REPORT OF THE WASC SENIOR COLLEGE AND UNIVERSITY COMMISSION (WSCUC) VISITING TEAM

EDUCATIONAL EFFECTIVENESS REVIEW (EER)

To University of Hawai'i West O'ahu (UHWO)

November 19-21, 2014

Reaffirmation of Accreditation

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SECTION I – OVERVIEW AND CONTEXT

A. Description of Institution and Visit
The institution was established as West Oʻahu College (WOC) subsequent to the University of Hawaiʻi Board of Regents approval in 1976. The Board approved a name change to UHWO in 1989. In 1998, the university moved from the previous location on the west end of the Leeward Community College (LCC) campus to a new location on the east end of the LCC campus. Given its close affiliation with LCC and its upper-division-only curriculum, UHWO has historically served mostly an adult population with a select number of baccalaureate programs. During its first three decades, student enrollment growth was slow, with annual single-digit percentage increases, and by 2007 UHWO had enrolled a 1000 students. The Board of Regents authorized a change of mission in 2006 (subsequently approved by WSCUC, formerly WASC in 2007) to begin offering four-year programs with lower-division courses and related general education curricula. Concurrent with these authorizations was the approval to engage more fully with the development of a new campus in Kapolei. The institution's Capacity and Preparatory Review (CPR) was conducted in March 2003, resulting in a Special Visit in December 2003, followed by a Notice of Concern. The Educational Effectiveness Review was conducted in 2004, resulting in the removal of the Notice of Concern. A Special Visit, however, was authorized for 2008 to address the issues of financial sustainability, development of academic planning, the use of data collection and analysis in measuring student learning, and stability of leadership for the campus in view of turnover in key positions. Following the Special Visit in October 2008, UHWO received continued accreditation and continued the scheduled comprehensive review with the submission of the Institutional Proposal in 2009.

The initial scheduled fall 2011 CPR visit was deferred to spring 2012 due to the planned move to the new campus at Kapolei at the institution's request. The institution's CPR was conducted April 2012, resulting in a Notice of Concern. The Commission expressed serious concerns on the failure of leadership to effectively address the long-standing pattern of transitory senior academic leadership and other areas identified in the 2008 Special Visit. It further charged the institution to address in its report for the EER visit issues related to leadership turnover, strategic planning, and creating a student-centered environment at the new campus. Shortly after the CPR visit the UHWO moved from five portable structures that comprised 30,000 square feet, to four newly constructed buildings with over 200,000 square feet of space at Kapolei. By that time the university had expanded to six degrees with 29 concentrations and 3 certificates. The six degrees are: Bachelor of Arts (BA) in Humanities, BA in Social Sciences, BA in Business Administration, BA in Public Administration, Bachelor of Applied Science, and Bachelor of Education. The three certificates are in Substantive Abuse and Addiction, Health Care Administration, and Disaster Preparedness and Emergency Management. As expected, the student population increased from 1,333 in fall 2009 to 2,361 in fall 2013. The fall 2013 EER visit was rescheduled to spring 2014 by the Commission and subsequently deferred to fall 2014 at the institution's request.

The online BA in Business Administration was grandfathered for approval by WSCUC in 2008. The online BA in Social Science was approved through the WSCUC Substantive Change Process in 2001, and the online BA in Public Administration in 2009.

The review of distance education programs and the four required WSCUC's Federal Compliance Checklists are located in the Appendices.

B. The Institution's Educational Effectiveness Review Report: Quality and Rigor of the Review and Report

UHWO's EER addressed directly and openly the issues of concerns identified in the Commission action letter of July 12, 2012. Each section of the report concluded with a few recommendations and plan of action, although some concluding essays were very short and not future directed. There were also some inconsistencies in the EER and supporting documents (e.g., Academic Development Plan) that requiring the team to make numerous inquiries during the visit to clarify.

The quality of the evidence presented in the report was uneven. In some sections, the appropriate documents were not initially provided, such as the Educational Effectiveness Inventory, curriculum vita for senior leadership, and Integrated Postsecondary Education Data System (IPEDS) information. Syllabi initially provided were insufficient requiring the team to request additional evidence, which was made available onsite in the team room. Some documents were added to the institution's accreditation website, after the team had already completed their initial review of the EER and website, without notification of their addition to the team. UHWO was cooperative in providing missing or incomplete items prior to the visit or in the team evidence room upon arrival as well as additional requests for information during the visit.

In terms of the analysis of the evidence, the EER identified a number of areas as needing improvement, and generally the team agreed with the conclusions. The institution is to be commended for its level of candor in recognizing areas of weakness in relation to the CFRs; however, the team noted that, in several sections (e.g., credit hour, distance education, and program review) analysis of findings were not provided.

C. Response to Issues Raised in the Capacity and Preparatory Review

Following the visiting team's CPR visit in 2012, the Commission identified three principal matters for attention during the Educational Effectiveness Review. Prior to assessing the quality of the report, however, the team needed to address the Notice of Concern, which the Commission imposed after the CPR visit. The areas cited for improvement included leadership turnover, a re-focusing on the strategic plan, and creation of a student-centered environment at the new campus.

The team delved into each of these concerns. The team found that the university has made significant strides since its last visit as a result of strong, clear leadership from the new chancellor. It was gratifying to observe that there is a vigorous spirit alive on the campus with collegial efforts to move the university forward for the benefit of students. Consequently, there is renewed focus on planning, specifically strategic planning, bringing together broad cross-sections of the campus community to forge partnerships, follow the path laid out by the chancellor, and enrich students' experience. This has resulted in a palpable sense of focus on students and their success.

The team noted with appreciation the efforts that have been made since the last CPR visit. UHWO has come together as a community, taken seriously the Commission's admonitions, and corrected the areas in need of attention.

SECTION II – EVALUATION OF EDUCATIONAL EFFECTIVENESS UNDER THE STANDARDS

Theme 1: Fostering Student Success

Goal 1: Creating a Successful First Year Experience (CFR 2.10, 2.11, 2.13, 3.10, 4.1)
UHWO accepted its first freshman class in fall 2007, and designed and implemented a First-Year Experience (FYE) program in 2008 through funds received from a five-year U.S. Department of Education Title III grant. FYE is primarily a Student Affairs' program that is committed to serving first-time, first-year traditional freshmen to promote student learning, engagement, satisfaction, and persistence to the sophomore year and graduation by providing various services that includes mandatory orientation and advising, Summer Bridge, peer mentoring, early intervention, and campus social events. Based on the recommendations from the CPR team, the campus was charge to provide evidence of accomplishing the following actions:

- Develop and evaluate the effectiveness of an integrated infrastructure for assessment, including expanded institutional research capacity for supported FYE student learning assessment, disaggregating data, and supporting direct assessment methods for student learning (CFR 2.10, 4.1).
- Conduct a comprehensive assessment of the FYE and use the results to identify those components that should be institutionalized (CFR 2.10, 2.11).
- Develop a plan for the formalized institutionalization of FYE components that have been proven to be effective in increasing first time freshmen retention, graduation rate, and learning.
- Develop a plan for providing for essential student support services needed to meet the increased demand created by both the move to the new campus and the growing freshmen population (CFR 2.13).

Since the 2012 CPR visit, UHWO embedded the infrastructure for assessing its FYE within its campus-wide structure for assessment by having FYE leadership serving as members of the EER Committee. In addition a data analyst was hired with Title III funds to assist the FYE program with data collection and analysis. Based on the FYE 2013-2014 Assessment Report, Student Affairs evaluated four program objectives that made up a large part of its comprehensive assessment.

Program Objective 1: Fall 2013 freshmen who enrolled in block schedules will have a higher number of earned credit hours at the end of their first semester compared to fall 2012 freshmen who did not enroll in block schedules.

Results indicated that fall 2012 freshmen (n=300) completed 9.94 credit hours, while fall 2013 freshmen (n=292) completed 10.63 credit hours. While there was a slight increase, it was not statistically significant.

Program Objective 2: There will be a 10% increase of fall 2013 first-time first-year freshmen who were mandatorily assigned a peer mentor who persisted to their second year compared to the 60.5% retention of the fall 2012 freshmen for whom peer mentoring was optional.

Data revealed a decrease in the retention between the fall 2012 freshmen cohort who had self-selected a peer had a 60.5% one-year retention rate, while fall 2013 cohort who had an assigned peer mentor had a 58% one-year retention rate. In response to these results, FYE still assigned peer mentors for the fall 2014 freshmen cohort, but built time-blocks in between classes for interaction between peer mentors and mentees.

Program Objective 3: Eighty percent (80%) of fall 2013 freshmen identified by faculty as 'at risk' of failing during the fourth week of the fall semester will satisfactorily complete their semester with a cumulative grade point average (GPA) of 2.0 or higher.

In fall 2013, an early alert and early intervention program was initiated as well as the hiring of a full-time university psychologist who suggested scripts and strategies, particularly in addressing emotional or personal student issues. Of the 47 freshmen identified at-risk for failing a class based on faculty report, only 20 (42.5%) completed the semester with an overall grade point average of 2.0 or higher and 36 (76.5%) completed the class(es) they were identified as possibly failing. In response to these results, UHWO is piloting a student-tracking, early alert software program, GradesFirst, to streamline the process of connecting faculty, at-risk students, and Student Affairs support staff more efficiently.

Program Objective 4: Seventy-five percent (75%) of students who participate in any FYE service will report that the quality of the delivery of the activity was well executed.

First-time FYE freshmen were surveyed in mid- year (December) to evaluate the leadership/peer mentor program, which is one of the pillars of the UHWO's FYE program. The majority of survey participants (n=41 or 14% of 292 freshmen cohort) did report the peer mentor program made the transition to college easier (88% or n=36) and peer mentors were helpful and had a positive effect on their first semester (80%).

During the academic year beginning in fall 2014, UHWO institutionalized block scheduling to increase interactions between peer mentors and mentees and to fully implement the early alert feature in GradesFirst. UHWO also institutionalized some FYE activities (e.g., leader/peer mentor program, a modified version of Summer Bridge). In addition, key FYE staff positions, including a FYE coordinator, that were previously funded by the Title III grant will be funded using recently received State funds and additional funding as the campus' enrollment increases over the next 1-3 years (CFR 2.10, 2.11).

   UHWO is commended for conducting a comprehensive assessment of its FYE that included identifying and formalizing those components to be institutionalized as well as increasing its institutional research capacity (CFR 4.1). As a note, interviews with students confirmed that Summer Bridge was beneficial in assisting them to build relationships with other students to support one another. Although increased first-time freshmen one-year retention rates have yet to be fully realized, Student Affairs' commitment to ongoing assessment for continuous improvement is commended. Although, the FYE is primarily a Student Affairs initiative, the vice chancellor for student affairs did articulate plans to increase faculty participation with the hiring

of faculty specialist with non-teaching responsibilities to provide advisement and to lead FYE cohorts as the demand for these essential student support services increases with the growing freshmen population (CFR 2.13).

UHWO has also participated in the UH system's Hawai'i Graduation Initiative (HGI) since fall 2010, but only recently began to clarify objectives and conceptualize priorities through the HGI Committee and the Retention Subcommittee in January 2013. Through monthly meetings over the past 18 months specific areas of concern were identified, retention reports established for periodic review, and recommendations for tracking and improving retention were made.

The goals of both HGI and the Retention Subcommittee are to implement high-impact practices that improve teaching and learning so that retention and graduation rates increase. The initiative specifically addressed pilot stretch courses in Math and English, block scheduling, curriculum mapping, strategic uses of financial aid, and leveraging physical campus capacity (CFR 3.10). The relationship of FYE to HGI is represented by the Title III director, who serves as a liaison between the two groups, and by HGI's assistance with Student Affairs' FYE in the implementation of GradesFirst and the Summer Bridge program.

The HGI Campus Completion Score Card 2012-2013 indicated the percentage of students completing college level English and Math within the first year has increased with 64.4% (fall 2010 cohort), 71.1% (fall 2011 cohort), and 74.7% (fall 2012 cohort). Unfortunately, the percentage of freshmen completing at least 30 credit hours within the first academic year has fluctuated and decrease from 39.4% (fall 2010 cohort), to 43.0% (fall 2011 cohort), and finally 32.8% (fall 2012 cohort). The retention rate of freshmen to sophomore year had similar pattern of fluctuation, that is 60.6% (fall 2010 cohort), to 66.9% (fall 2011 cohort), and finally 60.5% (fall 2012 cohort). Interviews with individuals from the HGI Committee candidly admitted that with the opening of the new campus, the fall 2012 freshmen cohort were probably not given the attention and resources they needed. Interviews with current students confirm that these issues are not the norm. Students felt that faculty and staff "work really hard to get freshmen" and provided a good transition from high school to college for them.

EER also reported indirect measures of UHWO' s efforts to assess and improve student-center learning through various surveys. As previously reported in the CPR, the National Survey of Student Engagement (NSSE, 2011) results were compared longitudinally. Unfortunately, as the CPR team report articulated that due to the low response rate (first-year freshmen, n=19 or 29%) disaggregation of data was not feasible but concerted effort needed to be demonstrated to increase participation or alternative measures should be identified. For the EER, results from the Cooperative Institutional Research Program (CIRP) First Year College Experience Survey (2013) and the Leavers' Survey (fall 2014) were provided. Unfortunately, the Leavers' Survey also had a low response rate (only 7 students responded out of 270 or less than 3%; UHWO deployed another Leavers' Survey at the beginning of the fall 2014 term for all students who did not reenroll, which was published on the Office of Institutional Effectiveness website with a better albeit still low response rate (19%), which reiterates the importance of increasing participation on key institutional measures. See further discussion below of survey results under Goal 2: Creating Support for Student Learning.

Documents Reviewed/Interviews Conducted
Educational Effectiveness Review Self-study (2014)
    Report of the WASC Visiting Team for CPR (2012)
Student Affairs' FYE 2013-2014 Assessment Report
Hawai'i Graduation Initiative Retention Subcommittee Report (May 30, 2014)
HGI Campus Completion Score Card 2012-13
Hawai'i Graduation Initiative Committee
Vice Chancellor for Student Affairs
Title III Director
Student Forum

Goal 2: Creating Support for Student Success

Assessment of Teaching and Learning (CFR 2.2a, 2.3, 2.4, 2.5, 2.6, 2.7, 2.10, 2.11, 2.13, 3.1, 3.3, 3.7, 4.1, 4.2, 4.3, 4.4)
It is verified that the faculty have invested substantial time and expertise to refine student learning objectives at all levels (institutional, division, concentration, general education, and course). This has led to clearly stated learning objectives; inclusion of direct and indirect assessment methods; use of formative and summative assessment; and much improved institutional data collection, analysis, and reporting. Each of the sampled syllabi contained course learning outcomes linked to institutional learning and general education outcomes. Some syllabi also linked course objectives with division and/or concentration outcomes. A few syllabi illustrated to students the link between the specific course assignments and the course student learning outcomes (CFR 2.3, 2.4).

Institutional Learning Outcomes: The Assessment Committee directed the assessment of one of five institutional learning outcomes during each year of a five-year cycle: communication, cultural awareness, critical thinking, disciplinary knowledge, and community engagement. Faculty evaluated one course in each concentration with the concentration learning outcome aligned with the institutional learning outcomes (ILOs) under evaluation. Some exception occurred in which divisional, rather than concentration, outcomes were assessed; this should be rectified in future to ensure outcomes are assessed at the program level.

General Education Learning Outcomes: At the last CPR visit, UHWO had implemented the same general education requirements as other members of the UH system (CFR 2.2a) and had also used the UH "Hallmarks," or course characteristics, to identify, design or adapt courses to meet these requirements. According to the EER, UHWO degree-seeking students now complete the newly adopted General Education Hallmarks developed at UH Mānoa. These hallmarks require the completion of 31 credits with 12 credits of foundation that include writing, symbolic reasoning, and multicultural/global studies; and 19 credits of diversification that include arts, humanities, and literature; social science; and biological/physical science with one lab course (CFR 2.2a). Based on recommendations from the Assessment Committee, in spring 2013, UHWO ILOs were significantly changed and some new general education outcomes were developed and protocols for conducting assessment of learning were completely revised (CFR 2.4). Some learning outcomes need further refinement (e.g., symbolic reasoning and contemporary and ethical issues) and some were not available for review in the general catalog (i.e., Hawaiian-Asian-Pacific issues). During the CPR visit, UHWO had established a General

Education Committee to manage its policy and program review and maintenance (CFR 2.4), though, going forward, the committee needs to clarity its charge, review its processes, and communicate about this work to all faculty.

The General Education Requirements Assessment Plan articulates a 4-year cycle for evaluations of all general education learning outcomes. In AY 2013-14, faculty members teaching courses aligned with written and oral communication were charged by the Assessment Committee to evaluate learning outcomes. The assessment report, for written communication, stated 14 courses over 15 sections were selected across all the degree programs with the exception of Applied Science. Written communication assessment exercises from 193 students across all instructional levels (i.e., 100, 200, 300 and 400) and instructional modalities (i.e., hybrid, online, and ground-based) were evaluated. Results for written communication were examined using the Association of American Colleges and Universities (AAC&U) value rubrics on five dimensions and a comparison of pre-test and post-test performance. Conclusions were made by each of the dimensions and observations made regarding students in online courses in comparison to other modalities. The analysis resulted in a plan of action to improve student learning. Of note is the need for faculty to work with library personnel to improve students in discipline-specific writing skills through use of multiple sources of research and for faculty to provide more frequent developmental feedback on student writing (CFR 2.5). Based on this analysis, faculty indicated slight increases overall, with varying improvement on the five dimensions of written communication. For oral communication, 5 courses over 6 sections were selected representing 70 students. These were all on ground courses at the 200, 300, and 400-level. Students' performance improved in courses with an "oral communication" focus and these students also benefitted from instructional feedback to improve their oral communication skills (CFR 2.5). The faculty examination of these results indicated insights as to enhance student achievement (CFR 2.3, 2.4). Given some methodology concerns and limited faculty participation, both area assessments yielded recommendations for improvement, although a system for monitoring and tracking implementation of the recommendations was not evident. To ensure quality assessment in future, two faculty with responsibility for assessment were identified to serve as permanent coordinators for writing and the humanities division (CFR 2.2a).

Divisional and Concentration Learning Outcomes: The academic divisions provided an executive summary of their assessment efforts from 2007 to 2012. Evidence was provided that the strengths and weaknesses resulting from the examination of student learning outcomes at the divisional and concentration levels were considered thoughtfully by the faculty, and 68 academic changes were made to address weaknesses. Such changes included curricular/degree requirements, improved assignment instructions, more writing assignments and more detailed feedback on student writings, more oral assignments and increased sensitivity to needs of English as Second Language students, focus on mathematical reasoning, curricular emphasis on indigenous and multicultural content, increased emphasis on ethical and logical analysis, and increased emphasis on expression of critical thinking in senior practicum writing assignments. Faculty stated that past assessment led to course and program changes, but the impact of these changes on student learning have not yet been empirically studied. Because institutional and outcomes have been changed significantly and general education outcomes developed (which is good), the result is that future assessments of learning will be difficult to compare to current assessment findings (CFR 2.3, 2.4, 4.4)

Assessing the quality of assessment process: The faculty and administration used the AY 2012-2013 as a time for considering assessment results and implications for change. In addition, faculty prepared for the next assessment cycle by revising institutional learning outcomes, developing general education learning outcomes, drafting assessment guidelines, and conducting faculty development sessions on assessment. Moreover, under the direction of the Assessment Committee, the faculty engaged in reflection of the effectiveness of their assessment methods (e.g., quality and reliability of the rubrics, methods yielding program strengths/weaknesses, methods informing program changes, and actions taken to improve student learning (CFR 4.1, 4.4).

The AY 2013-14 assessment cycle began with newly revised Assessment Plans and Schedules for each degree including concentrations. Of the 21 assessment plans reviewed, it was verified that concentration learning outcomes (CLOs) were identified and the corresponding program requirements to meet those CLOs were provided. Curricular maps provided a list of courses offered and how each contributed to the learning progression of each CLO (CFR 2.3, 2.4). The planned schedule for assessment of each CLO over a period of 4-5 years was also provided. Most assessment plans include multiple courses at different levels (i.e., lower and upper division sections) and instructional modalities (e.g., online and on ground).

Although assessment plans and schedules included multiple courses at different levels and instructional modalities, half of AY 2013-14 assessment reports reviewed evaluated only two courses both at the same level that is either 300-level or 400-level courses. One program included data from only one course. Most programs reported average performance data using either a 3-point or 4-point multidimensional rubric and analyzed their data to make recommendations to improve student performance. Six programs collected data from different instructional modalities, but only two disaggregated their results to compare student performance across instructional modalities. There was not an assessment plan report for the Bachelor of Applied Science available for review.

In summary of this AY 2013-14 assessment cycle, the majority of programs did not follow their own assessment plans. In addition assessment plan reports were inconsistent in terms of what was measured. Some programs focused only on ILOs and not CLOs, some were course-level reviews and not a synthesis of the concentration assessment efforts. These course-level reviews provided little comparison between instructional modality and progression of learning through the programs with regards to CLOs.

Program Reviews: In 2013, the Curriculum Committee revised the Program Review Handbook to clarify the process for academic program review for both degree and certificate programs, focus the efforts of programs undergoing review, and provide clear guidelines to promote consistency across all program reviews (CFR 2.7). This process articulated a timeline for tasks, internal and external review components that include input from program faculty and students, analyses of student achievement of the program's learning outcomes including retention and graduate rates and an external content expert reviewer (CFR 3.3, 4.1). After the completion of the internal and external review reports, that are also reviewed by the program faculty and vice chancellor for academic affairs, the Curriculum Committee reviews, evaluates and provide further recommendations at the university-wide faculty level (CFR 2.6, 4.1). This process is concluded with the development of a Memorandum of Understanding (MOU) between the vice chancellor for academic affairs and the program head for action plans going forward.

Since the CPR visit of 2012, UHWO's program faculty in the Education Division underwent Council for the Accreditation of Educator Preparation (CAEP: formerly National Council for Accreditation of Teacher Education [NCATE]) accreditation this past year, although this was not part of UHWO's program review process. In addition, the program faculty in Social Sciences and Business Administration divisions submitted their first program review in spring 2014 and the program faculty in Humanities and Public Administration divisions in fall 2014 under the new program review guidelines (CFR 4.4).

The internal program report is intended to be an evaluation of an academic degree program for the previous five years including student learning outcomes, annual assessment studies, findings, and resulting changes. Review of the five degree programs that have completed their internal program reports showed that some programs evaluated student outcomes based on each concentration's performance on ILOs (Social Science, Public Administration) or divisional learning outcomes (DLOs) (Business Administration), rather than their concentration learning outcomes (CLOs). Without a review of CLOs, the question of whether graduates from one concentration (e.g., Anthropology) have the mastered the requisite knowledge and skills of that discipline versus graduates from another concentration (e.g., Psychology) was not answered (CFR 2.6). Fortunately, through their program review process Business Administration has realized the need to assess learning outcomes at the concentration level in the future.

Retention or graduation rates were not consistently presented across the internal program reports, as well as the lack of analyses of student achievement across instructional modalities (online, hybrid, or on-ground). Contrary to the fact that some programs have considerable online offerings, for example, the Social Science has 46% and Business Administration has 55% of their courses offering online, their student learning performance data were not disaggregated and analyzed to ensure quality and achievement across instructional modalities. In addition, some concentrations provided few or no online sections for evaluation of student achievement.

Efforts to include students in the program review process were emerging, whereas most programs included indirect assessments of student satisfaction with their program by including results from course and faculty evaluation surveys via eCafe system or graduate exit surveys. A few external reviewers (e.g., Public Administration) met students during full class period across a variety of class levels as well as alumni, while other external reviewers did not interview any students during their campus visit. Formalized input from external constituencies such as employers or professional organizations, except for the Education Division, was also not evident (CFR 2.7).

Although the EER stated the Curriculum Committee was the critical university-level faculty body in the program review process that reviewed, evaluated and provided further recommendations, upon interview with members of the Curriculum Committee, it is actually a subcommittee not entirely comprised of members of the committee, which participated in these review processes. It was also not clear whether the subcommittee operated under the jurisdiction of the Curriculum Committee whereas the parent committee would review recommendations from subcommittee before moving to the next level in the review process. At the same time, the Assessment Committee has no involvement with program reviews. Furthermore, interviews with some program faculty suggested that compliance and tracking of agreement made in previous MOUs were cited as difficult with the frequent changes in past administrative leadership.

It is recommended the continued refinement of the program review process to include concentration level assessment of student achievement including retention and graduate rate data that is disaggregated by instructional modalities and student demographics, increase involvement of students and external constituencies such as employers and professional organizations in the review process (CFR 2.7). In addition, the establishment of a permanent standing committee to provide the requisite review, evaluation and feedback to programs under review and to ensure the campus systematic integration of results and recommendations into planning and budgeting processes, especially related to mutually agreed-upon commitments (CFR 4.3).

Infrastructure: In response to the Commission's' recommendations, UHWO integrated its infrastructure for assessment and expanded its institutional research capacity. It has done so by restructuring institutional research and assessment into one administrative unit, thus allowing for more consistent and coordinated support for student learning assessment (CFR 4.2).

High levels of student performance: Outside of student learning assessment which is much improved but requires greater faculty investment in establishing standards for student performance, it is difficult to evaluate overall high levels of student performance with respect to levels of student achievement established by UHWO. One observation relates to grading standards as evidenced on course syllabi. Most of those sampled (40) set passing standards at 60% or higher, but a few set this standard at 50%. This appears low, especially given that many courses include a substantial portion of the course grade for class participation (in one course, 70% of the total course grade was awarded for participation). Faculty are encouraged to consider these grading standards and participation elements, along with other indicators of academic challenge such as the amount of reading and the number and complexity of writing assignments for achieving high academic rigor (CFR 2.2, 2.4, 2.5, 4.3).

Disaggregation of Data: While much progress has occurred for assessment of student achievement, only limited disaggregation of data by student population has occurred to date. It is strongly recommended that faculty disaggregate student learning outcomes by student demographics for ethnicity, gender, distance learning, concentrations, or other characteristics important to UHWO. In addition, there was no evidence that internal standards of performance have been established for acceptable or desired learning outcomes. Although peer institutions have been identified, it was not clear that the university had undertaken external standards of performance for comparative purposes. For the next level of sophistication for learning assessment, it is recommended that the faculty establish and track standards of performance internally as well as consider comparative data to peer institutions (CFR 2.3, 2.6, 2.10, 3.1, 4.1).

Co-curricular Assessment /Student Affairs Planning: UHWO is commended for having initiated a viable process for assessment of student services. Using a standardized template for assessment, co-curricular units have assessed their programs and/or student learning objectives, and it is reported that these units have begun to make improvements to enhance student success. Overall, these assessment reports contained measurable objectives with identified metrics and performance levels. Honest appraisal was provided when objectives were not met and actions were identified to explore methods to achieve unmet outcomes. While some reports are an assessment of operational processes only, others have included student learning outcomes. Continued attention to incorporating learning outcomes for all co-curricular units and disaggregating data by student demographics (especially those for distance education courses) is

recommended. It is also recommended integrating results from curricular and co-curricular program reviews into planning and budgeting processes (CFR 2.11, 2.13).

In its CPR action letter, the Commission highlighted assessment for continued focus attention of the university. The EER team acknowledges UHWO's considerable achievements in embracing assessment and its core commitment, with abundant evidence that faculty and administration have made a genuine, serious commitment and that investment in infrastructure support systems are contributing to this effort. It is recommended that UHWO continue its initial progress for the greater use of data in planning and decision making at the university and program levels, with this function invested in an expanded Office of Institutional Effectiveness (CFR 2.6, 4.1, 4.2, 4.3, 4.4).

While much progress has occurred at the institutional level, it is essential to support student learning at the program level, by expanding faculty development resources related to teaching and learning, providing annual data collection/reports to faculty, and sustaining faculty participation in the assessment process for student learning outcomes. The faculty stated that an obstacle to progress in assessment of learning outcomes is the increased responsibilities for assessment. This issue is entwined with faculty deployment and quality issues addressed more fully in the section on faculty development. The administration is encouraged to continue to take appropriate actions to address concerns about increased demands on faculty for program transformation and investment of fiscal resources at the faculty level (CFR 4.1, 4.2, 4.3). One of outcomes of the CPR review was to implement curricular and assessment frameworks for improving student learning. The challenge is now to refine and these structures to effect high levels of student learning for a diverse student population. It is essential that the campus clarify responsibilities and relationships among committees, particularly among Curriculum, Assessment, and Distance Education Committees (CFR 3.7).

The team recommends that UHWO continue its efforts to sustain its momentum more vigorously in disaggregation of data by student sub-populations, benchmarking internally and externally, direct evaluation of authentic student work, agreement on what constitutes valid evidence of having achieved learning goals and what levels of performance/achievement are acceptable at each stage of students' pathways to their degrees (CFR 2.10, 2.3, 4.4).

Documents Reviewed/Interviews Conducted
Educational Effectiveness Self-study (2014)
UHWO General Catalog 2011-2012
UHWO General Catalog 2014-2015
General Education Assessment Report AY 2013-14
Executive Summary of the Divisional Assessment Self-studies: Reflections on the UHWO 2007-2012 Learning Assessment Cycle
Program Assessment Reports for AY 2013-14 for the following: Early Childhood Education, Elementary Education, General Business (course-level assessments of BUSA 486 and 490), Hawaiian-Pacific Studies, History, Marketing, Philosophy, Psychology, Public Administration (course-level assessments of PUBA 302, 340, 351, 409, 432, 464, 475, 486, and 490), and Sociology.
Humanities Assessment Summary AY 2013-14
Academic Program Review Handbook and associated templates (2014)
Business Administration Program Review Internal Report (fall 2013)

External Review of Division of Business Administration (June 24, 2014)
Humanities Division Internal Program Review AY 2013-14
Social Sciences Program Review Internal Report AY 2008-09 - AY 2012-13 (spring 2013)
External Review of the Division of Social Science (August 6, 2014)
Public Administration Program Review Internal Report AY 2006-07 - AY 2013-14 (dated fall 2014)
External Review of the Division of Public Administration (November 19, 2014)
National Council for Accreditation of Teacher Education (NCATE) - Proposal Seeking Provisional to Establish Status, Bachelor of Education Degree (B.Ed.), Concentration Elementary (2014)
NCATE Board of Examiners Report (January 27-30, 2013)
Assessment Committee
Curriculum Committee
Faculty members from the Divisions of Business, Social Science, and Public Administration

Fostering Student Success (CFR 1.4, 2.10, 2.11, 2.12, 2.13, 2.14, 3.10, 4.4)
The Commission recommended that UHWO create a student-centered environment at the Kapolei campus and a plan for providing essential student support services needed to meet the increased demand at the new campus. UHWO reports that it has enhanced the student-centered environment, primarily through assessment of learning outcomes, small class sizes (Student to Faculty Ratio 19:1), professors who commit to student success and teaching proficiency, and increased financial aid and on-campus employment opportunities. UHWO also reported an increase in new chartered student organizations and increased student leadership and social opportunities. Students substantiated this increased attention to student clubs and campus events, while noting the continuing challenge of securing more student participation in student government and university committees
Efforts have been undertaken to eliminate conflicts and complexity of degree programing for students. Other actions were undertaken to assist students in completing their programs within the most efficient timeline and with identified milestones toward degree completion. Examples include academic maps for course sequencing, Summer Bridge, stretch mathematics and English courses (courses paired with writing tutor and supplemental instruction), GradesFirst (combines early alert an academic progress reports), freshmen scheduled into four class block-scheduling, and other high impact practices designed to increase student success. UHWO states that most of these components are in early stages and longitudinal data will be required to understand efficacy and sustainability. Preliminary data illustrate that students in developmental courses and stretch courses had outcomes comparable to those students placed directly into college-level courses. The visiting team agrees with the implementation of the recommendations identified by the Retention Subcommittee and encourages their implementation in support of student success (CFR 2.13, 2.14)

Diversity of Student Body: UHWO has expressed and realized its commitment to diversity as a hallmark of its inclusive campus. The diversity of its student profile is a richness that also requires diversification of services, where appropriate, to meet the academic and co-curricular needs of the student population. For fall 2013, 56% of students were part-time; average age 26.5; 63% female; 29% Native Hawaiians or part Hawaiian, 42% Asian, 12% Caucasian; 26% transfer; 26% distance education online or interactive television programs; and16% first-time freshmen. Enrollment growth projections focus on increasing degree completion of students,

particularly Native Hawaiians, low-income, and underserved regions/populations. Fall-to-fall retention data are another example of the need for disaggregation of data as aggregated retention rates may or may not reveal a complete picture of student success. It is recommended that the enrollment plan and student affairs assessment efforts ensure student success for all students (CFR 1.4, 2.10, 2.11, 2.12, 3.10)

Indirect Measures of Student Success: Results of indirect measures of UHWO's success in providing a supportive, student-centered learning environment were provided through various surveys. The National Survey of Student Engagement (NSSE, 2011) results were compared longitudinally. Over time, students reported more positive outcomes overall. The category of Enriching Educational Experiences displayed the lowest scores over time and in comparison to peer institutions, thus requiring institutional action for enhancing student success.

The Cooperative Institutional Research Program (CIRP) First Year College Experience Survey (2013) indicates students' satisfaction with UHWO. Items receiving the highest number of students reporting satisfaction (87% or greater) were library facilities, classrooms and computer laboratories, and the campus overall. The lowest scores were cited for academic advising (62.3%) and financial aid/office (65.7%). These lower-ranked items are important for the campus to address, given its mission. With regard to students' satisfaction with their academics, the highest percentage (80-91%) of students reported they met with faculty during office hours and interacted with faculty and staff. The writing center received the lowest satisfaction (62% of students) along with students reporting they turned in assignments late or missed class. The campus expressed concern about the high number of students who submitted inferior papers, submitted assignments late, and missed classes (55%). With regard to co-curricular items of importance, students gave greatest importance to becoming an authority in their fields of study (77%); the lowest percentage of students cited becoming a community leader (47%), helping to promote racial harmony (56%), and developing a meaningful philosophy of life (56%).

Leavers' Survey (fall 2014) was returned by only 10 (from among 388) students who did not re-enroll in fall 2013, thus providing only limited information. The campus used this survey, augmented by questions from Noel Levitz Student Satisfaction Inventory to secure additional information about students' experiences at UHWO. A low response rate did not allow generalization, although information was used to provide guidance to faculty and staff. In the student services area, highest satisfaction was cited for admissions, course scheduling, and cashier's office with lowest scores for services related to counseling, tutoring, and student activities.

Data from the Hawai'i Graduation Initiative, designed to improve retention and graduation rates, indicate retention rates for fall 2014 with a slight drop of retention from 68% to 62% between 2012 and 2013. UHWO has only one cohort to date that yields a five-year graduation rate of 25% compared to double the percentage in the CSU. See previous discussion under Goal 1.
The campus has taken steps toward realizing fully its strategic focus on student development for all students (freshmen, transfer, online, distance island sites). The Retention Subcommittee has reviewed survey results as to their import for improving student services and has made recommendations for additional data analysis and improving response rates for the various surveys. The team encourages continued innovative thinking and directed action to enhance campus life and students' attainment of their educational goals (CFR 4.4).

Documents Reviewed/Interviews Conducted
Educational Effectiveness Self-study (2014)
WASC Commission Action Letters (2012)
Report of the WASC Visiting Team for CPR (2012)
UHWO Strategic Plan, 2002-2010 and 2015-2020
Co-Curricular Plans and Assessment Reports, 2012-2013
Student Affairs Report, 2013
National Survey of Student Engagement (2011)
Cooperative Institutional Research Program (2013)
Leavers' Survey (2014)
Hawai'i Graduation Initiative Retention Subcommittee Report (May 30, 2014)
Credit Hour Policy (2013)
Selected Course Syllabi (16)
Vice Chancellor for Academic Affairs
Vice Chancellor for Student Affairs
Director and Associate Director Office of Institutional Effectiveness
Open Forum, Staff, Students, and Faculty
Educational Effectiveness Review Committee
Curriculum Committee
Assessment Committee
Distance Education Committee
Center for Teaching and Learning Excellence, Director

Theme 2: Organizing for Institutional Growth

Goal 1: Developing a Communication Plan to Accommodate Growth (CFR 1.1, 1.7, 3.7, 4.1, 4.2, 4.3, 4.5, 4.6, 4.7)
With the continued growth of faculty, staff and students, the informal primarily person to person communications that sustained the former campus needed to be enhanced with formal infrastructure and informal communications. Since 2013 UHWO has been very focused on communications to address previous concerns noted on campus as well in the CPR. The new chancellor has committed himself to fostering a culture that creates purposeful dialogue between administrators, faculty, staff and students. This dialogue is to create a sense of responsibility, pride and motivation among all stakeholders resulting in an engaged audience that actively participates in the development of the university and the formation of a shared and positive UHWO identity. A cornerstone of this effort has been the relatively recent broad campus engagement including surveys and focus groups (CFR4.5). This effort culminated into in a formal communications plan adopted in July of 2014. Interviews with the Communications Committee as well as senior administration yielded that the communication plan addresses more areas of CFR focus than written in the EER.

The Communications Committee made up of faculty, students, staff and senior administration is the core of the process to create and implement the plan. This effort reinvigorated under the new chancellor was much more inclusive than prior communications efforts on campus, and has addressed prior weaknesses noted. Student input in the communications plan process has helped to garner student input more regularly.

University of Hawai'i West Ohau's Communication Plan has eight strategies to institutionalize communications to support growth.

1) Establish a Comprehensive Communications Framework
2) Restructure the University Website
3) Strengthen Enrollment Communications
4) Encourage Open and Transparent Institutional Financial Communications
5) Collate and Organize an Employee Manual
6) Strengthen Institutional Committee Communications (committees, divisions, and departments)
7) Engage the Campus Community in the Development of the Comprehensive Communication Plan
8) Collect and Organize Campus wide Policies (ongoing and future initiative)

Strategies 1, 2, 3, 5, and 8 put in place the infrastructure required of a larger university. Formal tools including the website, newsletters, and email blasts are foundational elements to establishing the transparent communication desired by the chancellor and senior staff. The informal communications addressed in strategies 4 and 6, and consistent engagement of the campus community established to date in strategy 7 are equally important (CFR 4.2, 4.5).

Attracting and retaining students are critical to fulfilling UHWO mission. The communication strategy 3 is important in the telling the story of UHWO to attract and retain students. UHWO is establishing and deepening its identity. The "Recruit" communication plan is designed to maintain contact with prospective students while encouraging them to apply for admission to UHWO. The website reflects a student's right to know information. A position has recently been allocated and soon to be recruited to this important communication initiative (CFR 1.1, 4.2).

Strategy 4 supports open and transparent institutional financial communications. UHWO is currently experiencing financial challenges as the university adjusts to the needs of a permanent location and the high demand for courses from a student population that increases by nearly 20% each year. In addition to working on ways to fund much-needed programs and coursework, UHWO administration is committed to communicating financial matters openly and systematically to the campus community, and providing opportunities for feedback. The vice chancellor for administration started in spring 2014 by sharing with the campus an overview of the campus finances, budget, enrollment goals, and financial forecast (CFR 4.7).

On its stated strategy 6, UHWO has a number of committees that conduct routine business and support decision-making processes for the University. The rapid growth of UHWO has resulted in inconsistent documentation of committee meeting minutes and actions as well as inconsistent communication of committee decisions. In an effort to ensure that committee organizational structures, decision-making processes, and committee communications are aligned with the size, complexity and character of UHWO, greater attention will need to be placed on committees to document meeting agendas and minutes. While the faculty senate communication survey results included in the communications plan has some results indicating the senate believes it communicates appropriately, continued focus must be paid to ensure that the faculty do not become isolated and that their priorities and decision making process is communicated to the broader campus. Committees should also make responsibilities clear to new members especially regarding communicating with their constituencies (CFR 3.7).

Strategy 8 of the communications plan addresses collecting and organizing campus-wide policies as well as an employee manual. Clearly communicated expectations and centralized policies help to eliminate the need for "putting out fires" and allow for better forward planning and organization for institutional growth. A next step is the committee will draft guidelines for policy development for senior leadership approval (CFR 1.7)

The chancellor and senior staff are committed to making sure the constituents are heard. With so much change going on attention on strategic communications including maintaining the communications committee is important. It will take time to have it institutionalized into the campus culture. In addition, with so much of the plan recently created, mechanisms for evaluation are still under development, and the same thoughtful process needs to be used for continuous improvement (CFR 4.1, 4.3, 4.6).

Documents Reviewed/Interviews Conducted
Educational Effectiveness Report Self-study
Communications Plan (July 2014)
Strategic Plan (November 2014)
Chancellor
Vice Chancellor for Administration and Finance
Communications Committee
UHWO Website
Staff Forum
Faculty Forum
Senior Staff
Enrollment and Admissions Staff

Goal 2: Expand and Strengthen Degree Offerings (CFR 2.1, 2.2a, 2.3, 2.8, 2.9, 3.1, 3.3, 3.5, 3.7, 3.10, 4.3, 4.4, 4.6, 4.7)
The Commission requested that UHWO give special attention to support and adequately resource the Center for Teaching and Learning Excellence (CTLE) and library as a meaning to strengthen its academic programs as well as refocus and energize the Academic Development Plan including the development of a suitable faculty hiring in anticipation of planned growth.

Center for Teaching and Learning Excellence/Faculty Development: Currently, faculty full-time equivalent (FTE) is 94.7 with 49 full-time tenure and tenure-track faculty, 7 instructors, and 53 part-time faculty. About 58% of headcount faculty is in full-time ranked positions. In several programs, lecturers deliver approximately 70% of the courses. Many of the concentrations are delivered by only one full-time faculty. Sufficiency of faculty remains a critical issue for delivering programs with quality. The Academic Development Plan projects the hiring of 53 FTE faculty by division over five years, a substantial commitment of faculty hiring through 2016. To date, it appears that projected hiring has been initiated with faculty hiring in 2014 (18 permanent full-time; 4 temporary full-time; and conversion of 13 temporary to permanent lines). UHWO is urged to continue to hire full-time ranked faculty and full-time staff as enrollments increase and new programs are implemented (CFR 3.1).

The strategic plan for the Center for Teaching and Learning Excellence (CTLE) is comprehensive and thoughtful for enhancing the CTLE's work in support of innovative teaching through learning. The CTLE has operated under a Title III grant and is being institutionalized. Previous visiting teams have urged the campus to develop a coherent faculty development program with increased funding of staff, programming, and special projects for teaching and learning enhancement including assessment of student learning and distance education (cited as the number one topic of interest to faculty overall). Evidence exists that increased successful programming has occurred. Campus commitment requires continuing vigilance for achieving the center's expansion of services for distance education and hybrid courses, systematic support for new faculty and lecturer orientation, and the development of faculty learning communities. Data indicate attendance at workshops has increased and diversified over past years. A dedicated space for the center on the new campus has allowed greater accessibility for faculty and a location to enhance faculty interaction. The report clearly articulates responses to the wide range of demographic student trends and a five-year action and activity plan. A learner-centered pedagogy requires increased faculty development for new teaching methods, peer/institutional support for experimentation, and concomitant evaluation methods. The team urges the full implementation of this CTLE plan as its achievement is central to UHWO's Strategic Plan for teaching excellence, diversity, student achievement, and a dynamic learning environment (CFR 3.3).

Faculty in program reviews and interviews expressed concerns about limited time and fiscal support for professional development, including travel to professional conferences and the conduct of research/scholarship. Vibrancy of teaching in the classroom is vital with scholarship informing pedagogy and enhancing student learning. As such and given UHWO's mission and focus on teaching and student-centered university, it is recommended the administration increase support for scholarship as part of its strategic initiative to "…retain highly qualified faculty and staff who demonstrate a commitment to excellence in teaching and learning." (CFR 2.8, 2.9)

Library: The Commission directed the campus to actualize its student-centered infrastructure with attention to a sufficiently resourced library with qualified staff and appropriate technology. In response, UHWO has hired a qualified head librarian and has increased professional support staff to 6.5 FTE. The facilities on the Kapolei campus are spacious with multiple sites for student study, collections, computer stations (doubled from previous numbers), and disability and creative media software. The library has implemented assessment of information literacy with outcomes evaluated through pre/post testing of writing assignments in English courses. The library report concludes with a strong analysis of student results for the learning outcomes and plans for future improvements. The campus is on the right path to realizing the library as a major learning resource recognizing the future directions of libraries and yet responsive to needs of current students (CFR 2.2a, 2.3, 3.5)

Strategic Plan: The new 2015-2020 Strategic Plan, approved by Chancellor Freitas in November 2014, is informed by the mission (slightly revised from its previous mission), vision, and values. The values of diversity, collaboration, teaching excellence, and stewardship underpin the plan as the campus strives to realize its obligation as an indigenous-serving institution. The university states that the plan allows UHWO to anticipate and respond to changes as they occur in higher education. The plan includes five goals: creating an environment that exemplifies Native Hawaiian knowledge and values, providing innovative teaching and learning in support of outstanding academic programs and public service, increasing student academic achievement

and community/global involvement, offering programs via modes of delivery to meet workforce needs, and enhancing educational opportunities through collaborative partnerships. Each goal is accompanied by four or five measurable outcomes to be assessed under the responsibility of the Office of Institutional Effectiveness. The administration is urged to ensure this plan is realized with priorities established, metrics tracked, and budgetary decisions aligned with these strategic directions (CFR 4.3, 4.4)

In its short concluding essay for the EER, UHWO identified a few broad future actions that are consonant with accreditation standards and with its forthright appraisal of accomplishments and challenges. The essay concluded with a general direction for sustaining continuous accountability and improvement, rather than comprehensive plan with specific actions to address the results of its inquiry. However, the vice chancellor for academic affairs clarified that the new strategic plan serves as the roadmap for the future and will have metrics, timeline, and persons accountable for each of the strategic initiatives (CFR 4.4, 4.6, 4.7)

Academic Planning: The CPR team urged the campus to provide evidence during the EER visit that progress has occurred for the Academic Development Plan and academic organization. The Academic Development Plan (ADP) was revised in 2011-2012 to provide guidance for academic years 2012-2016 as the campus transitioned to a four-year comprehensive university and moved to a permanent Kapolei campus. The ADP, again updated in fall 2013, is an extension of the Strategic Plan with regard to the strategic goals for innovative teaching, enhanced student academic achievement, programs for workforce development, and collaborative partnerships. The ADP report summarizes progress toward achievement of stated goals. A third of the initiatives have been completed fully; most of these relate to academic program development. Seventeen percent of the initiatives were partially completed, 35% have not been accomplished or are pending enrollment growth due to the delay of the opening of the permanent campus (e.g., not hiring faculty) and 15% have been changed or delayed. Some of the initiatives were not yet achieved, as the ADP was not scheduled to be completely implemented until 2015. The ADP also provides divisional and program academic plans, academic support services (library, No'eau Center, and instructional technology). There were divergent views expressed regarding the criteria for determining which programs receive new faculty lines. The team recommends more vigorous senior level leadership for academic planning, working with the faculty for coherency of key academic initiatives and for clarifying the authority of the academic development plan as it pertains to allocation of faculty positions (CFR 2.1).

In terms of new academic program development for emerging targets of opportunity consonant with UHWO's mission, new programs in risk management and insurance (certificate) and creative media were implemented and a new academic program in music is planned. Other new programs identified in the ADP were not initiated due to enrollment growth delays and attaining campus and UH system approvals. Some anticipated new programs have been changed or dropped. The Strategic Plan projects establishment of three new BA degrees in Hawaiian Studies, Hawaiian Language, and Pacific island Studies, along with hiring faculty to implement such programs. It also pledges to increase the number of Native Hawaiian faculty and to retain qualified faculty who demonstrate a commitment to excellence in teaching and learning. The team encourages the campus to focus on the delivery of its baccalaureate programs at the highest level of quality and with sufficiency of qualified faculty and support staff as outlined in the ADP (CFR 2.1). As noted in the CPR team report, it was suggested to introduce new majors cautiously, given constraints of student enrollments, budget, and faculty hiring. Likewise, the

team urges the campus to be extremely cautious in offering of master's programs within the next two years as identified in the ADP, which would require demonstration of major resources which would not further exacerbate the issues of insufficient faculty, staffing, library, technology, and faculty development (research and scholarship).

With regard to academic reorganization, UHWO articulated its intention to strengthen its degree offerings through both new program development and the restructuring of its academic units, primarily converting concentrations to independent academic majors in baccalaureate degrees. To date, only minor restricting of academic units has occurred (separation of business and public administration programs) (CFR 3.7, 3.10, 4.4, 4.7).

In summary UHWO has made progress toward achieving some goals of ADP and is moving forward in its maturation as a comprehensive four-year university; however, UHWO's administration and faculty leadership is strongly encouraged to give priority to realizing its commitments in the academic plan.

Along with the Strategic Plan, ADP also describes distributed/distance learning as part of its commitment to providing educational access for students on O'ahu and neighboring islands, for accommodating enrollment growth linked to fiscal viability, and for enhancing academic program quality through teaching with technology and innovation. Program faculty and leadership are passionate in support of programs that serve a student population that would not have access to on-campus educational opportunities. The programs' applied orientation was cited by students and faculty as its strength, particularly in the context UHWO mission as the only public, four-year institution on the west side of O'ahu. It is recommended that a comprehensive assessment of distance program quality occur. It is recommended that the central issue for examination is the quality of student learning for distance education program through direct assessment methods and in comparison to on-ground programs. UHWO states that efforts are underway to collect student satisfaction data in addition to student grades from online and on-ground courses. Other issues to explore more extensively relate to the level of academic rigor and faculty expectations for student performance in distance education program delivery (CFR 2.1, 3.5).

Appendix A-5 is a comprehensive evaluation of the distance education program through the completion of WASC's Distance Education Summary Form. The visiting team's findings and recommendations for distance education are contained in this summary. Overall, the findings indicate that UHWO has addressed many of the team's previous recommendations while many of these issues remain salient for continued attention as the campus moves forward with its commitment to a quality distance education program.

Documents Reviewed/Interview Conducted
Educational Effectiveness Self-study (2014)
WASC Commission Action Letter (2012)
Report of the WASC Visiting Team for CPR (2012)
Strategic Plan, 2002-2010 and 2015-2020
Academic Development Plan (2013)
Co-Curricular Plans and Assessment Reports, 2012-2013
Student Affairs Report (2013)

Websites (Institutional Effectiveness, Distance Education, Center for Teaching and Learning Excellence), 2014
Distance Education Report (2014)
Credit Hour Policy (2013)
Vice Chancellor for Administration
Vice Chancellor for Academic Affairs
Associate Vice Chancellor for Academic Affairs
Vice Chancellor for Student Affairs
Director of Strategic Initiatives
Director and Associate Director Office of Institutional Effectiveness
Faculty, Program Reviews
Staff Forum
Students Forum
Faculty Forum
Educational Effectiveness Review Committee
Curriculum Committee
Assessment Committee
Distance Education Committee
Center for Teaching and Learning Excellence, Director

Goal 3: Expand Instructional Information Technology to Accommodate Growth (CFR 2.1, 3.5, 4.1, 4.3, 4.4, 4.7)
UHWO's Information Technology (IT) organization has made progress in terms of budgetary and human capital resources to meet the university's growth in both ground-based and online course offerings. Recent investment includes hiring experienced professionals increasing the IT team to 11 professionals, including three open positions. A key accomplishment over the summer of 2014 was obtaining funding to replace significantly outdated equipment and unsupported operating systems. The recently hired IT director has been assessing existing gaps to prioritize the necessary infrastructure for the campus while also continuing to leverage technology from the UH system, such as the Laulima Systems. This gap analysis is an input into the ongoing work with the Distance Education Committee as well as senior administration to develop a strategic technology plan with both a visionary framework and tactical steps to support the faculty and students. Continuing this investment in the technology infrastructure along a strategic plan will be important to maintain program quality (CFR 3.5, 4.7).

Distance education serves many parts of UHWO's mission providing access, especially to the indigenous students on neighboring islands. Currently, 522 headcount students (22% of the total student population) and 630 FTE (34% of the total FTE) are enrolled in distance education programs. The largest growth in FTE at UHWO over the past two years has occurred in the off-site/distance education program with a growth of 26% compared to 12% for onsite programs. 49% of the program is still delivered by part-time lecturers. Increased support for quality technological services for instruction has occurred upon the move to the Kapolei campus. A part-time instructional designer was hired and chairs the Distance Education Committee. This designer and the lead IT specialist have provided faculty development sessions and consultations for distance education methods, technologies, and assessment practices. There is still a need for enhanced content training for the faculty around both pedagogy and use of technology given the expectations of strong student achievement leveraging the online courses. The campus recently

added additional funding to expand access to the Blackboard platform, which was positive for the faculty delivering online courses. As technology changes, the committee recognizes the need to not overwhelm students with too many online platforms and to concentrate as much as possible in the same platforms to enhance learning outcomes (CFR 4.7).

Faculty have approved policies for enhancing quality and oversight of distance education programs, including expectations for online hybrid and on-ground courses with online components; faculty position descriptions for teaching online; and faculty development for technologically mediated instruction. While the Curriculum Committee has purview of curriculum development the team encourages UHWO to embrace the same standards as a the WSCUC substantive change process for curricular proposals to outline the delivery mechanism of the course, either on-ground or online, as part of its review to embed the assessment upfront and clarify the governance around approval and monitoring of quality (CFR 4.3). This should be done through established governance and review channels. As stated in Appendix A-5, with the growth of online courses/programs and the increased use of learning platforms for hybrid and on-ground course delivery require continued investment in human and technological resources. The clarity of the relationship and authority of the Distance Education Committee to the Curriculum Committee and the Assessment Committee with regard to approval and monitoring of quality in distance education programs is needed to enhance the operational infrastructure. The team recommends the campus given priority to its development of a comprehensive strategic plan for distance education strategic plan that supports growth and quality (CFR 3.5, 4.1, 4.4).

The Business Administration division demonstrated the most systematic approach to the continuous assessment of the quality of online program developed in conjunction with the vice chancellor for academic affairs. The division with established standards, routine review of quality and learning outcomes, and close mentoring and evaluating of part-time faculty teaching online courses. While faculty staffing is stretched across the university, given its growth, there is support in this division to support the online program including guidelines for students on how to best leverage the online program delivery (CFR 2.1, 4.4).

Documents Reviewed/Interviews Conducted
Organizational Charts for AY 2014-2015 and Projected AY 2015-2017
Overview of Laulima (Spring 2011)
Informational Technology Document (August 18, 2014)
Distance Education at a Glance
IT Strategic Plan (Draft)
Distance Education Strategic Plan (Early Draft)
Business Administration Program Review
Vice Chancellor for Academic Affairs
Distance Education Committee
Division Chairs
IT staff
Instructional Designer

Other Matters Raised on the Visit

Finances and Planning (CFR 3.1, 3.4, 3.5, 3.6, 3.7, 3.8, 4.7)

Since the last visit, the state and the UH system have continued to provide support UHWO during this critical transition period for the new Kapolei campus to fulfill the vision for the university. As a result of this support, as well as increased enrollment and tuition, UHWO operating budget has increased over 50% from FY 2012-13 to FY 2014-15 (estimated). FY 2012-13 required a $2 million general fund transfer from the state to close the year with no operating deficit. The increase in expenses was due to additional costs associated with moving to the new campus. To support the growth and transition, it is expected that UHWO will benefit more than its proportional size in the system in the current biennial budget discussions, reflecting the need to support the growth of this campus in transition and realize the vision and mission both for UHWO and UH system (CFR 3.4).

The vice chancellor for administration and finance joined UHWO in early 2012. With the support of the new chancellor and the vice chancellor for academic affairs, the ability to demonstrate prudently allocate resources in a period of intense growth and the need to balance multiple priorities are evident. One key tension is having sufficient faculty. There will be a need to have additional tenure-track faculty lines from the state to support the student success expectations for the campus, as approximately 70% of the program is still delivered by part-time lecturers. In the operating budget requests to the legislature for the biennium budget includes 25 positions in each FY 2015-16 and FY 2016-17 (CFR 3.1, 3.4, 3.6, 3.8).

Given the number of variables with the opening of the Kapolei campus, expected enrollment growth, and incorporation of grant funded programs into the budget over the longer term, building reserves is critical to a sound multi-year financial planning strategy. It is currently estimated that the first such reserves, will begin to be in place at the end of FY 2014-15, in line with UH system policy. As tuition has become a more essential source of revenue, it is critical to continue having sound enrollment projections as well as integrated plans that illustrate the ramp up of required services to support both the new campus and the rapidly growing student and faculty base. Tuition constitutes a competitive funding, compared to state support, and therefore it becomes even more critical to ensure UHWO continues to provide adequate student support and services so students choose to attend UHWO. Tuition revenue continues to grow from $8.9 million in FY 2012-13, to $13.8 million in FY 2014-15, representing a 55% increase. To be conservative, UHWO base financial projection does not include tuition increases not already approved. As a result the bulk of the increase in tuition in the five-year plan is from the enrollment growth of 8% per year from FY 2014-15 through FY 2019-20. UHWO is mindful of the UH system financial aid formula as well as the fact that approximately 60% of students benefit from need based financial aid. Within the UH framework, currently 18% of previous year's tuition collection for financial aid which increases to 20% of collected tuition in FY 2016-17.

UHWO has benefited from a number of grants. As discussed at the chancellor's first budget retreat in 2014, there was time spent on how to properly transition programs initially supported by federal grants into the budget. It also focused on areas of key differentiation, such as the recent growth in the newly established creative media program (CFR 4.7). The strategic plan was completed just before the time of the visit, so it will be important in the future that such planning efforts ultimately tie to resource allocations.

While the budget process is becoming clearer it will take continued focus on communicating with the campus, to ensure the transparency of decisions deepens and continues. This transparency will require both a communications strategy on campus, as well as leveraging the financial information provided by the UH system. The UH system has successfully replaced its general ledger and financial information system with Kuali financials which is increasing the level of financial information for decision-making (CFR 3.7).

Looking forward it is important that capital and infrastructure support increase with operating funding. Currently there is an approved building including Administration and Allied Health totaling over $29 million previously approved capital funding. There is an expectation that the capital funds will make available to the campus in the near term. Consistently running out of space is a key concern of leadership and campus constituents. Coupled with the physical space, the virtual classrooms, supported by IT need continuous investment as well as partnership with the UH system. As detailed in the IT section, there has been continued focus and investment in information technology. This is needed to continue to be a focus to support the significant portion of programs delivered online (CFR 3.5).

Documents Reviewed/Interviews Conducted
Educational Effectiveness Review Self-study
Vice Chancellor for Administration and Finance
Revenue & Expenditure Survey FY 2012-13 to FY 2016-17
State Biennium Budget Summary FY 2013-14 to FY 2014-15
State Biennium Requests FY 2015-16 to FY 2016-17
Financial Projections through 2020
Fiscal Year 2015 Budget to Actual Draft
Capital Improvement Plan Forecast
Campus Employee Counts
Tuition Schedule through FY 2016-17

Stability and quality of senior academic leadership team and demonstrated action on institutional plans for growth and development (CFR 3.4, 3.6, 3.8, 3.9, 4.6, 4.7)
In its letter of July 10, 2012, the Commission cautioned UHWO about the long-standing instability in senior leadership positions. The Commission noted that this unfortunate circumstance had existed since at least 2005 and worried that continued transitory leadership would weaken the university's ability to achieve its goals. Acknowledging that UHWO had established policies and procedures pertaining to the recruitment and retention of senior leaders, the Commission observed that they had not yet realized their stated purpose. This deep, enduring concern on the part of the Commission formed the fundamental issue to be resolved before the Notice of Concern could be relieved.

In the intervening 18 months since the CPR team's visit, much has changed at UHWO. Virtually the entire leadership team has turned over, but with apparent stability underpinning appointments. Beginning with a new chancellor who replaced a long-term predecessor, each member of the team is permanent, not interim. Moreover, though the vice chancellor for administration remains in place from the time of the last visit, every other member has been recruited according to established university policy and procedures. The chancellor affirmed that

national recruitment brought these successful candidates to their current positions. In response to an inquiry, the president of the UH System asserted that UHWO's now established practices are commensurate with the best practices nationally (CFR 3.8, 3.9).

While acknowledging the statements of leadership stability, the team notes that the vice chancellor for student affairs will be leaving to assume a presidency. However, this is a different type of leave-taking, for it represents professional advancement rather than the previous unexplained changes. Significantly, the advancement affirms the quality of the new leaders in that one of them has been recruited for additional responsibilities.

There is one anomaly; however, the current vice chancellor for academic affairs took a hiatus from 2010-13. This individual served as vice chancellor from 2008-10, stepped away to a teaching assignment during the hiatus, and then resumed the position of vice chancellor in June 2013, continuing in that role to the present. Despite the unusual nature of this appointment, the vice chancellor for academic affairs position is stable and effective.

Conversations with various groups during the team's visit revealed enthusiasm for the new chancellor's vision and direction as well as for the ability of the senior leadership team to implement them (CFR 3.6). In contrast to the team's previous visits, individuals and groups expressed hope and a collegial commitment to the university's future and its ability to serve students effectively. Absent from their comments were the resignation, lack of involvement, and some bitterness evident during the previous team visits. The EER Team found this attitude change to be refreshing and encouraging.

The Commission's concern about stability of operations went beyond senior leadership. Financial sustainability also arose as a significant matter to be resolved since UHWO endured uneven funding in the immediate years prior to the last WSCUC visit. During the current review, the chancellor expressed unqualified confidence in the ability—and willingness--of the State of Hawai'i to fund the university adequately over the next five years, the duration of the new strategic plan. In addition, the chancellor expanded upon the capital development plan for the campus, asserting that a master developer would lead the way in building out the university's lands not intended for core academic purposes. The result of this enterprise would bring revenues to the university beyond what the state might provide (CFR 4.6).

The president of the UH System corroborated the chancellor's view about funding for the campus, if with a bit less enthusiasm. The president did not doubt that the state, the governor-elect, and the legislature fully intend to move the development of the campus forward with operational dollars and support for the capital plan. Budget realities on other UH campuses would not impact the UHWO budget even if, for example, they were to endure cuts to their bases. This separation of budget relationships affirms the confidence that the campus has in continuing to create the university. A discrete budget provides stability, assuming consistent political will to grow UHWO (CFR 3.4).

The implementation of the ambitious capital plan offers more long-term stability than the vagaries of annual legislative funding deliberations. The physical master plan, if carried out as designed, would enhance the campus' academic presence while siting support services of various sorts within close proximity. The plan appears to have accounted for edge issues such that the campus would be enriched, not plagued, by neighbors so close by. In sum, revenues from this

development would provide consistent sources of funding and a complementary, aesthetically pleasing architectural partner (CFR 4.6, 4.7).

Documents Reviewed/Interviews Conducted
Educational Effectiveness Review Self-study
UH President
Chancellor
Vice Chancellor for Academic Affairs
WSCUC Steering Committee
Senior Administrators
Strategic Plan Committee
Division Chairs
Faculty Forum
Staff Forum

SECTION III – FINDINGS AND RECOMMENDATIONS FROM THE CAPACITY AND PREPARATORY REVIEW AND THE EDUCATIONAL EFFECTIVENESS REVIEW

The WSCUC EER Site Visit team was treated with collegiality, generosity, and hospitality during its three-day site visit to UH West O'ahu. The team met with various campus constituents across the institution and found them to be pleasant, collegial, professional, and committed to advancing the educational mission of UH West O'ahu.

In framing its commendations and recommendations, the team desires to support the university's movement forward and its path towards continuous planning, inquiry, reflection, and action.

Commendations:
1. Successful move to the new campus.
2. Establishment of a stable senior administration.
3. Progress toward creation of a student-centered university.
4. Achievement of additional financial resources and prospective commitments for operational and capital expansion.
5. Creation of an organizational commitment to quality assurance by formalizing planning processes across constituencies, resulting in documents such as the strategic plan and the communication plan.
6. Progress in assessing student learning outcomes supported by the establishment of a viable Office of Institutional Effectiveness.

Recommendations
1. It is recommended that general fund support be maintained at a level to realize the academic vision for the campus, with a budgeting process that demonstrates fiscal discipline and appropriate flexibility to accommodate anticipated growth.
2. It is recommended that the university continue to develop assessment throughout the campus that includes disaggregation of data, standards of performance, and internal and external benchmarks.

3. It is recommended that the university increase faculty capacity with tenure-track faculty lines for program development and student achievement.
4. It is recommended that responsibilities throughout the university continue to be clarified, lines of authority specified, faculty and student governance structures refined, and organizational flow established to facilitate the success of the educational process.
5. It is recommended that deliberations, negotiations, and meetings throughout campus serve as a continuing model for the collegial approach encouraged in students as they prepare to take leadership roles in their communities.
6. It is recommended that the university increase the integration of curricular and co-curricular efforts to achieve greater student success.
7. It is recommended that the university be more strategic with distance education delivery that is aligned with enrollment priorities including definitions, policies, faculty development, assessment and technological capacity.

Appendix A-1
CREDIT HOUR AND PROGRAM LENGTH REVIEW CHECKLIST (CFR 2.2)

Material Reviewed	Questions/Comments (Please enter findings and recommendations in the Comments sections as appropriate.)
Policy on credit hour	Is this policy easily accessible? **X** YES ❏ NO
	Where is the policy located? **UHWO Credit Hour Policy is published in the General Catalog 2014-2015 (page 39).**
	Comments:
Process(es)/ periodic review of credit hour	Does the institution have a procedure for periodic review of credit hour assignments to ensure that they are accurate and reliable (for example, through program review, new course approval process, periodic audits)? ❏ YES **X** NO
	Does the institution adhere to this procedure? ❏ YES **X** NO
	Comments: **Through a Senate Resolution on credit hour approved by the Chancellor in November 2013, the Curriculum Committee was charged to embed in the Five-year Academic Program Review cycle an audit of syllabi for courses via the Program Review Handbook and within the curriculum review process via the new course proposal form. At the time of the EER visit, these tasks had not been completed.** **UHWO did complete an audit of syllabi review to determine whether the recently established Credit Hour statement was included on all syllabi.** • **For Fall 2013 of the 334 sections offered, 23 sections or 7% did not submit a syllabus, 168 (50%) had the credit hour statement, and 143 (42.8%) had syllabi without the statement.** • **For Spring 2014, of the 357 sections offered, 76 sections or 21% did not submit a syllabus, 186 (52%) had the credit hour statement, and 95 (26.6%) had syllabi without the statement.**
Schedule of on-ground courses showing when they meet	Does this schedule show that on-ground courses meet for the prescribed number of hours? **X** YES ❏ NO
	Comments:
Sample syllabi or equivalent for online and hybrid courses *Please review at least 1 - 2 from each degree level.*	How many syllabi were reviewed? **6**
	What kind of courses (online or hybrid or both)? **Both hybrid and online**
	What degree level(s)? **Undergraduate**
	What discipline(s)? **Business Administration, Education Elementary, Education Foundation, and Meteorology**
	Does this material show that students are doing the equivalent amount of work to the prescribed hours to warrant the credit awarded? **X** YES ❏ NO

	Comments: **Only 6 syllabi provided by UHWO in the disciplines listed above; 100-level course syllabi not provided.**
Sample syllabi or equivalent for other kinds of courses that do not meet for the prescribed hours (e.g., internships, labs, clinical, independent study, accelerated) *Please review at least 1 - 2 from each degree level.*	How many syllabi were reviewed? **5**
	What kinds of courses? **Fieldwork Capstone, Senior Practicum, Senior Project**
	What degree level(s)? **Undergraduate**
	What discipline(s)? **Education Foundation and History**
	Does this material show that students are doing the equivalent amount of work to the prescribed hours to warrant the credit awarded? **X** YES ❒ NO
	Comments: **Of the 5 syllabi provided by UHWO all were at the 400-level. Some courses required as little as 30 minutes of synchronous face-to-face per week for a 3-unit course, but justified the credit hour by stating the students would be spending the requisite number of hours (135 hours) to warrant the credits awarded.**
Sample program information (catalog, website, or other program materials)	How many programs were reviewed? **19 concentrations**
	What kinds of programs were reviewed? **Bachelors degrees in Business Administration, Education, Humanities, Public Administration, and Social Science (no evidence provided for Applied Science)**
	What degree level(s)? **Undergraduate**
	What discipline(s)? **General Business Administration, Accounting, Finance, Management, Marketing, Elementary Education, English, History, Hawaiian Pacific Studies, Philosophy, General Public Administration, Disaster Preparedness & Emergency Management, Health Care Administration, Justice Administration, Anthropology, Early Childhood Education, Political Science, Psychology, and Sociology.**
	Does this material show that the programs offered at the institution are of a generally acceptable length? **X** YES ❒ NO
	Comments: **It is unclear how students access Academic Maps from the campus website which has Advising Sheets under the Academic Advising webpage. Advisement Sheets for 2014-2015 has more programs (e.g., Middle Level English, Economics and Creative Media) listed than were provided via the Academic Maps with the exception of Applied Science**

	which have not been available on the website for past two academic years. General catalog was not helpful in determining acceptable length since required courses were list without a summative total for each concentration.

Documents Reviewed
- Academic Maps (19 programs only provided)
- Academic Program Review Handbook
- Advisement Sheets 2014-2015 (via Advising Sheet webpage)
- General Catalog 2013-2014
- UHWO Schedule of Classes
- Senate Resolution #2013-11
- Syllabi for Online/Hybrid Courses: ACC 202: Introduction to Managerial Accounting (hybrid); BUSA 312: Intermediate Financial Accounting 1 (online); EDEE 422: Reading Methods (hybrid); EDEE 424: Language Arts Methods (hybrid); EDEF 200/201: Early Field Experience/Introduction to Teaching as a Career; and MET 209: Introduction to Climate Studies (online).
- Syllabi for Other Courses: EDEE 492: Student Teaching Seminar; HIST 490: Senior Practicum (2 syllabi); and HIST 491: Senior Project (2 syllabi).

Review Completed By: Jamie Dote-Kwan
Date: November 22, 2014

Appendix A-2
MARKETING AND RECRUITMENT REVIEW CHECKLIST (CFR 1.6, 2.12)

Material Reviewed	Questions and Comments: Please enter findings and recommendations in the comment section of this table as appropriate.	Verified Yes/No
**Federal regulations	Does the institution follow federal regulations on recruiting students?	**Yes**
	Comments: **The university does not provide any incentive compensation for recruiting students. The recruiting effort follows the statement of principles and good practice including discussions of admission criteria and requirements. Recruiting includes high school visits, transfer discussions at community college districts and college fairs.**	
Degree completion and cost	Does the institution provide accurate information about the typical length of time to degree?	**Yes**
	Does the institution provide accurate information about the overall cost of the degree?	**Yes**
	Comments: **The typical length of time to degree is on both the UHWO website as well as the University of Hawai'i system sites, both in the student right to know section. The students have access to information about fees, tuition and other costs as well as the time to degree. While the overall cost is not explicitly listed the information to calculate this cost is easily available to students. The catalog and the website also clearly outline the waiver and refund policy and other key payment information and deadlines.**	
Careers and employment	Does the institution provide accurate information about the kinds of jobs for which its graduates are qualified, as applicable?	**Yes**
	Does the institution provide accurate information about the employment of its graduates, as applicable?	**Yes**
	Comments: **There are concentration cards for each concentration, listing program information, careers, and earning potential, with examples provided to the team. Given that the first freshman class of 35 just graduated UHWO recently hired a career counselor in January 2014.** **Accurate information on the employment of graduates is distributed amongst the organization in the academic programs. In addition it was noted that because the majority of UHWO students are non-traditional many are learning new skills for career advancement, and (only 35 graduates were first-time freshman) many are already employed.**	

*§602.16(a)(1)(vii)

**Section 487 (a)(20) of the Higher Education Act (HEA) prohibits Title IV eligible institutions from providing incentive compensation to employees or third party entities for their success in securing student enrollments. Incentive compensation includes commissions, bonus payments, merit salary adjustments, and promotion decisions based solely on success in enrolling students. These regulations do not apply to the recruitment of international students residing in foreign countries who are not eligible to receive Federal financial aid.

Review Completed By: Erin S. Gore
Date: November 20, 2014

Appendix A-3
STUDENT COMPLAINTS REVIEW CHECKLIST (CFR 1.7)

Material Reviewed	Questions/Comments (Please enter findings and recommendations in the comment section of this column as appropriate.)	Verified Yes/No
Policy on student complaints	Does the institution have a policy or formal procedure for student complaints?	**Yes**
	Is the policy or procedure easily accessible? Where? **The policy is accessible via the UHWO website (see link below)** **http://www.uhwo.hawaii.edu/campus-life/student-affairs/student-policies/**	**Yes**
	Comments: **UHWO has written a Student Academic Grievance Procedure to provide consistent procedures and resolution of student academic complaints.**	
Process(es)/ procedure	Does the institution have a procedure for addressing student complaints? Please describe briefly: **UHWHO's informal procedure for addressing non-academic student complaints starts with the student contacting the Vice Chancellor for Student Affairs (VCSA) either in person, phone, or email. The VCSA or his designee will "open a file" and work with the student to resolve his or her issues. The VCSA may seek consultation with the UH system legal counsel if necessary. If a resolution cannot be achieve at the VPSA level, the student will be referred to the Chancellor.**	**Yes**
	Does the institution adhere to this procedure?	**Yes**
	Comments: **The process articulated above should be formalized and accessible to students. In addition, these procedures should include plans for when the student complaint is against the VCSA.**	
Records	Does the institution maintain records of student complaints? Where? **Closed student files are maintained in a locked file cabinet in the VCSA's office.**	**Yes**
	Does the institution have an effective way of tracking and monitoring student complaints over time? Please describe briefly:	**No**
	Comments: **UHWO currently does not track nor monitor its student complaints. With the hiring of a Title IX Director (new position), tracking student complaints will be tasked to that individual.**	

*§602-16(1)(1)(ix)
See also WASC Senior College and University Commission's Complaints and Third Party Comment Policy.

Documents Reviewed:
- UHWO Student Academic Grievance Procedure
- Student Rights and Responsibilities – Made Easy

Review Completed By: Jamie Dote-Kwan
Date: November 22, 2014

Appendix A-4
TRANSFER CREDIT REVIEW CHECKLIST (CFR 2.2, 2.14)

Material Reviewed	Questions/Comments (Please enter findings and recommendations in the comment section of this column as appropriate.)	Verified Yes/No
Transfer Credit Policy(s)	Does the institution have a policy or formal procedure for receiving transfer credit?	**Yes**
	Is the policy publically available? If so, where?	**Yes**
	Does the policy(s) include a statement of the criteria established by the institution regarding the transfer of credit earned at another institution of higher education?	**Yes**
	Comments: **The formal policy for receiving transfer credit at UHWO is publically available both in the catalog and on the website. In addition, there is a system-wide transfer credit policy for the University of Hawai'i System, which includes external students initial transfer into the system.**	

*§602.24(e): Transfer of credit policies. The accrediting agency must confirm, as part of its review for renewal of accreditation, that the institution has transfer of credit policies that--

    (1) Are publicly disclosed in accordance with 668.43(a)(11); and

    (2) Include a statement of the criteria established by the institution regarding the transfer of credit earned at another institution of higher education.

Review Completed By: Erin S. Gore
Date: November 20, 2014

Appendix A-5
Review of Distance Education Programs

Programs and Course Reviewed (3 degrees with 10 concentrations and 3 certificates)
- Bachelor of Arts, Business Administration (Grandfathered Approval, 2008)
  3 Concentrations: Accounting, General Business Administration, Marketing (HITS and online)
- Bachelor of Arts, Public Administration (Substantive Change Approval, 2008)
  4 Concentrations: Disaster Preparedness and Emergency Management, General Public Administration, Health Care Administration, Justice Administration (online)
- Bachelor of Arts, Social Science (Substantive Change Approvals, 2001)
  3 Concentrations: Applied Track (HITS and online), Early Childhood Education (HITS and online), Political Science (online)
- Certificates (3): Substantive Abuse and Addiction, Health Care Administration, and Disaster Preparedness and Emergency Management

Background Information

Number of Programs Offered via Distance Education: 3 degrees with 10 concentrations and 3 certificate programs

Degree Levels: Baccalaureate only

Platform/Delivery Method: Completely online (DCO), interactive television (HITS), and/or hybrid.

FTE enrollment: Fall 2013 FTES 630 for off-site, 34% of total FTES

Courses: AY 2013-14 courses: 240 fully courses online, 36 hybrid, 5 interactive television; Fall 2014: 392 total courses offered, 129 distance education and 263 on-ground

Faculty: 107 faculty using IT in courses that include on-ground, online, hybrid, and instructional television

Students: 25% of students take courses fully online. Fall 2014: 1427 students (60% of student body) enrolled in at least one online course: 609 total number of students enrolled exclusively in distance education courses including 264 distance education students from islands other than O'ahu

Growth in Enrollment: From 2011 through 2013, FTES for distance education grew by 26% FTES (from 377 to 630)

Growth in Offerings: Began with 1 degree and 3 concentrations in 2001; Added 2 degrees and 6 concentrations in 2008/09. Currently offers 3 degrees and 10 concentrations.

Nature of Review (materials and persons/committees)

Documents Reviewed (Campus)
- Distance Education Strategic Plan (draft) (November 2014)
- Distance Education Assessment Report 2013-2014
- Distance Education Functions, Responsibilities, and Membership; Minutes, 2012-2014
- Retention/ Graduation Data for Distance Education, 2012-2013
- Comparison of Mean GPA for Online and In-Class Courses, 2014
- Syllabi for Online Courses: BUSA 312 Intermediate Financial Accounting I; MET 209 Introduction to Climate Studies; ART 112 Introduction to Digital Art; BUSA 435 Strategic Planning; PUBA 475 Administrative Law; SOC 324 Race and Ethnic Relations; EDEE 424 Language Arts Methods; AAC202 Managerial Accounting; and SSCI 486P Senior Project in Psychology
- Teaching Job Description Requirement, Online (2014)
- Quality Online Course Design Standards Policy and Guidelines (2014)
- Peer Online Course Appraisal Form (2014)
- Instructional Design Satisfaction Survey (2014)
- eCafe, Course and Faculty Evaluation Survey (2014)
- Websites, Distance Learning, Library, Office of Institutional Effectiveness
- Various documents related to faculty and student Support for online courses
- Program Review Handbook (2014) and program reviews for Business Administration, Public Administration, and Social Sciences
- Background Information of Distance Education Programs (March 2012)
- Information Technology Strategic Plan (2012 draft)
- Credit Hour Policy (2013)
- Academic Development Plan, 2012-2016
- Strategic Plan, 2014-2020

Documents Reviewed (WSCUC)
- Commission Action Letter (March 2012)
- Guidelines for the Evaluation of Distance Education (On-line Learning) (2006)
- Policy on Credit Hour (2011)
- Protocol for Review of Distance and Correspondence Education Programs (2006)

Persons and Committees Interviewed
- Distance Education Committee
- Curriculum Committee
- Assessment Committee
- Information Technology, Academic and User Services, Lead
- Instructional Designer
- Faculty, Academic Program Reviews, Business Administration, Public Administration, and Social Sciences
- Students at Open Forum (13)
- Vice Chancellor for Academic Affairs

OBSERVATIONS AND FINDINGS
Mission
Through its mission statement, Academic Development Plan 2012-2016, and Strategic Plan 2015-2020, UHWO describes distributed/distance learning as part of its commitment to

providing educational access for students on O'ahu and neighboring islands, for accommodating enrollment growth linked to fiscal viability, and for enhancing academic program quality through teaching with technology and innovation. Distance education was in its original form through interactive television and most recently via online course delivery and/or hybrid of the two delivery systems. Resource support has increased in terms of budgetary and human capital as the campus has moved to its new facilities and in response to enrollment growth.

Finding: **Distance Education programs are consistent with institutional mission.**

Connection to the Institution
Recent documents address the methods UHWO uses to integrate distance education students into the life and culture of the university. *Quality Online Course Design Guidelines* contains sections for fostering community via in-class interaction with students and faculty and out of class via advising and instructional support (e.g., library). The Student Life Coordinator has led efforts to enhance student outreach, including outer-island advising, student newsletter articles, and on-line tutoring.

Finding: **Faculty and student affairs professionals have worked for enhancing students' integration into the life of the campus. Continuing attention to specific methods for accomplishing this goal of building a community for distance education is recommended.**

Quality of the Distance Education Infrastructure
Distance education is provided technologically through Hawai'i Interactive Television System (HITS), and/or online delivery via the learning platform, Laulima. Blackboard Collaborate for real-time instruction has been added to enhance infrastructure. These systems appear to be adequately supported; however, with future growth of online courses/programs and the increased use of learning platforms for hybrid and on-ground course delivery, expansion of infrastructure may be required. Students reported their major concern was the reliability of Laulima when taking examinations or submitting papers with deadlines looming. The Director of Information Technology indicated awareness of these issues and provided support to students when these problems occur. Metrics indicate the number of problems with course management and functionality has decreased substantially from a year ago. An instructional designer was hired, among other IT professionals. Five faculty have received the Laulima Innovation Award, which encourages and recognizes pedagogical quality.

From an academic perspective, the Distance Education Committee, now a formal Senate Committee provides oversight of distributed learning. The Distance Education Committee charge is to recommend policy and methods for evaluation/assessment of online courses, support faculty use of online technology, and assure quality of learning online. While progress has occurred, this committee's work remains in its developmental stages, especially with respect to the development and implementation of a vibrant distance education plan. Administrative oversight occurs out of the vice chancellor for academic affairs' office. Lack of clarity continues to exist with regard to administrative and faculty accountability for all aspects of distance education, especially related to faculty committees.

Finding: **The growth of online courses/programs and the increased use of learning platforms for hybrid and on-ground course delivery require continued investment in human and technological resources. The clarity of the relationship and authority of the**

Distance Education Committee to the Curriculum Committee and the Assessment Committee with regard to approval and monitoring of quality in distance education programs is needed to enhance the operational infrastructure. The campus should realize soon its intent to develop a distance education strategic plan that supports growth and quality.

Student Support Services
Support services for distance education students have been expanded – advising, library services, placement examinations, proctoring, technology, tutoring, among others. Student Life created an intranet account for students to facilitate discussion with online students

The campus webpage for distance learning contains a link to online student tutorials for computer requirements for online courses, assistance for using the learning management system and methods for effective use of course tools. A recent student survey indicates students are satisfied overall. The campus identifies the need to increase student awareness and use of these online services.

Finding: **UHWO's capacity for offering distance education student support services has expanded and continues to be an important priority for student affairs.**

Faculty
The number of faculty who teach online vary by program; some report online courses are taught by full-time faculty while other programs rely heavily on adjunct /part-time faculty. An instructional designer was hired to assist faculty and contribute to course quality. Policies have been developed for teaching online (*Teaching Job Description Requirement, Online* and *Quality Online Course Design Standards Policy and Guidelines*).

Faculty development for distance learning occurs through workshops offered cooperatively by the information technologist, instructional designer, Distance Education Committee, and the Center for Teaching and Learning Excellence (CTLE). Based on best practices for online pedagogical effectiveness, these workshops have been well attended. The director of the CTLE has created a database of attendance with metrics by faculty, rank, and program as a means to track and increase participation rates. Surveys after each workshop have been implemented and the development of a faculty learning community with a distance education focus is planned. CTLE's Strategic Plan is exceptionally well articulated and future-oriented, offering a compelling vision overall for investment in faculty and pedagogical excellence as well as faculty development for teaching with technology, a primary focus for CTLE given teaching online is identified by faculty as the number one topic of interest.

Finding: **Faculty development opportunities for enhancement of online instruction have increased in number and effectiveness, formal distance education policies implemented, and instructional design and technological support enhanced. Continued attention to these support structures is essential**

Curriculum and Delivery
At the program level, faculty is involved in curriculum development and assessment of learning outcomes for distance education. Codification of the process for the approval and evaluation of

distance education program/course at the university level is needed; as such processes were ambiguous with regard to accountability and authority for this essential function. The Strategic Plan indicates the intent to develop course-scheduling strategies to offer distance education courses based on demand and will be an integral part of enrollment management planning.

UHWO's Credit Policy defines direct faculty instruction and student work and specifies learning outcomes for distance education are to be comparable to on-ground courses. An examination of the level of expected amount of student work as prescribed in syllabi to ascertain overall warrant credit awarded indicates that overall, all course syllabi contained reference to UHWO's credit hour requirements and learning outcomes for the course and institutional levels. A few, but not all syllabi, made explicit the link between course, institutional, and division learning outcomes (and general education, where appropriate). Syllabi contained information about use of technology, methods for assistance with learning platform, and other essential resources for effectiveness of student learning in an online environment. The process for the identification of online and on-ground courses has been developed, although disaggregation of data is limited with regard to assessment of student learning outcomes and comparison to on-ground courses. Existing campus curricular approval and review processes for on-ground courses/programs do not appear to have been reviewed extensively to ensure comparability of content, outcomes, and quality for online delivery.

Finding: **Faculty at the program level have extensive involvement in curriculum development and assessment of student learning outcomes at the institutional and program levels**. **Faculty involvement in curriculum development and assessment of student learning through formal university-level processes requires greater attention as it appears that neither the Curriculum Committee nor the Distance Education Committee examines course/program proposals for quality specifically related to distance education delivery. It is recommended that course syllabi illustrate the linkage between outcomes and course assignments designed for students to achieve stated outcomes.**

Retention and Graduation
Disaggregated data for retention and graduation rates of distance education students (13 first time full-time freshmen from among 214 students) indicate a retention rate of 61% for 2013, but too small a number to draw any conclusions regarding persistence or comparison to on-ground programs. The university has indicated that a major goal is to ensure that distance education courses have outcomes equivalent to or greater than those in traditional settings.

Finding: **It is essential to track distance education students over time through formal institutional research processes in order to evaluate the quality of distance education and its impact on retention/graduation and student learning.**

Student Learning
Substantial progress has been made with regard to policies and support services for distance education, as well as the evaluation of student course evaluations, peer evaluations, GPAs, and retention/graduation rates. Data do not provide sufficient evidence of the effectiveness of online courses (given small sample sizes and lack of baseline data tracked over time).

The next area for refinement is the analysis of student learning outcomes which remains in its infancy with regard to disaggregated data for distance education and comparison to on-ground

education. The university recognized the need to plan and execute an assessment program that includes distributive education via formal processes employed by the faculty and supported by the Office of Institutional Effectiveness.

UHWO reports widespread faculty participation in the assessment of student learning. The Assessment Committee each year with faculty representatives from each academic division oversees the evaluation of institutional learning outcomes. The Assessment Committee provides faculty with instructions, reporting templates, rubrics and deadlines for conducting assessments of student learning. Two faculty peers, who are not the instructor of a course being assessed, independently apply the rubric to the portfolio of student works compiled by the instructor of a course selected for assessment. The small faculty staffing of some concentrations has led to deviations from this protocol. When the assessment procedures are followed, a minimum of three faculty in a concentration (or under a degree) are involved in the assessment of each selected course.

Provided was a table of comparison of student learning effectiveness comparing on-ground and online students from AY 2011-13 for English 200 students. Overall GPA means of students enrolled in on-ground (3.11) versus online (2.58) programs were reported but given small sample size, no conclusions can be drawn.

Students who completed distance education courses completed a recent student satisfaction survey. Overall ratings were excellent or good for most variables (library, technology, online registration, interaction among students, interaction with faculty, and performance evaluation other than tests). Lowest ratings were found when students were asked to compare the quality of their online learning experience with on-ground: 38% online same as on-ground; 26% online is better; and 37% online was not as good as or much worse than on-ground.

Finding: **The faculty, with leadership from the Assessment Committee, is ready for the next level of maturation regarding student learning outcomes. This includes the articulation of learning outcomes and student assignments in course syllabi, disaggregation of outcomes by demographic variables (including distance education), refining levels of performance, and benchmarking to other institutions and professional association standards, where appropriate.**

Contracts with Vendors
Not applicable.

Quality Assurance Processes
Various quality assurance processes reflect elements related to distance education. The program review process has been refined, although not yet fully realized, especially as related to the integration of distance education with data and analyses of the rigor of student learning. It is important to ensure that the *Program Review Handbook* includes clear expectations for distributed learning elements and the faculty committees and administration involved in the review process give attention to this segment of the student body. The Curricular Committee stated that the assessment of online courses is identical to those for on-ground courses; however, the curricular review/approval process would be enhanced by clarifying expectations for components to be included in proposals for courses delivered via distance education. Likewise,

the annual assessment of student learning will be improved by incorporating an evaluation of the quality of student achievement in distance education courses.

Assessment plans and reports for co-curricular learning have been instituted, a major and well-done accomplishment for Student Affairs. While some reports are an assessment of operational processes only, others have included student learning outcomes. Continued attention to incorporating learning outcomes for all co-curricular units and disaggregating data by student demographics for distance education courses is needed.

Finding: **The refinement of quality assurance processes by integrating distance education components has progressed and governance structures in place to realize this goal. It was not possible, however, to discern the quality of student learning in distance education as limited information was provided.**

Overall Finding: **Issues and recommendations contained in the 2012 CPR Report remain salient especially to address the continuing growth of online learning and use of learning management systems for hybrid and on-ground courses. The WSCUC review team continues to encourage the campus to be more intentional with regard to distance education in its curricular approval, program review, co-curricular, institutional research, and quality assurance processes.**

Review completed by: Diana Demetrulias
Date: November 23, 2014