APPLICATION FOR ACCREDITATION

November 1973

Leeward Community College
Pearl City, Hawaii
ABSTRACT

of

LEEWARD COMMUNITY COLLEGE

APPLICATION FOR ACCREDITATION REPORT

1973
The initiation of PPBS--Program, Planning, Budgeting System--in 1971 has provided Leeward Community College with the opportunity for a thorough self-study each year. The annual PPBS review is conducted in a manner similar to that of the Accreditation Self-Study. Committees are formed for each of the program levels, providing for faculty involvement, especially in the divisional, departmental, and individual course levels, ensuring that input can be obtained from all concerned areas. Through PPBS, and through general administrative encouragement, the College has attempted to realistically assess and plan its programs and priorities. This has become particularly important since the continued expansion in enrollment and program needs has been complicated by the lack of increase in faculty and staff due to statewide budgetary constraints.

Leeward Community College is continuing to strive to help people learn through increased emphasis on individualized instruction. The educational philosophy is continually under review by faculty, staff, and students in order to ensure that student and community needs are being met.

In the area of Curriculum, articulation agreements are being negotiated which will provide Leeward with greater flexibility in establishing general education requirements, as well as to ensure the facilitation of transfer of students to the four-year campuses in the University of Hawaii System. In addition, the Manoa campus now accepts the Community College grade point average. Leeward is now offering credit and non-credit courses off-campus in an effort to better meet the needs of the community. In the Vocational-Technical area, two new programs have been approved by the Board of Regents. The Hospitality Education (Food Service) Program is now in its second year of operation. The Graphic Arts Program has not been funded, but should be implemented within the next year. In addition, there are several work experience programs now operating at Leeward.

In the area of Meeting the Needs of the Disadvantaged Persons, Leeward has implemented a Special Student Services program under the coordination of the Associate Dean of Special Programs and Community Service. In-service training programs for faculty and staff develop awareness for the needs of the disadvantaged students. Federal funding has also helped to expand the services available to disadvantaged persons.

In the area of Instruction, there has been increased participation of the faculty in policy formulation. This is demonstrated by election of Divisional Chairmen, formulation of Divisional Personnel Committees, campus-wide selection committees for recommendations on the selection of the Provost and Dean of Educational Services, and joint faculty-staff committees to plan and implement faculty orientation, commencement, and other special programs. Continued expansion of the physical facilities has aided instruction
through the provision of special facilities and through additional classroom space. The emphasis on individualized instruction has helped to orient the students to the learning centers on campus. In addition, many faculty members have oriented their courses to require a degree of library usage.

In the area of Student Personnel Services, a first aid room has been equipped and is being staffed by volunteers as an interim measure since the present fiscal policy precludes hiring Health Services personnel. The coordinated admissions system for the university system has eliminated the problem of students applying to more than one campus in the system. A "scramble" system of registration has been implemented with the assistance of faculty and students, and has been considered a success.

In the area of Community Relations and Service, Leeward Community College has redefined and revitalized support by:

1. Establishment of Public Service as a separate and distinct budgetary category

2. Increase in staffing by the addition of a Coordinator of Community Educational Services and the assignment of instructors on a part-time basis

3. Programmatic redirection which changed Community Service from being a combination of unrelated cultural shows and activities added on to existing programs, to becoming a process in itself.

Increased Federal and special funding has enabled the College to provide more special educational services. Under an agreement with the University of Hawaii's College of Continuing Education and Community Service, Leeward has been able to offer credit and non-credit courses, both on-campus and off-campus, and has been able to sponsor cultural activities on campus. The completion of the theater-auditorium complex will provide the College with facilities to further serve the community.

In the area of Administration, there has been increased faculty participation in the hiring procedures and in tenure review procedures. The Divisional Personnel Committees take an active part in the interviewing process for hiring, and review all candidates for tenure. The college-wide Faculty Personnel Committee reviews tenure candidates from all divisions and makes recommendations to the Provost. Restructuring of the administration to provide better coordination for the student services has been hampered by the State budget freeze on non-instructional positions.

The above extractions from the Leeward Community College Accreditation Report are indicative of the commitment of the College to seeking viable alternatives for achieving the College's objectives in times of financial austerity.
LEEWARD COMMUNITY COLLEGE

INSTITUTIONAL
SELF-STUDY
TO: The Accrediting Commission for Junior Colleges

FROM: Leeward Community College
96-045 Ala Ike, Pearl City, Hawaii 96782

This Application for Accreditation and the attached Report of Institutional Self-Study are submitted for the purpose of assisting in the determination as to whether or not this institution should be accredited or its accreditation reaffirmed by the Western Association of Schools and Colleges.

We certify that

1. In preparing the attached Report of Institutional Self-Study, there was broad participation by the staff of this institution; and

2. We believe this Self-Study Report accurately reflects the nature and stance of the institution.

Signed:

[Signatures of officials]

Chairman, Board of Regents
University of Hawaii

President, University of Hawaii

Vice-President for Community Colleges
University of Hawaii

Provost, Leeward Community College

Chairman, Faculty Senate
Leeward Community College

Director of Administrative Services
Leeward Community College
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## DEFINITION OF SELECTED TERMS

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>BOR</td>
<td>Board of Regents of the University of Hawaii.</td>
</tr>
<tr>
<td>CADC</td>
<td>Curriculum &amp; Academic Development Committee.</td>
</tr>
<tr>
<td>CIP</td>
<td>Capital Improvement Projects funded separately from the College Operating Budget by the State.</td>
</tr>
<tr>
<td>CCECS</td>
<td>College of Continuing Education and Community Services based on Manoa Campus, University of Hawaii.</td>
</tr>
<tr>
<td>Civil Service Staff</td>
<td>Personnel employed under the rules of the State of Hawaii Civil Service System.</td>
</tr>
<tr>
<td>Classified/ Unclassified Students</td>
<td>All students at this college are classified as degree candidates. See p. 16 of the College Catalog under &quot;Degrees and Certificates.&quot;</td>
</tr>
<tr>
<td>Controlled Growth Policy</td>
<td>Enrollment ceiling policy establishing limits for each campus of the University system set by the Board of Regents.</td>
</tr>
<tr>
<td>Curriculum</td>
<td>The overall collection of courses and programs at this college.</td>
</tr>
<tr>
<td>DAC</td>
<td>Division Administrative Committee.</td>
</tr>
<tr>
<td>Disadvantaged</td>
<td>See Section IV of this Accreditation report.</td>
</tr>
<tr>
<td>DOE</td>
<td>Department of Education of the State of Hawaii which supervises elementary and secondary education.</td>
</tr>
<tr>
<td>DPC</td>
<td>Divisional Personnel Committee.</td>
</tr>
<tr>
<td>EPDA</td>
<td>Educational and Professional Development Act.</td>
</tr>
<tr>
<td>FTE</td>
<td>Full-time Equivalent students or those registered for 12 credit hours or more.</td>
</tr>
<tr>
<td>Hoolaulea</td>
<td>Hawaiian term for Open House.</td>
</tr>
<tr>
<td>Lecturer</td>
<td>Part-time instructor, employed usually on a one-semester basis, who teaches fewer than 15 units of credit.</td>
</tr>
</tbody>
</table>
APPLICATION FOR ACCREDITATION

SECTION I: GENERAL INFORMATION

Introduction

Leeward Community College exists to help people learn. The philosophy of the College is dedicated to the belief that people can and do learn throughout their lives, and that the State has a responsibility to provide them with the opportunity and assistance in learning what they wish to learn. The objective of the College is to assist each individual in the lifelong process of personal growth through learning.

To maximize student learning and his self-awareness, the College maintains a continual self-assessment. In 1971, the State of Hawaii initiated the implementation of PPBS--Program, Planning, Budgeting System--which is the system by which the six-year program plans are now reported. This system of relating program planning and self-assessment to budgetary implications is concerned with:

1. The identification of specific objectives for each program within a system.
2. A consideration of alternatives to achieve the objectives.
3. A cost analysis to determine which alternatives give the greatest benefit for the least costs.
4. A development of long-range planning to implement the best alternatives.
5. A development of measures of effectiveness to determine whether objectives have been met.

An annual review of the six-year plans for Leeward Community College is conducted, using this PPBS process. This system actually provides the campus with the opportunity to perform a thorough self-study each year.

The PPBS review is conducted in a manner quite similar to that of the Accreditation Self-Study. Committees are formed for each of the program levels, providing for faculty involvement, especially in the divisional, departmental, and individual course levels. This ensures that input can be obtained from all concerned areas. Leeward Community College has been singled out by the University of Hawaii President Harlan Cleveland and others from the UH Central Administration for the extensive faculty involvement in the PPBS process.
The program structure employed in the implementation of PPBS for the University of Hawaii is based on the structure developed by the Western Interstate Commission for Higher Education (WICHE), and there are clearly visible parallels between this program structure and the structure of the Accreditation self-study as shown on the chart below. In keeping with the spirit of the PPBS review which was conducted simultaneously with the self-study for Accreditation, the objectives for each of the program areas are incorporated into the introduction of each Section of this self-study. Exhibit I-2a is the PPBS report submitted by Leeward Community College on August 10, 1973.

### SIMILARITIES BETWEEN ACCREDITATION AND PPBS STRUCTURES

#### PPBS STRUCTURE

<table>
<thead>
<tr>
<th>INSTITUTIONAL SUPPORT</th>
<th>ACADEMIC SUPPORT</th>
<th>STUDENT SERVICES</th>
<th>PUBLIC SERVICES</th>
<th>LEVEL III, LCC</th>
<th>INSTRUCTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIMS AND PURPOSES</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CURRICULUM</td>
<td>*</td>
<td>*</td>
<td></td>
<td>(*)</td>
<td>(*)</td>
</tr>
<tr>
<td>DISADVANTAGED</td>
<td></td>
<td>(*)</td>
<td>(*)</td>
<td></td>
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</tr>
<tr>
<td>INSTRUCTION</td>
<td>*</td>
<td></td>
<td></td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>STUDENT PERSONNEL SERVICES</td>
<td>*</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>COMMUNITY SERVICES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ADMINISTRATION</td>
<td>*</td>
<td>*</td>
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<td></td>
</tr>
</tbody>
</table>

( ) Note: Meeting the Needs of the Disadvantaged is not clearly identified as a separate item or category in the PPBS system. It is included in the Student Services, and is presently administered by the Office of Special Programs and Community Service, and therefore is included in both categories.
In the process of conducting the Accreditation self-study, the committees prepared and submitted recommendations for their particular areas. These recommendations have subsequently been discussed with the administration and, where feasible, will be incorporated into the PPBS report for the next submission. A complete list of the recommendations is provided as Exhibit I-3a.

A. Conducting the Self-Study

Describe, in narrative or chart form, the organization that was established to conduct the self-study. Show committees, their chairmen and members; time schedule followed; and under whose specific direction the work was conducted.

The Accreditation self-study was conducted by faculty, staff, and students through committees organized in a structure following the Accreditation Kit. A steering committee coordinated and organized the efforts of the self-study committees and served as resource personnel. The overall coordination was the responsibility of the Dean of Educational Services. He also appointed an editing committee to perform the technical editing of the report.

1. November, 1972. The Provost appointed a steering committee to initiate planning for the self-study. In the absence of a Dean of Educational Services, a temporary coordinator was appointed. Exhibit I-3b lists the membership of the steering committee, and contains minutes of the meetings.

2. December, 1972. The steering committee convened the faculty to plan the dates for the accreditation team visit, and to solicit committee memberships. Faculty members selected, by priority, those committees on which they wished to serve in conducting the self-study. Exhibit I-3c lists the committees and committee membership.

3. January, 1973. Upon appointment of the Dean of Educational Services, he was designated coordinator of the self-study. Under his direction, the steering committee established the timeline for the self-study committees, and met with the committees to provide guidelines for conducting the self-study. Using the 1971 self-study as a base, each committee was directed to review and update the assigned section of the report. In addition to the faculty membership, all staff and students were encouraged to participate on the committees.

4. January-May, 1973. During this period, the self-study committees gathered data and conducted the self-study. Committee chairmen and recorders met periodically with the Dean of Educational Services to discuss progress.
5. June-July, 1973. Preliminary editing and content editing was performed
by the Dean of Educational Services, the Acting Associate Dean for
Vocational-Technical Education, and the Associate Dean for Special
Programs and Community Service. In addition, committee chairmen
reviewed their section of the draft and noted all revisions or changes
from the original self-study.

6. August, 1973. The editing committee reviewed the drafts of the
self-study report. Meetings were conducted with committee chair-
men and/or recorders to discuss questions raised during editing as
well as changes made by the Deans and editing committee. See
Exhibit I-4a.

7. September, 1973. Copies of the edited draft were distributed to the
faculty for comments. Meetings of each committee were held during
the first week of school to discuss suggested changes. The Deans and
editing committee incorporated suggestions into the draft which was
retyped into final form, and printed.

8. October, 1973. Final arrangements for the accreditation team visit
were completed. All exhibits were arranged in a central location.

9. November, 1973. Accreditation team visit was conducted on
November 13, 14 and 15.

B. Organization and Control

Describe briefly the organizational plan for this college. Include an
organizational chart beginning with the governing board, and explaining
the entire structure and its relationship to the college.

Leeward Community College is one of the nine campuses of the University
of Hawaii under the control of the Board of Regents. The administrative
organization and line of authority is as follows: Board of Regents, of
which the President of the University is the executive officer; Vice-
President for Community Colleges; and Provosts of the Community
Colleges. See the organizational charts on the following pages.

The organizational structure has provided for maximizing student credit/
grade transfer, avoided costly duplications of programs, and helped
centralize general personnel and business policies. It has also generally
allowed for and maintained the autonomy of the College in defining its
goals, developing its curricula and programs, and in evaluating the
success and direction of its programs. However, the focus of the
community college in its admissions policy, program emphasis, and
relationship to the community differs substantially from those of 4-year
baccalaureate campuses at Manoa and Hilo. Appropriate recognition of
ORGANIZATIONAL CHART
LEEWARD COMMUNITY COLLEGE

Board of Regents

President
University of Hawaii

State Advisory Council
Manpower Commission
Board of Education

Other Vice Presidents

Vice President
Community College System

Council of Provosts
Council of Student Body Presidents
Council of Faculty Senate Chairmen

Council of Deans of Instruction
Council of Deans of Students

Director

Honolulu Community College
Kapiolani Community College
Leeward Community College
Windward Community College
Maui Community College
Kauai Community College
Hawaii Community College
these important differences and the need for increased autonomy prompted the Senate of the Seventh Legislature of the State of Hawaii, 1973, to direct the Board of Regents to prepare an issue paper on the governance of the community college system. See Exhibit I-5a.

C. History of the Institution

Give a brief history of the college, indicating how and when organized and other pertinent facts. If an appropriate statement appears in the catalog, it may be cited here with page references.

All public education in Hawaii is organized on a statewide basis. Two organizations exist--the Department of Education (DOE) and the University of Hawaii (UH). The former is responsible for elementary, secondary and certain pre-college "adult" education. Between 1965 and 1970, five technical schools which formerly were a segment of the DOE were legislatively shifted to the Board of Regents (BOR) of the University of Hawaii for the purpose of establishing a system of Community Colleges as part of the University. Leeward Community College was authorized as the first entirely new community college, and was formally begun July 1, 1967, with the appointment of a Provost, authorization for 4.5 additional positions, and financial support from the State and the Vice-President for Community Colleges.

When the College first opened its doors to students in September, 1968, the enrollment was 1,649. Each successive year of operation has seen the number of students increase, and the ultimate maximum expected for the College is 6,000 to be reached in September of 1974. The enrollment for Fall, 1973 was 5,100 students.

D. Nature of the Community

Describe in not more than a page or two, the general nature of the community served by this college. Indicate its size; population; the nature and extent of its economy, including principal industries; agricultural products; etc.

Explain by what means the college staff keeps aware of the changing nature of its service areas. Please list any studies that may have been made of the community, showing by whom and when. If copies of such studies are available, please have them at hand for the team to review at the time of the visit.

See page IV-1, and pages VII-3, VII-4.
E. Contributing High Schools

What are the principal contributing high schools to the regular day college population? Please list and supply the following information regarding each.

1. Approximate current enrollment:
2. Approximate percentage of June graduates usually going on to a college the following fall:
3. Approximate percentage of June graduates usually enrolling in this college the following fall.

<table>
<thead>
<tr>
<th>Principal Contributing High Schools</th>
<th>Approx. Current Population Sept. 1972(a)</th>
<th>No. of June 1972 Graduates(b)</th>
<th>Approx. % Students Going to College(c)</th>
<th>% June 1972 Graduates Enrolled at Leeward CC(d)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honolulu District</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Farrington</td>
<td>2,956</td>
<td>824</td>
<td>79%</td>
<td>10.4%</td>
</tr>
<tr>
<td>McKinley</td>
<td>2,500</td>
<td>720</td>
<td>80%</td>
<td>5.0</td>
</tr>
<tr>
<td>Roosevelt</td>
<td>1,830</td>
<td>603</td>
<td>86%</td>
<td>6.8</td>
</tr>
<tr>
<td>Central District</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aiea</td>
<td>1,767</td>
<td>430</td>
<td>85%</td>
<td>25.3</td>
</tr>
<tr>
<td>Leilehua</td>
<td>3,203</td>
<td>611</td>
<td>75%</td>
<td>18.8</td>
</tr>
<tr>
<td>Radford</td>
<td>3,054</td>
<td>542</td>
<td>73%</td>
<td>12.2</td>
</tr>
<tr>
<td>Waialua</td>
<td>716</td>
<td>150</td>
<td>74%</td>
<td>36.7</td>
</tr>
<tr>
<td>Leeward District</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Campbell</td>
<td>1,871</td>
<td>312</td>
<td>59%</td>
<td>25.3</td>
</tr>
<tr>
<td>Nanakuli</td>
<td>1,281</td>
<td>139</td>
<td>53%</td>
<td>7.2</td>
</tr>
<tr>
<td>Waianae</td>
<td>1,505</td>
<td>280</td>
<td>59%</td>
<td>22.5</td>
</tr>
<tr>
<td>Waipahu</td>
<td>2,318</td>
<td>684</td>
<td>79%</td>
<td>25.3</td>
</tr>
<tr>
<td>Private</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Damien</td>
<td>722</td>
<td>161</td>
<td>90%</td>
<td>6.8</td>
</tr>
<tr>
<td>Kamehameha</td>
<td>1,470</td>
<td>354</td>
<td>75%</td>
<td>10.2</td>
</tr>
<tr>
<td>St. Louis</td>
<td>1,040</td>
<td>253</td>
<td>85%</td>
<td>7.9</td>
</tr>
</tbody>
</table>

Sources:


b) High School Background of Entering Students, University of Hawaii System, Fall 1972. Management System Office, University of Hawaii (MSO-121).

c) Post-High School Educational Plans of 1972 High School Seniors, Selected Hawaii Public High Schools. Institutional Research Unit, Office of the Vice President for Community Colleges, University of Hawaii. For Private Schools - by telephoning senior counselors.
F. Enrollment and Attendance

Report information in the following form. Private, non-California institutions should make necessary adaptations, but should supply essentially the same information.

1. Fall semester, or quarter, student enrollment for past three years, including both graded classes and classes for adults.

Use as source of data the annual report of all term active enrollment made to the Board of Governors of the California Community Colleges and use definitions of types of students as there given.

<table>
<thead>
<tr>
<th></th>
<th>1970</th>
<th>1971</th>
<th>1972</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Men</td>
<td>Women</td>
<td>Total</td>
</tr>
<tr>
<td>Full-time</td>
<td>1,975</td>
<td>1,049</td>
<td>2,844</td>
</tr>
<tr>
<td>Part-time</td>
<td>970</td>
<td>655</td>
<td>1,625</td>
</tr>
<tr>
<td>Adults</td>
<td>No distribution made (See Page III-7)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>2,765</td>
<td>1,704</td>
<td>4,469</td>
</tr>
</tbody>
</table>

2. Summer Session enrollment total (graded classes and classes for adults for last three years.

<table>
<thead>
<tr>
<th></th>
<th>1971</th>
<th>1972</th>
<th>1973</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Men</td>
<td>Women</td>
<td>Total</td>
</tr>
<tr>
<td>Summer Session</td>
<td>1,001</td>
<td>714</td>
<td>1,715</td>
</tr>
</tbody>
</table>

3. Enrollment by majors

Total enrollment of institution in graded classes for the fall term preceding this Application, listed by major curricular fields. List according to the system followed by this college.
<table>
<thead>
<tr>
<th>Program</th>
<th>Total Number</th>
<th>Approx. Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate in Arts (Liberal Arts Program)</td>
<td>3,644</td>
<td>69.59%</td>
</tr>
<tr>
<td>Accounting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate in Science</td>
<td>137</td>
<td>2.61%</td>
</tr>
<tr>
<td>Certificate</td>
<td>12</td>
<td>0.22%</td>
</tr>
<tr>
<td>Computer Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate in Arts</td>
<td>26</td>
<td>0.49%</td>
</tr>
<tr>
<td>Associate in Science</td>
<td>77</td>
<td>1.47%</td>
</tr>
<tr>
<td>Management</td>
<td></td>
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</tr>
<tr>
<td>Associate in Science</td>
<td>187</td>
<td>3.57%</td>
</tr>
<tr>
<td>Secretarial and Clerical</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certificate - Clerical</td>
<td>37</td>
<td>0.70%</td>
</tr>
<tr>
<td>Associate in Science - Secretarial</td>
<td>144</td>
<td>2.75%</td>
</tr>
<tr>
<td>Certificate - Secretarial</td>
<td>16</td>
<td>0.30%</td>
</tr>
<tr>
<td>Library Technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate in Science</td>
<td>18</td>
<td>0.34%</td>
</tr>
<tr>
<td>Automotive Technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate in Science</td>
<td>93</td>
<td>1.77%</td>
</tr>
<tr>
<td>Certificate</td>
<td>6</td>
<td>0.11%</td>
</tr>
<tr>
<td>Drafting Technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate in Science</td>
<td>59</td>
<td>1.12%</td>
</tr>
<tr>
<td>Certificate</td>
<td>2</td>
<td>0.03%</td>
</tr>
<tr>
<td>Marine Technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate in Science</td>
<td>81</td>
<td>1.54%</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>Hospitality Education (Food Service)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate in Science</td>
<td>8</td>
<td>0.15%</td>
</tr>
<tr>
<td>Certificate</td>
<td>1</td>
<td>0.01%</td>
</tr>
<tr>
<td>Recreation Instructor Program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate in Science</td>
<td>52</td>
<td>0.99%</td>
</tr>
<tr>
<td>Certificate</td>
<td>3</td>
<td>0.05%</td>
</tr>
<tr>
<td>Unclassified</td>
<td>615</td>
<td>11.74%</td>
</tr>
<tr>
<td>Missing Data</td>
<td>18</td>
<td>0.34%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>5,236</strong></td>
<td></td>
</tr>
</tbody>
</table>
4. Average daily attendance (ADA), as submitted to the Board of Governors of the California Community Colleges for the past three years. Hawaii community colleges and private institutions in either state, should express this table in full-time equivalent units (FTE).

Since no formal college record of daily attendance exists, the following F.T.E. is recorded:

<table>
<thead>
<tr>
<th>Session</th>
<th>Year</th>
<th>F.T.E.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>1970</td>
<td>3,613</td>
</tr>
<tr>
<td>Spring</td>
<td>1971</td>
<td>3,372</td>
</tr>
<tr>
<td>Fall</td>
<td>1971</td>
<td>3,903</td>
</tr>
<tr>
<td>Spring</td>
<td>1972</td>
<td>3,738</td>
</tr>
<tr>
<td>Fall</td>
<td>1972</td>
<td>4,046</td>
</tr>
<tr>
<td>Spring</td>
<td>1973</td>
<td>3,643</td>
</tr>
</tbody>
</table>

5. Out-of-district total enrollment for the past three years. (This means all students enrolled who are not residents of the district that maintains this college. This table applies only to California public junior colleges.)

Hawaii does not have district boundaries for enrollment into any of the community colleges. However, the following percentages are given to show that since the founding of the College in 1968 the number of students whose permanent home addresses are other than those in the Leeward area have decreased:

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall 1970</th>
<th>Fall 1971</th>
<th>Fall 1972</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>55%</td>
<td>44%</td>
<td>40%</td>
</tr>
</tbody>
</table>

6. Number of A.A. and A.S. Degrees granted annually for each of the past three years.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Men</td>
<td>Women</td>
<td>Total</td>
</tr>
<tr>
<td>Certificates</td>
<td>2</td>
<td>19</td>
<td>21</td>
</tr>
<tr>
<td>A.S. Degrees</td>
<td>4</td>
<td>26</td>
<td>30</td>
</tr>
<tr>
<td>A.A. Degrees</td>
<td>60</td>
<td>46</td>
<td>106</td>
</tr>
<tr>
<td>Total</td>
<td>66</td>
<td>91</td>
<td>157</td>
</tr>
</tbody>
</table>
G. Size of Certificated Staff

Number of full-time equivalent positions for past three years.

<table>
<thead>
<tr>
<th></th>
<th>Fall 1970</th>
<th>Fall 1971</th>
<th>Fall 1972</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provost, Dean, Registrar, Adm. Off.</td>
<td>7.0</td>
<td>7.0</td>
<td>7.0</td>
</tr>
<tr>
<td>Instructors</td>
<td>94.0</td>
<td>108.0</td>
<td>110.0</td>
</tr>
<tr>
<td>Lecturers, Overload</td>
<td>7.5</td>
<td>16.0</td>
<td>18.0</td>
</tr>
<tr>
<td>Coordinator, Division Chairmen</td>
<td>8.0</td>
<td>9.0</td>
<td>8.0</td>
</tr>
<tr>
<td>Other Staff:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counselors</td>
<td>13.0</td>
<td>13.0</td>
<td>12.0</td>
</tr>
<tr>
<td>Librarians</td>
<td>4.0</td>
<td>4.0</td>
<td>4.0</td>
</tr>
<tr>
<td>Placement Officer</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td>Psychometrist</td>
<td>2.0</td>
<td>2.0</td>
<td>1.0</td>
</tr>
<tr>
<td>Educational Media Coordinator</td>
<td>4.0</td>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td>Total</td>
<td>142.5</td>
<td>161.0</td>
<td>162.0</td>
</tr>
</tbody>
</table>

Note: (a) December, 1970; all others, September.

H. Faculty Preparation and Assignments

List, for the fall semester preceding this Application, the name of each staff member by department or division--i.e., administration, business, English, etc. Give for each the information requested below. Indicate part-time faculty by placing decimals to indicate proportion of full-time assignment--i.e., .20, .45, etc.

1. Name
2. Degrees and graduate work, including undergraduate and graduate majors and minors
3. Experience, in and out of education
4. Hours of classroom teaching per week and subjects currently taught
5. Average class size
6. Other assigned duties
7. Proportion of full-time assignment

See Exhibit I-10a.
I. Financial Support

Show, as indicated in the form below, financial information about the college for the past three years.

The financial support of the College comes from State general funds, supplemented by Federal vocational education funds and project grants. A biennial budget is prepared within the College, and is submitted, via the Vice-President for Community Colleges, to the central administration of the University. In turn, this is submitted to the State Department of Budget and Finance as part of the overall State Executive Budget of the Office of the Governor.

The process of budget preparation and funding is a year-round activity even with a biennial budget, since the PPBS projections must be updated. Detailed information on the College budget for the past three years is given in Exhibit I-IIa. A description of the budget planning process is provided as Exhibit I-IIb.
SECTION II: AIMS AND PURPOSES
APPLICATION FOR ACCREDITATION

SECTION II: AIDS AND PURPOSES

Introduction

The PPBS Objective applicable to this section of the Accreditation Report is:

To develop eligible individuals to higher levels of intellectual, personal, social, and vocational competency by providing formal vocational and technical training and general academic instruction for certificates or degrees short of, or in preparation for the baccalaureate, and by offering adult continuing education for both personal and vocational purposes.

A. Educational Philosophy

Has the college formulated a statement of its educational philosophy? If so, please reproduce it at this point or give citation to catalog.

See College Catalog, page 8, for a summary statement. Exhibit II-la provides a more detailed discussion.

1. Describe the procedure which was used in developing the statement of educational philosophy, including use made of such items as data about the community, knowledge concerning the kinds of students to be served, various groups which assisted in its development (governing board, staff, students, lay public, etc.) and such other items as may be thought pertinent.

The College philosophy evolved from a series of research studies and legislative acts based upon the need for higher education in Hawaiian communities. These mandates are listed in Exhibit II-la.

2. Indicate the methods used to acquaint various groups with the educational philosophy of the college as formulated.

a. Formal Procedures

1) Published in the College Catalog for general distribution.
2) Explained in "recruitment" sessions at the local high schools, in orientation sessions during registration for students new to the College, and through individual counseling.
3) Published in College brochures. See Exhibit II-la.
4) Reflected in individual course outlines.
5) Discussed with each prospective faculty member and at Faculty Orientation meetings.
b. Informal Procedures

1) Discussed in professional and community organizations by members who are faculty of LCC.
2) Publicized in local newspapers, through booths at community fairs, and by speaking engagements of faculty and administrative staff at community and civic functions.
3) Disseminated by members of the various lay advisory committees representing the community.
4) Communicated to the various business firms and employers in the community.

3. If there is an existing plan for evaluating and revising the statement of educational philosophy, please describe it.

In Fall 1972, the LCC Faculty Senate appointed an ad hoc committee to review the College's philosophy. The Provost had also requested an investigation into possible changes in the philosophy which may be caused by the changing nature of higher education in Hawaii, i.e., the development of West Oahu College (4-year) in the immediate vicinity of LCC; the creation of an Open University; and the current, overall fiscal problems of the State of Hawaii. The 1972-73 Curriculum and Academic Development Committee deliberations had also indicated a need for review. See Exhibit II-2a and II-2b.

B. Specific College Objectives

1. Describe the procedures which were used to develop the statement of specific objectives.

See Section I, Introduction.

2. Methods used to acquaint various groups with specific objectives of the college.

See Sections VI, VII, and VIII. Three general groups are the focus in terms of specific objectives of the college: students, faculty, and the community.

3. Describe the existing plan for evaluating and revising the statement of the specific objectives.

There is an on-going process for evaluating and revising the general College functions and the individual course objectives on the part of each instructor and administrator at Leeward Community College. Faculty and administrative members continuously re-examine course objectives and College objectives in the light of student and community needs through examination of the PPBS. See Section I and Section III.
C. **Use in Formulating Educational Program**

Describe briefly the extent and methods by which these statements of philosophy, objectives, or both have been used in actually formulating the instructional program, the student personnel program, and the public relations program of the college.

1. **Instructional Program**

   a. **Open-Door Admission Policy.** See College Catalog, pages 8-9; also see Exhibit II-la. Aptitude testing and a high school grade point measure are not requirements for entrance. Any resident or non-resident who is 18 years of age or has completed high school may attend, within the limitations established by the Board of Regents controlled growth policy.

   b. **Clearly Stated Objectives.** See College Catalog, page 8. Course outlines stating clearly the objectives and expected achievement levels are distributed at the beginning of each course so that the student may gain the expected skills and knowledge either within or outside the classroom.

   c. **Non-Punitive Grading.** See College Catalog, pages 8, 12, 17, and 18. If a student has not demonstrated the minimum level of competency to receive a passing grade for one reason or another, he may withdraw from the course without penalty. The College is currently cooperating in a systemwide study that is reviewing the impact of non-passing grades and the concept of the "W" grade. See Exhibit II-3a.

   d. **Time Not an Absolute Measure of Learning.** See College Catalog, page 8. Helping students learn involves a consideration of individual differences in learning rate; therefore, the learning process is not limited to traditional time considerations. A student is encouraged to proceed at his own rate and receives a grade in a course when he demonstrates attainment of the course objectives, either before or after any scheduled examination period.

   Leeward Community College constantly re-evaluates traditional uses of time as they relate to the educational process. Time options include accelerated (8 weeks), modular (1-5 weeks) and mini (1 day--3 weeks) courses. See College Catalog, page 21. The rationale for this flexible scheduling is to provide learning opportunities for those students who prefer shorter, more concentrated courses.
e. Independent Study Program. See College Catalog, page 17; also Exhibit II-4a. Based on the assumption that conventional courses do not always meet needs and special qualities of every student, the Independent Study Program offers students the opportunity to create academic learning experiences geared to their individual interests and aptitudes.

f. Individualized Instruction. The College strives to offer comprehensive educational opportunities to meet a wide range of needs, and the faculty is encouraged to experiment in classroom techniques that individualize the learning process. The Library maintains a collection of materials on innovative approaches to learning.

2. Student Personnel Services

The function of student personnel services at Leeward Community College is to assist students to learn what they want to learn, and to attain those behavior patterns through which learning can be a self-initiated, lifelong process. See College Catalog, pages 13-14. See Section VI for more information on student personnel services.

3. Public Relations Program

See Section VII.

See Exhibit I-3a for recommendations formulated by the Self-Study Committee.
SECTION III: CURRICULUM
APPLICATION FOR ACCREDITATION

SECTION III: CURRICULUM

Introduction

The PPBS Objectives applicable to this section of the Accreditation Report are:

1. To develop eligible individuals to higher levels of intellectual, personal, social, and vocational competency by providing formal vocational and technical training and general academic instruction for certificate or degrees short of, or in preparation for the baccalaureate.

2. To enhance the continued development of occupational, recreational, cultural, civic, and other socioeconomic aspects of community life by making available a variety of continuing education, extension, and consultation programs to communities, groups, and the general public which are intended to take advantage of the Community College’s special knowledge, facilities, and other resources.

A. Curriculum Development

1. Explain the procedures established for the development, evaluation, and revision of the curriculum. Please be specific in describing over-all institution-wide committees; divisional or departmental responsibilities; relationships with business, industry, or other non-school agencies; coordination within the college, and evaluation methods used.

Any curricular changes may be suggested by any member or groups of members of the faculty, the administration, the student body, as well as by members of the community at large. The exact process to be followed is in the pamphlet entitled "How to Recommend a Curricular Change at Leeward Community College." It is written by the Faculty Senate Curriculum and Academic Development Committee (CADC), and is available to anyone from the divisional offices, the CADC Chairman, or the Library. See Exhibit III-1a.

The Office of the Dean of Educational Services and the CADC are currently reviewing development and review processes to improve efficiency, compensate faculty for time spent, coordinate evaluation at the divisional level, and include the review of non-credit courses. See Exhibit III-1b.
The evaluation of existing courses and programs is an ongoing process which is carried on by the instructors, students, division chairmen, the Faculty Senate CADC, and the Dean of Educational Services. Existing programs are now being scheduled for a "five year review" in keeping with the procedures outlined by the BOR. See Exhibit III-2a. Procedures for gathering feedback information about the efficiency of programs and curriculum stem from various sources. Descriptions and examples are listed in Exhibit III-2b.

2. If there are new curriculums, or major areas of study, not in the current catalog, describe them.

All courses and programs currently offered at Leeward Community College are in the College Catalog.

3. Graduation requirements
   a. List specifically the graduation requirements of your institution.
      Graduation requirements are in the College Catalog, page 18.
   b. What scholarship standard do you require for graduation with the A.A. or A.S. Degree?
      Scholarship standards are described in the College Catalog, page 18.

4. For non-degree curriculums or majors give the following information:
   a. Curriculum (title)
   b. Descriptive statement
   c. Approximate length in semesters
   d. Kind of award or certificate given on satisfactory completion

   The following programs are described in the College Catalog on the pages indicated:
   
   Accounting page 22       Library Technology page 26
   Automotive Technology 22-23 Management 26
   Community Service 23     Marine Technology 27
   Drafting Technology 24-25 Recreational Instructor 28
   Hospitality Education 25-26 Secretarial Science 30
5. Describe any curricular features or programs which you consider significantly innovative.

a. CADC (See description above), see College Catalog, page 18
b. Reading Clinic, see College Catalog, page 15, and Exhibit III-3a
c. Writing Laboratory, see College Catalog, page 15, and Exhibit III-3b
d. Effective Listening Program, see College Catalog, page 15, and Exhibit III-3c
e. Math Learning Center, see College Catalog, page 15
f. Library Tape System, see College Catalog, page 14
g. Educational Media Center, see College Catalog, page 15
h. Accelerated and Mini Courses
i. Course Outlines, see Exhibit III-3d
j. Centralized Test Make-Up Center, see Exhibit III-3e
k. College Level Examination Program (CLEP), see Exhibit III-3f
l. Independent Study Program, see Exhibit III-3g
m. No failing grade, see College Catalog, page 17
n. Interdisciplinary courses, see College Catalog, pages 34, 56
o. "No-fine" library system

In response to a 1971 accreditation recommendation, the College has been seeking alternative sources of funds for innovations in financially austere times. Instructors have been encouraged to experiment, as divisional priorities may permit. The College sponsored an Innovations Institute to focus attention on innovative successes and interests in innovation.

The College has also been encouraging and facilitating the seeking of Federal funding and has been successful in such areas as Title III, Title I and Veterans Cost of Instruction Program. See Section VII.

6. How does the curriculum reflect the characteristics of the community? How does it reflect and implement the stated aims and purposes of the college? Give examples of curricular changes resulting from staff awareness of community characteristics.

See Section III. D. 3, Exhibit III-10a, Section VII. A. 5, and Section VII. A. 6.

In response to a 1971 accreditation recommendation, both credit and non-credit courses have been implemented at off-campus sites through an expanded Community Service Program, as described in Section VII.
B. Program of General Education

1. State the concept of the institution regarding general education and point to evidence that this concept is generally realized in practice, including specific institutional objectives which bear on general education.

The Leeward Community College concept of general education is stated in the College Catalog, pages 8-12.

The student elects courses to meet his own individual general education goals. Currently, no course is absolutely closed to any student. Specific courses which require special background are identified in the catalog as having "recommended preparation." All courses may then be regarded as general education and are chosen by each student to meet his own goals.

2. If appropriate to this institution, expand on item 1 by indicating general education courses which are

a. Required;

b. Elective.

The general education requirements are listed in the College Catalog, page 21.

In response to a 1971 accreditation recommendation, an articulation agreement between the four-year campuses and the community colleges is being negotiated at present. It provides that all students planning to earn an A.A. Degree and transfer to the UH four-year campuses can meet their general education requirements by completing the following:

15 credits - Language Arts and Arts & Humanities

12 credits - Mathematics and Natural Sciences

12 credits - Social Sciences

21 credits - Electives (A total of 12 courses numbered below 100 in Practical Arts will be accepted, but other courses numbered below 100 will not).

Each community college will be allowed to decide which specific courses, if any, will be required in any category. See Exhibit III-4a.
A separate proposal has been made on the LCC campus to have only one Associate Degree issued. Thirty credits of general education would be required, including 6 credits each from the four academic areas listed above, and 6 credits from the practical arts (vocational-technical courses). This proposal would depend on acceptance by the University before implementation. See Exhibit III-5a.

3. At this college whose responsibility is it to be concerned for "breadth" education as contrasted with narrow specialization?

Ultimate responsibility to ensure "breadth" education rests with the Provost. He normally delegates these curricular and instructional responsibilities to the Dean of Educational Services, who, in turn, works with the Administrative Council, the CADC, students, advisory committees, and the community at large to make appropriate recommendations to the Provost.

4. To what extent and by what methods have efforts been made to infuse general education objectives into all courses of the college?

To the extent that all courses of the College form the basis for the individual student's "general education" program, infusion of these objectives into the curriculum is provided.

Courses not already in the College Catalog are introduced to the curriculum through a procedure which assures College general education objectives in each course. See Exhibit III-1a.

5. In the general education program what do you consider to be the

a. Major strengths?

b. Major weaknesses?

The major strengths are the innovative curricular features and programs described above.

The major weaknesses are:

a. The student is not permitted to register in any course as an auditor.

b. Although system-wide efforts are being made to establish a consistent approach to course numbering, the present system tends to infer that courses numbered below 100 are not of college or transfer level.
c. A high withdrawal rate exists among students who do not have the recommended preparation in certain courses.

d. The student who receives a grade of incomplete often does not complete the course.

e. Students who are advised to improve their lack of reading and writing skills through developmental courses do not always take advantage of the opportunity before taking higher level courses and subsequently do not succeed as a result.

f. The increased workload on faculty members of the CADC, and the unresolved problems of structure and authority relationships prevent maximizing efficient curriculum development and evaluation. See Exhibit III-1b.

C. Education for Transfer

In response to a 1971 accreditation recommendation, the University system, in 1971, recognized that all courses numbered above 100 at Leeward would be transferable to the four-year campuses. The Manoa Campus also agreed to accept the Community College's grade point average. The articulation agreement described in Exhibit III-5a will also serve to facilitate transfer to the four-year campuses.

1. About what percentage of this institution's entering students express the intention to transfer from the college to a four-year institution?

In Fall, 1968, 71.0% of 1649 students indicated the intention to transfer. In Spring, 1973, 68.5% of 3159 students indicated the intention to transfer.

2. About what percentage of students do transfer to a four-year institution?

Approximately 6.5% of LCC's students transferred to the Manoa Campus this Fall. There are no statistics available on transfer to other four-year institutions. Any student who completes 24 credit hours in transferable courses is eligible for transfer to Manoa.

3. What means are used by this college for ascertaining the success of students after transfer to four-year institutions?

Data on students who transfer to the Manoa Campus and Hilo College
are compiled, analyzed and distributed by the Community College Systems Office. This information pertains to class status, distribution of majors, distribution of grade point averages, and continuing status of students. Exhibit III-7a provides examples of Institutional Research Project (IRP) reports which include follow-up studies on transfer students.

4. What use does this institution make of such information?

Information from the analysis conducted by the Community College Systems Office is used to counsel students, to identify kinds of courses which should be offered, to determine the number of sections of a course which should be offered, and to anticipate scheduling problems as well as to analyze the success or failure of the College in achieving its overall goals. Synopses of reports are published in the College Weekly Bulletin for the information of the staff.

D. Vocational-Technical Education

1. Describe the institution's concept of and plan for vocational-technical education.

a. Present Programs. The College feels that Technical-Vocational Education programs should be flexible and efficient. Approximately 50% of the programs are scheduled on a modular basis, allowing multiple entry-exit points throughout the academic year.

The importance of general education in addition to specific job skills is recognized and provided for in each certificate and degree program. However, the major emphasis of each program is the teaching of skills for entry employment or position upgrading.

Leeward's vocational students are further aided onto the career ladder through a "work-experience" and/or Cooperative Vocational Education Program. See Section III.F. The vocational objectives and their implementation as they relate to disadvantaged students is discussed in Section IV.B.

b. Future Curriculum Planning. Programs will be modified as future conditions dictate, or deferred if employment conditions become unfavorable in the associated field. New programs will be implemented to take advantage of new job markets whenever such action is feasible. Programs under consideration and in planning stages are: Horticulture (Landscaping),
Ecological Technician, Automotive Frame and Body Technician, Electronic Technician, Crafts Technician, Social Work Technician, Pre-School Teachers, and Welding Technician. In addition, cooperative articulation efforts with high schools in the Leeward area and with other campuses in the University System, will be continued and expanded. See Exhibit III-8a.

With regard to a 1971 accreditation recommendation, direct input was requested and obtained from faculty members and representative committees of the Business Division in the construction of the Business Education Building. The coordinators for the Hospitality Education Program designed and ordered the equipment storage and service and cooking equipment for the cafeteria.

In reply to another 1971 accreditation recommendation, LCC has requested funding for two new vocational-technical programs since the last accreditation. The Hospitality Education (Food Service) Program is now receiving support; the Graphic Arts Program has not yet been funded although the new Fine Arts Building includes photographic dark room capabilities. Approximately $75,147.00 in Federal Funding, requested through the Community College System, has provided for vocational counseling and the work-experience program.

2. **List those curriculums which prepare students to enter employment directly upon leaving the junior college.**

These programs are described in the College Catalog, pages 22-30.

3. **What advisory committees are actively functioning?** Please have at hand for evaluation team review at the time of the visit, membership lists of all such committees and minutes of their meetings.

The primary functions of the Vocational-Technical advisory committees, and membership lists and minutes of meetings are contained in Exhibit III-8b. The following are the committees:

- Management Advisory Committee
- Accounting Advisory Committee
- Secretarial Science Advisory Committee
- Automotive Technology Advisory Committee
- Drafting Technology Advisory Committee
Submit available data on full-time placements from the various
occupation curriculums for the last two years.

Data on full-time placements from the occupational curriculums
were compiled from follow-up reports published by the Placement
Office and the Psychometry Office. They are available in
Exhibit III-9a.

5. How is the occupational training program evaluated?

A complete listing of the resources and procedures for evaluation
of the occupational programs is provided in Exhibit III-9b.

E. Continuing Education

1. What generally is the plan of the program for extended day classes
and classes for adults? The statement might well include reference
to the extent to which such a program is an integral part of the
regular program, whether or not it is primarily composed of
extended day classes of the same nature as those offered in the
regular day program, or whether it also includes ungraded classes.
This statement seeks only the general rationale for this program.

The definition of Continuing Education at Leeward remains essentially
the same in terms of established standards as in the original
accreditation report. There is no criterion for distinguishing the
regular daytime students from those who attend classes at night,
either on campus or off-campus. The college still regards its
operational day as being from 7:30 a.m. to 10:00 p.m.

2. What measures are taken to insure that post-high school educational
needs of the community will be met by the community college, when
not otherwise cared for by other educational agencies?

The post-high school educational needs of the community are met
by special courses and the extension of LCC's regular courses into
the community. These include:
a. LCC credit courses offered off-campus and on-campus. See Exhibit III-10a for a description of the programs and projects in which LCC is participating.

b. Non-credit courses planned and offered. In response to community requests the courses listed in Exhibit III-10b have been offered and/or are being planned.

Since 1971, the Community Service Program has established a working relationship with the Manoa-based College of Continuing Education and Community Service (CCECS), and arranged co-sponsorship rights of various special programs. See Section VII for further details.

3. What efforts are made to enlist in a part-time program of courses, day or evening, either for the purpose of completing graduation requirements or for general upgrading purposes, those students who have withdrawn from a full-time junior college program?

The College analyzes studies of non-continuers compiled by the Community College Systems Office. See Exhibit III-10c.

The Counseling and Guidance Office collects data to determine reasons for dropouts through letters and survey questionnaires in order to more effectively advise students.

The Psychometry Office is studying the distribution of W grades among the student body. Preliminary findings show that a small percentage of students are receiving the largest percentage of W grades. The Computer Science Department is now analyzing data to determine the breakdown of W grades as related to types of courses, time of day, and when in the semester the withdrawals take place. See Exhibit II-3a.

A follow-up study of students who entered LCC two years ago has been conducted to determine whether these students are still enrolled, and how the students evaluate the college and its programs. Another study contrasts the success of those students who enter remedial reading programs with the success of those who need remedial reading training but do not enter the program.

A task force has been appointed by the Provost to study further implications of the withdrawal rate at Leeward.

4. Approximately what proportion of the students in the extended day and adult classes are working toward an A.A. or A.S. Degree?
The statistics concerning students enrolled in continuing education courses at Leeward do not exist as such. As an index that Leeward does serve the adult community, the following data are provided:

There were 4611 students attending LCC in Spring, 1973. Of these, 64% (2946) were over 20 years of age. Also, 2045 of them carried 11 or fewer units of credit. Of these 2045, 1672 were working toward a degree or certificate.

5. What provision does the institution make for counseling services to students in the extended day and adult program?

A list of counseling services available to extended day students is available as Exhibit III-11a.

F. Work Experience Education

1. What programs of work experience have been developed? Give a brief background upon which they started.

Exhibit III-11b contains a description of the work experience programs at Leeward. These programs include:

a. Cooperative Vocational Education. This program was initiated in January, 1971, and is funded by Part G of the Vocational Education Act of 1968 and as amended. This program provides work experience for students in automotive technology, drafting technology, and business education. It will include food service in Fall, 1973.

b. Library Technology Program. Work experience is provided for library technology students through the LT 25 course. See College Catalog, page 65.

c. Marine Technology Program. Work experience is provided for marine technology students through the MT 27 course. See College Catalog, page 66.

d. Recreational Instructor Program. Work experience is provided for recreational instructor students through the HPE 290 course. See College Catalog, page 64.

2. Explain the kinds of work experience and the extent of development relative to the number of students, divisions, or departments involved, and the measurement of effectiveness.
Exhibit III-1lb contains a detailed description of the kinds of work experience, the extent, and the measures of effectiveness.

3. Review procedures for supervision of the work experience program and participating students.

Exhibit III-1lb contains a detailed description of the procedures for evaluation of the work experience, as well as the supervision of the program and the students participating.

4. What is the future outlook for work experience education?

Exhibit III-1lb describes, for each of the programs, the plans for future expansion of the work experience program.

G. Summer Session

What is the practice concerning a summer session. Please state

1. Whether or not such a session is operated;
2. If it is, what groups of students it seeks to serve, and what the scope of the curriculum is.

LCC has held a summer session each year, with selected courses from the regular curriculum offered during the day and evening. Exhibit III-12a provides more detail on the summer session offerings.

First priority for registration is given to currently enrolled Leeward students, and students attending other Hawaii Community Colleges during the preceding academic year.

With regard to a 1971 accreditation recommendation, each instructional division systematically reviewed its summer course offerings, adjusting regular semester budgetary priorities whenever feasible. Current fiscal constraints restrict the desired expansion. Salary adjustments cannot be made unless included in the collective bargaining contract.

The College is also preparing a proposal for a state-wide feasibility study which would investigate alternate methods of funding summer sessions and special target groups for each College.

H. Course of Study Outlines

Please have at hand for review by the visiting team a file of courses of study in whatever form this institution normally has them.

A complete file of written course outlines is available as Exhibit III-3d. These complete files are available in the Office of the Dean of Educational
Services and in the Library.

With regard to a 1971 accreditation recommendation, each instructional division, through the PPB process, has developed more cohesive objectives and measures of effectiveness, but has also maintained the academic individuality of the respective course outlines. In several divisions, instructors have agreed, on an informal basis, to use the same course outlines wherever feasible for the same course. Examples include courses in Spanish and in mathematics.

See Exhibit I-3a for recommendations formulated by the Self-Study Committee.
SECTION IV: MEETING THE NEEDS OF DISADVANTAGED PERSONS
APPLICATION FOR ACCREDITATION

SECTION IV: MEETING THE NEEDS OF DISADVANTAGED PERSONS

Introduction

The PPBS Objectives applicable to this section of the Accreditation Report are:

1. To enrich and support students in the regular programs of the Community College by providing social and cultural development and supplemental instruction outside of the normal academic curriculum, by providing counseling, career guidance, and placement services, by providing financial aid and assistance, and by offering convenience services and facilities.

2. To enhance the continued development of occupational, recreational, cultural, civic and other socioeconomic aspects of community life by making available a variety of continuing education, extension, and consultation programs to communities, groups, and the general public which are intended to take advantage of the Community College's special knowledge, facilities, and other resources.

Appropriate answers cannot be given to questions that focus attention on the problems of students who are disadvantaged since Hawaii has no true numerical majority or minority ethnic group. A practical and operational definition of minority group can be understood in terms of an underrepresentation in the free enterprise system, especially in major areas of social influence, such as business, higher education, politics, state agencies, forces which shape and direct the affairs of the state.

There are many different definitions of "disadvantaged persons" and Leeward Community College is striving to assist all types of disadvantaged persons. Attention is directed toward meeting the needs of the educationally disadvantaged, in addition to the needs of the economically, culturally, physically, or linguistically disadvantaged. With the increasing number of foreign students in the student body, Leeward must also provide the assistance to those who are at a disadvantage because of unfamiliarity with the language, culture, and customs of this country. Exhibit IV-la provides a detailed discussion of "disadvantaged minorities" as viewed by Leeward's Special Student Services Program.
A. What is the racial, ethnic, and general economic composition of the service area of this college? How recent are the data? What are their sources?*

The Leeward-Central Oahu district, which is the primary geographic area serviced by the College comprises 20 per cent of the total urban land area of the island of Oahu and holds approximately 26 per cent of the total population of Oahu.

The population composition of the Leeward-Central Oahu area, and of the entire State of Hawaii, reflects diversified mixture of numerous racial sub-groups of which one-fourth is the product of mixed marriages. Ethnic composition breakdown of several geographic areas are given in Exhibit IV-2a.

It is of significance that the population increase in the Leeward-Central Oahu area has been 47 per cent between 1960 and 1970 as compared to a 26 per cent increase in Honolulu proper. It has been reported that "migration has been a major factor in the growth of population; between 1960 and 1970, approximately 193,000 persons (including military personnel and their dependents) moved to the State, while 140,000 moved away. The immigrants included 156,000 persons from the mainland and over 36,000 from foreign countries, chiefly the Philippines."2 Many of these immigrants from Asia and the Pacific Basin areas have located in Leeward Oahu.

The economic conditions within the Leeward-Central Oahu areas are also mixed. Its prosperity or lack of it is directly tied to the economic development and isolation of the communities within this region. Within the last decade, the area around the College has lost its rural, sugar cane flavor and has become a suburban community with many of its inhabitants working in Honolulu and the nearby military bases. Although the State's median income of families in 1970 was found to be $11,554, income levels of families in many of the districts surrounding the College are somewhat below the median level. See Exhibit IV-2b.

B. What are the day and evening enrollments of racial and ethnic groups in this college? Please indicate separately by day, evening, full-time and part-time classifications.

Leeward Community College does not differentiate between day and evening students. A report by the University of Hawaii's Office of Planning and Economic Development.

*Unless indicated otherwise, all data reported in this section are taken from The State of Hawaii Data Book, 1972, compiled by the Hawaii State Department of Planning and Economic Development.

1 ibid page 10-11
2 ibid page 5.
Research on the ethnicity of Leeward students in the Fall of 1972, and a College survey based on a sample of 10% of all students in all programs of instruction at Leeward in Spring 1970, are given below. See also Exhibit IV-3a, Ethnicity of Leeward Students and Exhibit IV-3b, Ethnicity at the University of Hawaii.

<table>
<thead>
<tr>
<th>Ethnic extraction</th>
<th>PERCENT STUDENTS ATTENDING LEEWARD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1970a</td>
</tr>
<tr>
<td>Caucasian</td>
<td>35.5</td>
</tr>
<tr>
<td>Chinese</td>
<td>4.6</td>
</tr>
<tr>
<td>Part Hawaiian</td>
<td>1.5</td>
</tr>
<tr>
<td>Filipino</td>
<td>8.1</td>
</tr>
<tr>
<td>Japanese</td>
<td>36.5</td>
</tr>
<tr>
<td>Korean</td>
<td>1.3</td>
</tr>
<tr>
<td>Negro</td>
<td>1.7</td>
</tr>
<tr>
<td>Samoan</td>
<td>0.4</td>
</tr>
<tr>
<td>Mixed</td>
<td>10.4</td>
</tr>
</tbody>
</table>

a. "I Am Curious" College Survey  
b. Survey, Exhibit IV-3a.

What efforts is the College making to increase these enrollments?

Although there is no centralized recruitment agency at Leeward, there are several programs financed largely through special State and Federal funds which are designed to recruit and provide appropriate educational counseling services to the disadvantaged in given "target" areas. These include:

1. Urban Studies Program. See Exhibit IV-3c.
2. Model Cities Education Center. See Exhibit IV-3d.
3. TRIO, Special Student Services Program for the Disadvantaged. See Exhibit IV-3e.
4. College PREP (Pre-discharge Educational Program) on military bases. See Exhibit IV-3f, Section VII, Community Services.
6. Veterans' Cost-of-Instruction Program. See Exhibit IV-3h.
7. Reading Program. See Exhibit IV-3i.

In addition to the special funded programs mentioned above, the College provides recruitment and outreach services through the Offices of Psychometry, Job Placement, Registrar, and the Counseling and Guidance Services. See Section VI, Student Personnel Services for details.
C. Does the educational progression of these groups from elementary school through high school to this college approximate that of the white segment of your district? If not, what are the differences?

Does not apply. (See this section, Introduction.)

D. To what extent and by what means is this college providing instruction programs, and special services for the groups referred to in questions B and C?

There is no office or central agency on Leeward Community College campus which coordinates all activities, funds, and programs which are concerned with the needs of the disadvantaged. However, specifically earmarked State and Federal monies received for use to aid the disadvantaged are directly administered by those offices or people in the College who are most familiar with the problems the monies and programs were designed to aid or alleviate. There is a growing feeling on campus that a central coordinating office is essential at this time due to the growing number of special services and agencies which deal with the problems of the disadvantaged. At present coordination of most of the federally funded special student programs is the responsibility of the Associate Dean of Special Programs and Community Service. See Organization Chart, Section VII, Community Service.

In addition to the programs listed in Part B of this Section, the College sponsors numerous other programs directed toward special interest groups. The groups/programs are listed below. Further descriptions are in Exhibits.

2. Neighborhood Youth Corps. See Exhibit IV-4b.
3. Developmental Courses for educationally handicapped in language arts and mathematics. See Exhibit IV-4c.
4. Inter-disciplinary Social Science (ISS) courses. See College Catalog, pages 34, 56.
5. Provisions for the physically handicapped. The programs for the handicapped include T.H.R.U.S.T., see Exhibit IV-3g, and the Industry Based Occupational Training Program for the Physically Handicapped, Exhibit IV-4d.
6. Reading Project for educationally disadvantaged students in vocational programs. See Exhibit IV-4e.

An important aspect of providing special services for the disadvantaged is the training of college faculty and staff in developing awareness for the needs of the disadvantaged students. A three-week long summer in-service training program financed through the EPDA Short-Term
Training Program was sponsored by Leeward Community College in June, 1973. This program was directed by a member of the LCC Counseling staff, and was heralded as a very successful and effective program. See Exhibit IV-5a.

Leeward Community College, through the Office of Community Service, is the coordinating institution for a Consortium of Hawaii Community Colleges, which received $185,000 for 1973-74 in Title III funds to develop a program entitled "Toward a Compatible Statewide Learning Resource System" whose emphasis is to develop flexible instructional programs and materials designed to help the educationally disadvantaged student. See Exhibit IV-5b.

This College will continue to make itself available for any funds for which it qualifies, and will use those funds to continue to give assistance to the students, and to provide programs for them.

Selected faculty and staff from Leeward Community College participated in the Conference on Educational Programs for the disadvantaged and handicapped students in April, 1973. See Exhibit IV-5c.

E. With respect to students of minority racial and ethnic backgrounds, what actions have been taken and what has been achieved to date by this college in the following areas:

1. Admission assistance?
2. Correction of educational deficiencies (e.g., specialized counseling, tutoring, special language development programs)?
3. Multi-cultural studies?
4. Financial aids?
5. Job development and placement?
6. Follow-up?

(See F, immediately below.)

F. What immediate and long-range plans does this college have for carrying further the actions in question E?

Due to the relationship of past, present, and future plans, Questions E and F are dealt with together. Essentially, actions taken have provided these achievements:

1. Admissions Assistance
   a. The Registrar's office
      The same assistance applies to all students. See Section VI.
b. The Psychometrist's Office
The Office of the College psychometrist administers a program
of standardized tests and testing procedures which is aimed at
aiding individual students by diagnosing weaknesses and
problem areas, guiding these students in course selection or
directing them to the counseling division for additional assis-
tance. See Section VI, job description of psychometrist.

c. Counseling and Guidance
The Federally funded program entitled "Special Counseling
Services for the Disadvantaged Students" has been successfully
operating at the College in cooperation with the following
agencies: Educational Guidance and Opportunities, Upward
Bound, Welfare, Conditional Release Center, and Vocational
Rehabilitation.

2. Correction of educational deficiencies (e.g., specialized counseling,
tutoring, special language development programs.)

See this section, D.

4. Financial Aids Program is available to any student who has com-
pleted an application for financial aid. The Registrar, who also
administers the Financial Aid Office, does his utmost to fulfill
needs from available funds.

During the school year 1972-73, the Financial Aid Office assisted
an unduplicated headcount of 305 students. This represents an
increase of 39 from 1971-72's 266, and an increase of 170 from
1969-70's 135.

The following figure show the increase in funds Leeward is
receiving for these programs:

<table>
<thead>
<tr>
<th>AGENCY</th>
<th>1970-71</th>
<th>1972-73</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Direct Student Loan</td>
<td>$32,960</td>
<td>$75,000</td>
</tr>
<tr>
<td>Educational Opportunity Grant</td>
<td>20,400</td>
<td>54,850</td>
</tr>
<tr>
<td>College Work-Study Program</td>
<td>74,722</td>
<td>115,000</td>
</tr>
<tr>
<td>State Scholarships</td>
<td>1,800</td>
<td>6,640</td>
</tr>
<tr>
<td>State of Hawaii Higher Education Loan*</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Institutional Scholarships</td>
<td>4,400</td>
<td>3,150</td>
</tr>
<tr>
<td>Total</td>
<td>$134,282</td>
<td>$267,140</td>
</tr>
</tbody>
</table>

*In 1970-71 there was only an access to a $950,000 revolving fund.
See Exhibit IV-6a for further details.
5. The Office of Job Development and Placement is open to serve all Leeward Community College students whether or not they are "disadvantaged." See Section VI for job description of Placement Director.

Among the twenty-one (21) workshops conducted by the Job Placement Officer on Job Search Skills (See Section VII, Community Service), many have been aimed at the disadvantaged in the community, or at those who work with disadvantaged groups. Among these were sessions for high school students and for the general public, as well as sessions conducted at the Waianae Model Cities Drug Rap Center and the Kalihi-Palama Model Cities Educational Center, and a special session conducted for a U. H. graduate class in Counseling and Guidance.

Recognizing the special needs of foreign students, the Placement Office serves as a clearinghouse for and advisor to the foreign students on F-I visas seeking part-time or summer employment. See also Exhibit IV-4a.

6. Follow-up studies on disadvantaged students have not been performed nor sustained on a systematic basis. However, efforts have been made by the counseling staff who prepare extensive narratives on each student; by the Institutional Research Office of the Community College System in terms of four-year transfers; and by the LCC Placement Office. Section 5 above.

As the College develops the staff capability to maintain institutional research, the follow-up studies will be given the necessary attention.

G. What is your current statement of policy regarding employment of a) certificated and b) classified personnel from minority racial and ethnic groups? What are your plans for the future in this area? What are your policies regarding upgrading and promoting of such staff members?

Membership in a racial or ethnic group has no effect on the employment of any personnel at Leeward Community College. All applicants are considered solely on 1) their qualifications for the position, and 2) (in the case of teaching personnel) their dedication to the basic educational philosophies of Leeward Community College. Leeward Community College intends to continue this policy in the future, and the officers of the College take into account only these criteria when considering any person for promotion.
Leeward Community College believes in and complies with the Equal Employment Opportunity Policy of the University of Hawaii, issued February 19, 1971, by Harlan Cleveland, President. See Faculty Handbook, pages A-43, A-44.

H. To what degree are these members of racial minorities on your advisory committees?

Does not apply. See Section VII.

I. Do your studies of student characteristics include information on ethnic distribution and background and on what courses and programs minority students are taking?

Does not apply. See this section, Introduction.

See Exhibit I-3a for recommendations formulated by the Self-Study Committee.
SECTION V: INSTRUCTION
APPLICATION FOR ACCREDITATION

SECTION V: INSTRUCTION

Introduction

The PPBS Objectives applicable to this section of the Accreditation Report are:

1. To develop eligible individuals to higher levels of intellectual, personal, social, and vocational competency by providing formal vocational and technical training and general academic instruction for certificates or degrees short of, or in preparation for, the baccalaureate.

2. To retain, preserve, and display teaching and research materials, and to provide supporting services which directly assist the academic functions of the Community College.

To obtain information for the preparation of this report, the staff subcommittee distributed a questionnaire to faculty, staff, and administration. Of 225 questionnaires sent out, 108 were returned. See Exhibit V-la.

A. Staff

1. Describe the plan for faculty organization and internal communication.

Division Chairmen or Divisional Administrative Committees (DAC) are appointed by the Provost following election by the Division. They are assisted in personnel matters by a Division Personnel Committee (DPC) which is elected by the division.

Communication flows both ways between administration and faculty. See Exhibit V-1b. Though the Division Chairman is the official spokesman of the Division, individual faculty members are free to approach the administration on any issue.

Regular divisional meetings are convened by the Division Chairman (or DAC) or the DPC chairman. Faculty are free to contribute items for the agenda. Memos, bulletins, minutes of the Faculty Senate meetings and the Provost's Administrative Council meetings are distributed to faculty members. In addition, a weekly faculty bulletin and a monthly Community College Systems Bulletin are distributed. See Exhibit V-1c.
2. Describe the plan which the college has for encouraging professional renewal by the faculty members.

A salary range increase is given for accumulation of credits in the instructor's field of specialization or related areas. The University System provides tuition waivers for single courses up to 5 credit hours. Sabbatical leaves are granted on a limited basis for study and/or travel. Various grants are also available, and mini courses and workshops are conducted whenever there is sufficient faculty interest and funds are available. Courses are also offered through the College of Continuing Education. See Exhibit V-2a.

3. What are the various standing Faculty Committees? State for each the plan and term of membership, method of selecting members, purpose of the committee, and frequency of meetings.

There are six Faculty Senate standing committees: 1) Curriculum and Academic Development; 2) Faculty; 3) Student; 4) Budget; 5) Community and Public Relations; and 6) Learning Resources. In addition, the Faculty Committee has a standing sub-committee on Professional Rights and Responsibilities. The plan and term of membership, method of selecting members, purposes, and frequency of meetings are described in Article II of the Faculty Senate Charter. See Faculty Handbook, Page A-5.

The Faculty Personnel Committee advises the Provost on tenure recommendations. Each Division elects one member and one alternate for a two-year term. Elections are held in the Spring of each year.

4. Describe the frequency, regularity, and customary length of your faculty meetings. Where possible, list topics which have formed the agenda of your faculty meetings for the past two years. Also, please have available for review by the visiting team minutes of the faculty meetings for those years.

General faculty meetings are convened by the Provost or the Chairman of the Faculty Senate whenever matters of concern arise. See Faculty Handbook, page A-4. The Faculty Senate Charter provides that the Senate report to the faculty once each semester.

Division meetings are held at the discretion of the Division Chairman, DAC, or Chairman of the DPC, to discuss matters pertinent to the Division. Faculty Senate meetings are convened by the Faculty
Senate Chairman twice a month to discuss matters which concern the entire College. Faculty Senate standing committees are convened by the respective committee chairman as often as required to complete their assignments. In addition, college committees are formed on an ad hoc basis to study, report and make recommendations on specific assignments. The Provost usually appoints such committees from members of the Administrative Council.

5. What faculty organizations are there? Describe the role each plays in the life of the institution. When feasible, please have copies of constitutions available for team review. How are faculty concerns expressed and how do such matters reach the administration and governing board? Does the faculty participate in policy formulations? If so, how?

Although the American Federation of Teachers is the official bargaining agent and concerns itself with the employment conditions and benefits of faculty members, other organizations are available for faculty membership and participation. See Exhibit V-3a. Organizations concerned with the Community and Junior Colleges are also available for faculty membership and participation. These organizations primarily serve to disseminate information regarding the Community and Junior College scene.

In addition, there are numerous professional organizations in specific fields. Most administrators and faculty belong to at least one organization. See Exhibit V-3b.

The basic policies governing Leeward Community College are established by the Board of Regents of the University of Hawai‘i; however, faculty members have the opportunity to participate in policy formulation on campus through the Faculty Senate and its committees, as individuals, and through ad hoc and other committees. See Section VIII.

Faculty concerns are primarily served through the Faculty Senate which, with its standing committees, make recommendations to the Administration.

In the Fall, 1972 Semester, the Faculty Senate Executive Committee served the Provost as an advisory body in the selection of a Dean of Educational Services. The Executive Committee participated in the screening and interviewing of applicants, and the selection of the final list of candidates. The Faculty Senate made a recommendation to the Provost after reviewing input submitted by the faculty. This
same input, as well as the Faculty Senate recommendation, was available to the Provost for his consideration in making his appointment.

During the 1971-72 academic year, a Provost Selection Committee, organized through the efforts of the Faculty Senate, served the University President as an advisory body for the selection of a new Provost. Both of these are examples of the extent of faculty involvement in decision-making situations of major import to the entire college. In addition, the PPBS process described in Section I and Exhibit I-11b provides faculty with a voice in the budget planning process.

The Administrative Council also provides opportunity for discussing faculty concerns in college instruction, supportive services and resources.

6. Is instruction in the college well adapted to the aptitudes of its students? On what evidence do you base your conclusion.

An active attempt has been made to meet the needs of a diverse student body. The reading and writing laboratories have been established to provide help for those who perform below college level. ESL courses are offered to help foreign students learn English. Individualized speech programs are available for those with problems in any one or a combination of two or more of the six basic variables in speech. There is also a diversity of course offerings to serve a wide range of needs and interests. See Exhibit IV-3c. Credit by examination, and independent study programs can also be arranged. There is also a measure of flexibility in scheduling.

In the questionnaire responses, 46 faculty indicated satisfaction with the college instruction, 49 indicated that the college was partly successful, 3 felt that the instruction was inadequate, and 8 had no opinion. See Exhibit V-1a.

7. Describe the system of probation that the college has for students who do not achieve the set standards of scholarship.

The question is not applicable to Leeward Community College as there is no system of probation. See Catalog, Page 8.

8. What means are used in the college to evaluate the effectiveness of instruction.

The four-part instructional improvement evaluation form (student, peer, self, division chairman) is used. See Exhibit V-4a. The
Dean of Educational Services evaluates instruction each semester in his formal review of course offerings and the Provost reviews instruction in special cases such as in budget considerations. In addition, feedback is obtained through Advisory Councils in vocational-technical education, informal community reaction, Placement Office queries of employers, questionnaires sent to former students, and studies of achievement of students who transfer to UH Manoa.

9. What has been done at the college to stimulate more effective teaching? What have been the results of these efforts?

In addition to the policies detailed in the answer to Question 2, the First Hawaii Innovations Institute was sponsored in the Spring of 1972. See Exhibit V-5a. An Innovations Collection containing recent and standard materials has also been set up by the Library to allow instructors ready access to innovative material.

Non-credit seminars, as well as a 3-credit course in developing individualized learning packages based on the systems approach, have been conducted by the Educational Media Center Coordinator as part of his regular responsibility. Many instructors have completed small units for use in their own teaching fields while others have continued to develop more units. Although budgetary problems have complicated the situation, Leeward Community College has always promoted a climate conducive to innovation. See Exhibit I-3a for recommendation of this committee.

B. Facilities

Two primary factors were considered in determining the adequacy of Leeward Community College plant facilities for the present instructional program: 1) Comparison of the original Master Plan for the College and existing facilities, and 2) Responses from the faculty, staff, administration and students to a facilities questionnaire.

1. Describe briefly how adequate for the present instructional program the college plant facilities are.

a. Leeward Oahu Community College Master Plan. The facilities were originally master planned by Daniel, Mann, Johnson, and Mendenhall (DMJM) in two increments: 1) Based on a full-time equivalent of 3,500 students; and 2) Based on an FTE of 5,000 students. The plan details an orderly and logical scheme for the entire complex. All buildings in this report are referred to by their original Master Plan designations. See Exhibit V-5b.
Upon completion of buildings under planning, all college facilities envisioned as a required part of the Master Plan (FTE 3,500) will have been provided with the exception of the Shower/Locker Room Building and the Gymnasium. In terms of the original Master Plan, the present facilities would be considered adequate for the present instructional program.

b. Facilities Questionnaire.
Results of the above-mentioned questionnaire indicate that facilities, equipment and locations were satisfactory to most respondents. Student responses show the highest degree of satisfaction, and an exceptionally high degree of satisfaction with the cafeteria facilities.

Most of the negative responses concern facilities problems which have not necessarily hindered the effectiveness of teaching. Some of the concerns expressed, such as the lack of space in the Library and Educational Media Center, are inconveniences of a temporary nature which will be remedied upon completion of renovation plans in 1973-74. Traffic, especially the ingress-egress situation, are problems which are being studied and should be solved in the near future. See Exhibit V-6a.

2. Describe what provision is being made to expand facilities in order to care properly for the increasing enrollment which projections indicate may normally be expected.

Although it is not known whether current projection studies will indicate increasing enrollment or a leveling off, it should be noted here that the college is nearing its controlled growth ceiling which was set by the Board of Regents of the University of Hawaii. It is anticipated, however, that as the college moves more into the area of community-oriented programs such as adult education, self-betterment and job improvement courses, there will be an expanded use of facilities. Provisions are being made to accommodate an increase in enrollment. See Exhibit V-6b.

C. Library - A Resource Materials Center

As a part of the college's self-study and as it prepares its Report of Institutional Self-Study, it is suggested that judicious use be made of such library standards as may be relevant.

The Library of Leeward Community College cannot be defined within the bounds of the traditional meaning of the word "library." In
serving the College population and the community population, the library cannot be simply thought of as a holder and lender of books. It is a user-orientation library which is the core of its philosophy. At this stage of the Library's growth, this orientation is evidenced by some basic operating policies: no overdue fines; circulation of back periodicals to all library patrons; circulation of reference material on overnight basis; no limit on the number of items borrowed; and all patrons may initiate requests for new purchases.

1. Staff

   a. Number (Express in full-time equivalents)
   b. Division of staff duties (Express in full-time equivalents)

<table>
<thead>
<tr>
<th>Duty</th>
<th>Certificated</th>
<th>Classified</th>
<th>Student</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative</td>
<td>1</td>
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<td>--</td>
<td>2</td>
</tr>
<tr>
<td>Public</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Technical</td>
<td>--</td>
<td>3</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Audio-Visual Circulation</td>
<td>--</td>
<td>1</td>
<td>--</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
<td>8</td>
<td>4</td>
<td>16</td>
</tr>
</tbody>
</table>

c. Library Hours

   1) Days and hours library is open - 7:30 a.m. to 10:00 p.m., Monday through Thursday; 7:30 a.m. to 4:30 p.m., Friday.

   2) Total hours library is open per week - 67 hours per week.

d. Participation of staff in educational process.

   1) How many of the staff are on college-wide committees?

      See Exhibit V-7a.

   2) Is the Library staff involved in library instruction? If yes, describe briefly.

      (a) A self-paced unit of library instruction was developed which consists of four sections: (1) a tour of the Library which covers the various resources, their location, and their potential use; (2) the card catalog, its role and how to use it; (3) an explanation of the Library of Congress
Subject Heading List and its use in relation to the card catalog; and (4) the periodical collection and the use of periodical indexes. This unit of programmed instruction is conducted in close cooperation with the English program and has received broad exposure. Tests are given for each of the four sections and results are carefully evaluated and followed up with remedial instruction.

(b) Orientation lectures are given to classes brought to the Library by instructors.

(c) Informal instruction is given as required.

(d) Mini tours are conducted for visitors.

(e) Library Technology courses: No formal instruction is required, but informal assistance is given to the students by answering questions and giving procedural instructions.

See Exhibit V-8a.

3) What bibliographic services are provided to faculty and administration?

See Exhibit V-8b.

e. Does the physical arrangement of the library have any effect on staff requirements? Of yes, please explain.

Due to the interim housing on the third floor of the building, the Library has been inconvenienced, especially in terms of work space. This situation should be rectified within the forthcoming school year. The second floor has been vacated by the student activities office, and will be available for use by the Library.

2. Materials Collection

a. Please list the types of materials in the library collection, with the approximate gross number of each (as of June 30, 1973)
<table>
<thead>
<tr>
<th>Category</th>
<th>Number of Titles</th>
<th>Number of Parts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books</td>
<td>35,365</td>
<td>39,295</td>
</tr>
<tr>
<td>College Catalogues</td>
<td>2,542</td>
<td>2,542</td>
</tr>
<tr>
<td>Films: 16mm</td>
<td>38</td>
<td>48</td>
</tr>
<tr>
<td>Filmstrips</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Government Deposit</td>
<td>1,241</td>
<td>4,360</td>
</tr>
<tr>
<td>Kits</td>
<td>81</td>
<td>81</td>
</tr>
<tr>
<td>Maps</td>
<td>26</td>
<td>37</td>
</tr>
<tr>
<td>Microfiche: Books and Periodicals</td>
<td>4</td>
<td>380</td>
</tr>
<tr>
<td>Microfilm: Books, Newspapers and Periodicals</td>
<td>323</td>
<td>4,554</td>
</tr>
<tr>
<td>Newspapers</td>
<td>14</td>
<td>449</td>
</tr>
<tr>
<td>Pamphlets: General and Vocational</td>
<td>2,110</td>
<td>2,110</td>
</tr>
<tr>
<td>Periodicals</td>
<td>287</td>
<td>5,985</td>
</tr>
<tr>
<td>Pictures</td>
<td>1</td>
<td>1,260</td>
</tr>
<tr>
<td>Phonorecords</td>
<td>1,210</td>
<td>2,178</td>
</tr>
<tr>
<td>Prints</td>
<td>625</td>
<td>625</td>
</tr>
<tr>
<td>Slides (Sets)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Tape (cartridge)</td>
<td>171</td>
<td>210</td>
</tr>
<tr>
<td>Transparencies</td>
<td>1</td>
<td>26</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>44,045</strong></td>
<td><strong>64,146</strong></td>
</tr>
</tbody>
</table>

b. Materials collection per student FTE for 1972-73 fiscal year.

<table>
<thead>
<tr>
<th>Type</th>
<th>Number in Collection</th>
<th>Student FTE</th>
<th>Number Added</th>
<th>Number Added Per Student FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books</td>
<td>39,295</td>
<td>4,064</td>
<td>5,172</td>
<td>1.27</td>
</tr>
<tr>
<td>Periodicals and Newspapers: Titles</td>
<td>375</td>
<td>4,064</td>
<td>82</td>
<td>.02</td>
</tr>
<tr>
<td>Audio-visual Materials</td>
<td>4,348</td>
<td>4,064</td>
<td>939</td>
<td>.23</td>
</tr>
</tbody>
</table>
c. Analysis of resources. Give appropriate percentages.

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Percent of Courses</th>
<th>Percent of Collection</th>
<th>Percent of Acquisitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities, Language Arts, and General Works</td>
<td>31.3%</td>
<td>58.1%</td>
<td>40%</td>
</tr>
<tr>
<td>Social Science</td>
<td>10.3%</td>
<td>20.2%</td>
<td>15%</td>
</tr>
<tr>
<td>Science and Mathematics</td>
<td>19.1%</td>
<td>12.1%</td>
<td>20%</td>
</tr>
<tr>
<td>Vocational and Technical</td>
<td>39.1%</td>
<td>9.6%</td>
<td>25%</td>
</tr>
</tbody>
</table>

d. Is there a materials selection policy for the library, approved by the Board of Trustees? Describe the selection procedures for all materials, printed and non-printed.

A materials selection policy for the Library was prepared by the Library staff over a three-year period using faculty input, and was approved by the Faculty Senate in May, 1973. See Exhibit V-10a.

Librarians review requests and recommendations submitted by instructors. Recommendation for purchase is based upon need. In the event that a requested book is deemed to be of limited use, an attempt is made to acquire it through inter-library loan channels. Systematic ordering of reference materials, Hawaiian-Pacific materials, government documents and other materials is done by librarians.

e. What evaluative methods are used to determine the quality and quantity of the materials collection? Has there been appropriate weeding?

1) Quality. Faculty recommend titles they consider outstanding and best in their respective curricular areas. Library staff orders are based on recommendations contained in the standard book selection tools and other recognized reviewing sources.

2) Quantity. The Library is following the guidelines of the American Library Association Standards for Junior College Libraries (ALA, 1960) which state: "There should be 20,000 volumes for the first 1,000 students, exclusive of duplicates."
Thereafter, the book stock should be enlarged by 5,000 volumes for every 500 students (FTE) beyond 1,000."

3) Weeding. In such a young library collection, weeding needs are minimal.

f. Rate of growth, by the number of items, of the materials collection for the past three years.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Books</td>
<td>6,105</td>
<td>7,128</td>
<td>5,172</td>
</tr>
<tr>
<td>Periodicals and Newspapers</td>
<td>107</td>
<td>-116</td>
<td>82</td>
</tr>
<tr>
<td>Audio-visual Materials</td>
<td>1,236</td>
<td>1,338</td>
<td>821</td>
</tr>
<tr>
<td>Microforms (reels, sheets)</td>
<td>635</td>
<td>842</td>
<td>1,194</td>
</tr>
</tbody>
</table>

g. Has the materials collection affected teaching methods used by the faculty? If so, how?

As the library collection has grown, our statistics have shown increased use of library materials by faculty and students. Phonorecords, filmstrips, art reproductions, slides and films have been used increasingly more by instructors to enhance their teaching. Library materials have been used in lieu of specific textbooks in certain courses. See Exhibit V-lla.

h. How does the library specifically contribute to the needs of disadvantaged students and minority groups?

The Library is open to 10:00 p.m. to accommodate these students, many of whom are employed during the day. A professional staff member is available at all times to assist users. Special help in the use of the library is also provided.

3. Financial Support

Financial Support Tables are listed in Exhibit V-llb.

4. Space Adequacy

a. Student Seating

1) The capacity is 354 chairs (This figure includes six group study rooms having a total of 49 seats.)
2) The percentage of seating compared to number of FTE students (4,046) is approximately 8.7%.

3) The number of square feet per student station (Assignable square feet divided by the number of FTE students enrolled in the largest term) is 25 sq. ft.

b. Is the available space adequate for all the services performed?

The interim housing on the third floor creates some inconveniences, especially with respect to work and storage space. The second floor expansion will create more space, particularly for the circulation and processing services.

5. Library Use

a. Please report evidence regarding the extent to which the library is used, including circulation statistics for both book and audiovisual materials and, if available, student count, use of audiovisual equipment, etc.

The results of the Leeward Community College Library Student Survey of May, 1973, suggest that a preponderance of faculty have oriented their courses to require a degree of library usage. See Exhibit V-12a.

b. Please describe briefly loan procedures; length of student and faculty loan privileges; procedures for use of reserve, audiovisual, and reference materials; etc.

Circulating books have a loan length of a maximum of four weeks. Due date is changed each week on Thursday for the fourth Thursday following. Periodicals, phonorecords, audiovisual kits, filmstrips, tapes, etc., are charged out for 8 to 14 days, with the due date changed each Thursday for the second Thursday following. Reserve books are on loan for 2 hours in-library use (with week-end privileges) or three days, according to the instructors' requests. Faculty members share the same loan privileges as any user. Reference material may be borrowed by patrons upon special request; usually for overnight or weekend use.

The borrower is asked to fill out a charge card giving call number of the item, author, and title. An I.D. card is presented—usually a Hawaii State driver's license—and a library staff prints the borrower's identification on the lower part of each charge card using a Pitney-Bowes Addresser Printer. If
he lacks this form of I.D., any other form of identification is accepted and the borrower then writes the needed information on the charge card. Three overdue notices are sent out: the first, two weeks after due date; the second, one month later; and the third, six weeks later. There are no overdue fines or penalties.

6. Audio-visual Services

a. Are audio-visual services organized and administered as part of the library or as a separate unit?

Audio-visual services is organized and administered as a separate unit, the Educational Media Center. However, the Educational Media Center and the Library coordinate their activities. The Library handles the circulation of commercial or programmed instructional materials. All of these educational materials are indexed and appear in the same card catalog.

The College's specific intent to improve instruction through the work of the Meducational Media Center is defined in detail in Exhibit V-13a.

Currently in operation on campus are these specialized learning centers which are described in Exhibit V-13b:

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
Oceanography Laboratory
Physics Laboratory

b. Are the audio-visual services housed in the library in a different building?

The Educational Media Center is house in the Library Building. The Library is the entire third floor; the Educational Media Center occupies one-half of the second floor, and will be relocated to the first floor this academic year.
c. What audio-visual services are provided for faculty and students? List and explain.

The Library is responsible for circulation of commercially produced instructional audio-visual materials and some equipment. In addition, carrels are provided for in-library screening of materials using slide projectors. The Library plans to expand wet carrel services. See Exhibit V-14a.

7. Special Library Activities

a. What major exhibits, lectures, or displays were held in the library the past year?

Exhibit V-14b contain a description of these activities.

b. What special instructional use of library facilities (seminars, student exhibits, etc.) was made the past year?

The Library Technology program holds classes in the Library and uses this library as its laboratory.

c. What were the activities of the faculty library committee (or similar group) the past year?

The Library and Learning Resources Committee, which is a policy-recommending body, sponsored the materials selection policy. See Exhibit V-10a.

See Exhibit I-3a for recommendations formulated by the self-study committee.
SECTION VI:/student personnel services
(including student government)
APPLICATION FOR ACCREDITATION

SECTION VI: STUDENT PERSONNEL SERVICES (INCLUDING STUDENT GOVERNMENT)

Introduction

The PPBS Objective applicable to this section of the Accreditation Report is:

To enrich and support students in the regular programs of the Community College by providing social and cultural development and supplemental instruction outside of the normal academic curriculum, by providing counseling, career guidance, and placement services, by providing financial aid and assistance, and by offering convenience services and facilities.

A. Provide an organizational chart of student personnel services, showing relationship of services, assignments, and responsibilities of personnel.

At the end of this section is an excerpt from the "Organizational Chart, Leeward Community College" (See Section I). The heavily outlined boxes represent the services traditionally considered as student personnel services.

Student personnel services at Leeward Community College exist to help implement the philosophy of the school--"To help people learn." Administratively, student personnel services are not viewed as separate activities, but function as part of the total learning process, and are integrated under the Dean of Educational Services. The College is presently requesting the addition of an Associate Dean whose responsibility would be to direct and coordinate the student personnel services. Further progress is hampered by the severe budgetary problems of the State which have resulted in all new non-instructional positions being "frozen." See Exhibit VI-la.

B. What is the counselor-student ratio?

In the 1972-73 academic year, there were 9.7 counselors, and 4,046 full-time equivalent (FTE) students for a ratio of 1:417. The counselor count does not include the Coordinator of Counseling and Guidance or the 1.0 positions which has been frozen since Fall, 1972. See Exhibit VI-lb for more detailed information on the counselor-student ratio.
C. Identify the specific services provided or performed for students in fulfilling the student personnel objectives of the college, and succinctly describe each.

1. Admission and Registration. See College Catalog, pages 9-10.

2. Counseling and Guidance. The basic philosophy of Counseling and Guidance at Leeward Community College is to provide services that will assist the student in becoming aware of himself and his potential. Services are offered by appointments, on a "drop-in" basis or on "roving" time. Each counselor spends part of his time in seeking informal contacts with students by "roving" the campus. Counselors are also assigned to each instructional division to facilitate communication and understanding between the counseling staff and the instructional faculty. Counseling and Guidance is open from 8:00 a.m. to 8:00 p.m. on Monday and Tuesday, and from 8:00 a.m. to 4:00 p.m. on Wednesday, Thursday and Friday.

   Members of the counseling staff are skilled in conducting "encounter" groups and utilizing "T-group" techniques. Each counselor teaches at least one section of Interdisciplinary Social Science 100, a course developed to aid students in recognizing their potential and awareness of themselves. Student interchange is increased by the presence of student paraprofessionals.

3. Testing. The functions of the Office of Psychometry have been expanded to experimental testing (placement testing) in the areas of mathematics, shorthand and accounting; studies of the Reading Improvement Program, and inventory of interest, personality, and aptitude tests. The Office of Psychometry has expanded its function by also making available to instructors a Test Make-up Service. In addition, the Psychometrist makes available to faculty, administrators, and community-at-large his expertise and consultation in the use of tests and research. The result has been research projects evaluating the First Innovations Institute, the need for a child care center on campus, and the need for a shuttle bus. Finally, the Office maintains an ample supply of information and applications for national tests. See Exhibit VI-2a for examples of the research and studies.

4. Records. All student records are kept in the Registrar's Office. The records include personal history files, initial applications to the College, relevant medical records, and transcripts. Information and certification for the Veterans' Administration, as well as VA information for students is maintained by the Registrar.
Student records, transcripts, and major data are also held in the Counseling and Guidance Office to give the staff immediate reference in individual counseling situations.

5. Health Services. A student Health Insurance Program is administered by the Student Activities Office. A table is set up at registration for students who are interested to sign up for the voluntary program.

The College has initiated interim measures by establishing an Ad Hoc Committee on Safety. Each division has at least one member trained in first aid with suitable medical equipment. The acquisition of the latter is left to the initiative of the division. First aid training is available to volunteers from all segments of the campus. These interim measures have been taken because of emergencies that have occurred in the past.

Beginning with the Fall semester, a first aid room will be equipped and staff by volunteers for as many hours of the academic day as is possible. Alternatives to faculty and student volunteers are being researched since the present fiscal policy precludes hiring of Health Services personnel. A report entitled "A Statewide System of Health Care for Students of the University of Hawaii" dated April, 1971, was developed by a Health Advisory Committee appointed by the President, and provides guidelines for community colleges in the system, but has not yet been acted upon by the President. See Exhibit VI-3a.

6. Financial Aid. The Registrar handles matters concerning the financial aid programs now being administered. See Section IV.

7. Placement Service. Placement services are an integral part of the educational services at Leeward Community College. The Placement Office assists students in securing full- or part-time employment by helping them develop their skills at seeking employment and by maintaining information on job opportunities. Programs and activities of the Placement Office include:

   a. Acts as liaison between the College and the business world by explaining various College programs to employers and inviting them to react and review the College's offerings.

   b. Seeks out prospective employers, invites them to visit and address classes, and solicits listings of job openings from them.

   c. Arranges for on-campus civil service clerical examinations.
d. Conducts follow-up studies of student interviews, placement, and of graduates. See Exhibit VI-4a.

e. Works closely with the State of Hawaii Employment Office, and receives a weekly computer printout of the job openings in the State. See Exhibit VI-4b.

f. Conducts workshops for counselors and instructors so that all faculty members can participate in helping students develop job-getting skills. The Placement Officer is presently teaching a course.

g. Teaches a course (IS 200, Job Search Preparation) for Leeward students, the only community college offering of such a course in Hawaii.

The Placement Office also sponsored the first "Career Day" on May 2, 1973. See Section IV.

D. Describe the organization of student government. What degree of responsibility does the student body have for control of student government and student activities? Include an organizational chart and the associated student body budget. What administrative cooperation and advisement are provided for the entire student government and activity program, including clubs, athletics, assemblies, etc.? Describe the role played by Faculty members generally in this program.

The student body of Leeward Community College exercises control of its activities through the Associated Students of Leeward Community College (ASLCC). All full-time students participate through channels established by the ASLCC Constitution. Student government consisting of a President, a Vice-President and Student Senate of 16 members. The Student Activities Committee develops and coordinates programs to meet the needs and interests of the students. See the organizational chart at the end of this section.

Funds for the operation of ASLCC are generated from student activities fees paid at registration by all full-time (12 or more credits) students. Payment of fees is voluntary for part-time students. The Student Senate maintains control through established budget procedures. The Budget and Finance Committee keeps accounts for all of the activities funded by student activities fees. The budget is provided as Exhibit IV-4c.

As recommended by the 1971 Accreditation Report, a proposal has been developed for submission to the Curriculum and Academic
Development Committee, to grant three credits for participation in student government. See Exhibit VI-5a for an outline of the proposed course.

As recommended by the 1971 accreditation team, continued emphasis is placed on achieving cooperation among all segments of the campus community. Programs are open to all faculty, staff, and students of LCC. Some programs of a specialized nature are developed with faculty members who are interested. Faculty members also assist in advising clubs, organizations, and committees. The Coordinator of Student Activities is responsible for facilitating communication between the students and the Administration.

E. What standards of student conduct and activity does your college maintain, and how are these administered?

1. Standard of Student Activities. All co-curricular activities are registered with the Student Activities Office, allowing for a coordinated campus calendar for the benefit of all organizations and students. Guidelines and regulations are available for students to help with their organization and activities. See Exhibit VI-5b.

The Office of Student Activities maintains that the activities program should provide opportunities for social, emotional, and physical growth. Students, therefore, have major roles in the development, plans and implementation of programs for their own personal growth and for the campus at large.

2. Student Conduct Standard. The need for a clearly defined code of conduct resulted in Board of Regents approval, in March, 1971, of a Statement of Rights and Responsibilities for the University of Hawaii system. Each college was then given the option of developing a code of conduct that would have specific applicability to the individual campus. See Catalog, p. 12.

Leeward Community College is in the process of developing its campus code. A committee has been appointed by the Faculty Senate to study the guidelines set forth in the "umbrella" code and to relate these to the College. See Faculty Handbook, pages 8-1 to 8-5.

F. Critically evaluate the extent and effectiveness of each of the services identified; present any evidence that you feel is appropriate.

1. Admissions. Two new developments have occurred since the initial accreditation:
a. The Board of Regents have adopted a Controlled Growth Policy which puts a ceiling on the total campus population as well as the number of non-residents who may be admitted in any given semester. The majority of the non-residents are military and their dependents, and are given a priority over foreign and out-of-state applications. LCC has requested and received an increase from the Board of Regents in this non-resident ceiling because the College is centrally located with respect to most of the large military bases on the Island.

b. A Coordinated Admissions Program for the University of Hawaii System has been instituted for the 1973 Fall Semester, and has eliminated the serious problem of multiple applications (students applying to more than one campus) in the University System. This Program will help the College in planning for student needs, campus needs, better registration procedures, etc.

2. Registration. The "scramble" system was used for the 1973 Spring semester. During the five days and two evenings, nearly 4,400 students were registered with the assistance of a limited number of faculty and students. The system was considered a success and will be continued with further refinements.

3. Records. The Registrar's office maintains accurate and current records of academic work, including courses, grades, drops, adds, withdrawals, changes of grades, and units of credit earned by examination. Leeward's policy of no time limit for the make-up of the N (incomplete) grade has caused problems in the clerical functions of the office. Since the clerk who handles current records must also update the past records and prepare the future records, the volume of work requires an additional clerk to handle the past record changes.

4. Testing. The testing program has expanded since 1971, with an emphasis upon the development of a program to test the skills of newly enrolled students. Tests and data are utilized by the counselors as supportive data for advisement and counseling, to guide students into appropriate courses. Critical analysis of the testing program is a continual project.

The Career Planning Profile (CPP) developed by the American College Testing Program especially for community colleges has been part of an on-going experimental unit administered by the Office of Psychometry, Exhibit VI-6a. The College has not yet made plans to incorporate the CPP as part of the normal testing procedures primarily because of its expense to students and the unavailability to the College of immediate test results.
5. **Health Services.** Leeward Community College faculty and students share a mutual concern over the absence of any health services on the campus. Two Health Services positions were sought in the 1971-73 budget requests, but the State's restricted budget failed to include the positions or funds to develop a health service. New programs cannot be initiated under the current State policy and this was so considered. The interim measures described above are a result of concern, and the College is continuing to seek adequate health services.

Although the catalog states: "...Foreign students and students in certain vocational programs are required to carry health and accident insurance," at present all foreign students are required to enroll; however, certain technical vocational students are not required to enroll. The Chairman of the Division hopes to make enrollment a requirement for Automotive Technology, Recreational Instructor, Marine Technology, and Food Service Technology programs.

6. **Financial Aids.** Although the financial aids program has been effectively managed, due to the competency of a strong support staff, the workload should be delegated to a separate office from that of the Registrar. If, however, there are significant cutbacks in Federal funding for financial aids, the need for a separate office may be eliminated by the correspondingly reduced workload.

7. **Student Activities.** The development of Student Activities programs and student government has been hindered by a lack of sustained student interest and participation. Attempts have been made to strengthen the student government and student senate concepts. A new constitutional basis is being studied which would join more closely the Executive and Legislative functions of the student government. Having a stronger base, the government would hopefully be able to attract more interest and participation in student government affairs and programs. A program has been implemented which attempts to offer many different activities to smaller interest groups rather than a few large events to reach the majority of the students. Examples of these are:

a. Various types of feature-length films.

b. Seminars involving areas of interest to academic departments. (Suicide and Crisis Center speaker, Estate and Financial Planning, Health Forums).

c. Varied special interest seminars and presentations (pantomime, transcendental meditation, yoga).
It should not be assumed that the activities of campus-wide interest have been forgotten. The noon-time concerts, Women's Forum, State Government Election forums, ping-pong tournament, and an art fair are examples of activities of general interest.

As yet there are no funds for a formal athletic program for the College. The University system is instituting a system-wide program which is expected eventually to provide an athletic program for Leeward as well as the other community colleges. All recreational and athletic programs now provided are arranged, funded and coordinated through the Student Government and the Student Activities Program. See Exhibit VI-8a.

Continued efforts will be necessary to encourage and build student knowledge and experience in planning/committee work. As students gain more facility in these areas, student government and student activities will be better able to meet student needs and interests.

G. How do the student personnel services of this college relate to other college functions, such as administration, instruction, curriculum, public relations, etc.?

In keeping with the philosophy that student personnel services are not separate "functions for students," the Student Personnel Services are integrated, under the administration of the Dean of Educational Services, along with the other college units, to assist the students in achieving their educational and personal goals.

Co-curricular programs of general campus interest are planned by student committees. Students learn committee process and planning, self-governance, and responsibility for their own affairs. A goal of increased faculty involvement will hopefully have co-curricular activities as a necessary part of the total educational life of the students.

The fact that several of the Student Personnel administrators (Registrar, Coordinator of Counseling and Guidance, Psychometrist, Coordinator of Student Activities) sit on the Administrative Council facilitates communication between these areas and the administrative and instructional staffs.

H. Do students participate in college policy formulation? If so, how?

Many channels of communication are open for student input on policy matters. The administration and faculty maintain that this input is important in the functioning of the College. For example, students
sit with voice and vote on many of the standing committees of the Faculty Senate, including the Curriculum and Academic Development Committee and the Student Committee. Each standing committee encourages students to join and participate in its business.

Administratively appointed committees, such as the Campus Center Committee, also allow students to participate in policy formulation.

Students also have an opportunity for a direct role in policy determination through such means as legislative testimony, contact with Board of Regents members and University administrators, and the Council of Student Body Presidents.

See Exhibit I-3a for recommendations formulated by the self-study committee.
STANDING COMMITTEES
- Student Activities
- Budget & Finance
- Sports
- Student Academic
- Judiciary

AD-HOC COMMITTEES
- Elections
- Constitution
- I.D. Card
- Poster Machine

STUDENT SENATE
Chairman
Senators

EXECUTIVE BOARD
President
Vice-President

STUDENT ACTIVITIES COORDINATOR

CLUBS

Used Bookstore
Board of Publications
SECTION VII: COMMUNITY RELATIONS AND SERVICE
APPLICATION FOR ACCREDITATION

SECTION VII: COMMUNITY RELATIONS AND SERVICE

Introduction

The PPBS Objective applicable to this section of the Accreditation Report is included in the narrative below.

Leeward Community College has redefined and revitalized support for Special Programs and Community Service in line with the Accreditation Committee recommendations of 1971.

Indicative of the change in direction are:

(1) Establishment of Public Service as a separate and distinct budgetary category within the College since Fall, 1972. See Section A-4 of this report for details.

(2) Increase in staffing by the addition of a Coordinator of Community Educational Services and the assignment of instructor on a part-time basis to the Community Services Office.

(3) Programmatic redirection which changed Community Service from being a combination of unrelated cultural shows and activities added on to existing programs, to becoming a process in itself.

A. Organization and Administration

1. Provide a description of the organization for community service.

All educational activities that are not part of regular instructional programs of the College are the responsibility of the Associate Dean of Special Programs and Community Service who reports directly to the Dean of Educational Services.

His staff consists of a Coordinator of Community Educational Services, a half-time position originated in the Fall of 1972, to assist in the development and coordination of non-credit and special interest courses and federal grant programs; a full-time Coordinator of Student Activities, who assists in the development of comprehensive student programs and services; a Language Arts instructor with a three-credit reduced teaching load to manage College publicity; and two stenographers. See Organizational Chart at the end of the section. Additional administrative assistance was provided in Spring, 1973, by an EPDA graduate intern. An instruc-
tor in the Creative Arts and drama from the Recreational Instructor Program will be assigned on a half-time basis to the Community Service Office in Fall, 1973, to serve as the theatre technician for the new Theatre-Auditorium.

2. **Describe briefly the program of community services, including objectives, institutional concept and definition, and special services provided.**

The objectives of LCC Community Service Program are stated in the College's PPBS Report as:

a. **The Program Objectives.** To enhance the continued development of occupational, recreational, cultural, civic, and other socioeconomic aspects of community life by making available a variety of continuing education, extension, and consultation programs to communities, groups, and the general public which are intended to take advantage of the Community College's special knowledge, facilities, and other resources.

b. **Target Group.** Primarily, residents of Leeward-Central Oahu area; i.e., Census Tracts 73-101 which extend from Red Hill to Kahuku.

Secondarily, the community-at-large, including individuals and organizations from the island of Oahu, and maximally from the entire State.

Special focus of the Public Service Program is in reaching the 'educationally non-involved' individuals, i.e., those who do not seek and benefit from the regular on-campus services offered by the College.

In regard to the recommendation to more clearly define community service, the College has established a set of goals which are being used to guide program development. See Exhibit VII-2a. In brief, community service includes educational activities not part of regular instructional programs. Activities supervised by the Office of Special Programs and Community Service include: Off-campus credit and non-credit courses, federal funding, scheduling of non-instructional campus activities, intra- and extra-campus publicity, special projects and cultural events, student activities and Special Student Services. See also Section IV.
3. If the program is financed by the restricted community services tax:
   a. Submit a three-year history of major categories of income and expenditures.
   b. Are these expenditures compatible with the CJCA-approved "Guidelines for the Expenditure of Restricted Community Services Tax Funds"?
   c. What percent of the program cost has been defrayed by admissions?

These do not apply in Hawaii.

4. If the program is not so supported, how is it financed?

The main source of funding for the Community Service Program is the State General Fund allocation to the College. Until FY 1972-73, the budget for Community Services was part of the overall Administrative allocation under the Academic Support category. Therefore, aside from the salaries for the Associate Dean and Stenographer III, other program costs were not separately identified. In FY 1972-73, the State Office of Budget and Finance, through its Program, Planning, Budgeting System (PPBS), separated Public Service as a distinct budget category within the Higher Education unit.

While this move to identify Public Service as a distinct budget category per se does not immediately increase funds allocated for the program, it does provide the flexibility needed for long-range planning and the opportunity to demonstrate justification for increased funding in this area. The PBBS Report for 1973-79 for Leeward Community College (Exhibit I-2a) is significant in that it indicates the first major step in the planned expansion of the Community Service Program within the entire context of the College's operation.

Of the allocation of $36,737 for FY 1973-74, $34,788 are committed for personnel costs. This means that the bulk of the operating expense for Special Programs and Community Service is expected to be derived from other sources of funding such as federal funds and special revenues.

The federal fund support of special programs has significantly increased since Fall 1972 from total of $212,874 to $542,763 as of Fall, 1973, due in large measure to increased efforts in seeking
sources of funding. The total for 1973 includes $180,000 of the Title III funds which LCC received as the lead institution in the consortium of six community colleges. See Exhibit VII-4a for listing and description of federally funded special programs. Also see Section IV, Meeting the Needs of Disadvantaged Students.

Programs which require charging of special fees are presently being co-sponsored with the University of Hawaii's College of Continuing Education because LCC does not yet have required legislative and Board of Regents' permission for Special Funding privileges. (This is the right of a college or unit within the University of Hawaii system to charge fees other than those set by the Board of Regents such as tuition, and the right to expend these funds.) Leeward Community College has requested and expects to obtain this Special Funding privilege in the near future.

5. What use is the college making of citizen and faculty advisory committee in the development of a comprehensive and diversified program?

The College-Community Cultural Advisory Council and the Faculty Senate Community and Public Relations Committee actively advise the Office of Special Programs and Community Service and play a major role in the development and evaluation of a comprehensive and diversified program of community services at LCC.

Since the scope of activity of special programs and community service includes all levels of collegiate activity, other advisory committees have played important roles, not only in program development and evaluation, but also in the assessment of community needs. These committees include the Leeward Community College Advisory Council, Educational Program Advisory Committees, the Faculty Senate's Library and Learning Resources Committee, and numerous ad hoc committees such as the Art Acquisition Advisory Panel. See Exhibit VII-4b.

6. How does the College insure that its programs of community services reflect the characteristics and needs of the community?

In order to insure that all of the College's activities and programs reflect the characteristics and needs of the community, LCC, through the Office of Community Services, has started a systematic two-phase drive to develop communication between the College and the local community.
a. Phase One. The first phase involved getting "the college into the community" and making "Leeward Community College" a household word. This effort involved:

1) Columns in the weekly Leeward and Central Oahu Sun Press.
2) Feature stories and publicity articles in the two local dailies.
3) Sunday morning radio show featuring the College's horticulturist.
4) Formal open houses such as the Hoolaulea in November, 1972, and Vocational Education Week Open House in April, 1972; see Exhibits VII-5a and VII-5b.
5) Campus tours conducted by a volunteer faculty group; see Exhibit VII-5c.
7) Student-sponsored Carnival in April, 1973.
8) First Hawaii Innovations Institute; see Exhibit V-5a.
9) Puppet show "Animal Crackers" performed throughout the State by students in the Recreational Instructor Program; see Exhibit VII-5d.
10) Volunteer student tutors at the local schools; see Exhibit VII-5e.
11) Cooperative Education Program; see Exhibit III-1lb.

b. Phase Two. The second phase, which is dependent upon the efforts described above, involves establishing a systematic basis for obtaining community input on program development and evaluation. This includes:

1) Advisory committees; see Section III.
2) Individual faculty and staff participation in community organizations and activities.

Although the Office of Community Service coordinates and facilitates public relations, the success in college-community relations is the sum total of the combined efforts of the entire College.

B. Use of College Facilities and Service

1. What use does the community make of the college facilities and services?

The basic design of the physical facilities of Leeward Community College and its operational philosophy promote and encourage community use of the College facilities and its services, including the Library, the Educational Media Center, and other facilities such as the Campus Center, the tennis courts, and the showmobile. See Exhibit VII-5f. The request for the use of classrooms for
community meetings, exhibitions, and other gatherings has been steadily increasing.

All requests for use of College facilities exclusive of the regularly scheduled instructional activities are handled and coordinated through the Office of Special Programs and Community Service. Guidelines for the use of University facilities set by the Board of Regent's policy of November, 1961, are used in reviewing and processing these requests. See Exhibit VII-6a for the Facilities Request form.

2. To what extent is community use of facilities taken into consideration in planning for college facilities?

As stated earlier, the physical facilities of LCC were planned and built to enable extensive use by the community. The Campus Center Building, for example, is designed to promote uses such as art exhibits, small and large demonstrations, luncheons and other activities requiring spacious yet flexible facility. The Theatre-Auditorium complex which is scheduled for completion in Spring, 1974, will be the only theatre facility of its kind outside of Honolulu, and is planned for wide use as a community-college theatre.

The only hindrance to the ready accessibility of the College facilities to the community has been the lack of multiple ingress-egress to the campus from the highway. Attempts are being made by the College and community members to call the attention of appropriate State agencies to correct this situation.

3. To what extent does the college use off-campus facilities for community services?

The use of off-campus facilities for community service has been carried out on a cooperative basis with various agencies, business firms, and other community organizations. For example, the swimming classes are held at the nearby recreation center which is under the jurisdiction of the Parks and Recreation Department of the City and County of Honolulu; golf classes are held at privately owned golf ranges; puppet shows are held at the public libraries and elementary schools; arts and crafts are exhibited at the local shopping center; and credit and non-credit courses are offered at various off-campus sites such as local churches, adult education centers at the Model Cities neighborhood areas of Waianae and Nanakuli, and the various military education centers on the island as well as on overseas bases such as Guam, Johnston Island and Kwajalein. See Exhibits III-10a and III-10b for details.
C. Educational Services

1. What is the practice concerning the special educational services?

At the present time all special educational programs are planned and coordinated through the Office of Special Programs and Community Service. These programs and services are not part of the College’s budgeted operations and must be financed through federal funds and other special fundings. See Section IV.

Many special courses such as non-credit courses, in-service training programs for special groups such as the staff of the Department of Education and the Police Department are co-sponsored with the University of Hawaii’s College of Continuing Education and Community Service (CCECS).

Federal funds have been used to run programs such as the Pre-discharge Education Program (PREP) for military personnel; Model Cities Demonstration Project’s Adult Education Centers; Special Student Outreach Program; and the Cooperative Education Programs. See Exhibits IV-3f, III-11b, IV-3e, and VII-7a for a detailed description of each program.

2. How are such programs coordinated with day and evening instructional departments and community and regional groups to avoid duplication of services?

Leeward Community College does not differentiate between day and evening courses and faculty are assigned both day and evening classes as part of the normal teaching load. See Faculty Handbook, page 5-1.

The Coordinator of Community Educational Services works closely with the appropriate division chairman in arranging for off-campus courses and in selecting the instructors and staff for the special programs.

Articulation arrangements are presently being worked out among the community service offices of the three other community colleges on Oahu and the University of Hawaii’s College of Continuing Education and Community Services in order to minimize duplication of services. Similar articulation efforts are being maintained with the Department of Education’s Community School for Adults.
3. **Does the college assist the community in solving problems through such appropriate means as assistance with local surveys, cooperation with civic groups, etc.?**

LCC, through its formal organization as well as through the efforts of individual faculty, staff and students, assists the community in seeking solutions to problems and cooperates with various civic groups in their projects. Exhibit VII-8a provides a complete listing and description.

a. Several faculty members and staff conducted research into the local history of Waipahu and served on the planning committee for the 75th Year Diamond Jubilee Celebration. See Exhibit VII-8b for more details.

b. Psychology 100 classes volunteered their services as tutors at the learning center for the educable mentally retarded students at the local intermediate school in the Fall and Spring Semesters of 1972-73.

c. Faculty and students participated in the planning and implementation of a project of the Waipahu Advocates for the Elderly which is a joint effort of several agencies and service organizations to survey the needs and to provide meaningful activities for the low-income elderly person. See Exhibit VII-8c.

d. The Provost, his administrative staff, and faculty frequently serve as speakers at luncheons and dinners of community organizations; as panel members in various civic forums; as consultants in local activities, in high school career days, and in science fairs; and as members of special task forces and committees dealing with various community problems.

D. **Cultural and Recreational Services**

1. **Describe the cultural and recreational services which the college provides for the community.**

Starting Spring, 1973, the Office of Community Services has attempted to schedule at least one special cultural or recreational program per month. All of these programs have been co-sponsored with CCECS or other agencies such as the State Foundation on Culture and the Arts, and the Honolulu Symphony. These cultural programs included the International Folk Dance Supreme, Elizabeth Cole-Frank Tavares soprano-pianist concert, Ohta-San Ukulele Concert, and the Canadian Film Board Series.
The non-credit courses, also co-sponsored with CCECS, have provided recreational activities such as Japanese flower arrangement, Bonsai techniques, modern and ethnic dances, and organic gardening.

2. In what way has the college assisted in coordinating the cultural and recreational development of the community?

LCC has provided support to many community groups by co-sponsoring and promoting cultural and recreational activities and by providing facilities. Specific activities are bringing the various ethnic organizations in the community to the campus to work closely with the LCC students’ organizations; inviting the Samoan Choir from Waianae-Nanakuli to perform at the College’s Open House; and providing the use of the Campus Center for the Leeward Art Fair.

See Exhibit I-3a for recommendations formulated by the self-study committee.
*Federally funded
APPLICATION FOR ACCREDITATION

SECTION VIII: ADMINISTRATION

Introduction

The PPBS Objectives applicable to this section of the Accreditation Report are:

1. To retain, preserve, and display teaching and research materials and to provide the supporting services which directly assist the academic functions of the Community College.

2. To facilitate the operation of the Community College as an organization by providing campus-wide executive management, fiscal, logistical, and other related supporting services.

A. Effectiveness of Administration

1. Unless the organizational chart earlier mentioned shows the internal administrative organization of the institution, please include such a chart at this point.

See Section I.

2. Submit a statement describing the duties and responsibilities of each person on the administrative staff.

   a. Provost, under the general direction of the Vice-President for Community Colleges, is responsible for all aspects of the administration and development of the College. He acts as a liaison and represents the College to other components of the University of Hawaii System, to the State Legislature and to the Community.

   The Provost actively participates in policy formation, personnel selection and evaluation, liaison activities, approval of curricula, budget preparation, and financial allocations. In other administrative tasks, the Provost approves all matters that require his attention.

   The Provost formally and informally serves as a resource to administrators, faculty, staff, students, and members of the community.
b. **Dean of Educational Services**, under the general direction of the Provost, is primarily concerned with the administration, development, and improvement of the instructional staff and curricula. In the absence of the Provost, he serves as Executive Officer of the College.

The chief responsibilities of the Dean include recruitment, improvement, and evaluation of faculty; application and administration of University and College rules concerning faculty, curricula, and budget; and integration of the educational sequences into the college curriculum.

As an important part of his responsibilities the Dean supervises, directs and integrates the activities of the academic and the student support units to insure their relevancy to the goals and objectives of the College.

c. **Director of Administrative Services**, under the general direction of the Provost, is responsible for the administration of the fiscal functions of the College in support of its educational programs.

He is the chief fiscal officer of the College responsible for expenditures, purchasing, maintenance of personnel records and services, recruitment and referral of civil service personnel, accounting functions, physical plant construction, operation and maintenance, inventory, mail services, transportation services, telephone services, parking, campus security, and preparation and compilation of the College's budget and expenditure plans.

d. **Administrative Officer**, under the direction of the **Director of Administrative Services**, plans, organizes and coordinates activities relating to budget preparation, college allotments, long-range plans, expenditure plans, and fiscal and personnel operations. He also interprets and explains to those concerned the fiscal policies, the personnel rules and regulations, BOR policies and fringe benefits. He is also responsible for directing activities relating to purchasing, keeping inventory of records and safeguarding and depositing of tuition fees.

e. **Associate Dean of Special Programs and Community Service**. See Section VII for job description. This position is currently vacant.

f. **Associate Dean for Technical-Vocational Education**, under the general supervision of the **Dean of Educational Services**, is responsible for the development, supervision and improvement of the career programs of the College which are designed primarily
to prepare students for immediate occupational employment. It is the responsibility of the Associate Dean to develop quality training and education, and to recommend effective integration of these programs into those of the entire College. He is assisted by the Division Chairmen whose faculty is involved in the instruction of occupational programs.

g. Division Chairman/Division Administrative Committee (DAC). The Division Chairman, under the general supervision of and in consultation with the Dean of Educational Services, is responsible for the administration, supervision, assessment, development and improvement of the faculty and the curriculum.

Two of the academic divisions use the 3-member DAC in lieu of the Division Chairman in order to redistribute workloads. The Provost appoints the Division Chairman or DAC following an election by members of the Division. A reduced teaching load is given to compensate for administrative responsibilities.

The Chairman or DAC is responsible for coordinating teaching assignments, scheduling of courses, securing instructional materials for the division personnel, and preparing divisional budgets. The Chairman is also expected to keep abreast of new educational developments, to help faculty develop new courses if needed, and to assist in the in-service training of new faculty.

Upon consultation with the divisional faculty and the Divisional Personnel Committee (DPC), the Chairman recommends to the Dean of Educational Services in the evaluation of faculty and the selection of new faculty. The Chairman also serves as liaison between his division, the administration, the personnel of other units of the College and the community. See Faculty Handbook, page 3-3 for more detailed description.

h. Coordinator of Guidance and Counseling, under the general supervision of the Dean of Educational Services, is responsible for the development, implementation and coordination of programs and activities with the assistance of a counseling and guidance staff.

He serves as a resource person to the faculty and administration and provides assistance in understanding the background, aspirations and needs of the students. He works with high schools and other colleges for articulation purposes. See Faculty Handbook, page 3-5 for more detailed description of duties. See Section VI.
Head Librarian, under the general supervision of the Dean of
Educational Services, is responsible for the organization, develop-
ment, and control of all aspects of the library including staff,
materials, maintenance of recognized library standards, and the
budget.

When appropriate, the Librarian is responsible for synchroniz-
ing and developing teaching processes, including courses within
the Library.

J. Coordinator of the Educational Media Center, under the general
supervision of the Dean of Educational Services, plans, organizes
and administers the Educational Media Services for the College.
The Coordinator is responsible for the development of the
Educational Media Center, by organizing educational media pro-
grams for the College, and by supporting the instructional
programs.

He coordinates the use and maintenance of media facilities,
organizes in-service training sessions for faculty and students,
recommends the Educational Media program budget, acts as
consultant for planning and the development of instructional
facilities and hardware, designs instructional programs, and
evaluates the media programs and services.

k. Registrar, under the direction of the Provost, is responsible for
the maintenance of student records, the organization of admissions
and registration activities, and for the dissemination of all
information relevant to the student and the general public.

In addition, the Registrar is responsible for the administering
of all financial aid funds allocated for work-study programs,
and for the administering of loans and scholarships funded
through Federal, State and private grants. See Section IV.

l. Coordinator of Student Activities, under the general supervision
of the Associate Dean of Special Programs and Community
Service, the Coordinator of Student Activities suggests, advises,
promotes, coordinates and facilitates programs and activities
which are essentially sponsored by student committees with
funds collected from full-time students. See Faculty Handbook,
page 3-7. See also Section VI.

m. Maintenance Supervisor, under the general direction of the
Director of Administrative Services, plans, organizes, directs,
and coordinates the maintenance and custodial services of the
buildings and grounds of the College.
He develops the budget and is responsible for the expenditure of funds allocated for maintenance activities; he issues, duplicates and organizes the use of keys to the College building; and he prepares appropriate records and reports.

n. Bookstore Manager, under the supervision of the General Manager of the University of Hawaii Bookstore System, is responsible for the ordering, selling and taking inventory of textbooks, educational materials, and school supplies. His responsibility includes the maintaining of fiscal records relative to Bookstore operations.

o. Psychometrist. See Section IV and VI.

p. Placement Director. See Section VI.

q. Assistant to the Dean of Educational Services. The office of the Assistant to the Dean of Educational Services assumes such decision-making responsibilities as are designated by the Dean of Educational Services. He designs and develops means to facilitate the processing in such areas as registration, advising, and scheduling.

This position is not currently filled because of the Governor's memorandum freezing non-instructional positions.

3. How is general policy determined in this institution?

a. Extra-institutional policy making. The Board of Regents (BOR) is responsible for policy-making, under the Constitution of the State of Hawaii. The BOR delegates operational authority to the President. The President has delegated certain community college authority to the Vice-President for Community Colleges, who in turn has delegated certain powers to each campus Provost.

b. Intra-institutional policy making. Basic institutional guidelines are defined in such documents as the Faculty Handbook and the Faculty Senate Charter. Institutional policies are oriented to provide the necessary flexibility for facilitating the achievement of the College's prime purpose: To Help People Learn.

Ultimate decision-making responsibilities rest in the office of the Provost. He may, however, delegate authority for policy making to the Dean of Educational Services, the Associate Deans, the Division Chairmen, the faculty, the staff, or the Student Government.
Recommendations for decision-making to implement College goals may be generated from any segment of the college community. At present, the policy recommending process occurs within the institution in the following ways:

1) The Administrative Council discusses proposed policies and provides the Provost with recommendations. See Exhibit VIII-6a for membership and minutes of the Administrative Council.

2) The Faculty Senate, Student Government, and College committee discuss issues and formulate recommendations for consideration by the Provost. See Section V.

3) Individual students, faculty, and staff officers, and community groups may also submit suggestions to the Provost for consideration.

4. Describe the personnel practices of the College for the selection and induction of faculty members; evaluation of teaching quality, in-service training, and policies for tenure and severance.

In general, personnel practices are guided by the Faculty Handbook for Board of Regents appointees, collective bargaining contracts, State Civil Service regulations, and applicable State and Federal laws.

a. Selection of new faculty

1) Notification of position. Divisions place notices of both full-time and part-time positions available in publications in their teaching field, in College of Education publications, and in the University of Hawaii Bulletin, as well as bulletins on other community college campuses.

Candidates usually must provide an application, three letters of recommendation, a vita, an official transcript, from all colleges attended, and other documents to support their application.

2) Candidates are screened. The Division Chairman, in conjunction with the D.P.C., screens the letters of application and conducts personal interviews before making a recommendation to the Dean.

3) Approval needed. The Division Chairman (or DAC) recommends the candidate to the Dean of Educational Services, who reviews and forwards the recommendation to the Provost. See Exhibit VIII-6b.
4) **In Case of Disagreement.** By an agreement established in 1973, if the Dean of Educational Services or the Provost arrives at a "negative recommendation" or a "recommendation with reservations" concerning a candidate for hire or contract renewal positively recommended by a division, such a recommendation will not be forwarded without first attempting to resolve the difference by:

(a) Reviewing all files maintained by the division and dossiers compiled by the candidate for the purpose of providing information for the professional evaluation of the candidate.

(b) Engaging in mutual consultation with the appropriate D. P. C. and D. A. C. or Division Chairman. This procedure applies also in cases in which the faculty recommendation is negative and the Dean and/or Provost are in disagreement. See Exhibit VIII-7a.

**b. Induction of New Members**

1) **At time of interview.** Candidates are informed about the philosophy and objectives of this College, its general policies, its future plans and instructor expectations. If selected they also meet with the Provost. A copy of the Faculty Handbook is given to each new instructor.

2) **Orientation.** There is a college-wide orientation program for new faculty during the week before the Fall term. See Exhibit VIII-7b.

3) **Division meetings.** Division meetings are scheduled during the week of orientation. During these meetings division policies and forms are distributed.

4) **Informal meetings.** Most division chairmen encourage their staff members to get to know each other through such means as college or home social events.

**c. Evaluation of Teaching Quality**

See Section V.

1) **Four-Part Evaluation.** Division Chairmen ask their faculty members to use the four-part instructional improvement package developed and recommended by the Faculty Senate.
These forms include: student evaluation of the faculty member, peer evaluation of the faculty member, divisional chairman's evaluation of the faculty member and self-evaluation. See Exhibit V-4a. Alternate procedures for evaluation are acceptable if mutually agreed upon by the faculty member, the D.P.C. and the Division Chairmen.

2) Teaching Evaluation File. To conform with requests from the University President and the Vice-President for Community Colleges, evaluation files are kept up to date by individual faculty members. This file contains the four-part instructional improvement forms, publications, tests, and other documentary evidence of the faculty member's professional qualities.

3) Class visitation. Division chairman, peers, and members of the D.P.C. visit instructor's classrooms at the instructor's invitation.

d. In-Service Training.

The Office of the Vice-President for Community Colleges, the Provost's office, the Office of the Associate Dean of Special Programs and Community Service, the Faculty Senate, the Coordinator of the Educational Media Center, and individual faculty members recommend and implement in-service programs for the faculty.

e. Tenure recommendation.

The teaching evaluation file described above is submitted by the individual faculty member to his D.P.C. and D.A.C. or Division Chairman. The Faculty Handbook contains the evaluative steps in the tenure recommendations of all untenured faculty. See Faculty Handbook, pages 5-7, 5-8. Agreements on procedures have been reached between the Faculty Senate and the Provost in case of disagreements between the division and the Provost or Dean of Educational Services. See Exhibit VIII-8a.

f. Severance

The procedures for severance are set down in the Leeward Community College Faculty Handbook and will probably be a part of collective bargaining contracts. See Faculty Handbook, pages A-19, A-20.
5. Review such personnel policies for the classified staff as selection and employment, in-service training and evaluation and procedures for hearings and dismissal.

Due to collective bargaining and recent negotiations between the State and the separate labor unions, negotiated contracts enforce and regulate the selection, employment, in-service training, evaluation, and procedures for hearings, and dismissals of the classified staff. The blue collar and white collar personnel are represented by separate unions. The basic principles of the merit system have been retained within these contracts.

6. What is the number of full-time equivalent employees on
a. The clerical staff. 27.0
b. The custodial staff. 8.5
c. The maintenance staff. 10.0

B. Finances

1. What is the amount of the outstanding bonded indebtedness of the College at the present time, if any.

Does not apply. See Section I.

All bonds are handled by the State government in the form of General Obligation bonds.

2. Does the college have in effect any voted tax override? If so, for how much and for what term?

Does not apply. See Section I.

3. Please have at hand for use by the evaluation team the following materials:

a. A statement of income and expenditures - budget, etc.

See Exhibit I-lla.

b. A copy of the officially adopted budget for the current fiscal year, also by major budget categories.

See Exhibit I-lla.
c. Salary schedule for certificated staff, showing current placement of all staff members on schedule.

See Exhibit VIII-10a.

C. Liaison Between the College and the Community

Describe your plan for keeping the area served by the college well informed about the institution and for keeping the college and its staff well informed about post high school educational needs of the area served. Indicate by what means the plan is implemented.

The area served by the College is kept well informed about the institution through the Office of University Relations and the Public Relations Officer. Within Leeward Community College itself public relations are coordinated through the Office of the Associate Dean of Special Programs and Community Service and on an individual basis. The College Provost is, however, considered the Chief Public Relations Officer of the College. For further information, see Section VII.

D. In response to the 1971 Recommendation Report. See also Section VI

On the question of administrative re-organization at Leeward Community College, which was recommended by the previous Accreditation Team, the following steps have been taken:

1. The Provost has mandated the Faculty Senate to appoint a committee to make its recommendations.

2. The Faculty Senate Chairman has appointed such a committee which is currently studying this matter. The Provost and the Dean of Educational Services, in consultation with members of the faculty, are presently re-examining the organization and functions of the Office of the Director of Student Services.

3. Due to the State's economic picture, the Governor has frozen all non-instructional and vacant administrative support positions and decreed that no positions be filled without prior clearance from the President of the University, who in turn must clear such recommendations with the Governor.

4. All personnel increases, both instructional and staff support positions, have been held to a minimum since the 1973 Legislative Session, and will likely continue the same in the foreseeable future.

See Exhibit I-3a for recommendations formulated by the Self-Study Committee.