

THE UNIVERSITY OF HAWAI‘I – WEST O‘AHU
CAPACITY AND PREPARATORY REVIEW REPORT

AY 2011 – 2012

Prepared by the WASC Steering Committee

The University of Hawai‘i – West O‘ahu (UHWO) Institutional Proposal, originally submitted on October 14th of 2009, identified three themes with seven corollary goals. While this proposal was well received by the Western Association of Schools and Colleges (WASC), emerging budget constraints led to a re-evaluation of what UHWO could accomplish in time for the Educational Effectiveness review. A streamlined proposal in the form of a letter drafted by the Vice-Chancellor for Academic Affairs (Dr. Linda Randall) was submitted on May 5th of 2010 for WASC approval (see additional evidence). This amended Institutional Proposal identified two themes with five goals, and was accepted by Richard Winn on May 6th of 2010. The initiatives identified in this letter define what UHWO will demonstrate capacity for completing in the present document.

The two themes identified for Capacity and Preparatory Review (CPR) include fostering student success and organizing for institutional growth. To foster student success UHWO has proposed the goal of creating a successful first-year experience for the freshmen students who have only recently been enrolled at UHWO. Given that our first freshmen class in 2007 was both small and poorly retained, this is an important and timely initiative for the campus to address. The second goal related to fostering student success involves creating support for student learning. This goal includes academic support structures and assessments of learning

that encompass the needs of both our new freshman, and well established transfer student populations.

Organizing for institutional growth is another timely and important theme that effects virtually all administrative and academic decisions at UHWO. Enrollments have expanded by 70% since the fall of 2006 and are expected to grow even faster when we complete the transition to the permanent Kapolei campus in 2012. The first goal to address campus growth is to develop a plan for effective communication with external communities, and the various administrative, faculty and student interests within UHWO. Such a plan is important, as the communication practices that have evolved during the history of UHWO may not serve a larger and more complex university with greater visibility to external interests.

The second goal for accommodating growth involves expanding and strengthening the academic programs at UHWO. The [Academic Development Plan](#) drafted in AY 2007-2008 has provided a guiding framework for this expansion. Emerging opportunities and changing priorities associated with building a permanent UHWO, however, have required that we be nimble and pursue some academic initiatives not anticipated by the development plan. The final goal for accommodating growth involves developing Information Technology resources suitable to a substantially larger UHWO community.

To evaluate the capacity of UHWO to accomplish these goals, the Vice-Chancellor for Academic Affairs constituted a WASC Steering Committee with members that included the acting Vice-Chancellor for Student Affairs (Susan Nishida), the Vice-Chancellor for Administrative Services (Ann Nishimoto), the campus Director of Public Affairs (Ryan Mielke), an Information Technology Specialist (Linda Maeno), the Director Institutional Research (Elaine

Lee), and faculty representatives from each campus academic division (Paula Mathis, Education; Stan Orr, Humanities; Frank Kudo, Professional Studies; and Mark Hanson, Social Sciences).

Since the WASC Steering Committee was convened several original members have changed. Late in the fall 2010 semester a family emergency called Linda Randall away from chairing the committee, and Mark Hanson was appointed as chair in her place. Linda Randall has since resigned from her administrative position and Joseph Mobley is currently the Interim Vice-Chancellor for Academic Affairs. Ann Nishimoto resigned at the end of the spring 2011 term and Donna Kiyosaki is the new Vice-Chancellor for Administration. Ryan Mielke left UHWO for another position and the new Director of Public Affairs, Kalowena Komeiji assumed his role on the steering committee. Last, Earl Bethke was recently hired as Director of Information Technology and has taken over Linda Maeno's role on the committee.

A plan and time-line for drafting the CPR report was developed and implemented at the end of the fall 2010 semester. Different sections of the report were assigned to appropriate members of the committee and an outline for the final report was developed to guide the authors. The Vice-Chancellors for Student and Administrative Affairs, and the Assessment Committee chair worked with the Director of Institutional Research to compile the required data elements on admissions, enrollments, degrees awarded, staffing, compensation, campus resources, operational efficiencies and educational effectiveness (see required data exhibits and summary data form). Data for drafting the academic program development section (Theme II, Goal 2) were collected from the UHWO academic divisions by the faculty divisional representatives on the committee and compiled into a draft narrative. Last, all draft sections of the CPR were edited to give the report a common voice and the resulting drafts were vetted with the originating authors and relevant campus interests.

THEME 1: FOSTERING STUDENT SUCCESS

Goal 1: Creating a Successful First Year Experience

From 1976 to 2006, UHWO focused exclusively on the education of upper-division students. In preparing for the move to a permanent Kapolei campus, UHWO began offering lower-division coursework and accepting its first freshman in the fall of 2007. To improve the retention and academic success of these freshman students, a First-Year Experience (FYE) program was designed and implemented (CFR 4.2). This FYE program is funded through a 5-year \$2.5M U.S. Department of Education Title III grant awarded in 2008 (CFR 3.5).

The Vice-Chancellor for Student Affairs serves as Principal Investigator for the Title III grant and constituted a FYE Committee with representatives from admissions, recruitment, advising, tutoring, financial aid, as well as faculty who teach freshmen-level courses. This committee meets regularly to plan, schedule and evaluate FYE initiatives. Some committee members attend FYE events to provide feedback that can be used for the continuous improvement of initiatives implemented. The FYE Committee also designs, administers and analyzes surveys to evaluate the success of first-year initiatives. These evaluations have informed actions such as allowing freshmen to register earlier for classes, making new student orientation mandatory, and strategically timing FYE events to have the greatest impact throughout the academic year (CFR 1.2, 2.11, 4.1, 4.8).

In 2009, UHWO participated in the National Survey of Student Engagement ([NSSE](#)) and the Cooperative Institutional Research Program ([CIRP](#)) survey designed to evaluate the freshman experience. The NSSE survey of first-year students and seniors found that UHWO exceeded its peer institutions in fostering an academically challenging curriculum and creating a supportive campus environment. Fifty-three percent of the 270 participating students reported that the

campus offered an academically challenging curriculum and 67% reported that UHWO provided a supportive campus environment that fostered academic success (CFR 1.2, 2.10). The CIRP survey on “Your First College Year” had only 11 participating UHWO freshmen. Although these freshmen indicated a positive first-year experience, the sample was too small to make any meaningful conclusions (CFR 1.2, 2.10).

The UHWO First Year Experience Program

The FYE program consists of three components that include “Ready,” “Set” and “Go” initiatives. The Ready component focuses on preventive measures and occurs weeks to months before the start of the freshmen’s first semester. Set components concentrate on events that get students registered for classes and prepare them for a smooth transition to UHWO campus life. Last, the Go component focuses on supporting students during their first academic year.

Ready initiatives. The Ready components of the FYE program include the development of a Freshman Handbook and the Summer Bridge Program. Every year for the past three years, collaboration between Title III staff, Students Affairs, Academic Affairs and the UHWO marketing staff has resulted in the design and publication of a [Freshman Handbook](#). These handbooks provide incoming freshmen with information about what they can expect as they transition to college life, placement testing, creating a schedule, interpreting college catalogs and policies, and basic college jargon.

Freshman Handbooks are distributed at the high schools, where UHWO Admission Counselors review the material in-person and actively engaging potential freshmen. At these high school meetings, prospective freshman have the opportunity to register for [summer events](#) such as Summer Bridge, New Student Orientation, as well as placement testing. Many students

have expressed appreciation for this personalized approach and register early for these summer events (CFR 1.2, 1.7, 2.11, 2.13).

In 2009, UHWO created a one-week Summer Bridge program to academically and socially prepare students for their first semester. Students are introduced to college success skills (i.e., study, test-taking and time management strategies) and are exposed to college-level math, science, reading and writing, and team building activities. Students who successfully complete the Summer Bridge program earn one college credit, free of charge. Early evaluations indicate that students who successfully complete the Summer Bridge program have a slightly higher GPA during their first academic year, than students not participating in the program (CFR 1.2, 2.4, 2.5, 2.7).

Set initiatives. Academic advising, new student and parent orientation, and Frosh Camp constitute the Set initiatives of the FYE program. In fall 2011, UHWO implemented mandatory new student orientation and academic advising prior to course registration for all incoming freshmen. Conducted both individually and in small groups, these mandatory meetings provide students with information about student support services available at UHWO and foster rapport between students and advisors at the start of their academic career. This mandatory advising also provides freshman with an academic degree plan based on their intended major. In 2010, a Parent Orientation was created to allow candid discussions about what parents should expect and how to best support their freshman, as well as what is expected of students (CFR 1.7, 2.7, 2.12, 2.13).

In 2008, UHWO instituted a summer Frosh Camp exclusively for incoming freshmen. This initiative provides freshman with an opportunity to bond with their peers through fun events and team-building exercises. Although participation in 2010 (22 students) decreased from 2009 (35 students), feedback was extremely positive. For example, all 2010 participants either

“strongly agree[d]” or “agree[d]” that they would recommend Frosh Camp to freshmen peers. Further, 96% “strongly agree[d]” or “agree[d]” that the experience made them both more confident and more likely to form study groups with classmates, with 100% reporting that they planned to use resources they learned about in Frosh Camp. The FYE Committee plans to continue surveying participants and administering staff with the goal of improving the Frosh Camp initiative (CFR 2.7, 2.11)

Go initiatives. The initiatives of the Go component of the FYE program include the Peer Mentor Program, campus student activities and the Early Intervention Program. The [Peer Mentor Program](#) partners incoming freshmen with trained upperclassmen to enhance academic success. These peer mentors meet with mentees during critical periods of the academic year (i.e., start of school, mid-terms and finals) and provide moral support while serving as positive role models. Nine peer mentors were paired with 30 freshmen during the inaugural fall 2010 semester of the program. Although participation in activities and events varied amongst the mentees, those freshmen who participated in the program completed the semester with a .21 higher grade point average (2.88) than freshmen who did not participate in the program (2.67) (CFR 2.7, 2.9, 2.10, 2.13).

[Fall and spring barbeques](#) are hosted by UHWO to welcome new and returning students to the campus and encourage interaction among classmates. The events are open to the entire campus and take place within the first two weeks of each semester. Students are served lunch by staff and faculty, greeted by the Chancellor, and have opportunities to win UHWO merchandise. Attendance at these events has steadily increased from under 90 students in fall 2009 to over 130 in spring 2011. In addition to these events, the Associated Students of UHWO (Student Government) also hosts various events throughout the academic year, with many of these

organized in conjunction with campus clubs. These events instill a sense of school pride while providing students with opportunities to interact with classmates (CFR 2.7, 2.11).

Beginning in 2008, UHWO advising staff implemented a [Freshmen Early Intervention Program](#) which promotes academic success by providing early intervention for freshmen at risk of failing. After the first month of each semester, an advisor requests that faculty teaching freshmen-level courses identify students in jeopardy of failing their course, and if known, report on the reasons why (e.g., attendance, academics, personal issues). Freshmen identified at-risk of course failure are individually contacted by an advisor (via phone or email), offered assistance, and referred to appropriate campus resources. This intervention has been especially beneficial to first-generation college students, who are oftentimes unsure about the resources available on campus (CFR 2.4, 2.7, 2.12, 2.13).

Future Plans for Achieving a Successful First Year Experience

Programs at UHWO targeting freshmen success are still in their early stages of development. Continued evaluations of FYE initiatives will inform practice and identify efforts that have the greatest impact on student retention and academic success. In the Educational Effectiveness Review, UHWO will demonstrate its capacity for FYE Program evaluation by collecting and analyzing data on each initiative independently to determine impacts on educational effectiveness (CFR 1.2, 2.7, 2.10, 2.11).

The FYE Program has focused on the students' transition to UHWO and their first semester. Now that the FYE Program foundation is in place, the focus will shift to fostering success during the student's second semester and beyond. Progress has already begun with a spring welcome back event; however, the FYE committee must focus more on initiatives targeting the student's second semester, and eventually the student's second year (CFR 1.2, 2.7).

Last, some of these FYE initiatives, such as the Peer Mentor program, may have a greater impact if focused specifically on high-risk students (i.e., minorities, first-generation, low-income and disabled students). As the freshmen population grows, identification of these students will become more challenging. In turn, UHWO will need to devise ways to identify these “high-risk” students early in their academic careers. Further, academic and financial resources must be made available to address any student needs identified (CFR 2.7, 2.11).

Goal 2: Creating Support for Student Learning

Structures that Support Student Learning

Support for student learning and faculty instruction is provided by the UHWO No‘eau Center for Writing, Math and Academic Success; Library; and Center for Teaching and Learning Excellence (CTLE). The current No‘eau Center was originally the UHWO Learning and Writing Center (1993-2006) which focused primarily on working with students to improve their written communication, with some tutoring for statistics and other courses requiring quantitative skills. In its current form under the leadership of Emily Nye, the No‘eau Center offers a range of tutoring services to assist students with writing, mathematical reasoning and critical thinking.

The [No‘eau Center](#) has also been active in working with faculty to develop resources to aid students in learning and completing course assignments. For example, a recent handbook ([Upper-level Writing in the Social Sciences](#)) was developed with faculty input and published to provide students in the Social Sciences with formatting conventions and samples of exemplary writing (CFR 2.13). Academic skills workshops are regularly organized and No‘eau Center staff are available to conduct classroom presentations on writing, documenting sources and other academic skills. As the campus grows the No‘eau Center will require additional staffing to meet the needs of a larger student body (CPR 3.1).

The [UHWO Library](#) supports student learning through outreach to students, along with its hard-copy and electronic collections. At the request of instructional faculty, the library staff (under the direction of Sarah Gilman) regularly delivers classroom presentations on information literacy. These presentations are tailored to disciplinary needs of the faculty and address topics such as finding resources, navigating electronic collections, distinguishing scholarly literature, and identifying disciplinary specific resources available through the library. The library staff also provide in-person and online referencing services that assist students with the conventions of citing resources for course assignments (CFR 2.13).

The UHWO library has substantially expanded electronic journal and book collections in recent years, and these resources adequately serve our current in-person and distributed learning students (CFR 2.13, 3.6). Although the hard-copy collections are constrained by the physical space of the current library, the space planned for the new campus library will permit an adequate expansion of these collections to meet projected student growth. While the space limitations of the current library will be addressed by the transition to the new campus, additional staffing will be necessary to maintain the current services with a larger student body (CFR 3.1). Continued investment in the library's collections will also be necessary to support student and faculty needs (CFR 3.6).

Coordinated by Dr. Brenda Machosky, the Center for Teaching and Learning Excellence ([Center for Teaching and Learning Excellence](#)) offers professional development opportunities and support of teaching for UHWO faculty. The CTLE sponsors faculty travel to pedagogically focused conferences and provides several workshops each semester on topics such as teaching first-year students, delivering effective online courses and teaching writing. Events organized by

the CTLE also include faculty professional development, such as the annual Tenure and Promotion Workshop (CFR 2.9, 3.4).

Committees that Support Student Learning

In addition to the No‘eau Center, Library and the CTLE, the Assessment, General Education and FYE (First Year Experience) Committees also support student learning. The Assessment Committee was constituted by the administration to direct annual faculty assessments of student learning. This committee is composed of one assessment coordinator from each academic division, of whom one serves as chair. The Assessment Committee meets regularly to develop assessment plans and associated materials (time-lines, rubrics and reporting templates) and monitors the progress of annual campus-wide assessment activities (CFR 2.3).

The Faculty Senate General Education Committee reviews policy and course recommendations related to the UHWO General Education program. These policy considerations are sometimes external to the UHWO campus and involve insuring general education transfer and articulation within the UH system (CFR 2.14). At UHWO, however, these course and policy recommendations insure that course additions to the General Education program meet the learning objectives defined by the General Education Hallmarks. To better evaluate these policy and course recommendations, three semi-autonomous [sub-committees](#) have been constituted to address issues specific to the Hawaiian-Asian-Pacific, symbolic reasoning and written communication general education Hallmarks (CFR 2.1).

As described above (see The UHWO First Year Experience Program section), the FYE Committee fosters social bonding, learning and retention among freshman students through a variety of initiatives (CFR 2.13). Assessments of these initiatives are ongoing and have informed the practices of Student Affairs in addressing the needs of freshman. Learning

communities have also been organized by the FYE Committee (fall 2009 and 2010) but the faculty workload demands associated with this initiative have proven to be a challenge to sustaining faculty participation. Further, comparisons of freshmen participating and not participating in these learning communities have found little evidence of improved academic performance.

Assessment of Student Learning

During AY 2007-2008 the UHWO faculty completed a revision of Institutional, Divisional and Concentration learning outcomes. These outcomes are presented in concentration and division descriptions in the UHWO catalog, on the campus web site and are referenced on course syllabi (CFR 2.3, 2.4). Five Institutional Learning Outcomes (ILOs) were established ([UHWO catalog, see page 33](#)) and a plan implemented to assess one outcome each year in a five-year cycle of assessment. These assessments have included in-person and online course offerings (CFR 2.1).

The ILO on written communication was assessed during AY 2007-2008 ([Education](#), [Humanities](#), [Professional Studies](#), [Social Science](#), [Summary](#)) and in each subsequent academic year assessments have been performed on the ILOs for Oral Communication (AY 2008-2009 [Education](#), [Humanities](#), [Professional Studies](#), [Social Science](#), [Summary](#)), Quantitative Reasoning (AY 2009-2010 [Education](#), [Humanities](#), [Professional Studies](#), [Social Science](#), [Summary](#)) and Global and Indigenous Perspectives (AY 2010-2011 [Education](#), [Humanities](#), [Professional Studies](#), [Social Science](#), [Summary](#)). The Critical Thinking ILO is currently the subject of a campus-wide assessment effort. Each completed assessment has involved: 1) the development or updating of program matrices that align concentration outcomes with course offerings, 2) the

development of learning outcome specific rubrics, and 3) the application of the rubrics developed to samples of student work (CFR 2.4).

Assessment Informing Practice

In each annual assessment, the faculty have been instructed to report on the actions they plan to take in light of the assessment results found. During AY 2010-2011, the Vice-Chancellor for Academic Affairs charged the Assessment Committee with documenting the actions that the faculty undertook in response to their past assessment of Written and Oral Communication. Each concentration was asked to reflect upon their Written and Oral Communication assessment findings and identify the practices that had been informed by these evaluations of student learning.

This campus-wide “loop-closing” exercise was completed in the spring of 2011 and the findings have been documented in the UHWO Oral and Written Communication Loop Closing Reports AY 2010-2011 ([Education](#), [Humanities](#), [Professional Studies](#), [Social Science](#), [Summary](#)). The faculty identified a variety of actions informed by their past assessments ranging from refinements in assessment processes, to changes in curricular emphasis and pedagogy. This loop-closing exercise demonstrates that the UHWO faculty have the capacity to assess learning and use the results to inform instructional practice (CFR 4.6, 4.7).

General Education Assessment

During the AY 2007-2008 the faculty of UHWO adopted with some modification, the UH Mānoa General Education Hallmarks (hereafter referred to as the Hallmarks) in transitioning from an upper-division to a 4-year curriculum ([UHWO catalog, see page 36](#)). The diversification and foundation Hallmarks have been adopted by a number of UH System community college campuses and facilitate student transfer between UHWO, the community

colleges and the Mānoa campus (CFR 2.1, 2.2a, 2.14) ([see UH-System Policy E5.209](#)). While this general education program has been in place for several years, and a Faculty Senate standing committee has been developed to evaluate general education policy and course additions, no formal evaluation of the program had been conducted till AY 2010-2011.

During the fall of 2010, the Assessment Committee audited the UHWO General Education program and developed a plan for its assessment. This audit and assessment plan is documented in the [UHWO General Education Audit and Assessment Plan AY 2010-2011](#). As part of this review, a General Education program matrix was developed that aligned courses designated to address different Hallmarks with the UHWO ILOs. While the Hallmarks that address written and oral communication, and symbolic reasoning aligned well with existing UHWO ILOs; other Hallmarks were either less clearly aligned or were not reflected in the language of the ILOs. To address these gaps, the Assessment Committee proposed revising the language of the current Global and Indigenous Perspectives, and Critical Thinking ILOs; and adopting an additional ILO on Science Literacy (CFR 2.4, 3.8).

Following the current assessment cycle, the Assessment Committee has planned for an academic year to be devoted to loop-closing for the remaining Quantitative Reasoning, Global and Indigenous and Critical Thinking ILOs; as well as revision of the ILOs to more clearly align with the General Education Hallmarks. Upon initiating a second assessment cycle, the general education program will be assessed by including general education courses that align with the ILO being assessed each year (CFR 4.1, 4.6).

Program Review

The faculty conduct regular [reviews of the programs](#) housed in each academic division of UHWO. The Humanities Division last completed a program review in 2005 and has initiated

another program review in 2011. Social Sciences and Public Administration completed reviews in 2006 and 2007 and will initiate new reviews again in 2012. Business Administration and Accounting completed a review 2008 and will initiate another review in 2013. Education is the newest academic division at UHWO and will initiate its first program review in 2011 along with an NCATE accreditation review.

During AY 2009-2010 the guidelines for conducting program reviews were revised (CFR 2.4). Program reviews include assessments of student learning, data on student demographic and ethnic characteristics, assessments of student retention, grading, capacity, program needs and future plans (CFR 2.7, 2.10). The Institutional Research office works with faculty to compile data on student characteristics, retention, graduation rates and other data or analyses not readily available to faculty (CFR 4.5). External reviewers are recruited to provide evaluations of program curricula, capacity, needed resources and future directions. Findings from these reviews are used to inform instructional practice, curricular emphasis, curricular modifications, development of new programs and future hiring decisions (CFR 4.6, 4.7).

THEME 2: ORGANIZING FOR INSTITUTIONAL GROWTH

Goal 1: Developing a Communication Plan to Accommodate Growth

To date, UHWO has not developed a formal communication plan nor conducted a review of its communication needs. Prior to 2005, the campus functioned with fewer than 25 full-time faculty, a handful of administrators, and a proportionately small staff who served fewer than 700 students. In turn, informal communication processes that emerged organically have historically been sufficient to address the modest communication needs of UHWO. The recent and anticipated growth of UHWO requires a more deliberate approach to address the emerging

communication needs of the campus. The following is a summary of the existing communication channels that exist at UHWO and a process for developing a comprehensive communication plan to accommodate campus growth.

Existing Communication Channels

Communications between faculty and administration. Currently the division chairs function as communication liaisons between the faculty and administration. For example, senior administrators typically communicate information to the division chairs for dissemination to divisional faculty members and visa-versa. The UHWO Chancellor and Vice-Chancellor for Academic Affairs hold monthly meetings with the division chairs for this purpose.

The Faculty Senate has also been an important channel of communication between the administration and the faculty. Prior to fall 2008, UHWO held Senate meetings with the entire faculty and this provided an excellent venue for disseminating information and discussing important issues. With over 50 full-time faculty and growing, this system became impractical, so the [Faculty Senate Charter](#) was revised to organize a representational senate with divisional senators in attendance. While the divisional senators are charged with briefing their faculty constituents on Faculty Senate issues, in practice these communications have been inconsistent. As a result, faculty not required to attend the Senate can become isolated from faculty governance and administrative initiatives that they would have otherwise engaged (CFR 3.8, 4.1).

Communications between administrators. Communications between administrative divisions at UHWO have become both more complex and important with the recent establishment of Vice-Chancellors for Student Affairs, Administrative Affairs, Academic Affairs, and a UHWO Chancellor. The staffing of these administrative divisions has grown

substantially in recent years, and it has become more challenging to include all relevant administrative interests in decision processes and outcomes. Already, there have been anecdotal reports of staff feeling that they were “out of the loop” or that their interests were not considered in planning decisions. As we transition to the permanent campus in Kapolei and experience further growth, it will become increasingly important to have clear and inclusive communication processes that successfully coordinate different administrative functions while maintaining morale (CFR 3.8, 4.1).

Communication between students and UHWO. Students at UHWO have a number of channels through which their interests can be communicated to the faculty and administration. A formal process exists for [student grievances](#) to be heard and adjudicated as necessary. [Student Government](#) and a variety of academic student clubs provide channels for student interests to be heard on campus. Student Affairs has also been proactive in developing advising resources, orientations and other programs for disseminating information to students. It remains unclear, however, whether these communication channels are adequate or how students themselves feel about the voice they have on campus (CFR 3.8, 4.1).

External UHWO communications. Historically, senior administrators or ad hoc faculty representatives have conducted campus communications with the UH System, public, media, state legislature and other external interests. As UHWO has grown in visibility, demands for these types of communication have increased while the messages conveyed have become more consequential. To address the demands of these external communities for information, UHWO has established a Director of Public Affairs and a marketing staff. Again, the adequacy of these new communication resources remains unclear (CFR 3.8, 4.1).

Developing a Comprehensive Communication Plan

To evaluate the communication needs of UHWO, the Director of Public Affairs will constitute a Communications Workgroup comprised of faculty, administration, staff, marketing and student representatives. These workgroup representatives will solicit information about the communication gaps, needs and concerns of their constituents. In turn, this information will be used to develop interview questions for focus groups that will be formed to represent different campus interests (i.e., freshman, parents, new faculty, staff etc.) to identify specific communication needs not captured by the workgroup representatives. The data will be used to develop guidelines for effective internal and external UHWO communications processes. In particular, these guidelines will be used to facilitate: 1) transparent decision processes, 2) different campus constituents having a voice in policy and planning decisions, 3) the dissemination of information between different internal and external campus communities and interests, and 4) a process for receiving feedback on policy and planning decisions (CFR 3.8, 4.1).

Goal 2: Expand and Strengthen Degree Offerings

Many of the new and emerging academic programs at UHWO address proposals articulated in the [Academic Development Plan](#) (ADP) AY 2007-2008 (CFR 3.8, 4.1, 4.2). The establishment of an Education division; the addition of Finance to the established Economics concentration; and the development of new concentrations in Management, Marketing, Health Care Administration, and Disaster Preparedness and Emergency Management were proposed in the ADP. Further, ADP proposals are currently being addressed by the recent hire of a faculty specialist to develop a Fine Arts program, and ongoing efforts to develop an Environmental Science Bachelor's degree and a Nursing program.

Some ADP initiatives have been delayed due to budget constraints or changed faculty priorities (CFR 4.1, 4.2). The development of a Special Education credential is behind schedule, the proposed Social Work concentration is no longer a high priority of the Social Sciences division, and proposed graduate programs are pending. Plans to phase out the online Bachelors of Social Science, Applied Track (BASS) program, while simultaneously bringing up all the Social Science concentrations for online delivery have been delayed by a lack of faculty resources to complete this transition (CFR 3.1).

In other cases, programs not proposed in the ADP have been developed to capitalize on emerging opportunities (CFR 3.8, 4.1, 4.2). While a program in Information Technology was proposed in the ADP, the Bachelors of Applied Science (BAS) degree was not. The BAS degree, however, has been developed to deliver new workforce related concentrations in Respiratory Care; Computing, Electronics and Networking Technology; Culinary Management; and Information Technology (CFR 2.1, 2.2, 3.1). Other academic initiatives not anticipated by the ADP include current plans to develop certificates in Risk Management and Insurance, and Democratic Principles; and plans for a new program in Film and Digital Media.

As identified in the amended Institutional Proposal, the UHWO faculty are working to organize their academic programs to accommodate already realized and anticipated institutional growth (CFR 3.8, 4.1, 4.2). Part of this academic development has involved transitioning upper-division programs originally designed for transfer students, to 4-year curricula that will meet the academic needs of traditional freshmen (CFR 4.2). A second aspect of accommodating growth involves providing educational access to traditional freshmen while still maintaining access for our well established and often non-traditional transfer students (2.14). Last, academic programs that address workforce needs and which are mission-based will need to be expanded or in some

cases entirely developed to meet growing interest in UHWO programs (4.1, 4.2). A new Academic Development Planning (ADP) Committee was constituted during the fall of 2011 to address these planning issues and revise the current ADP document.

Transitioning from Upper-division to Four-year Programs

A key component of UHWO's institutional growth lies in transitioning academic programs from upper-division two-year curricula to four-year curricula. During the fall of 2007, UHWO began offering 4-year Bachelor's degree programs. This change in curriculum was instituted in anticipation of moving to the permanent Kapolei campus at which 4-year academic programs were planned (CFR 3.8, 4.1, 4.2). The on-going transition to 4-year curricula has involved the adoption of General Education requirements and the development of introductory courses or lower-division requirements for all existing academic concentrations, and will culminate when each concentration has developed comprehensive lower-division requirements that prepare students for upper-division disciplinary course work (CFR 2.1, 2.2, 2.2a).

As noted above (see the General Education Assessment section), UHWO adopted the UH Mānoa General Education Hallmarks and established a committee structure for general education course approval and policy review. Consistent with the educational objectives of UHWO, these Hallmarks provide a common foundation of skills and knowledge from which students can pursue more focused disciplinary study (CFR 2.2a).

The academic programs of UHWO vary in the degree to which comprehensive 4-year curricula have been developed. The UHWO Bachelor of Education degree has been a four-year program with comprehensive lower-division requirements since its 2007 inception (CFR 2.1, 2.2a) (UHWO catalog see page 41). The Bachelor of Arts in Humanities has developed a lower-division core, shared by all Humanities majors (ENG 200, MATH 100, HIST 151 and 152, and 9

credits in two humanities disciplines from a list of lower-division courses). The Humanities concentrations (English, Hawaiian - Pacific Studies, History, and Philosophy) also require between 6 and 9 credits of lower-division concentration specific course work (CFR 2.1, 2.2a, 4.1, 4.2) (UHWO catalog see page 44).

The former Professional Studies Division has divided into the Divisions of Business Administration and Public Administration. The Business Administration concentrations (Accounting, Finance, General Business Administration, Management and Marketing) have established 4-year curricula with a shared lower-division business related core (ACC 201 and 202, ECON 130 and 131, ENG 200 or 209 and MATH 103) (CFR 2.1, 2.2a, 4.1, 4.2) ([UHWO catalog, see pages 38-40](#)). The concentrations of Public Administration (General Public Administration, Justice Administration, Disaster Preparedness and Emergency Management, and Health Care Administration) have established minimum lower-division core requirements (ENG 200 or 209 and MATH 100), but not discipline specific lower-division requirements due to a lack of faculty resources (CFR 4.2) ([UHWO catalog, see pages 49-52](#)). The Public Administration faculty plan to develop comprehensive lower-division curricula when faculty resources permit (CFR 3.1). The BAS concentrations are articulated 4-year programs with lower-division requirements met through students completing AS degrees at the Honolulu or Kapi‘olani Community College campuses (CFR 2.2a, 2.14) ([UHWO catalog, see pages 62-64](#)).

The five long-standing concentrations of the Social Sciences division (Anthropology, Economics and Finance, Political Science, Psychology and Sociology) all require students to complete a common lower-division Social Sciences core (ENG 200, MATH 103 and SSCI 210) (CFR 2.1). These concentrations have also added 100 level introductory courses to their respective disciplines. Psychology has also established lower-division disciplinary specific

requirements (PSY 100, 6 credits in two different psychology sub-disciplines from a list of 200-level offerings) (CFR 2.1, 2.2a, 4.1, 4.2) ([UHWO catalog, see pages 53-61](#)). The small size of our current freshman class, however, has prevented the other traditional Social Science concentrations from requiring comprehensive lower-division course work. As Social Science enrollments permit, additional lower-division courses are planned to meet freshman and sophomore academic needs in different disciplines (CFR 4.2).

Similar to the BAS degree, the Early Childhood Education concentration was conceived as a transfer program in which students complete their lower-division requirements by earning articulated AS degrees at Hawai'i, Honolulu, Kauai, or Maui Community College (CFR 2.2, 2.14) ([UHWO catalog, see pages 65-66](#)). Last, the BASS degree remains an upper-division program that is only available online to neighbor-island transfer student populations. Beyond the Social Science core, there are no plans to develop BASS specific lower-division requirements (CFR 2.2, 2.14) ([UHWO catalog, see page 65](#)).

Educational Access for Freshman and Transfer students

Educational access is part of the academic mission of UHWO. While operating as an upper-division transfer campus prior to AY 2007-2008, the acceptance of AA degrees satisfied General Education requirements, and articulation agreements between UHWO concentrations and UH System Community College programs fostered educational access. Student access has also historically been achieved at UHWO through faculty outreach to neighbor island populations (i.e., traveling to neighbor islands to deliver courses), and the adoption of HITS (Hawai'i Interactive Television) and most recently online course delivery.

Articulation agreements and distributed learning technologies continue to provide educational access for our new freshman and established transfer student populations (CFR

2.14). Articulation agreements, however, require personnel resources to develop and maintain. An administrative liaison (Lynn MacLaren) has been dedicated to assist faculty in developing new articulations and updating existing agreements as necessary ([UHWO Articulations](#)) (CFR 3.4). Oversight of distributed learning at UHWO is provided by the Faculty Senate Distance Education and Curriculum Committees (CFR 3.8). Faculty training for the development of online courses is provided by the campus Media Laboratory which houses two information technology staff dedicated to servicing instructional technology needs (CFR 3.7).

The Health Care Administration and Disaster Preparedness and Emergency Management programs have articulation agreements with Honolulu Community College, while similar agreements with Kapi‘olani Community College are in progress. The Accounting program recruits many students through articulation agreements with the Leeward, Windward, and Kapi‘olani Community College campuses. As noted, the BAS degree is articulated with specific UH System AS programs. The Early Childhood Education concentration also receives students who complete articulated Community College AS degrees (CFR 2.14).

Distributed Education through HITS and online course delivery provides access to both neighbor island student populations and O‘ahu students who cannot always attend in-person courses. The Business and Public Administration divisions offer many of their concentrations and certificates through a combination of online and HITS technologies. With the exception of Management, all the Business and Public Administration concentrations are available through distributed learning technologies (CFR 2.1).

The Social Sciences Division developed the BASS degree to specifically serve neighbor island transfer students (CFR 2.14). The ADP proposed phasing out the BASS program while simultaneously bringing up the different Social Science concentrations for online delivery.

Limited faculty resources for online course development and delivery have prevented the implementation of this plan for some concentrations (CFR 3.1, 4.1). Political Science currently offers its concentration online and advertises this resource to neighbor-island populations. The Psychology, and Economics and Finance concentrations deliver sufficient courses for students to complete these programs online, but concerns about capacity have inhibited these programs from completing the authorization necessary to officially advertise these educational options to potential student populations (CFR 3.1).

The Early Childhood Education concentration was designed as a distributed learning program and is delivered to neighbor-island and O‘ahu populations. The Certificate in Substance Abuse and Addictions Studies is offered to both neighbor-island and O‘ahu students online. While the Humanities Division does not offer a program through distance education, its faculty regularly deliver many online and hybrid courses. The History concentration is currently increasing its range of online-hybrid course offerings with 3 of 7 courses offered in this format during the spring of 2011.

Mission Based and Workforce Related Academic Development

The UHWO faculty remain committed to the ideal of liberal arts education as an asset to workforce development. Regardless of occupation, workers who are literate, educated in a field of study, aware of history and culture, and capable of higher order reasoning are of greater value to employers (CFR 2.2a). That said, in recent years UHWO has aggressively developed academic programs that provide specific career related knowledge and skills. As proposed in the ADP, many of these programs have already been developed in the Education, Professional Studies and Social Sciences divisions. The campus, however, continues to build capacity for new workforce related academic initiatives.

The Education division is currently working to develop a second Bachelors of Education program in Middle-Secondary Education. Students in this program will be provided with content-area courses delivered by faculty in the Humanities and Social Science disciplines. Collaboration between Education and English faculty is planned to yield a new four-year curriculum that allows students to pursue a double major in English and Education, as well as Middle-Secondary teacher licensure in the State of Hawai‘i (CFR 2.1, 4.2).

As described above, the Professional Studies division has been very active in initiating workforce relevant academic programs with more initiatives currently under development. Although not identified in the ADP, a new certificate in Risk Management and Insurance by the University of Hawai‘i Board of Regents (CFR 2.1, 4.2). While moving slowly, efforts directed at developing a Nursing program continue. Discussions between UHWO representatives and the UH System are on-going to receive official approval for the authorization to plan a UHWO Nursing program (CFR 4.1, 4.2).

The Humanities and Social Sciences divisions have also been active in developing workforce relevant academic programs. While not identified in the ADP, a new program in Film and Digital Media is currently planned and will be housed in the Humanities division. A UHWO English Professor whose specialty is in film studies has been working to develop a Film and Digital Media concentration until a dedicated faculty can be hired. In accordance with the ADP, a Music faculty was recently hired to development a Fine Arts program (CFR 3.1, 4.2). Within the Social Sciences division, plans are progressing to hire a Physical Anthropologist to further develop the current Applied Forensic Anthropology program (CFR 3.1, 4.2). Economics has recently added Finance to its concentration, a curricular modification that has made the traditional Economics concentration more applicable to business related workforce development

(CFR 4.2).

Faculty from Education, Humanities and Social Sciences are collaborating to establish an interdisciplinary Certificate for Democratic Principles. Fitting with the liberal arts ideal of a well-rounded education, this certificate may be combined with any UHWO concentration (CFR 2.2a, 4.2). Efforts are currently underway to develop the Interdisciplinary Certificate in Environmental Studies into a Bachelors of Environmental Science degree (relevant to sustainable business, industry, public administration practices, as well as environmental impact assessments and natural resource conservation) (CFR 4.2).

Goal 3: Expand Instructional Information Technology to Accommodate Growth

Current Instructional Information Technology Functions and Resources

Six Information Technology (IT) specialists and an IT Director currently serve the entire UHWO campus. Three IT specialists are dedicated to servicing administrative computing. A fourth IT specialist, a web administrator who will maintain UHWO websites, is in the process of being recruited. These specialists provide wired and wireless infrastructure support for networking, telephones, email, file and web servers, and other technical demands that enable IT systems to operate properly. Three additional IT specialists provide instructional support services that 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, these instructional IT specialists provide all campus audiovisual services for meetings and special events (CFR 3.7).

Instructional IT personnel ensure that all UHWO faculty and staff are provided with a computer (PC or Macintosh computer; desktop or laptop) and software necessary to perform

their professional duties. Initial IT plans called for replacing faculty computers on a three-year rotation. Due to funding constraints, however, new faculty computers have been purchased on an as needed basis. Centralized black-and-white, and color Xerox high-speed printers are available for faculty use. Although many faculty members currently have personal desktop printers, these machines are no longer provided to new faculty in an effort to reduce printing costs by moving to “group” printers. Computing or electronic equipment (such as laptops, electronic tablets, video cameras, microphones, etc.) are available for loan upon request (CFR 3.6).

The instructional IT specialists provide support 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 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).

The instructional IT specialists maintain the UHWO Computer Laboratory and classroom technological resources. The Computer Laboratory holds 18 computer stations, two laser printers, and a scanner that all require regular maintenance. This campus resource is open Monday through Friday, and monitored by a student-worker during hours of operation. Faculty also reserve the laboratory for hands-on instructional sessions with students. Each of the seven UHWO classrooms are equipped with a computer with Internet access, an overhead projector, a DVD player, a VCR, and a SMARTboard and/or large screen television. Two classrooms also

have laptop carts with laptops for instructional use. In addition, the Education division has a laptop cart containing Macintosh laptops. Again this classroom equipment requires regular maintenance by the instructional IT staff (CFR 2.13, 3.7).

The UHWO IT Help Desk provides technical support to faculty, staff, and students. IT requests are submitted online and IT staff respond to requests. End users are contacted with information on problem resolution, and if not immediately resolved, provide an estimated timeframe for completion.

Gaps in Instructional Information Technology Resources

Instructional IT staffing, physical space, and funding for software and hardware are inadequate at the current interim UHWO campus, much less the new campus in Kapolei. More personnel are needed to address current and anticipated IT demands. For example, necessary absences (i.e., in the event of illness, meeting attendance, or servicing a request) can cause delays in providing services. Moreover, in spite of increased audio-visual and technical equipment requests for special events, there is no additional staff to support occasions such as Board of Regents meetings, Faculty/Staff Professional Development Days, Student Affairs events (i.e., freshmen reception, back-to-school events, graduation, and West O‘ahu Day), ASUH events, and events featuring job candidates or guest speakers. Gaps between IT staffing and service demands also exist for HITS production, distance education support, computer laboratory monitoring and security (CFR 3.1, 3.6, 3.7).

The instructional IT specialists also lack sufficient physical space in the Media Laboratory to perform their functions. This space houses four IT specialists, A/V equipment, new computers and spare parts, equipment for loan, as well as instructional artifacts for faculty. Some IT equipment has been consigned to storage in the Computer Laboratory where it is visible

to patrons and adds unprofessional clutter to this well used student resource. That said, the Computer Laboratory is hard pressed to accommodate both student use and faculty instructional needs. Although the Computer Laboratory may be reserved for instructional sessions requiring computers, such scheduling displaces UHWO students for whom the laboratory is also intended (CFR 3.6).

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 school work 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).

Last, there remains a critical need for resources to purchase new IT hardware and software. Funding constraints have not only halted our three-year faculty computer rotation plan, but have retarded software upgrades for faculty and classroom computers alike. While we currently have classes that require students to use Windows 7/Office 2010, the Computer Laboratory has an insufficient number of workstations with this software (CFR 3.6).

Plans for Expanding Instructional Information Technology Resources

An IT Director was hired in April 2011 to manage the expansion of IT services appropriate to campus growth. This director supervises all existing IT specialists and provides comprehensive leadership for both administrative and instructional IT needs. While there are no plans for extensive IT expansion at the interim Pearl City site; plans for the Kapolei campus address some of the current gaps identified above. For example, the Kapolei campus will

provide additional physical space for IT personnel and equipment. Further, a HITS studio that can originate courses is planned, and will address the loss of access to the Mānoa HITS studios that will occur in 2012 (CFR 4.2, 4.6).

There will be an increase in demand for instructional IT services at the new campus. For example, the new campus has been designed to include SMART classrooms, multiple computer laboratories, and an Information Commons area providing access to approximately 200 computer workstations for general use. While these technical resources are welcomed, they will increase IT maintenance demands beyond current levels. Further, increased student enrollment, and faculty and administrative staffing are anticipated to cause increases in: 1) the number of online and web-enhanced courses; 2) demand for IT training services; 3) the use of technology and electronic media in the classroom and a planned campus learning center; and 4) the use of new online systems and devices such as tablets, smartphones, and e-readers.

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, and additional space has been obtained for IT support at the Kapolei campus. 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 following positions have been identified as necessary to staff the instructional IT needs of the new Kapolei campus: 1) an IT Specialist/Media Specialist/Instructional Technologist to support the growing distance learning program; 2) a Program Producer to operate the HITS studio; 3) further additions to Help Desk/Service Center staff to answer technical questions for faculty/staff/students and supervise

the Information Commons, Computer Laboratory, and other areas with technology on campus; 4) security personnel to manage network/data security and associated policies; 5) an additional server administrator to manage servers; 6) an IT specialist to support the increasing number of system-wide administrative initiatives; and 7) approximately 15 student-help positions to support all the functions and personnel listed above (CFR 2.13, 3.1, 4.2, 4.3).

With respect to equipment for the new campus, the IT staff has generated projections of the funds needed for hardware and software appropriate to each area of the new campus. As with personnel, access to equipment and other resources are contingent on availability of funds. The level of IT services offered at the new campus will be directly related to how much funding is secured. Basic services may need to be established first, with other services being added on as funds become available. These issues will need to be negotiated with those planning campus budgets and space allocations (CFR 3.7, 4.2, 4.3).

The physical space currently allocated for IT at the new campus, is larger than at Pearl City. New campus space has been allocated for a Learning Center, which may serve as a Testing Center. Depending on the size of the group that needs to be tested, using space in the computer labs is being discussed. At present, the building plans allot office areas for multiple IT specialists in a single room, as well as five private office spaces and an IT workroom for storage and staging equipment within the Administration building (CFR 3.7, 4.2).

CONCLUSIONS

The students, faculty, staff and administration of UHWO are experiencing a transition that is unprecedented in the history of the institution. In preparing for the move to a permanent Kapolei home in 2012, the campus has adopted a general education program, lower-division

curricula, and variety of new academic programs; while simultaneously working to recruit and retain freshman, build a campus culture of assessment, and adequately equip and hire the staffing for these expanding initiatives. Those who have been with UHWO since before this transition have had to adapt to new student demographics, new colleagues, and new demands on their institutional knowledge, while our many new hires have been confronted with the growing pains of an institution in rapid transition.

Through all these changes UHWO has maintained a focus on fostering student success. While initially unprepared for retaining our first freshman class, the campus has adapted quickly to meet the needs of its first-year students while maintaining our long-standing transfer student population. Student Affairs has acted aggressively with an integrated collection of FYE initiatives designed to prepare, register and retain our freshman students. Evaluations of these FYE initiatives have shown promising results and have provided data for informing future practices. In turn, the faculty have engaged in annual assessments of student learning and shown the capacity to use assessment findings to inform assessment processes, pedagogy, curricular emphasis and the development of student supports structures.

Organizing UHWO for growth has been a major institutional focus for the past several years. The administration has been pro-active in anticipating that communications will require a plan to cope with larger numbers of faculty, staff and students; as well as external communities to which UHWO is increasingly visible. A process for developing a communication plan has been defined and the campus has the expertise to execute this process. Both recently hired and well-established UHWO faculty have worked with the administration to develop four-year curricula, implement planned academic initiatives, and develop new initiatives not anticipated by

previous planning efforts. Here again UHWO has shown a capacity to develop and execute academic plans, while flexibly adapting to changing circumstances and new opportunities.

Last, UHWO has ambitious plans for the development of instructional IT resources. While currently under-resourced, instructional IT staff have identified the gaps that will need to be filled as we transition to permanent facilities. A new IT Director has been hired and is realistic about incrementally implementing IT initiatives as resources become available. Taken together, UHWO has demonstrated good capacity to achieve the goals defined for fostering student success and organizing for growth.