Although students patronize the Gourmet room, it primarily is patronized by faculty, staff, and visitors.

Evening students are not afforded dining opportunities on campus.

Vending machines are located in various building on campus, and privately operated lunch wagons are situated in the parking lot near the Math and Science building during the lunch time hours.

**Bookstore**

The hours for the LCC Bookstore are Monday to Friday 8:30 a.m. to 4:00 p.m.; the hours are posted at the entrance and published in the Catalog and in the Schedule of courses. The Bookstore serves students with textbooks, related reference materials, some supplies, and on a limited basis, used books.
From past experience, management has found that opening six nights at the beginning of each semester is sufficient to serve the needs of evening students.

The LCC Bookstore is a branch of the UH Manoa Bookstore and is a self-supporting entity with three full-time staff. Bookstore policies, such as pricing of textbooks, are established by the U.H. Manoa Bookstore management. The hiring of students during peak purchasing periods alleviates congestion.

**Student Housing**

Leeward Community College has no campus dormitories to house students. At the beginning of each academic year, a listing of housing is established through the Leeward Sun Press and radio broadcasts requesting the availability of apartments or rooms in the Leeward area. When landlords call in, a file is kept on each rental unit, and these are the basis for students requesting housing.

Many of the requests for housing are made by out-of-state students, foreign students, and a few neighbor island students. Approximately 25 students are served each semester. A greater number of students were served in the past, but with the high cost of renting, the numbers have steadily declined.

Most of the housing requests are for "room to share." Notices such as these are found on bulletin boards located throughout the campus. The College is unable to assess the condition of the room or apartment for rent and so the responsibility rests with the student making the request.

**ANALYSIS**

Student services at Leeward Community College have been described in their various compartments. Therefore, for the purposes of this analysis, these services will be viewed from the perspective of an entry to exit continuum, analyzing the activities by function as they impact on students.

**Preadmission/Admission Services**

The Admissions and Records Office staff has operated in the admissions process for many years and provides stability and experience in delivering competent service to students and potential students. Inquiries are answered in a timely manner as is notification of an applicant's admissibility.

Along with adaptation to a new UH Community College system-wide registration and records management system (the ALDRICH System), the Admissions office is now responsible for the production of class rosters, grade reports, enrollment reports, transcripts support which was provided in the past by the UH Manoa Computer Center. As a whole, the transition to computer independence has been made efficiently and fairly successfully.

With the advent of computer-assisted registration, the Admissions and records staff has had a vital role in the planning and implementation of incorporating the computer into the registration process. The Registrar and his staff have had to learn a new computer software program (ALDRICH) as registration and student records management systems have evolved. Modifications to the program software are continually being made to adapt it to the needs of LCC.

However, in adapting the ALDRICH System to the needs of LCC, problems with and limitations of ALDRICH surface from time to time. These are being worked on by the
Registrar and the College's one computer programmer whose time is in constant demand elsewhere. There is a need for the Student Services Division to have its own programmer.

Outreach efforts are aimed at making visible to the community the programs, courses, services and activities available at the College. Requests for visits to high schools, career fairs, on-campus tours and presentations, displays at various shopping malls, and statewide events have been successful in publicizing LCC. The coordination of the outreach efforts is a 25% assignment to one of the counselors. However, the efforts of the counselor from the Student Services Division need to be integrated into a college-wide program of marketing and publicity.

The Orientation, Testing, Advising, and Registration (OTAR) process is designed to assist new, transfer, and returning students to think through and establish their educational goals and objectives, and plan their initial semester schedule of courses. The focus of the OTAR effort is to individualize and personalize the student's initial contact with the institution through an academic advisor. Attendance levels for the scheduled sessions have ranged from 50%-65% over the past several years. Those students who have participated, especially those who transfer from other institutions, regard very positively the individualization of orientation and advising.

An issue being reviewed by the UH Community College System that will impact the present OTAR process is the possibility of mandatory assessment. At present levels of participation OTAR is labor intensive. If all students are required to attend placement testing, advising will no longer be possible on an individualized basis.

The Financial Aids Office, a one-person office with a Clerk-typist, has functioned adequately in the face of frequent changes in federal regulation, guidelines, and reporting requirements. Diminishing resources, combined with the changing regulations, have dictated the need for more documentation. To date, the computerization of financial aids is still pending. The subsequent volume of manual record-keeping and the overall workload of the Financial Aids Officer has precluded evening hours of service, significant outreach and informational activities, or significant individualized contact with individualized assistance to financial aid applicants and recipients.

Services to Students Enrolled at the College

Services provided for students during their experience at Leeward Community College fall generally into two broad categories: (1) academic advising and career/life counseling, and (2) student life (student activities, student government, cafeteria, bookstore, housing, health services.)

The Student Services Division's internal first and second priorities of the College's 1987-93 EDP goals are:

• Create approaches fostering the development of each student as a whole person.

• Implement a campus-wide student retention effort through partnership of instruction, student services, and academic support.

In addition to OTAR, academic advising and career/life counseling are the Division's major services to help address these goals. Attempts are normally to contact, in person or by mail, every student enrolled at LCC at least once a semester. Such communication or contact, it is believed, helps personalize the College for the student and helps communicate the College's interest in the student and the student's progress. Letters are
normally sent to students in their first semester at LCC, to students nearing graduation, to
students in the middle (Gap group), and to students not making satisfactory academic
progress. By making these contacts, especially with potential graduates and
unsatisfactory academic progress students, the Division hopes to promote retention by
initiating contact with students at these critical points in their college experience.

The Student Activities program contributes towards these goals by providing a
variety of activities to meet the variety of student interests. It may need to consider
broadening its framework to address additional thrusts of association and involvement.
The League for Innovation in Assuring Student Success in the Community College: The Role
of Student Development Professionals has recommended that community colleges:

a. Encourage student association and involvement with the college.

b. Provide a full range and schedule of services to permit students to benefit from
college programs.

c. Prescribe and provide programs that assure students’ competence in specified
academic and skilled areas.

Many of the services available to LCC students are directly in line with the League’s
recommendations. All services of the Division are available to the target groups and are
coordinated through staff persons assigned to provide primary support. These target
groups—learning disabled, handicapped, academically underprepared, foreign,
unsatisfactory academic progress, military, women and men in transition, first semester,
potential graduates, Gap—provide more clearly identifiable needs for which services can
be tailored.

It appears that, particularly in the areas of academic advising and career/life
counseling, resources of personnel and funding are taxed to the limit. For example, the
counseling/academic advising staff is hard-pressed to meet the high demand from students
for individual academic advising appointments. Efforts are being made to leverage
personnel and programs through the use of group activities, packaging academic advising
and career/life counseling courses, and infusing career/life modules in courses offered by
various academic divisions.

Cutting across all groups and available for the entire student body are those services
designated as "Student Life": Student Health Services, Student Activities, Student
Government, Bookstore, Food Services. The assessment made by a subcommittee of the
Standard Four Study Committee is that the services provided are adequate to excellent.

Exit-related Services

Job placement services exist both as an ongoing function of placing students in campus
positions and also as a means of assisting students to obtain jobs off campus. This service
has been limited to on-campus placement of students and maintenance of a bulletin board
with listings of available job openings (part-time or full-time) in the community. It is
contemplated that the vacant position of placement officer will be reassigned to work
with the Career Resource Center to provide for activities related to the final steps in the
career decision making process, i.e. job search skills. This reassignment should result in
more effective and meaningful services to students entering the ending phases of the career
decision-making process.

A new development related to placement services is the interest by the State
Employment Services Office. They are contemplating making available on-campus to our
students the available job listing that they have on their computer. They are also willing to be present on campus periodically to assist students in registering for the Employment Service. The integration of these services will greatly enhance the opportunities for students seeking employment following or during their enrollment at LCC.

Efforts are continually being made by our academic advising staff to keep abreast of changes in admissions, transfer-admissions, program, degree, undergraduate general education and "core" requirements, and related requirements at baccalaureate institutions in Hawaii in order effectively to assist students transferring to four-year institutions, particularly UH Manoa. Although not formally involved with articulation, Student Services personnel are often the deliverers and interpreters of such information to students and, therefore, need as accurate and up-to-date information as possible. Communication of relevant changes from UH Manoa is often incomplete and not always timely. There is no formal system procedure for this updating; however, one counselor/academic advisor has been tasked with keeping abreast of such information for the Division.

RECOMMENDATIONS

Preadmission/Admission Services

A College-wide committee should be formed to better meet the information and data needs of the various divisions, units, programs, or services within the College.

Additionally, the College as a whole (not just the Student Services Division), through an appropriate task force or other procedure, should address the College's need for evaluation and research in various areas (including relevant follow-up studies). This review should include the related staffing, funding, and information needs required for a coordinated, College-wide evaluation and research effort. The need for an Institutional Research Officer should be seriously considered.

A second college-wide task force needs to consider issues relating to the implementation of assessment: mandatory placement testing, mandatory orientation, advising. The formation of such a task force is critical because the College's Educational Development Plan for 1987-1993 anticipates that mandatory assessment will begin in Fall, 1989. How will assessment impact the OTAR process, the College's instructional programs and services? This task force will need to take into account the still-to-be-issued final reports and recommendations of the various UH Community College System's Associate Degree Task Forces, including the task force on assessment.

The Student Services Division will continue and maintain its efforts at outreach. As the College determines its efforts to market its programs and services, Student Services needs to be represented in this development.

A full-time computer programmer position needs to be established and assigned to the Student Services Division in order to continue the incorporation of computer applications in all student support services.

As discussed and justified in the Program Review of the Student Services Division, there need to be continued efforts to establish and secure funding for an Assistant Registrar and Assistant Financial Aids Officer.

Services to Students Enrolled at the College

A committee should be established at the Division level to help develop policies regarding the identification, selection, and prioritization of target groups which require...
unique responses and related programs or services to meet the needs of selected target groups.

Exit-Related Services
Three activities which have begun must be followed through.

a. Efforts should be continued to reassign the placement officer position to the Career Resource Center and to maintain the connection with the State Employment Service.

b. Continued work with baccalaureate institutions particularly UH Manoa is needed to deal with articulation issues.

c. More input to the UH Community College Chancellor's Office is needed especially to represent the perspective of potential transfer students from LCC.

Division-Wide Issues
The Standard Four Study Committee indicated that there are strengths and weaknesses in each of the program areas. Three Division-wide problems that don't fit into the established categories have been identified. The lack of established measurable objectives has already been discussed (Standard 4A). There is insufficient physical space adequately to house all of the professional, clerical, and student help (particularly in the Academic Advising/Counseling area). There is insufficient space for storage, for effective work functioning, and for conferences or small group meetings. And finally, as a result of needs and problems identified by the Program Review, and the fact that the present organizational chart of the Student Services Division is conspicuously out of date, there is a need to explore a possible reorganization of the Student Services Division.

RECOMMENDATIONS

a. More space must be secured to house student service functions in order to alleviate the work-space problems identified.

b. Additional personnel are needed to maintain and expand the Division's services. Efforts should be continued to secure funding for a full-time Student Activities Coordinator, Assistant Registrar, Computer Programmer for Student Services, for a minimum of two additional full-time counselors, and an Assistant Dean of Student Services.

c. Immediate consideration needs to be given to the reorganization of the Student Services Division.

d. Continued efforts need to be made to computerize all the major functions Student Services.

STANDARD 4C: STAFF QUALIFICATIONS

Administrators, counselors, and support staff have the qualifications to provide effective service.
DESCRIPTION

Appropriate Training and Experience

The Student Services Division is staffed by a Dean of Student Services, a full time Registrar, a Placement Officer, a Financial Aids Officer, a Nurse, 16 full-time counselors, 2 community education Assistants, 10 clerical staff, and additional part-time student para-professionals. All meet or exceed the minimum qualifications for their assignments.

Staffing Commensurate with Institutional Purposes

Staffing is commensurate with the institution's philosophy and mission. From the perspective of the Student Services Division, staffing should not be viewed in terms of numbers; i.e. the ratio of counselor to students. More important is the nature of the needs of groups of students from the Colleges' service area.

In an attempt to reach out to different groups of students, the Division

a. has identified a growing list of target groups to provide customized support services (adults in transition, the learning disabled, the handicapped, the EEAP students, federal women, students with unsatisfactory academic progress);

b. offers services at off-campus sites (LCC at Waianae, military bases) at varying times of the day (evenings, days, Saturdays, during semester breaks; and

c. is incorporating the use of computer technology to aid in its delivery of services.

To meet the growing needs of the professional staff and to provide professional services, a new clerical position was filled in Spring 1988 and new professional positions are being requested.

Staff Development

Varied and various staff development activities are provided. Sabbaticals, exchanges with in-State and out-of-State community college, and travel grants are available to professional staff. Clerical and professional staff are encouraged to take training sessions offered by the University or State. The Dean and Coordinators also plan and organize workshops on timely topics which are attended by all Student Services staff at off campus sites. Student Services personnel also independently attend various campus-wide and system-wide workshops, conferences and classes.

ANALYSIS

It is clear that the Student Services staff has the requisite qualifications to provide effective service. To improve and make more efficient the delivery of services, the Student services division is currently in the process of considering a major reorganization.

RECOMMENDATION

A reorganization of the Students Services Division should be implemented in a timely manner. Funding must be provided to adapt the physical facilities (and requisite equipment) to fit the proposed organizational structure.
STANDARD 4D: ASSESSMENT OF STUDENT ACHIEVEMENT

The institution systematically assesses student basic skills and learning achievement.

DESCRIPTION

The College administers two placement tests, one of basic reading skills, the other of math skills. The purpose of both tests is to advise students about appropriate reading, composition, and math courses.

The Nelson-Denny Reading Test has been used since 1969 as an instrument for assessment, advising, and placement into reading courses; test results are used for advising, rather than mandatory placement into reading courses.

The use of the Nelson Denny Reading Test for placement into writing courses grew out of a 1973 study. A score of 51 on the test has been established as a prerequisite for entry into the English 100 course. Clearance procedures have been established.

Math Placement Tests were developed by LCC Math faculty and have been administered since 1973-74. Results are used to place students into the appropriate math courses.

Placement Testing in foreign language courses for the six languages offered at LCC is conducted during the first week of the semester by foreign language faculty, either in the classroom or the Learning Resource Center. In some languages, instructor-written tests are used; in others, a standardized national examination is given. The tests are used both for placement and for awarding of credit by examination. (The Manoa campus does not recognize Leeward's foreign language tests for either placement or transfer credit.)

Minimal Cultural Bias

Hawaii is an English speaking culture and inadequate mastery of English may handicap a student's progress toward his post secondary education goals. All three components of the Nelson-Denny Reading Test have been carefully constructed and nationally normed for testing students from the ninth grade, the eleventh grade, from college freshman-sophomore classes, and from college junior and senior classes. The words chosen for the Vocabulary Test are words of common usage found in books and periodicals normally read at these grade levels. The selections for the Comprehension Test were made to test student's abilities to cope with many levels of reading. The passages selected represent three subject areas.

a. The humanities, including literature, music, architecture.

b. The social sciences, including history, political science, economics.

c. The natural and physical sciences, including ecology, biology, geology.

The Nelson-Denny Test is obviously not "culture-free," but it is a fair test because its purpose is to assess the student's level of mastery of the English language and to use that assessment as the basis for prescribing a course of study.

The Math Placement Tests are written by LCC's Math Department. The Department agreed on the minimum achievement in terms of course objectives for the different math courses and these objectives determine the items on the placement tests. The cut-off scores were determined by correlating the scores students make on these tests, and their grades for
the courses they have taken. For each new form written, statistical analysis of test scores and grades earned are made for two or three semesters to check the validity and reliability of the test and the cut-off scores.

The Math Placement Tests are not "culture-free" either, but they are fair tests because they assess the students mastery of the skills, concepts, and technical vocabulary necessary successfully to learn more mathematics. The results of the tests are used to help advise students into a Math course that the student can successfully complete.

**Regular Evaluation of Test Instruments**

The Math Placement Tests are revised periodically with the last revision completed in 1986. The revisions are made to reflect modifications in the mathematics curriculum, such as changes in the course content, addition of new courses, and deletion of old courses.

In the Fall of 1986, the reading discipline conducted a study to re-evaluate the use of the Nelson-Denny Reading Test for assessment, advising, and placement into reading courses. Of the seven instruments analyzed two were selected for further field testing. "Degrees of Reading Power" and "LASSI." To further improve assessment, advising, placement, and retention, the Reading study also recommends the following.

a. Mandatory assessment, advising, and placement.

b. The hiring of a qualified person to norm the placement instruments selected and to determine cut-off scores.

c. Periodic evaluation of new instruments and the re-evaluation of current instruments.

d. Professional assessment, advising, and placement for students with special needs, including diagnostic testing by a certified specialist.

e. Referral of student reading below the 6th grade level to other educational institutions or agencies which provide the educational services they need to attain literacy.

During Spring, 1987, the Writing Discipline also conducted an evaluation of the Nelson-Denny Reading Test as a placement instrument for English 100 and also surveyed of other types of instruments used for writing placement at other colleges. The Writing Discipline will consider the adoption of a new placement instrument after the Reading Discipline has decided which reading tests to adopt. In the future the same instruments may be used for reading and writing placement, as is presently the case; or the Writing discipline may adopt another test entirely or use the reading instrument in conjunction with other writing tests. Other recommendations of the Writing study are as follows.

a. Mandatory assessment, advising, and placement.

b. The hiring of a qualified person to norm the placement instruments selected and to determine cut-off scores.

c. Periodic evaluation of new instruments and the re-evaluation of current instruments.
d. Campus-wide articulation, especially between instruction and Student Services, so that everyone understands the philosophy behind the testing effort.

e. Additional funding for staff to administer placement tests.

The Foreign Language faculty is currently conducting articulation discussions with their counterparts at UH Manoa to consider the possibility of using at Leeward the new placement instruments developed this semester at the four-year campus. Also under consideration is the offering of foreign language placement testing during OTAR.

ANALYSIS

The current placement testing process, with its various components, appears to be evolving so that students are being or will be advised into appropriate basic skills courses such as writing, reading, and math. Faculty will develop or select tests and establish the cut-off scores. Student Services will interpret scores to students and advise them into classes.

The testing process for placing students in and awarding credit for foreign language courses needs further articulation with UH Manoa. In addition, the practices/lack of practice for credit-by-exam for LCC courses and Leeward credit for equivalent courses completed in high school (as part of the 2 plus 2 Tech Prep/Associate Degree Program) need review. The present credit by exam practice requires that students obtain an instructor's approval to take an instructor-made exam. Concerns are raised about varying standards for a given course test administered by different instructors and the availability of instructors who would develop and administer the exams.

Also, the institution has not yet looked at:

a. The kinds and level of basic skills needed in other disciplines (for example, what reading, writing, and math levels are needed in sociology), and

b. What other kinds of basic skills are needed. (The College has also not stated what kinds and level of basic skills our graduates should have.)

Finally, except for achievement of learning assessed in the classroom for specific courses, the institution does not systematically assess overall learning achievement.

However, the UH Community College System is addressing this and related assessment issues like mandatory placement testing and possible mandatory exit or post-degree testing through the various Task Forces on the Associate Degree. One of these Task Forces deals with assessment. The final report and recommendations of this Task Force are expected to be issued by Fall, 1988.

RECOMMENDATION

The Student Services Division needs to continue to take an active role in the College's efforts to implement the EDP goal regarding retention as it relates to mandatory testing and placement couched in a student centered framework, thus providing support for equity and access.
STANDARD FIVE: COMMUNITY SERVICES

STUDY COMMITTEE:

Roy Kamida, Chair
Instructor, Accounting

Richard Aadland
Instructor, Accounting
Coordinator, Theatre Programs

Dianne Akau
Community Representative

Charlotte Arakaki
Education Specialist
Office of Special Programs & Community Services

Kathleen Cabral
Manager, LCC Theatre

Rose Domondon
Community Representative

Lucy Gay
Director
Office of Special Programs & Community Services

Lani Kiesel
Coordinator, Literacy Project at LCCW

Dottie Sunio
Instructor, Human Services

Clifford Wright
Community Education Assistant, LCCW

Margaret Yokooji
Secretary, Office of Special Programs & Community Services

STANDARD 5A: COMMUNITY EDUCATION COURSES

Community education courses are integral parts of the college educational program, intended to serve people whose educational goals do not require college credit.

DESCRIPTION

The Office of Special Programs and Community Services (OSPCS) is responsible for a broad range of non credit activities catering to the needs and interests of people from teenagers to senior citizens: the summer College for Teens, non-credit courses for adults including computer literacy, a senior citizens program, a small art gallery, and the college theater. Throughout the year the office sponsors special events and programs such as the Brown Bag Lecture Series, Volunteer Income Tax Assistance Program, and science fairs for the Leeward and Central Oahu school districts. The production of Campus Bulletin and the scheduling of campus facilities use for other than instructional purposes are responsibilities of OSPCS.

OSPCS is staffed by a full time director, a secretary, a half time educational specialist, a theater manager, and a theater technician. Several faculty members are assigned to the office for special projects.
ANALYSIS

There is a broad variety of special programs and events offered to the community; they are of high quality and enthusiastically received by the community.

The College for Teens is an enrichment program for teens 12-17 years of age offered during the summer months. Courses offered in the areas of the arts, humanities, business, computer literacy, mathematics, social sciences, and personal development introduce the students to the college setting. The program has been in existence since 1985. Lead time for the first years was too short to work with the various high school counselors. For the past two years the enrollment has approximated 50 students. Although the program does not have a large enrollment, it is an effective program and has received unsolicited comments from pleased parents. There is abundant potential for future growth.

The Adult Non-Credit Program has offered courses ranging from the arts and personal development to very specialized courses like the "Joys of Juggling" and television production. Since the last accreditation review, the enrollment has steadily increased, but although enrollment is larger, the program does not appear to be reaching the residents of Leeward. The Leeward population is diverse and complex with households having incomes over $50,000 to households receiving welfare checks. The College is not reaching nor servicing the general public which may be due to the following factors:

a. In some areas, the heads of the household are illiterate and need very basic skills.

b. Many clerical and skilled workers want "refresher" or computer courses that would help them in their career during their working hours.

c. Many residents fighting the daily traffic refuse to step out of their homes after work.

Courses that are part of the Computer Literacy Program were generally designed to teach specific computer applications such as word processing, spread sheet, data base management, and graphics. Some of these have been courses offered to the general public as part of the regular non-credit offerings, and others have been custom literacy programs for employers like the military, the Hawaii Department of Education, and Castle & Cooke. Courses offered to the general public have not been well enrolled. However, customized or contract learning for specific employers have been especially successful. Since 1986 we have had 14 classes with 531 participants in the military. The office as well as the joint board have evaluated each course. The joint board is very candid in its evaluations of our instructors and instruction methods. The evaluations have consistently been favorable.

Touring historic sights, food and nutrition, arts and crafts are but a few of the activities offered to senior citizens. The Senior Citizen Program has doubled in number (3,000) due to an advisory board and providing a "part time" staff person to work directly with the community.

The Foyer Art Gallery is open to the public. The Gallery is a showcase for LCC art instructors and art students and also island artists who are invited to exhibit their work. The Gallery has exhibited 36 shows in the last 4 years. Formal count of visitors is not kept, but it is estimated that 2,000 persons per year visit the Gallery.
A major part of educating and enriching the community is derived through the activities of the LCC Theater. LCC’s theater, the only performing theater in the Leeward and Central Oahu districts, offers a selection of productions in dance, music, and drama, many of which are oriented to the various ethnic groups in the service area. Major elements in the theater programming are the special daytime music, dance, and children’s drama performances for school children from all parts of Oahu. These school performances are shown to an average 40,000 children.

In addition to short-term non-credit courses and the Theater activities, OSPCS sponsors or co-sponsors or facilitates a multitude of services and events for youths, senior citizens and ethnic minorities:

- **Youth**: Ellison Onizuka Science Legacy Series, Science Fairs
- **Ethnic Minorities**: Kumu Hula Conference, Shin Jidai Concert
- **Senior Citizens**: Annual Cook Show with Hawaiian Electric, Health Carnival.


The five person staff of OSPCS is in constant contact with campus personnel, active members of the community, and various organizations in planning and carrying out activities. An advisory committee is used to plan the Foyer Gallery exhibits. The Senior Citizens Program is planned in consultation with an advisory committee composed of Honolulu City and County representatives and representatives from the 18 senior citizens organizations in LCC’s service area.

LCC faculty and staff are drawn up for special activities. Ad hoc committees and planning groups comprised of faculty and community members are organized as needed to plan special programs and events. The bulk of the work, however, is carried by the small staff. While the responsibilities and assignments have increased in the past few years, neither the general fund budget nor the staff has increased. In fact, the current assignment of both non-credit programs and senior programs to a one half-time person is the result of previous budget cuts rather than of organizational design.

While most of the non-credit courses and workshops are taught by instructors who also teach regular classes at Leeward, currently there is no formal organization or structure to facilitate the participation of instructional divisions in the planning and development of non-credit courses and other community service activities. Instructor talents and knowledge are used, but there is no formal monitoring for duplication with credit courses.

The OSPCS works closely with other organizations to determine what courses are offered. For the Senior Citizens, OSPCS works with the City and County of Honolulu Department of Parks and Recreation in addition to the 18 senior clubs in the surrounding communities. Many of the computer courses have been organized with the cooperation of the Hawaii Joint Training Board which has the responsibility to train military and civil service personnel who work for federal agencies in Hawaii.

According to our Educational Development Plan and the emerging trends of the West Beach-Kapolei projects, the faculty member assigned as a vocational educational training coordinator needs to be made a full-time coordinator. The vocational coordinator will
work directly with the West Oahu Employment Corporation to identify employment opportunities and to design specific training programs. The developer's commitment to hire area residents will create a demand for short term vocational training, basic skills, and upgrading training. There is a need to develop appropriate training and educational opportunities since the population consists so largely of unemployed persons, low academic achievers, native Hawaiians and immigrants.

The Directors and secretaries of all University of Hawaii Community College Community Services Offices meet monthly to compare and assess programs. Duplication is not a problem because each college serves a different geographic area.

Non-credit course brochures are periodically mailed to the members of surrounding communities, targeted groups, and campus faculty and staff (5,000 specifically targeted households). The mailing is done on a totally manual system where mailing labels are photocopied, peeled and stamped to brochures, and sorted in zip code order. The brochures list the courses being offered, procedures for registration, and other general information about LCC. Newspaper advertising and news releases have also been used to publicize non-credit offerings.

The enrolling of participants in courses is handled on a manual system through the mail, in person, and over the telephone. Due to the limitations and noncompatibility of the college's current computer system, the staff of OSPCS is developing and funding its own computer system to handle registration and other tasks. Registration is also coordinated with other sponsoring organizations.

RECOMMENDATIONS

a. Community service, as a major goal and function of any good community college, is essentially an integral part of every unit of the campus. To achieve this integration, each unit on our campus needs to initiate its agenda for community service activities and programs. In this way, the College will demonstrate a broader base of commitment and a variety of offerings to meet the diverse interests of our community.

b. The OSPCS can become a more integral part of the College by having each instructional division select a representative who will submit an agenda of community activities (forums, non-credit courses, etc.) planned for the coming year. The representatives will form a committee that will guide the offerings and activities of OSPCS. This does not lessen the need for a full time coordinator, but would facilitate the work of communicating and integrating the entire college into the community function of the College.

c. A more comprehensive and thorough instructor evaluation form should be developed to provide better feedback to the instructor or presenter and to the Office. This kind of information is needed to make well-informed decisions.

d. From the assessments and surveys that have been taken, there is a need to provide off-campus courses at various community sites.
STANDARD 5B: BUDGET AND STAFFING

Through appropriate budget, staffing, and placement in the organizational structure, community services is recognized as an institutional objective.

DESCRIPTION

The OSPCS is led by a Director who reports directly to the Provost of the College. From August 1985 through July 1987 the position of the Director was filled by Acting Directors; a permanent Director was appointed beginning July 1, 1987.

The support staff includes one secretary, one half-time education specialist (formerly full-time), one theater manager, one theater technician, 40% assigned-time theater program coordinator, 60% assigned-time Vocational Educational Training Coordinator, and student help.

State General Funds are allocated for administrative and staff personnel with the exception of some student help. State General Funds are also used to purchase office, art gallery, and theater supplies and equipment. Since 1983 theater equipment funds were re-allocated and never restored.

Special Funds are generated from non-credit course fees, admissions to theater events, tennis court rentals, and classroom and theater rentals. These special funds are used to pay non-credit instructors, artistic fees for theater performances, theater supplies, production expenses (including some student help), maintenance of the tennis courts, repayment of a loan to buy computers, and other special program expenses.

ANALYSIS

In view of expanding activities and programs, and the presence of a new College administrative team, this is an appropriate time to reassess the role and direction of OSPCS in relation to the entire College and community. Once this is defined, the administration should support the program with sufficient budget allotments for needed personnel and equipment.

While there has been a substantial growth in the activities of OSPCS the past three years, there has not been a proportional increase in support staff and funding.

The theater program has had the most growth. During the 1984-85 season there were 130 performances in the theater with 53,027 people in attendance. During 1986-87 season there were 187 performances with 81,894 people attending. That is an increase of 43 percent in number of performances and 54 percent in attendance. The largest area of increase has been college events and college productions. The college-sponsored theater productions are curriculum related, therefore admission fees are kept very low to encourage attendance and frequently do not generate enough revenue to cover production costs. For college events neither admission fees nor rental fees are charged, therefore no revenue is generated to cover costs.

The amount the college is able to charge at the box office for other cultural events, such as touring shows and film festivals, is frequently insufficient to cover all the costs of artistic fees, marketing, and presenting a performance.
The theater building has received considerable and necessary repair and maintenance during the past two years. The building was reroofed, hand rails were installed, and the interior was painted. Plans are under way for new carpeting and seating. The building is in good shape.

The theater manager currently serves as theater manager, box office manager, house manager, marketing director, and production coordinator of all LCC events. Beginning 1988-89, the theater manager, in conjunction with the director of OSPCS, will also assume the theater programming that is now being coordinated by a 40% assigned time faculty member. While this means additional responsibility for the theater manager, it is logical so that all programming and scheduling from the theater be centralized. A newly created, temporary, half-time, special funded clerical position is currently being filled. This will alleviate some of the theater manager’s time consuming clerical tasks.

The Foyer Art Gallery Program, while not expanding the number of exhibits, has had an increase in artistic quality and variety of the year’s shows.

The non-credit program is expanding into short-term vocational training. The office is developing partnerships with other agencies (e.g., Alu Like) and is beginning to sponsor and co-sponsor conferences, seminars and forums. The office was recently assigned production of the weekly Faculty Bulletin and the coordination and assignment of all college facilities for non-instructional activities.

Appropriate general funded budgeting and staffing for OSPCS should be provided sufficient to support the basic operation of the office. The personnel necessary to provide basic operations include a director, a secretary, a full-time educational specialist, a full-time vocational program coordinator, a full-time marketing specialist, a theater manager, a theater technician, a half-time clerk for the theater and increased funding for student help to match both the level of expertise required and the increased activities of OSPCS. The budget for basic operation should be sufficient to cover supplies for both the office and the theater including basic marketing costs of OSPCS activities e.g., flyers, brochures, newsletters, and other printed promotional materials. The budget should also provide for equipment for OSPCS, (e.g. typewriters, calculators, computers, and copy machines) as well as specialized equipment needed in the theater. OSPCS generates a need for over 100,000 copies of flyers, programs, etc. per year. With its current computer capabilities the office only lacks a copier to be able to handle the majority of its own printing needs in-house.

RECOMMENDATIONS

a. Increase the amount of general funds allocated to more fully cover the cost of student help, supplies and equipment for the office and the theater. This would in effect cover marketing costs for both the office and theater. A high speed graphic copier should be acquired immediately.

b. Convert the newly created, temporary, half-time, special funded clerical position to a permanent, half-time, general funded position.

c. Create and fill a permanent, full-time, general funded director of marketing position for OSPCS. This director of marketing would be responsible for the marketing of all the theater events, the Foyer Gallery shows, and the non-credit programs of OSPCS.
d. Convert the half-time educational specialist position to a full-time, general funded position.

e. Create and fill a permanent, full-time, general funded short-term training coordinator position for a contract learning program. Because of the success with private firms and the emerging trends at West Beach, we need to improve and expand our corporate education programs through contract learning arrangement between the College and organizations. A vital function of the program includes evaluating the education and training needs of business and labor for their employees (programs designed for employees to be more competent and competitive). Therefore, a full-time contract learner coordinator is essential.

STANDARD 5C: PUBLIC USE OF FACILITIES

Institutional policies and procedures encourage use of College facilities by the public.

DESCRIPTION

The College facility use policy follows that of the State, the University of Hawaii, and the UH Community College System. Generally it allows use of the facilities to non-profit organizations for activities such as meetings or workshops for a nominal fee which may be waived.

During 1987 OSPCS was given the responsibility for coordination of non-instructional facility use. Prior to 1987, OSPCS scheduled only tennis court and theater usage.

The College offers to each public school in the Leeward and Central districts free use of the theater on a space available basis once during each academic year.

ANALYSIS

Prior to 1987 OSPCS served as the community contact for the use of College facilities. These facilities included classrooms, tennis courts, cafeteria, grounds and the theater. The Office facilitated the day to day implementation of these facilities including record keeping for statistical purposes and channeling the facility use schedule to appropriate persons. In 1987 there was added the additional task and responsibility for non-instructional activities for students, faculty, and staff, and also classroom requests by West Oahu College and the community at large.

The College has been successful in encouraging use of the College's facilities. Classroom use by the community increased significantly from 198 uses in 1984 to 470 uses in 1987; tennis courts from 79 uses in 1984 to 138 uses in 1987; theater attendance from 53,027 in academic year 1984-85 to 81,894 in 1986-87.

The increase in usage of the facilities and the additional responsibility for the coordination and assignments of these facilities have increased the workload and placed an additional burden on the staff. This high usage has caused substantial wear and tear on the facilities and equipment. A more efficient and less labor intensive computerized system is needed. Current budgeting does not provide funds for regular repair and maintenance, upgrading and replacements.

As part of its mission in serving the needs of the community, the College encourages and makes available the use of classrooms, cafeteria, and tennis courts to various
community groups. Groups such as the Hawaii Macintosh Users Group, Military Testing Program, Hawaii Music Teachers Association, and the Hawaii Department of Education have become regular users of College facilities.

There is an increase in the number of requests to accommodate larger groups of 150 to 350 people for conferences and workshops; the two largest classrooms on campus accommodate 75 to 80 persons. The Theater accommodates these requests for larger groups; however, due to the 638 seat capacity and its full production capability, the theater is neither a cost-effective nor appropriate alternative. A 350 seat multi-purpose annex to the theater under the auspices of OSPCS is a viable solution.

If the use of the tennis courts by the community is to be encouraged, extensive repairs need to be considered. Although restriping has been accomplished in Spring 1988, additional work such as sealing up all cracks on the courts, removing mildew, and resurfacing may be necessary.

**RECOMMENDATIONS**

a. Restore regular funding for recurring equipment replacement and repairs and maintenance.

b. Fund the computerization of facilities scheduling.

c. Construct theater annex.

d. Repair tennis courts.

**STANDARD 5D: PUBLICITY AND COMMUNITY LIAISON**

*Community liaison is developed and maintained through community surveys, public information materials, and other appropriate methods.*

**DESCRIPTION**

There is no formal, periodic assessment mechanism to survey the communities' needs. Regular informal contacts with the leaders of community groups and other organizations are maintained to communicate the needs of the community and the availability of campus resources.

News releases for all OSPCS activities are routinely sent to over 60 communication outlets and over 30 radio and TV stations. In Fall 1987, a new, up-dated media listing was compiled by obtaining the revised edition of the *Hawaii All Media Publicity Guide*, compiled by a professional publicity service. Finally, public service announcements are used to round out the publicity for various events.

Brochures listing the schedule of non-credit courses, listing scheduled theater events, and listing showings in the Foyer Art Gallery are prepared and sent to community members, campus personnel, and other interested groups.

In 1987 OSPCS began the publication of its newsletter, *Reaching Out*, to inform the community of OSPCS programs.
ANALYSIS

Currently the program engages in a process of informal periodic assessment and informal contacts with the community leaders to aid in program development. Although this process produces good feedback to the staff, it is felt that this should be developed into a formal process with an individual serving as the liaison to provide a more comprehensive and ongoing interaction.

The program should undertake a multifaceted approach to information giving which would include a coordinated support effort to disseminate information to the community and to get information from the community regarding their needs. This would include surveying the residents, college faculty and staff, and present and past students on a regular basis. This would necessitate an increase in manpower for the program to develop and maintain this level of interaction.

The biggest need for Community Services, and the College as a whole, is for a coordinated strategy of media effort to publicize the programs—including better dissemination of information on campus to faculty, staff, and students. There needs to be someone as outlined in the current Educational Development Plan, specifically assigned to the task of marketing the College programs.

The only Community Service publications of consistent high quality in terms of production are the annual theater brochures and the newsletter, Reaching Out. Other publications lack the same high quality; this is due to limited budget for production of "marketing" materials.

The Office does not have the capability of producing its own brochures and many times has to rely on local businesses. The costs are often paid by the OSPCS staff out of their own pockets. The Community Service program needs desperately to have the capability to reproduce quality brochures and publications materials on an ongoing and timely basis; this would insure a professional image which would be cost effective on a long range basis. The early acquisition of its own high quality copying machine is essential.

RECOMMENDATIONS

a. Hire a full-time, general funded director of marketing (See recommendation c. for Standard 5B).

b. Purchase a quality, high-speed photo copier for OSPCS use.
STANDARD SIX: LEARNING RESOURCES

STUDY COMMITTEE:

Don McNeil, Chair
Librarian
Tess Hartwell
Assistant Dean for Academic Support
Judy Kappenberg
Coordinator, LRC
Betsy Kikuchi
Secretary, EMC
Norma Matsukawa
Librarian
Cathy Morishige
Instructor, Food Service
George Shiroma
Instructor, Chemistry
Jennie Thompson
Instructor, Mathematics
Coordinator Mathematics LRC
Iluma Williams
Counselor

Learning resources at Leeward Community College include (1) the Library; (2) the Educational Media Center; (3) the Learning Resource Center; (4) the tutoring centers which are (a) the Komo Mai Center which offers assistance to students who are handicapped, (b) the Program for Adult Achievement (formerly the Program for Learning Disabled Adults) which offers assistance to students who suffer learning disabilities, (c) the Mathematics Learning Resource Center which assists students who need help with math, and (d) the Chemistry Learning Center which provides services for chemistry students; (5) the Curriculum Resource Center which is in the process of being formed; (6) the Computer Resources of the campus; (7) the Typewriters and Photocopiers of the campus; and (8) the Campus Bookstore.

The self-study is based on an examination of existing policies and reports, two student surveys, a faculty survey, and interviews with various staff. The report will be especially lengthy because the Standard 6 self-study committee has dealt with each of the eight components of Learning Resources noted above under each of the five suggested major divisions of the Standard.

STANDARD 6A: ADEQUACY OF OFFERINGS

Learning resources, print and non-print library materials, media equipment, facilities and staff are sufficient in quantity, depth, diversity, and currentness to support the institution’s educational offerings at appropriate levels.
Description

The Library is used for a variety of purposes. In addition to checking out materials and using the reference services, Library patrons have use of books, magazines, periodicals, a photocopy machine, typewriters, and calculators. During the Spring of 1988, several personal computers and printers were made available.

The Library holdings number 54,953 books, 328 periodical subscriptions, 9388 pamphlets, 3509 college catalogues, 8422 government documents, 2835 phonorecords, 250 kits, 214 videocassettes, 151 16mm films, 4909 reels of microfilm containing periodicals, 3573 reels of microfilm containing newspapers, plus others materials.

The equipment used by the Library in conjunction with the periodicals and newspapers on microfilm includes six reader-printers and six readers. In the student typing room are located eleven electric typewriters. A small collection of audio-visual equipment is kept on hand to support instructional needs. Also, for faculty, a test scoring machine is kept in the Library. A theft detection system effectively protects the Library book collection. An elevator for the physically handicapped controlled from the circulation desk provides service between the second and third floors.

The automation of the Library, part of a University of Hawaii system-wide effort, continues to evolve at all of the campus libraries. Hamilton Library selected the Advanced Library Information Inc. (ALII) library software in 1984. At that time portions of the program had been written and when exhibited to the Hamilton Library staff impressed them sufficiently to warrant choosing the program. Hamilton Library, in response to the community college librarians made a commitment to a system-wide approach. The other software companies wanted sums like $100,000 for each campus library to have copies of their software. ALII agreed that, if selected, it would charge nothing for the additional campuses. This was an unbeatable combination.

Analysis

A faculty survey and two student surveys conducted during Fall, 1987, indicate satisfaction with Library materials and services is quite high. In addition, and in support of this user satisfaction, the Library (except for periodical and film holdings) meets the minimum Quantitative Standards for Two-year Learning Resources Programs, established by the Chancellor for the Community Colleges in 1981.

The weeding program, as recommended by the standards, began in 1982, the Library has withdrawn approximately 20,896 books from the collection, thereby making room for newer acquisitions and assisting in the preparation of the collection for conversion to machine readable format.

The Library continues with the process of computerizing the collection. A special allocation of funds by the Legislature covering the 1985-1987 biennium enabled the Library to begin the process of converting the card catalog to machine readable format and to purchase the minimum amount of equipment to put a computerized system into operation.

The ALII software selected by UH Manoa's Hamilton Library is considered to be in the forefront of library computer programs. The application software modules are being distributed to the college libraries as soon as feasible after acceptance by Hamilton Library. There is considerable effort being made to have the machine readable data base large enough, and machine readable student records available, to warrant bringing the
circulation system on-line, at the earliest, in the Spring of 1989. The ALII software capability for interlibrary communications may be available during the 1990-91 academic year.

Hamilton Library and Advanced Library Information, Inc. will develop and support a computerized intra-library loan process when all (or most) of the colleges' circulation systems are on-line.

The first personal computers were assigned to the Library in Fall, 1987. The Library now has the equipment that would make it possible to offer patrons Mainland data base searches.

Over the last several years, all of the public use typewriters have been replaced with new, easy to use electric machines.

Beginning in 1980 there have been administrative decisions that continue to cause considerable concern for the professional staff. Since 1980 the Library has used a system of rotating the leadership, much as the instructional divisions rotate chairpersons. All Librarians are on nine-month contracts; those who wish to work during the summer session are rehired on a contract covering the number of hours to be worked. The library closes for public service between the end of the second semester and the beginning of the summer session and again until the beginning of the fall semester.

In the Standards, staff components are based upon full-time equivalents for staff working thirty-five to forty hours a week for twelve months a year, including vacations and holidays, in a Library where most of the processing occurs on campus. Computer operations, which are year round operations, are an important consideration when considering staff, resources, and patron access to the resources of a Library vis-a-vis an academic year public service orientation.

Reduction of the five professional staff members from eleven month to nine month appointments has resulted in the loss of ten months of work time per year. The decision approximated the reduction of the professional staff by one position. This action came soon after a decision was made not to fill an empty sixth professional library position, but to transfer the position to the Educational Media Center.

Early in the 80's came the decision to close the library to the public from the end of the second semester to the beginning of the summer session and from the end of the summer session until the beginning of the first or Fall semester. One librarian is on duty the equivalent of ten of the first twenty days following the close of classes in May and one librarian is on duty the equivalent of ten of the first twenty days before the beginning of college in the Fall. One librarian is scheduled to be on duty each day during the summer session. Under this concept, the librarian's workload, other than student contact, is not provided for and classified staff members do not receive supervision from their supervisors, which forces the library into a period of minimal production between May 15 and August 15.

It is possible for a campus to operate a library in this fashion, though quality of service is downgraded severely. For most of the professional librarians there is insufficient time during the academic year to accomplish their assignments because the majority of time is spent working with students at the reference desk. With the advent of computerization and its pending impact on staff and resources, the question of library resource services needs to be addressed.

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And finally, the decision in the early 80's to close the library for six weeks of each summer to any form of public service needs to be questioned in relation to the objectives of a library and the College's responsibility to the community.

**Recommendations**

The advent of the computer and the computerized data base makes possible the swift retrieval of library holdings from terminals located within the library, from other locations on campus, and from off-campus sites. The off-campus sites may be LCC units, terminals located on any of the campuses of the University of Hawaii State-Wide System, any of the campus libraries, and any home with a personal computer equipped for data transfer. In theory the library computer will be running twenty-four hours a day, every day of the year. This accessibility should mean increased usage of this library, now an underused resource when we consider the potential activity that could be developed. The college needs to prepare to support the off-campus communication needs of the library.

From 1968 until 1980 the library was open for public access twelve months of the year. This, the largest adult collection of library materials in the Leeward area, was available for use year round to the college's students, college's faculty and staff, and the people of the community. The fall Library Questionnaire indicated a strong interest in expanding the hours of the library to Saturday afternoon and Sunday afternoon. The return of the professional librarians to eleven month contracts would enable the staff to accomplish those behind-the-scenes tasks that enable the patron better to utilize the library and to open the facility for use by users on a year round basis. If the library were to move into weekend services, for which the Fall Library Questionnaire shows a need exists, a sixth professional librarian would be required and the Library Assistant III, administratively loaned to the Learning Resource Center in 1980, would need to be returned.

The West Oahu College Library was provided approximately 2,000 sq. ft. of space on the entry level floor of the Leeward Community College Library. The library book collection fills the available shelves to capacity. Expansion can be gained by either decreasing the seating capacity of the library or by planning for the eventual enlargement of the building. In that event, both the Educational Media Center and the Learning Resource Center would gain needed space. (Another possibility is that West Oahu College may relocate, but this would be several years away.)

The Quantitative Standards, CCCM #11000, based upon the American Association of Community and Junior Colleges, recommends that the minimum annual acquisition for a library should be five percent of the collection size. The book and educational material budget has remained essentially the same since 1980. It is a positive sign that not once in these years was the budget administratively reallocated to be used for other purposes on campus. This is in marked contrast to the 70's when the funds in the book budget were very unpredictable. On the other hand, though the library could count on the funds being available, the increases sought to counteract the annual devaluation of the dollar though inflation were not forthcoming. Thus, the number of books purchased annually continued to decrease each year. The allocation of funds to buy the new materials should be provided if the Standards, the sole intent of which are to establish a benchmark for the provision of quality services to patrons, are to be reached.
EDUCATIONAL MEDIA CENTER

Description
The Educational Media Center provides technological and audiovisual support to faculty, staff, administrators, and students. Services include:

a. Media production (television, graphics, audio, photography).

b. Repair and maintenance of audiovisual and computer equipment.

c. Inservice training and consultation in media, television, and microcomputers.

d. Campus-wide six channel closed circuit television system.

By the end of fiscal year 1987, equipment inventory of the EMC should be approximately 1150 pieces of equipment, including such instruments as 10 TV cameras, 5 time base correctors, 3 video editing systems, 50 VCRs 105 television sets, 85 overhead projectors, and 200 microcomputers.

The microcomputers are currently organized under the instructional divisions. The EMC provides repair and maintenance for all inventoried equipment and networks as well as limited inservice instruction for faculty.

Analysis
Creative production of instructional materials for instruction depends on the interest and initiative of the faculty to plan, organize, and produce innovative instructional materials. Minimal external grants and other resources, and the lack of a strong inservice program for the campus, is reflected in the decrease in production of instructional materials. However, as more resources and focus on high tech is made available, faculty and students discover innovative applications for instruction.

Recent changes affecting instruction and administration provided the EMC an opportunity to reexamine its direction and objectives. Expansion of services will include involvement in Television Production Training (a vocational program), Video distribution (a proposed link with community cable television system), Student Video Program (internship), computer graphics and its application in media production and instruction.

Although present resources are adequate for current levels of services, additional space, funds, personnel and equipment will be necessary for expanded services and programs, especially in the area of video production and training, and computer application.

Recommendation
A formal, annual report, including evaluation of Media Center Resources and Services by faculty, students, and staff, should be required at the end of each fiscal year. Such a report and evaluation would be instrumental in the Media Center's future planning.

In the area of new services, such as the planned microcomputer center, greater communication and consultation between the administration, the EMC, the faculty and staff is needed, with emphasis on establishing clear-cut goals and objectives responsive to the needs of faculty and students.
Funds should be sought to increase the Media Center's budget in response to increased services related to microcomputers and television production and training. Planning for a new EMC facility (space) and additional resources (personnel and equipment) must be initiated now to meet instructional needs for the next decade.

THE LEARNING RESOURCE CENTER

Description

Materials. The print and non-print material in the LRC are of sufficient quantity. In the past two years the LRC has increased its collection of print and computer material for the developmental reading and writing levels through a computer-managed developmental instruction program, CCP (Comprehensive Competencies Program). There have been additions to the non-print material related to the replacement of language tapes in French and Japanese and with new tapes related to the introduction of Russian to the LCC curriculum. The LRC computer software library has increased five-fold since the last self-study.

CCP. Two years ago LCC, along with all other community colleges in the system, instituted the Comprehensive Competencies Program (CCP). CCP offered us a model for a computer managed instructional system and allowed us to develop an individualized program for most of instruction in reading and grammar.

Equipment. Much of the LRC media equipment has changed: the 17 year old machines in the foreign language lab were replaced, the number of computers available for student use was increased from 5 to 16, sound-on-slide projectors inventory was reduced by two-thirds, the number of slide projectors was reduced from 6 to 3 after several years of disuse (but this number proved inadequate when a series of slide lessons were placed in the LRC by an art instructor). The closed-circuit television system was transferred to the Media Center. This meant the transfer of all VCR's, television monitors, peripheral equipment, and the video tape library to the EMC. The Library Assistant responsible for operating the system has had her duties redefined and is now responsible for overseeing the circulation function of the LRC.

Physical Space. The physical space in the LRC is inadequate for the services provided. As programs and services have grown, the problem has become more critical. The LRC has separated the quiet from the noisy areas by placing one activity on one side of the room and the other on the opposite side. Where possible headsets have been arranged for students' use while listening to some audio visual materials. But, except for one office and one storage room, there is no space in the LRC to separate large group activities from the rest of the LRC.

Staff. Instruction is provided by one full-time instructor, four instructors assigned an average of 3 credits to work with students in the Center, and 25-30 student workers. The bulk of direct services to students is still provided by students. The Library Assistant position which was temporarily assigned to the LRC was returned to the Library. In its place, a Clerk III position was created, and pending approval of the reorganization for Academic Support, will be placed in the LRC.

Analysis

Materials. Student evaluation of LRC material is positive. Of students who had an opinion on the quality and quantity of material, a large majority said written materials met their needs (90%), audio and video tapes met their needs (83%), both written material and tapes were of sufficient quantity (85%) and were up to date (85%). roughly
the same proportion (89%) felt the LRC equipment is well maintained. When asked to rate LRC services and material overall, faculty responded as follows:

<table>
<thead>
<tr>
<th>Rating</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>30%</td>
</tr>
<tr>
<td>Good</td>
<td>53%</td>
</tr>
<tr>
<td>Fair</td>
<td>15%</td>
</tr>
<tr>
<td>Poor</td>
<td>1%</td>
</tr>
</tbody>
</table>

There has been expansion of LRC material in both the print and non-print areas. Federal vocational education funds have made resources available to expand study material, particularly CAI material, at the developmental levels. There has been discussion about introducing a basic writing course (English 10). If this happens, the LRC will need more material appropriate to students enrolled in these courses.

CCP. Leeward’s experience with CCP has provided an alternative mode for delivering supplemental instruction in a lab situation and a basis for developing individualized instruction that could be called on in the future.

Equipment. The LRC’s practice of changing and adding new equipment has become more aggressive in the last year. This change in posture has resulted in more timely response to the changes in the College. There remains a need to increase and upgrade the Apple IIe computer lab.

Physical Space. Space limitations have resulted in limitations in program development and expansion. For example, the expansion of the number of computer stations was deferred due to space limitations; however, student and faculty demand has forced the LRC to expand to a 20 seat lab which it is in the process of acquiring. Perhaps the most serious effect of the limited space is the effect on the learning environment for students. Students often must study under crowded and noisy conditions.

Staff. There are plans under way to add four full-time faculty positions to the LRC. Three of the positions will be instructional and will provide students with professional staff services, making the LRC less dependent on students. The addition of a full-time clerk in circulation gives the LRC the support to develop its services. The LRC will be fully staffed to provide a wider range of services in basic skills development.

Recommendations

Materials. The LRC should continue to seek adequate funding to acquire the material needed for expansion or addition to its services, particularly in support of the development of the English 10 courses and the individualized instructional units to be developed.

CCP. The LRC should develop individualized, self-paced modes of instruction in reading and writing.

Equipment. The LRC should maintain currency of its equipment by aggressively assessing its needs and requesting needed equipment.

Physical Space. The physical space of the LRC should be expanded to accommodate the growth of the Center. Renovations to the LRC space need to be made to create spaces appropriate for the variety of learning activities that occur in the Center.
TUTORING CENTERS

Description
The Komo Mai Center uses student helpers to assist students/clients whose handicaps require the assistance of readers, scribes, or wheelchair helpers, and provides other student special needs support services. The Center also provides limited tutoring for clients with minimal mental handicaps. Clients who do not require special tutoring services are referred to the Learning Resource Center. Equipment available for use by handicapped students include talking calculators, braille machines, visual enlargers, large print typewriters, teletype for the deaf, and microcomputers.

In addition to the direct support services provided to its clients, the Komo Mai Center also has a resource library containing materials on specific handicaps, on laws involving the handicapped, and on special recreational and educational programs designed or modified for the handicapped.

The Program for Adult Achievement (formerly Program for Learning Disabled Adults) was designed to meet the special needs of college students with specific learning disabilities who have the motivation and potential to succeed in a community college. The program employs student helpers to provide tutorial assistance. The individual tutors are utilized, as appropriate, to assist students in developing appropriate learning strategies, to tutor in subject areas, and to provide one-to-one instruction in basic skills. The program participants are also referred to the Learning Resource Center for assistance.

There are computer programs, micro computers and printers, and commercially prepared audio visual programs for student use.

In addition to three courses (Math 1J, Math 22, and Math 25) that are taught through the Mathematics Learning Resource Center, student helpers and instructors provide instructional assistance to any student in need of it.

The Center houses eight file cabinets of instructor-made fact sheets, instructional sheets, and problems sheets with complete solutions for most mathematics courses. In addition there are varied commercially produced resources including teaching tapes, filmstrips, filmloops, two complete teaching tape/workbook/filmstrip programs on Basic Mathematics and Fundamental Mathematics. There are at least 50 computer programs for all levels of mathematics. Moreover, there are two complete computer programs with worksheets for the entire courses of Math 1J and Math 22. There are ten Apple IIe microcomputers and one Imagewriter printer, and a Plato terminal with modem hookup to the UH Manoa campus.

Since Fall, 1986, the Center has been the location for the mathematics portion of the Comprehensive Competencies Program.

The Chemistry Learning Center is composed of two fully equipped science laboratories and a learning resources room with thirty individual learning stations, four videotape viewing areas, two terminals connected to the VAX 7800 minicomputer programs, five Apple IIe microcomputers and five Macintosh micro computers.

Resources available to the student include 200 chemistry and biochemistry videotapes, over 300 filmstrip/audio cassette programs, approximately 250 computer programs, and a small library of approximately 50 reference texts.
In addition, tutoring, retesting of experiments, and individualized remediation in chemistry are offered. The Center is tentatively scheduled for a Macintosh II to interface with the existing computers and a videodisk player to further customize and individualize student learning options.

Analysis

The resources available in tutoring centers other than their own are continually reviewed, revised, and up-graded wherever possible by the staffs of the several centers. Whenever funds are available, new resources are purchased.

The Chemistry Learning Center was built by the chemistry instructors in order to accommodate an individualized instructional approach which was designed to maximize the student-instructor contact in an informal atmosphere supplemented by audio visual and computer-based resources. The learning center has been a crucial factor toward the success of this individualized approach as compared to traditional methods in meeting the diverse needs of students within the program. The instructors modified a room using tables, plywood, shelving, extension cords, and portable outlets to construct learning carrels to house audiovisual and computer equipment. An inexpensive indoor-outdoor carpet was installed to dampen the noise level.

With constant use, an average of 50 hours per week, over the past eleven years, the Chemistry Learning Center's facilities have deteriorated and need to be refurbished. The makeshift carrels and their temporary electrical connections, as well as the badly torn carpet, need to be replaced. The growing collection of audiovisual and computer software needs additional shelving and cabinet spaces. The center area needs to be expanded to accommodate more students.

The implementation of the Comprehensive Competencies Program has allowed the Mathematics Learning Resource Center to build up its resources at the remedial and developmental mathematics level. The Center has very few resources available for the precalculus and calculus courses. It needs to add resources for both instructors and students to use in the Center. There are a variety of resources available, but more time and effort needs to be spent in acquiring some quality and useful resources for these levels.

The Mathematics Learning Resource Center is also in need of additional work space for students at peak hours of the day. Since Fall, 1987, it offers one section of Math 1J, one section of Math 22, and two sections of Math 24 through the Center. During peak morning hours, students are crowded into the Center. In summer of 1987, the wall between rooms MS 203 and MS 204 was renovated for expansion of the center. Large glass windows and a door connecting the two rooms from the inside were installed. However, the MS 203 has not been used for the Center because of the shortage of classroom spaces for mathematics classes. Hence, priority has always been to allow the room for regular classroom instruction rather than for use by the Center.

The Komo Mai Center serves clients with a variety of disabilities. There are many resources for each disability. New information and discoveries on each disability are being made. New technologies in serving each disability and other advances are constantly taking place. The Center needs to constantly update its resources. It needs the latest information on high technology and equipment available in regard to the education of the disabled student. It needs to replace old resources with new resources to assist the different kinds of disabilities.
The Komo Mai Center has a shortage of service spaces. Service areas such as "space to read to a blind client," "tape tests for blind in quiet area," or "space to test blind students by reading aloud the questions" are mentioned in surveys as pressing needs.

Commencing with the 1988-1989 academic year, the Program for Adult Achievement will become part of the Learning Resource Center. As part of the LRC reorganization plan, a learning disabilities specialist will be hired. The learning disabilities specialist, a counselor and student helpers will comprise the staff for the Program for Adult Achievement. The reorganization will allow the program to be a combined effort of Student Services and Instruction and will afford the program to utilize more fully the services of the LRC.

Recommendations

The Chemistry Learning Center needs new and additional shelving and cabinets to house its collection of resources. It needs an extended area to accommodate more students. This could be done by renovating a seldom used darkroom and a prep/storage room, but would require the removal of a sink and two walls, the installation of shelving, tables, and outlets.

The need for additional space, especially for tutoring and study spaces, should be studied for both the Mathematics Learning Resource and Komo Mai Centers.

Funds should be made available to expand the precalculus and calculus resources in the Mathematics Learning Resource Center. There should be a plan on the sharing of facilities which will include the use of MS 203 to accommodate the student overflow at peak hours at the Center.

Funds should be available to update resources for the Komo Mai Center related to the education of the students with disabilities. In addition, with more access to computers and high technology, programs directed to the disabled should be purchased for the students. For example, if there are computer programs that allow the blind to work with computers that are capable of talking and have synchronized voicing that would definitely help the blind, such programs should be evaluated and purchased for the Center.

CURRICULUM RESOURCE CENTER

The Curriculum Resource Center is presently in its conceptual stage. It is planned, that the Center will include a staff member who is knowledgeable of the applications of educational technologies and another staff person who has grantsmanship experience as well as experience in educational materials development. The Curriculum Resource Center will thus provide faculty and staff with assistance in developing instructional materials that will support various modes of instruction suited to a variety of student needs and learning styles. The Center will also provide faculty and staff with assistance in securing extra mural support to finance special projects that cannot be supported by General funds. Furthermore, the Center will be an avenue by which faculty and staff development activities can be undertaken.

COMPUTER RESOURCES

Description

The College's inventory of computers has risen substantially since the last accreditation self-study in 1984, and the 1987-1993 Educational Development Plan sets a
continuing goal to update technology and alternate delivery systems for instruction and administration which includes computer technology.

Existing computer resources include three minicomputers and more than 200 microcomputers. In 1987 a VAX 780 to support instruction and a VAX 8200 to support administration and registration were acquired. The VAX 780 supports 32 terminals in the computer lab and classrooms and two terminals in the Chemistry lab.

The Library has a C.ltoh minicomputer and Aloha software, an integrated library circulation, acquisitions, and cataloging system; four terminals are currently used to convert library records to machine readable form. And another terminal and printer are used for system maintenance. Nine terminals are available to give students and faculty access to the library cataloging records. Additional terminals will be added in the future.

The more than 200 microcomputers consist primarily of Apple Ile's and IBM PC's with a few Macintoshes, IBM AT's and XT's, and miscellaneous brands. Most of the microcomputers are equipped with two disk drives and are connected to printers; some have color monitors. The microcomputers are distributed throughout the College for use by students, faculty, and staff. Many are clustered in learning labs and resource centers. Additional cluster sites include a computer center supported by the Associated Students of LCC and another center with 15 IBM PC's is used by OSPCS for non credit activities and courses.

The Educational Media Center inventory listed 126 printers on campus including a Laserwriter.

Available software includes a variety of word processing, database management, spreadsheet, and graphics programs and programming languages as well as subject specific CAI programs developed commercially or by LCC faculty and Staff. Most popular applications programs such as dBase III Plus, LOTUS, MacWrite, Microsoft Word, Wordstar, Wordperfect, AppleWorks, Print Shop, and Page Maker are available. CAI programs are in various places around Campus.

Analysis

Despite the dramatic increase in the number of computers and computer programs available on campus, interest in and demand for access to computers still exceed the resources available. A new master plan to provide for additional resources has not been updated since the "Three-year Computing Plan (1982-1985)".

The current inventory of microcomputers meets the minimum needs of the main learning centers (the LRC, Business Education laboratory, Math Learning Resource Center, Chemistry Learning Center, and Computer laboratory), but is not sufficient (as currently clustered) to handle peak hours of use at the Math and Chemistry laboratories and potential use at all of the facilities. Use at the Math Learning Center will increase in the Fall if computer assisted instruction is required for all college algebra courses as planned. Students who cannot be accommodated are currently sent to the Learning Resource Center. LRC instruction on the Apple computer and programs for language arts classes and workshops is limited by the number and memory of the microcomputers. A typical language arts class is too large to be taught at one session. LRC has 18 Apple Ile microcomputers, six of which have 64K memory and only one disk drive.

Recent surveys show a strong interest among students and faculty in using computers for learning and instruction. About 75% of the students who answered the question expressed interest in using computers to learn about business, history, English and other subjects.
Many of these students may not be using the campus computers. More than half (60%) said they were not told (or did not remember being told) about the campus computers and could not comment whether the number and quality of computers met their needs. Faculty members expressed an interest in using computers for desktop publishing and word processing, file management, programming, and as a teaching aid in the classroom. Most of the teachers (90%) believe students would benefit from using computers in their classes and many (68%) would like more training in using computers and computer programs.

Leeward's microcomputers are compatible with a majority of the computers owned by faculty and students. About 79% of the student respondents who have microcomputers own an Apple or IBM system and many faculty members earlier purchased one of the two brands through the College. Increasing interest in desktop publishing among faculty and in business indicates the college should consider buying more Macintosh or IBM's, laser printers, and the necessary software programs for this purpose.

The number and variety of software programs appear to be more than adequate. Faculty members continually acquire or develop programs that will help students with their studies as well as provide them with skills to compete in the job market. The ICS department, for example, is testing Computer Assisted Design (CAD) software programs for pre-engineering students on a vendor-upgraded IBM microcomputer in the computer lab.

Upgrading and acquiring new equipment on a timely basis appears to be a problem because of budgetary and other constraints. Faculty members complain about not being able to get more computers because they were not included in the biennium budgets, did not receive high priority, or, if approved, delivery was uncertain because funds were diverted to other uses. Complaints are also made about the paperwork involved and the bidding process.

Recommendations

The College should develop a new master plan which establishes a timetable and priorities for the acquisition, distribution and location of computer equipment to meet current and future needs in line with EDP goals and with input from a broad-based team of faculty, staff, and administrators, including the financial officer.

As part of this process an advisory committee on computers could:

- Survey and consider the specific equipment and software needs and goals of each learning center and division.

- Establish realistic goals based on budgetary constraints and the needs of the college as a whole.

- Establish the mechanism for continuous review and updating of the master plan.

The College must provide a more stable source of funds to upgrade and acquire equipment and acquire software programs on a timely basis to support programs with special requirements.

The College should plan and offer more workshops in response to faculty and student interests and needs.
TYPEWRITERS AND PHOTOCOPIERS

Description
Various Campus offices have one to four electric typewriters, including IBM Selectrics and portables as well as manuals, generally 10 - 20 years old in good to poor condition. Campus secretaries have a VT-100 computer terminal primarily for word processing.

Typewriters are available in various places around Campus for student use. Eleven typewriters are provided in the Library for student use. More are available in four business education classrooms when classes are not in session; availability schedules are posted in each classroom.

One photocopier is provided in each division office for 10 copies or fewer; four other copiers are situated in the Administration building for administrator, business office, and student services use. Duplicating Services provides over-the-counter service for less than 50 copies as well as two to three day service for longer runs.

There are three copiers provided in various locations for student use: the Student Center, the Library, the Learning Resource Center. The cost is $.10 per copy.

Analysis
Typewriters. About 40% of faculty surveyed said that availability, quality, and condition of typewriters are inadequate. Another 40% thought that the situation was adequate. The increase in the use of microcomputers appears to have eased the demand for typewriters. Per the recommendation of the 1984 self study, the Library has since then purchased new typewriters.

It was also recommended in 1984 that hours Business Education typewriters are available be circulated to students in the beginning of each semester. Presently, the available hours are posted in the classrooms.

Fifty-eight percent of students surveyed were not sure whether there are enough typewriters available on campus. It is possible that a great percentage of the 58% are uninformed about the availability of typewriter use.

Fifty-two percent of students surveyed type papers for school work. However, there are 77% of students that have typewriters at home. By these statistics, it could appear that available typewriters at the College may be sufficient for those who need to type their papers on Campus. The student survey verifies this as 29% said there were enough typewriters available and only 13% responded negatively.

Photocopiers. Comments and ratings of a recent survey show that the Duplicating Services is doing a good job in serving the Campus. A higher percent of respondents rated Duplicating good to excellent than rated it fair and poor.

Some of the printing problems faculty identified in 1984 appear to have been resolved with Duplicating Services' new 24-hour service. This 24-hour turnaround service was augmented with an "over-the-counter" service for less than 50 copies total run.

A recent survey shows that students thought $.10 per copy charge was reasonable and that quality and condition of the photocopiers is adequate for their needs.
A large percentage of "don't know" may indicate that students may not have been informed of all three locations of photocopiers provided for their use. On the other hand, perhaps these students did not need to use a photocopier.

The photocopier in the Learning Resource Center is one which was passed down from the Library and is not in the best working condition.

Recommendation

To improve the use of typewriters on Campus, the Office of Administrative Service should systematically evaluate the condition of typewriters and replace the ones in poor condition. Times of available use of typewriters controlled by the Business Education Division should be circulated to both faculty and students at the beginning of each semester.

The condition of photocopiers in the various Division offices should be evaluated and a reasonable schedule for replacement should be made. The photocopier in the Learning Resource Center should also be evaluated for possible replacement in the near future.

THE LCC BOOKSTORE

Description

The Bookstore is located on the first level of the Student Center Building, the Diamond Head side. It is administered by the University of Hawaii Bookstore which serves the entire University System. In addition to stocking commercially produced textbooks and school supplies, the Bookstore also stocks approximately 25 texts per semester written by LCC faculty and produced by LCC Duplicating Services.

Besides serving LCC faculty and students, the Bookstore orders and sells textbooks and materials for West Oahu College.

Analysis

The Bookstore does not restrict titles requested by faculty in any way. There still appears to be some difficulty with the size of book orders being cut but that is resolved with the cooperation of the Bookstore Manager.

The shortage of space in the Bookstore will be alleviated somewhat during the Summer, 1988, when renovation will produce an additional 90 square feet to the total area. With the additional space the Bookstore will acquire, there will be more room for display of non-book materials and room to stock them.

Eighty-three percent of the students surveyed report that the books required for courses were available at the beginning of the semester. Of the faculty surveyed, 26% indicated they were not informed when the books were not going to be in at the beginning of the semester. In checking with the Bookstore, the problem appears to be that the faculty were not informed because their book orders were late coming in to the Bookstore. If a book order was sent in two weeks before the semester, titles will not be in at the beginning of the semester. It takes six to eight weeks for books to reach Leeward. Otherwise, if book orders are in on required dates, notification of any problems, such as out of stock or out of print, is sent to the instructor.

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Recommendation

Instructors should come in to the Bookstore a week or so before registration to check if their books are in so as not to be surprised when classes begin.

STANDARD 6B: SELECTION AND EVALUATION PROCEDURES

There is an organized procedure for selection and evaluation of learning resource materials.

LIBRARY

Description

The Library's procedure for selecting and evaluating materials for purchase has been approved by the Faculty Senate and appears in the Library Handbook, Faculty Supplement.

The Library's weeding procedure has been described in Standard 6A. The weeding program intended for a biannual frequency was begun in May, 1982. The motivation for the initiation of the process was the lack of shelf space, the need to withdraw materials no longer used, and the preparation of the collection for the computerization of the data.

Analysis

The Library Handbook, Faculty Supplement, in which the selection procedure appears has routinely been distributed to all faculty at the beginning of the first semester since it was first issued. The current Faculty and Staff Opinion Survey reveals a significant decrease in faculty awareness of the selection procedure. The Fall survey reports a 30% level of awareness which is a 27% decrease since the 1984 survey. In addition, the Fall survey shows that 40% do not know about it, and 24% are not sure if they know about it. The Faculty and Staff Opinion Survey asked it "If you do know about the selection process, how satisfied are you?" The response was that 25% were very satisfied, 20% somewhat satisfied, .02% dissatisfied, and 51% do not have an opinion.

The Library encourages full participation by faculty in the selection process. The acquisition librarian keeps faculty aware of the selection procedure, routes brochures and flyers to faculty, sees that faculty are informed of the arrival of material they have ordered, and advertises selected new books in the Weekly Bulletin. Faculty are provided with convenient forms to use in requesting books for purchase. Though the number of periodical subscriptions does fall short of the standards it is believed that existent titles, largely reflecting periodicals indexed in the Reader's Guide to Periodical Literature, meet the needs of LCC's patrons. However, this cannot be said for the film and videocassette collection. The Educational Media Center, in the 1987-1988 academic year, phased out hundreds of videocassettes. This will have an impact lasting for years, on the capability of the College to buy replacement titles, whether identical or similar in content.

Recommendation

There is no question that the Library should continue its acquisition and weeding programs. The College must keep current, and there are no immediate plans for expansion that would allow keeping more of the older materials. The Library should distribute the Library Handbook, Faculty Supplement, at the beginning of the first semester of each academic year to all faculty. The acquisitions librarian should take additional steps to recreate the 1984 high awareness level by the faculty of the educational materials buying process.
EDUCATIONAL MEDIA CENTER

Description
The EMC keeps abreast of developments in hardware and software through visits to distributors and conventions where hands-on demonstrations and evaluation are possible, and through consultation with colleagues at other colleges. During the semi-annual inventory/maintenance check, all equipment is evaluated and appropriate replacement schedules are arranged.

All Divisions, as a policy, are required to consult with the EMC before purchasing any media equipment to insure available servicing and repair and compatibility with similar equipment on-hand.

Analysis
The EMC procedures for reviewing and evaluating equipment have been satisfactory in the past; Media Center staff are experienced specialists and are knowledgeable in the latest developments in their areas. But the policies and procedures for the selection and evaluation of equipment and software are cumbersome at times. While purchases are supposed to come through EMC, they often do not.

The plan to reorganize the Academic Support unit calls for a microcomputer resource center and an increased involvement by the EMC in the selection of computer hardware and software. New procedures designed to increase faculty consultation and involvement are necessary.

Recommendations
The EMC inventory and evaluation data should be further computerized to enhance the Center's ability to determine quality, frequency of repair, obsolescence, etc., and to provide data necessary to develop a cost effective repair-maintenance schedule.

An advisory committee composed of administrators, faculty, and staff should be appointed to assist the Center in developing policies and procedures for the selection and evaluation of equipment and software. Workshops and seminars designed to help faculty and staff become familiar with and evaluate the possible effectiveness of new hardware and software for their classroom use should be periodically scheduled.

LEARNING RESOURCE CENTER

Description
Material selection falls into three categories and procedures for each category different.

Material purchased by the LRC. The material in this category is examined and the decision to purchase is made by the full-time LRC staff. Most often, however, the material has been recommended by faculty on the Campus or colleagues on other campuses who have had success with the material.

Material selected and placed in the LRC by instructors. Selection of material in this category is solely by the instructor. LRC input is limited to whether or not the LRC is able to distribute the material to students.
Material selected in consultation with faculty. In this category, faculty are asked for their assistance in the selection of material to be used in the LRC. CCP materials, for example, were selected in this way by appropriate reading and writing faculty.

There is, however, no systematic method for the removal of obsolete material. In general the practice for removing obsolete material is the identification of material that has not been used for several semesters. In such cases the faculty who placed the material in the Center (or one who has used the material in the past) is contacted to see if there are plans to use the material in the near future. The material that faculty members plan to use is retained and the material not likely to be used is discarded or returned to the division of origin.

Analysis
The selection procedure varies with the manner in which the materials are placed in the LRC. This gives the LRC flexibility in the purchase of materials, especially when time is short for making purchasing decisions. The lack of faculty input lessens the likelihood of faculty knowing what material the LRC has and consequently, lessens the likelihood that students will be assigned to use the material. However, efforts are made to educate faculty on the use of new materials through workshops or written descriptions of programs.

The system for removing obsolete material is somewhat erratic. In general, the obsolete material that comes to the attention of LRC staff will be handled. Some obscure material can remain in the Center for a long period because no one notices it.

Recommendation
A policy for the selection and removal of material in the LRC should be written, established, and disseminated.

TUTORING CENTERS

Description
The organized procedures for selecting and evaluating materials and of updating and deleting obsolete materials at the Komo Mai Center and the Program for Adult Achievement rest with the coordinator via consultation with other faculty or staff.

For the Mathematics Learning Resource Center, the mathematics instructors, with input from lecturers in mathematics, are involved in the selection and evaluation of learning resource materials. Because there are so many mathematics and QM courses, the instructors and lecturers who teach a particular course are primary ones in the selection and evaluation of the learning resource materials for that course and in the updating and deleting of obsolete materials.

For the Chemistry Learning Center, all chemistry instructors are involved in the selection and evaluation of learning resource materials. Student input and feedback are also encouraged in this process. Dialogue between instructors occurs constantly and the selection and evaluation of resource materials is an ongoing cooperative effort. The instructors are involved in the updating of obsolete materials as time permits.

Analysis
The material and resource selection procedures at the tutoring centers are adequate to meet the needs of staff and students.
Recommendation

Each of the tutoring centers should continue to maintain its present selection and acquisition procedures and should continue to involve additional faculty as needed.

CURRICULUM RESOURCE CENTER

It is planned that the Curriculum Resource Center will develop into a kind of clearing house where various faculty/staff may bring in and share with others their educational resources. The CRC staff likewise will be actively involved in securing information about what is most current and what is available as instructional resources for the various disciplines. The mechanism by which the selection, evaluation, acquisition, and dissemination of the learning resources will be carried out has yet to be identified and developed.

COMPUTER RESOURCES

Description

Leeward's Three-Year Computing Plan (1982) and related documents established guidelines and a timetable for acquisition of computer equipment. As noted earlier a new team of administrators will be reviewing current procedures.

Computer software is purchased through normal budgeting procedures for instructional materials within the divisions and operating units. The same procedures for selection and evaluation of other learning resources within each division are applied to software.

Analysis

Leeward has not had a master plan for acquiring computers to support instruction and administrative tasks since 1985. An earlier Three Year Computing Plan (1982) and subsequent documents established a timetable and an orderly process for acquiring computers. These plans defined priorities for the allocation of the College's budgetary resources and also recognized the need for flexibility and yearly reviews to respond to rapid technological changes. A major criticism of the first plan was that it was drafted with limited faculty involvement, primarily from departments that were already acquiring or planning to acquire computers.

Decisions to acquire computer hardware and software are made independently by each division since the EMC has not had the staff nor a clear mandate from the administration to coordinate computer hardware and software selection as originally planned. (A planned microcomputer resources center has also not materialized.)

Software programs are generally selected and evaluated by instructors and departmental coordinators in an informal process. While the process appears to work, there is no assurance that all faculty are aware of and agree with the selection criteria and procedures since these have not been formalized or documented. There may also be unnecessary redundancy in the software available on campus since selection is done with little or no reference to the software available in other departments.

While the faculty members understandably do not wish to relinquish their right to purchase resources they feel are necessary to support their programs, there is support for designating one agency primarily responsible for assisting instructional staff with computer hardware and software selection and coordinating or monitoring acquisitions to
provide a better inventory of computer resources. A master list of software programs on
campus, especially programs used to support courses, would allow instructors to share
expertise on using the programs, minimize unnecessary redundancy, and possibly reduce the
campus outlay for popular software programs which offer institutional licenses.

Planning for the acquisition of additional equipment, the upgrading of existing
equipment, and replacement of broken or obsolete equipment continues to be difficult
because of continual changes in the status of funding.

Recommendations
The recommendations made in the 1984 self-study are still valid with some
modifications and additions. The College should:

a. Update its master plan for acquiring computer resources with broad-based
faculty input and establish procedures for the periodic review and updating of
such plans.

b. Provide guidelines for prioritizing acquisitions and require instructors to relate
the use of computers to EDP goals.

c. Provide for coordinating or at least monitoring the purchase of computer
resources and provide the staffing and other support necessary for the EMC (or
any other designated department) to fulfill this responsibility. (At KCC orders
are channeled through one agency, which orders most equipment in bulk and
distributes and installs the equipment.)

d. Define the criteria and procedures for evaluating and selecting software
programs and make them available in writing to all faculty within a
department and to other departments.

e. Compile and distribute a master list of software programs available on campus.

TYPEWRITERS AND PHOTOCOPIERS

Description

Campus purchases are determined by College budget priorities. Divisions and
operating units submit equipment lists for approval to the Director of Administrative
Services.

Analysis

There are no organized procedures or standards to evaluate campus needs for
typewriters and photocopiers. The office of Administrative Services determines
replacement based on unit need requests and College budget priorities.

Recommendation

Procedures and standards for evaluating typewriters and photocopiers should be
developed and distributed.
BOOKSTORE

Description
The Bookstore orders all titles requested by faculty. Orders are initiated by the instructors and routed through the Division Chairs to the Bookstore.

Analysis
The process for ordering textbooks is clear. Instructors fill out order forms distributed by the Division. The Division reviews the order and passes it to the Bookstore which orders all titles requested by faculty/Division.

The procedure for ordering non-textbook items is very informal. To date no Bookstore advisory committee has been formed as was recommended in the previous Accreditation Report. An advisory committee could help in establishing guidelines for the selection of non-textbook items. It could help deal with problems surrounding book orders and procedures.

Recommendation
It is still recommended that an advisory committee be formed, perhaps under the aegis of the Assistant Dean for Academic Support, to include the Bookstore Manager and student and faculty representatives.

STANDARD 6C: AVAILABILITY OF RESOURCES

Learning Resources are readily available and used by staff and students both on and off campus.

LIBRARY

Description
The Library is open seventy-one and three quarters hours per week including four evenings and five hours on Saturday morning. The "Library Annual Report for 1986-1987" reports a circulation of over 35,000 books, periodicals, and other items. The electronic patron counter shows 223,387 people exiting the Library. Over 60 classes a semester require that students participate in the Library administered instructional program.

Analysis
The Library is highly visible and heavily used as indicated in the description above. Three different surveys conducted during the first semester of 1987 show that faculty and staff hold the Library and its services in high regard.

The Library Evaluation Survey of 1987 shows that there is strong interest in expanding the hours of library service to include Saturday and Sunday afternoon hours.

Although overall use of the Library is strong, the Library statistics indicate a decline in circulation since 1980-81. This decline coincided with the assignment of a library staff member to the Learning Resource Center and the concurrent relocation of a significant portion of the library audio/visual material and equipment to the LRC. The closing of the Library for public service in the summer, except for the summer session, reduced library usage statistics further.
Recommendations

While the Library Instructional programs are strong and will continue, there needs to be revision to reflect certain changes. To increase the speed of revision the units need to be put on computer using word processing. Units teaching access to the computer based catalog and data base search need to be developed.

The Library should move to a twelve month operational mode with all professionals on eleven month contracts and sufficient new staff to support weekend opening.

EDUCATIONAL MEDIA CENTER

Description

The Educational Media Center hours are 8:00 a.m. to 4:30 p.m., Monday through Friday. The closed circuit television transmission service is available 8:00 a.m. to 8:00 p.m. Monday through Thursday and 8:00 a.m. to 3:00 p.m. on Friday.

During the Summer and Fall, 1987, the EMC produced 30 television programs and 60 graphics, videotaped 4 Learning Resource Center Workshops, and was involved in a number of special events and conferences.

The radio broadcast studio is maintained by the EMC and used by broadcast students in simulating a real studio and producing audio tape programs.

Aside from producing instructional programs, the television studio is also used by the students enrolled in television courses. The Center provides television production services for theater activities, programs for other state agencies, and a limited amount for community organizations.

Analysis

The Center's equipment and facilities are highly specialized and not intended for use by general students and faculty, although the workroom and service of the production staff may be used by students as an extension of course assignments. Users of sophisticated equipment, such as TV cameras, must be certified by the EMC.

Lack of a staff development program for innovation and grant writing, and the decline of external instructional development resources, are factors contributing to a slight decrease in producing materials for instruction.

The handbook for Media Center services is presently being revised and will be available in Fall, 1988.

Recommendations

The EMC should develop a reorganization plan defining its programs, including: television production and training; improvement of the closed circuit television system; effective use of community cable systems reaching out to Leeward clientele; and microcomputer and computer application and utilization of the campus and in the community. High Technology in the 90's will require planning and organization in order to make it happen.

An annual evaluation instrument should be developed for the Educational Media Center.
Timely workshops on microcomputers and TV application in instruction should be conducted by the Center, to stimulate innovation in instruction and make faculty more aware of available media services.

LEARNING RESOURCE CENTER

Description

Hours. LRC hours are from 8:00 a.m. to 8:00 p.m. Monday through Thursday and 8:00 a.m. to 3:00 p.m. Friday.

Dissemination of Information About Services: The LRC makes its services known to faculty and students in several ways. A memo is sent to each faculty member at the beginning of each semester which includes a description of services, a form for scheduling a tour of the LRC, and a schedule of the "Success Quotient" Workshops (study skills workshops for students). A description of LRC services and a handout on LRC services is included in the orientation packet for all new faculty. The LRC was a "stop" for the LCC Campus Safari at the beginning of the '87-'88 academic year.

Ease of Use. Care has been taken in designing distribution procedures to allow students maximum access to their study materials. Where possible materials are placed on open shelves. Color coding and signs are used to help students find the material they want. When materials need to be distributed, procedures are kept to a minimum to assure that students get what they want quickly and with the least amount of bother. At the same time, a tally of student use of material is kept, sending the information to the student's instructors, and making sure that materials are returned to the circulation desk. Students on the circulation desks are trained not only to distribute material efficiently, but also to deal with students in a supportive and positive way.

Users Identified. LRC services are well used, particularly by students enrolled in courses offered by the Language Arts Division. Other divisions that use LRC services regularly are Business Education, Arts and Humanities, and Social Sciences. From the Math and Science Division, the computer science students are primary users. (See summary of LRC Usage '86-'87).

Analysis

Hours. The survey of students conducted by the Assistant Dean of Academic Support indicated that the majority of students who had an opinion (81%) felt the LRC hours were convenient for their use. (Item #18 of the Student Opinion Survey) However, of the 74 students who said they never used the LRC, 19% gave "inconvenient hours" as the reason for their not using the services.

For the majority of students, LRC hours are convenient. However, there is a group that does not use the LRC because hours are not convenient. The College regularly offers classes on Saturdays; students from these classes and evening students have inquired about the LRC being opened on Saturdays.

Dissemination of Information About Services. From student evaluations, it has been learned that the majority of students come to the LRC because their instructors require or strongly recommend its services. The LRC has been effective in efforts to inform faculty about its services.

Ease of Use. To support instruction, the LRC has tried to simplify the procedures students must follow in the LRC. Sensitivity to this aspect is one strength of the LRC and
the one on which the LRC is most highly rated by students. The Center is aware that the manner in which students are treated affects their seeking assistance and the quality of their learning experiences in the Center. Staff are diligent in monitoring services to make any corrections or adaptations when the need arises.

Users. Because the LRC supports basic skills instruction, it is expected that most LRC services are provided to students enrolled in language arts courses. As writing and reading-across-the-curriculum programs develop, it is anticipated there will be an increase of services to students in other academic divisions. The Vocational-Technical Division is still the division that underutilizes LRC services.

Recommendations
The LRC should explore the extent of need and the feasibility of opening on Saturdays.

As a way of expanding services to students enrolled in Vocational-Technical courses, the LRC should explore alternative methods for delivering basic skills instruction.

TUTORING CENTERS

Description
Services at the Komo Mai Center and for the Program for Adult Learners are available to students on a daily basis for a weekly total of approximately 35 hours each. The Mathematics Learning Resource Center is open 41 hours including three evenings. The Chemistry Learning Center is open daily from 7:15 a.m. to 5:00 p.m.

Analysis
The Chemistry Learning Center and the Mathematics Learning Resource Center are heavily used. These two centers would like to reach an even wider population. The chemistry center would like to service a population which would include the general public.

The mathematics center would like to expand its services to LCC at Waianae, offering credit courses through the LCCW LRC and its services to military bases. Right now to take advantage of math center service, off-campus students must come to Campus.

Recommendations
The expansion of services by the chemistry and math learning centers will require additional funds and increased staff including student helpers and instructional staff. Funding for such expansion should be provided.

The Chemistry Learning Center and Mathematics Learning Resource Center should have funding to expand their hours with additional student help and professional staff. In addition, the mathematics center should expand its service to LCCW.

Each center should increase its hours of operation.

Additional space should be found for both the Mathematics Learning Resource Center and for the Komo Mai Center.
CURRICULUM RESOURCE CENTER

Since the Curriculum Resource Center is not yet operational, no scheme of acquiring, storing, and disseminating of resources has yet been developed.

COMPUTER RESOURCES

Description

Computer availability to faculty and students varies with the site. Computers placed in the Math Lab and Chemistry Learning Center are available 40 hours per week and restricted to students, divisional faculty, and staff of those sites.

The Business Education division's computers are used by various classes 15 to 21 hours per week and available the rest of the time for students and faculty in the department. Class use will increase in Fall, 1988, when new courses on keyboarding and business software applications are offered.

Except for special student projects, equipment in the EMC is restricted to faculty and staff.

The Computer lab is open 60 hours or more Monday through Saturday. The computers are currently accessible to all students except for about a third of the time when classes are in session. Use of the VAX 780 is restricted to Computer Science students who have been assigned an account.

The LRC is open 55 hours a week. About 250 students use the Center's computers each semester either to fulfill course requirements, to participate in the Comprehensive Competency Program, or to participate in word processing workshops.

The Career Development Center retrieves career information for students from the microcomputer-based DISCOVER career guidance and information system. The Center's microcomputers are also used by students with the aid of a counselor. The Center is open daily and one evening a week.

Analysis

Leeward has made tremendous progress in providing more computer hardware and software for its students, faculty and staff. A large number of students and faculty use computers at home and at work. According to the student survey, the most frequent use of a computer or word processor has been at home (33%), another school (25%), the Leeward Campus (22%), and work (military and civilian, 20%). A little more than half of those who use the LCC computers use them for course work. The most frequent applications are computer assisted instruction and word processing.

About half the faculty who responded to the survey have a computer at home and three quarters use computers at work for a variety of tasks.

Inadequate publicity for computers. While the number of microcomputers on campus has increased, the recent surveys indicate many students and some faculty are not really aware of what computer resources are available to them. About 61% of the students responding to the questions said they were not informed or didn't remember being told about the computers on campus. About a third of the students said the "amount and quality" of computers and/or word processors on campus met their needs. However, a larger number (60% for the first questions, 67% for the second) could not comment on
whether the number and quality of the available equipment was adequate for their needs and interests.

Faculty members were asked whether they were familiar with the type of computer applications used on campus. A majority of faculty members (78%) said yes, but twice as many said they were only "somewhat" familiar with the applications as those who gave a strong affirmative.

*Open versus Closed Microcomputer Centers.* Apparently not enough information is being provided about the availability and types of resources on campus. The rapid rate of growth in the number of computers at different sites may be partly responsible for this. There may also be a reluctance to publicize resources for fear that students and faculty within the particular discipline may have difficulty accessing the microcomputers for course assignments and instruction.

The Campus has not made a clear-cut decision as to whether the major microcomputer sites should be open to all or "special" i.e., for the use of students and faculty within the departments. Faculty opinion is almost evenly divided, although there were slightly more favoring open laboratories than special laboratories on the survey. Supporters of specialized laboratories argue that these are comprehensive learning centers with software requiring assistance provided by student tutors and professionals staff. A substantial number favored both closed and special laboratories based on need and who foots the bill for the equipment.

The learning centers are theoretically open to all, with the exception of the Business Education Department which restricts use to its own students and faculty. The Learning Resource Center sponsors word processing workshops which are widely advertised and available to all interested students. The chemistry lab gives priority to its own students and faculty and the computer laboratory coordinator says restrictions will be considered if it becomes difficult for ICS students to complete course-related assignments.

*Centralized vs. Distribution Microcomputer Sites.* Distribution of microcomputers throughout the campus was a deliberate decision to take advantage of the expertise of faculty within the different departments to install and maintain the hardware and teach others in the department how to use the software programs. This has not been clearly articulated to the faculty and staff. According to the faculty opinion survey, more support decentralization (56%), but a substantial number support centralization (32%) while some (12%) support both. Supporters of centralization argue that the computers will be more accessible to all users and the highest use of the resources in view of budgetary constraints, more cost effective to manage, and more efficient. Those who favor decentralization raise concerns about responsibility for the equipment, funding new acquisitions and replacements, availability of professional staff to help users, and prioritizing use.

**Recommendations**

Leeward must resolve some basic questions to provide the computer resources necessary to satisfy present and future student and faculty needs and to assure that the resources available are put to their highest use.

The College must determine exactly what resources are available for general use, i.e., for faculty and students not doing course related work, and publicize these resources.

It should compile and circulate a list of all computer resources available for faculty use, including the hours available. A similar list should be compiled for students and the availability publicized through campus orientation, lab orientations, the student
newspaper, and other appropriate channels. Written policies on use should be posted at the facilities.

It should evaluate whether what is available is adequate for general use and special purposes and consider how to provide the inventory necessary to satisfy present and future student and faculty needs.

It must evaluate the merits of decentralized versus centralized computer resources and decide which system or combination of systems best supports the College as a whole in terms of equipment needs and budgetary constraints.

TYPEWRITERS AND PHOTOCOPIERS

Description
Limited numbers of typewriters are available for use by faculty and staff. Typewriters are provided in the library. Students may use typewriters on a first-come, first-serve basis. Typewriters in the Business Education classrooms are available specific hours when classes are not in session.

Photocopiers in division offices are used heavily by staff and faculty. Duplicating Services has been providing "over the counter" service for less than 50 copies as well as 2 to 3 day service for longer runs. Photocopiers in the Library and Learning Resource Center are available for use by students for $.10 per copy. ASLCC (Student Government) has a copier available for student use in the Student Lounge.

Analysis
Faculty has expressed the need for better quality typewriters. Fifty-eight percent of students surveyed responded that they were not sure whether there were enough typewriters available on campus. This situation could be remedied if an availability schedule could be circulated to the students at the beginning of each semester as had been recommended in the 1984 self-study report.

The quality of photocopiers in Divisions needs to be improved. However, the excellent services provided by Duplicating Services appears to have somewhat eased the use load of Division photocopiers.

As indicated in Standard 6A, students are making good use of the three photocopiers available to them on Campus.

Recommendation
See recommendations in Standard 6A.

BOOKSTORE

Description
Regular Bookstore hours are from 8:30 a.m. to 4:00 p.m., Monday to Friday. During registration, the Bookstore opens two nights of night registration to accommodate those students registering at night. It also extends it hours to 7:30 p.m. during the first week of school.
Analysis

Bookstore hours are generally convenient for students as books required for courses were available to students. Of the students surveyed, 67% reported that the bookstore hours were convenient for them; however, 76% reported using the Bookstore only once or twice a semester.

Forty-four percent of the faculty expressed overall satisfaction with the Bookstore, while 65% of the students rated the bookstore good or excellent. The Bookstore also is available to West Oahu College students as it orders WOC required books.

Recommendation

Although Bookstore operation and services appear to be generally satisfactory and readily available, the Bookstore staff should continue to be alert to new ways to improve its services.

STANDARD 6D: AVAILABILITY OF QUALIFIED STAFF

Professional staff with pertinent expertise is available to users of learning resources.

LIBRARY

Description

The Library is staffed by five full-time Librarians and eight full-time clerical staff members in addition to student help. There is one additional LA III position on loan to the LRC. The Librarians meet the minimum qualifications of a Master's Degree in Library Science.

Analysis

It has become evident that the reduction of the Librarian’s contracts in 1980 from eleven to nine month appointments has reduced the professional level of library adequacy—the effect of taking away two months of work time per year from each of the positions. (See section 6A for a full discussion.)

The Librarians make an effort to keep abreast of developments in their field. This is documented more fully by the Library Annual Reports of the past years.

Recommendation

A major area of focus for staff development for Librarians and clerical workers in the Library continues to be technological requirements of a modern library. The College must continue to support the updating of technological skills.

EDUCATIONAL MEDIA CENTER

Description

The Educational Media Center is staffed with five full-time positions: two media specialists (one of whom serves as Coordinator of the Center); one electronic technician, one graphic artist, and one stenographer. In addition, there are five student aides to assist the full-time staff. The two media specialists are also faculty members and meet the College’s minimum qualification of an MA.
Analysis

The Educational Media Center staff is well trained for its traditional services and level of operation. However, a computer specialist position should be established and funded if the planned Microcomputer program and Center is to develop in an orderly fashion and be staffed appropriately.

The EMC does not meet the staffing level established in the Statement on Quantitative Standards for Two-Year College Learning Centers. According to that standard, the EMC should have a minimum or four professional staff and nine support staff. With the expansion of computer maintenance services, the television studio, and the planned Microcomputer Center, it has become crucial for the EMC Center to be staffed to meet the minimum quantitative standards.

To keep abreast of the rapid growth of technology, staff training for electronic technicians is essential—but presently inadequate or non-existent. Staff development and in-service training are manifested in the reliability of equipment and efficiency of services provided by the College.

Recommendations

To meet the minimum quantitative standards for staffing referred to in the evaluation section, the following specialists and personnel should be added to the EMC staff:

- **Electronic Engineer** to design, operate, and maintain television studio facilities and equipment, including the closed circuit TV system.

- **Microcomputer specialist** to organize, develop, and coordinate the planned microcomputer program and center, including workshops, surveys, and in-service training. This person would also serve as a consultant to faculty and staff regarding computer hardware and software.

- **Instructional developer** who would work with faculty in developing specific video and computer programs to use in classroom instruction. This person would also be involved in the evaluation of commercially available software.

- **Computer maintenance technician** to diagnose, repair, and maintain computer, microcomputer, and word processing systems.

- **Student aides** (3) with computer backgrounds to assist faculty, staff, and students on weekends as well as during normal operating hours.

On-going training for EMC staff should be maintained and improved to keep all abreast of technological changes and advances. On-going workshops and training sessions should be conducted so faculty can develop their own skills in evaluating, using, and modifying microcomputer programs.

LEARNING RESOURCE CENTER

Description

Presently, the professional staff consists of a full-time coordinator, a full-time instructor, and four or five instructors with assigned time to work with students in the LRC. Most of these professionals serve students indirectly as trainers and supervisors of student workers who provide direct service to students. The College plans to increase the LRC
with three additional full-time instructors. There will be a reading instructor, a learning disabilities specialist, and an assessment specialist.

The number of professional staff has been limited for a number of years, so the present staff has participated in in-service training to keep abreast of the development in the field, particularly in the area of computer technology. In this way the staff has created the expertise needed for computer assisted instruction.

**Analysis**

The addition of these professionals will allow the LRC to expand its programs in writing and reading. The placement of the learning disabilities specialist in the LRC will mean that the College's program to serve these students will operate out of the Center. With the expansion of the professional staff, the College has given the LRC personnel the opportunity to develop and grow incredibly in the next few years.

**Recommendation**

With the addition of this new staff, the LRC must examine the work responsibilities of staff members and make the changes necessary to reduce dependence on student assistants for providing direct services to students. The LRC staff needs now to examine and determine the direction the Center will take with the added expertise available on the part of staff.

Finally, the LRC should maintain its arrangement with the Language Arts Division for assigning faculty to the LRC as part of their workload. These faculty members make important contributions to the LRC and are an important link to the various disciplines in the division.

**TUTORING CENTERS**

**Description**

The *Komo Mai Center* is staffed throughout the day by the coordinator, student paraprofessionals, student clerks, and student auxiliary aides.

The *Program for Adult Achievement* is staffed by an instructor/counselor and student helpers.

The *Mathematics Learning Resource Center* is coordinated by a Mathematics Instructor on three credits assigned time. The instructor of the courses offered through the Center, a casual hire (an individual with a bachelor's degree) for night hours, and student helpers provide the additional staffing for the Center.

The *Chemistry Learning Center* is staffed by the chemistry faculty and student helpers.

**Analysis**

The *Chemistry Learning Center* and its daily operation is an essential part of the instructional approach used in the teaching of chemistry. Staffing requirements should be based on the manpower needs to support learning activities which occur within the center in addition to the normal, traditional workload in terms of formal credit courses. These requirements must consider the time spent in supervising individualized learning in the laboratory and media resources room (a minimum of 40 hours per week) and time allotted for maintenance, updating of all audiovisual and computer software, and time for the development of potential applications of the ever changing technology. There are four
full-time chemistry instructors, but the student helper allotment is insufficient to support the center and its functions.

A mathematics instructor with only three hours of assigned time is the director of the Mathematics Learning Resource Center. Included as part of the director's duties is the coordination of all activities of the Center, hiring, training, supervision of the staff, and faculty liaison. As the Center experiences increased use and expansion of resources and activities, there should be an increase of assigned time for the director of the Center.

With an increase of resources and services to any student in need of mathematics assistance, there has been an increase of students who utilize the Center. The majority of these students are those who come for drop-in tutoring at all hours of Center operation. No appointment is necessary for tutorial assistance nor is there a time limit on the tutoring assistance. Additional student helpers are needed to keep up with the student demand for assistance.

The Komo Mai Center is currently directed by a coordinator/counselor who is employed on a half time basis. As more specific populations of disabled students are identified at the College, coordination by a full-time coordinator is needed to assure that adequate services are provided for the education of the disabled.

Recommendations

The Chemistry Learning and the Mathematics Learning Centers are understaffed and in desperate need of relief; student helpers should be hired to sustain their instructional strategy and instructional approach. The Mathematics Center's director should be given additional assigned time to coordinate the center.

The Komo Mai Center should be staffed by a full-time coordinator/counselor. The College's EDP has provisions for a full-time position for the 1987-88 year and one should be hired.

CURRICULUM RESOURCE CENTER

Initially two persons will be hired to assist faculty in material development and in staff development as well as in securing extramural support of the various Center activities. Future staffing needs will be assessed subsequently.

COMPUTER RESOURCES

Description

The Chemistry Learning Center and the Math Learning Center are staffed by at least one instructor throughout the day. The Math Center has two professional staff available during peak periods. Student aides are available at both facilities. The Math Learning Center has 90 hours of student assistance per week; 20 hours are supported by vocational education funds which will end this year.

No professional staff is on duty at the Business Education computer laboratories to assist users. Computer aides are on duty 20 hours a week and instructors are available during classes and regular office hours.
The computer lab is coordinated by an instructor on three credit hours of assigned time. Instructors are available during class and office hours. Student aides are also available during the hours the lab is open. Assistance at the LRC is offered by the manager of the Comprehensive Competency Program, three instructors on three credits each of assigned time, and student help.

When available and their own responsibilities permit, Educational Media Center staff and student helpers provide assistance to faculty and staff.

**Analysis**

Technical support has been reduced at the same time that the need for assistance has increased. The Educational Media Center has one technician who is responsible for maintaining all computer equipment not covered by vendor maintenance contracts. There has been no replacement for a faculty member, on assigned time from the Math and Science Department, who offered computer assistance to other faculty. A position for a full-time staff member to assist faculty has been diverted to the computing center.

Professional and other assistance available to students varies from full time professional staffing at the Chemistry and Math laboratories to none at the Business Education laboratory. The business laboratory needs more computer aides to keep its labs open for more general use and the chemistry laboratory needs more help during peak hours of use. Instructors are usually accessible during office hours at all learning centers. Whether this is adequate assistance must be evaluated by each department on the basis of its own needs.

**Recommendations**

The College must **reassess the number of computer specialist positions needed** to adequately support the microcomputers on campus and provide funds for these positions.

**Technical support** for the installation, maintenance and upgrading of the hardware and software and **expertise to assist faculty** in selecting, evaluating and using software programs are needed. Assessment of current services is necessary to determine whether professional assistance to students and the hours each computer facility is open are adequate. The College must provide the staff and funds necessary to support course and student requirements.

**Basic training** in the use and maintenance of microcomputers should be provided to and required of instructors who use them.

**TYPEWRITERS AND PHOTOCOPIERS**

**Description**

Presently there is no office responsible for monitoring all typewriters and photocopiers for student use.

**Analysis**

No office is responsible for providing typewriter or photocopier assistance to students.

There are three photocopiers provided for student use. Quite often students don't know how to operate the photocopier at the Student Center. There is no one there to help
them. The photocopier at the Learning Resource Center does not give change. Students without correct change must go elsewhere for change and return to use the photocopier.

**Recommendation**

An office given the responsibility to monitor all student learning aids should be assigned/established to provide assistance so that more students will be better informed about the availability and use of these aids on Campus.

**BOOKSTORE**

**Description**

The bookstore manager holds a BA and reports to the manager of the University of Hawaii, Manoa Bookstore. The Bookstore is also staffed with one account clerk and one clerk and several student helpers.

**Analysis**

The Bookstore Manager is generally on duty when the Bookstore is open.

**Recommendation**

Care should be exercised to ensure that the Bookstore staff maintains a high level of competence.

**STANDARD 6E: COMPUTER SUPPORT OF INSTRUCTION**

*Computing and data communications services provided are sufficient to support the instructional program and consistent with the institution's objectives.*

**LIBRARY**

**Description**

The status of library computerization is described in Standard 6A. Currently data communications with off campus sites are accomplished with two telephone lines.

None of the community college campuses has a hardware replacement strategy in place. Hardware maintenance is based upon time and cost of replacement items. The company providing the software, through a maintenance contract, services and installs updates of application programs and versions of the operating system.

The Library, while in the process of developing a high quality computerized library operation, is concerned that the technology will be in place to make that data freely available to users outside the library.

**Analysis**

The Library computer operation has been analyzed in Standard 6A. For purposes of off campus data communications the library computer will need to be wired for computer to computer exchange of data. There are several options.

Wiring is needed for eight terminals from the library computer to the PACX in the campus computer center. This would permit terminals outside of the library, but located on the campus, to communicate with the library data base. If telephone lines are connected to the PACX, then off-campus terminals and computers could communicate with the library computer as well.
However, the library needs the capability of the simultaneous transmission of data over multiple terminals between it and the computer in Hamilton Library. One way to accomplish this would be to provide a dedicated line from the PACX to the PACX in the University of Hawaii Computing Center at Keller Hall. The library would have to provide two multiplexers, one at each end of the line. These terminals would serve library staff using the utilities and enable students to search the data base at Hamilton Library.

In the absence of funding for a hardware maintenance contract, the library receives a small allocation to cover minor problems that may be expected to occur to the computer, the printers, or the terminals. This does not address the question of what the college would do if a hard disk breaks down and needs to be replaced. The replacement cost of over $10,000 would need to be provided to bring the system back to life.

Planning should commence to answer the question of library computer communications to terminals and computers located outside the library, whether on the campus or located in other campus sites, other college campuses, or in homes equipped with personal computers.

Recommendations
The question of self-insurance or maintenance contract for the library computer needs to be examined from time to time.

Funds should be allocated to the library each year to cover low cost repairs to equipment, to buy computer related supplies, and to provide funding covering the cost of training classes for staff in the operation of the application software of the ALOHA program.

LEARNING RESOURCE CENTER

Description
Presently the LRC does not receive computing or data communication services directly. For the purchase of supplies and equipment, the LRC shares time on the EMC's terminal to process purchase orders. The computing of LRC data is done by hand; attempts to computerize data have so far failed.

Attempts are being made to tie the LRC into the PLATO system at UH Manoa to allow LCC students access to reading and grammar material on that system.

Analysis
Where involvement with computer technology was possible within the LRC, this has been accomplished. But in those areas where we have depended on the college-at-large for support, much work needs to be done.

Recommendation
The LRC has grown and will continue to grow over the next three years. Direct access to the College's administrative computer system is essential. Once it is established as an official instructional unit on Campus, the LRC should seek the communication support needed to operate a vital growing learning center.
TUTORING CENTERS

Description
Computing and data communications services provided are sufficient to support both the Komo Mai Center, the Program for Adult Achievement, the Mathematics Learning Resource Center, and the Chemistry Learning Center. These support services are available through Student Services and the Math and Science Division. However, there is little or no capability for students or faculty to make use of the PLATO system in use at UH Manoa.

The number of microcomputers is not adequate to meet peak hours of student usage. Networking of the computers and possible videodisk interfacing with the computers may resolve part of this problem for the Chemistry Learning Center and Mathematics Learning Resource Center. In addition, planning and updating of computer hardware and software resources are a continuous process and involve the active participation of all instructors within the discipline.

Analysis
The computing and data communications services for other tutoring centers are not adequate during peak hours of student usage. Students at various times during the semester must use the computer programs at the chemistry and the mathematics centers to supplement their work in class. Because of nonavailability of computers, students are asked to go elsewhere to use a computer.

The Komo Mai Center provides extra assistance for the student with a particular handicap in his/her working with a computer. Having the knowledge of the client's particular handicap, the staff of the center tries to make the computer more accessible for the student. For example, the blind client will have the assistance from the staff on using computer programs adapted for the blind. Moreover, the scarcity of computers, coupled with innovation in establishing high technology for the disabled as modeled in California colleges, has led Komo Mai to explore implementation of such a center at Leeward Community College.

Planning and updating of the Chemistry Learning Center's computing services, including hardware and software replacement strategy, has been a continuous process and involves the active participation of all chemistry instructors.

Recommendations
Networking of computers and possible videodisk interfacing with the computers may resolve the problem of not having enough computers for students in both the chemistry and mathematics centers. Addition of the communications ability to use PLATO may increase the learning resources of the Math and Chemistry learning centers.

The College should explore creating a high technology center for the handicapped and learning disabled.

There needs to be a hardware and software replacement strategy to avoid the adverse effect of obsolescence in the Mathematics Center.
COMPUTER RESOURCES

Description
The Educational Media Center continues to be primarily responsible for computer equipment repair, except for equipment under service contracts, such as the VAX minicomputers and the business department's Z-80 system. The Media Center has one technician who is primarily responsible for repairs.

Routine maintenance (changing printer ribbons, etc.) is handled by instructors or facility coordinators and student assistants in each department.

Analysis
Faculty and staff with expertise within the different departments also handle minor computer problems. The Business Education department reported about six printer and disk drive problems with its IBM microcomputers as well as problems with the Apple microcomputers and the Z-80 system last year. Microcomputer repairs took a total of six weeks (three weeks each for the Apple and IBM).

The Math and Science Division (with the exception of the Math Learning Center) has experienced frequent hardware problems, including printing, networking, and lack of response to commands. Equipment is out of commission several hours a week with a serious impact on times of instruction.

Hardware problems are not perceived as having a serious impact on instruction at the computer lab or (except for workshops) at the Learning Resource Center. There is some concern, however, that equipment problems may more seriously affect instruction and career counseling in the Career Development Center as the equipment ages, particularly because of delays due to inadequate staffing at the Media Center.

The EMC reports an average of 20 to 25 calls per day from students, clerical staff, administrators, and instructors to install equipment, resolve programming problems, deal with equipment malfunctions, and other technical difficulties, and procedural questions. Diagnoses, ordering parts, searching and keeping up with new techniques take up much of the technician's time when he is not trouble-shooting or installing, modifying or replacing equipment.

Leeward needs to improve its technical support of computers. The College has been fortunate to have faculty members within departments who are able to take care of minor problems. However, the College must lessen its dependence on the faculty in view of the present number of computers on campus and the increasing importance of CAI. While computer "down" time is not yet critical, equipment failures occur frequently enough to cause some concern.

Recommendations
See Standard 6D.

BOOKSTORE

Description
A terminal has been located in the Bookstore which will be used to communicate with the Manoa campus and with other campuses throughout the system. It will be used to inventory books and price changes.
Analysis
The Bookstore computer capability is not yet fully operable.

Recommendation
It is recommended that the link between the other campus bookstores and LCC Bookstore be made as soon as possible so that the LCC Bookstore can use the terminal for communication not only with other campuses, but also with other departments on campus.
STANDARD SEVEN: PHYSICAL RESOURCES

STUDY COMMITTEE:

Jack Pond, Chair  
   Instructor, English/Pass
Ron Foster  
   Instructor, Management
Rose Hokoana  
   Janitor Supervisor
David Johnson  
   Instructor, Drama
Roy Murch  
   Instructor, Management
Lani Uyeno  
   Instructor, English

Leeward Community College system. All buildings were constructed in line with an integrated master plan between 1969 and 1979. No other new buildings are planned for the near future.

STANDARD 7A: FACILITIES

*Physical resources, particularly instructional facilities, both on and off campus, are designed, maintained, and managed to fulfill the college's goals and objectives.*

DESCRIPTION

The college is located on 49 acres of land between the towns of Pearl City and Waipahu, overlooking middle loch of Pearl Harbor. The fifteen buildings, generally consisting of two stories and connected by covered walkways, consist of:

a. Ten instructional buildings that house classrooms, labs, shops, studios and faculty offices;

b. A three-story learning resources facility that houses the Library on the top two floors and the Educational Media Center, Learning Resource Center, and T.V. production studios on the bottom floor.

c. A 600-seat theater and drama classes complex;

d. A student activities center that includes the Food Service instructional facility and cafeteria; student government offices, student lounge and bookstore;

e. An administration building that contains administrative and student ser-vices offices; and

f. An operations and maintenance facility.

A campus map is on the report cover.
The College also operates a satellite program, Leeward Community College at Waianae (LCCW formerly Waianae-Nanakuli Education Center), which serves the population of the Waianae coast. Since 1983, this facility has been housed in a renovated warehouse and currently consists of a learning resource center, three classrooms, and staff offices.

Since 1981, the College has shared its facilities with West Oahu College (WOC), an upper division campus of the University of Hawaii. WOC's administrative offices continue to be housed in portable wooden buildings constructed in the westernmost portion of the College's parking lot. WOC classes are taught in Leeward classrooms, the WOC library occupies 1650 square feet within the Leeward library and the books for WOC are sold at Leeward's bookstore. While this shared-facility agreement was originally planned for a five-year period, or until WOC found its own permanent site, or until either college grew sufficiently to make such a shared arrangement no longer feasible, the two campuses remain on the same site pending a review of the higher education needs in the Leeward Oahu area.

Classroom utilization analysis shows that the campus is heavily used during prime time hours, generally between 8:00 a.m. and 1:00 p.m. On most days there are no vacant classrooms between 9:00 and 12:00. During the afternoon hours, utilization is considerably less, but picks up again with the evening sessions Mondays through Thursdays. Although minimal, there is some use of the facilities on Saturdays.

While the grounds are in good condition, the buildings are not. Older buildings present more maintenance problems. There are three full-time maintenance personnel on the staff supervised by a maintenance supervisor and assisted by a heavy equipment operator who handle minor repairs. Major work, such as roofing, structural work, etc., is contracted out. Most of the work that is part of the college's on-going building maintenance program is performed during the summer. Each spring all units of the college are asked to update the list of maintenance needs. In addition, four groundskeepers, two general laborers, 13.5 FTE custodians and a custodial supervisor are on staff.

Security at the College is provided by a full-time staff of six who provide security coverage 24 hours a day, seven days a week. A mobile radio-phone system allows security to be reached at all times. The College's campus security committee no longer is active.

Because of the closed design of the campus and the high cost of electricity to run the air conditioning system, the College has instituted several energy conservation measures, including computerized control of the air conditioning system, (which unfortunately have not resulted in the reduction in kilowatt usage as hoped) over the past several years as illustrated below:

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Total KWH</th>
</tr>
</thead>
<tbody>
<tr>
<td>1983-84</td>
<td>3,786,084</td>
</tr>
<tr>
<td>1984-85</td>
<td>3,986,438</td>
</tr>
<tr>
<td>1985-86</td>
<td>4,079,370</td>
</tr>
<tr>
<td>1986-87</td>
<td>4,696,441</td>
</tr>
</tbody>
</table>

Handicapped students have benefited from actions taken by the administration and maintenance personnel regarding the reduction of hazards and barriers in buildings and on campus. The campus officer for the handicapped has the responsibility to monitor the
federal requirements regarding access and suggest further improvements to facilitate access.

ANALYSIS

Several situations on campus are serious enough to require the attention of the college administration. They are:

1. Learning Resource Center (LRC). Allocation of limited space for a wide variety of activities ranging from quiet activities such as test taking to noisy activities such as tutoring has resulted in an unhealthy mix. Tables were moved to the lanai in front of the LRC where some of the noisier activities can take place, weather permitting. However, only 3,000 sq. ft. of open floor space provide the total area for about 14,000 contacts with students each semester. Future plans call for the expansion of the LRC's offerings which will place additional burden on the already overtaxed facilities.

2. Parking Lot. Except during peak hours, Leeward's parking lot facilities are sufficient to accommodate all vehicles. During peak hours many students park in no parking zones or on grassy areas of the campus, creating traffic hazards. The parking lot between the Main Campus and the automotive facility is unpaved, an eyesore, and unusable during the rainy season.

3. Security. Security personnel indicate a need for a direct dial phone system in the parking lot at various locations and elsewhere on campus as well as an additional vehicle for campus patrol due to the frequent break down of the normally assigned vehicle.

4. Educational Media Center (EMC). Plans call for an increased use of the facilities in the EMC by establishing a Television Production Program, upgrading computer graphics equipment, becoming a HITS send site, and establishing a Curriculum Resource Center within the EMC, etc. This will place additional demands on the limited space available.

5. Theater. A lack of overhead protection from rain is a problem for theater customers along the main stairway from the parking lot down to the box office and theater entrance where water tends to puddle. Water seepage problems also exist near control panels in the basement area, in Green rooms, at the Ewa side exits, and in the ceiling in the workshop area and lobby. Additionally, floor/wall separation and cement cracks are evident in the women's dressing room and elsewhere in the theater flooring internally and externally where mud deposits have been noticed. A clogged drain on the Diamond Head side exit causes rain to puddle and wash into the theater. The inadequate lighting in the dressing rooms and the current position of catwalks which require personnel to climb off the catwalk onto hung ceilings to hang and focus lights compound the theater's problems. Recently, cracks in the cement in the ceiling have developed and with each activity held in the theatre, the risk of pieces falling onto the audience increases.

6. Airborne and Swab Fungus in Selected Areas. One building on campus (Language Arts) has been plagued over the past several years with complaints by faculty of foul odors and upper respiratory infection. A recent survey indicated 25% of the Language Arts faculty report health problems related to the building. The College administration has made numerous efforts to solve the problem including thorough scrubdown of affected offices (books, desks, etc.); cleaning of air handler coils, drain pan, and ducts in the building's air conditioning system; and the replacement of the air filters. All carpets in the building were removed and replaced with vinyl tile flooring. Additionally, two outside agencies (Industrial Analytical Laboratory, Inc. and Pacific Water Services, Inc.) were contacted to
evaluate air samples in the building. To date no lasting results have been noticed by faculty. The College has requested assistance from the University of Hawaii Environmental Health and Safety Office to find a solution to this problem. Serious mold and mildew problems have also been experienced over a long period of time in the Library, BE, MS, PS, and AM buildings and in the Media Center and LRC.

7. Outside Lanai Walkways Around Campus. Serious cracks and settling have developed on the second story lanais on campus. These give indication that a more serious problem may exist on campus that requires immediate attention. The library has experienced cracks around the windows on the third floor.

8. Water damage from leaking roofs and walls is a serious problem on the first and second floor offices and classrooms in the MS, PS, BS, FA, and LA buildings.

9. A lack of sufficient or adequate office and/or classroom space is reported by numerous departments on campus. The most serious seems to be that of the Social Science Division which was promised its own building many years ago. Currently, Social Science courses are scattered throughout the campus, and instructors' offices are divided between the Arts and Humanities and General Technology buildings. The Office of Community Services also reports a severe shortage of space. The facilities for the Chemistry program are in need of renovation and expansion. Studio art classes are taught in one improperly ventilated room.

10. The janitorial personnel have noted a need for a general material parts storage/warehouse as they have had to close three public restrooms on campus to convert to storage space. Further, building/grounds maintenance personnel need a similar centralized storage/warehouse facility as they are currently keeping broken equipment, flammable materials and other chemicals in stairwells and adjacent to classrooms. A re-examination of the current staffing needs to be undertaken as the present staff is not sufficient in number to operate a campus of this size.

RECOMMENDATIONS

a. The College should provide adequate space in the Learning Resource Center before plans to expand the Center's offerings are implemented.

b. The College should utilize the results of the $23,000 parking lot study in an effort to solve existing problems (including the paving of the now unpaved parking lot adjacent to the AT building).

c. The College should utilize the results of the $25,000 security study and take action to increase the mobility and coverage of Campus Security including the purchase of an additional vehicle.

d. The College should provide adequate space in the Educational Media Center before plans to expand the offerings of the EMC are implemented further.

e. The College should take immediate steps to correct the many cracks, clogged drains and other water-related and cracking cement problems in the Theater and on the lanais on campus.
f. The College should act to increase the number and reassign the duties of the campus janitorial staff. It should also provide storage areas for needed equipment, etc., without using public areas.

g. The College should take steps to stem the tide of excesses in kilo-watt hour consumption and implement new methods and procedures to reduce costs.

h. The College should follow the recommendations of the campus Representative for the Handicapped to lower the phones in the elevators, secure railings in restrooms, lower soap and towel dispensers, and provide additional parking stalls.

i. The Marine Technology Compound (located near the tennis courts) has been inactive for several years. It should be dismantled or tightly secured as neighborhood children have been known to play in the area. Additionally, the fenceline that was to surround the campus is still incomplete and should be finished as soon as possible for security reasons.

j. The College should vigorously pursue construction of a second access road to the campus. The current, single-road access puts the faculty, staff and students in an untenable situation as immediate evacuation of this campus is impossible. Additionally, there should be a clear plan of evacuation published on campus.

k. Immediate action should be taken regarding health problems related to airborne particles in the Language Arts building and elsewhere on campus. Appropriate action regardless of cost is needed in order to provide a safe and healthy environment for faculty, staff, and students.

l. Adequate space and facilities should be made available to the Social Science Division which would have the effect of increasing morale as well as improving the quality of educational offerings made possible by more adequate facilities.

STANDARD 7B: EQUIPMENT

Equipment necessary for the educational program and services is furnished and maintained.

DESCRIPTION

Equipment acquisition is part of the budget process, with a base amount for equipment included in the biennium budget with projected purchases identified. Actual expenditures vary, depending on requirements in personnel and other expense areas. In recent years freezes on expenditures because of budget restrictions tended to reduce equipment acquisition. The 1987 legislature, however, restored much of the funds needed for equipment acquisition. With the State of Hawaii's growing surplus of funds, the College has begun an aggressive campaign to acquire additional monies.

The amount of equipment purchased by each area over the last five years is shown in the following table:
### EXPENDITURES FOR EQUIPMENT

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>26,933</td>
<td>52,823</td>
<td>104,913</td>
<td>104,344</td>
<td>29,963</td>
</tr>
<tr>
<td>Public Service</td>
<td>9,820</td>
<td>786</td>
<td>0</td>
<td>12,577</td>
<td>9,794</td>
</tr>
<tr>
<td>Student Services</td>
<td>2,720</td>
<td>1,469</td>
<td>2,799</td>
<td>9,358</td>
<td>5,533</td>
</tr>
<tr>
<td>Academic Support</td>
<td>63,464</td>
<td>69,481</td>
<td>87,207</td>
<td>166,976</td>
<td>134,349</td>
</tr>
<tr>
<td>Institutional Support</td>
<td>66,194</td>
<td>23,959</td>
<td>30,060</td>
<td>41,809</td>
<td>63,481</td>
</tr>
</tbody>
</table>

The amounts appropriated in the budget in FY 1987-88 for the purchase of equipment are as follows:

<table>
<thead>
<tr>
<th>Division</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>$52,216</td>
</tr>
<tr>
<td>Public Service</td>
<td>$10,961</td>
</tr>
<tr>
<td>Student Services</td>
<td>$13,644</td>
</tr>
<tr>
<td>Academic Support</td>
<td>$145,973</td>
</tr>
<tr>
<td>Institutional Support</td>
<td>$14,236</td>
</tr>
</tbody>
</table>

The Academic Support program includes $58,000 as a non-recurring item appropriated for FY 1987-88 only.

In addition to equipment funds included in the College's operating budget, the Legislature appropriated a supplemental amount in the Chancellor's Office for the purchase of equipment to replace old and out-dated equipment. Leeward Community College was provided an additional $304,320 from these funds for Instruction and $19,681 for Academic Support.

The College has added a Business Education Computer Lab, a Learning Resource Computer Lab, a Computer Center Lab, and a Math and Science Computer Lab since 1985.

To facilitate equipment planning, a six-year replacement schedule is developed for each division and updated every two years as part of the biennium budget cycle. Changes within the biennium period are considered on an individual basis.

Cleaning and maintenance of audio-visual and computer equipment is in the purview of the staff of the Educational Media Center. This staff performs annual and, in some cases, semi-annual service of the equipment and responds to trouble calls as needed. Other equipment on campus (photocopiers, typewriters, duplication equipment, etc.) is serviced by private vendors.

### ANALYSIS

The importance of securing and maintaining state-of-the-art instructional equipment cannot be overstated. The tendency of some of this equipment to become obsolete due to rapidly changing technologies makes it even more critical to budget a realistic replacement schedule.

Disciplines such as business education, broadcast production, automotive repair, graphics arts, and drafting must use instructional equipment currently in use by industry to meaningfully train prospective employees.
Currently, Media Center personnel maintains all non-contracted instructional and academic support equipment campus-wide. This includes some 250 computers and all divisional secretaries' VAX terminals. Future college plans project additional counselor staff terminals and at least two terminals at the Waianae campus extension.

The College is fortunate to have a first-rate television production studio/laboratory boasting some $500,000 worth of video equipment. This equipment is now sent out for necessary repairs causing some delay in usage.

Although expenditures for instructional and academic support equipment the past three years have increased significantly, previous years' funding was intolerably low. The result is that intensive study and planning campus-wide is now essential to develop adequate equipment support. Obsolescence of equipment and unavailability of parts for repair will also adversely impact our future requirements.

RECOMMENDATIONS

a. The administration should continually work with the academic staff to develop and update long range plans for required equipment. Adequate lead time should be given to divisional personnel to enable conscientious input.

b. Leasing arrangements should continue to be explored to help spread capitalization costs and to access newer equipment in technological fields. Inventories of older, little used equipment should be purged and disposed of.

c. The College should give thought to maintenance requirements now and in the next few years as the large amount of equipment recently purchased becomes due for inevitable maintenance. The in-house capability of maintaining the campus equipment inventory should be measured and consideration given for additional funding for this maintenance. A combination of additional Media Center and Video studio maintenance staff should be given consideration.

STANDARD 7C: FACILITIES PLANNING

Comprehensive planning for development and use of physical resources is based on educational planning.

DESCRIPTION

The College's Educational Development Plan (EDP) has recently been approved by the Board of Regents and is now in place. It details future goals and objectives for the College and sets forth plans for the future use and development of the College's physical resources. The EDP specifically calls for the expansion of the Learning Resource Center and the relocation of PASS and the Educational Media Center.

Capital expenditure budgeting is carried out as part of the biennium budget process. Campus recommendations are submitted for consideration by the Chancellor for Community Colleges and the University President for submission to the Board of Regents. The Regents, in turn, make recommendations to the Governor and Legislature.
Once projects are approved as part of the State budget, the decision on when and if they will be actualized depends on the bond market and the State's current indebtedness. When funds are released, the design and development of the project is carried out by the University's Physical Planning Office and the State Department of Accounting and General Services in consultation with the campus. The campus in turn consults with the program staff.

The College's recent capital improvement projects have focused primarily on renovations for energy conservation and for accommodations for the handicapped. The only new building planned is a Performing Arts Complex to be constructed in the area diamond head of the theater. This project is included in the biennium budget request and the Title III grant proposal. Renovations are now being planned to provide more instructional space and for relocation of some of the learning resource programs.

ANALYSIS

Effective planning is difficult due to the uncertain nature of capital improvement funding. There are many false starts and expectations, as new facilities are first justified and approved through the budget and then delayed because of lack of funds. When approval is finally obtained, there is often a short lead time to submit additional planning information. Once construction planning actually starts, the difficulties in coordinating the wishes of the staff, the University Planning Office, and the Department of Accounting and General Services often result in communication problems.

RECOMMENDATIONS

Within the limits of a process that is often outside the control of the College, it is recommended that the College make every effort to involve staff and students in the early stages of the design and planning of any new construction.
STANDARD EIGHT: FINANCIAL RESOURCES

STUDY COMMITTEE:

George Shiroma, Chair  
Instructor, Chemistry
Harry Davis  
Instructor, Chemistry
Judy Lee  
Instructor, Economics
Ralph Vaughn  
Instructor, Economics

Resource Persons:

Michael Unebasami  
Director of Administrative Affairs
Ralph Odom  
Instructor, Religion  
Co-chair of Accreditation Self-Study

Because the Standard Eight self-study committee took a highly innovative approach, and consequently wrote up its report in a distinctive way, the editor decided to let the write-up stand largely as submitted without refashioning it into the format of the other Standards.

The committee first took the recommendations of the previous evaluation team and re-wrote them as questions: "Has the college done thus and such . . . ?" Then the several lettered components of the Standard—the basic statement, its further explanation, and the several "typical components" listed—were taken directly from the Handbook and likewise reformulated into questions. The result was a set of questions which could constitute a survey instrument.

The "Description" below is for the entire Standard; it is followed by the committee's explanation of how the results of the questionnaire were analyzed. Then come sections on the 1984 accreditation team's recommendations and on each of the three segments of the Standard. The questions as put to persons in various campus leadership roles (from division chairs to provost) are given, then the responses are reported followed by the committee's analysis and recommendations.

DESCRIPTION FOR STANDARD EIGHT AS A WHOLE

As a State university which receives the major portion of its funding through State appropriation, the financial management of the University of Hawaii must closely operate within the financial policies and guidelines of the State. Like all governmental jurisdictions, the State of Hawaii is not organized for profit-making purposes. Because of the absence of a clear objective such as maximizing in a positive way the bottom line of a profit and loss statement, the primary components of financial management in the State (apart from collecting revenues) are (1) the budget which provides appropriations or authorizations for expenditures to support approved programs and (2) policies, procedures, and processes designed to safeguard assets and carefully control the manner in which public funds are committed and spent.
FIGURE 1: BUDGETARY HIERARCHY
The legal basis for the policies, procedures and processes that govern the commitment and expenditure of public funds are based in the State Constitution, the Hawaii Revised Statutes (HRS), and administrative directives issued by the State administration. Furthermore, Chapter 26 of the Hawaii Revised Statutes establishes the function and authority of the Department of Budget and Finance and the Department of Accounting and General Services to oversee the expenditure of public funds.

The Department of Budget and Finance is charged with the responsibility for preparing the executive budget and for approving the expenditure plans for all executive State agencies, including the University of Hawaii system, once the legislative appropriations have been released or allocated by the Governor.

The Department of Accounting and General Services is responsible for pre-auditing financial transactions for legality and fund sufficiency, maintaining the official accounts of the State, managing State property, and the managing of insurance and purchasing programs.

Once the expenditure plans are approved by the Department of Budget and Finance, the operating departments are authorized to proceed with the acquisition of materials needed to carry on their programs. In this process, however, the departments are governed closely by State statutes, executive policies and directives, and regulations that are designed to safeguard against waste, favoritism and fraud.

The University of Hawaii system is one of the Departments under the State government and is subject to the laws, policies and regulations of the State financial management system. Within this context, Article X, Sections 5 and 6 of the State Constitution as well as Section 26-11 and Chapters 304 and 306 outline the power and authority of the Board of Regents (BOR) in managing and controlling the financial affairs of the University. Figure 1 summarizes the hierarchy of the budget making process within the State system. The UH President submits a budget to the legislature based upon requests from the entire UH system. The budget is approved by the Board of Regents. The final budget is passed by the Legislature in the form of a bill which must be signed into law by the Governor. The UH President then allocates funds to the Chancellor of the Community Colleges who then allocates funds to Leeward Community College. Changes in the spending of appropriations must be approved by the BOR but no longer require approval from the State. The Legislative Auditor oversees the expenditure of State monies by periodic audits as mandated by the Legislature. The Provost of Leeward Community College allocates funds to various programs within the College.

The basic management philosophy underlying the financial management system of the University is that basic responsibility rests with the program manager. To clarify and implement this philosophy, the President issued a memorandum on January 2, 1980, explaining Delegation of Authority No. 16. This action clearly delegated authority and responsibility for financial management and control of each unit to the respective chancellor.

Along with this delegation, the University's Business Manual Instruction 1141 was amended to outline in great detail the responsibilities of program heads and their assigned fiscal staffs.

Although the primary authority and responsibility for financial management has been delegated to the Chancellors and their program heads, the University system does
include specific fiscal services and controls that are administered centrally in the interests of economy and efficiency, and to comply with State controls.

Because of the unique status of the University as a higher educational institution, as well as a corporate body which was established by the State Constitution, financial management in the University involves special problems and issues not found in any other State department. For example, Section 304-7 of the HRS provides that the BOR may receive, manage and invest moneys or other property received from sources other than the State Legislature or any federal appropriation for the purpose of the University. At present, the University endowment fund totals approximately 8 million dollars of which about 20% represents private donations earmarked for scholarships and financial aide. The other 80% mainly represents proceeds from the sale of the old Honolulu Stadium. Furthermore, Chapter 306 of the HRS authorizes the BOR to issue revenue bonds to finance the construction and maintenance of some of the physical facilities on the UH campus.

The University has also been able to win a considerable degree of administrative flexibility through negotiation with the State administration. An early start in this direction occurred in 1979 when the University gained the right to make internal organizational changes without having to go through an elaborate review and approval process involving the Budget and Finance Department and the Governor's office. Furthermore, in September of 1985 the Governor delegated many budgetary functions to the University and directed his departmental staff to facilitate the orderly transfer of these functions.

Because the transfer of some of the budgetary functions required statutory changes, legislation was proposed to the 1986 legislative session to grant increased administrative flexibility to the University. This culminated in the passage of Acts 320 and 321 which gave the University increased administrative flexibility.

Act 320 gives the University greater flexibility in the area of budget implementation (allotment control). It mandates Budget and Finance to formulate overall allotment ceilings for the University system instead of passing on individual allotment items. It also limits the scope of Budget and Finance's review of quarterly allotments, and allows the University to transfer general fund appropriations between programs without having to obtain prior approval. [First Interim Report, Evaluation of the Administrative Flexibility Legislation Affecting the Department of Education and the University of Hawaii, Act 320 and 321, SLH 1986, Legislative Auditor of the State of Hawaii.]

Act 321 relates to matters primarily affecting the jurisdiction of DAGS (Department of Accounting and General Services). It eliminates the involvement of DAGS in the pre-auditing of invoices and purchase orders and empowers the University to make disbursements for payroll and other operating expenses and to maintain records and documents to support those disbursements. Further, it gives the University the discretionary authority to install its own accounting systems and to formulate its own business and accounting forms. In addition, Act 321 transfers the authority to allow bid waivers under certain emergency conditions from the Governor to the Board of Regents. [Ibid.]

Leeward Community College is one of six community colleges which are administered by the Chancellor for Community Colleges. The Community College System is a component of the University of Hawaii System. For budgetary purposes, the University of Hawaii System is treated as a State Department and funds to operate the system are appropriated by the State Legislature from the State General Fund, allocated by the Governor, and then
FIGURE 2: BUDGETING PROCESS
administered in quarterly allotments by the University President. Income from the University System is remitted to the State of Hawaii General Fund.

The President in turn is accountable to a Board of Regents. Board members are appointed by the governor and confirmed by the legislature as stipulated in the Hawaii State Constitution. As provided by law, the Board has the power to formulate policy and to exercise control over the University through its executive officer, the President of the University. [Hawaii State Constitution, Article X, Education, Section 6.]

The State of Hawaii has a strong tradition of supporting highly centralized governmental activities and authority. In this respect, the state government performs many functions which are carried out by local government in most other states. Hawaii is the only state with a single, unified system of elementary and secondary education, for example.

Figure 2 summarizes the budgeting process after it has been submitted to the State Administration. The requests from the Departmental Heads are incorporated into the Governor's budget which is then submitted to the Legislature for legislative review. In this process the UH administrators participate by supporting their requests. After the bill is approved and passed, it is forwarded to the State administration which reviews and develops an allocation plan for the entire State including the University of Hawaii system. The UH Administration and BOR sub-allocates the budget and issues budget policies. The Chancellor develops an expenditure plan for the various campuses and programs. The expenditure plan is then reviewed by the UH administration, the BOR, and finally by the State administration.

The operating budget for Leeward Community College over a 3 year period is as follows (the instructional budget portion earmarked in parenthesis makes up the major portion of this total allotment):

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Budget</th>
<th>Instructional Budget</th>
</tr>
</thead>
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<td>(3,925,793)</td>
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<tr>
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<td>(3,939,732)</td>
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**METHOD OF ANALYSIS**

In an effort to discover how the recommendations contained in the last (1984) Accreditation Report under financial resources were acted upon, the statements were put forth in the form of an inquiry. The statements from Standard 8: Financial Resources, were restated into questions, thus comprising a survey instrument. The survey instrument was sent to all College Administrators, Divisional Heads, Unit Heads, and Supervisors who were involved in making financial decisions. The answers obtained from the survey were catalogued into 3 categories: Mostly Positive (yes, probably yes, yes but ...), Mostly Negative (no, no but ...), and No Direct Response (don't know, no response, not applicable, uncertain, referrals, maybe, blank). The results have been converted into percentages and have been included with the analysis and recommendations for each question. A total of 20 surveys were distributed and returned. The unit representatives did not all respond to every question. This may be due to a lack of administrative experience, to the inability to make a comparison with the previous budgetary arrangement and the present budgetary arrangement, or a feeling that the question did not apply to their administrative position. Where the answers indicate a conflict among respondents, representing different perceptions of the issue, the committee has sought factual information from such objective source documents as may be available.
The analysis provided below is the result of the survey of Leeward Community College administrators and program heads (as well as some faculty and staff involved in the expenditure of funds) plus a review of existing documents and practices pertinent to the question. (This committee recommends that the next self-study include input from faculty other than unit representatives by using a random sampling technique.)

ANALYSIS AND RECOMMENDATIONS CONCERNING THE 1984 ACCREDITATION TEAM REPORT

1. Is Leeward Community College now allowed to account for budget expenditures on an annual basis? Have state authorities modified the cumbersome, time-consuming procedure of quarterly accounting?

None of the respondents gave a positive response, while 40% gave a generally negative response, and 60% gave no direct response.

The answer is no, the state of Hawaii has not changed the law relating to quarterly allotments. However, with the flexibility provided to the UH by the governor the University now has much more freedom in moving funds between quarters without interference from the State. Although we continue to provide quarterly expenditure plans, the University has the authority to approve changes within given parameters.

2. Has shifting of instructional positions to "areas of greater student demand" been accomplished without sacrificing "a quality of wholeness" in diverse curriculum offerings needed to maintain a healthy academic ambience especially in a state of so many minority groups?

25% of the unit representatives gave a positive response, while 20% gave a generally negative response, 55% gave no direct response.

Full-time instructional positions are reallocated to "areas with greater student demand" where the college feels that the offerings in that area require full-time instructional positions. The college will continue to allocate full-time instructional positions to areas of need.

However, there are some concerns that the college sacrifices in other areas when positions are reallocated from one discipline to another. The students who no longer have access to the lower demand courses will obviously suffer. One consequence is that this may lead to the watering down of curriculum diversity needed adequately to address the cultural diversity of the student population. Minority needs in the community may not necessarily be met (in accordance with the College's Educational Development Plan) simply because of a lower than normal enrollment. This committee recommends that demand should not be defined only on the basis of numbers alone, but also upon the need for a subject or course by a part of the community. This need may be of a single minority group within the community and not addressed by any other academic institution.

Also, in the past positions have sometimes been moved without consulting the discipline or unit affected. However, this may reflect the style of the previous administration and not the style of the new administration. This committee recommends that affected units should be involved in discussions prior to decision and that sufficient time should be allowed for adjustments to be made before implementation.

3. Is the college still in the position of being unable to to meet financial resources standards because of fund restrictions by sources outside the university?
5% of the respondents gave generally positive responses, while 25% gave generally negative responses and 70% gave no direct response.

The governor, the president, and the chancellor, have the authority to restrict funds appropriated to the college. This past year, the Governor did impose a restriction on the college which was later revoked as the financial picture of the state improved. There is always the possibility that funds may be restricted in the future depending upon local economic conditions. However, the probability that funds for normal operation will be restricted in the near future seems low at this time. What may be available by way of capital expenditure funding (needed new buildings) is uncertain until new plans have been formulated and new requests made.

4. Are central authorities now giving LCC sufficient flexibility in spending their allocated funds?

45% of the unit representatives gave generally positive answer, while 30% gave a generally negative response, and 25% gave no direct answer.

LCC has always had flexibility of the spending of its allocated funds within specific laws, regulations, and procedures. The level of flexibility has not changed within the last year.

However, this flexibility does incur a lot of unnecessary paper work to explain or justify expenditures. This also results in difficulty in changing funds from equipment to supply categories and vice versa. Not enough flexibility is allowed at the end of the fiscal year so that all units are required to spend or forfeit funds. This committee recommends that the process involving these changes in funds be streamlined.

5. Has an "enrollment pressure reserve fund" been established to enable the college to avoid the "catch 22" situation in which they must actually experience enrollment growth before getting the funding?

None of the unit representatives gave a positive answer, while 30% gave a generally negative response, and 70% gave no direct response.

The state budget process does not provide for the establishment of an "enrollment pressure reserve fund" to meet unanticipated enrollment growth during a specific fiscal year. The College provides classes to meet a projected enrollment and works within its appropriation to fund these classes. This committee recommends the establishment of an educational contingency fund, at the campus level, for Leeward Community College.

6. Has the Director of Administrative Services given regular presentations on the budget in an "open meeting" format? When were these meetings held since 1984, what were the topics, what was the attendance?

None of the unit representatives gave a positive answer, while 50% gave generally positive answers, and 50% did not give a direct answer.

The Director of Administrative Services feels that he has always been open to providing presentations on the budget process. Sessions have been provided to the Administrative team and the division chairs. The Director is not aware of any requests by other groups for presentations. However, other interested faculty have not been invited to
meetings and there have been no regular meetings with division chairs. Only limited information has been passed on in faculty senate meetings which are open meetings.

This committee recommends that the Director and the Faculty Senate agree upon some form of open meeting so that interested faculty can have access to this information on a timely basis.

STANDARD 8A: FINANCIAL PLANNING—
ANALYSIS AND RECOMMENDATIONS

8A 1. Is financial planning based on educational planning in a process involving broad staff participation?

50% of the unit representatives gave generally positive answers, while 20% gave negative answers, and 30% gave no direct answer.

The budget request for LCC is based upon the University's Strategic Plan, BOR Budget Objectives, and the Chancellor's Plan. Leeward administrators try to involve as many students, faculty, and staff in the development of the College's budget as possible. However, they admit that the turn around time for the submission of budget requests does not allow for extensive student, faculty, and staff participation. It is hoped that the intensive participation for students, faculty, and staff in the development of the College's EDP provides sufficient guidance and direction to indicate where the College is headed, and since the budget is developed primarily around this plan, one could say that there has been much participation in the planning process. The faculty seems more aware of the importance of the EDP as a way for them to input their needs into financial planning than via any other process. It was noted by some faculty that the previous administration did not make sufficient effort to include faculty input. This committee recommends that the present administration make a serious effort to involve faculty in the planning and also that the EDP be used as an important part of the planning since it was written with a broad based faculty input.

8A 2. Does the institution's plan for financing reflect sound educational planning and a commitment to its stated objectives? Is financial support for programs and services adequate to maintain the number and quality of personnel and cover other operational costs?

35% of the unit representatives indicated a generally positive answer, while 30% gave a generally negative answer, and 35% gave no direct answer.

The administration feels that the budget is a solid reflection of the educational process of the College because the budget reflects the State objectives in the College's EDP. They feel that one can always argue that greater financial support for program and services is required to improve programs and services, but that the Legislature has been good to the community colleges and to Leeward Community College, especially during this past biennium, and that the Legislature will continue to support the efforts and objectives of the community colleges.

The faculty seems to feel that the previous administration did not involve the faculty in the process nor coordinate the financial planning with the EDP. This committee recommends that more weight be given to the EDP in planning since it was written with broad based faculty input. It also recommends that the present administration make a serious effort to involve the faculty in financial planning.
8A 3. Have governing bodies and regulatory agencies given the institution appropriate autonomy in budgeting and planning matters within overall mandates and priorities?

35% of the unit representatives gave generally positive answers, while there were no negative answers, and 65% gave no direct answer.

The general feeling of unit representatives seems to be that the University now has greater autonomy in budget preparation and execution than it has ever had due to the granting of administrative flexibility to the University by the State. The State now enjoys a financial surplus and it is unclear how this may relate to the level of funds for the University and its autonomy in relation to their use. We also have a new State administration which seems to give greater flexibility at the College level than the previous administration. However, this may also be subject to change. This committee recommends that the new level of flexibility be safe-guarded in times of financial austerity and/or changes in administration.

One drawback incurred by the increased flexibility has been that the amount of paperwork required for the justification of budgetary changes has increased tremendously at the division level. This committee recommends the streamlining of paperwork required to justify fund transfers within the division.

8A 4. Have the policies, guidelines and processes for developing the annual budget been clearly defined and followed?

45% of the unit representatives gave generally positive answers, while 20% gave generally negative answers, and 35% gave no direct answer.

Many unit representatives feel that these processes have been followed, while some do not. This may be due to the fact that higher level administrators have a greater understanding of the processes while those closer to the division level have less understanding of these processes. This committee recommends that the lower level administrators become more educated via meetings with the higher level administrators. Adequate lead time should also be given to the lower levels so that more planning and input is allowed from the various divisions and units.

8A 5. Has the budget process provided for meaningful participation by the professional staff?

50% of the unit representatives gave generally positive answers, while 15% gave generally negative answers, and 35% gave no direct answer.

The survey indicates that most higher level administrators feel that the professional staff has been adequately involved. It was noted that while the previous administration sought only limited faculty participation, the present administration has made a considerable effort to do so. As a result faculty and divisions have more input and participation. There is also concern that planning suggestions from lower administrative levels is not always followed by the higher level administrators.

Higher level administrators have cited short time-lines for the budget process as a reason for a lack of faculty input. This committee recommends that more lead time be given to lower administrative levels so that they may formulate their input according to present budget conditions. The committee also recommends that each division seek input from a divisional budget committee. The budget process should be changed so that higher
level planning must consider input from each of these divisional budget committees. This would insure a proper time-line for lower administrative input and broader-based financial planning.

8A 6. Has financial planning taken into account long-range projections of student enrollments, staff compensation and benefits, equipment acquisitions and replacement, and facility maintenance?

50% of the unit representatives gave generally positive answers, while 25% gave generally negative answers, and 25% gave no direct answer.

It appears that most unit representatives feel that long-range projections have been made and considered. However, some units feel that acquisition of equipment often proceeds while the personnel required to run the equipment is not provided. This obviously leads to operational inefficiency and is the result of poor planning and a lack of coordination. This has been especially apparent in the implementation of computers in many instructional units, and in the operations and maintenance unit.

This committee recommends that future planning consider an appropriate balance between the acquisition of human and non-human resources. In order to improve operating efficiency, there should be an improved coordination so that trained personnel is available to operate any new equipment.

8A 7. Do the annual budget, and short-range and long-range financial plans directly reflect educational plans and priorities?

45% of the unit representatives gave generally positive answers, while 10% gave generally negative answers, and 45% gave no direct answer.

It appears that many of the unit representatives feel that financial planning does reflect educational goals and priorities. However, from discussion with various faculty members it appears that several negative consequences of the present system require attention.

Many faculty feel that the "spirit" of the EDP has not been consistently followed. The College should advocate quality of course offerings and programs and create a diversity of course offerings and programs in order to meet the social needs of the community. This should be in addition to the easily justified courses and programs which have a high student demand. For example, the Human Services Program has suffered a staff reduction which was based upon the number of students who were directly served. However, this program offers student and community assistance that no other institution in the community can provide.

In addition, financial planning seems to be based upon courses and programs with a high student demand and a high predictability from year to year. This does not allow for the trial of new programs and severely limits experimental changes in existing programs.

There was also concern that financial planning was based upon the EDP but that implementation was based more upon administrative plans than on the "spirit" of the EDP. This implies that the EDP has been, in the past, used to misrepresent administrative intentions.

This committee recommends that more flexibility be incorporated into financial planning so that these concerns can be addressed. In addition, the EDP should be be
interpreted by the administrative units in a way which reflects its "spirit" rather than in
a way which serves administrative prerogatives.

8A 8. Do capital budgets reflect educational objectives and relate to plans for physical facilities?

35% of the unit representatives gave generally positive results, while 15% gave generally negative answers, and 50% gave no direct answer.

It appears that most unit representatives feel that the budget reflects these goals and planned physical facilities. However, the College has not had the capital budget for the revision of physical facilities in view of current educational needs. There is a deficiency of classrooms, office space, and space for resource centers. No compensation was provided when the College "lost" classrooms to West Oahu College.

This committee recommends that efforts be made by the College to secure funding to build additional classrooms and the additional space required by other operating units. It is probable that the College could increase its "prime time" enrollment with the addition of more classrooms.

8A 9. Are budgeted expenditures in line with projected financial resources?

35% of the unit representatives gave generally positive answers, while 10% gave generally negative answers, and 55% gave no direct answer.

The budget is kept in line with resources. Biennium budgeting allows advanced information on the base resources and existing services can be expected to remain intact. Some units indicated that the projected financial resources are too conservative and that the budgeted expenditures are too strictly enforced. For example, some units indicated that their budgetary requests were cut at an intermediary level, and then cut again at a higher level without consultation with the requesting unit. This would indicate that the budget is not always kept in line with resources.

This committee recommends that any alteration in the budgetary requests of a particular unit be explained to a representative of the requesting unit. This would require each operating unit to designate a budgetary representative who would be in contact with the decision-making units.

STANDARD 8B: FINANCIAL MANAGEMENT—
ANALYSIS AND RECOMMENDATIONS

8B 1. Is financial management of the institution exhibiting sound budgeting and control,
and proper maintenance of records, sound reporting and auditing methods?

35% of the unit representatives gave generally positive answers, while 10% gave generally negative answers, and 55% gave no direct answer. Substantial audit requirements are met with proper accounting and record keeping procedures. (See also 8B 8.)

Some unit representatives felt that this process was highly secretive during the previous administration. They felt that withholding of budgetary information was used to increase the ability of the higher level administrators to manipulate the budget to their advantage. The current administration does not appear to operate in secrecy.
This committee recommends that efforts be made by the Director of Administrative Services to keep all unit representatives aware of current budgetary resources. In addition, any alteration in resources which will impact upon a particular unit should be explained to that unit's budgetary representative. This would be in addition to holding regular meetings to inform interested faculty.

8B 2. Is management of financial resources adhering to appropriate standards for budgeting and accounting? Are there appropriate safeguards in the expenditure of funds, preparation of fiscal reports for administrative decision-making, and sufficient flexibility to meet contingencies?

35% of the unit representatives gave generally positive answers, while 5% gave generally negative answers, and 60% gave no direct response. The system requirements are followed. However, many units stated that there is not enough flexibility to handle a variety of contingencies. There was also concern that jeopardizing an academic program is not viewed as an emergency and that the only emergencies covered by these plans are those concerning health and safety. (See also 8A 4., and 8A 5.).

This committee recommends that an educational contingency fund be set up as described in 8A 5.

8B 3. Is there a clearly designed organization for financial administration with specific assignments of responsibilities?

35% of the unit representatives gave generally positive answers, while 15% gave generally negative answers, and 5% gave no direct answer. It appears that the deans and the Director of Administrative Services are aware of their responsibilities in development of the budget. However, it is probable that the faculty do not know what role they can play in the budgetary process.

This committee recommends that an educational program be installed by the Director which will seek input from the faculty in the budgetary process.

8B 4. Are financial reports efficient and timely?

40% of the unit representatives gave generally positive answers, while 20% gave generally negative answers, and 40% gave no direct answer. Although the reporting procedures work adequately, there appear to be problems with meeting deadlines with encumbrance and expenditure reports. These reports do not include the balance remaining.

This committee recommends that future reports be written more clearly and with more lead time. In addition, it is recommended that the reports contain the balance remaining. A further recommendation is that the reports should be quarterly.

8B 5. Are periodic financial reports and the annual audit routinely distributed and reviewed?

35% of the unit representatives gave generally positive answers, while 30% gave generally negative answers, and 35% gave no direct answer. These reports are available upon request, they are not distributed. The recommendation of this committee is the same as for 8B4.

8B 6. Are any operating deficiencies (expenditures exceeding revenues in a budget year) explained and is a plan developed to rectify the deficit?
25% of the unit representatives gave generally positive answers, while 30% gave generally negative answers, and 45% gave no direct answer.

The State does not allow for operating deficits by the College. Expenditures cannot exceed allocations for any specific fiscal year. The administration monitors its funds so that there is no deficit. Operating units within the College, however, may have deficits.

One problem with this system is that funds must be used or lost. Returning unused funds may then be used by allocating units as rationalization for a future funding cut. This can lead to inefficiency in expenditures by the operating unit. This committee recommends that unexpended funds in such a situation not be confiscated but be kept as a special reserve fund. Limitations may be put on this type of fund, but monies in these special funds should not affect future allocations.

Some unit representatives expressed concern about the manner in which the administration has in the past transferred funds from one operating unit to the next without consultation or explanation. This was cited as a cause for lowered morale. This committee recommends that the administration be more open when moving funds between operating units, and provide both adequate lead time and accurate explanation.

8B 7. Does the institution and any subsidiary entities or auxiliaries have policies and programs on risk management which addresses loss by fire, theft, and liability for personal injury and property damage?

20% of the unit representatives gave generally positive answers, while 5% gave generally negative answers, and 75% gave no direct answer. The College does not buy insurance as this is handled by the State.

The College does not have any office or personnel whose primary purpose is to oversee health and safety. The U. H. Manoa campus has a Health and Safety Office to provide this service. This office does not service the community colleges. This committee recommends that the College either obtain personnel trained in health and safety, or that it secure the services of the U. H. Manoa Health and Safety Office.

8B 8. Are the institution's financial records and internal control processes subjected to an annual audit by an independent certified public accountant?

None of the unit representatives gave a positive answer, while 15% gave generally negative answers, and 85% gave no direct answer.

The State does not provide specifically for annual audits. However, during the last two years the University has secured the services of an independent certified public accounting firm to perform management and financial audits for the University. The legislative auditor has also performed studies dealing with the University system.

8B 9. Are programs designed to develop financial support from outside sources closely coordinated with academic planning and reflect the educational objectives of the institution? Are all fund raising activities governed by institutional policy and do they comply with sound ethical accounting and financial principles, and are they subject to public disclosure and annual independent audits?

10% of the unit representatives gave generally positive answers, while 20% gave generally negative answers, and 70% gave no direct answer.
The College seeks financial support from outside sources which meet the educational objectives of the institution. Such funds are governed by institutional policy and are subject to public disclosures and audits. Fund raising activities are done in cooperation with the U. H. Foundation. The Chancellor for the Community Colleges has begun to encourage the development of fund raising plans which will be in accord with the Educational Development Plan for the College.

8B 10. Do auxiliary institutions, such as foundations, established using the name and/or reputation of the institution, support institutional goals, conform with institutional principles of operation, and are they carefully supervised by the institution on an on-going basis, and are they regularly reviewed by public or independent auditors?

20% of the unit representatives gave generally positive answers, while none gave a negative answer, and 80% gave no direct answer.

The University of Hawaii relies upon the University of Hawaii Foundation to provide support as a fund-raising organization for the University. The Foundation is not part of the University and is a separate non-profit organization governed by its own charter and by-laws, and while consistent in its support of the University's institutional goals, it has its own policies and procedures.

STANDARD 8C: SUFFICIENCY OF RESOURCES—ANALYSIS AND RECOMMENDATIONS

8C 1. Are financial resources sufficient to support institutional objectives, maintain the quality of its programs and services, and serve the number of students enrolled?

30% of the unit representatives gave generally positive answers, while 40% gave generally negative answers, and 30% gave no direct answer.

Some unit representatives feel that the Legislature provides the College with a fair share of the State's resources effectively to carry out its mission and provide quality programs and services to serve the number of students currently enrolled.

Other unit representatives feel that the College needs greater financial resources in order successfully to accomplish its mission. Divisions have had to cut back on courses, section offerings, and assignments requiring released time because of insufficient funding. Many students are turned away from remedial classes such as English 22, and from very high demand classes such as English 100. Insufficient funding also limits program expansion and the quality of some programs. It also makes it difficult for the College to respond in a timely manner to community needs. There seems to be an insufficiency of funds to maintain a quality library, and some operational units have complained about antiquated equipment. The College may not have sufficient funds to allow it to serve the community to its fullest capacity.

The College has always made considerable effort to increase its financial resources. However, budget requests are not always funded. This committee recommends that the College seek additional funding through the U. H. Foundation for several of the units with special needs, the library for example. In addition, there should be a balance between the purchase and leasing of new equipment. Leasing may be a more cost effective method to deal with the acquisition of equipment which may become outdated by the rapid advancement of technology.
8C 2. Are current and anticipated income adequate to maintain quality programs and services?

20% of the unit representatives gave generally positive answers, while 45% gave generally negative answers, and 35% gave no direct answer.

The general view of both faculty and unit representatives seems to be that the College obtains enough funding to barely maintain the status quo. This level of funding was set for the College several years ago and has been the basis for its level of funding ever since. Inadequate funding was noted by most units along with the comment that this directly limits the pursuit of the unit's particular goals. Thus, insufficient funding has hampered the development of quality programs and services. As the College considers increasing its services to the community, it may become increasingly difficult adequately to fund those services unless funding can be substantially enhanced.

This committee recommends that the College secure more funds so that quality programs and services can be developed. This would allow the College to increase the availability of quality educational opportunity to the community and would probably lead to an increase in enrollment. This would allow the College to grow along with the expected growth of the Leeward community with the new developments in West Oahu.

8C 3. Do plans exist for the payment of long-term liabilities (such as benefit plans for retirees)?

45% of the unit representatives gave generally positive answers, while none gave a negative answer, and 55% gave no direct answer.

Long-term liabilities such as benefit plans for retirees are not the responsibility of the College. The State provides for employee's retirement, workers compensation, and other benefit plans centrally.

8C 4. Are future facilities maintenance costs projected and plans made to fund them?

30% of the unit representatives gave generally positive answers, while 30% gave generally negative answers, and 40% gave no direct answer. Some unit representatives noted that past and current levels of funding have been inadequate. However, it appears that present biennium requests are being funded and will be updated on a regular basis.

8C 5. Do long-term plans avoid the use of one-time funding sources to cover on-going costs?

15% of the unit representatives gave generally positive answers, while 10% gave generally negative answers, and 75% gave no direct answer. The legislature has not relied upon one-time funding allocations to cover normal operational costs. The University, however, has considered initiating some large projects through federal funding such as Title III.

8C 6. Is there any operationally sound plan to retire institutional indebtedness?

None of the unit representatives gave a positive answer or a negative answer, and all gave no direct answer. The College is not authorized to float bonds or negotiate any kind of loan.
8C 7. Are reserves adequate to provide for sound fiscal management?

None of the unit representatives gave a positive answer, while 15% gave generally negative answers, and 85% gave no direct answer.

The appropriation to the College does not provide for a contingency or reserve amount. In addition, the College cannot carry over funds into the next fiscal year. The Director of Administrative Services, however, has advocated that in the development of the expenditure plan for a specific fiscal year, a contingency or reserve should be set aside at the outset. This would be allocated during the course of the year for any unanticipated requirements.

The College is not able to react to increased enrollment, but must anticipate such increases in the previous budget. However, there does seem to be funding for sabbaticals, assigned time, and staff development activities.

The community colleges consistently receive about 20% of the University budget. This is no longer sufficient since the community college enrollment has continued to increase so that it now equals or surpasses that of the rest of the University. The stability of the funding has been relatively dependable. However, funding for the University is from tax revenues which are subject to the state of the local economy; across the board cuts have been ordered on short notice in recent years by a State administration facing a fiscal shortfall.

The committee recommends that legislative correctives be sought by the University administration to make available such reserves as may be prudent for sound fiscal management, both to take care of unforeseen emergencies and to make higher education in Hawaii less dependent on the momentary fluctuations of the economy.

It further urges that attention be given to the percentage of the University budget allocated to the community colleges in view of their enormous role in post-secondary education in the State of Hawaii.
STANDARD NINE: GOVERNANCE & ADMINISTRATION

STUDY COMMITTEE:
   Mike Pecsok, Chair
   Instructor, Educational Media Center
   Doug Dykstra
   Instructor, History

STANDARD 9A: THE GOVERNING BOARD

The board establishes broad policies to guide the institution, selects an effective chief executive officer and administration, approves educational programs and services, secures adequate financial resources and ensures fiscal integrity, and exercises responsibility for the quality of the institutional planning and evaluation. The board is entrusted with the institution's assets, with upholding its educational mission and program, with ensuring compliance with laws and regulations, and with providing stability and continuity to the institution.

DESCRIPTION

The Board of Regents

An eleven-member Board of Regents governs the University of Hawaii multi-campus system. (For a more complete description of the University System see Standard 10: System Relationships). Its functions and powers are defined by the Constitution of the State of Hawaii. The legal definitions of the Board's functions and powers were extended and further specified by a Constitutional amendment in 1978 which emphasized that the University is an independent corporate body which has "exclusive jurisdiction over the internal organization and management of the University."

The scope of the policy-making powers of the Board is defined in Hawaii Revised Statutes, Chapter 304.

The Governor selects and appoints the regents, with the advice and consent of the State Senate. Nine members are appointed for four-year terms, with a two-term limit; the other two must be recent graduates of the University and are appointed to two-year terms also with a two-term limit. Additionally, the membership of the Board should be geographically representative of the State. The Board meets at least ten times a year on the various campuses of the University.

The Board is empowered to formulate policy and to exercise control over the University through the President of the University.

The Board appoints the President of the University as its executive officer, determines the establishment and termination of programs, approves the University budget, and oversees expenditures. In addition, the Board is legally responsible for an in-depth review of all established programs every fifth year, the formal plans for educational or academic development, and for the maintenance and improvement of physical facilities.

Statutes have assigned the Board other functions including serving as the State Board for Vocational Education, and with the addition of four public members, serving as the
State Post-Secondary Education Commission. There are a number of statutes which relate to the University's financial operation and several laws affecting personnel administration within the University and the State. Further, the University is controlled by numerous federal regulations as a condition of receiving federal aid. Among these are regulations relating to civil rights, equal employment opportunity, and non-discrimination.

Policy-Making

The Board promulgates University policy which is published in the Board of Regents' Policy Manual (2 volumes). Operational authority is then delegated to the President for implementation. The Office of the President prepares administrative policy guidelines through the University of Hawaii Systemwide Executive Policies Manual in order to implement Board policy (4 volumes). In most cases authority is delegated to the chancellors, who in turn issue policies and guidelines for their respective units. In the case of the community colleges, authority is often further delegated to the provosts who may also issue campus policies and guidelines.

Prior to the adoption of policies, there is a process of review at various administrative levels. System-wide policy and procedures are normally initiated at the President's level and are referred to the chancellors and college administrators for review and recommendations before adoption or submission to the Board.

Institutional Planning and Evaluation

In the mid-1970's, the Board mandated that each Community College within the University system develop its own Educational Development Plan (EDP). The EDP established the major directions for the College from which are derived targets for each functional division as well as for the College as a whole.

In order to ensure the quality of a College's courses and program offerings, 5-year Program Reviews are mandated by the Board to assess continued or changed demands, efficiency and effectiveness of delivery, and the quality of the program. This is done to maintain standards as well as to respond to the changes in demand.

Budgeting

The Board establishes budget fidelities that set the priorities for the University for the biennium budget. The actual budget request, as recommended by the President, is approved by the Board prior to its submission to the Governor for consideration by the Legislature. When the University has been faced with required budget cuts, the Board has held hearings and solicited recommendations on where such cuts should occur.

In a similar manner improvements and addition to campus facilities are considered by the Board as part of the budget proposal. Approved projects are then included in the approved Regents' budget.

ANALYSIS

The administrative structure under which the College operates was set up when the Community Colleges were created nearly 25 years ago. Under this structure, the Community Colleges are part of the University of Hawaii and are governed by a Board of Regents and President responsible for the multi-campus system. In its most recent reorganization, the University President has more direct control over the University of Hawaii at Manoa campus, the major baccalaureate and only graduate campus in the system. Recurrent questions are:
Does the present administrative structure best serve the Community Colleges and ultimately the people of Hawaii?

Can a single Board of Regents and President effectively meet the needs of a major research university and a system of comprehensive community colleges?

What alternative structures are there and what are their relative strengths and weaknesses when compared with the current structure?

These questions must not be asked in the context of immediate gains or losses, but within the context of long-term benefits to all parties. Perhaps the 25 year milestone marks an appropriate time for a comprehensive study of these issues.

Another important concern of the College is the autonomy of the university system, particularly in regard to the actions of other government agencies in the internal affairs of the University. This was a major concern of the accreditation panel reviewing the UH-Manoa campus. The constitutional amendment providing for the University's exclusive jurisdiction over its own internal affairs has not been fully applied. While the Governor has proclaimed University autonomy in several areas, there are still many intrusions into day to day operations. This has engendered confusion and inequalities. For example, while the University is free to pursue its own payroll system, the major portion of its budget, purchases of equipment over $4000, is still governed by state bidding laws. Again, this is an area where formal study is appropriate so that both the University and people of the state benefit.

RECOMMENDATIONS

a. The Educational Development Plans mandated for each college have been valuable planning tools. Leeward's recently approved EDP provides a systematic approach and useful structure which readily integrates into the University Strategic Plan and Agenda for Action. Of great importance for the efficiency of operation in the future will be the integration of other major planning and budgeting activities such as accreditation and self-assessment, EDP updates, and biennium budget planning.

b. Further, LCC (in concert with the other community colleges of the system) should address the issues of governance noted above in search of structures which will most benefit the people of the state.

STANDARD 9B: ADMINISTRATIVE LEADERSHIP

A primary function of administration is to provide leadership that makes possible an effective teaching and learning environment for achievement of the institution's stated purposes.

DESCRIPTION

Organizational Structure, Communication, Qualifications, Renewal

The Provost, who reports to the Chancellor for Community Colleges, is responsible for the administration and development of Leeward Community College. Serving under the Provost is the Dean of Instruction who administers all instructional divisions and the academic support units, and the Dean of Student Services who administers non-instructional services to students. Also under the Provost are two directors:
Administrative Services, and Special Programs and Community Service. Serving under the Dean of Instruction are the Assistant Dean of Instruction, a staff position, and the Assistant Dean for Academic Support, a line position with responsibility for the academic support divisions. At the lowest administrative level under the Dean of Instruction are division chairs or division administrative committees (DAC's) and the academic support coordinators. The positions are non-managerial. (See Organizational Charts). (Note that as of Fall, 1988, all remaining DAC's were replaced by a single head, the division chair.)

Detailed job descriptions exist for all administrative positions as well as for chairs and coordinators. The general procedures for the selection and appointment of Provost, Deans, Assistant Deans and Directors are in accordance with the BOR Bylaws and Policies. Specific procedures are formulated by the Chancellor and/or Provost. The specific procedures name criteria for selection in terms of minimum and desirable qualifications which may vary slightly from time to time.

The six academic division chairs are part-time positions appointed by the Provost usually on election by the division faculty. The only formal qualification for chair is that the person be a full-time member of the division, although there is presently one exception. Division chairs are members of the faculty bargaining unit. Chairs have a nine-month appointment, are provided nine credits assigned time each semester, and are paid overload payments for work in the summer. They receive no additional compensation although consideration is currently being given to this possibility (which formerly prevailed).

The administrative staff has regular meetings and seminars for professional development. Members of the staff undergo periodic evaluations by their own staff and by their supervisor. The Provost is evaluated by the entire faculty and staff. The Provost meets with the administrative staff for a yearly review of their evaluations, progress on program targets, future program targets, and personal development.

Division chairs and coordinators have no formal evaluation (except those originated by them) and do not have a program of self development beyond those required for any instructor.

Like all organizations, the College has formal and informal channels of communication. The formal channels of communication follow the organizational structure of the College: Provost to Dean/Director to Division Chair/Unit head and back up the chain. Academic support units report through the Assistant Dean for Academic Support to the Dean. Other channels for faculty communication to administrators include the Faculty Senate through the Faculty Senate Chair or through membership on the numerous standing and ad hoc committees. The Faculty Senate Chair is included in administrative staff meetings. Students and clerical staff have representative organizations: the Associated Students of Leeward Community College (ASLCC) and the Clerical Staff Council (CSC). Heads of these organizations also regularly meet with the Provost and are consulted on questions concerning the College. Regular meetings with the entire College staff are conducted twice a year. The Dean has monthly meetings with division and unit heads, and divisions also hold regular meetings.

Informal communication opportunities also exist. It is not uncommon for faculty and staff to meet with the administrative staff. A number of social events such as community safaris, campus gallery openings, faculty and staff parties also provide an environment for informal communications.
Management of Resources and Budget Planning

As a state institution, budget planning and management are tied to the state budgeting process. Thus budgets are produced on a biennium basis and allocated in quarterly allotments during a year.

The preparation of the College budget is a year long process. The basic guidelines for the budget are contained in the University's Strategic Plan, the Chancellor's Directions for the 80's, and the College's Educational Development Plan. Budget proposals are closely tied to the EDP priorities. Each division/unit must provide budget justifications based on the planning documents.

The budget is produced at the College level and reviewed and revised at the Chancellor's, President's, and Regents' level before submission to the Governor for inclusion in the Executive Budget. Funding is allocated by the Legislature and released through the Governor. At each step, the budget may be modified: the University's budget is revised by the Governor and Legislature, and the Governor may not release all funds allocated to the University. The University may also seek supplemental funding for the second year of the biennium.

The College is undertaking an effort whereby the major planning and evaluative activities such as the preparation of the Biennium Budget, EDP development and revision, and Accreditation are timed to complement and feed into each other.

ANALYSIS

As mentioned, the current self-study was made at a time in which major changes were taking place within the College. Among these changes were:

1. Personnel: The Acting Provost, Dean of Instruction, both Assistant Deans, and the Director of Special Programs and Community Service have all come to their respective jobs within the last year.

2. Reorganization: A major organizational change within Academic Support was approved during the writing of this report.

3. The Educational Development Plan: Completed and approved during the preparation of this report, the EDP is now in place and being implemented.

While the organizational structure is intended, in part, to assure continuity in the face of personnel changes, there is no doubt that each administrator contributes personally to the informal climate of the College. Much of the focus of earlier accreditation reports was on communication, particularly between faculty and administration. While it is too soon to assess the impact of the above changes on this vital issue, indications are that the communication climate has improved. One indication is a resolution by the Faculty Senate commending the Acting Provost on this point.

The increase in administrative staff should also help in the governance of the College. The major bottleneck in the administrative structure presented by the Dean of Instructions office will be relieved by the line position of Assistant Dean for Academic Support. The organizational changes will help to assure that academic support units are not neglected and will provide an officially recognized position to the Learning Resource Center, the Computing Center, and the newly founded Curriculum Resource Center. However, to assure that the changes provide real support and not just another layer of
bureaucracy, periodic assessment should be made, perhaps through an advisory committee of faculty, staff, and administrators.

Of critical importance in the day to day operations of the College are the division chairs. The administration should focus efforts to provide these individuals with sufficient monetary compensation, time, and professional growth opportunities. Recognition must also be given to the fact that larger divisions need greater support than smaller divisions.

Efforts to foster informal communications have helped to produce greater collegiality. Activities such as Town Meetings, faculty/staff development workshops, faculty/staff breakfasts, community safaris, retreats, open meetings, etc., have all been effective. While specific activities may come and go, it is vital to insure that an adequate number of such activities exists. A key role in this area will be played by the Faculty Senate.

The College must also be cognizant of the slow but steady changes which are taking place in the larger community college field. A major curriculum change being promoted is "across the curriculum" programs. These programs, such as Writing Across the Curriculum and Math across the Curriculum point towards a more through integration of the instructional divisions. This trend is also pointed out by some of the new programs being introduced to the College such as the Music Performance and Television Production Programs. Both of these programs are innovative in that they are vocational programs built upon existing strengths within the liberal arts programs. Another change factor is technology. The College is seeking technological solutions to many academic and administrative problems. The cost and expertise required in using these systems will break down traditional academic divisions. In order to assure that change is controlled by the College, a responsive and effective administrative structure must exist. It may well be that the present organizational structure is not appropriate to tomorrow's college. The College must begin to look closely at its own organization and make changes where appropriate.

Budgeting problems are perceived to be primarily caused by external factors. The biennium budget process and quarterly accounting are awkward at best, and do not provide needed flexibility and efficiency. Some relaxation of the quarterly accounting procedures has occurred, but this still is not sufficient. While these problems cannot be directly addressed by the College, the administration must still pursue whatever remedies are possible.

Budgeting problems on the campus level stem primarily from ignorance of the process on the part of the faculty. Many faculty are unaware of the rules and constraints imposed upon the College. For others, involvement with the budget process consists primarily of submitting "wish lists." The Director of Administrative Services and the Business Office should initiate a series of workshops designed to explain the fiscal policies of the College. The College must also examine its policies on the purchase and allocation of instructional equipment. During times of fiscal austerity, it is important to have such mechanisms in place to insure that College priorities are followed and to minimize the detrimental effects of reallocation.

RECOMMENDATIONS

a. Periodic assessment of newly established organizational changes (to assure that they are achieving the functions for which they were created) is essential.
b. The College should continue to work with the other colleges in the system to improve budget procedures, and should continue on our own campus to become more proficient in all facets of budget-making.

c. Procedures for evaluating division chairs and unit coordinators, with emphasis on professional development, should be developed and implemented.

STANDARD 9 C: FACULTY IN GOVERNANCE

The faculty role is clearly defined in institutional governance.

DESCRIPTION

The role of the faculty is recognized by the University of Hawaii Board of Regents Bylaws and Policy and by collective bargaining agreements with the faculty union, the University of Hawaii Professional Assembly (UHPA). The major role of faculty in institutional governance is to advise the administration on matters relating to the development and maintenance of academic policy and standards.

The major body for faculty participation is the Faculty Senate. There are clear rules for membership, election, and direction of the senate. The standing committees which support the senate's work include: Courses and Programs, Student Academic Procedures, Faculty Academic Procedures, Legislative Relations, and Academic and Institutional Support.

All faculty, through membership on the numerous regular and ad hoc committees, and through division meetings and duties, participate to some degree in the many aspects of the College's governance. Administrators meet with each division at least once a year.

ANALYSIS

The faculty role in the governance of the College, while recognized within the University Bylaws and Policies, depends on three points: the willingness of faculty to serve in policy advisement positions, the willingness of the administration to incorporate faculty input into policy, and the support given faculty to allow them to serve in such positions.

There are many opportunities for faculty involvement within the campus and the University system. Obvious areas are the Faculty Senate and Division Chairs. Less obvious areas are the many committees both at the campus and system level on which faculty serve. Faculty members are not always fully aware of these opportunities and membership on these committees is often through informal appointment. Action, perhaps through a Committee on Committees, is needed to insure that all faculty have the opportunity to serve.

The role of faculty in the administration of the College is to advise the administration of matters related to academic policy and standards. Since the administration is ultimately responsible and accountable for College policy, not all input from faculty will be followed. It is here that effective communication, mutual trust, and common goals must be maintained in order for the system to work. Much of this depends on the personalities of those involved, but fostering and institutionalizing communication channels can also be major factors for success.
The third point insuring full faculty participation is time. Serving on committees is considered part of the job of faculty members. However, many faculty cannot serve because of course schedule conflicts or excess workload. The College should study remedies including revisions to the scheduling process and released time for those assignments which are severely taxing.

RECOMMENDATIONS

a. The College should find ways to insure more widespread and equitable involvement of faculty in the non-teaching, but essential aspects of operating the College. Improving the effectiveness of communication and insuring commitment to common goals is especially important.

b. Because serving on committees and performing a diversity of tasks not directly related to their teaching is expected of instructors, and because their teaching load is already a full-time activity, the College should initiate policies (scheduling, released time, additional compensation, etc.) to alleviate overburdening that can produce stress, burn-out, and low morale—and ultimately impairment of excellence in teaching for which we are striving.

STANDARD 9D: SUPPORT STAFF AND STUDENTS

The role of support staff and of students in the institutional governance is clearly defined.

DESCRIPTION

Support Staff

The support staff at Leeward Community College can be divided into three groups: administrative, professional and technical (APT); clerical; and operations & maintenance (O&M). The APT staff is comprised of varied support personnel ranging from the Registrar, to electronic technicians, fiscal and personnel officers, etc. Clerical staff includes secretaries and clerks. O&M staff includes custodians, middle level supervisors of maintenance workers, grounds keepers, and security guards. All three groups are represented officially in state negotiations by their respective bargaining units: APT and clerical staff by the Hawaii Government Employees Association and the O&M staff by the United Public Workers.

The clerical staff also has a campus organization, the Clerical Staff Council (CSC), which is recognized by the administration. The CSC is an exemplary organization which participates fully in the activities of the College. Through the many activities of the CSC, the clerical staff have come to play a vital role in the functioning of the College which extends beyond their regular jobs. The APT and O&M staff have no formal organization beyond their respective unions.

Participation from all categories of staff is sought on committees which affect the College as a whole. The support staff serves on College wide committees including personnel committees for the selection of administrators.

Students

The Associated Students of Leeward Community College (ASLCC) organizes student participation and involvement in the governance of the College. Officers of the ASLCC
are elected by the student body and include a President, Vice President, Secretary, Treasurer, and at-large senators. Like the support staff, students also participate fully on college-wide committees.

ANALYSIS

Support staff and students have actively participated in the governance of the College. Among the support staff, only the clerical unit has a recognized organization, the Clerical Staff Council. Not all College organizations have the enthusiasm, sense of purpose, and cohesiveness of the CSC; the CSC is a dedicated group which has contributed in many ways to the essence of the College. Its efforts should continue to be supported by the College.

The Associated Students is perceived by some to suffer from the malady of many student organizations—apathy. The reality of a commuter campus, most of whose students have employment or family responsibilities, can explain the lack of cohesiveness which results in only a few students actively participating in ASLCC activities. The administration has encouraged and supported the ASLCC officers to develop their leadership skills. Efforts at publicity and public relations should be emphasized so that the activities of the students will have greater visibility. Finally, faculty and staff should encourage and participate in the activities of the ASLCC—"student apathy" is not exclusively a student problem.

Despite these problems and limitations, participation in campus affairs by those who have volunteered their time to serve in student government positions has been an enriching learning experience for them. They have served as student representatives on numerous all-campus committees where their contributions are acknowledged as highly valuable. And as an organization, ASLCC has undertaken a variety of projects—cultural, intellectual, and recreational—consistent with the mission of the College.

RECOMMENDATIONS

Administration, faculty, and staff should be made more aware of efforts on the part of students to become responsibly involved in the life of the College and should make a special effort to encourage and support those efforts.
I. University of Hawaii Organization
II. UH Community College Organization
III. LCC Educational Services Organization
IV. LCC Administrative Services Organization

V. LCC Student Services Organization
STANDARD TEN: SYSTEM RELATIONSHIPS

STUDY COMMITTEE:

Ralph Odom, Chair  
Instructor, Religion  
Co-Chair Accreditation Self-Study

Sinikka Hayasaka  
Instructor, Japanese

Warren Imada  
Instructor, Accounting

Grace Miller  
Instructor, Anthropology

Don Thomson  
Instructor, Sociology/American Studies

Since Leeward Community College is part of both a state-wide University system and a system of community colleges under the larger University umbrella, it presumably shares the same position as its sister colleges within the total structure. Therefore, the Description sections of each of the four segments of Standard 10 represent the joint effort of the several campuses and are intended to be largely identical for each. The Analysis and Recommendation sections represent Leeward's distinctive situation and perspectives.

A substantial number of the extensive recommendations of the previous Accreditation Self-Study have been addressed by the College and appear to have been dealt with satisfactorily; others remain to be resolved and will be noted again in this report. The prior Evaluation Team's only recommendation—that the Chancellor "develop an official schedule of (campus) visits" and "in general, keep an open line of communication..." has been acted upon with the appreciation and approval of the LCC community.

This report is based on an examination of existing policies and documents, interviews with appropriate administrative and staff personnel, and several systemwide meetings with representatives of the other colleges in the system.

STANDARD 10A: SYSTEM-COLLEGE RELATIONSHIPS

The system has an official set of objectives, policies which define system-college relationships, and an organizational plan which establishes lines of authority and allocates responsibilities.

DESCRIPTION

The University of Hawaii is both a major executive department of the State government and a state-wide system of higher education.

The UH is a multi-campus system consisting of a major comprehensive research campus of 18,382 students (UH Manoa); a second complex that enrolls 3541 students in four-year colleges of arts and sciences and agriculture and a community college (UH Hilo); a smaller upper division program of 482 students (West Oahu College); and six community colleges organized as a sub-unit enrolling 29,317 students, 6542 at LCC. (Enrollment figures are for Fall, 1987.) The University of Hawaii organization chart is appended.
The President of the University serves also as the chief executive officer of the UH Manoa campus while the remaining three major units are each headed by a Chancellor (UH Hilo and West Oahu are under the same Chancellor) responsible to the President.

Policies and Objectives

The Board of Regents has adopted several statements and guidelines for the University. These include the following:

"A Strategy for Academic Quality, 1985-95." This 1984 document is the strategic plan for the University for the current decade; it serves "as the guide post for the University of Hawaii to become a world class institution in the Asian and Pacific Basin." The Plan is intended to be dynamic and will serve as the framework for making choices and decisions as the University strives better to meet the post-secondary educational and vocational training needs of the region. In realizing its vision, the University in the next ten years will implement strategies and direct its resources towards the following major themes or dimensions:

- Serving the State of Hawaii
- Achieving Program Quality
- Establishing an International—Especially Pacific/Asian—Focus
- Adapting to Scientific and Technological Change
- Enhancing the "Essence of a University"

"New Directions for the 80's" is a statement of goals for the community colleges. This 1984 statement serves to focus the growth and direction of the community college system. The document is the result of a process of broad faculty and staff input.

Educational Development Plans. These five- or six-year plans, approved by the Board of Regents, set the explicit directions for each of the community colleges. The plans include objectives, staffing plans, new programs plans, and projections for other resource requirements. The plans become an important document in setting operational program targets and budgets year by year and in seeking approval for new programs or funds. The community colleges' plans updated in Spring 1987 were purposefully rescheduled to serve as a partial basis for this systemwide accreditation self-study.

Regular Program Reviews. Regular review of all programs is provided for under Board of Regents policy; see "Program Review" section under Standard IOC.

Organizational

Each level of the University of Hawaii hierarchy has an organizational chart which shows the authority and function of each person in a line or staff position. Statements of function elaborate on the duties and responsibilities of each officer on the organization chart. Thus, at least graphically and by definition/statement, there is a clear delineation of the responsibilities and authority linked to each position. (See approved organizational charts and functional statements.)
ANALYSIS

Both the overall University system and the Community College system within it have well-defined objectives expressed in documents formulated with extensive faculty/staff participation as noted above. Their statements appear to have broad acceptance and support among the community colleges and were widely utilized at LCC in the shaping of its 1987-93 Educational Development Plan during 1986-87.

Policies which define system-college relationships are less apparent and explicit than those which state objectives and directions. The new president of the University has proposed and successfully implemented major reorganization within the University System. Although the reorganization left the Community College system largely untouched, there is a perception among some community college faculty and staff (a) that for the University president also to be chief executive officer of the Manoa campus constitutes a conflict of interest, and (b) that the community colleges (with well over half the total UH system enrollment) are not sufficiently appreciated by the University administration and therefore are not allocated their proportionate share of available University resources to permit them adequately to fulfill their important missions.

There has been some informal discussion on various levels (including the Board of Regents) as to the advisability of having a separate Board of Regents for the community colleges. This possibility is in the most embryonic exploratory stages and there does not seem to be a strong movement among community college faculty and staff promoting it at this time. On the whole, the community colleges seem to feel proud to be a significant part of the University and to feel comfortable in the relationship which exists even if they believe they deserve fuller recognition and appreciation within it.

Some of the issues and concerns voiced in the 1984 accreditation review still prevail—the desire for more input opportunities prior to major policy changes, for example, and the need for more lead time than is normally allowed for providing such input. A recent case in point is the Range 5 in-range promotion possibility which emerged during the 1987-88 academic year; there was insufficient time for wide discussion of the criteria for such promotion, and it appears that the various provosts interpreted it differently so that uniformity throughout the community college system was lacking.

RECOMMENDATIONS

It is recommended that:

a. Leeward's faculty and staff continue to be actively involved in the development of academic planning within the UH system. It is especially important that the stature the community colleges have earned with the Board of Regents and some UH system administrative personnel be retained and enhanced.

b. Leeward's administrative staff work with University and Community College system administrators to make certain that systemwide policies and procedures are interpreted and implemented consistently throughout the system.

c. Leeward's administrative staff seek, in conjunction with system administrators, to develop procedures for shaping systemwide policy that will provide more lead time, more acknowledgement of input, and better communication of input throughout the system and on our own campus.
STANDARD 10B: COMMUNICATION

The system has communication methods which provide for the flow of information in a timely and efficient manner.

DESCRIPTION

The Board of Regents, the policy-making body for the University, meets once a month except in July. The Board meets at a different campus each month providing opportunities for Regents to see the campuses and for campus personnel to attend the formal, open ratification meetings. The agendas for these meetings are not widely circulated, although minutes of the meetings are later made available in the administrative offices and in the libraries of the various colleges.

The University Executive Council (UEC) meets twice monthly to address policy issues of concern to the campuses and the system. The President, Vice-Presidents for Academic Affairs and Administration, and the Chancellors attend these meetings, then convey pertinent information and consult on various matters discussed in UAC with their campus constituencies.

Similar meetings are held on a weekly basis by the Chancellor for Community Colleges, her staff, and the Provosts of the Colleges. The Chancellor and her staff communicate informally by telephone and campus visits and formally through scheduled meetings with the various community colleges.

There are regular meetings among the community colleges of several groups, including Deans of Instruction, Directors of Administrative Services, Directors of Student Services, Directors of Community Services, Faculty Senate Chairs, Student Senate Chairs, Librarians, and Staff Development Coordinators.

Internal general communication news media include:

- The University Bulletin which contains information of general interest to the campuses.
- The Community College Newsletter which is individually mailed to the residence or campus address of each community college faculty and staff member.
- Malamalama which is the system-wide University newspaper.
- Individual campus student newspapers, weekly campus bulletins, and at Leeward Community College a closed circuit television campus news service.

ANALYSIS

The system has adequate formal communication methods. In general these methods have become more effective under our current Chancellor who has complied with the recommendations of the previous Accreditation Evaluation Team by scheduling regular visits to the LCC campus to meet with faculty and staff. The Chancellor is also available for direct communication by faculty.

An annual calendar for Leeward was initiated under the former administration (containing academic and business deadlines) and is a continuing vehicle accessible to all.
Under the prior administration a feature called "Interaction" was published in the College Bulletin in which faculty/staff could ask specific questions (anonymously if they wished) and the answers would be researched and published. This activity is no longer funded, but from the nature of both the questions and answers it was clearly a useful means of communication.

There currently exists no campus newspaper, although a Board of Publications (authorized in 1986) is now being formed. The closed circuit television campus news service, while valuable, does not adequately facilitate the flow of information.

RECOMMENDATIONS

It is recommended that:

a. Appropriate segments of the campus community—Faculty Senate, Divisions and Operating Units, Administrative personnel—continue to monitor and seek to improve communication so that the former nadir of faculty morale, insofar as it was related to poor communication, can be avoided.

b. Leeward's College Bulletin and its closed circuit TV broadcasts be continued and a special effort be made to include pertinent material from systemwide sources as well as campus news.

c. A student-published campus newspaper be reestablished.

d. "Interaction" (or some equivalent) be funded and published in the Campus Bulletin.

STANDARD 10C: COORDINATION

The system has an organized process for coordinating program development and evaluation, facilities planning, and budget development and administration.

DESCRIPTION

Program Development

Programs, along with courses, are usually but not always initiated at the campus level in accordance with guidelines established by the Chancellor of Community Colleges (CCM 6100). Programs, unlike courses, must ultimately be approved by the Board of Regents and are granted provisional status until completion of their first full cycle. (See Program Review below.)

Program Review

The Community College System has a comprehensive program review policy with a concomitant extensive program review process.

By Board of Regents policy, academic programs are approved and discontinued by Board action, and all established academic programs in the University are subject to an in-depth review every fifth year. All new programs approved by the Board are placed on provisional status during their first cycle of operation and undergo intensive review at the end of that cycle, with the program continuation contingent on Board approval. The review of both provisional and established programs requires a self-study that assesses whether or not the program is meeting its objectives and a summary of the evidence used to
reach this conclusion, unusual program features or trends, resource requirements, and problems and plans.

Primary responsibility for implementing the program review policy is placed at the campus level. The steps in the process for the community college are:

1. Reports prepared by departments in accordance with established guidelines ("Guidelines for the Review of Academic Programs").

2. Review of reports and independent evaluation by College Provost.

3. Review and independent analysis by the Chancellor.

4. Submission of findings and recommendation by the Chancellor to the Vice-President for Academic Affairs.

The Chancellor for Community Colleges submits to the Vice-President a letter of findings including action taken on established programs and sends a copy of the letter to the Provost. When recommending continuation or termination of programs, whether provisional or established, the Chancellor submits action memoranda and review documents to the Vice-President.

**Facilities Planning**

The Board of Regents has a committee on Physical Facilities and Planning which:

1. Reviews, studies, and makes recommendations to the Board relative to the physical master plans for each campus in the University system. It periodically reviews approved master plans and recommends revision if necessary.

2. Reviews proposals relative to University improvements and facilitates and makes recommendations to the Board.

3. Reviews policies and makes recommendations to the Board on matters pertaining to the use of University buildings.

Also involved in facilities planning is the Board's Committee on Long-Range Planning which considers operating and capital improvement budgets.

Facilities planning is under the control of the University Facilities Planning Office, under the Vice-President of Administration, which has a section that works with the Chancellor and the individual campuses.

At the community college level, the Chancellor, with her Officer of Administrative Affairs, coordinates all activities relating to capital improvement projects.

**Budgeting**

Procedures for budget development follow budget preparation policies adopted by the Board and campus administrators and include consultation with faculty and staff. Preparation includes a six-year budget plan and the more detailed biennium budget requirement. When the campus budget is completed, it is sent to the Chancellor for review and approval.
Following established policies and guidelines, the President and his staff review the campus budget and discuss it with the Chancellor and her staff. The Chancellor's Officer of Administrative Affairs is specifically responsible for providing centralized support services in budgeting, fiscal and capital improvements, and external funding. Based on these discussions, the President recommends to the Board; upon approval by the Board, the Board of Regents' budget is sent to the Governor.

The State Department of Budget and Finance reviews the University budget and prepares its initial recommendations. After consultation with the University, the department prepares its final recommendation to the Governor. After consultation with the President, the Governor incorporates his recommended University budget, which is then submitted to the Legislature.

With regard to the budget approval process, on September 25, 1985, the Governor transferred to the University administrative responsibility and authority for functions previously performed for the University by other State departments, namely Accounting and General Services, Budget and Finance, and Personnel Services.

The purpose and effect of this transfer of responsibility was to allow the University increased internal flexibility and authority in areas such as fiscal, budgetary, purchasing, and personnel classification which previously had to be either approved, coordinated, and/or determined by and with other State departments. As an example, previously the Department of Budget and Finance had final authority on budget preparation and execution within the University system (as it still does with all other State departments). The University should now be able internally to have authority over its own budget preparation and execution subject, of course, to an overall total budget ceiling imposed upon the University.

This increased degree of administrative flexibility and autonomy does not exempt the University from applicable fiscal and budgetary ceilings and personnel statutes, but is intended to allow the University a greater degree of self-determination, flexibility, and expeditious handling of internal fiscal affairs.

Legislative review of the budget is accomplished through formal hearings as well as through requests for information. The University's budget request is heard by the Committees on Higher Education as well as the Finance Committees of both Houses, and the recommendations of these committees are sent to the respective money committees for final preparation of the appropriations bill. Appropriate University administrators testify at these hearings, and the Regent's budget is often requested by, and supplied to, legislative committees and used as a basis for discussion of differences with the Executive budget request.

ANALYSIS

As indicated above, there are extensive procedures for program development and review and for facilities planning and budgeting. In a general sense these are "coordinated," at least insofar as administrative structure is concerned.

There appears to be, however, a glaring deficiency (and central concern) at the point of articulation of programs and courses within the University system. This was mentioned in the previous Accreditation Self-Study, but is reiterated here with even greater urgency because the situation has not improved appreciably (although notable efforts are in
process, specifically the work of the systemwide Associate Degree Task Force, which may soon yield positive correctives).

Although the Community College system was established more than twenty years ago (Leeward itself completing its twentieth year in the spring of '88), articulation among the colleges, and with UH Manoa, is still in its infancy. Articulation agreements have been worked out from time to time with the appropriate UH Manoa officials with reference to particular programs and courses, but these are scheduled to expire when Manoa's new core is in place. Some efforts to develop new articulation policies are now under way.

What is needed is (a) an agreed-upon AA degree throughout the system (otherwise what's the value of a system?) which (b) will be fully accepted by Manoa as fulfillment of the lower division core, permitting transfer to upper division status. Moreover, specific courses within the degree program need to be fully transferable both among the community colleges and UH Manoa.

The essential basis for such articulation is inter-institutional respect so the community colleges "don't have to stand around begging," as one community college administrator put it. This kind of respect and mutuality should prevail at all levels—academic, budgeting, and facilities planning.

With respect to facilities planning, LCC has not had an update since its initial master plan was formulated in the mid-sixties; a request for this purpose has been included in the '89-'91 biennium budget. Other facilities problems have to do with our flat roofs (which are particularly prone to developing leaks at inconvenient times) and our total dependence on air conditioning (which has a way of breaking down unexpectedly just when we need it most). Resources need to be made available in advance for such emergencies which undoubtedly occur throughout the system, not only at Leeward.

Although the processes for budget development are clearly established, it is not always clear to faculty and staff exactly how decisions concerning resource allocations are made.

RECOMMENDATIONS

It is recommended that:

a. Leeward's administrative staff continue its efforts to strengthen the AA degree and achieve its full articulation in a climate of mutual respect, so as to facilitate student transfer both to UH Manoa and among the community colleges.

b. Even before funding for a professionally developed Master Plan is secured, initial steps be taken to involve faculty, staff, and students in the planning process based upon what we know about probable future educational needs in the Leeward and Central Oahu areas as described at length in Leeward's recently approved Educational Development Plan.

c. Budget development at the campus level include reserve resources for emergency repairs.

d. Communication with faculty and staff regarding the budget-making process, and particularly the allocation of resources, be strengthened both through occasional meetings and through publication in the available communication media described in Standard 10B.
STANDARD 10D: PERSONNEL POLICIES

The system develops and publishes appropriate policies and agreements governing employment, compensation and benefits, working conditions, staff evaluation, and staff transfer and reassignment.

DESCRIPTION

The Board of Regents develops and publishes appropriate policies relating to employment, compensation and benefits, working conditions, staff evaluation, and staff transfer and reassignment subject to and in agreement with current applicable collective bargaining agreements.

Faculty within the system are represented by a collective bargaining agent, the University of Hawaii Professional Assembly, in accord with provision of the State's public employee bargaining statutes. Civil Service staff are represented by either the Hawaii Government Employees Association or the United Public Workers.

Staff who are on an appointive basis (such as Deans, Directors, Provosts on up) are collectively grouped in what is called the Executive Managerial group and are not governed by collective bargaining. There is also a category of employees who are part of a collective bargaining unit but who are "excluded" from being represented due to their having access to confidential records, primarily personnel matters (personnel officers) and administrative correspondence (Provosts' secretaries).

Collective bargaining agreements govern all matters relating to compensation and benefits and, to some extent, working conditions. Most of the provisions and components of this Standard are defined and delimited by the terms of this agreement and the related implementing policies. The current union contract covers 1987-89 academic years. Contracts are negotiated every two years. During 1988-89, the 1989-91 contract will be negotiated. According to a survey conducted in January, 1988, faculty concerns are (in ranked order): salaries, workload, academic freedom, health benefits, retirement benefits, and arbitration of tenure and promotion decisions.

Outside the Union contract there are two new policies that have a major impact on the faculty. They are the classification policy, which is already being implemented during the 1987-88 academic year, and the evaluation policy that will be implemented beginning Fall 1989.

Until recently, faculty evaluation was required by policy only during the contract renewal period, i.e., the probationary period prior to tenure. In addition, faculty in non-tenure track positions, i.e., temporary hires, lectureships, etc., were periodically evaluated. As of Fall 1989, the Community Colleges will have a new evaluation policy in effect making it also mandatory to evaluate all tenured faculty once in five years. Thus, by the end of this accreditation period at least 80 per cent of the tenured faculty will have been evaluated.

Under the collective bargaining law of the State of Hawaii classification of employees is a management right. As of Summer, 1987, a new classification policy is in place and is being implemented for the first time during the 1987-88 academic year.
Civil Service staff have periodic evaluations in accordance with policy after the initial six-month probationary period. Provosts are evaluated periodically by the Chancellor while Deans and Directors are evaluated periodically by their supervisors.

ANALYSIS

The faculty has been unionized for well over a decade and therefore, on the whole, the faculty is aware of its rights and responsibilities under the union contract. There is a good deal of concern, however, among faculty members over the new classification and evaluation policies. The new classification policy allows an in-range promotion for the faculty in Range 5. During the 1987-88 academic year 25 Leeward faculty members applied for that promotion. The promotion process for the in-range promotion was similar to that specified for other promotions in the Union contract. Only five faculty members were actually promoted within Range 5. Many deliberating bodies in the promotion process were not familiar with the professional ethics covering confidential proceedings and thus many rumors were generated. Those who were denied promotion were/are, in the opinion of some, suffering from "bruised egos" to varying degrees, creating something of a morale problem among the faculty.

Some members of the tenured faculty are very concerned and upset about the impending evaluation policy, despite the fact that the policy is oriented toward professional development with many safeguards to protect the faculty at all points of implementation.

Although the faculty, given some time, will no doubt become more comfortable with both the new classification and evaluation policies, the process may be speeded up by appropriate communication (coupled with the actual carrying out of such policies in a truly objective and professional manner, of course).

RECOMMENDATIONS

It is recommended that:

a. An informational campaign be conducted on the classification and evaluation policies.

b. Professional ethics and responsibilities in each range be reviewed campus-wide to help faculty members see their roles in a more focused way.

c. Division chairs, who will conduct the evaluation of tenured faculty, be given suitable training for the task.
A Strategy for Academic Quality, 1985-95,  
University of Hawaii, 1984.

AA Task Force Report  

Academic Grievance Procedure  
Leeward Community College, approved 1988.

Annual Report, 1987; Annual Report, 1988  
UH Community Colleges, Chancellor's Office.

Application for Reaffirmation of Accreditation, 1984  
Previous LCC Accreditation Self-Study.

Board of Regents Bylaws and Policies, Volumes I and II

Building Communities—A Vision for a New Century  
A report on the future of the community colleges, American  

Campus Trends, 1986  

Clerical Staff Council, LCC  
Charter and Bylaws.

Collective Bargaining Agreement, 1987-89

Community College Policy and Procedures Manual  
UH Community College System.

DATA BOOK, 1986—A Statistical Abstract  
State of Hawaii, Department of Planning and Economic Development.

Development Plan Annual Review for Central Oahu, 1986-87  
Development Plan Annual Review for Ewa, 1986-87  
Development Plan Annual Review for Waianae, 1986-87  
Department of General Planning, City and County of Honolulu.

Educational Development Plan, 1976 Revision  
Educational Development Plan, 1979-85 (Fall, 1980, Revision)  
Educational Development Plan, 1987-93  
Leeward Community College.

End of Year Reports, LCC  
• Student Services End of Year Report  
• Learning Resource Center Annual Reports, 1987 and 1988  
  Survey of Faculty Use of LRC, 1985-86  
• Community Services End of Year Report  
• Provost's End of Year Reports for 1985-1988  
• Fiscal Reports

Evaluation Team Report on Leeward Community College, April, 1984  
The Accreditation Commission for Community and Junior Colleges  
Western Association of Schools and Colleges.

Faculty Senate Constitution and Bylaws, LCC

Goals and Achievements, 1980-1987, LCC
Hawaii: Toward Excellence in Education

Hawaii's Future in the Pacific
By A. A. Smyser. Published by EAst-West Center, 1988.

LCC Bulletin (Weekly), 1982-1988

Leeward District Annual Report, 1985-86

Management Information, 1985-86, 1986-87, and 1987-88
UH Office of Institutional REsearch and Analysis

Miscellaneous:
• Brochures on various LCC programs and services
• Guidelines for Honors Program, credit for experiential learning, contract renewal, course outlines, student evaluation, etc.
• Policies for Sabbatical leaves, equal employment opportunity, sexual harassment, travel grants, staff development, etc.
• Guidelines for lecturer evaluation, hiring committee interviews, faculty office hours, etc.
• Brochures and flyers on Theater presentations, Art Gallery exhibits, non-credit courses, etc.

Native Hawaiian Community Colleges Advisory Council Final Report

New Directions for the 80s

Policy on Review of Academic Programs (and Program Reviews in recent years)

Records and Reports
On OSHA, Campus Security, equipment repair and replacement, energy conservation, etc.

Report of the Joint UH/UHPA* Community College Classification Committee, 1985
*University of Hawaii Professional Assembly, bargaining agent for all UH faculty.

Schedule of Courses: Spring, 1987; Fall, 1987; Spring, 1988; Fall, 1988

Student Conduct Code

Student Government Constitution and Bylaws, LCC

Student Satisfaction Surveys
LCC Student Services Division

Tenure Guidelines
UH Community Colleges, 1988-89.

UH Systemwide Administrative Procedures Manual

UH Systemwide Executive Policies

West Beach/Campbell Estate Planning Document, 1986
Prepared by Paige Barber, Community Planner