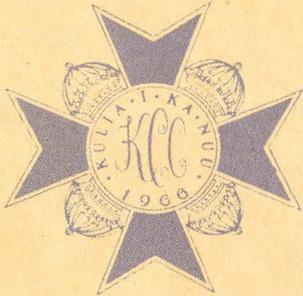


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Instructional Services Office
Kapiolani Community College
620 Pensacola Street
Honolulu, HI 96814



APPLICATION
FOR
ACCREDITATION

UNIVERSITY OF HAWAII

KAPIOLANI COMMUNITY COLLEGE

Honolulu, Hawaii • August, 1974

SELF - STUDY REPORTS

SUPPLEMENT TO

APPLICATION FOR ACCREDITATION

SUBMITTED BY

UNIVERSITY OF HAWAII

KAPIOLANI COMMUNITY COLLEGE

620 PENSACOLA STREET

HONOLULU, HAWAII 96814

FREDERICK HAEHNLEN, PROVOST

AUGUST, 1974

**To WESTERN ASSOCIATION OF
SCHOOLS AND COLLEGES**

**ACCREDITING COMMISSION FOR
JUNIOR COLLEGES**

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GENERAL INFORMATION

The Organizational Committee is composed of the following members:

The Organizational Committee is composed of the following members: [Faint text listing names and roles]

GENERAL INFORMATION

ADDRESSING THE REFERENCING COMMITTEE

I	General Information
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GENERAL INFORMATION

I. The Organization Established to Conduct the Self-Study

A. Committees

An Accreditation Steering Committee and nine self-study committees were formed to plan and prepare this application for accreditation. Every faculty member was asked to serve on at least one of the committees. The Director of Community Services and Summer Session coordinated the Steering Committees.

The following is a list of the committees, their chairmen and members:

ACCREDITATION STEERING COMMITTEE

I.	Functions and Objectives	-	Haroldine Nunes
II.	Curriculum	-	Robert Fearrien & Irene Nakamura
III.	Instruction	-	Jane Fukunaga
IV.	Faculty	-	Donna Brodd
V.	Student Personnel Services	-	Janet Ishikawa
VI.	Community Services	-	John Chrape
VII.	Learning Resources	-	Harold Pohlod
VIII.	Physical Plant and Equipment	-	Henry Kim
IX.	District and College Governance	-	Esther Noguchi & Gladys Sato

SELF-STUDY COMMITTEES

I. FUNCTIONS AND OBJECTIVES

Chairman: Haroldine Nunes

Rosemary Burnett

Roland Clements

Robert Greiner

Isao Matsumura

George O'Donnell

Nancy Sakamoto

Soichi Uehara

Julie Wallace

II. CURRICULUM

Chairmen: Irene Nakamura
Robert Fearrien

Louise Holmes

Ruth Lucas

Patsy Matsunaga

Walter Schiess

Lawrence Shimazu

Molly Tani

Bessie Taussig

Joyce Watanabe

Ken Miyoshi

Frank Nobriga

Lydia Carnahan

Clive Cabral

III. INSTRUCTION

Chairman: Jane Fukunaga

Josephine Aoki

Michael Garcia

Linda Kodama

Keitha Labrador

Joyce Nakamura

Sandy Perez

Lillian VanBuskirk

Joyce Wildes

Siegfried Wiegand

IV. FACULTY

Chairman: Donna Brodd

Jay Conquest

Eleanor Fujii

Kate James

James Jeffryes

Sanae Moikeha

Eleuteria Yanai

Esther Higaki

V. STUDENT PERSONNEL SERVICES

Chairman: Janet Ishikawa

George AuHoy
Gayle Barenz
Tim Boyne
Morton Gordon
James Jeffryes
Amy Kurata
Jerry Lamb
Lydia Leong
Barbara Matsuura
Don Voyce
Frank Nobriga

VI. COMMUNITY SERVICES

Chairman: John Chrape

Jerald Bell
Sharon Ching
Betty Jo Dowdle
Ken Higa
Henry Kalani
Kenko Kina
Yuriko Nishimoto
Carolyn Tani
Tenny Tom

VII. LEARNING RESOURCES

Chairman: Harold Pohlod

Joe Chun
Jerry Davis
Margaret Harris
Loretta Hicks
Gerald St. James
Hong Kwun Pang
Saul Slatoff
Iris Taketa
Shirley Vashishta
Robert Peppin

VIII. PHYSICAL PLANT AND
EQUIPMENT

Chairman: Henry Kim

Emilio Alcon
Joe Chun
Fred Ditzel
Hanayo Hashimoto
Shigemi Kabutan
Louis LeBay
Diane Lim

IX. DISTRICT AND COLLEGE GOVERNANCE

Chairmen: Esther Noguchi
Gladys Sato

Karl Bornhorst
Charles Daniels
Dave Harris
Robert Kimura
Robin Mann
Elaine Min
John Mowbray
Brendan Wall
Michael Wong
Alice Watanabe

B. Schedule for the Preparation of this Application

The first meeting of Kapiolani Community College's Accreditation Steering Committee was held on October 15, 1973.

At its meeting, the Accreditation Steering Committee proposed the following time schedule for the preparation of this application:

- | | | |
|------------------|---|----------------------------------------------------------------------------------------------------|
| October 24, 1973 | - | All nine committees will be formed with representatives of all divisions sitting on each committee |
| March 15, 1974 | - | First draft of Self-Study reports due |
| April 1, 1974 | - | Steering Committee members to evaluate report prepared |
| April 15, 1974 | - | Distribution of copies of the prepared report to the entire college staff |
| May 1974 | - | Additional Steering Committee meetings and faculty approval |
| June 1974 | - | Final editing of Accreditation report |
| July 1974 | - | Printing of Application for Accreditation. |

C. Committee Procedures

After the initial general meetings to establish organization (e. g. discussion of New Manual Procedures, forming sub-committees, making individual assignments) and procedure, the committees began their investigative work. Some members were assigned to gather data for display in the team room, while others were involved in surveys of faculty students and administrators for specific information needed to write their reports.

The chairmen of the committees would meet on a scheduled basis and guide the committee members through their assignments. The Steering Committee would also meet on a regular basis with

the coordinator to discuss "problems and progress" in committee sessions. The Dean of Instruction was kept posted on the work and progression of the nine committees through minutes of meetings and direct communication with the Steering Committee.

II. Type of Institution

Kapiolani Community College is a public institution, one of the seven community colleges of the University of Hawaii, authorized by Act 166 of the Legislature of the State.

Act 166 reads:

"Sec. 305-1 System of Community Colleges. The Board of Regents of the University of Hawaii shall develop and administer a system of community colleges."

"The purposes of community colleges shall be to provide two-year college transfer and general education programs, semi-professional, technical, vocational, and continuing education programs, and such other educational programs and services as are appropriate to such institutions."

"Sec. 305-2 Powers of Board. The Board of Regents shall have authority to establish and govern community colleges. It shall have the same powers with respect to the community colleges that it has as to the University in general."

The Board of Regents of the University of Hawaii is composed of nine members, appointed by the Governor of the State of Hawaii confirmed by the State Senate. The Board elects its own chairman. The Board of Regents of the University of Hawaii have the responsibility for all higher education in the State of Hawaii including the Manoa and Hilo campuses of the University, and the seven community colleges.

Community College Systems Office

Certain administrative functions are centralized. These are principally in business affairs--accounting, some recordkeeping and physical planning and development. The Office of the Vice President for Community Colleges attempts to supply staff assistance in curriculum, student financial assistance programs, federal aid programs, institutional research, and school and college relations.

Office of Vice President for Community Colleges

The Office of Vice President for Community Colleges is currently vacant. A Director of Community College Services presently serves as the liaison person between the President and the campus Provosts.

The Office of the Vice President for Community Colleges functions through a Council of Provost, recommending policy to the President of the University. A Council of Faculty Senate Chairmen advises the Council of Provosts on policy matters.

Autonomy within the Community College System

Within the broad outlines of the law, state rules and regulations, and general policy statements of the University Board of Regents, each campus operates quite independently.

Each college determines its own administrative structure. Each has its own Faculty Senate. Policies regarding tenure and salaries are uniformly applied, but personnel needs and recruitment is done independently.

Approaches among the campuses regarding "college transfer" programs and occupational programs differ. There is a State-wide Curriculum Council, chaired by the Vice President for Academic Affairs, to make recommendations to the President regarding articulation problems related to academic matters.

In addition, a State-wide Articulation Committee advises the President regarding centralized admission, and other student-related problems.

III. History of the Institution

Refer to College Catalog and Education Development Plan II.

IV. General Information

A. State of Hawaii

The State of Hawaii consists of eight major islands and 124 minor islands with a total land area of 6,425 square miles and a coastline of 750 miles¹. As of mid 1972 estimated population, Hawaii has approximately 808,560 people.

¹The State of Hawaii Data Book, a Statistical Abstract, 1973, Department of Planning and Economic Development, p. 84.

B. Island of Oahu

Kapiolani Community College serves the island of Oahu, which for most purposes comprises the City and County of Honolulu.

The City and County of Honolulu has approximately 595.7 square miles of land and about 137 miles of general coastline². Approximately 81% of the State's total population live on the island of Oahu. Most of the students who attend Kapiolani live in the City and County of Honolulu.

Our State's population is young--50 percent are under 25 years of age (1970 census report)--and racially diversified.

Migration has been a major factor in the growth of population. Between 1960-1970, approximately 193,000 persons (excluding military personnel and their dependents) moved to Hawaii. The in-migrants included 156,000 from the Mainland and over 36,000 from foreign countries, chiefly the Philippines³. More recent, a considerable amount of interest has been taken into the size of Hawaii's population and its future expansion. Reflecting the attitudes of their constituents, State Legislators have expressed their concern for the development of a population policy for the islands⁴.

Honolulu's geographical location in the Pacific Basin is fast becoming the "hub" or "linking" of Eastern and Western culture. Visitor arrivals in 1973 set a new record of 2,630,952, up more than 17% over 1972's total. Although the Federal Government has not yet released all the data, preliminary figures indicate strong increases in overseas travel to and through Hawaii, primarily from Japan and the South Pacific. Visitors to Hawaii from Japan alone are estimated to be at least 300,000 in 1973⁵.

Honolulu, the capital of the State and the seat of the City and County and State Government, is the business and industrial center of the state. It is the center of much of the state's financial and investment activity. In addition to commercial banks, trust companies and savings and loan association, the Honolulu Stock Exchange and member firms of the New York Stock Exchange are situated here.

²Ibid., p. 19.

³Ibid., p. 5.

⁴Population Dynamics in Hawaii, ERC, Bertrand M. Renaud, Economic Research Center, U of H, 1973, p. 1.

⁵Hawaii State Department of Planning and Economic Development, Hawaii: Heart of the Pacific Family of Nations, 1970, p. 18.

City and County of Honolulu's business and industrial activities are many and varied. The Honolulu Harbor, a deep-water port with modern, efficient passenger and freight terminal facilities, services everything from Russian passenger ships to Japanese fishing fleets. There is also a barge harbor at Barber's Point; the Honolulu International Airport--a modern facility capable of servicing all types of air-craft; Inter-island air terminals, all of which make Honolulu the center for trans-Pacific and inter-island travel and freight service.

The Major Income Producers on Oahu

1. Military Expenditures--Hawaii is a strategic link in the defense system of the United States. CINCPAC, the military command of all Pacific area forces, is located in Honolulu. All branches of the military services are actively involved in Pacific operations from Hawaii. The goods and services sold to the military, together with their payrolls, is Hawaii's largest single source of income. There are eight major military installations on Oahu.
2. Visitor Industry--The growth of the visitor industry in recent years has been the outstanding characteristic of the State's economy. Although more visitors are spending more time on neighbor island hotels, Waikiki is still the primary destination for most visitors. New hotels with modern convention facilities have significantly increased. Honolulu--fast becoming a cosmopolitan city of many faces, now offers the visitor or local resident a variety of international retail shops, restaurants, "Las Vegas type" showrooms with top entertainers, as well as entertainment from its own ethnic races--Hawaiian, Japanese, Chinese, Korean, Filipino, Caucasion, and Portuguese.
3. Agriculture--The sugar and pineapple industry are still major income producers on Oahu. In addition, melons and vegetables contributed to our income.
4. Food Processing--This is the largest single category in Island manufacturing. In addition to the sugar refinery and a number of pineapple canneries on Oahu, there are plants engaged in producing tropical fruit drinks, Hawaiian jams and jellies, canned tuna, and many oriental and Hawaiian food specialties. Also, nearly all brands of nationally-known soft drinks are produced in local plants.

5. Retail Sales--Shopping centers are common throughout the Island; Honolulu's Ala Moana Shopping Center is one of the largest in the world. In addition to the supermarkets and other stores that carry nationally-known brands of foods, clothing, and appliances, there are specialty shops that sell Hawaiian products and products of Pacific and Asian countries.
6. Construction--Paced by unprecedented strength in the residential market throughout the state, construction continues to boom. On Oahu, apartment/condominium and resort developments continue to add to our economy. Construction completed on Oahu in 1972 represents 90 percent of the building activity in the state.
7. Government--Government plays an ever-increasing role in the economy of Hawaii. The Federal, State and Local governments in Hawaii presently control approximately 43 percent of the land in the State. The number of civilian employees in all levels of government constitute about 23 percent of the total employment and account for more than 37 percent of total wages paid in Hawaii⁶.

Means by Which the College Staff Keeps Aware of the Changing Nature of its Service Area

Kapiolani Community College maintains a vigorous program for studying the changing nature of its service area. In the occupational fields particularly, there are effective advisory committees, whose members are leaders in the various related businesses and industries, professional associations, and labor unions. These committees inform the division and departmental staffs of the changing nature and needs of their respective fields. Also, there are a number of instructors who, in addition to teaching in the classroom, confer with employers and supervise or observe students participating in work-experience training programs. Among these instructors are those in the Health Education Division, Business Education Division, and the Food Service and Hospitality Education programs.

The College staff also utilizes the investigative efforts of others. The College receives and uses a number of publications from both government agencies and private business organizations.

⁶Hawaii '72, Annual Economic Review, Bank of Hawaii, 1972, p. 35.

V. Enrollment

A. Fall semester

	1971-1972			1972-1973			1973-1974		
	Men	Women	Ttl	Men	Women	Ttl	Men	Women	Ttl
1. Full-time	804	1094	1898	900	1335	2235	1014	1458	2472
2. Part-time	318	549	867	262	503	765	343	661	1004
TOTALS	1122	1643	2765	1163	1838	3001	1357	2119	3476

B. Summer school

	1971			1972			1973		
	Men	Women	Ttl	Men	Women	Ttl	Men	Women	Ttl
Summer School Credit	261	412	673	289	506	795	479	711	1190

VI. Size of Staff

1971-1972 1972-1973 1973-1974

	1971-1972	1972-1973	1973-1974
Administrators	9	8	8
Instructors - Full Time	77	77	79
Instructors - Part Time (15 credit hours equiv. FTE)	6.4	11.7	17.8
Other Staff			
Librarians	2	2	2
Counselors	6	6	6 (1 vet.)
Educational Media Specialist	1	1	1
Bookstore Manager	1	1	1
Administrators:			
Provost	1	1	1
Dean of Instruction	1	1	1
Dean of Students	1	1	1
Associate Dean of Instruction	1	1	1
Director, Community Services & Summer Session	1	1	1
Director, Admissions & Records	1	1	1
Administrative Assistant	1	1	1 (spring sem. vacant)
Administrative Officer	1	1	1
Fiscal Officer	1	1	1

VII. Financial Report

Hawaii's educational system is organized on a state-wide basis: Department of Education, University of Hawaii System of Higher Education. There are no local districts. Operating funds and funds for capital improvements are appropriated by the State Legislature.

The following information represents the College's financial support for the past three years:

KAPIOLANI COMMUNITY COLLEGE

	<u>1972-1972</u>	<u>1972-1973</u>	<u>1973-1974</u>
Total Direct			
Operating Expenses*	2,303,895	2,459,000	2,713,453
Means of Financing			
State Funds	1,853,895	1,949,000	2,213,453
Federal Funds**	350,000	380,000	400,000
Special Funds***	100,000	130,000	140,000

*Not including certain administrative services provided by the Community College Services Office, University of Hawaii, and State of Hawaii.

**Includes: Title III funds; Workstudy funds; and Cooperative Vocational Education funds; Allied Health

***Includes: Food Service operation and bookstore.

I. FUNCTIONS AND OBJECTIVES

CHAIRMAN - HAROLDINE NUNES

COMMITTEE MEMBERS

ROSEMARY BURNETT

ROLAND CLEMENTS

ROBERT GREINER

ISAO MATSUMURA

GEORGE O'DONNELL

NANCY SAKAMOTO

SOICHI UEHARA

JULIE WALLACE

FUNCTIONS AND OBJECTIVES

During the three-year interval since the visit by the 1971 Accrediting Team, the College, despite austere State budgeting practices and limited fiscal support for facilities and programs, has continued its efforts to implement its philosophy and objectives through innovative teaching methods and new courses in its general education and vocational education programs and through additional and expanded services in the student personnel area. However, there has been little change in the College's Community Services and Continuing Education program; this area still needs further development and much financial assistance.

Since the last team visit, the College has made some effort to revise its procedure for curriculum change and development and to review its philosophy, objectives, and functions.

In the Spring of 1973, the Faculty Senate Curriculum Committee implemented a common prescribed procedure for recommending and approving curriculum changes. The Committee has, however, not developed common criteria for judging proposed curriculum changes and additions and for evaluating courses and programs already implemented.

Although the statements of the College's philosophy and its specific objectives remain unchanged, the goals and objectives of most divisions and departments have undergone review and been updated. In at least two of the divisions the development and revision of the department objectives are largely the result of the efforts of the teaching faculty. In other instances, however, it appears that the division and department goals and objectives were by and large developed and written by the chairman and department coordinators and either circulated among the faculty for comment or merely presented to the faculty for acceptance.

In the fall of 1973 a Dean's Advisory Council, a recommending body composed mainly of division chairmen and department coordinators, was formed to provide a forum to deal with campus-wide curriculum problems. During the academic year, the DAC focused much of its attention on reviewing existing curriculum policies and determining course numbering guidelines, developing general education goals, objectives, and points of commitment, and establishing graduation requirements. The recommendations of the DAC are communicated to the faculty via the division and department organization and are then sent to the Faculty Senate Curriculum Committee for action and transmittal to the Faculty Senate.

Also, in the fall of 1973 a procedure for evaluating courses and programs was established. This plan, the Regents' Five-Year Evaluation Plan, requires

that all programs be evaluated once every five years; it also requires total faculty involvement. The first program to undergo such an evaluation was the Health Education Division, i. e., Radiologic Technology, Practical Nursing and Dental Assisting.

It is apparent to this Committee that the College needs to institute a program to provide for the periodic reexamination of its statement of functions and objectives and for the review and, if necessary, revision of division and department objectives--all done with the participation of faculty and students as well as administration. This Committee, therefore, recommends:

1. That there be more active faculty involvement in the development of division and department objectives.
2. That the present division and department objectives be revised so as to make them more student-oriented and more measurable.
3. That the Faculty Senate through its Curriculum Committee institute procedures for an on-going review of the College's philosophy, functions, and objectives.
4. That there be a full-time staff member of the Instructional Services Office assigned to assist the divisions and departments in developing and revising their objectives and to edit the copy.
5. That the College's statement of philosophy be revised so that it includes the following in the sequence below:
 - a. Act 39
 - b. The Philosophy (as stated on page 8 of the 1973-74 Catalog)
 - c. The premises on which the philosophy is based. (See page 12 of the Educational Development Plan II.)
 - d. The functions of the College (stated in measurable terms).

Response to these recommendations appears imminent. In the spring of 1974 an amendment to the Faculty Senate Charter was proposed and voted on. This amendment provides for more faculty and student participation on the Curriculum Committee and increases the powers of this committee. If this amendment is ratified, there should be more faculty and student involvement in curriculum matters and a provision for on-going review of the College's statement of philosophy, goals, and functions.

Furthermore, a recent action of the 1973-74 Curriculum Committee commits the Committee to reviewing and revising the College's statement of philosophy as outlined in Recommendation #5 of this report.

One of the most heartening actions of the recent session of the Hawaii State Legislature was its decision to purchase the land on which to relocate the College and its appropriation of \$1,000,000 for renovations to existing structures on that land. It appears that master planning for programs and facilities on the new site should soon get underway.

II. CURRICULUM

CHAIRMEN - IRENE NAKAMURA
ROBERT FEARRIEN

COMMITTEE MEMBERS

LOUISE HOLMES
RUTH LUCAS
PATSY MATSUNAGA
WALTER SCHIESS
LAWRENCE SHIMAZU
MOLLY TANI
BESSIE TAUSSIG
JOYCE WATANABE
KEN MIYOSHI
FRANK NOBRIGA
LYDIA CARNAHAN
CLIVE CABRAL

CURRICULUM

I. DESCRIPTION

A. Curriculum Development

Proposals for curriculum development and revision come largely from faculty members. After thorough discussion and study among the faculty of the originating department and division, followed by circulation for comments among the faculty at large, the proposals with recommendations are forwarded to the Curriculum Committee for further review and recommendation. The Curriculum Committee which is a standing committee of the Faculty Senate has the responsibility of determining the overall effect of any proposed change or addition. The committee's recommendations are then submitted to the Faculty Senate which then forwards them to the Provost for final approval or rejection. The Division Chairmen then have the responsibility for implementing staffing and scheduling of the approved courses and programs.

Curriculum revision may also result from evaluations by various members of the College. However, common criteria for evaluation of courses and programs should be developed. Some departments are developing criteria for their own courses and programs without perhaps sufficient consideration of the impact upon the College as a whole.

Any instructor may propose a course and offer it on an experimental basis for one year, without formal approval of the Curriculum Committee, but with the approval of the Division Chairman and the Dean of Instruction. However, the course must be evaluated at the end of the experimental period before the Curriculum Committee can consider it for adoption and inclusion in the College Catalog. Here again evaluation criteria and guidelines need to be agreed upon.

All curricula of the College are under continuing evaluation. Student evaluation of courses and programs is invited and departmental evaluations routinely expected. Some programs are periodically evaluated by appropriate occupational licensing and accrediting agencies and boards. The University System requires formal evaluation of programs at five-year intervals.

The Dean of Instruction has established a Dean's Advisory Council composed of representatives of each department and division which meets to discuss problems of articulation and overall curriculum development. The meaningful discussions of this Council have been helpful in curriculum and program development.

With the development of the College's goals and objectives for general education, evaluation of new and existing programs will be less confusing for all concerned. Based on these goals and objectives, the basic requirements for general education toward an Associate degree or certificate, have been formulated. It is hoped that curriculum development and modifications will work towards better achieving more of these goals and objectives, as well as the overall objectives of the College.

B. Problems of Articulation and Competition

The College's location among several geographically-close academic institutions provides some unique problems. Cooperative Education programs, for example, are offered at Leeward, Windward, and Honolulu community colleges, as well as at Hawaii Pacific, a wholly cooperative education college, and in the secondary schools. Problems of costly competition and duplication between community colleges and secondary schools in the areas of data processing, accounting and office procedures have been a serious concern. The State Director for Vocational Education has initiated a review of the collaborative roles and functions of occupational programs between secondary and post-secondary schools. After a series of meetings between representatives of the Department of Education and the Community Colleges, articulation agreements have been developed for some occupational programs and have been reviewed for implementation.

Other institutions have nursing programs, ranging from a one-year practical nursing program at Hawaii and Kauai community colleges, two-year Associate Degree Registered Nursing Programs at Kauai and Maui community colleges and at the Manoa Campus of the University of Hawaii, to the four-year Registered Nurse Program at the Manoa Campus. Various institutions offering similar programs compete for clinical facilities for the work experience needed by these students. Further problems arise from the overlap of course content because of non-uniformity and differing sequence.

The Arts and Sciences Division has just completed extensive renumbering, renaming, and other modification to ease transfer of Liberal Arts majors among other institutions in the University System. The Food Services Division reports that the Foods and Nutritional Services department at the Manoa Campus has agreed to accept 34 credits of this division's food services courses.

A state-wide articulation committee has been formed to further examine articulation problems and the Option II Associate in Arts package proposal. It is composed of the Curriculum Committee chairmen and the Deans of Instruction of the community colleges.

C. Occupational Curricula

The College is continuing its efforts to maintain, expand, and improve existing occupational education programs. A State Vocational Education Master Plan is being designed to furnish guidelines for future expansion of additional occupational programs and to address itself to comprehensiveness among the community colleges on Oahu.

Since the last accreditation team visit the College has added several new courses and programs in the occupational divisions. In response to student and local hotel industry needs, the Business Education Division has added courses in housekeeping procedures and Japanese Language for Hospitality Industry Personnel. Short-term certificate programs in Sales and Marketing and Cashiering have been included to allow students to acquire necessary skills to meet current local job market demands. A new program in legal secretarial and medical secretarial training will be added during the spring semester of 1975.

Individualized instruction through the Learning Resources Center was further expanded and implemented to include intermediate and advanced typewriting, intermediate shorthand, and office procedures (filing and duplicating). Because of the widely varying range of students' abilities within the College, it is hoped that individualized instruction will give students more satisfying learning experiences at their own pace. Flexibility in scheduling in course work will allow individuals who hold full-time positions in the community with a better opportunity to upgrade their present skills or to acquire other skills. Data is now being accumulated for study to determine the program's effectiveness. A formal evaluation has been scheduled for the third year of operation, 1974-75.

As a result of informal studies of local job market demands, the Data Processing program is currently undergoing change and modification. Greater emphasis will be placed on small business computer systems. Much effort has been devoted to improve articulation among the community colleges. After 18 consecutive monthly meetings with representatives of data processing departments of the other community colleges in the System, courses have been renumbered, restructured, and revised to assure greater uniformity of content and quality where comparable courses are offered, and to avoid costly overlapping.

The Food Service Division has added several non-credit courses and a Cooks Apprenticeship program. The Division is considering a program in nutrition and dietetics, and an extension of its present baking and advanced cooking classes to provide additional skills and food planning,

preparation and service. Four one-credit self-study individualized instructional modules are being designed for certain courses, to enable students to learn at their own pace. Meat, Fish and Poultry Analysis, Sugar Works, Wine Appreciation, and Asian Cookery, are new courses designed to accommodate people presently employed in the foods industry. Graduates of the Food Services program are now employed by over 60 food service establishments in our community, indicating the wide acceptance of Kapiolani's trained students by the local foods industry.

In recognizing the community trends and fulfilling community needs, the Health Education Division has added the Occupational Therapy Assistant (O. T. A.) program. Graduates of the O. T. A. program assist registered occupational therapists in general activity, supportive, maintenance, and rehabilitative programs for patients with physical, psychosocial, or developmental dysfunction. In addition, a Medical Records Technician Program is being planned.

The Nursing Program has modified certain courses, utilizing audio-visual equipment to reinforce basic nursing principles and techniques.

Among concerns expressed by accrediting organizations for health programs is the inadequacy of facilities, particularly in the Radiological and Medical Laboratory Technicians programs. In the immediate future it is imperative that the College find additional space for the Health Education programs, presumably on the new campus.

D. General Education and Transfer

The Arts and Sciences Division provides general education and transfer courses for all students enrolled in the College. Because of this the activities of this Division have significant impact on the whole College program. The Division has made continuous efforts to reexamine its relationship to the philosophy and objectives of the College. It is generally felt that this relationship in the realm of the Arts and Sciences is fairly clear. Students confess difficulty in interpreting the philosophy and objectives statements and tend to ignore that section of the catalog devoted to these statements, but upon examination feel that the Division is responding fairly well to these philosophical views. One area in which the Division clearly needs to make moves, when better facilities are available, is for community needs in terms of cultural and recreational programs and non-credit courses.

Like most educational institutions, Kapiolani has an educational development plan, containing the elements of educational development planning, a continuous process. An appraisal of the second draft of

the EDP, written in 1971, shows that the Division has not only been aware of but has been working to implement and improve its developmental plans. In looking over the long-range plans of the College, it must be concluded that neither the "satellite campus" plan nor the "artist" or "superior-teacher in residence", described in the EDP, were attempted. If the energy crisis continues, the former idea possibly may be resurrected. In other areas the Division has refined plans, initiated courses, and requested better facilities to improve instruction. The course in cooperative education, modular courses in Hawaiiana, composition and literature, extension of course offerings into late afternoons and evenings and Saturdays, more issue-oriented, topical and practicum courses, and courses in information science, tutorials, ocean science, ELIP, ethnic studies, Pacific Basin studies, have all been worthy responses to the EDP's projections. Students also furnished suggestions for a wide variety of desirable courses (how to treat with reality, not the ideal, in society; futuristics; mass transit; more ecology-environmental courses, etc.).

As the faculty gained greater insights into the objectives of the community college, the Six-Year Plan has reflected a refinement, an expansion, a change of emphases, compared to EDP II. The plans of the faculty have also become more realistic, planning within the limitations of funds available and the changing picture of site determination. The Six-Year Plan is more specific and includes a factor of accountability, measures of effectiveness, not discussed in the earlier plan. In response to the Six-Year Plan the Division has added courses in pollution-ecology, and computer science, and has discussed curriculum concerned with the Aloha Spirit and gerontology. Reading and writing and mathematics laboratories have been planned and at least partially implemented. The Division has made significant use of the Learning Resources Center.

Both the Division's Six-Year Plan and the general education-transfer section of the EDP II appear to be consistent with the College philosophy and exemplify the Division's commitments to the College's goals.

It is evident that the Division could ideally furnish many more course offerings and perhaps additional programs as well. Constraints of space, instructor preparation time, proper facilities, etc., affect the possibilities of enlarging the curriculum. Curricular areas in which it is felt that the Division is particularly lacking include the sciences, awaiting new and improved laboratory facilities, presumably on a new campus; program requirements in such areas as music, engineering, pre-med., etc., since at present students planning to major in these career areas are advised to quickly make their transfer

to Manoa since the College cannot offer these prerequisite courses at present; the arts (ceramics, leatherwork, etc.); language-culture courses; foreign language offerings, human development courses; and additional physical education courses.

With a likely revision of the EDP and the Six-Year Plan in the offing in view of the planning for the new campus, the entire program can be reassessed, and presumably funds appropriated for new positions to fill out the program. Considerable enlargement of the curriculum should logically take place in the next few years, as the student body size increases to the projected figure of 4,500-6,000.

The Arts and Sciences Division appears to maintain a low profile at present as regards innovation of programs. Except for the very new cooperative education program, which has models elsewhere, the Division has not attempted new programs. Explanation for this primarily lies in the constrictions of limited space, money and faculty. It may well be too that the Division sees as its primary tasks the satisfaction of general education for occupational and transfer students and has expended its energies upon development of these first. During this year of 1973-74, however, the Division has been considering and revising a set of goals, objectives, experiences, and directions in general education, all of which could furnish the basis for curricular planning and will likely provide the framework for revision of old and adoption of new courses for the A.S. and A.A. degrees. This whole statement was examined by the Curriculum Committee in the spring of 1974 and discussion on its application will begin in the fall semester of 1974.

Within particular courses, however, there have been some worthwhile curricular experiments and innovations. The adoption of modules of five weeks duration as a framework for material to be examined has been made in the Hawaiiana courses (comprising history, foods preparation and Hawaiian government), and in the sophomore literature courses. Modularization and use of the L.R.C. to individualize instruction as supplement to the course work are being employed in Science 30, Psychology 100 and 110, Music 160, Science 121, Microbiology 130, and English 10, and 30. Team-teaching between the humanities and the social sciences has been underway for several semesters. The psychology courses offer a variety of options to students who enroll in them, in order that the student might select the options which best fit his needs and intentions. The sociology students regularly take neighbor island trips to visit communes and explore the possibilities of group living. Four "special studies" courses provide opportunity for students to work in the community, as volunteers in various social work enterprises, as legislative aides, or as aides during political campaigns.

Several of the speech, math, reading and writing courses are taught almost as tutorial classes, with the supplemental employment of the L.R.C. A new course in tutorials permits students to earn credit while assisting other students in the understanding of course work. The College continues to provide small-group work in courses in guidance and human potential.

Use of the L.R.C. beyond what is being offered there now is exceedingly limited due to space and equipment restrictions. Size of classes and the nature of many of the courses preclude much individualized instruction development. Students have indicated in polls that the mode of instruction that they prefer at K.C.C. in the Arts and Sciences Division is discussion-lecture. Students indicate too rather strongly that they want direct instructor contact even in courses that use the L.R.C. extensively. Instructors seem to be accessible to students for personal assistance, but some difficulty in locating lecturers is indicated. Logically the Division might well move into various forms of individualized instruction that combine some forms of tutorial method with present class sizes, while maintaining a lecture-discussion type of instruction.

The College makes considerable use of Title III funds for research into curriculum. Other federal funds have been employed for developing new curricula in health education, in supplying hardware for instructional purposes in the L.R.C., in refining curriculum for students who can be termed "disadvantaged," and in covering costs for the cooperative education courses and assistance provided by the College. Other instructional costs are met out of the state's general fund.

The Arts and Sciences Division is one of the two divisions most pinched for space on the present campus. Efforts to locate supplemental facilities have been made by the Division chairman and others concerned with the space problem. Thus several off-campus facilities have been employed, none permanently. During the spring semester of 1974 some late afternoon classes met at McKinley High School, directly adjacent to the campus.

The College desperately needs special rooms for biology, chemistry, physics, and microbiology labs, and for drama, music and art courses. Additional space for the L.R.C. is also imperative; the limitations of the present L.R.C. size constricts the use of this approach to instruction. It would appear that there are almost no convenient and available rooms for these purposes in nearby buildings, except at McKinley, and there only in the late afternoon. Fuller development of the curriculum in Arts and Sciences must await the decision about the campus site and the beginning of a planned capital improvement program.

E. Work Experience Education

There are three distinct types of students in the work experience program: those under the Work Study Program which is federally funded, the cooperative education program presently funded both by the Hawaii State and United States government, and those who just work after locating jobs on their own or through the placement director on campus.

The work study program students receive financial aid from federal grants and are counseled through the Student Services Center. In the spring of 1974 there were 66 students who worked as teaching assistants, general and custodial helpers.

The Business Education Division operates its cooperative education program with five part-time coordinators who serve also as instructors in their specialized areas. In the spring of 1974, approximately 175 students were enrolled in the program. The Division offers this program in the following areas: Accounting and Bookkeeping, General Clerical, Hotel Operations Mid-Management, Secretarial Science, and Merchandising Mid-Management. This elective program provides students an opportunity to relate their academic learning with off-campus work experience. The student is placed in a paid position in the related area of his occupational interest, attends classes in the morning or afternoon and reports to work. The instructor/coordinator serves as a liaison person between the business community and the college and channels relevant job information to the respective departments.

The Food Services Division is initiating a cooperative education program in the fall of 1974 in specialized areas not covered in its present curriculum, such as food management, catering, school cafeteria, and hospital dietetics, which the Division cannot undertake presently due to limited facilities. There are 224 full-time students enrolled and 75 part-time students who receive credits for a college laboratory experience.

Approximately 300 students in the Health Education Division are involved in the work experience program for spring of 1974. They receive credit for their clinical experiences, but the students are not compensated because of the policies of the National Accreditation Committees.

The Arts and Sciences Division has introduced a cooperative education program for its students, primarily on an exploratory basis.

The following areas have been investigated as possible training stations: conservation (forestry), counseling, natural science (oceanography), performing arts and music, social science (anthropology, history), social work (counseling aides), teaching (teacher aides), writing occupations (journalism), and other professional and related occupations, such as landscape artists, recreational workers, radio and television workers. The program has 46 students enrolled.

For those students who are not able to participate for some reason or perhaps not prepared for employment, there is a proposal now being made in the Secretarial Science department to set up a simulation laboratory complete with office equipment and decor.

When Kapiolani moves to Fort Ruger, cooperative education students will be farther away from their training stations. The center of employment is mainly concentrated in the downtown and Ala Moana areas.

If the cooperative education program is to attain the prominence it deserves in the academic community of the College, the responsibility for the administration, operation, and supervision of the program should be monitored by one central point of contact, namely a Department of Cooperative Education and Placement.

F. Continuing Education

Since the last visit of the accreditation team, enrollment in Extended Day (4:30 - 9:30 p. m.) classes has increased from 631 to 1,115. Thirty-nine new non-credit courses have been added in response to requests from students and faculty. Extended Day courses cover such widely varying subject areas as anatomy and physiology for ambulance drivers, the Japanese language for hotel workers, and military club management for military personnel. Courses offered for credit are often additional sections of daytime offerings, and the same standards are used for selection of instructors and lecturers as for the day time program. There is no distinction between the regular day and the extended day characteristics except for the large number of non-credit courses offered at night. Credit for the evening courses is the same as for their daytime counterparts. All student records are maintained by the Office of Admissions and Records.

The last accreditation team recommended that the evening instructional program be more closely supervised. The responsibility for course scheduling and instructor hiring and evaluation has been placed

under each division's jurisdiction. In addition, one member of the Instructional Services office is on duty each night classes meet for the purpose of registering students, collecting fees and providing information.

A random survey of 71 students in the Extended Day program sought to discover what services and courses they desired most. More than half the respondents (37) wanted the library to remain open; 22 students listed "coffee shop or snack bar" as a needed service, and 10 wanted business office facilities available. Other services mentioned included Learning Resources Center, Bookstore, counseling, Language Arts office, tutoring, and extra lighting around campus. Students suggested 46 courses for inclusion in the Extended Day program, some of which are already offered.

Extended Day courses suggested by daytime students consulted by the committee members include topics such as Hawaii before 1778, handicrafts, wilderness survival, sewing, gardening, guitar, leatherwork, batik-making, and preparation for the Realty Board examinations.

Courses in each of the four divisions of the College, Food Services, Health Education, Business Education and Arts and Sciences, could be greatly expanded if funds were available. These funds would also enable the College to maintain evening library, audio-visual, business office and counseling services, as well as a snack bar or coffee shop for the convenience of students and faculty. A University of Hawaii system-wide master plan for community services programs is much needed to provide a sense of direction as well as financial support.

G. Education for the Disadvantaged

Kapiolani began its Special Student Services Project in the fall of 1971, with vocational education special project funding. The purpose of this project is to extend counseling and guidance to the disadvantaged and handicapped in the areas of vocational education, its objective to identify the physically handicapped as well as the mentally and culturally disadvantaged, so as to maximize the possibility of their becoming a productive part of our society. The program provides the student with services which include tutoring and guidance to help him to carefully select an appropriate area of endeavor, which will best fit his interests, abilities and success potential.

The Food Service Education Division, in conjunction with Oahu high schools and funding from the project, was able to develop a program in dish-^{ARCHIVE} operation. If, upon completion of the initial program, the student shows some promise, this can lead to an early admission into the more specialized Food Service programs.

Effectiveness of the program is evident in the increasing number of these students on campus. Recent renovation of the present facilities has improved accessibility to classrooms by those in wheel chairs and a full-time state-funded counselor has been appointed to coordinate the project.

Vital in the implementation of this is the fact that the administration of the project is centralized. The student is referred directly to the project coordinator by such agencies as the Department of Vocational Rehabilitation, Model Cities, and the Neighborhood Youth Corps, and by individuals: high school counselors, instructors, and friends of the student. All processing then can be organized at this one point.

Annual application is necessary for the continued funding of the project, and the future of it is largely dependent upon the numbers of students who will demand this type of service. Part of the problem met here is that of identification of handicapped and disadvantaged individuals. This is presently being dealt with by the offering of in-service education. However the recent renovation will make it possible for more physically handicapped students to take advantage of higher education at Kapiolani, and this in turn will increase the awareness of the community to further possibilities.

The College recognizes that among those who are disadvantaged are those who have deficiencies in basic skills. Federal funding has assisted in development of learning laboratories for mathematics, reading, writing and speech. The intention is that these labs will become open-learning labs with fluid entrance and exit, to which a student can come at any time to seek and find assistance. Space and staffing somewhat inhibit the development of this service at present.

The Help Center was started in the fall of 1972, with the concept of combining tutoring with a student center for rap sessions. The Center is directed by a counselor on a part-time basis who organizes selected student coordinators. Presently it features help such as tutoring, free legal aid, and general referral services. Increased student and faculty participation testify to the Center's general effectiveness, although progress is hampered by lack of space and a full-time director. This Center and the new Special Studies 100

II. ANALYSIS AND APPRAISAL

Accepted purposes and functions of the College are not overlooked in the curriculum. Chairmen of the various divisions and departments, as well as the Curriculum Committee, have the responsibility of analyzing the objectives of new courses or programs to determine whether they contribute toward the realization of the objectives of the College. Departments and divisions have formed their own sets of objectives and goals around which to plan their future programs after an examination of the College's stated purposes and functions.

The Division Chairmen, together with the Dean of Instruction, are responsible for the allocation of resources for curricular activities which benefit students and help them to achieve their goals. The entire state system of fiscal management is based upon the P. P. B. S., which at present is spelled out down to the division level. Generally close accounting of expenditures is therefore made, according to respective program needs. Some concern is expressed on campus at the possibility of inequity of division of supplies funds among the various elements of the curriculum; some adjustment of these funds, perhaps according to the number of student credit hours generated, would provide a fairer distribution.

With the rapid increase in student enrollment in the Liberal Arts program, and the expressed need to adjust general education offerings according to student needs and program needs for Associate in Science curricula, the greatest concern to many staff members has been the general or liberal education curriculum. The Arts and Sciences Division particularly has been involved with the development of goals and objectives for the Division and for individual departments, and a plan for implementation of new and modified courses and programs to better meet these goals. While awaiting a final decision about Manoa's adoption of the Option II A. A. package, the College continues to prepare for its implementation.

A chief concern to those involved in the expansion of the occupational programs is the acceptance of a State Vocational Master Plan which will provide the necessary guidelines for this expansion. A suggested area of training for Kapiolani is in the whole sector of Human Resources and Services.

The College seeks direction for expansion of its continuing education program, particularly for those who need skills necessary for advancement in their present employment. Among concerns expressed

here is financing: should the program receive general fund or vocational fund support? Will the state be able to manage a desirable continuing education role for the colleges vis-a-vis the activities presently of the Manoa campus in this area?

III. FORECAST

Though expecting a degree of awkwardness and program dislocation as a consequence of the development of the new campus, the College generally anticipates that move in terms of what might be accomplished in a larger physical location. It is recognized that with a larger student population, a larger faculty to serve it, an enhanced curriculum can be offered as the College develops its programs in the years to come at the new site. Specialized facilities for the arts (a "music room" and a "sculpture lab" etc.), separate labs to serve all realms of the sciences, an enlarged Learning Resources Center or set of satellite centers, a food services building permitting idealized evening dining overlooking Maunalua Bay, laboratories too for health education adjacent to Leahi Hospital, whole fields for physical education classes, an arrangement for sharing of facilities, talent and student time with the Community Theater, -- all these seem to be in the offing, and imply some of the imaginative approaches to curriculum as the College departs from its present, more stifling, campus.

In preparation for the new drafts of the Six-Year Plan, various curricular elements have addressed themselves to the possibilities of new curricular programs in the new location. It is anticipated too that as the planning progresses, an effort will be made to study the community that the College will fit into, in an effort to discover what are community needs, in what ways can the College provide additional community services, etc. The College will, it is anticipated, now begin to fulfill the promise and role that it has always set for itself but has found difficulty in achieving.

More immediately, as the planning progresses, the divisions of the College intend to supply curricula for the present enrollment, changing courses here, adding sections there, redesigning methodology and "delivery systems" in many areas.

Thus, in the occupational areas, the Business Education Division foresees the development of short-term certificate programs in accounting, expansion of hotel operations curriculum to include transportation, tours and travel, a training program for medical secretaries in the secretarial department, and a lab to simulate office conditions for secretarial students.

In Health Education, all present programs will be continued, but specialized programs like respiratory therapy and occupational therapy will alternate, being offered each two years. The demand for practical nurses warrants enlarging that program, but lack of funds and facilities limits the number of students and instructors.

In the realm of general education and transfer, expansion of services offered in the skills labs will commence immediately. Thus, a "walk-in" math lab and computer-managed instruction with individualized diagnosis and practice exercises for pre-algebra and elementary algebra, is being planned. Preparation of new courses that would be topical and interdisciplinary in the social sciences and in the humanities, particularly for A.S. degree students, is underway, with the expectation that they will be ready for the spring or fall of 1975. New courses, on an experimental basis, in classical guitar, aikido, experimental television production, may be introduced in the fall of 1974.

In the fall of 1975 it is hoped that at least part of the Liberal Arts Division and Health Education Division will be functioning at the new location. At that time significant addition of facilities will permit considerable enlargement and redesign of curriculum in biochemistry, the metric system, introductory statistics, math for managerial students, photography, writing labs and (the following year) reading labs for skills instruction, additional courses for art and music majors, additional modules of the Hawaiiana cluster, family life education, and Hawaiian-American ethnic studies. In the years following as additional CIP construction is completed, this work of curriculum improvement and enlargement will continue in each area of the College's program. Attention will be paid too to the needs of the disadvantaged in the eastern portion of the city. The College, in its efforts to provide worthwhile community services and activities, will no doubt become a significant community center in east Honolulu. Cooperative education and various work-study programs, in addition to the variety of the community service courses now being offered, will take education from Kapiolani more directly into the community.

IV. RECOMMENDATIONS

That general guidelines or some common criteria be developed to be used by all departments for evaluation of courses and programs

That each instructor and lecturer at some time during the year be required by his Division to furnish opportunity for student evaluation of individual courses as well as of instruction.

That following development of criteria for evaluation of curricula, the evaluation forms themselves might be reexamined to separate the sections devoted to instructor performance from the sections devoted to evaluation of curriculum so that students might more accurately reflect their views for these two different purposes.

That the Business Education Division continue development of additional course offerings for bookkeeping clerks, business machine operators, hotel operations, sales and cashiering and small entrepreneurship.

That the occupational divisions continue efforts to articulate curriculum offerings among community colleges, the Manoa campus, private business colleges, and secondary schools to assure uniformity of content and standards of comparable course offerings and attempt to establish a clearer definition of policy and procedures regarding transferrability of courses.

That the state system of higher education explore the feasibility of bring all two-year programs from the Manoa campus of the University to the community colleges.

That the College carefully coordinate its planning in the curriculum realm in preparation for the move to the new campus, making certain to include teaching faculty in all phases of planning, and recognizing the problems to some curricula in a transfer to a new location away from desirable physical proximity to the business center of the community.

That the College explore the possibility of accelerated courses and other organizational techniques that could provide more flexibility and educational services to the community.

That the College continue to encourage experimentation in alternate modes of instruction and learning.

That the College consider creating a Department of Cooperative Education and Placement to coordinate all cooperative education programs on campus.

That the College continue efforts to obtain more funding to expand the continuing education program, to develop science labs, to provide additional staffing in several areas of instruction, to provide additional funds for equipment and supplies and for development of the basic skills labs.

That in the planning for the new campus that the needs of the disadvantaged and disabled be fully taken into account.

That the Student Services consider the physical merger of the Help Center with its own present activities.

III. INSTRUCTION

Chairman - Jack Burrows

Secretary - Margaret

JOHN BURROWS

III. INSTRUCTION

CHAIRMAN - JANE FUKUNAGA

COMMITTEE MEMBERS

JOSEPHINE AOKI

MICHAEL GARCIA

LINDA KODAMA

KEITHA LABRADOR

JOYCE NAKAMURA

SANDRA PEREZ

LILLIAN VANBUSKIRK

JOYCE WILDES

SIEGFRIED WIEGAND

INSTRUCTION

I. DESCRIPTION

Since the last accreditation report, the following efforts have been made to improve the communications system at Kapiolani Community College:

Communications

1. The DAC (Dean's Advisory Committee) - This committee is composed of all division chairpersons, department coordinators, EMC coordinator, and the Dean of Instruction. The ex-officio members are the Director of Community Services, the Associate Dean of Instruction, and the Director of Admission and Records. This body recommends instructional policy to the Dean of Instruction.
2. The PAC (Provost's Advisory Committee) - This committee is composed of all division chairpersons, the Dean of Students, the Dean of Instruction, the Faculty Senate Chairperson, the Student Body President, the Director of Administrative Services, and the Provost. The primary function of this committee is to advise the Provost regarding administrative decisions. This committee acts as a communication vehicle where information is disseminated among the various units on campus.
3. The Kapi'o - the school newspaper is published on a regular basis, giving all students, faculty, and staff information about current and forthcoming activities.
4. The weekly bulletin is published by the Provost's office and circulated to faculty and students.
5. The faculty handbook is being revised.
6. Memorandums pertaining to administrative policy, educational material, divisional activities, curriculum policies are circulated among all the faculty.
7. Faculty meetings are held quite frequently. Special time-slots are scheduled before the semester begins to accommodate the majority of faculty members for meetings on a departmental, divisional, and campus-wide level.

8. A report "An Organization, Management and Communications Study for Kapiolani Community College" was prepared by Robert E. Swenson and Gene Wright. The recommendations of this report are under consideration by the faculty senate.

Several approaches have been devised to assist the teacher/instructor in evaluating and improving his teaching:

1. Institutional studies of learning have been made to assist with instruction. The Institutional Research Reports generated by the Community College Systems Office of the University of Hawaii are as follows:

(available, on display)

Students

High School Background: #5, 15, 23, 30

Transfer to Community College: #17, 31

Enrollment: #1, 4, 6

Multiple Registrations: #8, 37, 47

Summer Sessions: #9, 26, 39, 55

Student Characteristics: #12, 21, 28, 33, 43, 48, 57, 64

Unclassified and Special Students: #22

Evening Students: #52

Special Students: #58

Majors: #3, 14, 29, 44

Non-continuers: #25, 53

Graduates and Withdrawals: #41

Graduates: #7, 25, 40, 54

Transfers to Manoa Campus and Hilo Campus: #2, 10, 11, 18, 20,
38, 56

2. A college-wide effort is made to develop and evaluate the quality of teaching. Every department is required to institute a five-year evaluation plan. The purpose of this plan is to evaluate the ongoing programs, to redefine the goals of that department and to make the projections necessary for the future. All faculty members are involved with this process.
3. At Kapiolani, the assistance provided by the institution to aid the instructor in evaluating and improving his teaching skills and effectiveness has primarily been a departmental/divisional function. The means presently being used to accomplish this are mandatory evaluations of non-tenured instructors and lecturers by the administration and optional evaluations by students.

Currently, bi-annual faculty observation and evaluation by the division chairperson and department coordinator is limited, with the exception of the Liberal Arts division, non-tenured instructors and lecturers throughout their probationary period.

After completing his/her evaluation, the division chairperson and/or the department coordinators are required to submit to the Dean of Instruction and the Provost, a written report of his/her observations. This is done after consulting with the observed instructor or lecturer. The school-wide policy on the use of student evaluation is optional to the instructor or lecturer. However, recently, the Liberal-Arts division has required that all divisional faculty members be evaluated by the students. The results of this survey are summarized by the division and the results are turned over to the faculty. On a campus-wide basis, the results of these evaluations by students, should the option be exercised is for the sole use of the instructor, who has the option of submitting the findings to the chairperson. The results of faculty evaluation are used to determine tenure recommendations, to encourage and assist the instructor in maintaining a high level of instructional standards, and to indicate where improvement is necessary. With regard to course objectives, the present policy existing in the Liberal Arts, Food Service, Business Education, and Allied Health divisions pertaining to updating of course objectives is to initiate this process when it is deemed necessary. Changes are made in accordance with changing technology or in many cases to cope with the changing needs of the students or specific industries involved.

Faculty Development

Educational workshops, conferences, and seminars that are designed to assist and stimulate the instructor to encourage innovation and experimentation in teaching techniques are offered throughout the year.

Some examples are:

1. University courses are offered on and off campus
2. In-service workshops have been offered within the divisions on campus
3. Community college conferences, sponsored by Systems Office funding (Title III)
4. Other methods for encouraging innovation and improvement are: release time, stipends, travel grants, sabbatical leaves, and federal grants.

Part-Time Instructors (Lecturers)

A part-time instructor (lecturer) is evaluated by his division chairperson, department coordinator, or a colleague. The evaluation process consists of classroom visitations, the completion of the faculty evaluation form, and usually, a conference to discuss the contents of the evaluation report before it is signed by both parties. A lecturer is given the opportunity to state any other comments which were not mentioned in the evaluation. During the conference suggestions for improvements are brought up and discussed. The lecturers are also invited to the appropriate workshops. Orientation for lecturers is provided during the first week of each semester --both day and evening.

Each year many applications for lecturer positions are received. Once the applications are routed to the proper divisions, the applicant is requested to come in for a personal interview which usually consists of talking to the division chairperson and/or the department/area coordinator. Through this screening process each division drafts an availability list which is forwarded to the Board of Regents for their approval. When the need arises, persons from this list are contacted, the final selection is made by the division chairperson, usually upon the recommendation of the department/area coordinator.

II. APPRAISAL

Specific programs which are outstanding exist within each division. For example, in the spring of 1972 an experimental program (KAPEX) was held on the grounds of the Makiki Christian Church. Using an integrated team-teaching approach, serving approximately 125 incoming freshmen, this program was self-contained and offered classes in English 100, Sociology 151, History 151, Math 100, and Science 121 (then numbered Science 115). Currently, there is a cooperative education program operating within the Liberal Arts division.

The outstanding curriculum of the Health Education Division is evidenced by the rate of performance on licensure and registry exams. In the Food Service area, the excellent quality of teaching is evidenced by their success of former students and the placement of graduates.

Individual courses which have been noted for outstanding teaching innovation and technique are discussed in the following paragraph. There are many courses which have been overlooked. The Secretarial Science utilization of the Learning Resource Center has been discussed previously. Specific courses working in the center are:

- TYPW 20B, C, D - Beginning Typewriting
- TYPW 24 - Self Directed Dictation and Transcription
- TYPW 30B, C, D - Intermediate Typewriting
- TYPW 40B, C, D - Advanced Typewriting
- SHTHD 20B, C, D - Beginning Shorthand
- OFPRO 20B - Filing
- OFPRO 24B - Duplicating.

Courses which have utilized successful new teaching techniques in the Allied Health Division are as follows:

The Radiation Technology Physics course is completely individualized and the student has the option of independent learning or attending lectures.

The Health Foundations modules have been created. These modules are for four-week durations to serve various Allied Health Departments.

In the Food Service division, the following courses are using innovating teaching techniques:

- Food Service 49 - team teaching.

The Dietetic Assistants Program is using four instructors, each of whom has a specific expertise to offer.

Options are now being provided for students in Food Service Management.

In the Liberal Arts division, the following courses and areas are cited for their experimentation and successful teaching techniques.

Math 10/21 - a bank of APL functions generate supplementary problems for topics in both areas. This primarily frees the instructor from the time-consuming process of making up review problems.

Psychology 110 and Psychology 100 - an options approach in the Learning Resource Center

Special Studies 100 and 291 - student practicum programs

English 26 - a modular system

Science courses on film and tapes

Science 30 - a multi-disciplined course

Literature courses - these courses will be offered in modules for Fall, 1974

Experimental theater

Drama 281 - dance for physical education

Special Studies 294/295 - a course for political involvement, observation, and research

Cooperative education for liberal arts majors

Human Potentials 100 - a course to discover capacities, strengths, talent and abilities

The reading laboratory

The chief instructional officer has been working with the faculty and other administrators to formulate the Faculty-Administrative Development Plan. The emphasis will be upon self-improvement and self-evaluation.

III. FORECAST

The chief instructional officer has been working with the faculty and other administrators to formulate the Faculty-Administrative Development Plan. The emphasis will be upon self-improvement and self-evaluation. An obstacle for full implementation might be the funding involved which is needed to start the in-service education suggested by the plan. By the time this plan is implemented, the entire faculty will be involved with its creation and execution.

IV. RECOMMENDATIONS

The committee recommends:

1. That workshops to improve instruction --there is a definite need for more workshops and seminars aimed towards improving the quality of instruction. The specific content of the workshop could be determined by the results of faculty evaluations and student inventories (see recommendation number eight). The committee also agreed that, if possible, graduate credit should be given in conjunction with these workshops.
2. That an administrative position should be created solely for the purpose of assisting the faculty with instruction. This person would act as a resource person for the faculty, informing the faculty of various teaching techniques, new media material available in his/her field, and in general, assisting the individual instructor to improve his/her teaching in the classroom.
3. That the evaluation procedure varied with the divisions, although, the same measuring instrument is used campus-wide. Currently, there are guidelines being developed for evaluation procedures both for faculty and administrators.
4. That workshops specifically designed for the new instructor and lecturer are needed, especially in the field of teaching methods. The students on the committee strongly urged that this be implemented.
5. That there is a lack of a well-defined procedure for hiring lecturers at Kapiolani. Such a procedure should be clearly stated and defined.
6. That a definite procedure for updating of courses should be undertaken. The Guideline for updating should be given to the faculty with a time-schedule for implementing this procedure.
7. That there is a drastic need of funds to improve and upgrade the quality of teaching and the facilities available to the instructor and the students.
8. That the use of student evaluations should be strongly encouraged. Another suggestion was that mandatory student evaluations be given campus wide (leaving the name of the instructor anonymous). The results of this evaluation would be turned over to the administration who would then determine where there is a specific need for instructional improvement. These findings could then be used to determine the content of the workshops, suggested in item number one.

9. That each faculty member should be aware of the completion rates and enrollment rates of students registered in his/her course, and the reasons for withdrawing in that course. Also all IRP studies should be circulated among the faculty. A procedure should be implemented to disseminate such material.

10. That each division should have available a reproduction machine to facilitate communication on campus. At the present there is one xerox machine to serve the entire campus.

FACULTY

DESCRIPTION

The faculty consists of 15 full-time members and approximately 10 part-time members. The total number of faculty is 25. The faculty is composed of 15 full-time members and 10 part-time members. The full-time members are employed on a full-time basis and are responsible for the majority of the teaching and research activities. The part-time members are employed on a part-time basis and are responsible for a portion of the teaching and research activities.

IV. FACULTY

CHAIRMAN - DONNA BRODD

COMMITTEE MEMBERS

- JAY CONQUEST
- ELEANOR FUJII
- KATE JAMES
- JAMES JEFFRYES
- SANAE MOIKEHA
- ELEUTERIA YANAI
- ESTHER HIGAKI

FACULTY

I. DESCRIPTION

KCC employs 78 full-time faculty members and approximately that number of lecturers. It has been financially necessary to hire lecturers rather than full-time faculty, especially in the Liberal Arts division, where the number of lecturers is larger than that of full-time faculty. Lecturers are generally limited 7 credits per semester. They do not qualify for any benefits. The majority of the lecturers teach 3-6 credits. There are a few individuals who are full-time faculty who teach in more than one division.

The general college policy on faculty load is 15 credit hours per semester, or 30 credit hours per year. In no case is the full load to exceed 30 semester credit units (credits) or equivalent per academic year. There is no policy stated in the faculty handbook about what constitutes a full-load for lab classes. A great deal of confusion arises from a wide variety of contact hours to credits; thus a full-time position for an instructor with a mixture of lecture and laboratory courses varies from 18-30 contact hours weekly. In the Liberal Arts, Business Education and Food Service divisions, the ratio of contact to credit hours is 2 to 1. In Health Education it is generally 3 to 1, but varies upward from there (e. g. some are 4:1, others higher). See faculty handbook 6.09 for discussion of normal teaching load.

Clerical help is very limited in all areas; in HED, there is 1 full-time clerical person. The same situation exists in the L.A. division, Food Services and Business Education. There are two full-time clerical staff members in Student Services and in the Library; two full-time staff who assist in food preparation in the Food Service division. The Media Center has one full-time professional person who is the Media Director; there are no paraprofessionals who work in the Media Center full time in producing audio-visual materials, etc., for faculty, although, there are several students assisting in the Media Center. Three full-time faculty spend at least part of their time in the basic skills laboratories.

(See report on governance for faculty participation in governance.)

II. APPRAISAL

Procedures for Selecting and Inducting New Faculty Members

Each division has a slightly different procedure for the selection of new faculty members. All advertise, review applications, and set up appointments with the applicant. All agree on one major aspect; that being, that the faculty of the department or division be actively involved in the selection of new faculty members. Prospective faculty are interviewed by the faculty (or a faculty committee) or the division/department involved. Three to five applicants are sought for each position. The applicants are recommended to the division chairman in ranking order, if the department members do the initial interview. The decision is made jointly if the Division Chairman and other faculty interview jointly. Recommendations are sent from the Division Chairman to the Dean of Instruction in a ranking order. She may interview applicants, and does, if recommendations from the department and the division are different. The final selection is made by the Dean of Instruction based on the recommendations of the faculty. The name of the person selected is then sent to the Board of Regents for final approval.

For temporary, or lecturer positions, existing applications are reviewed, and additional ones sought as necessary. The department coordinators and division chairman select instructors for lecturer positions, or for temporary appointments of one or two semesters. The selection is based on faculty recommendation if available.

The criteria for selection of faculty varies widely from division to division.

Arts and Sciences	Masters degree Experience in teaching Suitability to community college environment and philosophy Versatility Publications
Business	Experience in business field Baccalaureate degree in business or education Teaching experience Versatility in teaching areas

Food	Extensive industry experience and demonstrative ability Teaching experience in specialty B.S. in foods or education Masters degree
Health	Education in appropriate field, M.S. preferred; required for some positions Teaching experience Work experience in specialty
Student Services	Education Counseling experience Counseling courses Vocational education advising Testing experience Community college experience Teaching experience Maturity Personality and appearance.

Induction of Faculty

An orientation session for new full-time faculty members is held each fall to orient new faculty member to policies and procedures at K. C. C. and the University of Hawaii system. There is not presently an orientation for new full-time faculty who begin in the spring semester. In addition to the overall orientation to the college, each division and department do their own orientation of new faculty to procedures and policies, the philosophy of the area, etc. There is ongoing orientation, formally at division/department meetings, and informally at other times.

Lecturers have the same type of orientation to K. C. C.; in previous years all lecturers were invited, whether they were new or previously employed here. Starting fall, 1974, only new lecturers will be included in these orientation sessions. No lecturer orientations are held during the spring. Lecturers are given course descriptions and outlines; these are discussed with the department coordinator/division chairman, to help the lecturer plan his/her course.

Procedures for Evaluating the Teaching Performance of Faculty

The college uses three methods to evaluate the effectiveness of non-tenured faculty.

A. Formal visitations, conferences and evaluations

1. At least two separate evaluation visits are made each year. Each visit is made by a different observer, one of which is made by the division chairman.
2. A written evaluation report is prepared after each visit, covering areas such as command of the subject matter, evidence of preparation, rapport with students and suggestions for improvements. The instructor is given the opportunity to read the report and may request additional visitations, reports, and conferences.
3. After each visit, a conference is held between the instructor and the observer to discuss methods of improving instruction and the observer's evaluation.

B. "Conditions of Work Affecting Instructor Performance"

1. The instructor prepares this form dealing with such subjects as the classroom environment, availability of instructional materials, teaching load, and other conditions affecting instructor performance. This report enables the instructor to describe conditions that affect his teaching.
2. The report is discussed with the division chairman.

C. Course evaluation by students

1. Forms for course evaluation by students are available. These are optional with instructors.
2. The instructor may prepare his own course evaluation forms designed to emphasize certain points or to cover areas not included in the standard form.

Tenured instructors may, at their option, avail themselves of any or all of the above.

The probationary instructor participates in the procedure outlined above (formal visitations, conferences, etc.) for four years before he is considered for tenure. Tenure is awarded upon the demonstration of satisfactory performance in carrying out professional responsibilities over this four-year probationary period.

Upon receiving from a Division Chairman a letter recommending the granting of tenure, the Dean of Instruction also submits to the Provost a letter recommending tenure for the instructor.

The exact procedure for granting tenure, and the conditions under which tenure is granted will change pending the outcome of collective bargaining representation.

[REDACTED]

[REDACTED]

Incentives for Faculty Development

Faculty are encouraged to continue their professional development in numerous ways. Some of these include:

1. Advancement on the salary scale via a range advancement. This is a salary increase based on additional course work. The course work itself, is encouraged in several ways. Faculty suggestions for courses and workshops provided ideas for ones to be offered. There have been a number of workshops for academic credit, including a recently completed Articulation workshop for high school and college faculty in the health and business areas. On-campus credit courses, e. g., for instance, in audio-visual methods, have been offered specifically for faculty to assist them in innovative course development and instruction. See the faculty handbook, 6.01 and 6.04 for the specific requirements for a range increase based on and increased number of academic credits.
2. Faculty may receive overload pay or release time for curriculum development and/or for special projects. The funds for this are limited, and competition for them is great. The funds are mostly from federal sources, primarily Title III funds.
3. Non-credit workshops for faculty improvement and/or curriculum development have been held to expose faculty to new knowledge, methods, teaching aids, etc. These may be campus wide but are generally held in specific areas. For instance, a recent Title III funded workshop for community college nursing faculty was held at K. C. C. for the specific purpose of improving instruction and articulation between the nursing programs in the community college system.

4. Faculty are encouraged to participate in their professional associations and attend their workshops and meeting. State funds for faculty travel interisland or to the mainland are essentially non-existent. Faculty, may however, travel on personal funds or a limited amount of federal funds (mostly Title III) if it is approved by the State. Faculty are to receive their regular reimbursement while attending professional meetings. See 5.17 in the faculty handbook.
5. Sabbatical leaves of one-half year with full pay or one-year with half pay may be granted to an individual with six consecutive years of service with the community college; such leaves are granted for the purpose of furthering the individual's professional growth and development. The number of leaves is quite limited due to the limited financial picture of the college. See faculty handbook 5.08 for further information about sabbatical leaves.

Leave of Absence without pay may be granted for professional development.
6. Faculty receive tuition waivers for course work taken within the University system. See the faculty handbook, section 5.15.
7. A draft of a faculty development plan is presently under discussion and revision.

Faculty Involvement in Policy Development

The primary way in which faculty are involved in policy development is through the faculty senate. For discussion of this, see the college governance report. In addition to this, faculty participate in this through their department/divisional meetings. Faculty members also sit on the Dean of Instruction's Advisory Committee; membership of this committee is comprised of division chairmen, and department coordinators. Division chairmen also sit on the Provost's Advisory Committee. See the faculty handbook Appendix A-02 for the charter of the faculty senate of K. C. C. All of these groups are advisory to the Provost.

Campus-wide faculty meetings, called by the Provost, are held at least once a semester for the purpose of communication, information giving and discussions.

Salary Schedule

The salary schedule is found in Appendix A-01 of the faculty handbook. It was effective as of July 1, 1970. It is anticipated that the salary schedule will be undergoing revision, pending collective bargaining action.

Decisions of Faculty Retention or Dismissal

The decision of whether to retain a probationary faculty member is made by the department chairman and/or the division chairman based on evaluation of the faculty members performance. (See procedures for evaluating faculty, and the Report on Instruction). Decisions on tenure are recommended by the Division Personnel Committee, forwarded to the Division Chairman, who adds his/her recommendation, forwarded to the Dean of Instruction who also makes a recommendation, and forwards it to the Provost who adds his recommendation, and transmits this to the Vice President for Community Colleges, who submits his recommendation to the President, who finally submits the information and his recommendation to the Board of Regents. See the faculty handbook, 5.05 for further information on faculty retention or dismissal. Faculty contracts during the probationary period are for a period of no more than one year at a time; the normal probationary period is 4 years. It is anticipated that the procedure for granting tenure will change with collective bargaining.

III. FORECAST

Enrollment at the college is at the maximum for the facilities available; therefore, the size of the faculty will probably not increase too much until the move is made to new facilities. Some programs, however, will be increasing in size; the Food Service Education division is expanding their evening programs, which will require 3 full-time instructors to their present staff. In the Liberal Arts division, there is a high number of lecturers which should be replaced with full-time staff, if positions can be allocated. This would amount to about 5 positions. In addition there is a need for 4 to 5 full-time paraprofessionals in the next two years to staff the basic skills labs. Future recruitment will be aimed at choosing applicants who fit the philosophy and goals of the programs, rather than screening for academic qualifications. They are moving toward picking innovative, young, faculty with new ideas about how to best reach the goals of their programs. The Health Education division is expanding into another program, that of Medical Records Technician in the fall of

1974. One additional instructor will be needed for that program; in addition, 2-3 full-time faculty members will be needed within the division within 2 years; the amount of increase depends, however, on facilities which at this time are overloaded. Some HED programs are scheduled to move to new facilities by fall, 1975. The Business Education division is planning expansion in its existing programs, plus possible expansion into programs for legal and/or medical secretaries, and some short-term certificate programs in sales and marketing. They anticipate a growth of 3-4 full-time faculty.

IV. RECOMMENDATIONS

1. Budgetary changes are mandatory to permit the employment of additional full-time faculty, rather than the maintenance of large numbers of lecturers.
2. There needs to be a campus-wide policy on the number of contact to credit hours, that is fair and justifiable both to faculty and students.

V. STUDENT PERSONNEL SERVICES

CHAIRMAN - JANET ISHIKAWA

COMMITTEE MEMBERS

GEORGE AUHOY

GAYLE BARENZ

TIM BOYNE

MORTON GORDON

JAMES JEFFRIES

AMY KURATA

JERRY LAMB

LYDIA LEONG

BARBARA MATSUURA

DON VOYCE

STUDENT PERSONNEL SERVICES

- I. The organization and staff of the Student Services Center has not changed substantially since 1971. During the current fiscal year, a staff of three clerical and eight professional staff members (including Dean of Students) provide services to approximately 3,500 students. In spite of a serious staffing handicap and inadequate facilities, the Student Services Center has been able to initiate since the last accreditation visit in 1971 the following innovative and/or new programs to better meet its objectives:
 - A. In the fall of 1973, through Federal legislation, a full-time counselor whose sole responsibility is to serve the veterans, was added to the staff. This office of Veterans' Affairs functions under the following objectives:
 1. In general: (1) Consider the adequacy of services in light of the number of veterans in the service area of the institution and the number of veterans enrolled. (2) Develop an appropriate advisory medium. (3) Use qualified Vietnam-era veterans where possible in staffing the program. (4) Employ sufficient staff to adequately support the needs of veterans. (5) Provide adequate, visible, and accessible housing for the Office of Veterans' Affairs.
 2. With respect to Outreach: (1) Establish contact with veterans in your service area. (2) Establish and maintain a procedure for assessing their problems, needs, and interest. (3) Develop a referral service in the areas of housing, employment, health, vocational and technical training, and financial assistance.
 3. With respect to Recruitment: (1) Establish and maintain a recruitment system directed towards bringing the maximum number of veterans into a purposeful education program. (2) Use appropriate and available techniques including publications, mass media, and personal contact.
 4. With respect to special education programs: (1) Develop support from the appropriate department of the institution for remediation, tutorial and motivational programs. (2) Develop support throughout the institution for policy change needed to meet the needs of veterans. (3) Develop adequate guidance programs for veterans.

5. With respect to counseling: (1) Establish case of access to professional counseling on problems of either personal, educational, or career nature. (2) Develop liaison with all academic departments, counseling services, and the administration.

The Office of Veterans' Affairs has accomplished the following:

1. Established the appropriate accounts controls.
2. Established a full-time Office of Veterans' Affairs that is "Adequate, visible, and accessible", considering the size of the institution, the veterans' enrollment, and the amount of the award.
3. Employed a Veterans' Coordinator, full-time, whose sole institutional responsibility is to the veterans.
4. Established an OVA advisory committee, composed of appropriate members of administration, faculty and student veterans.
5. Established an office budget and submitted to Regional Office.
6. Employed the necessary supportive staff giving priority to disabled veterans, veterans, veterans' widows, and veterans' wives.
7. Cleared all planned expenditures of over \$300.
8. Coordinated to the greatest degree feasible within the institution's administrative organization, all existing services to veterans. This included working with: admissions, recruitment, counseling, remedial programs, tutorial efforts, and V.A. attendance "sign off".
9. Became aware of the student financial aid available on campus, such as NDSL and CWSP, as well as the Guaranteed Loan Program, and established referral procedures to the Office of Student Aid.
10. Employed an appropriate number (3) of veterans under veterans Work-Study as: workers in the OVA, recruitment, and in outreach.

11. Became aware of "1691" and "1692" V.A. monies and established a tutorial program (1692) and explored the possibilities of a remediation program (1691).
 12. Reviewed the Regulations, particularly the Criteria (189.16), as well as all the VCIP Briefs.
- B. In the spring of 1973, with the assistance of the Arts and Sciences division, a Help Center came into full bloom. It originally began as a volunteer tutoring service in the fall of 1972. The purpose of the Center is to make available a location on the campus where a student can go when he is in need of supplemental educational and/or personal assistance. Its objectives are:
1. To provide a place where all students may go to find tutorial assistance in any subject offered by the college. It is a place where students and faculty members can volunteer their services as tutors. The Center offers opportunities for tutors to learn by tutoring others.
 2. To provide a place where all students may go to establish meaningful relationships. It is a place where students and faculty can drop in and participate in spontaneous/informal and/or organized small group sessions to share concerns, ideas, and feelings, and to communicate and interact, to gain personal identity and to feel that they are a vital part of the college.
 3. To provide a place where all students may go to seek help in all areas, or to simply find a friend.

The Center operates on the philosophy that most individuals have the inherent capacity and desire to improve in all areas of learning, and that they are capable of recognizing their potential and accepting the challenge of realizing them if given the opportunity and assistance. The amount and depth of assistance which an individual seeks and receives, however, will be a matter of his own personal choice.

The Center tries to project an atmosphere wherein a student feels that someone really cares about his success both intellectually as well as personally. The Center gives an informal, warm atmosphere where a student feels comfortable to drop in at any time and leave with a feeling that he was helped.

The Center is a place run by students for students. It is under the supervision of a Counselor as Director, and working side by side with the Director are five coordinators.

The Coordinators are responsible for the operation and maintenance of all activities in the Center. The Coordinators are required to work a minimum of 15 hours a week. They are also required to have a weekly "feedback session" with the Director. (See weekly minutes in team room). The following criteria are used in the selection of coordinators:

1. Is an initiator
2. Is flexible
3. Is responsible/dependable
4. Is able to relate to all kinds of people
5. Is friendly and personable
6. Has had group experience (Human Potential, Guidance 101 or others)

The assistants to the Coordinators are called Staff. The Staff are not required to put in a certain minimum amount of hours. The main responsibility of the Staff is to assist the Coordinators in all activities and duties that go along with the operation of the Help Center.

Anyone who wants to volunteer to help in the Center and donate their time are welcomed as a Staff member.

The Center is open from 8:00-4:30 p.m. Monday through Friday. Activities and Services of the Help Center are:

1. Information Service
2. Tutorial Assistance
3. Seminars and other group activities for tutors and tutees
4. Human Potential Seminars
5. Free legal advice
6. Use of telephone, typewriter, textbooks and reference books
7. Scheduled "rap sessions" weekly
8. Minor health aid - first aid
9. Spontaneous small group seminars and study groups
10. Referral Service, peer counseling and individual counseling
11. Math workshops (also available in other subjects)

The Help Center strives for the following outcomes:

1. Greater self affirmation and ability for self determination
2. A personal identity and increased self-concept which enables him to choose a more honest, rational, and self-fulfilling course of action
3. Greater development of academic skills
4. Greater awareness of personal potential and increased self concept
5. Ability to function congruently within himself and groups
6. Confidence to broaden his life experience, pursue advanced education, and fulfill the goals of his choice
7. Increase in self motivation
8. Deepen capacity for empathy--greater sensitivity to each other's feelings and communications
9. Ability to respond positively to change
10. A useful value system
11. A satisfying life style

Formal evaluation of Help Center has been very positive and encouraging. Informal evaluation in the form of feedback is an on-going activity in the weekly Help Center Coordinators' meeting. The motto for Help Center is "to make lemonade out of lemon", especially with negative feedback. This has helped the group to solve many concerns and problems productively.

This summer the Help Center Director and Coordinators plan to reevaluate and reorganize the entire Help Center process.

- C. During the 1972-73 academic year, career guidance materials were located in a spare office at the Student Services Center where students could drop in on their own. A tape recorder was made available to them through the Educational Media Center for use with the Career Development Laboratory. Division chairmen and academic advisors were informed about career information and testing at the beginning of the year. Bulletin notices and "Snoopy" posters were distributed throughout the campus publicizing the location and availability of these services. In addition, Business Education classes dealing with vocational development were visited in an effort to inform the students. Two informal rap sessions on airline career opportunities were held during activity periods.

Career Information resources at Kapiolani Community College include the SRA Career Information Kit and Occupational Exploration Kit; The Career Development Laboratory; Career Games; Largo Career Kit: Career Exploratory, Business, Health, Industrial, Professional, Science and Engineering. In addition to these kits, the following are some of the books available to students: The Occupational Outlook Handbook, Lovejoy's Career and Vocational School Guide, Encyclopedia of Careers and Vocational Guidance, Handbook of Job Facts, American Trade Schools Directory, The Occupational Thesaurus, The College Handbook, and Barron's Handbook of College Transfer Information. These purchases were made possible at the end of the 1971-72 academic year through Title III funds.

The possibilities of computerized vocational testing and guidance program are being examined. This consortium idea is being planned to include the University of Hawaii system, the Hawaii State Employment Service, the DOE, and possibly the VA.

D. Human Potential Seminars are now offered as a one-credit course. It supplements Guidance 101, which has been offered as a three-credit course since 1969. Human Potential 100 is a structured type of group seminar based on the assumptions that--

1. An individual can be most effectively motivated if we focus on what he has going for him--his personal resources.
2. Most people are able to identify weaknesses in themselves but are less able to identify strengths (potentialities).
3. "The normal individual is functioning at not more than 10 percent of his potential."--Herbert Otto, Guide to Developing Your Potential, (p. 11).

The objectives are:

1. To increase self motivation
2. To increase self determination
3. To increase affirmation of self worth
4. To develop empathetic regard for others.

Student evaluation of the seminars have been very positive and encouraging. (See evaluations in team room).

- E. As one of our Staff Development Programs, a three-day workshop on improving mental health services on Western campuses was conducted by WICHE at Kapiolani Community College. Representatives from the University of Hawaii and six of the community colleges participated in this workshop. There were 39 participants. The workshop was directed by Dr. Ursula Delworth on May 13-15, 1974. As a result of the workshop, the Kapiolani team is now developing a "paraprofessional" program. The team has agreed to meet during the summer to spell out in detail a paraprofessional program for implementation in the fall of 1974.
- F. In the fall of 1974, an attempt to decentralize counseling services will be made on an experimental basis. One of the counselors will relocate to the Instructional Division and will be working with the chairmen of each area (Humanities, Social Sciences, Math and Science, and Language Arts) directly to offer counseling services to their students.
- G. Special Studies 100 is now offered as a three-credit course. It gives students an educational experience in tutoring and the opportunity to develop a positive, meaningful relationship with persons who are in need of academic assistance. The objectives of the course are:
1. To enable students to develop their own self-esteem through helping others.
 2. To provide students the opportunity to develop self-awareness through helping others.
 3. To help students to develop empathy through helping others.
 4. To help students to greater academic achievements through teaching others.
 5. To introduce students to teaching or personal relations type of career.
 6. To provide K. C. C. with a force of able and willing tutors.
 7. To help students who are having academic difficulties to be successful in their courses.

H. A Division Personnel Committee was established in the spring of 1972 for the purpose of evaluating staff for tenure. The Committee asked that it be involved in the hiring procedure because much of the "headache" of evaluation disappears if hiring procedure is superior. The committee and the entire staff, therefore, is now involved in the hiring procedure.

In 1971, the accreditation report on Student Personnel Services was generally positive. The following comments are in response to some specific recommendations made by the Accreditation Team.

A. Student Government and Student Activities

The team recommended that:

1. There must be staff commitment to recognize the potential educational value of student government participation and to encourage student participation. There has been no increase in staff commitment. There has been some increase in student participation in the program sponsored by Student Government. For example, the recent Art Festival and Annual Luau has deemed very successful and many students participated in the activities.
2. There be an increase in administrative and faculty support for the preparation of student handbooks and student newspaper. The student association has no handbook; work on only Student Government Constitution has been completed. College support for the weekly student newspaper, which is funded by the student government, has increased. The faculty member who serves as the advisor to the paper is given three hours of released time. Many faculty members permit the distribution of the paper in the classrooms.
3. There be an increase in student membership on more permanent college committees. At the present time, two student government officers are members of the Provost Advisory Council. Five students are members of the Student Personnel Committee.
4. There be more frequently scheduled informal meetings between the Student Body President, the Director of Student Activities and the Provost. These informal meetings are scheduled whenever necessary.

5. There be students participating more in the planning process and implementation of each semester's student orientation program. This recommendation has been followed by allowing student leaders to participate in the orientation program by explaining the purposes of the ASKCC and its activities.
6. There be one or two free hours set aside each week for student senate meetings and club meetings. In 1972-73 one-hour activity periods were scheduled twice a month. As a result of faculty criticism, the schedule was changed to two 3-hour activity periods each semester. Meetings, however, are not scheduled during these periods.

The Accreditation Team made the following observations in 1971:

1. That there is little or no opportunity for evening students to benefit from the activity program. (There is still no opportunity for evening students to benefit from the program as most activities are offered during the school day.)
 2. That only limited funds are available for forensics, guest speakers, musical performing groups and cultural exhibits. (Funds are still limited in these areas.)
 3. That there should be an on-going evaluation of the effectiveness of the various activity programs. Evaluation of this scope has not been conducted. (The Student government officers are in the process of evaluating the entire activity program and student government operations. This report will be available in the team room.)
- B. ADMISSIONS & RECORDS. The accreditation report recommended that the college's philosophy of serving the needs of students will be enhanced if student requests for student schedules, names and addresses could be supplied to the Student Government Office, the Library and Division Chairmen's Offices for their use in contacting students. At the present time an SIS listing of all students is available in the Student Government Office, Division Chairmen's Offices and in the Student Services Center. Other records of students are available on request through the Student Services Center. It also recommended that veteran's pay voucher be given highest priority. With the addition of the Veteran's counselor, this problem has disappeared.

C. EVENING COUNSELING. The accreditation team recommended that the college should consider some limited evening counseling service. The Student Services Center is now open from 7:30 a. m. to 6:00 p. m. on Monday, Tuesday, Wednesday, and Thursday to accommodate evening students. This, however, is not sufficient. It is hoped that funds will become available so that a more substantial evening counseling service may be offered.

D. HEALTH SERVICES. The accreditation team recommended that clear procedures be written and posted to identify recommended action in the case of student accidents, drug problems and first aid emergencies. Kapiolani still does not have the facilities nor the personnel in this area. Two coordinators at the Help Center have been certified to give first aid in an emergency.

E. STUDENT PERSONNEL COMMITTEE. The accreditation team recommended that the Student Personnel Committee be one of the main communication links between students and the staff of the Student Personnel Center. The Student Personnel Committee has asked the faculty senate to revise the functions of the Student Personnel Committee. The functions as it now stands are too general and ambiguous. The Student Personnel Committee is at this point in time awaiting for the action by the Faculty Senate on this request.

The Student Personnel Committee asked that its function be as follows:

"The Student Personnel Committee will be one of the main communication link between the students and the staff of the Student Services Center." (See minutes of SPC in team room).

II. FORECAST

It is the goal of the Student Services Center to offer quality service to its students so that students may not only profit from the education offered at Kapiolani Community College but also find that learning is exciting, challenging and fun and to help students to grow from where they are educationally, socially, emotionally, and personally. The move to Ft. Ruger, adequate staffing and reorganization of staff are imperative in our attempt to meet this goal.

III. RECOMMENDATIONS

1. That the counselor-student ratio of 1 to 300 as recommended by the American Association of Junior Colleges be reached. To reach this goal, at least 11 more full-time counselors are needed. The AAJC's recommendation is that for a college the size of Kapiolani, the staffing should be 18 professionals and 14 clericals. (See College Student Personnel Programs, What They Are and What They Should Be, by Charles Collins, AAJC, 1967. With the projected increase in staff the SPS needs to investigate possibilities of reorganizing in terms of functions, objectives, and needs.
2. That there be a designated area or office space for career materials so students can feel free to drop in at any time and know where to go. But even more important is to have a counselor assigned to be responsible for career information for a period of time so as to allow for continuity. More work needs to be done in the area of instruction. Faculty need to be informed about what materials are available so they can refer students to the Student Services Center. Funds to update career materials as well as to make new purchases must be appropriated each year. In the past three years, three different counselors have been assigned to oversee career guidance thus permitting the program to suffer in terms of direction, implementation, etc.
3. That the job placement office be staffed by a full-time counselor with adequate clerical assistance so that it can become a career development, career guidance and employment center. (See recommendation No. 2 above.)
4. That a systematic regular evaluation be conducted by Student Services to assess the overall effectiveness and also effectiveness in specific areas such as Admissions and Records, Student Government and Student Activities, Financial Aids, etc.
5. That a seminar type leadership training program be developed by the Director of Student Activities. That the Director of Student Activities take a more active role as advisor to the student government officers.

6. That the Financial Aids Office be open to students to some degree in the afternoon hours. At present, the office is open four mornings a week. Due to an increase in enrollment and the launching of the Basic Education Opportunity Program along with the administration of other college-based federal and state programs, the responsibilities of the Financial Aids officer have increased tremendously. The Financial Aids Officer should be available to students on a full-time basis.
7. That personnel be hired to offer health services to the students.
8. That because student workers in Admissions & Records are very important people in meeting the needs of the vast public, these students be given training in relationship skills to deal with all kinds of public more effectively. The present lack of full-time clerical positions in Admissions and Records has forced the use of untrained student helpers and a cut back in operating hours. These conditions coupled with inadequate facilities has caused some public dissatisfaction. (An informal survey was conducted by an accreditation committee member.)
9. That objectives of SPS and each sub-unit be spelled out succinctly and in operational terms.
10. That Guidance 101 and HP 100 seminar sections be increased. To accomplish this goal, more counselors who have had training and/or experience as group facilitators need to be hired.
11. That a Veterans' Affairs counselor position be established when federal funding for this position expires in June, 1975. The success this program has had coupled with the envisioned increase in veteran enrollment in the future due to both increases in the overall student population and in V. A. benefits contained in recent federal legislation makes advisable a general counselor position which is state funded and has as a primary function that of veterans' affairs and programs.
12. That additional personnel for counseling and guidance be given highest priority because in an open door college where any high school graduate or anyone who is 18 years or older are admitted counseling and guidance of these students become very important. Research has repeatedly identified that human beings use only a fraction of their potential and that positive academic attitudes and a feeling of self worth are important contributors to a successful

college experience. In an open door college it is increasingly apparent that more must be done to maximize the likelihood that those it admits will not only graduate, but also, begin to enjoy the process called "learning"--that he is helped to adjust to the demands of college and realize his academic and personal potential to the fullest--that learning becomes not only personally gratifying and challenging, but also, enjoyable.

VI. COMMUNITY SERVICES

CHAIRMAN - JOHN CHRAPE

COMMITTEE MEMBERS

JEROLD BELL

SHARON CHING

BETTY JO DOWDLE

KEN HIGA

HENRY KALANI

KENKO KINA

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CAROLYN TANI

TENNY TOM

COMMUNITY SERVICES

I. DESCRIPTION

This committee believes that the successful community college is one that is generally sensitive to the needs of its community and tries to meet and fill these needs whether they be academic, vocational, or any avenue of service to the community. An integral part of community service is that of cooperating with other groups or agencies in the community.

That Kapiolani Community College recognizes the importance of the community services is evidenced in its appointment of an administrator to head the community services function. Lacking funding and clerical support the Community Services Program has been hampered in becoming a viable College function. Rather the major thrust of community services involvement has come through the efforts of individual faculty members, even though this year, for the first time, limited public service funds have become available for this activity. As a program there has been but little change in Kapiolani Community College's community services since the 1971 accrediting team.

It is to the credit of the College that Kapiolani Community College faculty and students have been involved in many different areas of community services. Typical of this type of involvement are some of the following: Business Education Faculty members serving as Santa Claus to assist in raising funds for the Salvation Army during the 1972 Christmas season; members of the Business Education Division donating their services to public seminars aimed at upgrading skills and work performance of clerical workers; active participation in professional associations which result in better public community relations for the College includes professional associations and leadership in the hotel field, business education, and management areas. The Food Services faculty has been most active in professional associations and community organizations. This group has established its own College Alumni Association. The Liberal Arts faculty have been involved in community services in many different areas with major student involvement in community organizations through the course SS 291 in which students do volunteer work in community agencies. A most dramatic example of the Liberal Arts Division participation in community services is the upcoming TV Childrens' program series. This series, hosted by a Kapiolani Sociology instructor and coordinated by the Kapiolani Community Services Director, will appear on KHON TV Channel 2, starting in June 1974 with all production costs paid by the TV station. In

Hawaii, as nation-wide, the demand for health workers far exceeds the available supply. The Health Education Division of Kapiolani Community College has been active and innovative in attempting to meet this demand, both through their organized academic offerings and their participation in community health organizations and activities. Their activities have not been limited to the immediate community but rather have branched out to three of the other Islands of Hawaii. The Student Services of Kapiolani Community College has always evidenced community involvement through many organized student activities. Typical are inter-collegiate athletic events with free admission to the community.

II. ANALYSIS AND APPRAISAL

In the main, community services at Kapiolani Community College comes through dedicated faculty involvement. Most faculty members regard community service as an integral part of their professional role in spite of heavy teaching loads, lack of administrative support (funding), and non-recognition of community service as a credit activity. There is need for a structured community services program which will encourage and reward faculty participation.

III. RECOMMENDATIONS

This committee recommends:

1. That Community Services be adequately funded to encourage an organized program in this area.
2. That recognition for community service involvement be given faculty members.
3. That a Community Services Council, composed of faculty, student representatives and community personnel, be established to determine areas of need, cooperation, and participation for a structure Community Services Program, contingent upon adequate funding.

VII. LEARNING RESOURCES

CHAIRMAN - HAROLD POHLOD

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LEARNING RESOURCES

I. DESCRIPTION

Educational Media Center

The Educational Media Center staff assists students and faculty in planning, selecting, producing, and using educational media. This phase includes such things as basic booking and scheduling of audio-visual materials and implementing innovations and improved technology for the improvement of instruction.

The Center which is located across the hallway from the library is staffed by an educational media coordinator, a clerk-typist, and about twelve student workers. The facilities available at the EMC include a television studio, an audio-sound treated room, a graphic art production and self-service area, a photographic reproduction area, a photographic darkroom, an audio-tape duplicating area, an independent study laboratory (learning center), a computer terminal area, a typewriting room, a materials distribution counter, and office complex and an educational media reference library. In addition to these facilities, a number of satellite classroom/learning centers using some form of independent study are being served. For the present, these include reading, writing, math, speech, food service, and health education areas; but as more room becomes available at our new campus, more areas that are now using the independent study facility in the media center will be provided a satellite classroom as their programs expand.

Training sessions and workshops in utilization and simple production techniques have been conducted periodically at the EMC. In addition, special sessions are available as requested by various departments of the college and other agencies. More formal educational media courses are also available to faculty desiring to enroll for University of Hawaii credit.

The Independent Study Center

The Independent Study Center is in its second year of operation. The Center includes seventy carrels, a distribution center, an office, an audio recording room, and an open practice room. Thirty of the carrels are equipped with typewriters for individualized instruction in office skills. The practice room contains typewriters and three computer terminals.

Business Education Division

The extent to which business students use the Independent Study Center facilities is summarized in the report on the number of checkouts of learning materials. (See Exhibit No. 6, Checkouts of Study Center.)

Independent study materials are used as the primary source of instruction for some courses (designated office skills courses, type-writing and shorthand), as a direct supplement to some courses (accounting, data processing, office procedures), and as a casual supplement for other courses.

Instructors and teaching assistants are on duty in the Independent Study Center for those designated office skills courses which are taught through the independent study center. Distribution clerks are on duty whenever the Center is open.

The hours for the Independent Study Center during the school year 1972-73 were 7:30 a.m. to 4:30 p.m., Monday through Friday. During the 1973-74 school year, the hours have been expanded to 7:30 a.m. to 9 p.m., Monday through Thursday; 7:30 a.m. to 4:30 p.m., Friday; and 8:30 a.m. to 2 p.m., Saturday. The Saturday hours were instituted beginning the second semester during the 1973-74 school year in response to a petition by students requesting these expanded hours. The Independent Study Center is staffed with a distribution clerk and teaching assistant on Saturdays (no instructors). The expanded hours make it possible to serve working people in the community. However, the facilities will not accommodate non-enrolled students.

Students have been given the opportunity to evaluate the overall Center operation. (See Exhibit No. 7, Student Questionnaire on Study Center Evaluation.) Also, individual instructors have asked students for evaluation of lessons presented through the Center.

The faculty has been directly involved in planning the Independent Study Center facilities and programs through committees, developmental teams, consultant services, and in-service workshops. The dean of instruction and media coordinator have been an integral part of these efforts. Faculty have been given released time and overload to develop and revise materials. (See Exhibit 8, Summary of Title III and Exemplary Funding.)

Some of the learning materials collected have been purchased. However, a number of innovative instructional strategies have been developed by K. C. C. instructors. Designated office skills courses have been divided into modules of learning utilizing a systems approach. (See Exhibit No. 9, Module Chart.) Each of these modules has a supplement which explains to the student the performance goals for the module, grading standards, rationale, and outline of lessons. (See Exhibit No. 9, Module Supplements.) In addition, learning materials are available through the distribution center which are used to supplement the following business courses: accounting, data processing, business law, and hotel operations. (See Exhibit No. 1; Printout of All Educational Media Learning Materials.) A student information booklet is used for orientation. (See Exhibit No. 10, Student Orientation Booklet.)

The Independent Study Center is staffed with the following:

Distribution Clerks	70 hours a week
Teaching Assistants, Office Skills	100 hours a week
Faculty, Office Skills	120 hours a week
Faculty, Office Skills, Lecturers	30 hours a week

Because the Independent Study Center facilities are being used to capacity, there has been little encouragement for traditional office skills instructors to send their students to the Center. Students state in their evaluation that they often cannot find a carrel when they need it. A detailed and budgeted schedule for expansion and replacement of equipment and facilities needs to be developed. Cataloging of learning materials has been done without the assistance of the library staff.

Students overwhelmingly report that they like the Independent Study Center facilities and the independent mode of learning. (See Exhibit No. 7, Student Questionnaire on Study Center Evaluation.) Based on student acceptance and their request for expanded facilities, it would seem that the Educational Development Plan for the new campus at the Ft. Ruger site would include expanded facilities. Because current facilities are limited, future plans would include a satellite center for office skills.

The Liberal Arts Division as a whole has expanded its use of learning resources in keeping with an individualized instruction approach. Instructors of specific courses and programs have obtained funding to develop new materials. (See Exhibit No. 8, Summary of Title III and Exemplary Funding.) In addition, they have worked with library staff to increase library holdings. Thus, the learning

resources facilities themselves generally are being used more extensively than in the past. Present usage and projected goals may be summarized as follows:

Math-Sciences Department

Present materials created and used for student development in the Math Lab are filmstrips, film loops, and cassettes. Computer terminals are used for diagnostics and evaluation. Faculty recognize the need to produce additional material geared specifically for K. C. C. students. (See Exhibit No. 4, Learning Resources Accreditation Committee Evaluation to Faculty.)

Instructors of sciences employ supplemental filmstrips, film loops, and taped lectures. The development of a science learning center directly attached to the Science Department and manned by paraprofessionals is envisioned as a desirable inclusion in the planning of a new campus. (See Exhibit No. 11, Development of Science Learning Center.)

Language Arts Department

The Speech Lab (satellite facility), begun in fall, 1973, is fully individualized for a developmental speech course. It employs tape recorders, monitors, and master cassettes corresponding to the text. The Lab operates eight and half hours daily. Student response is encouraging. (See Exhibit No. 12, Speech Lab Student Response.)

Foreign language courses such as Japanese use tapes available in the independent study center. Material is also available for Spanish and English courses on the computer terminals.

The Reading Lab (satellite facility) suffers from the limited space available for its program. At present the lab is open for only eight hours a week because of the space shortage.

The Writing Lab (satellite facility) is presently non-functioning, but the department plans to start one in the fall of 1974. The lack of space to centralize the lab poses a severe problem.

Other English courses attempt to distribute materials to students. One instructor distributes the materials out of her own office. The method of distribution is considered too complicated for effective use. (See Exhibit No. 13, Distribution of English Materials.)

Computer Center

The computer science courses extensively employ the computer terminals for instructional work by students. The terminals are also used for evaluation purposes. (See Exhibit No. 14, Computer Science Courses.)

Humanities and Social Sciences Department

Specific courses such as psychology use many tape-slide packages designed for those courses. A main problem concerns breakdown of equipment, which discourages students. Music classes employ supplemental materials from learning resources. History and philosophy classes also use tapes and filmstrips for individualizing instruction. (See Exhibit No. 15, Humanities and Social Science Department Individualized Instruction Materials.)

Many other instructors indicate that facilities at the independent study center would be used for enrichment and supplement of course work, but they have been told that space and equipment are lacking. The Department envisions an expanded and perhaps separate learning resources center to reflect its needs.

The widespread use of audio-visual materials from the Educational Media Center for classroom use must be noted. The library and its reserve-book service are also employed by many classes for supplemental as well as course assignments.

Health Education Division

The Health Education Division reports there is a lack of funds so no advance planning is being done at this time with individualized instruction programs and usage of the Independent Study Center. However, a Medical Records Technician program is in the making; also, a medical-dental office procedures course and Radiologic Technology course are being planned. Health Education seems to prefer using its own facilities for a satellite center. There is an awareness of the general cramped facilities on campus and practical nursing and dental assisting have set up their own independent study area. Radiologic Technology uses the facilities of the Independent Study Center and has plans for future courses to utilize the equipment in this Center for independent study. (See Exhibit No. 1 for individualized study units of the Health Education Division.)

Library

At present the library, educational media center, and independent study facility are operated independently of one another because of inadequate staff and facilities to operate a combined learning resource center.

This section of the report will describe the library part of this operation. The library circulates reading lists, book reviews and publishers' catalogs to faculty. The Reference Librarian meets with faculty periodically to discuss areas in the library collection which need improvement. Faculty are encouraged to recommend materials from these and other sources for possible library purchase. The library also circulates new book lists to alert faculty of arrival of books of interest to them.

The Reference Librarian has worked closely with faculty in informing them of library resources in their subject areas, to aid them in selecting books to put on reserve, selecting topics for student projects and term papers, and aiding their students in using the library's resources in various subject areas. (See Exhibit No 16, Library Subject Bibliographies; see Exhibit No. 17, New Book Lists; see Exhibit No. 18, Research Paper Resource Lists; see Exhibit No. 19, Periodicals Lists.)

The library at present is located on the first floor of the Business Education Building. It consists of a main reading room, reference section, stack room, circulation-reserve area, microfilm cubicles, staff offices, and workroom. Since the last team visitation, the library has added microfilm readers and a microfilm storage cabinet, additional shelving for periodical backfiles not on microfilm, and a new catalog card cabinet section.

The library has instituted a library orientation program involving the use of slides, cassettes, filmstrips, and 16mm film. This presentation is available both for individualized use by students and in conjunction with group orientation lectures given by the reference librarian. In addition, a Library Resources Self-Test is administered to students in cooperation with faculty as a follow up to the orientation program. (See Exhibit No. 20, Using Library Resources: Self Test and Library Services Information Sheets.) In addition, library orientation sessions have been given to new faculty and part-time instructors by the library staff. The library also offers tours of the facilities. In addition, classes visit the library to work on projects utilizing its resources.

The library has distributed student/faculty questionnaires to evaluate its services. Also, the Learning Resources Accreditation Committee distributed a questionnaire to faculty, part of which involved an evaluation of the library services and resources. For the most part the evaluation was favorable. The single most frequent criticism was the inadequacy of the seating space available. (See Exhibits No. 21 and No. 4, Library Users Questionnaire November, 1972; Library Users Questionnaire November, 1973; Learning Resources Accreditation Committee Evaluation to Faculty.) The library also has a suggestion box which enables users to give their suggestion.

Since the last team visit, the library has converted its backfiles of most heavily used or indexed periodicals to microfilm. It has also computerized its new book lists and periodicals holding lists. (See Exhibit No. 17 and No. 19, Computerized Book Lists and Periodicals Holding Lists.)

II. APPRAISAL

In view of our temporary campus site, the EMC's facilities consist of make-shift classrooms and are inadequate to properly serve our students and faculty.

Because the Media Coordinator and some instructors have been involved in several state-wide community college planning sessions, and due to recent publications in national magazines and coverage by our local press, there have been a tremendous amount of visitors and inquiries about our innovative media programs at K. C. C. This in turn has resulted in an influx of outside agencies wanting to use the programs that have been developed at our college which has placed a great burden on our limited staff and facilities. (See Exhibit No. 5, Published Articles of Learning Resource Center.)

The Educational Media Center has never been provided with a formal budget although requests have been submitted. Most of the money used was provided by Federal funds to implement our programs. Some State money has been provided to the Center whenever available for equipment. State money is usually available for supplies and is usually obtained by submitting a requisition form the business office.

Other than the salaries of the Media Coordinator and the clerk-typist, all of the student workers are paid from Federal funding of some sort.

It is anticipated that a formal budget, including staffing requirements, will be provided to the Media Center as had been envisioned when the program first started in 1968. The faculty senate had a budget committee last year for the purpose of improving the situation; but due to the State's austerity program, there was little that could be accomplished.

The library facilities are inadequate to serve the needs of the present and projected enrollment. The library lacks adequate seating, workroom area, and stack space is rapidly being exhausted. At peak periods in the morning and early afternoon, many students are unable to find seats in the library. Members of the community are permitted to use the library resources on the premises, but the lack of evening and weekend hours of operation probably curtails such use.

By and large, the materials collections are in balance with the curriculum needs of the College. As outlined in the previous section, a concerted effort is made to involve faculty in the selection of materials in those areas of the collection which need strengthening.

Those aspects of the library's program most innovative in nature are its multi-media orientation and computerized book and periodical lists.

An additional circulation clerk would enhance the library's services to its public. Additional student help would be most desirable. In general, classified personnel are confined to non-professional tasks, and professional staff limits itself to professional duties.

The library's budget has remained consistent in terms of state financial support. However, the drastic cutback in Federal library appropriation has not been compensated for by increased state expenditures. As a result, the library's total materials budget is not really adequate to support the library's collection-building needs.

III. FORECAST

A learning resource complex is being envisioned for our new campus which will combine the media and library activities into one unit. Some of the learning resources functions that are presently handled separately by the media center and the library will be shared by both.

Over the next five years, this will involve operating a media center and library on two campuses. Eventually it is planned to have a single centralized Learning Resources Center incorporating the functions of the

present library, educational media center, and independent study facility. In addition, there will probably be satellite learning centers throughout the campus devoted to various subject disciplines. The learning resources staff and faculty will be involved in developing the new Educational Development Plan for this campus and in planning the facilities necessary to implement this plan.

IV. RECOMMENDATIONS

The committee recommends that the assignment of a budget for the various areas is of utmost importance. The staff of each area does not know how much money they have to work with each year for the purchasing of equipment, replacement and repair of equipment, program development, expansion, and staffing of areas. With the popularity and present and future usage of these facilities, knowing what we have to work with would be most beneficial.

PHYSICAL PLANT AND EQUIPMENT

VIII. PHYSICAL PLANT AND EQUIPMENT

CHAIRMAN - HENRY KIM

COMMITTEE MEMBERS

EMILIO ALCON

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DIANE LIM

PHYSICAL PLANT AND EQUIPMENT

Since the last Accreditation Evaluation Team visited Kapiolani Community College in 1971, the conditions noted in the team's report have gone relatively unchanged. Kapiolani Community College still has no campus master plan. With regard to specific recommendations made by the visitation team, preliminary work has begun; however, no substantial changes have been made due to funding constraints.

I. DESCRIPTION

Kapiolani Community College campus map and the map proposed for the Ft. Ruger Campus, equipment lists, and space utilization study are on display in the evaluation team room.

Kapiolani Community College since its last accreditation has continued on a current-service budget. That is, sufficient money has been given every year to continue programs that have been funded in previous years. Within a financial climate such as described above, there is little to report in the area of physical plant and equipment. Since 1971, (November '71) minor CIP money has been awarded to this campus for renovation and repairs. A detailed breakdown of such expenditures will be on display in the evaluation team room. In 1972-73, \$48,700 and in 1973-74, \$112,900 was awarded to Kapiolani for minor renovations and major repairs.

At present, all four instructional departments utilized off-campus facilities as training centers or as work stations. Detailed lists are provided for review by the accreditation team. Kapiolani Community College, outside of its regular ongoing programs, has had minimal requests from community groups for use of college facilities.

The amount of state funds used for purchasing equipment is not significant enough to comment on. Ninety-eight percent of all equipment purchases have been from federal funds. Lists of equipment purchased from 1972 to date have been placed on exhibit in the team room. There is no replacement schedule or depreciation account for any equipment.

The only exception to the above is in food service where funds are of a revolving nature. Beginning in 1972-73, a 15-year replacement cycle was initiated.

II. APPRAISAL

Building deficiencies exist for every area of college operations. Some of the more critical needs for buildings and equipment are in the following areas: Student Services Center, Business Education, and Liberal Arts. The same deficiencies with regard to buildings and instructional equipment that were cited by the last accreditation team still exist and possibly are more glaring at this time. The Health Services Education area is not adequately housed in its present on-campus location. The Health Education Division has been able to maintain effective training programs by close cooperation with the medical community. (See list of off-campus training locations.)

There is no systematic planning cycle for Kapiolani Community College. The main reason for this is that it appears for eons that Kapiolani has been on the verge of moving to a new campus. Since the last accreditation visit, routine housekeeping and custodial operation were sharply curtailed. This cutback in service was a result of a personnel cutback in the custodial staff. For the greater part of the period from 1972 to date, only three custodians have been on board. In order to barely comply with public health standards, Kapiolani has augmented its custodial staff with part-time student help. Operating funds have not been sufficient to support a maintenance program on a regular basis.

III. RECOMMENDATIONS

The committee recommends that Kapiolani Community College develop a campus master plan which is integrated into the system-wide community college master plan. The plan indicated above is contingent on development of an educational development plan for the Kapiolani Community campus and the state-wide community college systems as a whole.

**IX. DISTRICT AND COLLEGE
GOVERNANCE**

**CHAIRMEN - ESTHER NOGUCHI
GLADYS SATO**

COMMITTEE MEMBERS

**KARL BORNHORST
CHARLES DANIELS
DAVE HARRIS
ROBERT KIMURA
ROBIN MANN
ELAINE MIN
JOHN MOWBRAY
BRENDAN WALL
MICHAEL WONG
ALICE WATANABE**

DISTRICT AND COLLEGE GOVERNANCE

I. DESCRIPTION

The University of Hawaii is governed by the Board of Regents, whose Chief Executive Officer is the President of the University of Hawaii.

The President, until recently, was the Chief Executive Officer of the Manoa Campus of the University of Hawaii. A Chancellor has now been appointed to fill this position freeing the President to direct his attention more fully to statewide programs in higher education. The University of Hawaii consists of University of Hawaii, Manoa Campus; University of Hawaii, Hilo Campus; and seven community colleges -- Hawaii, Honolulu, Maui, Kauai, Leeward, Windward and Kapiolani. A new four-year campus, the West Oahu Campus is being developed.

An office of Vice-President for the community colleges is provided for in the organizational plan for administration of the University of Hawaii. However, due to administrative reorganization, the Vice-President of Community Colleges position is not operational, and interim procedures have been established. Presently, the Community College Systems Office, serves as the staff office to assist the President of the University of Hawaii on all community college affairs.

The Kapiolani Community College administrative structure remains the same as in 1971. The organizational chart describes the relationship of administrative personnel, together with the organizational charts of the faculty senate and student senate as presented in the exhibits.

Because of the open door policy, any student has the potential of giving input to campus policies and affairs. This is reflected by student membership in the various campus committees set up by the administration, faculty, and the Board of Regents.

At this point (March 1, 1974) there exists no Faculty-Senate committee to evaluate administrators at Kapiolani Community College. Plans are being developed to accommodate for evaluation procedures of administrators and instructors.

A ten-year curriculum plan for all the community colleges is being developed; this plan will give impetus to the development of specific programs on the different campuses. More faculty input is needed in the generating of the ten-year curriculum plan. Some of the innovations which took place at Kapiolani Community College during 1972 are described in the K. C. C. Instructional Services office publication, Innovative Activities, 1972.

The present financial situation of Kapiolani Community College reflects the financial condition of the State, and as expected, Kapiolani did not receive an allocation to satisfy the needs of all programs. This is reflected in the difficulty of staffing all vacant non-instructional positions and to purchase replacements for the obsolete equipment. Even with the tight financial situation in the State, Kapiolani Community College did receive adequate funds for current operations and additional teaching staff.

II. ANALYSIS AND APPRAISAL

With the appointment of the new Provost, a Provost Advisory Council was formed for the purpose of improving communication on campus. The council is composed of all division chairmen, Dean of Instruction, Dean of Students, the Administrative Officer, and Student Government representatives.

Effective communication is essential for adequate policy-making. With the formation of the Provost Advisory Council, communication has and will continue to improve on campus. Further consideration of the Title III sub-committee report on Governance will result in clearer description of the lines of authority together with an established grouping of delineated functions for all sections of the college consistent with its basic goals.

III. RECOMMENDATIONS

The committee recommends that the Title III sub-committee report on Governance and the Swenson Report: An Organization, Management, and Communications Study for Kapiolani Community College be seriously considered.