

REPORT OF THE WASC VISITING TEAM
CAPACITY AND PREPARATORY REVIEW

To University of Hawaii West Oahu

April 3 – 5, 2012

In Partial Fulfillment of the Requirements for
Reaffirmation of Accreditation

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The team evaluated the institution under the WASC Standards of Accreditation and prepared this report containing its collective evaluation for consideration and action by the institution and by the Accrediting Commission for Senior Colleges and Universities. The formal action concerning the institution's status is taken by the Commission and is described in a letter from the Commission to the institution. This report and the Commission letter are made available to the public by publication on the WASC website.

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CAPACITY AND PREPARATORY REVIEW TEAM REPORT

SECTION I – OVERVIEW AND CONTEXT

A. Description of Institution and Visit

The University was established as West Oahu College (WOC) subsequent to the University of Hawaii 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, using its former location to house a newly acquired program, the Center for Labor Education and Research (CLEAR). The move expanded the UHWO operating space from 5,600 square feet to approximately 30,000 square feet, allowing the acquisition of equipment and other resources. Given its close affiliation with LCC and its upper-division-only curriculum, UHWO has historically served mostly an adult population (median age: 32) with a select number of baccalaureate programs. The Board of Regents authorized a change of mission in 2006 (subsequently approved by 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 on a prime location in Kapolei. Pending its construction, University leadership secured the interim use of academic facilities in Kapolei at Island Pacific Academy (IPA), a private K-12 facility, and enrolled freshman and sophomore students. An extensive array of student services is provided for these students at an office complex across the street from IPA. 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.

B. The Capacity and Preparatory Review Report: Alignment with the Proposal and Quality and Rigor of the Review and Report

The institution's WASC Steering Committee, with input from the entire campus, including faculty, staff, students, and administration elected a thematic approach to the CPR, with nine goals organized under three themes. In May 2010, the institution requested to amend their proposal to two themes with five goals based on an "anticipated lean fiscal period" ahead. These changes were approved by the WASC staff liaison as follows: Theme 1: Fostering-Student Success (Goal 1: Creating a Successful First-Year Experience; and Goal 2: Creating Support for Student Learning); and Theme 2: Organizing for Institutional Growth (Goal 1: Developing a

Communications Plan to Accommodate Growth; Goal 2: Expand and Strengthen Degree Offerings; and Goal 3: Expand Instructional Information Technology to Accommodate Growth).

The CPR team found the CPR to be lacking in specificity and with a limited evidentiary base. Thus the team's understanding of the institution's capacity was incomplete in several areas. The CPR Report also failed to address the institution's response to concerns that were identified by the Commission in its last action letter and the major recommendations of the last visiting team (WASC Handbook of Accreditation 2008, p. 31, item 5) and an update on the progress toward preparation for the Educational Effectiveness Review (WASC Handbook of Accreditation 2008, p. 31, item 3).

These items were subsequently requested by the team to be provided prior to the visit as well as additional items to ascertain whether the institution has met its Core Commitment to Institutional Capacity. These additional items included: an in-depth review of the institution's response to diversity, a summary of distance education efforts, and a credit hour review.

The institution seemed unclear on what should be included in the CPR report, resulting in significant gaps and inaccuracies in the report, which were partially ameliorated by requested documentation during the visit.

C. Response to Previous Commission Issues

Following the Special Visit in 2008, the Commission identified three issues for continuing attention: leadership stability, financial ability to realize the goals and aspirations for the campus future, and the development of academic planning and use of data in measuring student learning. The 2008 Special Visit Team was given assurances that these matters had been sufficiently addressed.

The CPR Team found, however, that several of the significant issues present during the Special Visit in 2008 had been only partially ameliorated and were continuing to hamper UHWO's development. The leadership of the University had continued to experience turnover, with almost all of the senior staff having been replaced since 2008. At the time of the CPR visit, the Vice Chancellor for Academic Affairs and the Vice Chancellor for Student Affairs held interim positions and the Vice Chancellor for Administration had only recently been hired. This significant development was not addressed in the self-study.

It was anticipated in 2008 that academic planning would be guided by the Academic Development Plan (ADP). This plan, however, has to a large degree been disregarded. New programs have arisen out of various interests, and others discontinued, in lieu of the earlier plan. While the 2008 Special Visit Team expressed confidence that "the University has taken seriously the need to plan carefully," this current visit revealed an apparent lack of academic planning throughout the University. The CPR team found no documentation that related academic development, student services provision, and budgetary support in a coordinated form that could demonstrate fulfillment of the promises of 2008.

SECTION II – EVALUATION OF INSTITUTIONAL CAPACITY UNDER THE STANDARDS

Theme 1: Fostering Student Success

Goal 1: Creating a Successful First Year Experience

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. The FYE consists of three initiatives identified as “Ready, Set, and Go” that include a one-week long Summer Bridge Program, preparation workshops for mathematics and English placement tests, mandatory new student orientation, a summer Frosh Comp, peer mentoring, and additional activities created in subsequent years (e.g., Parent Orientation in 2010, Early Intervention for at-risk freshmen, Fall 2011). The creation of a freshman handbook, *Get Connected*, that provides a list of resources available (e.g., computer support, No’eau Center, summer activities, Peer Mentoring Program) as well as some basic descriptions of catalog and class schedule terminology and course sequencing is a valuable resource for first generation students. The handbook also was a collaborative effort between the Title III staff, Student Affairs, Academic Affairs, and the marketing staff in its design and publication (CFR 2.4, 2.5).

Grade point averages (GPAs) across various FYE activities showed some increase in GPAs for students who participated in peer mentoring and learning communities. Although this finding needs to be interpreted with caution, since there was no evidence of statistical analysis to determine whether students were equal prior to participation in these self-selected initiatives, there is also the confounding effect of participating in more than one activity. Data reported in the 2011 Grant Annual Performance Report (3rd year of the grant), show increased one-year retention data from 54% (Fall 2009) to 65% (Fall 2010), which would be on-target for achieving the overall 80% one-year retention objective. Nevertheless when the CPR Team requested further analysis by disaggregating the data by part-time (9 average credit units) versus full-time (11 average credit units) status, tremendous variability between the two groups with regards to one-year retention data, 68.5% and 33.3% respectively was found, but could not be explained (CFR 2.10, 2.11).

Results from the 2009 administration of the National Survey of Student Engagement (NSSE) survey indicated that UHWO exceeded its peer institutions in two of the five benchmarks of Effective Educational Practice, fostering an academically challenging curriculum and supportive campus environment, while results from the 2011 NSSE administration indicated UHWO exceeded in active and collaborative learning and supporting campus environment (CFR 2.5). Although UHWO was still higher in academic challenging curriculum than peer institutions, it was not at a significant level. Due to the low response rate for first-year freshmen (n=19 or 29%) disaggregation of data for gender or ethnicity was not conducted (CFR 2.10). It is recognized the challenge for disaggregating data given the small size, but concerted effort needs to be demonstrated to increase participation on key institutional measures (e.g., NSSE, CIRP) or alternative measures should be identified.

Because of the low participation rate of the NSSE and the Cooperative Institutional Research Program (CIRP), 11.1% (11 of 125) in 2009 and 25% (31 of 124) in 2011 of the freshmen, the FYE Committee is planning to conduct a comprehensive assessment of the FYE in the Fall 2012. The lack of meaningful data collection (low response rate) and limited analysis (no comparison analysis from 2009 and 2011 NSSE) may be related to the delay in filling the grant-supported positions in data management (0.5 FTE) with a qualified individual and the external evaluator.

Given their students' challenges with balancing academic pursuits with family and full-time work responsibilities, UHWO has a strong commitment to "high touch" academic advising from staff and faculty (CFR 2.12). Advising sheets for students to track their academic progress are updated annually by the staff academic advisors and the STAR web-based software system is available for students to view their academic record and progress to degree (CFR 2.12). Advising students is a core component of all part-time and full-time faculty critical job responsibility and recognized as an "A-list" item in the "Service to UH West O'ahu" component of the tenure and promotion process (UHWO Faculty Handbook, Item 27).

Student Affairs Committee (SAC) created in 2010, following the adoption of new Faculty Senate charter, is comprised of faculty across the University with one administrative staff who serves as a non-voting ex-officio member. SAC has responsibilities to review and make recommendations to the Senate policies related to admission requirements, advising, code of conduct, academic dishonesty, academic grievances, and so forth. Resolutions have included cut-off scores and testing policies for mathematics and English placement tests, and process for academic dishonesty (CFR 2.2). These resolutions have been approved and institutionalized via publication in the *Get Connected* as well as in the General Catalog, and are posted on the UHWO website. The SAC has developed a Best Practices for Faculty Advising and Best Practices for Advising Student Clubs (CFR 2.12). Finally, with the pending move to the new campus, the SAC has also identified a number of support services that will need to be developed when the campus moves. For instance, health, and childcare services are provided currently by Leeward Community College. When the UHWO moves 8 miles or 30 minutes away to the new Kapolei campus, a plan for providing for these essential student support services will need to be developed (CFR 2.13).

The institution's formalized commitment to first-year students would be exemplified by "making personnel assignments and workload variations permanent for faculty and staff positions with responsibilities for implementing the program" (Title III High Touch – High Tech, page 17). Although some of the proposed curriculum modifications have occurred with an increase in STEM related courses, only one position (Native Hawaiian Outreach Advisor) has been requested for permanency. There are no current plans besides reapplying for another Title III grant, for sustaining the various initiatives, although 8 positions are currently being partially or fully funded by the grant, which ends on September 30, 2013.

It is recommended that the educational effectiveness self-study and campus visit contain evidence that the campus has accomplished the following actions:

- Developed and evaluated 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). *This is the essentially the same recommendation from the Special Visit Report (2008).*

- Conducted a comprehensive assessment of the FYE and used the results to identify those components that should be institutionalized (CFR 2.10, 2.11).
- Developed 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.
- Developed 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).

Documents Reviewed/Interviews Conducted

Capacity and Preparatory Review Self-study

Addendum to CPR Report – Update on Progress, March 2012

Required Data Elements

Commission Action Letter, 2009

WASC Special Visit Team Report, 2008

WASC Commission Action Letters, 2005 and 2009

Interim Vice Chancellor for Student Affairs

First Year Experience (FYE) Committee

Student Affairs Committee

Common Data Set 2011-2012

Title III High Touch – High Tech Grant Proposal

Title III Annual Report 2011

National Survey of Student Engagement (NSSE) 2009, 2011

Get Connected (freshman handbook)

UHWO Faculty Handbook (online)

Goal 2: Creating Support for Student Learning

During the AY 2007-2008 the UHWO faculty completed a revision of Institutional, Divisional and Concentration learning outcomes for all undergraduate programs that are published in the General Catalog 2011-2012 (CFR 1.2, 2.3). A sampling of 18 course syllabi provided for the Credit Hour Review Project, however, revealed that student learning outcomes (SLOs) are not consistently expressed in all course syllabi and some stated SLOs are not measureable (e.g., use of words “recognize” or “understand”) (CFR 2.4). An implementation plan for assessment activities to be completed by all degree programs are documented and published online. In addition, the implementation of a program review process incorporating learning outcomes assessment has been completed for most programs (Humanities and Social Science) and scheduled for the remaining (Applied Science, Elementary Education, and General Education) (CFR 2.7, 4.1, 4.4). A review of the website indicates that two programs have not yet completed the entire process: Public Administration (neither Internal Report nor MOU), and Business Administration have not posted any documentation.

Five institutional learning outcomes (ILOs) were established in AY 2007-2008 and a plan was implemented to assess one ILO each year in a five-year cycle of assessment. UHWO has provided faculty support for this assessment through the establishment of an Assessment Committee and the provision of funds through faculty assigned time (one course release for each

Division representative (CFR 2.4, 4.6, 4.7). The ILO on Written Communication was assessed during AY 2007-2008 and followed by an assessment of Oral Communication during AY 2008-2009. The Quantitative Reasoning ILO was assessed during the AY 2009-2010 and the Global and Indigenous ILO assessment AY 2010-2011. These assessments involved: 1) the development or updating of program matrices that align CLOs with concentration course offerings, 2) the development of learning outcome specific rubrics, and 3) the application of the rubrics developed to a sample of student work (CFR 2.3, 4.1).

The CPR Team met with the Assessment Committee whose role involves directing the campus-wide assessment of student learning of the ILOs rather than program specific assessment. The review of ILOs involves instructors' submitting student work samples representing every student in the course, but not every assignment. Each work sample is evaluated on a 3- to 5-dimension rubric by two independent faculty readers who analyze and create a "closing the loop" document. Their initial efforts centered on refining assessment processes with specific issues about the courses selected for assessment, and the particulars of rubric application. Some reports cited a relative lack of institutional support for the development of oral communication skills, compared to the resources available for written communication. Taken together, the Assessment Committee felt these reports show the capacity of the UHWO faculty to conduct assessments of students learning that inform curriculum development, instructional practice, assessment processes and institutional instructional support services. The CPR Team recommends that more evidence about how assessment data have been used to improve student learning should be gathered and documented. In addition, with increasing numbers of new faculty and staff coming on board, the Assessment Committee should remain especially vigilant about orienting new members of the UHWO community to the processes and values of a culture of assessment.

The CPR Team observed that while UHWO had made progress in incorporating student learning outcomes into its academic programs, it needs to incorporate direct assessment of learning more fully into all of its co-curricular programs. The 2008 Special Visit Team recommended implementation of "assessment of co-curricular program designed to achieve stated learning outcomes and demonstrate effectiveness of academic support" for students (CFR 2.11, 4.6) (page 10) has not been achieved. The team also observed that the use of achievement data to inform program improvement should achieve a higher degree of consistency among the various units of the University (CFR 4.7, 4.8). Faculty and staff still express the need for greater support from the Office of Institutional Research to support their direct methods for assessing student learning as cited in the 2008 Special Visit report (CFR 2.10, 4.5). Co-curricular assessment of learning could also serve as a focus of ongoing faculty and staff development.

The CPR Team recognizes the importance of the library as a critical information resource for both faculty and students for research, teaching and scholarship. In recent years, the UHWO Library has expanded its electronic journal and book collections to serve both the on-ground and growing online programs and students (CFR 2.13, 3.6). The library staff also supports student learning through classroom presentations, at the request of instructional faculty, on finding resources, navigating electronic databases and collections, and identifying specific discipline resources. The Academic Development Plan, projects the hiring of three additional librarians to prepare for the move to the new campus, which has substantial library facilities. However, the head librarian left almost two years before the CPR visit, and the library is being managed

entirely by one recently hired entry-level library professional with two or three casual hires on short term contracts. This is a serious situation and needs to be addressed (CFR 3.1).

The Center for Teaching and Learning Excellence (CTLE) although cited in the 2008 Special Visit as a promising “mechanism for a sustained, planned and coherent approach toward faculty development” remains fledging. The center funded primarily by the Title III grant has a coordinator who receives no release time or staff support (CFR 3.1). It provides 2-3 workshops each semester to faculty related to tenure and promotion, and pedagogical improvement (e.g., online and hybrid teaching strategies, and teaching writing) as well as travel funds to pedagogy focused conference (CFR 2.9, 3.4). With the proposed 16 new faculty positions, these individuals will need faculty development in assessment and pedagogy as well as mentoring to ensure their retention and progression through the tenure process.

The No'eau Center for Writing, Mathematics and Academic Success provides academic support through tutoring and workshops that help students with individualized face-to-face or online tutoring sessions to working with small study groups. The No'eau Center provides tutoring to over 230 students through multiple 30- to 60-minute sessions (Spring 2011 N=611, Fall 2011 N=455). It also provides onsite academic skills workshops in time management, note taking, reading, test-taking, resume writing, and several innovative technology-based activities (e.g., podcast and online workshops in grammar review, online learning, avoiding plagiarism). This creative use of technology further supports student learning, for example, Grammar Review had over 360 views via YouTube in the past year (CFR 2.13). Extensive data related to number of total tutoring sessions and usage broken down by students' class levels, gender, and division/major/concentration each semester. The center staff is encouraged to deepen their evidence of students' satisfaction, GPA improvement, continuation and graduate rate by comparing students' who do and do not avail themselves of its services (CFR 2.10, 2.11).

To support student learning, UHWO has the No'eau Center, Library, and CTLE (CFR 2.13). All three areas are minimally resourced, although the No'eau Center and CTLE are currently receiving some funds from the Title III grant and have limited physical space to accommodate the growing student population. All three areas have designated expanded physical space at the new Kapolei campus, but plans for sufficient resource allocations to support to efforts have not been forthcoming (CFR 3.1).

It is recommended that the educational effectiveness self-study and campus visit contain evidence that the campus has accomplished the following actions:

- Implemented assessment of co-curricular programs designed to achieve stated learning outcomes and demonstrated effectiveness of academic support for lower division students and community college transfer students (CRF 2.11, 2.13). *This is the same recommendation from the Special Visit Report (2008).*
- Institutionalized and adequately supported the CTLE to provide a sustained and coherent approach to faculty growth and improvement (CFR 3.4).
- Created and provided funding for a planned, coherent faculty development program including new faculty support and mentoring of teaching, learning, and assessment in support of academic excellence (CFR 3.4). *This is the same recommendation from the Special Visit Report (2008).*

- Hired a senior level librarian and professional support staff to support the operations of the Library sufficiently (CFR 3.1, 3.6).

Documents Reviewed/Interviews Conducted

Capacity and Preparatory Review Self-study
 Addendum to CPR Report – Update on Progress, March 2012
 Required Data Elements
 Commission Action Letter, 2009
 WASC Special Visit Team Report, 2008
 WASC Commission Action Letters, 2005 and 2009
 Interim Vice Chancellor for Student Affairs
 Director of No ‘eau Center for Academic Success
 Coordinator of Center for Teaching and Learning Excellence
 General Catalog 2011-2012
 Assessment Committee
 Assessment of Loop Closing Review
 Assessment of Written Communication
 Sample of Course Syllabi provided for Credit Hour Review Project
 No ‘eau Center Website <http://westoahu.hawaii.edu/wlcenter>
 Program Review Website <http://westoahu.hawaii.edu/programreview>

Theme 2: Organizing for Institutional Growth

Goal 1: Developing a Communication Plan to Accommodate Growth

The Institutional Proposal and the CPR self-study identify the development of a comprehensive communication plan as a goal under its theme of “Organizing for Institutional Growth.” The stated purpose of the development of communication guidelines is to facilitate transparent decision-making processes, constituency role in policy and planning decisions, dissemination of information, and feedback for policy and planning decisions.

The self-study indicates that UHWO has not developed a formal communications plan nor conducted a review of its communication needs. It provides a brief description, but limited analysis of issues or effectiveness, of existing communication channels between faculty and administration, among administrators, between students and UHWO, and between UHWO and the external audience. Action was taken to hire a Director of Public Affairs with accountability to address the communications issues. In addition, a Transition Committee was formed to facilitate communication between faculty and administration regarding the move to the permanent campus.

The CPR-stated method for developing a plan involves soliciting information about communication gaps and needs and using this information to guide internal and external communication processes. The stated outcome in the self-study is to provide for “...effective communication structures and processes for campus constituents to improve decision making.” However, no metric or measurable outcome accompanied this stated outcome, and no benchmark

to either best practice for communications or to other institutions within the UH system was provided in the essay. (CFR 3.8 – clear consistent decision making structures and processes)

Further, the concluding CPR essay does not provide an integrative or reflective statement related to the communications plan and does not specify follow-up steps or timeline for moving from the CPR to the EER, other than a generic declaration for developing a plan. It states only that “a process for developing a communication plan has been defined and the campus has the expertise to execute this process.”

An addendum to the CPR report submitted at the request of the visiting team prior to the site visit explains that a Communications Committee was formed to improve campus communications through development of a communications plan. It was noted that participation in a January 2012 survey of communication issues was limited; thus, additional plans for securing such information was planned. However, no evidence was provided as to the actions taken for these next steps.

During the campus visit, little evidence was provided to illustrate progress has been made with regard to the development of a comprehensive communications plan. Some initial steps have been taken to enhance communication such as initiation of weekly e-bulletins in January 2012 by the Director of Public Affairs. These bulletins provide information about campus events and other announcements. Also initiated is a student newspaper, *The Hoot* and a student blog in which students share their college experiences. However, these actions are not placed in the context of a comprehensive communications plan.

Overall, it was difficult to make an evaluative judgment of capacity as the self-study essay lacks reflection or evidence to support assertions. Campus interviews with faculty and staff yielded little information, particularly as the Director of Public Affairs was not on campus and not available by telephone for interview. Materials such as minutes of the Communications Committee were requested of the campus to illustrate capacity to develop and implement a communications plan but were not available for review. A request for an outline of the communication plan was not available, and no evidence provided of any planned components of a comprehensive communications plan such as methods for data gathering (beyond the initial survey), scope, audiences, systems of categorical communiqué (events, policies, issues, public safety), protocols for new media (especially for student communications), fiscal sustainability and communication infrastructure, accountability systems for communication outcomes, timeline, and evaluation of process effectiveness. It is not clear if there is planning for evaluating the effectiveness of the communication plan, once it is created. (CFR 4.1- reflection/planning with constituents; strategic priorities; CFR 4.3 - planning informed by analyzed data and evidence of educational effectiveness).

It is recommended that the educational effectiveness self-study and campus visit contain evidence that the campus has accomplished the following actions:

- Conducted focus groups and surveys (and/or other appropriate methodologies) that yielded robust information for identifying and addressing issues to be contained in a communications plan (CFR 4.8).

- Developed and implemented a comprehensive communications plan that addresses salient issues—especially related to institutional growth – and that demonstrates best practices for institutional effectiveness (CFR 4.2).
- Evaluated the effectiveness of the actions taken to enhance communication among the identified constituency groups for achieving stated goals/outcomes. Provided evidence of improvement of communication systems based on results (CFR 4.4, 4.8).

Documents Reviewed/Interviews Conducted

Capacity and Preparatory Review Self-study

Addendum to CPR Report – Update on Progress, March 2012

Institutional Proposal, amended 2010

WASC Special Visit Team Report, 2008

WASC Commission Action Letters, 2005 and 2009

Chair of WASC Steering Committee

Commission Action Letter, 2009

Communication Committee member list Communication Survey and Survey Analysis

Faculty Senate Executive Committee

The Hoot, Student Newsletter

Weekly e-Bulletins (samples January 2012-March 2012)

Goal 2: Expand and Strengthen Degree Offerings

As UHWO anticipates moving to its new campus and adjusts to the shift from “upper division only” to offering a full four-year curriculum, expanding and strengthening of academic degree programs has become major focus of planning activity (CPR, 2012, p. 18-26). The Academic Development Plan (ADP) prepared in AY 2007-2008 lays out the program development goals to be achieved by 2015 (CFR 4.1, 4.2, 4.3). This plan addressed changes in academic organization, addition of General Education requirements and course work, addition of new programs, elimination of existing programs, adaptation of existing programs to the four-year template, and the hiring of new faculty required by the plan (CFR 2.1, 2.2, 3.1). All of the programmatic changes imply concomitant modifications in outcomes assessments and measures and additional support for student learning (CFR 2.10 through 2.14). The plan was developed to be responsive to the interplay of UHWO’s liberal arts mission, the interests of its students, and the workforce needs of the community. While some academic developments since 2008 have been guided by the ADP, many were not—presumably because “conditions on the ground” occasioned delays, required some changes, and offered unanticipated opportunities. “Conditions on the ground,” in fact, appear to have altered the planning environment sufficiently to have occasioned, in 2011-2012, a new ADP initiative governing the years 2012-17 and supplanting the 2007-08 ADP. It is not clear how far along the new plan is. This is an important development to keep in mind in reviewing the progress toward the goals of the original ADP. The goals of the original ADP accomplished to date presumably define the planning baseline for the new ADP initiative.

Academic Organization: Academic programs at UHWO have been organized into “divisions” (roughly like colleges), each of which offers a general bachelors degree with a number of different “concentrations” (roughly like majors): for example, the Humanities Division offers a BA in Humanities with “concentrations” in English, Hawaiian-Pacific Studies, History, and Philosophy. The ADP proposed reorganization of the divisions (CFR 3.8). The Professional

Studies division would be broken down into two divisions: Business Administration and Public Administration. That was accomplished in fall, 2011. The ADP proposed the creation of an Education Division to house new and existing education programs. That was accomplished in fall 2009. The ADP proposed creating a new Division of Math and Science. That goal has not yet been accomplished but will be pursued; faculty have been hired and are temporarily housed in Humanities. A major change *not* proposed in the ADP was the addition of the Division of Applied Sciences offering the Bachelor of Applied Sciences with four concentrations. It was added, presumably, in response to “emerging opportunities” in workforce development. The unit does not have a director and is housed in Business Administration. A number of proposed new concentrations or certificates are not yet implemented or were dropped. With the addition of the BAS and eight concentrations, the college now offers six bachelor’s degrees (Business Administration, Public Administration, Humanities, Social Sciences, Applied Science, and Education) with 25 “concentrations” distributed among them.

Anticipating demand-driven increases in the size and number of academic programs, UHWO has made some progress in adjusting the existing academic organization and has added a promising and flexible new degree cluster, the BAS, in response to workforce initiatives. The completion of this reorganization appears to have been delayed because of budget issues and the slowdown in the construction of the new campus.

General Education: Although UHWO has had General Education (GE) requirements for graduation, it had not, until authorized to offer four-year degrees in 2007, offered lower division GE courses. Students took them elsewhere (often at Leeward Community College, which hosts the current UHWO facilities on its campus). Its new four-year mission required UHWO to implement GE requirements and to develop sufficient courses to meet the GE demands of their lower division students (CFR 2.2a). Although freshmen have been admitted since 2007 and have steadily increased in number, a significant increase in demand is expected after the move to the new campus. UHWO has now implemented the same GE requirements as other members of the UH system and has also used the UH “Hallmarks,” or course characteristics, to identify, design or adapt courses to meet GE requirements. UHWO has established a GE Committee to manage its policy and program review and maintenance (CFR 3.11). Course availability issues have been addressed. The update of the CPR reports that faculty have been hired to develop needed general education math and science courses as well as new courses in the arts. GE Committee members indicated that there may still be a shortage of courses that meet the GE “focus” requirement in Contemporary Ethical Issues, and they are working to resolve that issue. The other problem that remains is small one with alignment of UHWO’s learning outcomes with some aspects of the Hallmarks, but this is viewed as a manageable issue (CFR 2.4, 2.6).

UHWO has set up the appropriate infrastructure for the ongoing management of GE, for aligning the courses with UHWO learning outcomes and assessment programs, and for ensuring the students can get the courses they need to satisfy GE requirements. It is not clear how many lower division students this infrastructure can support.

Add/Eliminate Programs: The ADP included plans to add, modify, and eliminate programs, and the CPR and the update offer some insight into the progress on these plans as well as changes emerging from new opportunities (CFR 2.1). These are documented in the Summary of

the 2007-2008 Academic Development Plan Initiatives. A list of degrees and concentrations available in 2011-2012 has been provided. Not all of the proposed new programs have been implemented to date, but the original ADP was not scheduled to be completely implemented until 2015. As noted above, eight concentrations and one new kind of degree, the BAS, have been added. The only program scheduled for elimination is the online BASS (Bachelor of Arts in Social Sciences, Applied Track) That program is being phased out as all Social Science concentrations become available online. A promising high demand area under development is Education, especially Middle-Secondary Education, which requires collaboration between the “subject matter” programs and the Education programs and supports enrollment in both areas. Another positive development—not anticipated in the ADP—is the Bachelor of Applied Science degree implemented as a vehicle to deliver new workforce oriented programs that can successfully integrate community college occupational AS degrees with little or no loss of credit. This is a flexible degree program that effectively addresses the thorny transfer articulation problems faced by students with community college occupational degrees, thereby encouraging both the completion of AS degrees and the optimal use of those credits toward bachelor degrees (CFR 2.12, 2.14). It also allows UHWO to respond more quickly to changing workforce development requirements. However, there have also been some puzzling changes in the direction plotted by the ADP, such as dropping plans for a nursing program to pursue unspecified allied health programs (CFR 3.8, 4.1). Development of other new programs has slowed because of low enrollments and budget shortfalls.

Adaptation to four-year template or model: The ADP includes plans to change concentrations into more typical majors (CFR 2.1, 2.2). Thus the BA in Humanities with a concentration in History would become a BA in History. Little or no progress has been made in this area in any of the divisions. Some changes implicit in the transition to majors with unique degrees have gone forward. Generally, prior to the authorization to offer lower division courses, the “concentration” tracks within the various academic divisions did not have any specific lower division requirements beyond General Education requirements. The different divisions at UHWO have proceeded in different ways to structure lower division course choices and are in various states of implementation of their overall plans. For example, the Humanities division has established both a common “division” core of lower division courses as well as core courses in specific concentrations. Public Administration has established a common core for all concentrations but has not as yet introduced lower division course requirements for specific concentrations. This is a work in progress. In all cases, these new courses have been coordinated with UHWO’s learning outcomes and incorporated into the assessment program (CFR 2.3). It is not yet clear whether or not course availability will be a problem.

It is wise to adhere to the principle of “curricular parsimony” in bringing up new majors and requirements, and “core” requirements tend to concentrate enrollment in fewer courses. But not as much attention appears to have been paid to the interactions of new requirements with one another. The addition of General Education and other lower division requirements at UHWO significantly increases the challenge that students face in working out their programs of study to meet all graduation requirements. All students are now obliged to negotiate their way among General Education requirements, divisional (i.e. college) requirements, and concentration (i.e., major) requirements—whether they do their lower division work at UHWO or the community college. It is recommended that UHWO develop and test new advising tools, keep them current,

and share them with their transfer institutions. As curriculum development proceeds, articulation agreements will need to be adjusted and monitored. Also, since these different kinds of requirements tend to be set by different committees, it will be necessary to charge some person or committee (possibly the Curriculum Committee) to monitor how they all work together and to ensure that these different layers of requirements do not step on each other or unduly complicate inevitable major changes (CFR 2.2, 2.14).

In summary, UHWO has made some progress toward achieving the goals of the ADP, the proposed backbone of the goal of Expanding and Strengthening Academic Programs. Yet it appears that momentum was lost through a numbing combination of delay in the completion of the new campus, declines in funding, and lack of focused leadership. Both enrollment growth and faculty hiring have been casualties of the slowdown. The loss of momentum is now critical, as the move to the new campus will occur in about two months. There are some net positives from efforts in pursuit of this goal. The proposed academic reorganization creates organizational space for a suite of programs that will serve the campus mission and its students well. Yet the actual implementation is far from complete (CFR 3.8). The campus has integrated General Education into the curriculum and the assessment program and has put the necessary administrative infrastructure for General Education in place (CFR 2.1, 2.21, 2.3). The challenge will be having the resources to keep up with the demand for courses (CFR 3.1). Eight new academic concentrations have been added, but four of them were “inverted” degrees in the BAS program, unanticipated in the ADP. There have also been the major diversions from the plan, such as dropping nursing in favor of unspecified “allied health” programs and dropping social work because of a change in faculty priorities (CFR 4.1). In developing four-year curricula, incomplete attempts were made to structure lower division course choices outside of GE by adding division and/or concentration “cores.” This is a good enrollment management strategy for an emerging campus, but it is not clear how the new complexities of advising and degree program planning will be managed (CFR 2.12, 2.14). It is heartening to see that the “culture of assessment” that was emerging in 2008 has been more fully imbedded in the campus culture. A complete cycle the assessment program has been completed, and curriculum development that has gone on since 2008 has included building it into the assessment program. The program has a well-supported infrastructure, but more evidence of how assessment has contributed to improvement of student learning is needed, as previously described.

It is fortunate that a new academic development plan has been initiated. The original plan was conceived as *transitional* and did not appear to recognize the *transformational* nature of this moment in the life of UHWO. The new campus and the growing recognition in the state that UHWO must be supported as a maturing institution asserting its rightful place among other institutions have combined to make this a “reboot” moment for UHWO. The old plan was incremental and timid, and the implementation of it has a kind of “making do” feel to it that has become a characteristic of the campus because of its history of perpetually playing catch up and struggling against the odds. That is the past. The future offers a chance for UHWO to be reborn as a self-confident and fully professional academic institution (CFR 4.1). This should be reflected in the new academic development plan and its implementation.

It is recommended that the educational effectiveness self-study and campus visit contain evidence that the campus has completed the following recommended actions:

- Identified the academic organization that the campus must have in five years, determined the faculty and staff really needed to sustain the structure, tied the academic budget plan to it, and moved resolutely to implement that structure (CFR 4.1).
- Selected and pursued vigorously a core suite of academic programs that defines the college and instituted an ongoing process of environmental scanning and academic planning review to identify emerging targets of opportunity to serve students and the community (CFR 2.1).
- Developed and pursued a faculty hiring plan that includes faculty really needed (given enrollment projections) to deliver programs planned and a target plan for the distribution of faculty across ranks (assistant, associate, full professor), and employment classifications (tenure line, non-tenure-line full-time, part-time) (CFR 3.1 through 3.4).
- Designed and implemented a process to review and monitor the interplay of different kinds of graduation requirements in order to identify and eliminate conflicts, surprises, and ambiguities that complicate degree program planning for UHWO students and transfer students (CFR 2.12, 2.14).
- Demonstrated the use of assessment data in improving student learning and reinforced the assessment infrastructure—in the face of growth in programs, faculty and enrollment—to ensure that the culture of assessment that has developed at UHWO is preserved and enhanced (CFR 2.3 through 2.7).
- Updated and implemented the Academic Development Plan to govern 2012-17.

Documents Reviewed/Interviews Conducted

Capacity and Preparatory Review Self-study
 Addendum to CPR Report – Update on Progress, March 2012
 Institutional Proposal, amended 2010
 WASC Special Visit Team Report, 2008
 WASC Commission Action Letters, 2005 and 2009
 Interim Vice Chancellor for Academic Affairs
 Academic Affairs and Planning Committee
 Accreditation Steering Committee
 Assessment Committee
 Curriculum Committee
 General Education Committee
 Division Chairs
 2011-2012 Academic Program Offered at UHWO (document)
 Status of 2007-2008 Academic Development Plan Initiatives (document)

Goal 3: Expand Instructional Information Technology to Accommodate Growth

UHWO is facing IT challenges similar to many universities, trying to maintain existing hardware and software while wanting to increase support to the campus community in a constrained resource environment. It is heightened by the rapidly growing enrollment including in online courses and a move to a new more technologically advanced campus.

The enterprise systems, including student and financial systems, email, and identity management are provided by the system at the University of Hawaii at Manoa. On campus, under the direction of the IT Director, infrastructure support for networking both wired and wireless, telephones, use

of email, desktop support, online support, file and web servers, and other technical demands that enable IT systems to operate properly. Instructional support services include: 1) maintaining hardware and software, 2) assistance with Lulima (the online course management and collaboration system adopted by the UH System), 3) operation of the UHWO Computer Lab, 4) maintenance of all electronic classroom equipment, and 5) management of the UHWO IT Help Desk. In addition, instructional IT specialists provide all campus audiovisual services for meetings and special events (CFR 3.7).

A key component of the instructional support is for Lulima, the primary online instructional platform used at UHWO. Faculty use Lulima in teaching online, hybrid courses, and in-person or HITS (Hawai'i Interactive Television System) courses with online components. These faculty members have access to Lulima training workshops and one-on-one consultations provided by the instructional IT staff. The IT specialists also address student technical difficulties with Lulima. Demand for these services has grown exponentially since the fall of 2003 when 13 faculty delivered 17 courses with online components to the fall of 2010 when 59 faculty delivered 139 such courses (CFR 2.13, 3.7, 4.6).

As continued growth of online is expected, it is critical to have a forward plan, which builds in redundancy for normal course staff days off including illness and vacation. Given the current state of the economy in Hawaii and the nation, as well as the pressures for resources across UHWO to support rapid growth, planning should be done under the expectation that there is going to continue to be a constrained environment for resources. It is important that the IT strategic plan provide for a prioritization to maximize the impact of the IT expenditures as well as prioritizing critical items.

Since the new IT Director started, a staffing plan has been developed to service growing IT demands, requests for new technologies and equipment have been submitted. A number of positions were identified as necessary to support the instructional IT needs of the new Kapolei campus (CFR 2.13, 3.1, 4.2, 4.3). In addition, IT staffing has increased to assist with infrastructure and instructional support, as well as implementation of an IT Help Desk system. Although funding for additional IT personnel, equipment and training has not been explicitly identified, a Digital Task Force Committee has been constituted to develop IT plans and recommendations for the campus. The next step should be a prioritization between staffing needs, purchasing new equipment, and maintaining existing equipment and necessary upgrades. It should be clarified as funding comes available whether the Digital Task Force Committee, the VC for Administration, or the IT Director has the authority to make the decisions on how it is applied to meet institutional IT goals.

Inadequate campus facilities for student testing and ADA accommodations currently impact instructional IT services. The testing center consists of a single computer in a small room that also doubles as the space for ADA accommodations. This machine is equipped with special software for students with disabilities to perform schoolwork or take tests. Student Services, however, also uses this room for proctored testing (i.e., COMPASS placement tests). To meet this overflowing demand, testing is scheduled in the Computer Laboratory, which again displaces other students (CFR 3.6).

It is recommended that the educational effectiveness self-study and campus visit contain evidence that the campus has accomplished the following actions:

- Developed a constrained resource framework, outlined a prioritization of the increased need for IT expenditure to meet the increased demand created by both the move to the new campus, and the growing enrollment and support it requires:
 - Designed and equipped computer labs to meet the needs of specific types of students the institution serves and the curricula it offers including meeting ADA testing requirements (CFR 2.13)
 - Continued to increase focus on the IT resources to meet instructional needs especially to meet the rapid growth of online courses. (CFR 3.6)
 - Coordinated and supported IT Resource Plans to fulfill its educational purposes and provide key academic and administrative functions (CFR 3.7)
- Clarified governance and decision authority of the prioritization of funding across needs.
- Continued to track key usage data and have such data influence the IT Strategic Plan and prioritization of workload and funding.

Documents Reviewed/Interviews Conducted

Capacity and Preparatory Review Self-study
Addendum to CPR Report – Update on Progress, March 2012
Vice Chancellor for Administration
Director of Information Technology
Transition Committee
Budget and Resources Committee
Commission Action Letter, 2009
Institutional Proposal, amended 2010
WASC Special Visit Team Report, 2008
WASC Commission Action Letters, 2005 and 2009

Other Matters Raised on the Visit

Finances and Planning

The state of Hawaii, including the University of Hawaii (UH) system, continue to face the financial pressures of declining state funds and increased dependence on tuition revenue, consistent with other public higher education across the nation. This shift in funding support has resulted in fewer resources than expected at the last WASC visit for both the UH system and UHWO campus.

Overall, the state and the UH system have recognized the need to support UHWO during this critical transition period for the program and new Kapolei campus facility footprint. As a result of this support, as well as increased enrollment and tuition the overall operating budget, UHWO revenues have increased 34% from FY 2007-08 to FY 2011-12 (excluding one -time revenues received from land sales).

This revenue increase is in part due to the fact that UHWO has experienced a moderated impact of the financial cuts than the other UH campuses had to endure. In FY2007-08, UHWO received \$5.5M in general funds (State of Hawaii) and in FY2011-12 UHWO received \$5.2M, representing only a 5% cut. By comparison, budget cuts during the same period for the two other

four-year campuses exceeded 18% (UH Hilo) and 26% (UH Manoa). 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. For example, the current proposal includes 16 new faculty positions, under review by the legislature.

Tuition revenue continues to grow from \$2.1M in 2007-08 to \$5.5M in FY2011-12, representing a 162% increase. By 2016-17, UHWO tuition has been approved to increase from its current \$5,136 to \$7,656 per year, representing a 49% increase over the next five years. This increase coupled with the expected enrollment growth of an average of 22% per year over the next five years implies a substantial increase in revenues over the same period.

Much progress has been made in securing capital commitments towards the development of the UHWO campus since the previous WASC report (Oct 28-31, 2008). Since 1998, \$118.5M in additional bond financing (consisting of \$50.5M in general obligation bonds plus \$68M in revenue bonds) has been secured. When added to the previous \$43 million in general obligation bonds, a total of \$161.5 million in bond financing is being utilized to complete Phase I of the Kapolei campus. UHWO are also in the final stages of executing a loan agreement (\$18M) that will permit construction of the Administration building and additional site improvements with targeted completion by Fall 2013.

To provide additional financial support for the new campus and expansion, UHWO is leveraging its land holdings surrounding the Kapolei campus to provide funds for the sustained long-term development of its campus via lease and/or sales. The first major land transaction recently completed involved the sale of 6 acres (\$6M) to Tokai International College for the development of their co-located Hawaii campus. This provides a financial cushion for the move to the new campus. It is estimated in FY 12-13 that other land transactions could double reserves for contingencies and expansion related to the new campus.

Finally, the student services on campus benefitted from a significant \$2.5 million Title III Grant, which has provided funding for a number of programs including the first year student experience and 8 positions. The end of the grant term is summer of 2013. Under discussion at the legislature currently is funding for two of the positions. Even if this funding is secured it will be necessary for UHWO to secure additional grants to supplement its budget to provide these types of student services. Refer to Goal 1: Creating a Successful First Year Experience for a detailed description and the funding needs beyond the grant.

Accompanying these efforts to mitigate cuts and increase revenue support, UHWO also will see increasing expenses in several critical areas. First, to moderate the impact of the tuition increase on students with financial need, there has also been a corresponding increase in the percentage of tuition used for scholarships from the current level of 15% to 20% at the end of the approved tuition increase in FY 2016-17. Therefore, as with other public institutions that have increases tuition revenues, UHWO will also expect to see student financial aid as a growing expense category.

Second, the expanding student enrollment and academic programs will require new faculty hires. UHWO is currently in the process of revising the Academic Development Plan to provide updated staffing projections based on past enrollment patterns in each discipline. Current projections call for a total of 53 new faculty hires between now and 2017, and as mentioned earlier, as part of UHWO's supplemental biennium budget request, UHWO is asking the Hawaii State Legislature for 16 new faculty positions. Alternatively, should the legislative request not be forthcoming, the recently approved schedule of tuition increases and enrollment projections over the next five years can be used for both faculty and staff positions but then decreasing the use of those resources for other campus expenses (e.g., IT support, library, student services).

Third, there is concern that round the clock schedule to complete construction on time may result in additional expenses that could reduce financial flexibility. But the debt service for the revenue bonds and the loan has been included in the campus five-year financial forecast/plan. If the campus is able to achieve projected enrollment growth, there should be adequate debt service coverage.

Given the number of variables with the opening of the Kapolei campus and expected enrollment growth, building reserves is critical to a sound multi-year financial planning strategy. As tuition has become a more essential source of revenue, it is critical to have 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 provide adequate student support and services so students choose to attend UHWO. While, initially some of these services such as childcare will be provided by the Leeward Community College, there will be pressure on a number of student service fronts including advising, support service among others.

As the UHWO resource base is constrained, there then needs to be an ability to prioritize and balance competing resource requests. However, the budget process and resource allocation solicitation process on campus are unclear. While many division chairs and administrative officers had submitted budget requests, they reported that they did not know either the status or timing of feedback.

Lastly, there was positive feedback on the deeper bench strength in the business office acquired from a neighboring higher education institution and institutionalization of standard processes. The UH system is replacing its general ledger and financial information system with Quali financial which will provide real time data in a consistent financial format.

It is recommended that the educational effectiveness self-study and campus visit contain evidence that the campus has accomplished the following recommendations:

- Description of Planning Process (CFR 4.2): Ensured that planning aligns academic, personnel, fiscal, physical and technology in a detailed rolling multi-year framework.
- Financial Stability (CFR 3.5): Monitored carefully enrollment projections to ensure the tuition revenue. There is a need to continue to attract grant dollars to support key programs. UHWO needs to continue to grow reserves through the sale of land to provide

additional resources to support growth and offset unforeseen cost increases during this major transition.

- Strategic Resource Funding: Pursued continued support from the System and the State on the trajectory of strategic funding during this critical time of transition.

Documents Reviewed/Interviews Conducted

- Capacity and Preparatory Review Self-study
- Addendum to CPR Report – Update on Progress, March 2012
- Required Data Elements
- Vice Chancellor for Administration
- Transition Committee
- Budget and Resources Committee
- Commission Action Letter, 2009
- Institutional Proposal, amended 2010
- WASC Special Visit Team Report, 2008
- WASC Commission Action Letters, 2005 and 2009

SECTION III – FINDINGS AND RECOMMENDATIONS

The WASC CPR Site Visit team was treated with collegiality, generosity, and hospitality during its three-day site visit to UH West Oahu. 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 Oahu despite the challenges.

In framing its commendations and recommendations, the CPR Team has taken into account that UH West Oahu is an institution in transition as it moves to the new Kapolei campus. In addition, it has been forced by economic challenges and the delay in the completion of the new campus, to postpone expanding and strengthening academic programs and support services. That being said, the team was disappointed that more progress was not made in a number of areas identified by the Special Visit Team in 2008, as critical to moving the institution forward. The CPR Team's commendations and recommendations are driven by a desire to support the University's movement forward and its path towards continuous planning, inquiry, reflection, and action.

Commendations: The CPR team congratulates UH West Oahu on the following:

- The creation of a beautiful campus, which will transform the region and play a major role in access and the future of Hawaii, and acknowledges the tremendous effort expended to accomplish it.
- Achieving funding and continuing support from the State, the System and the extended community, which will enable this outstanding project to become realized fully.
- The successful transition from a two-year to a four-year campus with the attendant development of an appropriate GE program as a foundation for curriculum expansion.
- The establishment of an academic program assessment process which has become an integral component of assessing student learning and new curriculum planning.
- The expanded capacity of the Business Office to institutionalize effective business processes.

Recommendations:

- It is recommended that the University hire a permanent, seasoned Senior Vice Chancellor for Academic Affairs/Provost who will provide rigorous and diligent leadership to the internal development of the academic and student enterprises, commensurate with other major universities, to enable the Chancellor to focus on the remarkable development of Kapolei campus.
- It is recommended that a process be established to recruit and retain knowledgeable and qualified administrators and staff who will appropriately contribute to the definition of offices, programs, and processes as UHWO assumes its place among established universities.
- It is recommended that the University plan for the transition to the new campus with a recognition of the qualitative changes in student life and expanded demands anticipated in program development, curricular expansion, personnel requirements, and infrastructure services necessary to provide a holistic experience for students.
- It is recommended that planning in every aspect of institutional educational effectiveness rely upon data and reflection as a basis for informed, cogent decisions throughout the University.
- It is recommended that responsibilities throughout the University be clarified, lines of authority specified, faculty and student governance structures refined, and organizational and communication flow established to facilitate the success of the educational process at the new campus.

SECTION IV – PREPARATIONS FOR THE EDUCATIONAL EFFECTIVENESS REVIEW

The CPR Team recommends UHWO be given the maximum allowable time before proceeding with the site visit for the Educational Effectiveness Review (EER). Given the transition to the new Kapolei campus and the continuing issues identified by 2008 Special Visit Team and the additional issues identified by the CPR visit, the team recommends moving the next site visit from Fall 2013 to Spring 2014.

In preparation for the EER, UHWO should focus on the following outcomes:

- A comprehensive, analytical, reflective, evidentiary-based self-study for the EER (not just descriptive) of how effectively the institution addressed each proposed theme and goal.
- Delineation of WASC Standards and CFRs in the EER self-study and supporting evidence and analysis that they have been met.
- A comprehensive, analytical, reflective, evidentiary-based response to each of the CPR Team's and Commission recommendations from the CPR with specific actions and their effectiveness since the CPR
- Accurate and complete WASC-Required Data Exhibits to support the EER including the Inventory of Education Effectiveness Indicators and Inventory of Concurrent Accreditation and Key Performance Indicators.
- An organizational chart that shows the years of service of each administrator in their position.

- A description of methodology used to conduct the inquiry for the EER and evidence of high level of participation of the campus community in the examination of educational effectiveness.
- An analysis of the effectiveness of the program review process, including its emphasis on the achievement of the program's learning outcomes, and its alignment with the institution's quality improvement efforts and academic planning and budgeting (CFR 2.7, 4.4, 4.5).

TEAM REPORT APPENDIX: DISTANCE EDUCATION SUMMARY

Institution University of Hawaii, West Oahu
Type of Visit Capacity and Preparatory Review
Name of Reviewer Diana Demetrulias
Dates of Review April 2-5, 2012

Programs and Course Reviewed (5 degrees and 3 certificates)

- Bachelor of Arts, Business Administration (Grandfathered WASC Approval, 2008)
Concentrations: Accounting, General Business Administration, Marketing
- Bachelor of Arts, Public Administration (Substantive Change Approval, 2008)
Concentrations: Disaster Preparedness and Emergency Management, General Public Administration, Health Care Administration
- Bachelor of Arts, Social Science (Substantive Change Approvals, 2001)
Concentrations: Applied Track, Early Childhood Education, Political Science
- Certificates: Substance Abuse and Addictions Studies, Health Care Administration, and Disaster Preparedness and Emergency Management

Background Information

Number of Programs Offered via Distance Education: 3 degrees with 9 concentrations and 3 certificate programs

Degree Levels: Baccalaureate only

FTE enrollment: Total FTES of 1354 for all online courses for 5 years (2007-2011). 75% of students from islands other than Oahu; approximately 39% of student body currently is enrolled in at least one online course.

Growth in Enrollment: From 2007 through 2011, FTES grew by 221 FTES (from 127 to 348), nearly doubling.

Growth in Offerings: Began with one degree and 3 concentrations in 2001; Added 2 degrees and 6 concentrations in 2008/09. Currently offers 3 degrees and 9 concentrations.

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

Nature of Review

Documents Reviewed (Campus)

- Academic Plan, 2008-2015
- Academic Program Review Handbook
- Assessment Curriculum Development related to Distance Education, March 2012
- Background Information of Distance Education Programs, March 2012
- Credit Hour Review Project, Preliminary Report March 2012
- Distance Learning website: www.westoahu.hawaii.edu/dl
- Faculty Senate Charter, Distance Education Committee, 2011
- Faculty Senate Minutes, various 2008-2011
- Institutional Proposal Revised, 2010
- Institutional Summary Report, January 2012
- Laulima Learning Platform Workshops, 2011
- Program Review Handbook, 2012
- UHWO Task Force on Distributed Learning, 2005
- Status of Distance Education Programs, March 2012
- Strategic Plan 2002-2010
- Syllabi for Online Courses: BUSA/ECON 321, Business Finance (2012); PSY 250, Social Psychology (2012); PUBA 321, Probation, Parole, and Community-based Corrections (2009); SSCI 317, Fieldwork and Qualitative Methods (2012)

Documents Reviewed (WASC)

- Commission Action Letter, March 2009
- 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
- Special Visit Team Report, 2008
- Substantive Change Proposals for UHWO (none since 2009-2011)
- Substantive Change Proposals for UHWO online program for Public Administration and Healthcare Administration, 2008.

Persons and Committees Interviewed

- Academic Affairs and Planning Committee
- Assessment Committee
- Faculty Senate Academic Affairs and Planning Committee (2 faculty)
- Faculty Senate Curriculum Committee (4 faculty)
- Faculty Senate Distance Education Committee (5 faculty)
- Faculty Senate Executive Committee (6 faculty)
- Director of Information Technology (and 3 staff)
- Students (3)
- Faculty (9)

OBSERVATIONS AND FINDINGS

Fit with Mission

Through its CPR, mission statement, Academic Plan 2008-2015, and Strategic Plan 2002-2010, UHWO describes distributed/distance learning as part of its commitment to access for students on Oahu 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.

The resource support required for the implementation of distance education programs is identified in the Task Force Report on Distributed Education but appears not to have been fully realized given fiscal constraints facing the campus. Faculty receive released time or overload for preparing each new distance education courses, as per Senate minutes 2000.

Finding: Distance Education programs are consistent with institutional mission.

Connection to the Institution

None of the documents related to distance education address the methods UHWO uses to integrate distance education students into the life and culture of the university. Under development by the Distance Education Committee is a document, *Quality Online Course Design Guidelines*, which contains a section related to the online courses fostering a sense of community. Through interviews and a review of committee minutes, faculty has begun discussions of the UHWO culture and how this sense of *ohana* (family) is achievable through programs offered fully online.

Finding: Evidence exists that the faculty have embarked on a consideration of this element of student connection to the campus culture and the integration of students into the life of the campus. Continuing attention to specific methods for accomplishing this goal is needed.

Quality of the Distance Education Infrastructure

Distance education is provided technologically through Hawaii Interactive Television System (HITS), and/or online delivery via the learning platform, Lulima. These systems appear to be adequately supported and reliable in delivery in the past. However, with the growth of online courses/programs and the increased use of learning platforms for hybrid and on-ground course delivery, the infrastructure is stretched to accommodate the demand. It was reported that for fall 2011 approximately 30% of the courses are fully online and 77% of courses and 89% of the faculty use Lulima features. The Director of Information Technology indicated that plans were delayed pending resource availability to hire personnel to oversee development of distance education program delivery. Approval was secured for hiring a production specialist; other positions are in process: network data security administrator, educational media specialist, and help desk support. It was noted that moving to the new campus will provided increased bandwidth and computer access for administrative and academic computing needs. The need to document process for student identity and authentication requires further consideration to ensure compliance with federal financial aid requirements. From an equipment perspective, plans are to

reinstitute a 3-year computer replacement program that had been suspended due to fiscal constraints.

From an academic perspective, oversight of distributed learning is provided by the Faculty Senate Distance Education, which is active and in its developmental stages, given it has been in existence for only one year as an *ad hoc* group and one year as a formal Senate Committee. 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. The clarity of the relationship and authority of the Distance Education Committee to the Curriculum Committee with regard to distance education would enhance the operational infrastructure, as would clarity regarding authority for implementation of recommendations emanating from these two governance bodies.

Finding: The growth of online courses/programs and the increased use of learning platforms for hybrid and on-ground course delivery requires increased capacity for human and technological resources to accommodate the demand and to provide for instructional support; however, the planned infrastructure for delivery of online programs is underway but has not yet been fully realized.

Student Support Services

The Report of the Task Force on Distributed Learning contains a plan for the student and academic support services for distance education students – advising, library services, placement examinations, proctoring, technology, tutoring, among others. Limited evidence was provided as to the degree to which these plans have been realized.

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 (e.g., chat room, assignments, texts). A FAQ section provides information about technical assistance. Student services also include online tutoring an online library database.

Finding: UHWO's capacity for offering distance education student support services appears under developed.

Faculty

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.

Orientation and integration of distance learning faculty occurs through faculty workshops offered by the Lead Information Technology Specialist and by the Center for Teaching and Learning Excellence. These include training related to customizing course for online, building and converting course content, communication tools (discussion boards/chat rooms), grading, and testing. These workshops, based on best practices for pedagogical effectiveness, are encouraged but not required in order to teach online. With some exceptions, generally low attendance at these workshops was reported and no evidence was provided if these workshops have been evaluated for effectiveness of content or alternative delivery methods. An award for teaching

with technology is presented by the Faculty Senate Distance Education Committee, one means to recognize and encourage innovation and effective use of technology.

Findings: While some faculty development opportunities are provided for enhancement of online instruction, faculty participation, with some exceptions, as was reported as has generally been low. No formal policies or requirements currently exist to ensure the quality of instruction via distance education modalities (especially online)

Curriculum and Delivery

Faculty involvement in curriculum development and assessment of learning outcomes for distance education delivery was evident through interviews and a review of committee minutes. Codification of the process for the approval and evaluation of distance education program/courses is needed as they appear to be ambiguous with regard to accountability and authority for this essential function. These processes ensure comparability of content, outcomes, and quality of online and on-ground by delivery system.

The Strategic Plan, under the section on culture of effectiveness, indicates the intent to expand the use of online programs across disciplines, and the Academic Plan identifies the programs slated for delivery. The CPR indicates a delay in realizing fully the plan given budget constraints and inability to hire faculty at the rate anticipated.

Finding: Faculty have extensive involvement in curriculum development and assessment of student learning outcomes at the institutional and program levels.

Credit Hour Policy for Online Courses/Programs

The Academic Affairs Committee has begun discussions of a policy on credit hours and academic integrity and has generated a preliminary report. This report describes well a planned process in two steps: (1) gathering information via a chart to show credit equivalency across course forms and divisions. This chart provides for a differentiation of standard, hybrid, and online courses, among others (2) creating a committee to implement a process for assuring reliability and accuracy in assignment of academic credit hours.

An examination of the level of expected amount of student work as prescribed in syllabi to warrant credit awarded indicates the following based on four sample syllabi for on-line courses:

- Overall, sample course syllabi identify do not express the link between course, institutional, and division learning outcomes.
- With one exception that contained extensive information for completing a fully online course, syllabi contained limited information about use of technology, methods for assistance with learning platform, and other essential elements for effectiveness of student learning in an online environment.
- With one exception, the course syllabi indicated the amount and quality of work was commensurate with the units of credit. One course syllabus indicated only one assignment (a 5-page written paper) was required to receive 3 units of credit. In comparison to the other UHWO courses in which the quantity and quality of assignments was significantly greater, this singular assignment would normally not warrant 3 units of

course credit. In addition, this course syllabus did not identify course or program learning outcomes, and the reference to course objectives vaguely referred to intellectual skills of “learning how to learn.”

- The process for the identification of online and in-person courses has not been developed so as to provide valuable assessment data regarding distance education course effectiveness and in comparison to on-ground courses.

Finding: The development of a credit hour policy is progressing and is addressing salient issues related to academic integrity and rigor. Existing campus 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.

Retention and Graduation

No data (aggregated or disaggregated) could be located regarding retention and graduation rates for distance education students or data for comparability of on-ground to online students.

Finding: Coding and tracking of distance education students do not occur through enrollment management systems, thus making it difficult for the campus to evaluate student retention and possible disparities of student performance.

Student Learning

The UHWO Special Visit reported (2008) that “...DE programs at UHWO are not closely scrutinized. Evaluation has been limited to student course evaluations and peer evaluations. The Educational Effectiveness Committee and divisional assessment committees need to plan and execute an assessment program that includes distributive education at UHWO.”

The Task Force on Distance Education indicated that policies on assessment, examinations, and syllabi for distance education courses would be developed for ensuring equality in academic integrity between in-person and online programs. No evidence was provided indicating progress on these endeavors.

Faculty are involved in assessment of student learning for distance education. The Faculty Senate Curriculum Committee oversees curricular revisions as submitted by faculty following campus protocol. Peer online course appraisal occurs by faculty conducting pre and post-conferences with a professor whose class is being observed and culminates in a document that describes the professor’s mastery of course content, student involvement, achievement of course objectives, interaction with students, and recommendations for course improvement.

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.

The only comparison of student learning effectiveness comparing on-ground and online students appears to be grade comparisons from 2005-2011. UHWO reports no statistically significant difference between overall GPA means of students enrolled in on-ground (3.21) versus online (3.18) programs. An examination of the GPAs by program indicate that online GPAs are *higher* than on-ground for accounting, disaster preparedness, public administration, health care administration, and political science and *lower* for general business administration and early childhood education. The largest difference occurs for political science with a .72 GPA difference (3.64 online and 2.92 on-ground).

Finding: The Assessment Committee has not explicitly requested that concentration faculty include online or in-person course sections for assessment. This makes it difficult for the campus to conduct a comparison of the student learning objectives, retention/graduation rates, or student satisfaction in on-ground versus online courses (other than GPA).

Contracts with Vendors

Not applicable.

Quality Assurance Processes

The integrity of the curriculum and quality assurance processes was examined in the following ways: program review process, assessment processes and reports, policies, Senate resolutions, credit hour policy/procedure, and four sample course syllabi for online courses (as provided by the campus).

Program Review: The Educational Effectiveness Review Team report (2005) addresses distributed learning and recommends its integration into academic planning and program review process. The WASC review team states that the campus needs to be more intentional with regard to distance education in its overall academic mission, examining what proportion of student enrollment, among other elements. An examination of the *Program Review Handbook* indicates that sample interview questions for internal review includes two questions related to online courses: How effective was the process of teaching online courses? How does the quality of courses delivered through distributed learning compare to in-person courses? The template asks for a description of online programs.

Assessment Processes and Reports: UHWO indicates that its Assessment Committee oversees annual assessments of student learning in both in-person and online course sections. In the four institutional assessments completed since the fall of 2007 (Written Communication, Oral Communication, Quantitative Reasoning, and Global and Indigenous Perspectives) 46 courses were assessed, 10 (22%) were online sections. UHWO asserts that other courses may have also been distance education courses using the Hawaii Interactive Television System (HITS) technology, but this could not be clearly determined from the assessment reports.

Assessment of online courses is described as identical to those for in-person sections. A sample or portfolio of student works from every student enrolled in a course selected for assessment is

compiled by the course's instructor. The portfolio of student work is then evaluated by faculty peers (not recommended to be the course instructor) who apply a rubric developed by the Assessment Committee for the ILO being assessed. The rubric scores assigned to the assessed works are summarized with descriptive statistics, and measures of inter-rater reliability are calculated.

Finding: The refinement of quality assurance processes by integrating distance education components is underway and governance structures in place to realize this goal.

Overall Finding: Issues and recommendations contained in the 2008 Special Visit Report remain salient in 2012, especially in the context of a move to a new campus and increased demand for both academic and administrative computing and technological infrastructure to address the enormous growth of online learning and use of learning management systems for blended/hybrid courses.

TEAM REPORT APPENDIX: CREDIT HOUR REVIEW

Institution: University of Hawaii, West O’hou
 Type of Visit: Capacity and Preparatory Review
 Date: April 3-5, 2012

| Material Reviewed (See below) | Questions/Comments | Verified Yes/No |
|--|---|---------------------------|
| Policy on credit hour | Does this policy adhere to WASC policy and federal regulations? | No |
| | Comments: Credit hours are described in the <i>Get Connected</i> freshmen handbook “how many hours the class meets in a week” (page 10), but no stated policy in the 2011-2012 General Catalog. | |
| Process(es)/ periodic review | 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)? | No Plans to create |
| | Does the institution adhere to this procedure? | Not applicable |
| | Comments: The Academic Affairs Committee has begun discussions of a policy on credit hours and academic integrity and has generated a preliminary report. This report describes well a planned process in two steps: (1) gathering information via a chart to show credit equivalency across course forms and divisions. This chart provides for a differentiation of standard, hybrid, and online courses, among others (2) creating a committee to implement a process for assuring reliability and accuracy in assignment of academic credit hours. | |
| Schedule of on-ground courses showing when they meet | Does this schedule show that on-ground courses meet for the prescribed number of hours? | Yes |
| | Comments: | |
| Sample syllabi or equivalent for online and hybrid courses | What kind of courses (online or hybrid or both)? Online How many syllabi were reviewed? Four What degree level(s)? Undergraduate What discipline(s)? Business Administration, Public Administration, Psychology, Social Science | |
| | Does this material show that students are doing the equivalent amount of work to the prescribed hours to warrant the credit awarded? | No |
| | Comments: One course syllabus indicated only one assignment (a 5-page written paper) was required to receive 3 units of credit. In comparison to the other UHWO courses in which the quantity and quality of assignments was significantly greater, this singular assignment would normally not warrant 3 units of course credit. | |
| Sample syllabi or equivalent for other kinds | What kinds of courses? How many syllabi were reviewed? What degree level(s)? | None |

| | | |
|--|--|--|
| of courses that do not meet for the prescribed hours (e.g., internships, labs, clinical, independent study, accelerated) | What discipline(s)? | |
| | Does this material show that students are doing the equivalent amount of work to the prescribed hours to warrant the credit awarded? | |
| | Comments: See comments under Process periodic review above. | |

Documents Reviewed

- Academic Program Review Handbook
- Credit Hour Review Project, Preliminary Report March 2012
- Distance Learning website: www.westohu.hawaii.edu/dl
- General Catalog 2011-2012
- Get Connected (Freshmen handbook)
- UHWO Schedule of Classes
- Status of Distance Education Programs, March 2012
- Syllabi for Online Courses: BUSA/ECON 321, Business Finance (2012); PSY 250, Social Psychology (2012); PUBA 321, Probation, Parole, and Community-based Corrections (2009); SSCI 317, Fieldwork and Qualitative Methods (2012)

Persons and Committees Interviewed

- Assessment Committee
- Faculty Senate Academic Affairs and Planning Committee
- Faculty Senate Distance Education Committee