APPLICATION FOR ACCREDITATION

November 1978

Leeward Community College
Pearl City, Hawaii
Now beginning its second year of operation, Leeward Community College was formally established on July 1, 1967 as the first entirely community college in the University of Hawaii system. September of 1967 saw the first classes being offered, with an enrollment of 1,099. Enrollment for Fall, 1978 is expected to be approximately 3,300. Leeward is currently one of four community colleges on the island of Oahu. Three neighbor island colleges complete the community college system.

Over the past ten years, Leeward has grown rapidly to become the largest community college in the UH system. The initial emphasis on liberal arts education established the college’s reputation and has resulted in a student population equal to that of the lower division of College of Arts and Sciences at UH-Manoa. Eleven vocational programs currently enroll 15% of the student population. In implementing the instructional program the college faculty and staff are dedicated to the student as an individual. The success of this approach is best illustrated by the high marks given to the instructors & former students in follow-up studies.

Other sectors of the college have also grown in importance and complexity. Student services has expanded rapidly through the development of the Student Services Center, and the operation of the Waianae Nanakuli Education Center. Student services provides a full complement of activities and support for students. A large Title III grant from the U.S. Office of Education has permitted the college to greatly increase its curriculum development and support activities.

Since the 1973-74 Evaluation Team visit, the following are the major highlights/events/activities:

1. Receipt of $1,988,000 from the U.S. Office of Education under the Title III Advanced Institution Development Program (AIDP) for the areas of:
   a. Staff development and institutional renewal
   b. Student services
   c. Curriculum development
   d. Community outreach

2. Establishment and filling of the position of Associate Dean of Student Services

3. Establishment and filling of position of Director of Institutional Research (now vacant).

4. Reassignment of Dr. Ralph Niwa, Provost, to West Oahu College; search for new provost; appointment of Dr. Philip E. effective December 1, 1976.

5. Receipt of funding grants in national competition for curriculum development projects and for community service and outreach projects.
6. Operation of the Waianae-Nanakuli Education Center which has become State funded as part of Leeward's own operation effective July 1, 1977.

LEEWARD COMMUNITY COLLEGE EXISTS TO HELP PEOPLE LEARN. Persons who come to Leeward, or to whom Leeward takes its services, have a variety of educational goals which define and describe the college's mission.

Students come to Leeward

1. to earn an academic degree.
2. to earn a vocational or technical degree or certificate.
3. to earn credits toward a baccalaureate degree.
4. to obtain specific skills leading to employment.
5. to improve skills leading to employment.
6. to upgrade skills currently used on the job.
7. to develop interpersonal skills and community relationships.
8. to become a more productive member of the community.
9. for personal growth and enrichment.
10. for intellectual stimulation and enjoyment.

When a baccalaureate degree is the student's goal, the college shares its mission with four-year institutions in Hawaii and throughout the United States.

The primary constraint under which the college is currently operating and expects to continue to operate is limited general-funds resources. Some of Leeward's progress over the next six years is constrained by factors other than limited resources. Current system policy inhibits expansion of degree and certificate options, even when those options are based upon consolidation of current curriculum content. The levels of the review process and the time-spans necessary to complete the review process inhibit the ability of the college to initiate and maintain or discard activities, courses and programs on an experimental basis immediately responsive to demand.

Given these constraints, Leeward will concentrate over the next six years upon enhancing the quality and flexibility of its current activities, courses and programs as well as its personnel to meet the educational needs of clearly defined segments of its clientele. It will explore alternative means of meeting the educational needs of the community and alternative means of acquiring resources to meet those needs. The college will also initiate and actively participate in discussions within the system which can lead to appropriately revised policies and procedures.
Various activities are being carried out and alternatives are being explored for enhancing the talents and expertise of the administration, faculty, and staff. Over the next six years, Leeward will develop a variety of opportunities for its personnel to achieve greater or more varied experiences to increase the personnel resources available to students and the community to meet specific educational needs.

Activities, courses and programs will be systematically evaluated to determine their potential for meeting a variety of educational goals. Many courses traditionally labelled general education or liberal arts offer career-related skills. Using the strength of its current expertise in general education, Leeward may be able to increase the variety of occupational degree and certificate programs and program options with only modest requirements for obtaining additional resources.

Continued community-and-students-needs assessment has and will continue to identify areas requiring new activities, courses, and programs. Several such programs in occupational fields are currently in various stages of identification and development. Over the next six years, the college will attempt to implement these programs with funding from various state, federal, and community agencies. With its emphasis upon college-community interaction and cooperation, Leeward is optimistic about its ability to acquire resources from a variety of sources, broadening the base of its support beyond limited general funds.

Meeting educational needs through alternative means which do not rely heavily upon the resources of the college will also be explored. Among those alternatives under study or currently being implemented are cooperative education credit, college credit equivalency, and extended degree programs. Leeward regards the development of alternative educational delivery systems and locations as its greatest opportunity for continued development in the next six years.
APPLICATION FOR REAFFIRMATION OF ACCREDITATION

LEEWARD COMMUNITY COLLEGE

NOVEMBER 1978
CERTIFICATION OF THE INSTITUTIONAL SELF-STUDY REPORT
FOR ACCREDITATION OR REAFFIRMATION OF ACCREDITATION

TO: ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES, WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

FROM: Leeward Community College

Name of Institution

96-045 Ala Ike

Address

Pearl City, Hawaii 96782

This Institutional Self-Study Report is submitted for the purpose of assisting in the determination as to whether or not this institution should be accredited or its accreditation be reaffirmed by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges.

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

Signed:

E. N. Motomi
Chancellor for Community Colleges
University of Hawaii

Chairperson, Accreditation Steering Committee, Leeward Community College

Representing the Clerical Staff Council, Leeward Community College

September 22, 1978

Date
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INTRODUCTION

In 1978 Leeward Community College ends its first decade of service to the State of Hawaii. During those ten years, it has built a reputation for excellence in instruction and innovation, and for progressive adherence to the ideal of comprehensive educational opportunities for all residents of the State of Hawaii.

Because the College needed to revise the 1976 Educational Development Plan (EDP) for submission to the Board of Regents, it was decided to combine that effort with the Accreditation Self Study. The Guidelines in the Handbook of Accreditation were the basis upon which the self-study was conducted. Leeward's Educational Development Plan is Part II of this Application for Accreditation, and consists primarily of the goals and objectives which the College has established as a result of our self-study. This plan is designed to provide a framework within which excellence will be maintained, innovation encouraged, and progress evolve according to a pattern established by the needs of the community which the College serves. The mission, goals, and objectives defined by the EDP are the product of extensive dialogue, discussion, individual thought, and evaluation. The directions toward which these definitions point have been developed through consideration of the needs of Leeward's clientele and the constraints of limited resources.

As a result of the process to develop the EDP through the institutional self-study, the resulting document has a unique format. The descriptions in Part I represent a concise summary of each of the guideline areas. Part II, the EDP, contains the demographic information, and the appraisal and forecast is embodied in the identification of the goals and objectives as well as the discussion of each. The resulting document is one which we believe will be useful to the College during the coming years.
Steering Committee

The Curriculum and Academic Development Committee (CADC) served as the steering committee for the self-study, and for the production of the Educational Development Plan (EDP). This committee was selected for two reasons:

1. There is representation on the CADC from all instructional division, from student services, and from academic support. This membership was augmented with representatives from public service and institutional support so that all units of the College could participate.

2. Since the major thrust of the self-study was the production of the EDP, this was considered to be the most appropriate group for the steering committee because of the involvement with academic (educational) development.

Details of membership and minutes of the meetings will be provided as an exhibit.

Management Team

In addition to the steering committee, a management team was also formed, and consisted of the Dean of Educational Services, Chairman of the CADC, and the Faculty Senate Chairman who also was to serve as the principle editor of the EDP. The main functions of the management team were to solve any problems which might arise during the self-study and writing of the document, to facilitate the self-study effort, and to obtain any data which might be needed.

Other Committees/Units

Each of the College's organizational units was allowed the opportunity to provide input to the development of the EDP. Because of the emphasis on producing a plan which the institution could actually use, it was decided to have each unit, under the leadership of its chairperson or unit head, prepare its own material for inclusion in the final document, rather than to set up committees for each of the areas described in the Guidelines in the Handbook for Accreditation. A list of all Leeward personnel by unit will be provided as an exhibit to provide more detail about the participation of the faculty and staff.

Involvement of Administration

The members of the Administrative Staff served as the final campus reviewing and editing body. In addition, each person was involved in the discussions
which took place in the various organizational units prior to the actual writing of the document.

**Timeline**

- **September, 1977**  
  Process initiated by meetings with CADC, Administrative Staff, and Administrative Council to explain process and timeline.

- **Sept. - Oct**  
  Campus units met to discuss Leeward's mission statement, and to provide input to CADC (steering committee)

- **Oct - Nov**  
  CADC reviewed input from campus units to develop the mission statement to be used in EDP

- **Nov**  
  Management Team and Provost met with Dr. Swenson, Executive Director of the Accrediting Commission, to discuss Leeward's plans and approach for the self-study.

- **Oct - Jan**  
  Campus units prepared input for first draft of the EDP, including descriptive information and appraisal of present status of the units

- **Nov - Jan**  
  CADC revised first draft mission statement, and continued discussions of mission statement

- **Jan - Mar**  
  Editor reviewed input and prepared initial "skeleton" draft which was reviewed by CADC and Faculty Senate; draft was also reviewed by members of staff of Chancellor for Community Colleges, and of Office of Vice President for Academic Affairs

- **Mar - Apr**  
  Editor incorporated additions and changes to flesh out the skeleton draft; new draft reviewed by CADC and Faculty Senate

- **Apr - May**  
  Final editing by editor, submission of draft to administration for review

- **May - Sept**  
  Review by Administrative Staff including costing of those objectives which can't be accomplished within existing resources; editorial revision and reorganization; final editing by Administrative Staff; development of Parts I and III (description of LCC programs and services, and responses to previous accreditation review) of the accreditation document; final editing of accreditation application

- **Sept - Nov**  
  Organization of material for exhibits; final arrangements for visit by evaluation team
BRIEF HISTORY OF LEEWARD COMMUNITY COLLEGE

Now beginning the second decade of operation, Leeward Community College was formally established on July 1, 1967 as the first entirely new community college in the University of Hawaii system. September of 1968 saw the first classes being offered, with an enrollment of 1,649. Enrollment for Fall, 1978 is expected to be approximately 5,800. Leeward is currently one of four community colleges on the island of Oahu. Three neighbor island colleges complete the community college system.

Over the past ten years, Leeward has grown rapidly to become the largest community college in the UH system. An initial emphasis on liberal arts education established the college's reputation and has resulted in a student population equal to that of the lower division of College of Arts and Sciences at UH-Manoa. Eleven vocational programs currently enroll 25% of the student population. In implementing the instructional program the college faculty and staff are dedicated to the student as an individual. The success of this approach is best illustrated by the high marks given to the instructors by former students in follow-up studies.

Other sectors of the college have also grown in importance and complexity. Community services has expanded rapidly through the development of the theatre and the operation of the Waianae-Nanakuli Education Center. Student services provides a full complement of activities and support for students. A large Title III grant from the U.S. Office of Education has permitted the college to greatly increase its curriculum development and support activities.

Since the 1973-74 Evaluation Team visit, the following are the major highlights/events/activities:

1. Receipt of $1,800,000 from the U.S. Office of Education under the Title III Advanced Institutional Development Program (AIDP) for the areas of:
   a. Staff development and institutional renewal
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2. Establishment and filling of the position of Associate Dean of Student Services.

3. Establishment and filling of position of Director of Institutional Research (now vacant).

4. Reassignment of Dr. Ralph Miwa, Provost, to West Oahu College; search for new provost; appointment of Dr. Philip Ige effective December 1, 1976.
5. Receipt of funding grants in national competition for curriculum development projects and for community service and outreach projects.

6. Operation of the Waianae-Nanakuli Education Center which has become State funded as part of Leeward's own operation effective July 1, 1977.

More detailed information on enrollment and the growth of the College will be provided in exhibits available to the Evaluation Team.
PART I

FUNCTIONS AND SERVICES

OF

LEEWARD COMMUNITY COLLEGE
1. Functions and Objectives

In 1971, the State of Hawaii initiated the implementation of PPBS - Program, Planning, Budgeting System - which is the method by which the six-year program plans are reported. For each program, specific objectives have been identified which constitute the major broad goals of the College.

During the 1977-78 academic year, all units of the College participated in the preparation of the Educational Development Plan (EDP) which constitutes the major portion of this document. The goals and objectives presented are based on the PPBS objectives established for the program areas of Instruction, Public Service, Academic Support, Student Services, and Institutional Support, and are derived directly from the input provided in the EDP process as described earlier.

Through the development of the EDP, the review of the drafts, and the preparation of budget submissions, faculty and staff have the opportunity to become thoroughly acquainted with the functions and objectives of the institution. This becomes especially important in attempting to implement the objectives in the face of harsh budget realities.

As one of the campuses in the University of Hawaii Community College System, unnecessary duplication of instructional programs must be avoided in planning new programs. In addition, each campus is encouraged to develop unique strengths, especially in fields which are related to the unique culture of Hawaii.

2. Educational Program

Leeward Community College has a highly diverse and pluralistic student body, as described in PART II of this document.

As a consequence, the area in which students at Leeward differ from those of most mainland colleges is that having to do with "learning styles." Some of the cultural subgroups are highly motivated and self-directed. They take well to such things as "individualized instruction." Others are highly motivated but enjoy a pattern of acculturation that assumes that the instructors' role will and should be "directive." This group finds lecture and tutorial teaching strategies most preferable. Other groups find directiveness undesirable and have a distinct preference for group-centered learning activities.

Coupled with these cultural characteristics, which require that learning contexts and mechanisms vary, is the linguistic diversity. The overwhelming majority of Leeward's students are English speaking. However, the style, syntax and inflection vary greatly. Some are bilingual and others are even multilingual. This linguistic heterogeneity is a further inducement for alternate instructional modes.

Also, many students at the college initially require learning strategies that do not place a heavy reliance on the ability
to read English. In a few cases, this is due to the fact that they are not predominately English language speakers. In some cases, it is due to poor educational training in elementary and secondary schools. In other cases, it is due to the fact that they have been out of school for an extended period of time. The college does maintain strong developmental skills programs where students can overcome deficiencies in such basic skills areas as reading and writing. However, while this process of remediation is taking place, students need to make some progress in mastering the subject matter content of academic and/or technical courses. Alternate learning modes employing visual and auditory materials are being developed for many courses and programs.

Students also enter the college with differing skill levels in areas such as computations, study skills, and social awareness. There are also broad deficiencies in the amount and kind of knowledge and experiences students bring to the classroom. The college is also aware that students differ in the rate and manner in which they acquire skills and information.

In order to accommodate these varying learning needs, and improve instructional effectiveness, the college plans to continue and expand upon such strategies as:

1. A program of in-service training to increase the awareness of faculty and staff with regard to the cultural traits of the student population and the effect these have on learning.

2. An exploration of the potential for cognitive mapping techniques such as those being developed at other colleges.

3. Use of varying methods of individualized instruction. These include mediated instruction with a particular emphasis on video; techniques such as the Personalized Systems of Instruction (PSI), and the Keller Plan; the use of the computer as an instruction tool, as well as in the management of instruction; and extensive development of the learning center concept. Also included are alternative time schedules for those courses which lend themselves to an intensive schedule of class sessions.

4. Methods to implement open entry and exit to and from courses and classes. This will involve changes in the registration and grading systems and the development of more specific competency levels for course completions. At present, major efforts are underway in the areas of developmental education, some vocational programs, and English composition.

Evaluation of these efforts will undoubtedly indicate other areas which will require investigation. The college will maintain an active program of basic research and formative evaluations relating to teaching effectiveness.
In addition to the diversity of the student body, the College has maintained genuine concern for the "extended day" students - those who attend classes in the evening or on weekends. Since the first classes were offered in Fall 1968, Leeward has avoided distinctions between students who attend during the daytime hours and those who attend in the evenings. Efforts to maintain the "extended day" philosophy include scheduling of full-time faculty to teach evening classes, as well as scheduling the same courses in the late afternoon and evening hours as during the day, within the limits of the available resources and student demand.

As part of the College's efforts to maintain and improve the quality of instruction, all faculty - both full and part time - are required to be evaluated for contract renewal or rehire. This includes evaluation, to the extent possible, of courses and programs offered at off-campus locations. Additional information about evaluation procedures as well as examples of the evaluation forms will be provided as exhibits for the Evaluation Team.

3. The Institutional Staff

The brief history of Leeward Community College illustrates a strong commitment to staff and instructional excellence in fulfilling the college's mission—to help people learn. During its ten years of rapid student, staff and academic program growth, the college has used available resources for staff and instructional development and improvements that better meet the diverse educational needs of its multicultural and pluralistic student body. The college's efforts at vitality and continued institutional renewal received recognition and a major boost in 1975 with the receipt of an Advanced Institutional Development Program (AIDP) federal grant of $1.8 million to expand and accelerate growth in the areas of 1) Staff Development and Institutional Renewal, 2) Student Services, 3) Curriculum Development and 4) Community Outreach. As a result of this grant, the college hired academic support personnel and established the Office of Staff and Instructional Development (OSID). One of the major purposes of OSID is to spearhead the college's systematic process of centralizing and maximizing institutional and instructional support resources for the improvement of instruction. The essential feature of staff and instructional development and improvement at Leeward Community College is the underlying assumption that unless staff members are constantly updated and supported in their own development, academic programs and public services cannot grow and flourish to meet the changing needs of the students and community. The key to the continued growth of Leeward Community College's academic programs and public service is the strength and vitality of its staff. Thus, the basic functions and purposes of staff development at Leeward Community College are to insure that the college and staff remain flexible and adaptable to changing conditions. In 1976-77, the College developed the Faculty and Staff Vitality and Renewal Plan in accordance
with a statement accepted and promulgated by the Board of Regents. This plan is presently being revised and updated, and the 1978-79 plan will be available as an exhibit. Also available to the Evaluation Team will be the College's Affirmative Action Plan, the Faculty Classification Policy, the collective bargaining agreements for each unit, and descriptions of the firing procedures for the instructional divisions.

4. Student Services

In addition to the establishment of the position of Associate Dean for Student Services in 1974, Student Services has made numerous and significant strides toward providing the most comprehensive services possible consistent with the College's purpose. The major areas of accomplishment are:

A. The computerization of the class schedule, a student graduation checklist, and registration. Implementation of this activity will provide more accurate information during the advising process, better monitoring of student degree requirements, and more efficient processing of student records. The use of the computer will also permit the college to better implement the goal of open entry/fluid exit. A computer programmer under AIDP funds joined the Student Services Division in fall, 1976.

B. The strengthening and improving of the college's services to the developmental (remedial) needs of students. While all counselors, to some extent, serve these students, the division has assigned a full-time counselor to serve as the college's Developmental Skills Coordinator, which will strengthen the link between Student Services and the developmental skills program.

C. The coordination of a comprehensive program of outreach to area high schools, including contacts with potential students in the community, especially disadvantaged, handicapped, and veteran students. Because of successful programs like TRIO for the disadvantaged student and underrepresented ethnic groups, Komo Mai for the handicapped student, and VCIP for the veterans, the college has been able to greatly increase the number of disadvantaged students attending LCC.

D. The continuation and expansion of policies, procedures, standards, and reference sources used in the College Credit Equivalency Program, including greater emphasis on crediting non-collegiate courses offered in the community, and work experiences. The college recognizes the advantage of a credit equivalency program, particularly for the adult student who is re-entering formal education. The awarding of credit for knowledge and skills learned through non-traditional means is an educational concept supported by national trends and the Hawaii State Legislature. The college has received funding through the Fund for the Improvement of Post-Secondary Education to assist the Community College System, in carrying out this objective.
E. A carefully developed experimental program of peer advising based on the successful model used for the Kokua Center. This project has allowed the college to experiment with providing more adequate academic advising for the expanded student body by using trained students for routine advising.

F. The offering of mini-courses and counseling assistance in areas of "survival skills" such as study techniques, relaxation and test anxiety reduction, assertiveness and self-confidence, and problem-solving/decision-making. These areas have been identified nationally and locally by counselors as skills which provide many students with help that is practical and important to their educational development.

G. The establishment of the Career Development Center which combines and coordinates the efforts of a career counselor, financial aid officer, cooperative education, and job placement officer—all of those services which have to do with helping a student in choosing a career, part-time or full-time, on-campus and off-campus jobs.

H. The establishment of the Health Center through the establishment of the State-funded nurse-educator position.

Additional information about these and other student services will be provided as exhibits for the Evaluation Team.

5. Public Service and Off-Campus Programs

The State of Hawaii Community College Act of 1964 mandates that community colleges provide "...continuing education programs and such other educational programs and services as are appropriate to such institutions." This mandate is being fulfilled at Leeward through the Office of Special Programs and Community Services, presently headed by a Director.

The overall purpose of the Office is to bring to the community those educational and other services that are most needed and for which the College is the best source. This Office also serves as the focal point for coordinating community use of the institution's physical facilities. The major areas of emphasis are:

A. Community Education Program

College credit courses, developmental skills courses, non-credit courses, and learning laboratory assistance are offered through the Waianae-Nanakuli Education Center (WNEC). This activity, which began under the federally funded Model Cities Program, has been operated by Leeward since 1972, and has now become incorporated into the State-funded operation of Leeward. Additional historical information on the WNEC will be provided as an exhibit.

The center is serving as the prototype for the establishment of additional education centers serving students living beyond the service range of the campus.
College credit courses are also offered to military personnel and civilians for whom the bases are more convenient locations. Courses are offered through the College of Continuing Education and Community Services (CCECS), Community College On-Base program and Manpower Training Organization (MTO).

A Community Information and Resource Center (CIRC) has been established to retain, preserve and display teaching and research materials and to provide supporting services which directly assist the academic functions of the community college and assist the community to develop its human and other resources. CIRC will serve as the administrative unit for the current services of consultation, community development, and training for community groups. Target groups for these services include: staff of community social services agencies, both government and private; members of community organizations; neighborhood boards; and special interest groups such as immigrants, women's groups, and others.

As part of the normal schedule of community education activities, the Office of Community Services encourages one or two special projects each year. For example, in 1976-77, the OSPCS received a federal grant from the Ethnic Heritage Studies Program to develop the state's first collection of videotapes on the rural plantation community in Hawaii. This one-year project documented cultural practices of ethnic groups in Waipahu. Another special project is a program for senior citizens funded by the State Commission on Aging and operated by the OSPCS.

Community needs assessment activities, under the direction of the Coordinator of Community Educational Services, relate to all of the above on-going projects and will directly affect a variety of new programs now under consideration. As needs are assessed, the community outreach program will be altered and expanded to support the increased scope of the continuing services as well as those newly created as a result of survey assessments.

B. Theatre Program

The Leeward Theatre is an integral part of the Office of Special Programs and Community Services and is designed to serve the community and the college. It is the goal of the theatre to present programs of special interest to its students and residents in the Leeward-Central area. The Theatre has completed its fourth season with a total attendance of over 83,000 patrons at a wide variety of stage productions.

A special revolving fund was established to partially support some of the theatre activities such as theatre residencies. The theatre has also co-sponsored activities with the community, the National Endowment for the Arts, the State Foundation on Culture and the Arts, and other arts-related groups. Another sources of support is the community-based organization, the Friends of Leeward Community College Theatre.
Additional information on the funding and staffing of the activities of the Office of Special Programs and Community Service will be provided as exhibits for the Evaluation Team.

6. Library and Other Learning Resources

The library is an integral part of the learning activities of the college with the responsibility of providing services which include reference, educational material circulation, transmission or dissemination, and other related services to both faculty, student and community. The specific functions of the library are:

a. To provide the educational materials collection, including the reference, reserve, and general circulation, book and periodical collections.

b. To provide access to self-instructional devices and programs, cassette tapes, recordings, filmstrips, slides, educational television, radio, and films.

c. To provide the information finding devices, including the catalog, periodical lists, and information pamphlets.

d. To provide special library facilities for the physically disadvantaged.

e. To teach students, through formal or informal classes, ways to use the library effectively. This includes different ways to search for information, the use of bibliographical and informational tools, and the features and peculiarities of the total university library system.

f. To provide stimulation of reading by students through counseling, library-sponsored seminars, and cultural events.

g. To provide reference and reader advisory services, including work with students on library-related assignments.

h. To work with faculty in designing, evaluating, and improving teaching programs which require the students to use the library.

Currently in operation on campus are the following learning centers:

- Language Laboratory
- Reading Laboratory
- Computer Science Learning Resource Center
- Writing Laboratory
- Business Education Learning Center
- Community Studies Resource Center
- Biology Learning Resource Center/Laboratory
- Chemistry Learning Resource Center/Laboratory
- Geoscience Learning Resource Center/Laboratory
- Mathematics Learning Resource Center/Laboratory
These facilities employ a variety of methods to augment the learning processes of the classroom. In addition, a variety of equipment and materials is available to assist the student.

The two major components of the faculty support function are the Office of Staff and Instructional Development (OSID) and the Educational Media Center.

Through federal funding, the Office of Staff and Instructional Development (OSID), was established during the fall of 1975. This office is a place, a process, and an attitude. OSID, as a place, provides faculty and staff an opportunity for informal professional exchange. A resource team of specialists in staff development and program development is available to work with faculty and staff members.

OSID, as a process, provides support in the areas of needs assessment, grantmanship, travel, curriculum and developmental and in-service training.

OSID, as an attitude, represents a flexible and responsible support service unit willing to work with all staff to develop strategies for teaching and learning.

The role of the Educational Media Center has changed from hardware-software selection and use to that of media integration with instructional planning and development. The Center has expanded its production-technical capabilities, as graphics, photographic, audio and video production, into major support services available to faculty. The recent concentration on television production and closed circuit television delivery systems has the potential of being one of the primary modes of instructional communication, both on campus and in the community.

7. Physical Plant and Equipment

At the present time, the college has available for instruction 55 general purpose classrooms, 8 regularly scheduled laboratories, and 22 rooms with specialized equipment, and 5 instructional resource areas.

Construction is nearing completion on building D-3 which is designed to house automotive technology, small engine repair, and the component of the marine technology program which is concerned with the repair and maintenance of marine engines.

During 1977-78, construction was completed on building C-3 (mathematics and science classroom facilities), and on the food service experimental kitchen in the campus center building. The latter project required relocation of the bookstore to the ground floor of that same building.

Future plans for capital improvement include:

Building D-4 - To serve projected and on-going programs in vocational-technical education
Building J-2 - To accommodate social science divisional and instructors' offices, social science special-purpose, and general-purpose classrooms

If the land adjoining the campus, known as the Naval Drum Storage Area, becomes available to the college, present plans call for the development of this area to provide parking, recreational programs, and other construction required as program needs are identified. Consideration is also being given to using this land for West Oahu College, which would require alternative land acquisition for Leeward's expansion.

Additional detailed information on existing and planned facilities will be provided as an exhibit for the Evaluation Team.

8. Financial Resources

The principal source of funding for Leeward Community College is the general revenue of the State of Hawaii. In addition, other funds are or have been available from extramural sources, usually as a result of a grant award for specific projects. Exhibits will be provided to the Evaluation Team which describe all aspects of the College's funding.

By law, the State is not permitted to incur a deficit. The College, therefore, has no indebtedness. When budget increases fail to cover the inflation in the operating costs, it is necessary to reduce the level of services.

Budget requests are prepared by the Administrative Council and submitted to the Chancellor for Community Colleges. Each unit of the College is represented on the Council, and these representatives are expected to obtain staff input with regard to budgetary needs.

When the campus allocation is received, the members of the Administrative Council prepare the operating budget for the year. During the 1978-79 year, the instructional divisions have been given "lump sum" allocations from the total instructional budget in order to provide the units with the maximum amount of flexibility for meeting their objectives. In previous years, they were given allocations by the categories of personnel, supplies, and equipment.

9. Institutional Governance and Administration

The goal for decision-making at the College is open and participatory, or shared, decision-making, providing all segments of the College, whether faculty, students, civil service or other staff, a voice in the decision-making process. The administration regards itself as supportive of faculty, staff, students and programs. This does not mean, of course, that the Provost, who is still accountable for all aspects of the administration and development of the College, abdicates his ultimate responsibility or authority as the chief administrator of the campus.

The college is organized into six instructional Divisions of Language Arts, Arts and Humanities, Mathematics & Natural Sciences, Social Sciences, Business Education, and Vocational-Technical
Education, and other administrative units such as the Student Services, Special Programs and Community Services, Institutional Support Services, the Office of the Dean of Educational Services, and the Office of the Provost. In general, on matters of major importance such as personnel hiring, budget making, and curriculum approval, for example, the decision-making process takes the form of recommendation coming from the Division or Administrative unit level through its Chairman or Unit head to the Dean of Educational Services and to the Provost. Because the community colleges are headed by a Chancellor and are within the University of Hawaii System, these personnel, budget, and program recommendations are forwarded as his recommendation by the Provost to the Chancellor of Community Colleges, and the latter in turn takes his recommendations on to the President of the University, who then submits his recommendations to the Board of Regents for final approval. Moreover, because the University is also one of several departments of State Government, the President of the University must make his budget requests, covering all personnel, equipment, and supplies, to the State Legislature, which makes the appropriation to the University, as well as to the other State departments. The governor then makes his allocation to the University, which may equal or fall short of the Legislature's appropriation, depending on the State's revenue situation and the Governor's sense of his fiscal responsibility. The President of the University in turn makes his allocation to the campuses, including the community colleges, through his Chancellors and Provosts.

The Provost, who serves as resource to administrators, faculty, staff, students, and members of the community, reports to the Chancellor of Community Colleges, and represents the college to other components of the University of Hawaii System, the State Legislature, and to the community. The Provost participates in policy formation, personnel selection and evaluation, liaison activities, approval of curricula, budget preparation, and financial allocation. In other administrative tasks he approves all matters that require his attention. He is advised by his administrative staff, consisting of the Dean of Educational Services, the Associate Deans of Student Services and Vocational-Technical Education, and the Directors of Administrative Services, of Special Programs and Community Services, and Office of Institutional Research. The administrative staff meets once a week and as necessary to coordinate College-wide tasks and programs and solve major problems. The Provost and the Dean of Educational Services also meet periodically with the Administrative Council, which consists of the Provost's Administrative Staff and the Division Chairpersons, the Student Body President, and other key personnel to discuss and make recommendations on budget matters and other Division or College-wide needs and problems. The faculty also offers suggestions or recommendations on curriculum and other matters through the Faculty Senate, while grievances are handled through their union, the University of Hawaii Professional Assembly (UHPA). There are also a Clerical Council, which meets regularly, various civil service unions, and an Advisory Committee for each of the vocational education programs. The members of these advisory committees come from business, labor, and industry to help the College establish, evaluate, and assist with programs.
The delineation of the responsibilities of the campus administration vis-a-vis the Office of the Chancellor for Community Colleges is presently under review by the newly appointed Chancellor, Dr. Edwin H. Mookini.

The College's Table of Organization, including detailed descriptions of the responsibilities of each administrator, will be available as an exhibit for the Evaluation Team.
PART II

EDUCATIONAL DEVELOPMENT PLAN

1978 - 1984
The opportunity to learn is a basic human right.
Leeward's existence as a comprehensive community college, its mission, and the goals it sets for itself to fulfill its mission are based upon the following assumptions:

1. The opportunity to learn is a basic human right.
2. Everyone can learn.
3. All learning has value.
4. Some learning can be measured.
5. Learning takes place in a variety of settings through a variety of activities.

These assumptions are not unique to Leeward. They can and should be applied to any publicly supported, two-year, post-secondary educational institution. For Leeward they are a selection of values which give purpose and direction to those involved in the ongoing academic process.

The opportunity to learn is a basic human right. In many respects, the quality of life in any community is determined by the opportunities offered by that community for its members to learn. This principle is the basis upon which the state of Hawaii founded the community colleges and mandated their open doors. Leeward's personnel and facilities are a community resource which is provided by the larger Hawaiian community to fulfill the basic right to learn of the citizens of the Leeward-Central Oahu area.

Everyone can learn. With minor exceptions, most adults are capable, when motivated, of participating productively within the community college setting. An appropriately structured atmosphere designed to promote learning will provide educational opportunities for all segments of the
potential clientele. Community colleges actively seek to serve the educational needs of the entire community and to reverse the educational discrimination which some segments of the community may have previously encountered. The principle behind an open-door policy is to make sure that when the door to learning is open, appropriate learning experiences are available.

All learning has value. Community colleges have the responsibility to provide opportunities for each member of its potential clientele to achieve whatever skills and knowledge he/she desires without undue concern for the ultimate utility of the learning. In a technically advanced, socially sophisticated society all facets of learning contribute to the quality of life. A comprehensive curriculum combined with cultural, social and academic activities will assure each person an adequate opportunity to fulfill his/her personal goals.

Some learning can be measured. While the overall quality and value of every learning experience cannot be quantified, it is possible through the establishment of specific learning objectives to measure degrees of achievement of clearly defined goals. Communicating pre-established objectives at the beginning of a planned learning experience allows both student and teacher to analyze and evaluate both the process and the outcomes.
Learning takes place in a variety of settings through a variety of activities. No single method of learning is best. A comprehensive community college is ideally suited to developing a wide range of educational opportunities with schedules and methods of delivery suited to specialized needs. As society changes and the potential population for the college varies, new programs and modifications of existing ones can be planned and implemented to assure continued responsiveness to changing clienteles. A willingness and freedom to experiment are key factors in the success of any community college. At Leeward the path toward traditional academic goals is maintained, but not at the cost of ignoring potential new routes to quality of life and enterprise.
Leeward, as a community college, is an institution which cannot be defined by a certain plot of land or a series of buildings. The college is an integral part of its communities, and the communities are an integral part of the college. Based in Pearl City, Leeward is the largest post-secondary educational resource in the Leeward-Central area of Oahu.

Because of its special responsibility to the Leeward-Central area, the college's activities extend beyond the borders of the 49-acre campus adjacent to the Middle Loch of Pearl Harbor. Credit courses, which are available to the general public, are offered at all military bases in the area as well as at the Waianae and Nanakuli Education Centers. Credit courses in programs unique to Leeward are offered wherever they are needed across the island. Leeward-sponsored non-credit courses and activities are available in communities ranging as far afield as Haleiwa, Alea, and Waianae.

Regardless of the geographical location of the activity, LEEWARD COMMUNITY COLLEGE EXISTS TO HELP PEOPLE LEARN. Persons who come to Leeward, or to whom Leeward takes its services, have a variety of educational goals which define and describe the college's mission. Students seek educational activities, courses, and programs:

1. to earn an academic degree
2. to earn a vocational or technical degree or certificate
3. to earn credits toward a baccalaureate degree
4. to obtain specific skills leading to employment
5. to improve skills leading to employment
6. to upgrade skills currently used on the job  
7. to develop interpersonal skills and community relationships  
8. to become more productive members of the community  
9. for personal growth and enrichment  
10. for intellectual stimulation and enjoyment  

Some aspects of Leeward's mission will be carried on through cooperation with other institutions. When a baccalaureate degree is the goal, the college must help its students meet the freshman and sophomore requirements of four-year institutions in Hawaii and throughout the United States. It is, therefore, imperative that Leeward maintain working relationships with four-year institutions to:  

1. ensure that its activities, courses, and programs meet requirements of those institutions  
2. determine the extent to which students are prepared to enter a baccalaureate program  
3. provide opportunities for students to begin work on their major degree requirements during their second year at Leeward  

Currently, Leeward's students depend heavily upon the University of Hawaii Manoa Campus for completing their baccalaureate degrees. An increasing number are transferring to West Oahu Campus when West Oahu has developed the program in which they are interested. These two campuses comprise the major source of information and cooperation which allows Leeward to maintain the quality and viability of its transfer programs.  

Many aspects of Leeward's mission are affected by the activities and programs of the Department of Education. A working relationship with intermediate and high schools in the community is essential to:
1. help the schools prepare students for post-secondary education

2. determine the extent to which students are prepared to pursue their educational goals

3. provide opportunities for students to begin their post-secondary program during their last year in high school

The Department of Education also opens the doors of its schools and libraries to Leeward's activities, helping the college carry its educational programs into the community.

Leeward most closely shares its mission with the other six community colleges in the University of Hawaii System. All seven have the same basic mission as defined by the goals of their clientele. Each of the campuses on Oahu has its own areas of concentration which allow students to fulfill specialized educational goals through at least one of these colleges. The areas of specialization which are unique to Leeward currently are Library Technology, Marine Technology, and the Recreational Instructor Program. Those specialized programs which are offered at Leeward as well as other campuses are designed to serve the needs of Leeward's primary geographic area. Close working relationships with the other community colleges are essential to:

1) avoid unnecessary duplication
2) develop a full range of educational options, and
3) facilitate the access of students to their chosen programs.

Among the other institutions which contribute to the educational goals of Leeward's clientele is the College of Continuing Education and Community Service. With its coopera-
tion, Leeward is responsible for 90 per cent of all community college credit courses offered on military bases. Community and state organizations also provide facilities and opportunities for Leeward to take its activities, courses, and programs into the community. The list includes State Department of Health clinics, ILWU Halls, Waimano Home, and Lanakila Health Center.
The primary geographic area served by Leeward Community College extends from the Tripler-Rod Hill area to the Waianae Coast to the North Shore. While containing approximately 235,000 people, or 33 per cent of the population on Oahu, the land area is over 65 per cent of the total island. Much of the land is presently under cultivation by large sugar and pineapple companies.

The urban areas can be classified into four types, each with their own characteristics and implications for the college's programs. The towns of Pearl City, Aiea, Mililani, and parts of Waipahu are primarily middle-class suburban communities which have experienced large population increases as Honolulu's population has shifted toward these areas. Waipahu, Wahiawa, Waialua, and Ewa represent older, more established communities which still possess much of their rural, plantation heritage. The Waianae-Nanakuli coast, a former model-cities area, is characterized by a weak employment base, low education levels, and physical remoteness from the college. The North Shore is a mixture of an older rural population and a recent mainland immigrants population living in an isolated and relatively low-density area. In addition, the majority of the military personnel on Oahu are stationed within Leeward's primary service area.

The student population at Leeward is as diverse as the communities from which it originates. The open-door admissions policy draws students with diverse abilities, goals, self-concepts, and ethnic and cultural characteristics. Leeward's
approximately 6,300 students form a cross section of the economic, social, and cultural groups in Hawaii.

There is no typical Leeward student. Ages at entry range from 16 to 74 with the majority 18 and under (51.1% in Fall 1977). The average student age is 25.9 years. About three fourths of the students are single. Well over half are male. Caucasian and Japanese ethnic groups account for approximately half of the ethnic background with other groups well represented:

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Japanese</td>
<td>28.6%</td>
</tr>
<tr>
<td>Caucasian</td>
<td>18.0%</td>
</tr>
<tr>
<td>Filipino</td>
<td>14.9%</td>
</tr>
<tr>
<td>Mixed</td>
<td>12.2%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>4.8%</td>
</tr>
<tr>
<td>Hawaiian</td>
<td>4.4%</td>
</tr>
<tr>
<td>Chinese</td>
<td>4.2%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>2.6%</td>
</tr>
<tr>
<td>Black</td>
<td>1.5%</td>
</tr>
<tr>
<td>Korean</td>
<td>1.1%</td>
</tr>
<tr>
<td>American Indian/Alaskan</td>
<td>0.2%</td>
</tr>
<tr>
<td>Undetermined</td>
<td>7.4%</td>
</tr>
</tbody>
</table>

(Fall 1977)

Most of Leeward's entering students are employed, at least 20 per cent of them full time. Only a little over half register for a full-time course load.

Students enter with a variety of aspirations and expectations. Some enter knowing what they want; others have no clear idea and hope that the college will help them formulate as well as achieve their goals. Even those who are categorized on entry (Table 3, page 16), are not totally committed to a particular educational goal (Tables 4, 5, 6, 7, pages 16 & 17). About three fourths of Leeward's entering students need some developmental work in order to pursue their educational programs:
### Developmental reading (entering students, Fall 1977)

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urged to take</td>
<td>1096</td>
<td>53.3%</td>
</tr>
<tr>
<td>Not urged to take</td>
<td>768</td>
<td>37.4%</td>
</tr>
<tr>
<td>No indication</td>
<td>192</td>
<td>9.3%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>2056</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

### Developmental math

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urged to take</td>
<td>1639</td>
<td>79.7%</td>
</tr>
<tr>
<td>Not urged to take</td>
<td>190</td>
<td>9.2%</td>
</tr>
<tr>
<td>No indication</td>
<td>227</td>
<td>11.0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>2056</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

In addition to its student population, Leeward's clientele comprises thousands of persons in the state who come to Leeward for cultural and educational programs, activities, and services which are related to the educational function. Community groups have access to the theater and rooms for meetings. The general public is invited to attend and participate in cultural events sponsored by the college, by community groups, by the Associated Students of Leeward Community College, and by other state institutions. Leeward serves other hundreds of persons by taking its credit, non-credit, and cultural activities and programs out into the communities.

During the next six years Leeward expects its formal student population to remain relatively constant at about 6,300 students although the addition of some specific programs may cause the enrollment to increase to about 6,500 by 1984. (See Table 1.) Anticipated static resource levels will not permit the college to serve a larger enrollment in the formal credit program. Should restrictions on non-resident enrollment be removed so that all military personnel gain access to the college, applications for admission would increase drastically.
and the college would have to completely revise its planning and implementation process.

The clientele which takes advantage of Leeward's educational programs will probably increase by about 50 per cent over the next six years as the college implements off-campus and extended degree options for persons for whom on-campus activities are inconvenient, inappropriate, or unavailable. A large portion of this increase will probably result from increased demand by expanding Leeward-Central Oahu communities for post-secondary educational opportunities.

With the lack of available building sites in Honolulu, the population of Oahu is shifting to Leeward's primary service area. For example, the population of Waipahu tripled from 1960 to 1970, and growth there is continuing. In addition, several new communities (Mililani Town, Makakilo City, Salt Lake) have arisen. Table 2 contains population data for urban areas in Leeward's primary service area. The information was extracted from The State of Hawaii Data Book, 1977, and is based on the 1960 and 1970 census data.

The industrial profile for the Leeward coast is changing, with a decrease in agriculture and an increase in other types of industry. The favored sites for the general aviation airport are in the Leeward area; a deep-water harbor is planned for Ewa; 2 disneyland-style amusement parts are planned for the Kahe Point area; a major sewage treatment plant is being developed in Honouliuli; Campbell Industrial Park is continuing to grow; tourism is having an increasing impact on the Leeward area with the development of resorts in the West Beach area and the North Shore.
These changes in the population size and industrial profile of the Leeward service area are expected to have significant impact on the development of the college's programs in the next six years.
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>4,034</td>
<td>65.3</td>
<td>4,006</td>
<td>64.1</td>
<td>3,974</td>
<td>63.2</td>
</tr>
<tr>
<td>Vocational-Technical</td>
<td>1,628</td>
<td>26.4</td>
<td>1,705</td>
<td>27.3</td>
<td>1,760</td>
<td>28.0</td>
</tr>
<tr>
<td>Unclassified and No Data</td>
<td>511</td>
<td>8.3</td>
<td>539</td>
<td>8.6</td>
<td>555</td>
<td>8.8</td>
</tr>
<tr>
<td>Total</td>
<td>6,173</td>
<td>100.0</td>
<td>6,250</td>
<td>100.0</td>
<td>6,289</td>
<td>100.0</td>
</tr>
</tbody>
</table>

### TABLE 2

**POPULATION, 1960 AND 1970, OF URBAN PLACES IN LEEWARD'S PRIMARY SERVICE AREA**

<table>
<thead>
<tr>
<th>URBAN PLACE</th>
<th>1970</th>
<th>1960</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIEA</td>
<td>12,560</td>
<td>11,436</td>
</tr>
<tr>
<td>BARBERS PT. HSG.</td>
<td>3,187</td>
<td>2,665</td>
</tr>
<tr>
<td>EWA</td>
<td>2,906</td>
<td>3,257</td>
</tr>
<tr>
<td>EWA BEACH</td>
<td>7,765</td>
<td>4,627</td>
</tr>
<tr>
<td>FOSTER VILLAGE</td>
<td>3,755</td>
<td>2,133</td>
</tr>
<tr>
<td>HALAWA HTS.</td>
<td>5,809</td>
<td>2,485</td>
</tr>
<tr>
<td>HALEIWA</td>
<td>2,626</td>
<td>2,504</td>
</tr>
<tr>
<td>MCKIAM HOUSING</td>
<td>7,352</td>
<td>6,454</td>
</tr>
<tr>
<td>IROQUOIS PT.</td>
<td>4,572</td>
<td>677</td>
</tr>
<tr>
<td>MAILI</td>
<td>4,397</td>
<td>2,954</td>
</tr>
<tr>
<td>MAKAHA</td>
<td>4,644</td>
<td>2,735</td>
</tr>
<tr>
<td>MAKAKILO CITY</td>
<td>3,499</td>
<td>0</td>
</tr>
<tr>
<td>NANAKULI</td>
<td>6,506</td>
<td>2,745</td>
</tr>
<tr>
<td>PACIFIC PALISADES</td>
<td>7,846</td>
<td>0</td>
</tr>
<tr>
<td>PEARL CITY</td>
<td>19,552</td>
<td>7,072</td>
</tr>
<tr>
<td>SCHOFIELD BKS</td>
<td>13,516</td>
<td>14,873</td>
</tr>
<tr>
<td>WAHIAWA</td>
<td>17,598</td>
<td>15,512</td>
</tr>
<tr>
<td>WAIKALUA</td>
<td>4,047</td>
<td>2,689</td>
</tr>
<tr>
<td>WAIANAE</td>
<td>3,302</td>
<td>3,186</td>
</tr>
<tr>
<td>WAIMALU</td>
<td>2,982</td>
<td>2,446</td>
</tr>
<tr>
<td>WAIPAHU</td>
<td>24,150</td>
<td>7,802</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td>162,571</td>
<td>98,252</td>
</tr>
</tbody>
</table>

1. These places are among the 93 cities, towns, and villages assigned statistical boundaries under Act 25, Session Laws of 1963.

2. These figures refer to the 1960 population within the 1970 boundaries, and hence may differ somewhat from data published in official census bulletin.

### TABLE 3
**SUMMARY OF ENTERING STUDENTS IN TERMS OF THEIR INTENDED PROGRAM OF STUDIES**
*(FALL 1977)*

<table>
<thead>
<tr>
<th>PROGRAM TYPE</th>
<th>FREQUENCY</th>
<th>RELATIVE PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>VOCATIONAL-TECHNICAL</td>
<td>587</td>
<td>28.5</td>
</tr>
<tr>
<td>GENERAL EDUCATION</td>
<td>472</td>
<td>23.0</td>
</tr>
<tr>
<td>LIBERAL ARTS-COLLEGE TRANSFER</td>
<td>946</td>
<td>46.0</td>
</tr>
<tr>
<td>NO RESPONSE</td>
<td>51</td>
<td>2.5</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>2056</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

### TABLE 4
**SUMMARY OF ENTERING VOCATIONAL-EDUCATION STUDENTS IN TERMS OF THEIR INTENTION TO TRAIN FOR A PERMANENT CAREER**
*(FALL 1977)*

<table>
<thead>
<tr>
<th>OPTION</th>
<th>FREQUENCY</th>
<th>RELATIVE PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>TRAINING</td>
<td>428</td>
<td>81.4</td>
</tr>
<tr>
<td>NOT TRAINING</td>
<td>98</td>
<td>18.6</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>526</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

### TABLE 5
**SUMMARY OF ENTERING VOCATIONAL-EDUCATION STUDENTS IN TERMS OF THEIR INTENTION TO TRAIN FOR A CAREER CHANGE**
*(FALL 1977)*

<table>
<thead>
<tr>
<th>OPTION</th>
<th>FREQUENCY</th>
<th>RELATIVE PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>TRAINING</td>
<td>149</td>
<td>31.7</td>
</tr>
<tr>
<td>NOT TRAINING</td>
<td>521</td>
<td>68.3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>670</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
### TABLE 6
**SUMMARY OF ENTERING GENERAL-EDUCATION STUDENTS BY RATIONALE FOR ATTENDANCE**
(FALL 1977)

<table>
<thead>
<tr>
<th>OPTION</th>
<th>FREQUENCY</th>
<th>RELATIVE PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLEASURE</td>
<td>54</td>
<td>11.4</td>
</tr>
<tr>
<td>POSSIBLE TRANSFER</td>
<td>79</td>
<td>18.7</td>
</tr>
<tr>
<td>POSSIBLE OCCUPATION</td>
<td>72</td>
<td>15.3</td>
</tr>
<tr>
<td>UNDETERMINED</td>
<td>66</td>
<td>14.0</td>
</tr>
<tr>
<td>ACQ BASIC SKILLS</td>
<td>110</td>
<td>23.3</td>
</tr>
<tr>
<td>PROFESSIONAL IMPROVEMENT</td>
<td>91</td>
<td>19.3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>472</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

### TABLE 7
**NUMBER AND PERCENTAGE OF ENTERING LIBERAL ARTS TRANSFER STUDENTS THAT HAVE A PREDETERMINED UPPER-DIVISION MAJOR**
(FALL 1977)

<table>
<thead>
<tr>
<th>RESPONSE</th>
<th>FREQUENCY</th>
<th>RELATIVE PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>HAVE DEFINITE MAJOR</td>
<td>408</td>
<td>43.8</td>
</tr>
<tr>
<td>NO DEFINITE MAJOR</td>
<td>523</td>
<td>58.2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>931</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
INSTITUTIONAL GOALS

The idealism inherent in the open-door admissions policy and the philosophical commitment to HELP ALL PEOPLE LEARN has inspired the faculty and staff of the college to reaffirm a set of goals which they will come closer to reaching over the next six years. The all-encompassing nature of these goals reaffirms Leeward's commitment to remain comprehensive and to maintain the excellence of activities, courses, and programs which will meet the learning needs of each member of its clientele.
1. Leeward will maintain and develop courses, programs, and activities which ensure all potential members of its clientele appropriate access to the college's programs.

Definition: The open-door policy states that "any citizen of the State of Hawaii who has completed high school or is 18 years of age may attend Leeward Community College." Leeward has extended the open-door policy to mean that students who enter Leeward should have a reasonable chance of success and programs should be available to them when and where needed.

Progress: Leeward has accepted all residents who have applied by the established deadlines ranging from 1649 in 1968 to 6093 in 1977. The college has designed activities and courses to enhance the chance of success as the need has been identified. Outreach counselors, special programs on and off campus, and some recruitment efforts help make the open door a reality.

Problems: Most of the weaknesses in the college's current implementation of the open-door policy are the result of lack of resources combined with unanticipated growth. Some barriers include:

a. Scheduling which gives precedence to the full-time day student to the detriment of students who can attend classes only in the evening.

b. Geographical location which mitigates against students at the boundaries of Leeward's service area.

c. Lack of services to overcome the hesitancy or inability of some population segments to take advantage of Leeward's educational opportunities, whether these constraints are material, cultural or psychological.
2. Leeward will maintain and develop courses, programs, and activities in general education which meet the learning needs of its clientele.

Definition: General education comprises all of the activities, courses, and programs traditionally associated with obtaining a liberal education. It contributes to the goals of all students at Leeward, whether their goals be academic training, vocational skills, or personal enrichment. Leeward considers general education from the viewpoint of the student, and thus considers all courses in the curriculum to be general education. However, for the purposes of this document, that term will include only those courses which are not clearly vocational in nature.

Progress: General education at Leeward is well established. The college offers 213 courses in 35 disciplines. A student can take an introductory course in almost any academic subject at Leeward.

Concerns: The areas of concern of the general education programs at Leeward can be primarily attributed to their rapid growth, which has left some gaps and inconsistencies in its wake. Primary problems are:

a. Second-level courses in many disciplines are often unavailable or offered infrequently.

b. Interdisciplinary coordination between programs is not completely established, especially in terms of vocational-liberal arts relationships.

c. Many general education activities, courses, and programs provide students with skills needed for employment but have not been identified or defined in those terms.
3. Leeward will maintain and develop courses, programs and activities in vocational education which meet the learning needs of its clientele.

Definition: Vocational education at Leeward consists of the activities, courses and programs which develop the career-related skills of the college's clientele.

Progress: Vocational programs as presently defined at Leeward serve about 25 per cent of the students. Those programs are constantly being evaluated and revised on the basis of student and manpower needs which are determined with the help of advisory committees. The college currently offers Associate in Science degrees administered by three instructional divisions. It also offers related programs leading to Certificates of Achievement. (See program summary.) Several new degree and certificate programs are in various stages of development ranging from those completely planned and ready for implementation to those undergoing exploration of potential. (See program summary.)

Concerns: Vocational education appears to be underrepresented at Leeward since only 25 per cent of the students declare themselves as vocational majors. This percentage is not as weak when it is combined with the 15 per cent of entering general education majors who state that they are enrolled in general education courses to obtain occupational skills. A major concern of the College is that students who come to Leeward are not presented with a broad range of occupational options.
4. Leeward will maintain and develop activities and courses in developmental education which meet the learning needs of students who are not prepared to directly enter their chosen post-secondary program.

Definition: Developmental activities and courses are those activities and courses which are designed to help students develop the basic skills they need to succeed in their educational endeavors. These skills include reading, composition, mathematics, study techniques and adjustment to college life.

Progress: A testing and advising program has been developed which facilitates the placement of students in appropriate developmental courses. Registration procedures have been revised to assure entering students of the opportunity to take developmental courses during their first semester. Special courses are available in reading, composition, math and study skills to accommodate most students' special needs. Learning centers are being developed to provide specialized help in reading, composition and math.

Concerns: The areas of concern of the developmental program are the result of rapid and varied responses to the urgent needs of the college's clientele. They are:

a. Varying levels and time frames are not always available within a particular discipline. Some students need more than one semester of developmental reading and developmental composition, yet only one-semester courses are available. Other students may not need an entire semester to develop appropriate skills.

b. Developmental activities and courses are administered by various divisions. There is no systematic coordination.

c. Only a few developmental courses have been adapted to meet the needs of specific programs.
5. Leeward will maintain and develop alternative means of meeting the learning needs of its clientele.

Definition: Alternative means of meeting learning needs are the different kinds of routes available to students to reach their learning goals. These routes include variable instructional techniques, time frames, and locations.

Progress: Many traditional alternatives are currently available to students. Many instructors have developed various methods to approach the material being presented. Media supported instruction, especially LCC-produced videotapes, is frequently used. In addition, some learning resource centers are currently being developed which will eventually be able to offer individualized credit for some educational accomplishments. There is a credit-by-examination option and a systemwide program which evaluates and awards credit for educational achievement attained through other institutions or private industry.

Concerns: Three factors hinder the development of alternative means:

a. The lack of systematic planning and support for instructional improvement tends to frustrate individual faculty efforts.

b. The necessity to meet the "course" requirements for four-year institutions rather than the "knowledge and skill" requirements has dictated a reliance on traditional delivery methods.

c. Limited resources have delayed and restricted the development of learning resource centers and if federal funds are discontinued, the ability to provide alternative means of meeting learning needs will be severely limited.
6. Leeward will provide personnel and activities which help each member of its clientele determine his/her learning abilities, aptitudes, priorities, opportunities and goals.

Definition: The ongoing contact between students and professional advisors, including counselors, instructors, and staff members who are concerned with the individual's personal, academic, and vocational development, is one key element in providing for student's success in the educational environment.

Progress: Each student goes through an extensive process of orientation, placement testing, and advising prior to registration. Each student is expected to have at least two additional contacts with a counselor during his career at Leeward. Students are encouraged to have more. Some of the special offices and activities which are available to help students progress are:

1. Career development center--career counseling, financial aids, job placement, psychometry
2. Komo Mai--tutoring and counseling for the handicapped
3. Kokua Center--general information and assistance
4. Student Activities Office--leisure time activities, avocational pursuits
5. Women Center--information, assistance, and problem solving
6. Veteran's offices--information, assistance, and problem solving
7. Courses specializing in self-development and awareness

Concerns: Most of the concerns arise from the fact that interaction with a counselor or other advisor is primarily voluntary and many students who need assistance don't seek it. Some specific weaknesses which occur as a result are:

a. Despite advising efforts, many students register for courses which are not appropriate for their programs or needs.
b. Although many students receive basic advising assistance, only a relatively small number obtain more extensive counseling.
c. Attempts to follow up graduates and others after they leave Leeward have been sporadic and have seldom provided information that can be used to improve Leeward's activities.
7. Leeward will maintain and develop the support services and facilities required by each component of the college to serve its clientele.

Definition: Support services and facilities are the people, places and things which make it possible for the college to carry out its educational activities, courses, and programs. Clerical, professional, maintenance, and administrative staff as well as buildings, grounds, equipment and supplies are included in the support services at Leeward.

Progress: Currently Leeward has a centralized office which takes the responsibility for expenditures, purchasing, maintenance of personnel records and services, recruitment of civil service personnel, accounting functions, physical plant operations, inventory, mail services, transportation services, telephone services; parking, campus security, and preparation of the college budget. The college has available for instruction 55 general-purpose classrooms, 12 regularly scheduled laboratories, 18 designated laboratories, instructional resource areas, library, media center, and theatre. The college rents or borrows off-campus facilities to extend the educational activities, courses, and programs into the community.

Concerns: Most of the areas of concern which prevent the college from adequately supporting its educational functions arise from the recent budget cuts and the age of the campus. Lack of resources has prevented proper maintenance of the buildings and grounds which are now ten years old. The aging process is beginning to show. The college has not been able to equip its classrooms and laboratories or the library and media center to a level adequate to support some activities of the instructional program. Other problems arise from sharing off-campus facilities with other agencies to carry out instructional activities because on-campus facilities are lacking.
8. Leeward will maintain and develop activities which enhance the professional excellence of its personnel.

9. Leeward will maintain and develop activities to make the institution responsive to the changing educational needs of its clientele.

**Definition:** Staff and organizational development is a process of staff and institutional renewal through personal and professional growth, instructional and program development, management skills development, institutional long-range planning, and research and evaluation activities.

**Progress:** The college currently sponsors several college-wide programs which help the institution to identify and adapt to changing conditions which influence the educational process. Identification activities range from studies of student and staff needs to assessing community employment projections. Based on needs assessments, a variety of activities promote renewal and improvement of college structures and personnel. These activities include workshops, mini-courses, and conferences. Consultants provide services which include conducting bibliographic searches, preparing grant and fellowship proposals, helping to revise and improve instructional delivery and course content, and assisting in long-range planning. The college also provides travel leaves, sabbatical leaves, released time for special projects and material support for curriculum development.

**Concerns:** Although specific units have developed successful support services, the college lacks comprehensive coordination for planning, research, development, and dissemination activities. Since the majority of the staff and development services are federally funded, general-funded activities have not been integrated into the services. These weaknesses are compounded by successful changes going unnoticed and recommendations remaining unimplemented.
10. Leeward will maintain and develop avenues of coordination and cooperation with other institutions who share Leeward's mission to meet the learning needs of its clientele.

Definition: Public post-secondary education in Hawaii is carried on by the University of Hawaii System which consists of seven community colleges, two baccalaureate colleges, and one comprehensive university. Private colleges and universities, vocational schools, proprietary institutions, apprenticeship programs, military training, and other sources of education are also available.

Progress: Most of the activities in which Leeward participates to reach this goal are coordinated at the various levels of the system. Ongoing processes which facilitate coordination and cooperation are the meetings of the Chancellor's Council of Provosts, the Council of Deans of Instruction, the University Administrative Council, the Council of Community College Faculty Senate Chairmen, the Post-Secondary Education Commission, the dual role of the Board of Regents as the State Board for Vocational Education, and continuous development of ad hoc system committees to deal with specific issues. At Leeward, articulation meetings between Department of Education and Leeward personnel, Job Information Fairs to which other educational agencies are invited, and the evaluation of training in community and employment settings through participation in the Non-Collegiate Institutional Learning Project are examples of related activities.

Concerns: Coordination and cooperation are often fragmented. This fragmentation has occurred primarily because of lack of administrative continuity in the community college system. Another problem which hinders complete coordination and cooperation is that the various groups are often forced to deal with political rather than academic issues.
The institutional objectives which Leeward has developed for the next six years are designed to increase quality and diversity, to resolve problems identified in the areas of concern in the preceding section, and to increase efficiency and effectiveness. It is necessary for the college to set objectives so that clear directions will be outlined for the commitment of resources in a coordinated effort achieve the goals established for Leeward. Each objective includes a reference to the appropriate goal(s) in the preceding section. In addition, Table 18 provides a listing of each goal and the numbers of the related objectives in the following pages.
INSTRUCTIONAL OBJECTIVES

Leeward has developed the following instructional objectives which it can meet within the confines of current resources. No priorities have been assigned to these objectives.

General Education

1. Leeward will continue to offer at least 1700 credit hours per semester in general education. (Goals 1, 2, 3, 4, 5.)

   General education is and will remain the cornerstone of a comprehensive community college. Activities, courses and programs in general education help to meet the educational needs of almost every segment of Leeward's clientele.

2. Within the 1700 credit hours per semester, Leeward will offer all first and second year courses required for specific baccalaureate majors when student demand for the courses reaches a level which assures sufficient enrollment. (Goals 2, 5, 10.)

   Some basic courses and curricula are not yet available for students with specific majors as their goals. An example is the lack of microbiology and physiology and anatomy courses suitable for pre-nursing majors. When the demand for this type of course has been identified, Leeward will reallocate some of its resources to accommodate some of the demand. Another facet of meeting this objective is a commitment to offer more second-year courses more frequently to give students the opportunity to complete their entire first two years of a baccalaureate degree at Leeward. Currently an estimated 60 per cent of the students who transfer from Leeward to Manoa
have not completed the first two years of a baccalaureate degree.

3. By Fall of 1979 a definition of the transfer core will be developed and agreed upon through discussions with the baccalaureate colleges and the other community colleges. (Goals 2, 5, 10.)

The major impetus for these discussions must be with the College of Arts and Sciences at Manoa. Transfer students from all community colleges have had difficulty transferring credits to meet core and major requirements at Manoa. As a result community colleges have primarily had to offer courses which are mirror images of their counterparts at Manoa. When a definition of the transfer education core has been established, Leeward will be able to further develop alternative means of helping students acquire the necessary skills and knowledge.

4. By Fall of 1984, Leeward students will have available to them at least three alternatives to meet each of the area requirements of the transfer core. (Goals 2, 5, 10.)

As stated in the philosophy, learning takes place in a variety of settings through a variety of activities. Learning styles should be matched to students. With a well-defined core and a well-defined set of learning objectives, Leeward can take advantage of the versatility and flexibility of its personnel to give its students the greatest possible opportunity to obtain the knowledge and skills required as the foundation of a baccalaureate degree.
5. The college will use competency-based instruction. (Goals 1, 2, 3, 4, 5, 6.) Learning will be measured only on the basis of pre-established objectives. With the initiation of a variety of means to meet the objectives, measures of competency are crucial to the success of the student.

6. In cooperation with other elements of the U. H. System, Leeward will develop criteria upon which to base the assertion that a course is transfer level and will use that criteria to complete evaluation of all of its offerings by 1982. (Goals 2, 3, 5, 10.)

Transfer courses may provide career-related skills and vocational courses in some disciplines may qualify as transfer courses. Implementation of this concept has already begun in the management program offered by the business division. The division has examined the content of three of its courses currently numbered below 100 and assessed the needs of students who enroll in those courses. Next year one out of every five sections of these courses will be replaced with sections of similar courses, the content of which has been upgraded to transfer level. These transfer courses will meet the requirements of students seeking a vocational degree as well as students seeking transfer credit.

7. By Fall of 1980 the college will have determined and implemented minimum competencies in skills or knowledge which the student must have to enter the various general education activities, courses, and programs in order to increase the success rate of students. (Goals 1, 4, 6.)

The college has the responsibility to provide the student with every possible chance of success in his program. Establishing minimum competencies will provide
a measure against which the student can determine his chances for success and the college can develop activities and courses to help students acquire the preliminary knowledge and skills they need.

8. For the next three years Leeward will continue to provide an average of least 300 credit hours per semester of instruction in developmental education which prepare students to enter their chosen programs. (Goals 1, 4.)

The college currently offers developmental instruction in reading, composition, and math. Without that instruction, a majority of Leeward students would be unprepared to attempt their chosen academic goal. After three years it may be possible to reduce the number of credit hours devoted to developmental education for two reasons:

a. the Department of Education's renewed commitment to competency-based education may result in more incoming students being better prepared for college-level work.

b. the use of learning laboratories and other methods including the use of various time schedules and delivery systems may meet the needs of some developmental students.

9. Within the 300 credit hours per semester, Leeward will maintain and develop activities and courses which provide a range of levels of developmental instruction to meet the full spectrum of students' needs. (Goals 1, 4, 5.)

Placement testing has indicated that there is a wide range of levels of skills development among students who enter Leeward. In addition to identifying those students
who need developmental work, tests can indicate the levels at which students should begin their programs. The college has the responsibility to provide courses and activities which are as appropriate as possible to individual students' needs.

10. By Fall of 1979 Leeward will develop a systematic approach to developmental education which will coordinate and consolidate the efforts of the various disciplines to provide students with basic skills. (Goals 1, 4, 5.)

The great majority of students who need developmental work must make up deficiencies in more than one area. Consolidating the efforts of developmental activities and courses will provide students with a coordinated and comprehensive opportunity to attain the skills they need to succeed in their chosen educational programs. It will also facilitate consultation and cooperation of instructors who are involved with meeting individual student's needs and solving individual student's problems.

11. In those disciplines where demand can be identified, the college will increase the number and diversity of activities, courses, and programs which it offers to extended day students from 350 to a maximum of 400 semester hours in 1984. (Goals 1, 5.)

As a comprehensive community college, Leeward is responsible for meeting the educational needs of the adult, working population of the community as well as the full-time younger student. In order to meet this objective, the college will have to schedule more sections of its daytime offerings in the evening. Evening students should have greater access to the full range of educational
activities, courses, and programs as well as to the knowledge and expertise of more of the full-time faculty and staff. (See objective 32.)

12. During the next six years the college will offer off-campus as many courses which lead to an Associate in Arts degree as resources allow. (Goals 1, 2, 5.)

Many segments of Leeward's potential clientele have difficulty availing themselves of the educational activities, courses, and programs which Leeward provides on campus. Leeward will take activities, courses, and programs out into the communities where needs are identified and facilities are available. Waianae-Nanakuli Education Center already offers some components of an AA degree. Since the Waianae-Nanakuli area has been and should remain a prime target area of the college, it provides the first opportunity to offer an off-campus degree program. Another possibility which has significant potential is through production and transmission of courses via cable television. (See objectives 29, 34.)

13. Responsive to demand, Leeward will increase the number of diversity of its non-credit offerings on a self-supporting basis. (Goals 1, 5.)

There are many educational needs consistent with the college mission and goals that either are not or cannot be met easily through the credit program. This is particularly true for meeting the continuing education needs of more mature students. Non-credit courses can also be designed to augment the credit instructional program.
14. By Fall 1980, Leeward will institute an Associate in Arts degree in Business which will be accepted for transfer by the four-year institutions. (Goals 1, 2, 3, 5.)

About 20 per cent of Leeward students who earn their baccalaureate degrees at Manoa earn those degrees in business. Leeward expects that percentage to increase. Most of the students who transfer from Leeward to West Oahu College are seeking a degree in business or a business-related field. Offering an Associate in Arts degree in Business will accurately reflect and recognize the accomplishments of Leeward's transfer students in business.

15. By Fall of 1981, Leeward will develop and offer an Associate in Fine Arts degree. (Goals 1, 2, 3, 5.)

The various facets of Leeward's fine arts curriculum are in high demand by students and are received favorably within and beyond the community and the state. Students who pursue this type of program should earn a degree which reflects the knowledge and skills they have attained.

16. During the next six years Leeward will identify and carry out any instructional activity for which the need becomes apparent and the resources can be made available. (Goals 1, 2, 3, 4, 5.)

Not all facets of the educational process and the clientele it serves are currently identifiable, measurable, or predictable. In order to respond to unforeseen educational needs, the college must maintain the flexibility of its planning and implementation process. Conditions
may arise which present objectives do not cover. Changed conditions will require the development of additional objectives.

Vocational Education

17. The college will increase its vocational education offerings from 600 to 700 credit hours per semester within the next biennium. (Goals 3, 5.)

A comprehensive community college must maintain a balance among the educational opportunities it offers. The range and number of occupation-related educational opportunities is not sufficient to maintain this balance at Leeward. To serve the educational needs of the person who desires occupational skills, Leeward must increase the number and diversity of the skills for which it offers training. Much of the 100-hour increase can be accomplished through adoption of selected general education options.

18. Leeward will implement those Associate in Science degree and certificate programs for which the need has been assessed, the planning completed and the resources are available. (Goals 3, 5.)

Reaching this objective is the first step toward reaching a more equitable balance among the various aspects of the college's mission. Currently these programs include Human Services which could be implemented in the Spring of 1979 and Maintenance Technology which could
be implemented in the Fall of 1979. Table 8 lists the vocational programs presently employed, and Table 9 lists those programs which are under investigation and consideration for implementation. Table 10 provides an overview of the progress of the planning for these potential programs.

19. During the next biennium the college will examine the courses and curricula already available to students to discover opportunities for coordinating them into defined vocational programs. (Goals 2, 3, 5.)

Many general education courses provide instruction in career-related skills. As is demonstrated by the proposed Human Services Program, it is possible to consolidate those offerings into a well-defined program leading to an Associate in Science degree or certificate.

20. The number of declared occupational majors will increase from 1500 to 2000 during the next six years and the number of these students receiving degrees and certificates will increase from 15 per cent to 50 per cent of declared majors. (Goals 1, 3, 5.)

Many students who are seeking skills leading to employment do not have as their goal the completion of requirements leading to a certificate or degree. The activities, courses, and programs which provide occupational skills must be available to this portion of Leeward's clientele and the college must reexamine the significance of the diplomas it offers to provide appropriate recognition of the achievement of these students.

21. By 1981 the college will have adjusted the content of an estimated 20% of its general education courses, including developmental courses, to increase their relevance to vocational students. (Goals 1, 2, 3, 4, 5.)

Relating traditionally liberal arts subjects to the students' chosen educational goals will enhance the students' commitment to both a broad-based education and
career-related interests. This principle also applies to those courses designed to develop and enhance the student's basic skills in reading, composition, and math. Some courses in reading and math have already been designed for specific vocational programs.

22. By Fall of 1980 the college will have determined and implemented minimum competencies in basic skills or knowledge which the student must have to enter each of its vocational programs in order to increase the success rate of students. (Goals 2, 3, 4.)

   The college has the responsibility of providing the student with every possible chance of success in the program he chooses. Establishing minimum competencies for the college's vocational programs will provide a measure against which students can assess their chances for success and the college can develop activities and courses to help students acquire the preliminary skills they need or pursue alternative programs appropriate to their interest and abilities.

23. The competencies, instructional methods, and content of vocational education curriculum will continue to be evaluated and adjusted on the basis of manpower needs and constant interaction with the business and industrial community to maintain currency and relevance. (Goals 2, 5, 10.)

   Because the primary objective of vocational education is employment, the college must maintain contact and coordination with potential employers and experts in the field to assure the student that the skills learned are relevant to employment. The advisory committees which have been formed for each of Leeward's vocational programs play a major role in maintaining the college's achievement of this objective.
24. The college will increase the percentage of students obtaining employment in their fields. (Goals 1, 3.)

The test of an occupational program is the qualification for employment of its graduates. The student who completes a vocational program at Leeward must be prepared to enter his occupational field at entry level or above and must have some knowledge of his chances for employment.

25. The college will continue to provide cooperative education opportunities in all vocational programs for students who have attained minimum competency for employment in their chosen field. (Goals 3, 5.)

Actual work experience in their chosen fields concurrent with completion of their educational programs maximizes the employment potential of vocational students.

26. The college will provide diverse occupational learning options to clientele with diverse abilities and special needs. (Goals 1, 3, 5.)

Because students entering Leeward bring with them a broad range of abilities, the college has the responsibility of providing them with career-related learning opportunities which are suited to their individual needs and abilities.

27. The college will provide opportunities for students to register in vocational courses for exploration or personal enrichment when this provision does not restrict the opportunities available to students who have already decided upon their program. (Goals 1, 6.)

Activities, courses and programs in career-related fields should be open to students for exploration or personal enrichment. With limited resources, however, the college must first guarantee openings to students who have already made their career choices.
28. Leeward will continue to schedule at least one self-supporting summer session per year with the level and variety of offerings responsive to demand. (Goals 1, 2, 3, 4, 5.)

Summer sessions facilitate the progress of students toward their educational goals on a year-round basis and allow entering students to either begin their programs early or make up deficiencies before beginning their programs in the fall. Because vocational programs are often highly structured with few alternatives of course sequence, preparatory summer sessions are particularly important for the occupationally oriented student.

29. Within the next three years Leeward will develop and offer off-campus courses leading to Associate in Science degrees or certificates in Business and in Human Services. (Goals 3, 5.)

These external degree programs are needed to serve those students who are part of the college but who are unable to avail themselves of on-campus programs. Waianae-Nanakuli Education Center already offers some components of an Associate in Science degree in Business. Since WNEC has become an integral part of the college, it provides the first opportunity to offer such a program. (See objectives 13, 34.)

30. Leeward will revise and augment all activities, courses and programs in vocational education as conditions and demand changes over the next six years. (Goals 1, 3, 5.)

Not all aspects of the marketplace which vocational education serves are currently identifiable, measurable, or predictable. In order to respond to unforeseen educational needs, the college must maintain the flexibility of its planning and implementation processes. Conditions may
arise which present objectives do not cover. Changed conditions will require the development of additional objectives and activities to meet these objectives.
Table 8
CURRENT PROGRAMS IN
VOCATIONAL-OCCUPATIONAL TRAINING AT LEEWARD COMMUNITY COLLEGE

<table>
<thead>
<tr>
<th>Program</th>
<th>Degree or Certificate Completion</th>
<th>Achievement As</th>
<th>Program Review</th>
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<tbody>
<tr>
<td>Accounting</td>
<td>X</td>
<td>X</td>
<td>March 1978</td>
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<tr>
<td>Automotive Technology</td>
<td>X</td>
<td>X</td>
<td>March 1980</td>
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<tr>
<td>Drafting Technology</td>
<td>X</td>
<td>X</td>
<td>March 1978</td>
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<tr>
<td>Hospitality Education (Food Services)</td>
<td>X</td>
<td>X</td>
<td>March 1980</td>
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<tr>
<td>Graphic Arts</td>
<td>X</td>
<td>X</td>
<td>March 1978</td>
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<td>Information and Computer Science</td>
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<tr>
<td>Library Technology</td>
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<tr>
<td>Management</td>
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<td>Banking</td>
<td>X</td>
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<td>March 1978</td>
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<td>Credit Union</td>
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<td>Marine Technology</td>
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<td>Seamanship</td>
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<td>Fishing</td>
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<td>Marine Engine Serv &amp; Maintenance</td>
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<td>Para-research</td>
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<td>Outdoor Recreation</td>
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<tr>
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</table>
Leeward has developed the following instructional objectives which it can meet only by obtaining increased levels of funding. Each of these objectives has been assigned a weighted importance based upon current assessments.

The weighted importance does not indicate the order in which the college will attempt to meet the objectives. That order will depend upon which objectives are the first to be funded. The weighted importance does indicate which objectives the college believes it should first pursue should more discretionary funds become available and updated needs assessments support the present thinking.

The scale upon which the weighting is based ranges from nine to one. A nine indicates top priority. Objectives weighted below four have not been included for practical reasons.

Estimated implementation costs for these objectives are provided in Table 11.

31. Leeward will develop and offer new occupational programs and program options which are based upon immediate and projected manpower needs and student interests. (Goals 1, 3, 5.)

Weighted importance: 9

Fluctuation of manpower needs in different occupations, existing and emerging, requires constant additions and changes in the curriculum and program offerings of the college so that the needs of both students and industry can be met. Providing additional options for the career oriented student also increases the comprehensiveness of Leeward as a community college. Several new vocational programs are already in various stages of development. The program summary outlines those programs and indicates tentative time-lines for implementation, as well as current status.

32. The college will offer a full range of activities, courses, and programs in both general and vocational education for extended day students where demand can be identified, and which facilities can accommodate during evening hours and weekends. (Goals 1, 2, 3.)
Without additional funding for lecturers or instructors, it will be impossible to meet the full demands of evening students for educational opportunities. Rescheduling a sufficient number of day sections would seriously penalize the regular day students. Yet, the college, if it is to serve the needs of its community must try to meet the demand for courses in the evenings and on weekends. Beyond having an equal right to educational services, evening students are likely to be citizens who work full time and pay a considerable amount of taxes to support the education system. (See objective 11.)

33. Leeward will develop the capability of providing a full range of first and second year courses which meet the requirements of specific undergraduate majors when demand can be identified or projected. (Goals 2, 5, 10.)

A serious question is whether the educational goals of students entering Leeward are determined as much by what the college has to offer as by the inclination of the students. Approximately one fourth of Leeward's entering students are fully qualified to begin their baccalaureate education at a four-year institution. Limitations of geography and finances, as well as inclination, prevent them from doing so. Developing the capability of supporting a wider range of undergraduate majors would enhance the comprehensiveness of the college and more fully
guarantee that educational goals are determined by the students who pursue them.

34. Leeward will develop alternative means and locations for offering extended or off-campus degree and certificate programs to meet the full demand for such programs. (Goals 1, 2, 3, 5.)

Weighted importance: 9

For many potential students attending classes in the traditional setting is inconvenient or impossible. Many of these students are or have been engaged in learning activities which qualify for college credit. These students should have the opportunity to earn credit or an academic degree without attending on-campus classes. (See objectives 12, 29.) Table 12 describes the planned growth of off-campus credit courses.

35. The college will develop and offer an increased number of courses or program options which upgrade a student's current skills, prepare him/her for above entry-level employment, or diversify his/her employment opportunities when demand can be identified or projected. (Goals 1, 2, 3, 5.)

Weighted importance: 8

A large portion of Leeward's current and potential clientele has already acquired occupational skills. If Leeward is to fully serve the needs of this portion of its clientele, it must offer more opportunities for these students to upgrade and diversify the opportunities they already have.

36. The college will develop an increased number of means for career exploration which will provide students with opportunities to become familiar with the range of opportunities available to them, the nature of the vocations being considered, and the status of the labor market in various fields. (Goals 1, 2, 3, 5, 6.)
At least 35 per cent of the students entering Leeward are undecided about their futures and an even greater number are unsure about their decisions. Part of the college's responsibility is to provide these students with the means to discover what educational and employment opportunities are most appropriate for them.

37. The college will assume the cost of cooperative education instruction. (Goals 2, 3, 5, 6.)

Cooperative education is an important method of providing learning experiences to students preparing for employment and for students who are exploring educational and/or career goals. The major effort in cooperative education is federally funded at present, and should be assumed by general funds.

38. Leeward will develop curriculum or course units related to the community or drawing from community resources. (Goals 1, 2, 3, 5, 10.)

Bridging the gap between college and community within the curriculum helps illustrate the relevancy of the skills and concepts being taught. Drawing on community resources provides opportunities for learning not otherwise available.

39. Leeward will develop additional activities, courses, and programs which contribute to priority programs identified by the University of Hawaii System with particular attention to activities which reflect Leeward's cultural and geographic resources. (Goals 1, 2, 3, 5, 10.)
The cultural and ethnic characteristics of communities surrounding Leeward are as diverse as those of the State. To take advantage of this diversity, Leeward should be offering a broader range of courses which deal with the Pacific cultures which built our local communities. Some areas under consideration are language and culture courses, literature courses, and drama courses. In addition, some of the proposed Associate in Science degree and certificate programs are related to the State's unique opportunities to excel in marine and agricultural areas.

40. Responsive to demand, the college will make the full range of credit courses available to students who wish to take them for personal development and enrichment. (Goals 1, 2, 3, 5.)

Weighted importance: 6

As a community college, Leeward has the responsibility for meeting the needs of students who wish to learn for personal enrichment as fully as it meets the needs of students who wish to learn for specific academic or vocational purposes. Currently this segment of Leeward's clientele cannot be clearly identified because students whose primary goal is personal enrichment tend to declare a major in order to assure themselves of an opportunity to register for specific courses.

41. By Fall of 1979, Leeward will develop a credit program to serve the military. (Goals 1, 2, 3.)

Weighted importance: 5

The military population is heavily concentrated in the Leeward-Central Oahu area. The contractual arrangements
between the military and mainland institutions show the demand for courses. Leeward is suitably located to help meet those needs.

42. The college will investigate the demand for offering activities, courses and programs on a year-round schedule and will develop a year-round schedule if there is a demonstrated need. (Goals 1, 5.)

Weighted importance: 5

Full year scheduling may allow more efficient use of personnel resources and facilities as well as contribute to students' convenience in completing their educational programs.

43. The college will assume the cost of instruction for non-credit courses. (Goals 1, 5.)

Weighted importance: 4

In keeping with the principle that all learning has value, the college should support learning activities which meet the needs of its clientele regardless of those activities' application to regular academic programs.
### Table 11

**ESTIMATED IMPLEMENTATION COSTS FOR INSTRUCTION**

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### Table 12

**CHART OF PLANNED GROWTH**

**OF OFF-CAMPUS CREDIT PROGRAMS FOR 6 YEARS**

*(figures in semester hours)*

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*Figures are given for academic years (September-August) rather than in semesters as programs do not correspond to semesters.*
INSTRUCTIONAL SUPPORT OBJECTIVES

Leeward has developed the following instructional support objectives which it can meet within the confines of current resources. No priorities have been assigned to these objectives.

44. The college will improve orientation, testing, and advising so that all students are assured the opportunity to know what activities, courses, and programs will best suit their abilities, plans, and goals. (Goals 1, 6, 7.)

Many students who enter Leeward do not know what opportunities are available. They are also unsure of their aptitudes, skills and interests. They are particularly unaware of the possible results of choosing a particular program. It is essential that students who have tentatively decided upon making a baccalaureate degree their educational goal be provided with all possible information relevant to their choice. It is equally essential that students who have decided upon making a particular vocational program their educational goal be provided with all possible information regarding that career choice. Students must also be made aware of the skills needed to make decisions and to pursue their particular program.

45. By Spring of 1979 Leeward will initiate computerized registration procedures and computerized graduation checklists to provide students with maximum opportunity to complete their chosen program within two years. (Goals 1, 6, 7.)

As a two-year institution, Leeward has the responsibility of ensuring that students can complete their programs within two years if they are qualified to do so.

Convenient access to information pertaining to their
educational goals will help students attain them within the two years. Leeward also has the responsibility of assuring students who need developmental work the opportunity to register in those courses at the outset of their college career.

46. By Spring of 1979 the college will implement a systematic program to follow up students after they leave Leeward to provide assistance and to evaluate the effectiveness of its own programs. (Goals 2, 3, 7.)

Former students quickly lose contact with Leeward. To assess the effectiveness of its own activities, Leeward must follow up the outcomes--its students. Knowledge of those students' achievements and difficulties will provide a good measure of the success of Leeward's programs. One activity under consideration which will help to meet this objective is the inclusion of a postcard questionnaire with Leeward's responses to requests for transcripts.

47. Leeward will continue to provide and develop structured, course-related, instructional programs in the use of library materials for all students and equivalent services for community members. (Goals 1, 2, 3, 4, 5, 7.)

All undergraduate education requires the ability to use the information obtained in the classroom and from other sources to discover related information. Most American undergraduates lack the skills and knowledge required to use the library successfully.

48. The college will maintain the current level of library services while actively seeking to acquire additional resources to increase those services to a level adequate to a college the size of Leeward. (Goals 1, 2, 3, 4, 5, 7.)
The academic support services provided by the library directly affect the quality and range of educational programs. The availability of educational materials and services is crucial to students just beginning their progress toward a baccalaureate degree or seeking information to enhance their knowledge in vocational areas. Current levels are inadequate. The college will not allow them to deteriorate further.

49. The college will maintain the current level of service in the divisional learning-resource centers. (Goals 1, 2, 3, 4, 5, 7.)

These centers, located within the divisions, provide both supplementary and complementary services to students and community members who are involved in activities related to the division's disciplines. They have the potential of becoming alternate means for students to earn credit for courses within the discipline.

50. In cooperation with West Oahu College and the University of Hawaii at Manoa, Leeward will work toward increasing the opportunities for concurrent registration of its transfer students so that the number of concurrent registrants increases from 122 in 1977 to over 200 in 1980-81. (Goals 1, 2, 5, 10).

Students who begin their baccalaureate education at a two-year campus do not have the opportunity to take some of their third-year requirements concurrently with completing their second-year courses. The complications of concurrent registration as it is now administered prevent community college students from taking third-year courses or cause them to transfer prematurely.
51. The college will meet with the advisory committees for each of its vocational programs at least once per semester to discuss and assess the progress of its career-related activities. (Goals 3, 5, 6, 7, 10.)

The expertise of community members is crucial to the development and maintenance of all vocational programs. Meeting regularly will ensure that the college has the advantage of this expertise.

52. Concurrent with program reviews the college will conduct manpower-needs surveys to update knowledge of the personnel and job requirements of the business community to improve existing vocational programs and determine emerging occupational areas. (Goals 3, 5, 6, 7, 10.)

To maintain program integrity and relevance, the skills and knowledge taught in the classroom must provide students with marketable skills. Manpower-needs surveys will provide the college with indications of what those skills are.

53. During the next six years, the college will recruit, form, and meet with advisory committees for selected liberal arts disciplines. (Goals 1, 2, 5, 6, 7, 10.)

The expertise of community members should be drawn upon for some liberal arts disciplines. Their contributions can be valuable for development, implementation, and evaluation of instructional activities as well as activities related to instruction.

54. Responsive to demand, the college will assist the Leeward-Central Oahu communities in community problem solving by providing educational programs, brokering, and information services. (Goals 5, 7, 10.)

An educational institution has the responsibility for transferring knowledge to individuals and groups for use in improving the quality of life in their communities.
55. Beginning in the summer of 1978, Leeward will develop means to cooperate with community agencies to seek private funds to implement and support those activities within the mission of the college but outside the resources available from the state budget. (All Goals.)

Because Leeward is a publicly supported community college, fulfilling all aspects of its mission is a joint responsibility of the college and the community. Because state resources are limited, the college and the community must seek alternative means of funding.

56. Leeward will continue to support computer-based instruction. (Goals 5, 7.)

Leeward's staff will work closely with the University Computer Based Education (CBE) Committee to provide more effective services in support of this alternative teaching strategy. In addition, a campus CBE committee will be formed to set directions for Leeward's efforts in computer-assisted instruction, computer-augmented instruction, and computer-managed instruction.

57. Leeward will develop a strong learning resource program to provide alternative learning opportunities related to the activities of general education, developmental education, vocational education, and community service. (Goals 1, 2, 3, 4, 5, 6, 7, 8, 9.)

Learning resource centers not only supplement the activities of instructional programs, they can also be used to provide instruction on an individual basis. They also provide a means of consolidating the efforts of students, faculty, and staff who share specific interests and objectives. In addition to providing learning resource services, strong and effective coordination is needed to
insure that unnecessary duplication is avoided, and that maximum use will be made of available resources. (See objective 49.)
Leeward has developed the following instructional support objectives which it can meet only by obtaining increased levels of funding. Each of these objectives has been assigned a weighted importance based upon current assessments.

The weighted importance does not indicate the order in which the college will attempt to meet the objectives. That order will depend upon which objectives are the first to be funded. The weighted importance does indicate which objectives the college believes it should first pursue should more discretionary funds become available and updated needs assessments support present thinking.

The scale upon which the weighting is based ranges from nine to one. A nine indicates top priority. Objectives weighted below four have not been included for practical reasons.

Estimated implementation costs for these objectives are provided in Table 13.

58. Leeward will provide needed equipment for new classroom and laboratory facilities, and will provide replacement for worn out and obsolete instructional equipment. (Goals 2, 3, 4, 5, 7.)

Weighted importance: 9

Much of the equipment needed for instruction is as old as the campus and requires extensive costly replacement or should be replaced. New classrooms and laboratories have not been adequately equipped. The media center is also plagued with worn out and obsolete equipment. Classroom instruction and curriculum development are hampered by the lack of available equipment.

59. Leeward will maintain the present level of instructional support services. (Goals 2, 3, 4, 5, 7.)

Weighted importance: 9

Already limited instructional support services will be cut unless federal funds are renewed in 1979. In addition to the problems of worn out or obsolete equipment, instructional development skills now available will be curtailed.
The media center provides specialized skills in producing instructional materials in television, graphics, photography, audio, and multi-media. Assistance is provided to faculty in the area of computer-based education. Unique instructional strategies require specialized materials and staff assistance. If the college is to maintain its commitment to developing alternative means of meeting educational goals, these support services must be maintained.

60. The college will improve service to extended day students. (Goals 1, 2, 3, 4, 6.)
Weighted importance: 8

In addition to the full range of instructional activities, courses, and programs, the full range of instructional support services must be provided to evening and weekend students.

61. Leeward will expand its cultural arts program by increased support for programs produced by the instructional program, an increase in college-sponsored cultural programs which relate to the instructional mission of the college, and increased control of the availability of the theater facility to outside groups. (Goals 2, 3, 5, 7.)
Weighted importance: 8

Lack of resources has resulted in an imbalance in the volume of use of the theater facilities between outside groups and the college itself. The theater provides Leeward with a unique educational facility for students and community. It should be used as such.
62. Leeward will expand the library's resources to a level adequate to serve a college the size of Leeward. (Goals 2, 3, 4, 5, 7.)

Weighted importance: 7

The library has been falling about $25,000 a year short in funds necessary to maintain an adequate collection. In addition, the library will need to expand to the lower level of the building it currently occupies within two years in order to maintain current levels of service. Self-instructional materials and equipment are only minimally adequate for present demand and cannot handle all types of materials now commercially available and in demand by faculty and students.

63. At least once every three years, Leeward will provide each faculty member with the opportunity for one-course released time for curriculum development and evaluation. (Goals 5, 6, 9.)

Weighted importance: 7

Maintaining quality and relevance in curriculum content demands constant assessment, evaluation, innovation, and revision. These activities must be accorded as much priority as the instruction of an individual section. Released time is essential if faculty are to revise and evaluate disciplines and programs in addition to their own courses.
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PERSONNEL OBJECTIVES

Leeward has developed the following personnel objectives which it can meet within the confines of current resources. No priorities have been assigned to these objectives.

64. Leeward will maintain the current numbers of personnel to provide instruction and instructional support for its educational services. (Goals 1, 2, 3, 4, 5, 6, 7, 8, 9.)

Current levels of staffing for the college as a whole are barely adequate to meet the needs of the activities, courses, and programs which the college has committed itself to carrying on within current resource levels.

65. As vacancies occur within the existing instructional position count, the current needs of the college will be examined to determine the most appropriate reassignment for such vacancies. (Goals 1, 2, 3, 4, 5, 6, 7, 8, 9.)

In order to meet the instructional objectives in both general and vocational education, the college will have to carefully assess its progress toward those objectives to determine which objectives can be met only through the assignment of additional personnel. Of particular importance are those new vocational programs which the college has committed itself to implementing through current resources as well as those disciplines in general education which currently are not providing the full range of courses necessary to meet student needs.

66. Wherever possible, the college will use existing personnel resources to implement new occupational programs. (Goal 3.)

The versatility and expertise of current faculty can be used to meet a variety of needs. Possibilities include
Social Science instructors for the Human Services program, science instructors and retrained drafting instructors for the Maintenance Technology program, speech instructors for the Broadcasting program, and Arts and Humanities instructors for the Fine Arts and Drama program.

67. The college will provide support for retraining faculty to increase versatility with special consideration for instructors who are currently teaching in low-demand disciplines who are willing to switch to disciplines where a high demand has been identified. (Goals 5, 8, 9.)

Instructional personnel are an educational institution's greatest resource. The flexibility and versatility of instructional personnel largely determines the institution's ability to respond to changing educational demands. Committing some of its resources to develop this versatility is an investment in the future excellence of the institution.

68. The college will develop a plan to ensure all personnel a means of professional and personal development through sabbatical leaves, assistance in obtaining individual grants, and pursuit of other alternatives as they become available, according to provisions of the collective bargaining agreements. (Goals 5, 8, 9.)

Regardless of personal commitment to professionalism and excellence, without appropriate support from the institution, the college's staff cannot maintain the standards of quality, currency, and relevance required to meet students' educational needs.

69. The college will maintain other current activities in staff development which relate to personal and professional improvement, enhancing the instructional programs, or developing and maintaining support activities. (Goals 5, 8, 9.)
Staff development refers to all staff: instructional, administrative, support, clerical, professional. The quality of the staff is dependent not only on hiring practices but also on the activities of the institution to maintain and enhance the excellence which each member of the staff brings with him/her.

70. The college will continue to provide specific personnel and the expertise of all of its personnel to support student and community activities which require educational services. (Goals 6, 7, 8, 9.)

An integral part of college life are those activities planned, developed, and implemented by students to enhance the educational community. Activities carried on by community organizations contribute to the educational functions of the college as well as enhance the quality of life in the community. Leeward has a responsibility to share its personnel resources with all members of its clientele.

71. By 1984 the college will have developed a plan for a systematic means of providing adequate clerical services to its instructional and support personnel. (Goal 7.)

At various times during the academic year, clerical support must be increased to handle the workload of various divisions and units. Some method of sharing resources must be developed. Under consideration are word-processing center, coordinating units with varying peak times, and increased student or para-professional help.
Leeward has developed the following personnel objectives which it can meet only by obtaining increased levels of general funds. Each of these objectives has been assigned a weighted importance based upon current assessments.

The weighted importance does not indicate the order in which the college will attempt to meet the objectives. That order will depend upon which objectives are the first to be funded. The weighted importance does indicate which objectives the college believes it should first pursue should more discretionary funds become available and updated needs assessments support the present thinking.

The scale upon which the weighting is based ranges from nine to one. A nine indicates top priority. Objectives weighted below four have not been included for practical reasons.

Estimated implementation costs for these objectives are provided in Table 14. Projected general fund staffing needs are shown in Table 15A and 15B.

By 1984 Leeward will reduce the ratio of lecturers to instructors to 10% of the credit hours offered through the addition of more full-time instructional personnel in those areas where high demand continues. (Goals 2, 3, 4, 5, 6, 8, 9.)

Weighted importance: 9

The current ratio of lecturers to instructors is as high as 35% in some divisions. The quality and consistency of high-demand disciplines should not depend solely upon part-time lecturers. Evening students in particular are frequently denied extensive contact with full-time instructors who are familiar with a broad spectrum of the college's services and activities.

Ongoing planning and evaluation activities as well as needs assessments are generally the responsibility of full-time personnel. When a discipline is dependent upon part-time lecturers the planning and evaluation activities become sporadic, non-existent, or unrelated to the general
structure of activities, courses, and programs designed to reach the goals of the college as a whole.

73. The college will subsidize individual and group activities in staff development to maintain standards of excellence, increase versatility, and aid personal growth among all members of the professional and clerical staff, the faculty, and the administration. (Goals 8, 9.)

Weighted importance: 8

A college's commitment to quality in educational pursuits is dependent upon its commitment to quality of performance of the people who deliver the services which fulfill the college's mission. Leeward must increase its efforts to provide opportunities for its personnel to grow along with the college.
Table 14

ESTIMATED IMPLEMENTATION COSTS FOR PERSONNEL

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<td>45,224</td>
<td>60,584</td>
<td>76,304</td>
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1. A funds are intended for replacement of faculty/staff on sabbatical leave, or for released time for staff development projects.

2. B funds are intended for travel, conference fees, and similar staff development activities.
### Table 15A

**PROJECTED STAFF REQUIREMENTS, PRESENT - 1984**

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**GENERAL FUND PERSONNEL CEILINGS, PRESENT - 1984**

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* Includes auto body position to be transferred from Homana if program is feasible.
** Includes program change request positions.
*** Includes transfer of computer operator from Instruction to Academic Support.

Note: The College will attempt to reconcile the projected staffing requirements with the established ceilings during the 1978-79 academic year.
### Table 15B

**LEEWARD COMMUNITY COLLEGE**

**REQUIREMENTS FOR ADDITIONAL POSITIONS 1978-84**

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**ESTIMATED IMPLEMENTATION COSTS FOR FACILITIES OPERATIONS AND MAINTENANCE**

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<td></td>
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<td>2,822,000</td>
<td>2,110,000</td>
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FACILITIES OBJECTIVES

Leeward has developed the following facilities objectives which it can meet within the confines of current resources. No priorities have been assigned to these objectives.

74. Within the facilities available, the college will provide offices, classrooms, and laboratories which are appropriate for the educational activities, courses, and programs. (Goals 2, 3, 4, 5, 6, 7.)

The requirements of various instructional programs for space must be met and that space must be appropriate to the educational activities for which it is allocated.

75. The college will develop a system of continual maintenance and improvement of its facilities and grounds in order to provide an environment which encourages learning. (Goal 7.)

The setting in which a learning activity takes place has the potential to add to or detract from the learning experience. With the limitations placed on resources in the last few years, the appearance of Leeward's campus has deteriorated. This process must be reversed. When students and community can take pride in their campus, they can take pride in the learning experiences which they receive there.

76. Responsive to demand, Leeward will provide facilities to groups when their use does not interfere with the instructional program. (Goals 5, 7, 10.)

A state facility should be fully used. Sharing Leeward's physical plant with community groups builds closer ties among the college community, the business community, and the residential communities.
77. In conjunction with the initiation of the Maintenance Technology program the college will assign on a yearly basis appropriate land areas to facilitate the instructional activities of the outdoor maintenance option of the program and the horticulture discipline of the Math & Science Division. (Goals 3, 7.)

For these particular programs, land areas are as vital to the educational process as classrooms. Fortunately the college does have sufficient acreage to meet this objective.

78. The college will install additional air-conditioning switches to allow the isolation of specific rooms for air conditioning rather than providing air conditioning to entire buildings as the current system requires. (Goal 7.)

The addition of switches for individual rooms will result in electrical energy cost savings as well as allowing the users to regulate the temperatures of the rooms they are occupying.

79. The college will continue to provide 24-hour security services every day. (Goal 7.)

Security personnel provide aid to the campus in the form of investigation, reporting, communication, first-aid, and parking control as well as protecting the campus against vandalism and theft.

80. The college will seek methods and alternative funding for conservation of energy. (Goal 7.)

With the steadily increasing costs of energy, and the college's dependence on adequate supplies of energy, alternative methods of conserving energy and eliminating waste must be explored. In addition, sources of funding must be investigated in order to provide funds for installation of conservation devices.
Leeward has developed the following facilities objectives which it can meet only by obtaining increased levels of funding. Each of these objectives has been assigned a weighted importance based upon current assessments.

The weighted importance does not indicate the order in which the college will attempt to meet the objectives. That order will depend upon which objectives are the first to be funded. The weighted importance does indicate which objectives the college believes it should first pursue should more discretionary funds become available and updated needs assessments support present thinking.

The scale upon which the weighting is based ranges from nine to one. A nine indicates top priority. Objectives weighted below four have not been included for practical reasons.

Estimated implementation costs for Operations and Maintenance objectives are provided in Table 16. Costs for CIP objectives are in Table 17.

Maintenance and Operations

81. Leeward will improve and maintain the air conditioning systems at the lowest possible cost. (Goal 7.)

Weighted importance: .9

To maintain health standards, the college must continue to air condition all of its buildings. The building design is dependent upon air conditioning to provide fresh air and the rooms cannot be renovated, except at prohibitive cost, to allow free-flowing air to ventilate the rooms. A replacement for the present Worthington chiller must be installed to insure the continuation of air conditioning to all rooms. The present chiller is in a state where replacement parts are difficult to obtain, the efficiency of the unit is greatly strained and the operation is not economical. The other two chillers are operated daily. If one should fail, air conditioning would have to be discontinued for half the campus.
82. **Leeward will improve the accessibility of the campus to the handicapped.** (Goals 1, 7.)

Weighted importance: 8

A number of campus improvements have already been made to accommodate the handicapped. More must be done. Rails are necessary in the theater for the walkways which contain steps. The Library needs better accessibility which can be provided by an air curtain to eliminate the necessity for opening the heavy doors. Extra wheelchairs should be made available to students whose wheelchairs do not fit into the elevators serving the third floor. Many of the doors on campus are 12 feet high and difficult for the handicapped to open. Alterations are needed to provide easier access.

83. **If it becomes practical and feasible, Leeward will provide space for an on-campus child care center conforming to the guidelines of Board of Regents policy and supporting the equal opportunity of parents of young children to avail themselves of the educational opportunities of the college.** (Goal 1.)

Weighted importance: 8

A 1977 survey of students registering at Leeward indicated that parenthood seems to significantly decrease the probability that a woman will continue her education. The lack of an on-campus child care center denies many students the right to attend Leeward full time or else denies the access to the college entirely. Until it becomes practical to have a center on campus, the college will actively support alternatives which will provide reasonably convenient child care services near the campus.
84. Leeward will initiate a formal campus beautification program with emphasis on landscaping. (Goal 7.)

Weighted importance: 7

The water shortage situation requires a revised approach to continue the beautification of the campus environment. Involvement of students, faculty, staff, and the community as well as commercial nurserymen and governmental agencies can make this program a truly integrated project which will upgrade the Leeward area's largest educational resource. A more beautiful setting will help to inspire a pride in the campus which is an integral part of pride in the educational process.

85. Leeward will develop alternative proposals for providing more efficient access and egress to the college. (Goals 1, 7.)

Weighted importance: 6

The availability of only one exit from the college makes evacuation in an emergency both slow and hazardous. One exit and entrance is also a major inconvenience during peak hours.

86. Leeward will provide satisfactory supply, office and rest areas for the janitorial and security staff. (Goals 8, 9.)

Weighted importance: 5

Presently, the janitorial and security staff use rooms for offices and supplies that were originally intended to be machine rooms. At times the noise level is unbearable and does present a health hazard. The rooms need soundproofing around the machinery to provide a working environment more conducive to efficiency and positive morale.
87. Leeward will facilitate community access to the campus during school hours. (Goals 1, 7.)

Weighted importance: 4

No parking areas are reserved for the community for events which are held on campus during school hours. Buses are currently asked to park in an unpaved area near the theater. The community must compete with students and faculty who occupy the choice areas because they arrive early. The area currently used by the buses should be paved for use by the community so that community functions need not be restricted to non-school hours.

88. The college will construct an eight-foot chain-link fence to secure the campus from theft and vandalism. (Goal 7.)

Weighted importance: 4

The back area of the campus is suspected of providing the access to the campus for recent thefts. The Department of Education has constructed similar chain-link fences surrounding their schools. A chain-link fence is expected to significantly reduce the number of thefts by making access to the campus more difficult.

89. The college will install security systems to reverse the current trend toward increased theft and vandalism. (Goal 7.)

Weighted importance: 4

Currently there are alarm systems for specific areas such as the bookstore and cafeteria which are independent of the security personnel. The alarms can only be heard if the security officer is in the immediate vicinity. In addition to correcting this situation, other areas of the
campus need security protection beyond visual surveillance by security personnel.

Capital Improvements Program

90. By September, 1979, the Cl - C2 renovations will be completed. (Goals 5, 7.)
Weighted importance: 9

In order to provide more effective and increased services to the College's clientele, renovations are essential for the Cl and C2 buildings (Physical Science and Biological Science.) Additional laboratory space is needed for Chemistry, and modifications to instructional facilities are needed to provide alternative means of delivering science and mathematics instruction.

91. Within the next biennium the college will repair or reroof the Library, the Student Center, the Art & Music building, and the Administration building. (Goal 7.)
Weighted importance: 9

The age of the campus is becoming apparent in the necessity for major repairs. Patchwork repairs are currently being made to stop leaks and subsequent damage to the Library and its contents. The complete reroofing cannot be postponed indefinitely because of the structural damage the leaks will cause.

92. The college will continue and increase efforts to initiate construction on building J2 to accommodate social science divisional and instructor offices, social science special purpose classroom, and general purpose classrooms. (Goal 7.)
Weighted importance: 9
The college must have increased general-purpose office and instructional space. Building J2 is essential to allow the college to accommodate existing program and curriculum development in both social sciences and arts and humanities. Appropriate instructional facilities must become available to each of these divisions to support the curriculum. The implementation of the human service program requires additional space and instruction in anthropology and psychology should have special purpose facilities to allow the development of optimum teaching strategies.

93. By September, 1980, the renovation of the D1 and D2 buildings will be completed. (Goal 7.)

Weighted importance: 9

With the completion of the automotive technology building now under construction, renovations are needed for D1 and D2 (General Technology and Drafting/Automotive) buildings to provide appropriate classroom and laboratory facilities for programs now in temporary facilities, and for programs now being planned.

94. The college plans to begin construction within the next biennium on Building D4 to accommodate projected and ongoing programs in vocational education. (Goal 7.)

Weighted importance: 9

With Leeward's commitment to increase the opportunities available to its students for career-related education, the college must have the physical facilities to accommodate these vocational programs.
95. By 1984, construction should have begun on facilities H and H-1 which include a locker room, pool, and field house as well as a running track and various playing fields. (Goal 7.)

Weighted importance: 8

Construction of these facilities is contingent upon the college's acquiring the 44-acre Naval drum storage area for its own use. Should that land become available, the University system must recognize that its responsibility to provide sporting facilities for Leeward's 6,500 students is as important as providing this type of facilities for university students. In addition to allowing the college to carry on its instructional activities independent of the availability of outside facilities, the facilities would allow the college to develop a comprehensive inter and intramural sports program. The communities in the Leeward-Central area of Oahu are all sports minded and would actively support and participate in sporting activities of the college.

96. By 1984 the college will waterproof and repaint the entire campus. (Goal 7.)

Weighted importance: 7

The ten-year-old campus has not yet been repainted. The elements have now taken their toll. Painting and waterproofing will help to restore the campus to its original beauty.

97. Leeward will construct informational centers to provide its clientele with convenient access to information regarding the college's various activities and programs. (Goals 1, 7.)
These centers will provide information and accommodations to people using the campus so that they can participate in programs and activities with the least amount of inconvenience. These centers will include bulletin boards, parking-lot markers, directional maps, a special events board at the entrance to the campus, directional signs leading to the campus, and additional seating areas on campus with sufficient lighting to benefit all users.
98. The administration will develop a coordinated systematic strategy to achieve Leeward's objectives, goals, and mission which will provide direction and leadership to the college. (Goals 7, 9.)

A systematic approach is required to synthesize the activities of the various levels of the governance structure, the planning process, the evaluation process, and the implementation process. Information which relates to these activities must be developed in a coordinated manner in order to be used effectively in the ongoing progress toward the educational mission.

Planning and evaluation activities must be carried out on a yearly basis and used to develop long range plans, specialized plans and budgets, and implementation schedules. Criteria upon which to base decisions must be developed and used.

99. The administration will clarify and define the role, duties, and responsibilities of administrators, staff and support personnel, and faculty. (Goals 7, 9.)

Individual responsibilities and duties must be defined to facilitate a systematic approach to achieving the college mission. The role of division chairmen is especially crucial. Possibilities include a handbook of administrative policies, procedures and methods, an organizational chart, and systematic procedures for communication, consultation, and implementation.
100. The administration will remain responsive to changing needs through periodic review of administrative structure. (Goal 7.)

   In addition to clear definition of administrative duties and responsibilities, lines of communication and responsibility must be regularly examined to ensure that the administration can respond to changing needs of clientele and of the University Administration.

101. The administration will institute and maintain a program for the development of planning and management skills for existing and potential administrators. (Goals 7, 8, 9.)

   In addition to developing a staff development program for administrators, it is also important to identify and train potential administrators, and to provide administrative trainees with appropriate internship experiences.

102. The administration will actively pursue methods by which more effective allocation of resources can be made to the college's programs. (Goal 7.)

   Planning and evaluation data is extremely important to enable the decisions on allocation of resources to be accurately made at all levels. Particularly important will be the feedback from the "lump sum" budgets now being allocated to the instructional divisions.

103. The college will implement changes in the administrative structure during the 1978-79 year in order to make the administration more responsive to institutional needs. (Goal 7.)

   In order to relieve the log-jam created by the existing administrative structure, the Associate Dean for Student Services and the Director of Special Programs and Community Services will report directly to the Provost.
rather than to the Dean of Educational Services. This formal change to the college's Table of Organization will be submitted for approval, and will be implemented immediately upon approval.

104. The college will develop and implement a system of establishing annual objectives for each operational unit, including an appropriate method of evaluation. (Goals 7, 8, 9.)

Each organization unit needs to establish annual (short range) objectives toward meeting the long-range objectives for that unit. The administration must provide adequate support for both establishing and implementing the objectives, and for evaluating the progress on an annual basis.

105. The college will emphasize participatory management in decision making by locating the responsibility for making decisions as close as possible to the level at which these decisions must be implemented. (Goals 7, 9.)

When decisions are made at the level of implementation, much confusion and inefficiency can be eliminated, specific needs can be identified and met, and the results of evaluations can be directly addressed. When decisions must be made at higher levels, recommendations will be sought from the implementing units, including an analysis of alternatives and the consequences of each alternative.

106. The administration will continue to rely on the student government organization, the faculty governance organization, the clerical staff council and community advisory groups, for advice in developing directions and policy for the college. (Goals 7, 8, 9.)

All facets of a college must be involved in the decision-making process to ensure the relevance and
success of the college's activities, courses, and programs.

107. The administration will actively seek activities to maintain and improve the morale and professional spirit of all personnel. (Goals 7, 8, 9.)

The quality and efficiency of an institution depends upon the enthusiasm of the persons who carry out its activities. Administrative recognition and support are crucial to a sense of accomplishment on the part of students, faculty, and staff.

108. The administration will actively seek methods to increase awareness of the college's role within the large context of education as a social function. (Goal 10.)

Information and communication are the keys to understanding Leeward as a comprehensive, open-admissions community college. The methods which the administration, faculty, and staff use to present the college to the outside world determine the support which the college has to fulfill its mission.

109. The administration will work to obtain sufficient resources to carry out the mission of the college. (All goals.)

In addition to presenting Leeward's case to the University of Hawaii System, the Legislature and the Governor, the administrative structure at Leeward should facilitate the acquisition of additional funds from alternative sources. Recent state budget constraints have severely hampered the college in the pursuit of its objectives. In order to carry out its activities, courses, and programs, the college must actively pursue additional
resources from a variety of sources, including making a stronger case for funds through careful planning.
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PART III

RECOMMENDATIONS FROM PREVIOUS ACCREDITATION EVALUATION
II. A. Curriculum Development

It is recommended that the College:

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

All drama, art, and music courses are now offered by the arts and humanities division. Courses which are directly related to the Recreational Instructor Program are cross-listed in the catalog under the vocational technical division.

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

The possibility of organizing literature, English, and grammar classes under a single division has been considered, but thus far the College is reluctant to move the literature courses to the language arts division because that division is already the largest in the college, and because of the close relationship of literature to other humanities courses. No confusion has resulted among our students because of the way these classes are organized. The efficient use of faculty, we agree, needs our constant attention.

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

Business law has been renumbered to LAW 200.

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

The college catalog has been extensively revised since the 1973-74 edition. See page 19 for an example of the current method of listing cooperative education.
5. Consider the appropriateness of the number of work experience units that can be obtained as a part of an occupational offering.

The College has examined the number of work experience units, as has the Community College System. The present limitations are 4 credits and are consistent with System policy.

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

As a result of extensive articulation discussions with advisors from the U. H. Manoa College of Education, the 6-credit courses in Health and Physical Education have been revised into smaller units as described on pages 30-31 of the current catalog. This will enable students to more easily transfer the credits which are comparable to those at U. H. Manoa and apply the others as electives. In addition, students are advised about the number of such electives which can be transferred.

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

The College prefers, at this time, to keep the computer science courses in the division of mathematics and natural sciences. There has been no evidence of student confusion as a result of the present organizational arrangement.

II.B. Transfer and General Education

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

The College has maintained efforts to articulate with the local high schools through various activities which are detailed in Exhibit 2 for the evaluation team. An area of special emphasis during the 1977-78 academic year as well as for the coming year is in remedial/developmental education. By working with the Department of Education, Leeward hopes to reduce the incidence of high school graduates who lack the basic skills upon admission to Leeward.

2. Serious reconsideration be given the policy of the "W" grade and examination be made of the possibilities of required prerequisites and positive referral to developmental classes based on demonstrated need.
The College has taken the following actions:

a. Revised the grading policy so that the "W" grade is now given only for bona fide withdrawals from courses or from the College. (See page 9 of the current catalog.)

b. Initiated prerequisites for skill areas such as Math and English.

c. Established mandatory orientation and testing for entering new students so that they can be referred to appropriate classes.

d. Provided new students with the opportunity to register before returning students so that they could be provided with better access to needed courses, especially the developmental courses.

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

The College has long been concerned about the role and responsibilities of division chairmen. In the original 1977-79 biennium budget request, positions were requested for assistant deans who would replace division chairmen and whose duties would be purely administrative. This request was denied for Leeward and other campuses who had also requested assistant deans. Subsequently, we have been attempting to establish more appropriate responsibilities for the division chairmen, and have provided and will continue to provide workshops for division chairmen and other administrators. In addition, two of the six instructional divisions now elect their chairmen for two-year terms. Exhibit 25 provides a description of the responsibilities of the division chairmen.

II.C. Vocational-Technical Education

It is recommended that the college:

1. Reevaluate its commitment to vocational-technical education with a view toward allocating a greater part of its effort to increasing occupational offerings, particularly of women.

The College initiated the Graphic Arts Program with the first courses being offered in Spring, 1976. New
options have also been made available in business and management. In addition, the proposal for the Human Services Program has been developed and submitted for consideration to the Board of Regents. Because of the increased fiscal restraints, many of the areas presently being investigated for potential vocational offerings are based on Leeward's liberal arts strengths. See Table 9 of Part II for a listing of new programs now being investigated for addition to the Leeward curriculum.

II.D. Continuing Education

It is recommended that:

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

Exhibit 3 contains a description of funds that have been sought and those that have been received in the above areas.

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

Exhibit 4 contains a description of the vocational-technical courses the College has been able to offer off-campus. These efforts are often hindered by lack of adequate specialized facilities, and this is an area which is under continuing investigation.

II.E. Summer Session

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

Courses are now offered for Summer Session on a self-supporting basis through the U. H. Manoa Summer Session. Exhibit 5 provides data on the level of funding for the Office of Special Projects and Community Service since 1973-74.

II.F. Course of Study Outlines

It is recommended that:

1. Continued emphasis be placed on developing course outlines based on behavioral objectives in all instructional areas.

Course outlines are still an integral part of the implementation of the College's philosophy, and the recommended emphasis has continued. Exhibit 6 contains course outlines for Fall, 1978 classes.
2. The numbering system of courses be reconsidered so that certain courses below 100 in numbering do not receive a connotation of being of less importance, such as the Accounting 100 series (transfer) as contrasted with the comparable accounting courses numbered below 100. Some less artificial system of numbering might be more useful to the student.

Course numbers are presently assigned at the Office of the Chancellor for Community Colleges. During the 1976-77 academic year, the curriculum specialists in the Office of the Chancellor conducted a course equivalency project which involved the review of all courses being offered in the Community College System and the renumbering of many of those courses.

III. Meeting the Needs of the Disadvantaged

It is recommended that the College:

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

Exhibit 7 provides information on the follow-up of students in programs for the disadvantaged. It should be noted that the College, as part of the Community College System, is involved in follow-up studies which do not distinguish between various categories of students, and time and manpower limitations have not permitted running extensive additional studies for special categories of students.

2. Consider the assignment of a person to coordinate such research efforts as described in (1) above and be responsible for grant seeking as it related to programs for the disadvantaged and other areas of the college program.

The Director of Institutional Research (position now vacant) was responsible for various types of research, including assisting with follow-up studies, as well as for assisting with grant seeking. In addition, other members of the staff have pursued grants to assist disadvantaged students.

3. Increase its efforts to communicate to the general faculty the institution's efforts in regard to meeting the needs of disadvantaged persons and solicit the active support of the faculty in these efforts.

Exhibit 8 provides details of the College's efforts to provide assistance to disadvantaged persons and includes a description of efforts to communicate to the faculty with regard to student needs.

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

Although the College has not formalized the appointment of such advisory committee, the staff members who are most directly concerned with the needs of the disadvantaged have continued to work closely with other faculty and staff, as well as with members of the community. In addition, it has been more effective, we believe, to have committees formed to deal with specific aspects of the needs of disadvantaged. As an example, Leeward's Developmental Skills Specialist established one committee to develop a plan for meeting the developmental skills needs of students. One of the recommendations of that group was to develop a center, so another committee was formed to deal with that specific issue. It should be noted that meeting the needs of students needing developmental skills continues to be an area of major emphasis. Exhibits will be provided to the Evaluation Team which detail the needs as we have assessed them and our efforts to meet these needs.

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

Resources have not been available to open and staff the community studies center. The College has, however, developed the Community Information Resource Center which will serve similar purposes. The details of the funding and operation of CIRC are provided in Exhibit 9.

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

As a result of Section 504 of the Rehabilitation Act of 1965, the College has conducted a self-study which is available as Exhibit 10. The College is striving to comply with both the letter and intent of this law, including the establishment of the advisory committee. The membership of the committee is also included in Exhibit 10. Under Section 504, handicapped persons are to be mainstreamed into the College's programs. However, it is anticipated that we will continue to operate Kama' Mai as a method of providing special services to students who are handicapped. Exhibit 11 describes the functions and services of Kama' Mai.

7. Strive to strengthen its institutional commitment and achieve a system commitment to meeting the needs of disadvantaged persons to lessen the dependence of such efforts on grant monies and in recognition of the growing numbers and emerging needs of such persons in the college service area.
In light of decreasing state funds, this is a question for which Leeward is still seeking an answer. Analysis of the funding for remedial/developmental courses shows that about 10% of the instructional budget is devoted to these courses.

IV. Instruction (Facilities)

It is recommended that the college:

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

Bulletin boards have been mounted throughout the campus on the outside of buildings in an effort to eliminate unsightly posting of notices, etc.

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

The College has continued to request additional support for the operation and maintenance of the campus. The number of custodial and maintenance positions has risen from 21.5 in 1973-74 to 30.5 for 1978-79, including campus security. The relative absence of graffiti on campus is evidence of the pride students take in the physical facilities.

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

Exhibit 12 provides information on the progress of the second access road.

IV. Instruction

It is recommended that:

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

The "W" grade is now used at Leeward exactly as it is used at U. H. Manoa and at all other campuses throughout the system.

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

The faculty evaluation forms have been redesigned. Exhibit 13 contains copies of Student, Peer, Division Chairman, and Self evaluation forms.

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

See II.R.3 above.
4. The faculty be encouraged to implement the suggestions made in their "Self-Study Recommendations, 1973."

To the extent that it has been practical and/or feasible, such suggestions have been encouraged and implemented. Specific examples will be provided as an exhibit for the evaluation team.

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

Exhibit 14 provides a summary of the staff development activities that have been accomplished since receipt of the Advanced Institution Development Program (AIDP) grant in 1974.

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

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

   b. Released time for innovative curriculum development.

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

   d. Further implementation of the off-campus projects of the Community Service Lab.

The College has been successful in obtaining extramural funding for numerous important activities. The following reply to the above:

   a. Exhibit 15 identifies how and where student assistants and paraprofessionals have been employed in the various labs since 1973-74. This is an area where the College plans to expand its emphasis in the coming six-year period.

   b. Exhibit 16 details released time for curriculum development which has been possible largely through the AIDP grant.

   c. Exhibit 17 provides information on the additional staffing and source of funding which has been available to the Educational Media Center.

   d. The Community Service Lab, through the practicum courses, has continued to involve students in off-campus community and social service projects.
V. Student Personnel Services

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

Dr. John Baker joined the staff of Leeward Community College in July, 1974, as Associate Dean for Student Services. In addition, the College is presently reorganizing the administrative structure so that this position will be Dean and will no longer report to the Dean of Educational Services but to the Provost.

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

See II.B.2 above.

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

The Associate Dean for Student Services holds scheduled meetings weekly with the division coordinator and with the program heads in student services. In addition, the entire student services staff meets every two weeks, and additional time is made available every two weeks for program unit meetings. Student and faculty input is available through regularly scheduled meetings of the Administrative Council.

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

This was done in 1971, 1973, and 1975 and will be done again when the need is present.

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

Student Services, with the cooperation of the Department of Education, has offered two all-day meetings on campus for the purpose of improving articulation with high school counselors in the Leeward and Central districts from which most of the College's students come. Also see II.B.1 above.
V.B. Student Government

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

Under the sponsorship of the AIDP grant, the College has been able to establish a Women's Center. Funds have not been available to provide assistance to the coordinator of student activities, however, and other student services needs are of higher priority.

VI. Community Service

It is recommended that the College:

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

With the opening of the Theatre in Fall, 1974, the College has been actively using the special fund as a means of obtaining revenue, where appropriate, for community service activities. Exhibit 5 includes information on the use of the special fund since 1973-74.

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

See Exhibit 5 for detailed information on special fund income and expenditures.

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

Although all units of the campus may become involved in grant seeking efforts, chief responsibility for the College's efforts was assigned to the Director of Institutional Research. In addition, the AIDP Coordinator has assumed a major role in the grant seeking process. This is no longer a large part of the function of the Community Services staff.

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

This position was filled effective July 1, 1974, by Dr. Joyce Tsunoda, now Provost at Kapiolani Community College. When the position again became vacant, the title was changed for uniformity in the community college system to Director of the Office of Special Programs and Community Service. This full-time position is presently filled.
5. Consider the need for additional released time, up to at least half of a regular instructional load, for a public information services person to increase the college's capability to keep the community informed of college programs and services.

With the advent of a full-time front-of-house manager for the Theatre, the responsibility for publicity of theatre events has been handled by the incumbent. The College then felt that it was not necessary to continue the practice of released time for public information. Other staff members in the Office of Special Programs and Community Service prepare information about their areas of responsibility, and the College makes good use of the staff person assigned to community colleges in the University Relations Office at Manoa. However, the College does see the need for more attention to public information and will be reassessing the situation in the near future.

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

Leeward is currently working cooperatively with West Oahu College in offering courses through alternative delivery systems to provide students with the capability of obtaining a baccalaureate degree. Exhibit 18 contains information about this cooperative effort. In addition, the Vice President for Academic Affairs for the University of Hawaii is presently developing a plan to eliminate duplication of community service efforts. If this plan is available, it will be provided as an exhibit for the Evaluation Team in November.

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

The budget and staffing information in Exhibit 5 provide an indication of the College's efforts to continue and strengthen its efforts to fulfill the community service goals. Exhibit 19 contains a listing of the community service activities since 1975, as well as the number of people participating in the activities.

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

Exhibit 19 includes information on non-credit courses offered through LCC sponsorship, and includes the charges assessed. The fees charged are based on the number of hours in the course and generally are $1.00 per contact hour.
VII.A. Administration (Effectiveness)

It is recommended that the college:

1. Consider relieving the Dean of Educational Services of some of the heavy responsibility for the total college program he now bears. One way this might be accomplished would be by the creation of a new position of Dean of Student Services, who would be responsible for the college's growing program and responsibilities in student services. This would free the Dean of Educational Services to devote more time to the needs and concerns of the academic divisions.

See V.1. above. In the reorganization now being effected, the Dean of Educational Services will no longer have responsibility for Community Services or Student Services. In addition, the position of Assistant to the Dean of Educational Services has finally been cleared and filled. However, additional assistance is still needed because of the tremendous workload in the area.

2. Re-examine the method by which campus policy is developed to assure that the different segments of the campus have ample opportunity for input into the development of new policies or policy revisions.

The decision-making process at Leeward is described in the description of Administration in the first part of this document. Exhibit 20 contains minutes of Administrative Council meetings and the membership of that group. Exhibit 21 contains minutes of the Administrative Staff meetings and the membership of that group. These two groups are the major vehicles for decision-making. Also the Faculty Senate, Clerical Council, and Student Government have input into the development of policy and, where appropriate, to the decision making process. Exhibits 22, 23, and 24 contain minutes of the meetings of these bodies, respectively.

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

Exhibit 25 contains the policy on instructional division responsibility and includes policy on hiring of part-time faculty. Exhibit 25 also includes University policies relating to employment of part-time faculty (lecturers).

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

See II.B.3. above.
IV. Administration (Finances)

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

Division chairmen and other unit heads are involved in the total budget process. Exhibit 20, which contains minutes of Administrative Council meetings, includes minutes of budget sessions. Exhibit 26 contains the 1978-79 budget. Exhibit 27 contains the 1979-81 biennium budget request as approved by the Board of Regents. Exhibit 28 contains the 1979-85 Six-Year Plan.

/II.B. Administration (Finances)

It is recommended that the college:

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

As indicated in VII.A.5 above, the participation of division chairmen and unit heads in the various stages of the budget process has increased general awareness of the budgetary constraints. This awareness was essential for the development of the College's objectives presented in Part II of this document.

/II.C. Administration (Liaison Between College and Community)

It is recommended that the college:

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

See VI.5. above.
Exhibits for Accreditation Evaluation Visit

2. Report of Articulation Activities with the Department of Education
3. Report of Leeward Community College Funding for Outreach Programs, Financial Aid, and CEECS
4. Vocational-Technical Courses and Programs Offered Off-Campus
5. Budget for Office of Special Programs and Community Services, 1973-74 to Present
6. Course Outlines - Fall 1978
7. Follow-Up Studies of Students in Programs for Disadvantaged
8. Assistance Provided to Disadvantaged Students
9. Community Information and Resource Center
10. College Self-Study for Section 504 of the Rehabilitation Act of 1965
11. Functions and Services of Komo Mai
12. Second Access Road
13. Examples of Four-Part Evaluation Forms
14. Staff Development Activities
15. Employment of Student Assistants/Paraprofessionals
16. Release Time for Curriculum Development
17. Additional Staffing for Educational Media Center
18. Alternative Deliveries Project
19. Non-Credit Courses
20. Minutes of Administrative Council Meetings
21. Minutes of Administrative Staff Meetings
22. Minutes of the Faculty Senate Meetings
23. Minutes of Clerical Council Meetings
24. Minutes of Meetings of Student Government (ASLCC)
25. Responsibilities of Instructional Divisions
27. 1979-1981 Biennial Budget Request
28. 1979-1985 Six Year Plan
29. Collective Bargaining Agreements
30. Faculty Senate Charter
31. AIDP Proposals
32. AIDP Annual Reports
33. Conditions of Service for Executive and Administrative/Managerial Personnel
34. Affirmative Action Plan
35. Kui Ka Lono
36. CC-IRP Reports
37. Table of Organization
38. Student Academic Grievance Policies and Procedures
39. Faculty and Staff Renewal and Vitality Plan
40. Tenure and Promotion Policies and Procedures
41. Agendas and Minutes of Meetings, University of Hawaii Board of Regents
42. Enrollments, Fall 1968 to Present
43. Health Center Reports
44. Courses Offered through CEECS and MTI
45. Staff and Faculty by Organizational Unit
46. Community College System Student Flow Project Reports
47. History of Leeward Community College
48. Extended Day Report
49. Faculty Preparations and Workload
50. Description of Budget Planning Process
52. Legislative Mandate and Studies - L. C. C.
53. College Brochures
54. External Influences on Philosophy
55. College Credit Equivalency Program
56. How to Recommend a Curricular Change; Final Reports of CADC; Minutes (Accreditation Steering Committee)
57. Program Review Procedures, Board of Regents
58. Reading/Writing Laboratory
59. LCC Institutional Research Project Reports
60. Community College Institutional Research Project Reports
61. Common Course Numbering System Project
62. Vocational-Technical Education Advisory Committee Reports, Minutes, Membership Lists
63. Follow-Up on Vocational Program Graduates
64. Resources and Procedures for Evaluation of Occupational Training
65. Studies of Non-Continuing Students
66. Work Experience Programs at L. C. C.
67. Summer Session Course Offerings--L. C. C. 1978
68. Waianae-Nanakuli Education Center Program Description
69. Veterans’ Cost of Instruction Program
70. Title I Reading Program
71. Help for Foreign Students
72. Developmental Courses for the Educationally Handicapped
73. Industry-Based Occupational Training for the Physically Handicapped
74. Financial Aids Programs Available at L. C. C.
75. Bulletins (L. C. C. and Community College System)
76. Professional Organizations
77. Facilities Master Plan
78. Bibliographic Services
79. Materials Selection Policy
80. Library Materials Usage
81. Educational Media Center Report
82. Learning Resource Centers
83. Student-Counselor Ratio
84. Examples of Research/Studies by Office of Psychometry
85. Sample of Weekly Listing of Job Openings
86. Student Government Budget, Constitution
87. Guidelines and Regulations for Student Organizations and Activities
88. Career Planning Profile
89. Student Athletic Program
90. Community Use of College Facilities; Facilities Request Form
91. Salary Schedule for Instructional Staff