

## 4.1WSCUC Interim Report

### INSTRUCTIONS

Interim Reports are limited in scope, not comprehensive evaluations of the institution. The report informs the Interim Report Committee about the progress made by the institution in addressing issues identified by the Commission.

The Interim Report consists of two sections:

- Interim Report Form and Appendices
- Additional Required Data (as specified on the Additional Required Data form)

Please respond completely to each question on the following pages and do not delete the questions. Appendices and Additional Required Data will be uploaded as separate attachments.

WSCUC is no longer using Live Text for receiving Interim Reports. Institutions will use a free Box.com account to upload the report. Instructions for creating the Box.com account and uploading the report will be provided by email.

### REPORT GUIDELINES AND WORD LIMITS

Because the number of issues reported on varies among institutions (the average is four to six issues), the length of a report will vary. However, a typical interim report ranges from 20 to 60 pages, not including appendices. Narrative essays responding to each issue should be no more than five pages each. **The total number of pages of appendices supporting the report should be no more than 200 pages** unless agreed upon in advance with the institution's staff liaison. Be sure that all attachments follow a consistent naming convention and are referenced the same way at appropriate places within the narrative. Please name them so that it is clear what they are and what section they refer to, with cross referencing in the narrative. For example, "Attachment 2-1: Mission Statement", would be used for Criterion 2. Attachments are preferred as PDFs.

Institutions that provide excessive information in their report will be asked to resubmit. You may wish to consult with your staff liaison as you prepare your report.

Some tips for providing evidence to support your findings:

- Put yourself in the place of a reviewer: what is the story that you need to tell? What evidence supports your story? What is extraneous and can be left out?
- Provide a representative sample of evidence on an issue, rather than ALL of the evidence.
- Consider including an executive summary or the most relevant points of supporting evidence, rather than the entire document.
- If you are referring to a specific page or set of pages in a document, include only those pages, not the entire document.
- If you are providing an excerpt of a document, include the title of the document, and a table of contents and/or a brief narrative to put the excerpt in context.
- If you provide a hyperlink to a web page, make sure the link takes the viewer directly to the relevant information on the page. Do not make your reviewer search for it.

## REVIEW PROCESS

A panel of the WSCUC Interim Report Committee (IRC) will review the report, typically within 90 days of receipt. Representatives of your institution will be invited to participate in the conference call review to respond to questions from the panel. Your WSCUC staff liaison will contact you after the call with the outcome of the review, which will also be documented in a formal action letter.

## OUTCOMES OF THE REVIEW

After the review, the panel will take one of the following actions.

- **Receive the Interim Report** with recommendations and commendations—No follow up required.
- **Defer action** pending receipt of follow-up information—The panel has identified limited information that may be submitted in a short period of time, such as audited financial statements or the outcome of an upcoming meeting of the board. The panel may authorize the WSCUC staff liaison to review these materials without the full panel being brought together again, depending on the nature of the supplemental information.
- **Request an additional Interim Report**—Issues reported on were not adequately resolved or need continued monitoring.
- **Request a Progress Report**—A progress report is less formal than an Interim Report and is reviewed only by the WSCUC staff liaison. A progress report may be requested when institutional follow-up on one or two relatively minor areas is desired.
- **Receive the Interim Report with a recommendation that the Commission sends a site visit evaluation team**—Serious, ongoing issues involving potential non-compliance with WSCUC's Standards and Criteria for Review may require follow-up in the form of a Special Visit. Note that the IRC panel makes a recommendation for a visit, and the Executive Committee of the Commission or the full Commission decides on whether or not to require the visit.

# Interim Report Form

*Please respond to each question. Do not delete the questions. Insert additional pages as needed.*

## **Name of Institution:**

University of Hawai'i–West O'ahu

## **Person Submitting the Report:**

Alan Rosenfeld, Associate Vice Chancellor for Academic Affairs

## **Report Submission Date:**

November 1, 2018

## **Statement on Report Preparation**

*Briefly describe in narrative form the process of report preparation, providing the names and titles of those involved. Because of the focused nature of an Interim Report, the widespread and comprehensive involvement of all institutional constituencies is not normally required. Faculty, administrative staff, and others should be involved as appropriate to the topics being addressed in the preparation of the report. Campus constituencies, such as faculty leadership and, where appropriate, the governing board, should review the report before it is submitted to WSCUC, and such reviews should be indicated in this statement.*

### Interim Report Work Group:

The Interim Report was generated through the concerted efforts of the following core group of senior Academic Affairs personnel plus the institution's fiscal manager:

Alan Rosenfeld, Associate Vice Chancellor for Academic Affairs (Chair)

Jeffrey Moniz, Vice Chancellor for Academic Affairs

Sharon Valente, WSCUC Accreditation Liaison Officer (ALO), Director of Assessment, Evaluation, and Accreditation

John Stanley, Director of Institutional Research

Terri Ota, Academic Programs and Faculty Affairs Specialist

Gloria Niles, Director of Distance Education

Princess Soares, Scheduler and Data Analyst

Sheri Ching, Fiscal Manager

The Director of Assessment, Evaluation, and Accreditation (Director of Assessment) initiated preliminary work on the Interim Report shortly after her December 2017 arrival at the University of Hawai'i–West O'ahu. She identified the six topics to be addressed in the Interim Report and formed six corresponding task forces comprised of faculty and staff members to focus on each issue. These task forces included representatives from a variety of positions and departments stretching across Academic Affairs, Student Affairs, and Administration. The Director of Assessment delivered presentations on the proposed Interim Report process to the Chancellor's Senior Staff and the Council of Division Chairs on March 21, 2018. When the task forces convened in late March and early April, members shared their institutional memory and offered concepts and strategies for responding to each topic of concern. They were also asked to help identify and collect relevant supporting materials, which were then housed together on an

internal website. The Director of Assessment then created outlines for each of the six target areas while communicating with the members of the Interim Report Work Group.

The Associate Vice Chancellor for Academic Affairs, who had previously served as a faculty member holding a concurrent appointment as a Special Program Director for the 2017-18 academic year, assumed a more direct role in the production of the Interim Report in June 2018, shortly after being selected for his current executive position. The Director of Assessment remained heavily involved in the project, taking primary responsibility for the narrative section on assessment as well as the assembly of the supporting evidence. The Director of Institutional Research worked in conjunction with the Interim Report Work Group to address the Commission requests contained in the Additional Required Data assignment. Drafting of the Interim Report occurred mainly during the period running from mid-June through early September. The Interim Report Work Group convened on August 13, 2018 to discuss the progress of the project and to develop a timeline and strategy for its completion. A draft report was shared via a Google Team Drive and Work Group members suggested revisions and provided comments on a continuing basis, which were then reviewed and discussed at six subsequent meetings. Following this team editing process, the draft of the Interim Report was distributed for peer review to a UH West O'ahu faculty member with previous experience as a campus executive manager, campus WSCUC Educational Effectiveness Review Steering Committee Chair, and WSCUC site visit team member. The final draft was reviewed and vetted by Chancellor Maenette Benham before submission to WSCUC.

## List of Topics Addressed in this Report

*Please list the topics identified in the action letter(s) and that are addressed in this report.*

- 1) Sustaining Stability of Senior Leadership\*
- 2) Resource Planning and Development toward Financial Stability
- 3) Growing Faculty Capacity
- 4) Clarifying Decision-Making Structures and Procedures
- 5) An Update on the Process for Assessing Student Learning
- 6) Strategizing Distance Education Delivery

\*Note: Although “sustaining stability of senior leadership” was not one of the Commission’s five bold-faced areas of attention cited in its March 2015 Action Letter, it has been a long-standing concern of WSCUC and was referenced explicitly in the Action Letter, which urged our university to sustain recent progress in this area.

## Institutional Context

*Very briefly describe the institution's background; mission; history, including the founding date and year first accredited; geographic locations; and other pertinent information so that the Interim Report Committee panel has the context to understand the issues discussed in the report.*

The University of Hawai‘i–West O‘ahu (UH West O‘ahu) is an indigenous-serving, public baccalaureate institution located in O‘ahu’s emerging “second city” of Kapolei. Originally established in 1976 as a tiny, upper-division institution that served Hawai‘i’s community college graduates, UH West O‘ahu, which first earned accreditation in 1981, is the youngest branch of the ten-campus University of Hawai‘i System. The university introduced a lower-division curriculum in Fall 2007, when it welcomed its first class of traditional first-year students. In 2012, the college moved from temporary accommodations next to Leeward Community College in Pearl City to permanent state-of-art facilities that rest on a 500-acre parcel of former farmland on the ‘Ewa Plain of O‘ahu, courtesy of a gift from the Estate of James Campbell. The institution is guided by its value proposition, mission, and vision statements, all implemented in 2018 as part of a campus-wide strategic planning endeavor.

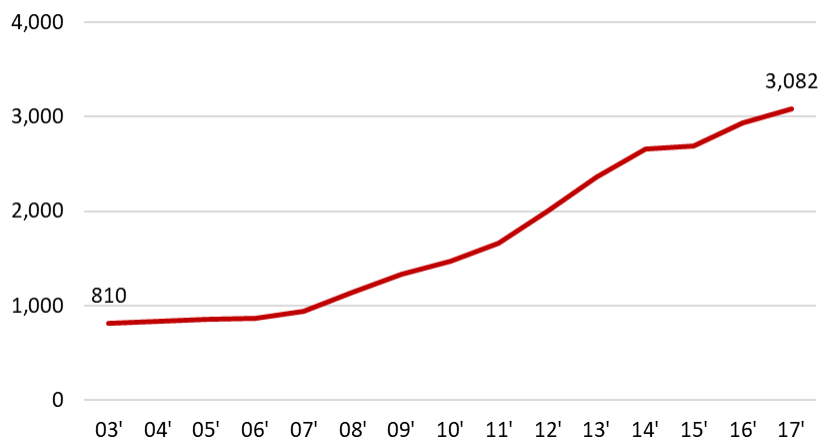
**Value Proposition:** The University of Hawai‘i–West O‘ahu prepares 21<sup>st</sup> Century leaders – career creators – through integrated, transdisciplinary programs where learners discover, innovate, and engage diverse communities to create a vibrant and just world!

**Mission:** UH West O‘ahu offers a distinct and accessible student-centered education that focuses on the 21st century learner. The University embraces Native Hawaiian culture and traditions, while promoting student success in an environment where students of all backgrounds are supported. Our campus fosters excellence in teaching, learning, and service to the community.

**Vision:** UH West O‘ahu is a premier, comprehensive, indigenous-serving institution dedicated to educating students to be engaged global citizens and leaders in society. UH West O‘ahu fosters a dynamic learning environment where all students, faculty, and staff embody and perpetuate Pacific and global understanding rooted in Native Hawaiian values.

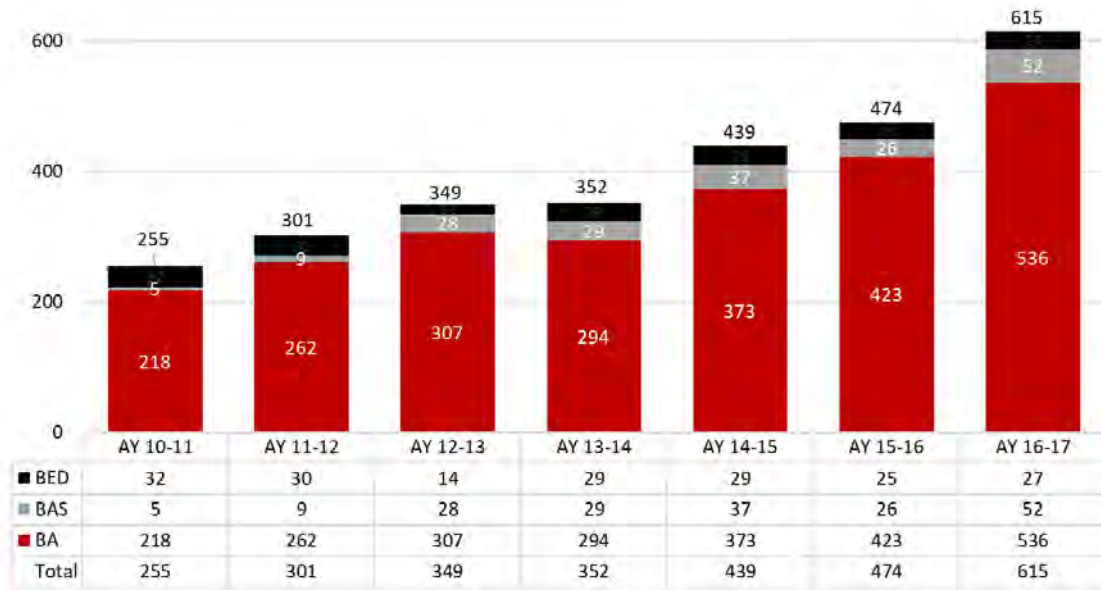
UH West O‘ahu’s westward relocation has allowed it to more effectively reach the traditionally underserved communities of O‘ahu’s Leeward coast. This is a chief factor propelling the massive enrollment growth that caused UH West O‘ahu to be proclaimed by the *Chronicle of Higher Education* the fastest-growing public baccalaureate institution in the nation, with enrollment growing 239.4% during the period covering Fall 2006 to Fall 2016 ([Appendix IC.1](#)). The university currently offers six bachelor’s degree programs—organized into thirty-five concentrations—and seven certificates (minors) and has seen its fall semester enrollments increase every year since 2003, reaching a peak of 3,082 in Fall 2017 (See Figure 1 below). State residents accounted for 88.8% of this total ([Appendix IC.2](#)).

**Figure 1: Fall Semester Headcount Enrollments, 2003 – 2017**



UH West O‘ahu has maintained its quality of education during this period of continuous growth, receiving a ranking of #5 Top Public Regional Colleges West in the *U.S. News and World Report* ([Appendix IC.3](#)). Additionally, the institution was chosen as the Best Online College and the Best Small College in Hawai‘i in the Niche.com rankings ([Appendix IC.4](#)). The institution was also listed as the best online value in the state according to Best Value Schools ([Appendix IC.5](#)). Finally the *Chronicle of Higher Education* identified the institution as the fourth most diverse four-year public university in the nation ([Appendix IC.6](#)). UH West O‘ahu offers a suite of signature programs and concentrations that emphasize practical applications, including Creative Media, Cybersecurity (Information and Security Assurance), and Sustainable Community Food Systems. Last year, the university’s Business program (ACBSP) joined its Education program (CAEP) in earning national accreditation. Another barometer for UH West O‘ahu’s success is demonstrated by a 178% increase in the number of degrees awarded, from 221 in academic year 2008-09 to 615 in fiscal year 2016-17 ([Appendix IC.7](#)):

**Figure 2: Baccalaureate Degrees Conferred, AY 10-11 to AY 16-17**



The U.S. Department of Education recognizes UH West O’ahu as a Native Hawaiian-Serving Institution, and Title III grant support in recent years has assisted the college in handling this rapid growth while addressing achievement gaps and creating a more culturally engaged environment for its students. As of Fall 2017, 29.2% of the student body was Native Hawaiian or Part-Hawaiian while 21.8% was Filipino ([Appendix IC.2](#)). Those were the highest percentages among the University of Hawai’i’s three four-year campuses during that reporting period. The number of Native Hawaiian students earning UH West O’ahu degrees has increased 119.7% over just the past four years, rising from 71 graduates in academic year 2013-14 to 156 graduates in 2017-18 ([Appendix IC.8A](#) and [Appendix IC.8B](#)). It is also worth noting that women accounted for 65.2% of the 3,082 students enrolled at UH West O’ahu in Fall 2017.

Hawai’i’s unique geographic position as an island state in the mid-Pacific is another factor that drives UH West O’ahu’s distinctive nature. Due to the school’s prior place as an upper-division transfer campus, UH West O’ahu rapidly embraced various forms of distance education technology that enabled it to serve the residents of O’ahu’s neighbor islands. The university currently offers three baccalaureate degrees and four certificate programs attainable through distance education modalities. The Fall 2017 semester saw 1,148 students (37%) taking all of their course credits via online, online hybrid, and other distance formats, including 312 neighbor island distance education students (Source: UH West O’ahu Institutional Research Office). The University of Hawai’i System maintains University and Education Centers on each of the neighbor islands that allow these students to attend courses through audio, video, and computer technologies in addition to providing advising, counseling, tutoring, accessibility, and information technology services.

**List of Appendices**

- Appendix IC.1 [UH West O’ahu No. 1 in nation for campus growth \(September 6, 2018\)](#)
- Appendix IC.2 [Enrollment UH West O’ahu Fall 2017](#)
- Appendix IC.3 [U.S. News & World Report, 2019 Regional West Colleges Rankings](#)
- Appendix IC.4 [2018 Best Small College and Best Online College in Hawai’i, Niche.com](#)

- Appendix IC.5 [Best Value of Online Colleges in Hawai'i, 2018 Best Value Schools](#)
- Appendix IC.6 [Chronicle of Higher Education 2018 Almanac Diversity Index Rankings](#)
- Appendix IC.7 [Degrees Awarded UH West O'ahu 2008-09 to 2016-17](#)
- Appendix IC.8A [Degrees Awarded to Native Hawaiians UH West O'ahu 2013-14](#)
- Appendix IC.8B [Degrees Awarded to Native Hawaiians UH West O'ahu 2017-18](#)



## **Response to Issues Identified by the Commission**

*This main section of the report should address the issues identified by the Commission in its action letter(s) as topics for the Interim Report. Each topic identified in the Commission's action letter should be addressed. The team report (on which the action letter is based) may provide additional context and background for the institution's understanding of issues.*

*Provide a full description of each issue, the actions taken by the institution that address this issue, and an analysis of the effectiveness of these actions to date. Have the actions taken been successful in resolving the problem? What is the evidence supporting progress? What further problems or issues remain? How will these concerns be addressed, by whom, and under what timetable? How will the institution know when the issue has been fully addressed? Please include a timeline that outlines planned additional steps with milestones and expected outcomes. Responses should be no longer than five pages per issue*

### **1) Sustaining Stability of Senior Leadership**

WSCUC Commission Action Letter, March 6, 2015:

*UHWO made leadership turnover a priority and by the time of the EER had established a stable senior administration. The evaluator team experienced enthusiasm among faculty, students, and staff for your vision and direction as well as for the ability of the senior leadership team to implement both. The team indicated that " ... individuals and groups expressed hope and a collegial commitment to the university's future and its ability to serve students effectively." The Commission commends UHWO for achieving stability with senior leadership and urges the university to sustain this accomplishment going forward.*

University of Hawai'i – West O'ahu response:

UH West O'ahu, a campus with great opportunity, deserves great academic leadership. Fortunately, the institution now rests on the most stable foundation of senior leadership that it has witnessed in many years, with the Chancellor and three Vice Chancellor positions all occupied on a non-interim basis, without any changes since Chancellor Maenette Benham's arrival in January 2017. As the youngest and fastest-growing campus in the University of Hawai'i System, UH West O'ahu had previously experienced a prolonged period of transition in senior leadership, with each chancellor focusing on a particular area of need. Chancellor Gene Awakuni's role was to oversee the completion and grand opening of the university's new physical plant in Kapolei in 2012, despite delays emanating from the national economic recession. Between 2013 and 2015, Chancellor Rockne Freitas worked to address the concerns raised in prior WSCUC reports, with a focus on building a solid organizational structure that would ensure sustained, effective leadership in the key operational areas of Academic Affairs, Student Affairs, and Administration. When health issues forced Chancellor Freitas into an early retirement, Interim Chancellor Doris Ching continued to pursue Chancellor Freitas' agenda for sustainable leadership by hiring qualified Vice Chancellors into permanent lines. With the addition of Dr. Maenette K.P. Ah Nee-Benham as Chancellor in January 2017, the leadership of UH West O'ahu now rests in the hands of a core team of senior officials who have all been part of the University of Hawai'i System for at least ten years:

**Table 1: Senior Leadership at UH West Oahu**

Senior Leader	Title	Position Start Date	UH Start Date
Maenette Benham	Chancellor	Jan-17	Aug-08
Jeffrey Moniz	VC for Academic Affairs	Jun-16	Jan-04
Kevin Ishida	VC for Administration	Feb-16	Jul-94
Judy Oliveira	VC for Student Affairs	Jan-15*	Aug-07

\*Moved from interim to permanent VCSA role in November 2015.

Chancellor, Maenette Kape’ahiokalani Padkeen Ah Nee-Benham ([Appendix 1.1](#))

Chancellor Benham is a Kānaka Maoli (Native Hawaiian) educator and scholar. Dr. Benham returned to Hawai’i in 2008 to become the inaugural Dean of Hawai’i nuiākea School of Hawaiian Knowledge, the first indigenous college in a research intensive university and newest college at UH Mānoa (the first in 27 years). The first Native Hawaiian academic executive at UH Mānoa, Dr. Benham had previously served on the College of Education faculty at Michigan State University from 1993 to 2008, rising to the rank of Professor of Education. Among her notable accomplishments, Benham was the lead author of the White House Paper on the Tribal Colleges and Universities a Trust Responsibility (2004) submitted to the U.S. President’s Advisory Board on Tribal Colleges and Universities. Upon arrival at UH West O’ahu, Dr. Benham became the first Native Hawaiian woman to serve as Chancellor of a University of Hawai’i campus. (CFR 3.6, 3.8)

Vice Chancellor for Academic Affairs, Jeffrey Moniz ([Appendix 1.2](#))

Prior to his arrival at UH West O’ahu, Dr. Moniz served as the Director and Graduate Chair of the University of Hawai’i at Mānoa’s Doctor of Education program in Professional Educational Practice. From 2009-2014, he served as Director and Department Chair for the Secondary Teacher Education program. Moniz has been a member of the Carnegie Foundation’s Higher Education Network, a network of faculty members from a small number of universities charged with growing and improving the field of science in education. Moniz earned a Bachelor of Arts in History and a Master of Arts in Teaching from Beloit College in Wisconsin. He also earned Master of Arts and Doctor of Philosophy degrees in Education from the University of California, Santa Barbara. (CFR 3.6)

Vice Chancellor for Administration, Kevin Ishida ([Appendix 1.3](#))

Before taking on his current position, Mr. Ishida served as the Vice Chancellor for Administrative Services at Windward Community College, where he was also the chief fiscal authority. Prior to Windward Community College, he worked in a variety of fiscal and administrative roles throughout UH Mānoa. He was the Chief Administrative Officer for the Department of Anatomy, Biochemistry, and Physiology at the John A. Burns School of Medicine, Chief Fiscal Officer for the Hawai’i Natural Energy Institute, Chief Fiscal Officer for Extramural Funds at UH Mānoa’s College of Engineering, and the Assistant Fiscal Officer for UH Mānoa’s Summer Session. Ishida received his Bachelor of Business Administration – Management from University of Hawai’i Mānoa. (CFR 3.6, 3.8)

Vice Chancellor for Student Affairs, Judy Oliveira ([Appendix 1.4](#))

Prior to joining UH West O’ahu, Dr. Oliveira served as the Interim Vice Chancellor for Student Affairs and as TRIO Educational Talent Search Director/Principal Investigator at Windward Community College, where she managed five U.S. Department of Education grants, totaling over \$4 million dollars, to improve college access and completion for low income, first-generation and Native Hawaiian students.

Oliveira's education career began at Maryknoll School, where she was a teacher for seven years. Oliveira holds a bachelor's degree in Elementary Education from UH Mānoa, a master's degree in Curriculum and Instruction from Gonzaga University, and a doctorate degree in Educational Leadership from the University of Southern California. In 2017, she was selected as the Native Hawaiian Education Association Educator of the Year. (CFR 3.6)

It is important to acknowledge that Vice Chancellors are key members of the campus executive team that jointly sets the quality threshold for the work of the campus. With key members of the campus executive team in place as of summer 2016, the search for a permanent Chancellor ensued under the supervision of the Office of the President of the University of Hawai'i System. A wide net was cast to ensure that the next Chancellor not only had a diverse skill set to lead a growing campus but demonstrated a commitment to the people and place of Hawai'i. Dr. Maenette Benham was selected in the fall of 2016 to begin on January 2, 2017 as the new Chancellor of UH West O'ahu ([Appendix 1.5](#)). When making the announcement, University of Hawai'i President David Lassner highlighted Dr. Benham's ability to unite and inspire those around her, stating that, "One of Dr. Benham's true gifts is her commitment to collaboration, inclusiveness and partnership, which is extremely important as UH West [O'ahu] is poised to develop its identity in a time of growth." President Lassner added that he was "confident she [would] provide inspirational leadership to the campus and the community." (CFR 3.1)

Indeed, under Chancellor Benham's guidance, UH West O'ahu's executive management team has endeavored to deepen the university's ties to the community it serves, leading by example. The institution's senior administrators are deeply embedded in, and committed to, the community that UH West O'ahu serves. VCSA Oliveira sits on the Governing Board of Directors for the Kapolei Charter School while VCAA Moniz serves on the Executive Council of the Center for Philippine Studies and the Board of Directors for Damien Memorial School. Chancellor Benham, who earned her Doctorate in Education from the University of Hawai'i Mānoa and has worked extensively with the W.K. Kellogg Foundation on community collective leadership initiatives, sits on a number of community-based boards, including those overseeing The Bishop Museum, the Historic Hawai'i Foundation, and the Queen's Health Systems and Queen's Medical Center. Through Chancellor Benham's commitment to transdisciplinary education and scholarship, which permeates the new campus ten-year Strategic Action Plan ([Appendix 1.6](#)), UH West O'ahu strives to create academic experiences and programs that connect learning to real-life problems facing the surrounding community.

This executive team at UH West O'ahu has worked diligently to build a collegial and professional community that lives into a value proposition guided by a core set of principles. Over the course of the first year and a half of Chancellor Benham's tenure, the campus has revisited and reflected upon its long-term aspirations and developed a comprehensive ten-year Strategic Action Plan that seeks to increase student success and engagement, advance dynamic and integrated learning experiences, and strengthen its assets and infrastructure. The UH West O'ahu Strategic Action Plan, 2018 - 2028 includes a Campus Land Plan for a 300-acre imprint. In addition, the plan presents a new campus business model that is mission driven; empowers and supports learning and inquiry; promotes excellence, quality and safety; and invests in information technology infrastructure, all while remaining flexible as the institution moves forward. We are all working in concert to achieve our value proposition, namely that: "UH West O'ahu prepares 21st Century leaders – career creators – through integrated, transdisciplinary programs where learners discover, innovate, and engage diverse communities to create a vibrant and just world." (CFR 3.1, 3.6, 3.8)

## List of Appendices

- Appendix 1.1 [Biography, Chancellor Maenette K. P. Ah Nee-Benham](#)
- Appendix 1.2 [Biography, Vice Chancellor for Academic Affairs, Jeffrey Moniz](#)
- Appendix 1.3 [Biography, Vice Chancellor for Administration, Kevin Ishida](#)
- Appendix 1.4 [Biography, Vice Chancellor for Student Affairs, Judy Oliveira](#)
- Appendix 1.5 [Maenette Benham recommended to be next UH West O'ahu Chancellor](#)
- Appendix 1.6 [University of Hawai'i-West O'ahu Strategic Action Plan 2018 - 2028](#)

## 2) Resource Planning and Development toward Financial Stability

WSCUC Commission Action Letter, March 6, 2015:

*UHWO's rapid growth challenges the university to regularly secure resources sufficient to ensure long-term viability. The Commission commends UHWO for securing financial resources and prospective commitments for operational and capital expansion from the state and the University of Hawai'i System. The Commission recommends that general fund support be maintained at a level to realize the academic vision for the campus, with a budgeting process that demonstrates fiscal discipline and appropriate flexibility to accommodate anticipated growth (CFR 3.4).*

University of Hawai'i–West O'ahu response:

As a public university, UH West O'ahu is both dependent on and grateful for funding allocations from the State of Hawai'i without which the institution would not be able to provide state residents with an affordable and accessible college education. At the same time, the university's subject position limits its fiscal autonomy, with processes such as tuition increases and the establishment of permanent position lines necessitating approval from the Board of Regents and/or Hawai'i's State Legislature. In light of the manifestation of a national climate that has witnessed the defunding of higher education in many states and heightened pressures on universities to streamline expenditures, UH West O'ahu has been very fortunate to have witnessed its General Fund (G-Fund) allocation increase substantially in recent years, largely due to legislators' recognition of the campus' rapid growth and appreciation of the vital role the college plays in meeting state workforce needs while providing local residents with the skills and credentials required to develop lucrative career trajectories. The 111.7% (or \$18.1 million) rise in the G-Fund allocation and Tuition and Fee Special Fund (TFSF) revenues over fiscal years 2013 to 2018 was primarily due to a 127.6% (or \$9.1 million) escalation in legislative funding coupled with UH West O'ahu's continuous enrollment growth. (CFR 3.4)

**Table 2: General Fund Allocation and Tuition, Fees, and Special Funds Revenues (\$000s)**

Fund Type	FY 13'	FY 14'	FY 15'	FY 16'	FY 17'	FY 18'	Six-Year Increase
General Fund	\$7,121	\$8,768	\$13,528	\$14,523	\$15,790	\$16,204	128%
Tuition, Fees, Special Funds	\$9,056	\$11,352	\$13,577	\$15,238	\$17,331	\$18,049	99%
Total	\$16,177	\$20,120	\$27,105	\$29,761	\$33,121	\$34,253	112%

As a result of State Legislators' expressed desire to maintain the affordability of higher education, the Board of Regents has maintained UH West O'ahu's tuition largely constant in recent years, meaning that tuition increases have only had a modest effect on UH West O'ahu revenue streams:

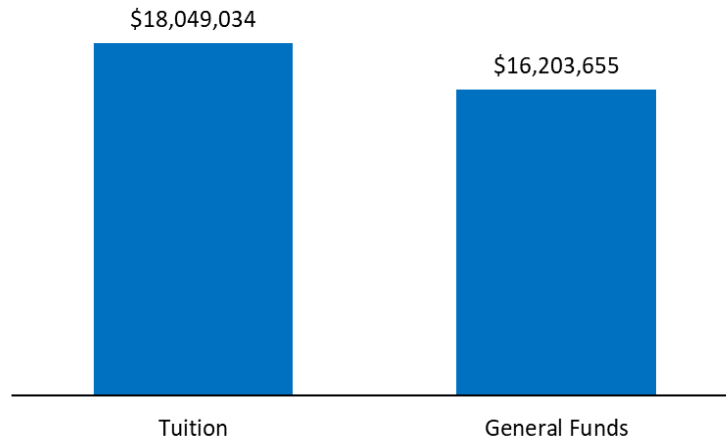
**Table 3: Annual UH West O'ahu State Resident Tuition**

Academic Year	Tuition
2015-16	\$6,912
2016-17	\$7,200
2017-18	\$7,200
2018-19	\$7,272

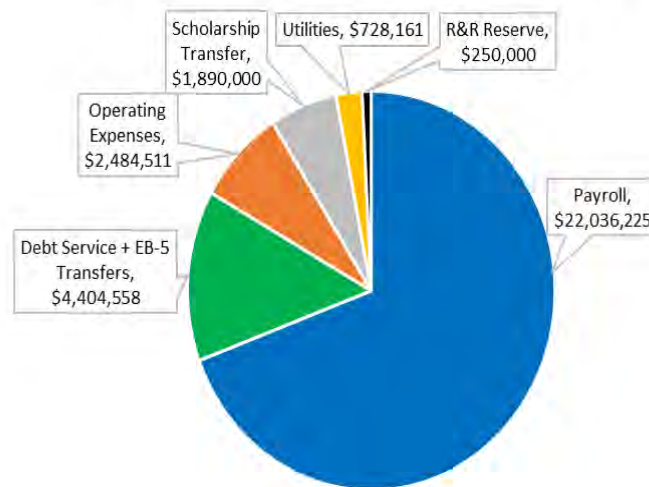
Instead, UH West O’ahu has improved its financial situation through a combination of rising enrollment, amplified General Fund support, and renewed attention to fiscal discipline, particularly under the leadership of Vice Chancellor for Administration Kevin Ishida. (CFR 1.7)

The financial restraints advocated by Vice Chancellor Ishida helped the UH West O’ahu significantly shift the balance between revenues and expenditures in a positive direction, with FY 2018 revenues (See Figure 3) surpassing expenditures (See Figure 4) by \$2,459,234.

**Figure 3: FY 2018 Revenue (\$34,252,689)**



**Figure 4: FY 2018 Expenditures (\$31,793,455)**



Since tuition dollars account for a sizeable portion of campus revenues, sound enrollment projections are clearly a crucial component of strategic planning, as noted by the 2014 WSCUC EER Visiting Team. Here the institution benefits from the assistance of the University of Hawai’i System’s Institutional Research and Analysis Office (IRAO), which annually produces enrollment projections extending six years into the future. The IRAO, which works collaboratively with the UH West O’ahu Director of Enrollment

Services and Director of Institutional Research when compiling these reports, generates projections that are “statistical extrapolations of current trends” rather than enrollment targets. Factors taken into consideration include historical enrollment, campus persistence rates, high school student enrollments and forecasts, unemployment rates, and real per capita personal income. The most recent IRAO Projected Trends in Enrollment report ([Appendix 2.1](#)) anticipates a steady, if modest, rise of campus enrollments to 3,326 by Fall 2023. This amounts to a 7.9% increase over the Fall 2017 figure; however, the institution has set more ambitious targets, hoping to generate larger enrollments through measures that include Early College initiatives, expansion of international programs, and the creation of new academic programs. The campus must also continue to work to improve its retention and persistence rates.

University of Hawai‘i Board of Regents (BOR) Policy RP 8.203: Operating Reserves; Non-General Funds ([Appendix 2.2](#)) indicates that “operating reserves should be sufficient to provide for continued operations of the University for a minimum of two months” (or 16% of total general fund and Tuition and Fee Special Fund expenditures and transfers of the previous fiscal year). Accordingly, UH West O‘ahu has exceeded the BOR reserve target by approximately \$3.1 million as of June 30, 2018 ([Appendix 2.3](#)).

In addition to more than doubling the G-Fund allocation provided by the State from FY 2013 to FY 2018 referenced above, the legislature has also supported the construction of two new campus buildings and a \$5 million extension of UH West O‘ahu’s Campus Center, which will allow the campus to take considerable strides in its efforts to keep pace with its unceasing enrollment growth. The first of these two facilities is a combination Administration and Health Sciences Building. The \$36 million, 43,000 square-foot facility is scheduled to open in the fall of 2018 and will feature state-of-the-art science laboratories and equipment that will support the UH West O‘ahu’s emerging academic programs in the Health Sciences. In fact, Hawai‘i’s 2018 legislature appropriated \$515,000 for 6.2 full-time equivalent (FTE) faculty positions to support the establishment of a Native Hawaiian Health Sciences Academy at UH West O‘ahu plus an additional \$501,000 and 8 FTE for “Health and Safety and Campus Development.” The structure will also feature an administrative wing capable of accommodating two senior executives and forty-five staff members, allowing UH West O‘ahu to vacate its rented office spaces (with an annual rent of approximately \$200,000) at the Department of Hawaiian Homelands’ Kapolei site.

A \$33,275,000 design-build contract for the second building—for the Academy for Creative Media UH West O‘ahu—was recently awarded to the Kiewit Building Group and architect firm Next Design, with a scheduled opening date in time for the Fall 2020 semester. This ultra-modern 43,000 square foot facility will include production spaces featuring a two-story sound stage for filming, a one hundred-seat screening room, a Foley stage for sound reproduction, editing suites, sound mixing suites, and even a mill shop to create film sets. This constitutes a major victory for the students majoring in one of our two Creative Media concentrations, which taken together form the fastest-growing academic program on campus, with student enrollments increasingly nearly ten-fold over a three-year period:

**Table 4: Headcount Enrollment Majors, Creative Media, 2014-2017**

Degree	2014	2015	2016	2017
BA Humanities—Creative Media	11	37	63	81
BAS Creative Media	0	18	39	44
<b>Total</b>	<b>11</b>	<b>55</b>	<b>102</b>	<b>125</b>

*Data are for fall semesters*

The impending construction of the Academy for Creative Media Building thus illuminates a strong example of UH West O'ahu's efforts to join capital improvements planning with academic growth. The campus received much welcomed state support once again in April 2018, with University of Hawai'i President David Lassner announcing that the entire balance of \$17 million for UH West O'ahu's EB-5 Loan, which had been taken out to ensure the completion and opening of the Kapolei campus in 2012, had been paid off via a special appropriation from the State of Hawai'i Legislature.

#### Financial Reporting and Oversight

The Office of the Vice Chancellor for Administration works to ensure UH West O'ahu's responsible stewardship and accurate reporting of public funds. The University of Hawai'i System (University System) is audited annually by an independent certified public accounting firm. The annual financial statements ([Appendix 2.4](#)) are a consolidation of financial information from all University System campuses (including UH West O'ahu) and two closely related non-profit entities (University of Hawai'i Foundation and Research Corporation of the University of Hawai'i). UH West O'ahu's annual financial information ([Appendix 2.5](#)) is prepared as supplementary information to the University System's financial report for purposes of additional analysis, but is not audited. (CFR 1.7)

As required by the University System, UH West O'ahu's budget is prepared for one fiscal year and does not include any additional periods. The annual budget process begins in approximately March/April (of the prior fiscal year). The UH West O'ahu Chancellor and Vice Chancellors evaluate the campus' current financial situation and determine budget guidelines as necessary. A preliminary annual budget and narrative for UH West O'ahu is prepared and provided to the University Budget Office (UBO) for their review. The Vice President for Budget and Finance/CFO will present the annual budget in July (of the current fiscal year) for the University System to the BOR for their approval. [Appendix 2.6](#) represents the UH West O'ahu fiscal year 2019 budget (for general and tuition & fee special funds) that was approved by the BOR.

On a quarterly basis, UBO prepares a budget-to-actual financial analysis and provides to the campuses for their review. Variances between budget-to-actual financial results are researched and justifications are provided to UBO. The Vice President for Budget and Finance/CFO presents quarterly budget to actual financial results for the University System to the BOR. See [Appendix 2.7](#) for fourth quarter UH West O'ahu financial results for fiscal year 2018. On a monthly basis, budget to actual financial reports are prepared and provided to UH West O'ahu Account Supervisors for their review. Additionally, consolidated monthly budget-to-actual financial reports are provided to the Chancellor and Vice Chancellors for their review. These financial reports are generated from financial information recorded in the University's general ledger via the Kualii Financial System. (CFR 4.6)

Last but not least, one crucial component of UH West O'ahu's ten-year Strategic Action Plan is the adoption of a formal Business Model ([Appendix 2.8](#)) that directs the institution's assets towards the achievement of the plan's three core outcomes of sustainability, innovation, and leadership. Although still in its infancy stage, the current draft of the Business Model indicates that UH West O'ahu's business decisions and activities will be driven by four intersecting criteria: (a) a strong customer value proposition, (b) a unique value chain that focuses on prosperity and efficiency, (c) a revenue formula that emphasizes optimization, diversity, improvement, and support, and (d) a competitive strategy that positions UH West O'ahu as a premier center for sustainability, innovation, and leadership. (CFR 1.7, 3.4, 4.6)



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- Appendix 2.1 [Projected Trends in Enrollment Fall 2012 - 2023](#)
- Appendix 2.2 [Board of Regents Policy RP 8.203: Operating Reserves; Non-General Funds](#)
- Appendix 2.3 [UH West O'ahu Unencumbered Cash For Period Ending June 30, 2018](#)
- Appendix 2.4 [2017 Annual Financial Statements University of Hawai'i](#)
- Appendix 2.5 [UH West O'ahu Supplemental Information 2017 and 2016](#)
- Appendix 2.6 [UH West O'ahu Operating Budget \(UOH-700\) FY 2019](#)
- Appendix 2.7 [UH West O'ahu FY 2018 Fourth Quarter Financial Report](#)
- Appendix 2.8 [Business Model, UH West O'ahu Strategic Action Plan](#)

### 3) Growing Faculty Capacity

WSCUC Commission Action Letter, March 6, 2015:

*Although slightly more than half of UHWO faculty overall are full-time, the evaluator team reports that, “In several programs, lecturers deliver approximately 70% of the courses. Many of the concentrations are delivered by only one full-time faculty. Sufficiency of faculty remains a critical issue for delivering programs with quality.” UHWO initiated additional faculty hires in 2014. The Commission recommends that UHWO consider the evaluator team’s suggestion to increase faculty capacity with tenure-track faculty lines to facilitate program development and foster student achievement (CFR 3.1).*

University of Hawai‘i–West O‘ahu response:

UH West O‘ahu depends largely on the State of Hawai‘i Legislature for the allocation and funding of permanent faculty positions. During his term as Chancellor, Rockne Freitas endeavored to address the pressing need for additional faculty lines in the wake of the University’s relocation to an expanded physical plant in Kapolei—which was coupled with a dramatic spike in first-time freshman enrollment—in the fall of 2012. The fruits of these pursuits featured an increase in full-time, tenured and tenure-track instructional faculty members from 45 in Fall 2013 to 74 in Fall 2017—a 64.4% increase. This exceeded the 30.5% student enrollment growth over the same period and has significantly helped alleviate the acute deficiency highlighted by the 2014 WSCUC EER Visiting Team (CFR 2.1, 3.1)

**Table 5: Growth of Full-Time Instructional Faculty, 2013 – 2017**

Type	2013	2014	2015	2016	2017
Tenured & Tenure-Track Subtotal	45	51	64	69	74
Tenured	32	32	33	32	35
Tenure-Track	13	19	31	37	39
Non-Tenure Track	9	12	13	12	13
Total	54	63	77	81	87

*Data are for fall semesters*

In total, full-time Instructional faculty lines increased from 54 in Fall 2013 to 87 in Fall 2017 ([Appendix 3.1](#)) -- a 61% increase. These efforts were part of a larger effort undertaken by Chancellor Freitas to obtain new faculty and staff positions while also receiving approval to convert temporary positions into permanent lines. The number of total campus FTE positions thus increased from 184.7 in Fall 2013 to 299.3 in Fall 2017 ([Appendix 3.1](#)). This constitutes a 61.9% level of growth over a four-year period.

UH West O‘ahu’s rather unique major/concentration model allows it to promote interdisciplinarity while maintaining flexibility and sustaining low-enrolled programs. For example, a Philosophy “major” at West O‘ahu is actually a Humanities major with a concentration in Philosophy who will be required to complete 18-24 credits in the Humanities core curriculum but only 30 credits in Philosophy proper. In this sense, much of the burden for delivering required courses is spread across the entire divisional faculty. This academic structure continues to enable the campus to maintain efficiency in a challenging budgetary climate that has found legislators and regents alike calling for the elimination of under-enrolled degree programs. In UH West O‘ahu’s case, this flexible structure allows it to retain small concentrations as part of larger majors, thus providing its students with more relevant learning experiences and a heightened level of choice in their academic pursuits.

The Commission’s concern about single-faculty concentrations is nevertheless warranted. The University has taken steps to address the situation, focusing on addressing the faculty needs of its fastest-growing signature programs, as illustrated in this table:

**Table 6: Current Staffing of Former One-Person Concentrations**

Concentration	Fall 2013 Majors	Fall 2013 F/T Faculty	Spring 2018 Majors	Fall 2018 F/T Faculty
Health Care Administration	215	1	214	3
Information Security Assurance	0	1	119	3
Information Technology	35	1	25	3
Sustainable Community Food Systems	17*	1*	37	3

*Notes: These SCFS numbers are from Fall 2016, the first semester in which the program was offered. ISA subsumed*

In Fall 2013, 215 Health Care Administration majors ([Appendix 3.2](#)) were served by a single faculty member. Although the current staffing situation is hardly ideal, the campus has made substantial progress by securing two additional full-time, tenure-track faculty members in this field. In 2018, the State Legislature allocated an additional four Instructional faculty lines in support of the Health Sciences as the campus prepares to establish a Mathematics, Natural and Health Sciences Division. The three interlocking programs of Computing, Electronics, and Networking Technology (CENT), Information Security and Assurance (ISA), and Information Technology (IT) found themselves in a similarly tenuous state in 2013 with only a single dedicated faculty member. However, the addition of a new hire effective August 1, 2018 raises the current faculty count to three. Information and Security Assurance (Cybersecurity), in particular, which the University has identified as a signature program and which has seen its major count climb to 119 ([Appendix 3.3](#)) since its Fall 2014 establishment, will require additional faculty positions and support. The IT concentration is a “2+2” program in which students complete nearly all of their IT coursework at Kapi’olani Community College before taking Business and ISA courses at UHWO.

Concentrations Staffed by a Single Faculty Member:

Early Childhood Education (ECED): This concentration has been offered as part of the BA in Social Sciences since 2006. It existed as a single-faculty concentration in AY 2006-07 before receiving a second position in Fall 2007. When the second faculty member left the institution in 2015, the second line was reallocated. As of Spring 2018, the Early Childhood Education major count stood at 47 ([Appendix 3.4](#)), down from a Fall 2014 peak of 75. This is one area where the Office of the Vice Chancellor of Academic Affairs recognizes the need to supplement the concentration with additional faculty hires. UH West O’ahu’s FY 2018 request for an Early Childhood Education faculty line was not funded by the legislature.

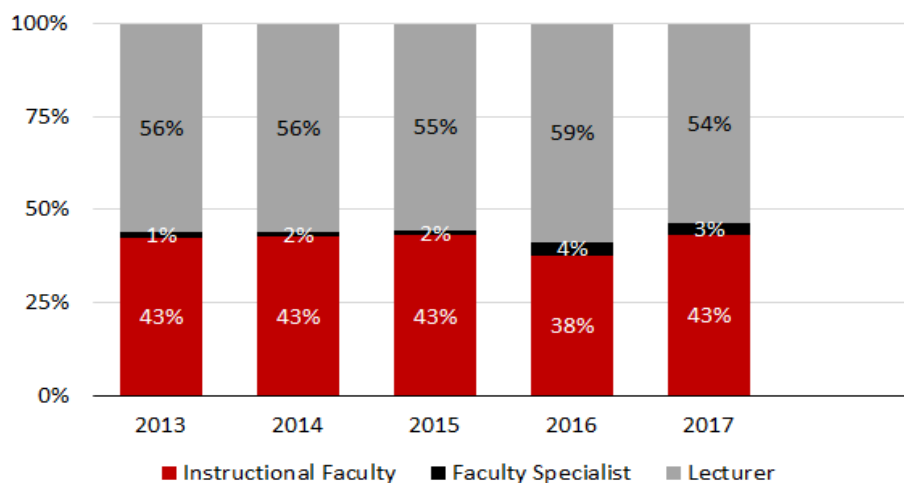
Facilities Management (FMGT): This is a new program, offered both as a concentration within the Business Administration degree and under the Bachelor of Applied Science. First offered at UH West O’ahu in Fall 2016, the Facilities Management concentration of the BA in Business Administration contained 18 majors as of Spring 2018, twelve of whom transferred into the institution from a community college. Students in this program must complete 18 credits of upper-division coursework in Facilities Management in addition to the general Business Administration requirements. As such, the staffing requirements are rather manageable and all of the Fall 2017 Facilities Management courses were delivered by the single faculty member.

Hospitality and Tourism (HOST): Founded in Fall 2015, the UH West O’ahu’s emerging program in Hospitality and Tourism received its first and only full-time faculty allocation in Fall 2016. The rapidly-growing concentration, which is part of the Business Administration degree, contains 84 majors as of Spring 2018 ([Appendix 3.5](#)). Unlike FMGT, the campus does not offer courses with a separate HOST listing. Rather, majors are required to complete nine credits selected from among a suite of seven hospitality-themed courses within the Business degree as well as a senior project or practicum. Three of the seven courses were developed and approved in 2018. As such, the curriculum is still in the process of build-out and given the acceleration in enrollment, the campus will need to prioritize faculty hires in this concentration.

Philosophy (PHIL): Philosophy is a long-standing concentration within the Humanities degree, staffed by a single faculty member since Fall 2006. Major enrollment has remained relatively modest, increasing slightly from five students in Fall 2008 to eight students in Spring 2018 ([Appendix 3.6](#)). However, the Philosophy program plays a major role in the school’s General Education program, obtaining course enrollments beyond what its humble major count would portend. While the past three campus Academic Development Plans have called for the allocation of an additional faculty line to this program ([Appendix 3.7](#)), campus leadership has preferred to prioritize programs experiencing rapid growth and/or more closely aligned to the school’s stated emphasis on applied fields. Nevertheless, the Office of the Vice Chancellor recognizes the need to pursue an additional faculty line for Philosophy, given the program’s key function in General Education and the foundational position in higher education (*CFR 3.1*).

Although many UH West O’ahu lecturers are actively employed in their industries and thus provide students with valuable career knowledge, the Commission’s concerns about the University’s reliance on lecturers are well founded. Despite the substantial augmentation of the campus faculty chronicled above, continuous enrollment growth has presented the institution with a proverbial moving target. Fortunately, the campus is pleased to report that the percentage of courses taught by lecturers has remained remarkably consistent since the most recent WSCUC visit, rising very slightly from 42.5% in Fall 2013 to 43.2% in Fall 2017.

**Figure 5: Percentage of Courses Taught, by Instructor Type, Fall 2013 to Fall 2017**



While there are several supplementary disciplines in which lecturers deliver all (or nearly all) of the courses (such as Art, Japanese, and Oceanography), these are primarily subjects offered in support of an existing degree or certificate program. (Art courses, for instance, support the Creative Media

concentrations, while Japanese is tied to the Asian Studies Certificate and Oceanography is linked to the Bachelor of Education.) These are the concentrations that witnessed the highest percentage of lecturer coverage during the Fall 2016 and 2017 semesters, of those concentrations in which at least two courses were offered:

**Table 7: Course Taught by Instructor Type, Fall 2016**

Concentration	Course Count	Taught by Faculty	Taught by Lecturers	% Taught by Lecturers
Information & Security Assurance	5	1	4	80%
Philosophy	9	3	6	67%
English	46	20	26	57%

**Table 8: Course Taught by Instructor Type, Fall 2017**

Concentration	Course Count	Taught by Faculty	Taught by Lecturers	% Taught by Lecturers
Philosophy	10	3	7	70%
English	52	23	29	56%
Anthropology	19	9	10	53%
Creative Media	19	9	10	53%
Management	10	5	5	50%

The evidence thus demonstrates that the vast majority of UH West O’ahu majors and concentrations rest firmly in the hands of campus faculty. There were only two instances in which concentrations reached the 70% threshold cited by the 2014 WSCUC EER Visiting Team. It should also be acknowledged that in that applied and professional disciplines such as Creative Media, Information & Security Assurance (Cybersecurity), and Management, students benefit considerably from taking classes with active industry leaders who can help bridge the transition from college to career while bringing current practices and expertise into the classroom. The case of English constitutes a special case, with 100% of upper-division offerings delivered by full-time tenured or tenure-track faculty and the campus-wide composition series staffed almost exclusively by lecturers. While Creative Media endeavors to target part-time instructors currently embedded in the (rapidly-evolving) industries tied to that discipline, the hiring of a new tenure-track faculty member in August 2018, following the completion of national searches to fill two such positions in 2017-18, will help support and sustain that growing program.

Math and Science: Example of Aligning Faculty Capacity with Program Development:

The continuing development of UH West O’ahu’s Math and Science programs provides a compelling illustration of the effective alignment of faculty capacity with program development and student achievement. The campus welcomed its first Math and Science faculty members in Fall 2007, when it admitted its inaugural cohort of first-year students and initiated its General Education program. Math and Science faculty members have been awkwardly housed in the school’s Humanities Division since that time, as they work to advance their curriculum and establish degree paths.

Significant progress has been made over the past decade in terms of faculty hires and facilities construction. The Kapolei campus that opened in 2012 features a Laboratory Building complete with discipline-specific labs for archaeology, biology, chemistry, nursing simulation, and the physical sciences. Grant support from the Office of Naval Research enabled the addition of a Science Technology Engineering and Math (STEM) Prototype Laboratory to the building in 2015. The completion of the Administration/Health Sciences Building in November 2018 will add three more science laboratories to

the campus inventory (for anatomy, cellular biology, and microbiology). Meanwhile, the number of full-time tenured and tenure-track Math and Science faculty has increased from three in Fall 2007 to eight as of Fall 2017. UH West O'ahu also welcomed new faculty hires in the fields of Allied Health Professions and Community Health in 2016, both of whom are currently housed in the Public Administration Division. Finally, the aforementioned 2018 legislative appropriation for a Native Hawaiian Health Sciences Academy provides four additional instructional faculty positions in science and health disciplines. The campus will conduct national searches in order to staff all four positions by August 2019. The University is currently in the midst of a campus-wide reorganization process, with the Offices of the Chancellor and Vice Chancellor for Academic Affairs recommending the establishment of an independent Mathematics, Natural and Health Sciences Division that would house the current Math (four), Natural Science (four), and Health Science (three) faculty as well as the four new arrivals.

In terms of curricula and degrees, the University's Math and Science programs have steadily progressed towards the desired end-goal of multiple baccalaureate degree pathways. In 2007, the focus was on the construction of lower-division courses in support of the school's General Education program. The next step was the development of a suite of targeted lower-division and upper-division courses that help sustain UH West O'ahu's Bachelor of Education degree. Examples include Mathematics for Elementary Teachers, Calculus, Human Skeletal Biology, and Island Ecosystems. In 2015, Math and Science faculty secured a \$746,278 grant ([Appendix 3.8](#)) from the National Science Foundation's Tribal Colleges and Universities Program (TCUP) to support bachelor's degrees in STEM fields with an emphasis on recruiting and retaining students of Native Hawaiian ancestry. Faculty recently established a BA in Humanities with a Mathematics (BAHM) concentration ([Appendix 3.9](#)) while they continue their long-term pursuit of more traditional degrees. A proposal for a bachelor's degree in Natural Sciences has already progressed through the campus-level approval process and is being refined for submission (as a BS degree) to the University of Hawai'i Board of Regents. At the same time, Health Sciences faculty members have founded a new Community Health concentration within the Public Administration Division and are currently pursuing a second concentration in Native Hawaiian and Indigenous Health and Healing.

Although the Board of Regents has concerns about the perceived proliferation of degrees across the ten-campus University of Hawai'i System, the establishment of a B.S. degree in the Natural Sciences at UH West O'ahu is essential to its efforts to meet its core academic mission while addressing workforce development needs in the surrounding community. The current absence of such degree paths makes the institution an anomaly amongst its peers. Specifically, of the 94 public four-year baccalaureate institutions with enrollments between 3,000 and 6,000 students tracked in the federal IPEDS database in 2018, only two lacked degrees in the Biological/Life Sciences and only five lacked a degree program in Mathematics (Source: UH West O'ahu Institutional Research Office). The University now has the faculty capacity, facilities, and federal grant support in place to sustain both degree offerings (*CFR 2.1, 3.1*).

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- Appendix 3.1 [Number of Personnel and FTE UH West O'ahu Fall 2013 - Fall 2017](#)
- Appendix 3.2 [Distribution of Public Administration Majors UH West O'ahu Fall 2013](#)
- Appendix 3.3 [Distribution of Applied Science Majors UH West O'ahu Spring 2018](#)
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- Appendix 3.7 [FTE Positions Needed by Division/Concentration 2015 – 2022](#)
- Appendix 3.8 [National Science Foundation TCUP Grant Math & Science Education](#)
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#### 4) Clarifying Decision-Making Structures and Procedures

WSCUC Commission Action Letter, March 6, 2015:

*The evaluator team found that not all decision-making structures and processes were clear or consistent with the institution's purposes. For example, the team determined that UHWO senior leadership should "... work with faculty for coherency of key academic initiatives and for clarifying the authority of the academic development plan as it pertains to allocation of faculty positions." The team also called for clarity about the relationship of the Distance Education Committee and the Curriculum and Assessment Committees with regard to the approval and monitoring of distance education programs and the enhancement of the operational infrastructure. The Commission recommends that responsibilities throughout the university continue to be clarified, lines of authority specified, faculty and student governance structures refined, and organizational flow established to facilitate the success of the educational process. In seeking this clarity, the collegial approach encouraged in students as they prepare to take leadership roles in their communities will serve as an effective method for deliberations, negotiations, and meetings throughout the institution (CFR 3.7, 3.10).*

University of Hawai'i–West O'ahu response:

Under the leadership of Chancellor Maenette Benham, the campus has been engaged in a comprehensive strategic planning process since the early spring of 2017, culminating in the release of a campus Strategic Action Plan, 2018–2028 ([Appendix 4.1](#)) in September 2018. UH West O'ahu's strategic planning efforts have effectively addressed the majority of the WSCUC Visiting Team's concerns regarding decision-making structures and lines of authority. The planning process featured three interconnected work groups on Long-Range Academic Planning, Student Success, and Land Facilities that resided under an umbrella Strategic Action Planning Committee, which integrated and coordinated the efforts of the work groups. This committee structure encompassed approximately sixty employees (from the ranks of faculty, staff, and administration) as well as a handful of student government leaders. Through a series of confluence sessions and special events, the Chancellor's strategic planning process incorporated the voices of a wide-range of constituents, including UH West O'ahu students and alumni in addition to local business and community leaders (CFR 3.7).

The result of these efforts was the creation of a ten-year Strategic Action Plan that features a campus value proposition, updated mission and vision statements ([Appendix 4.2](#)), and five pahuhopu (institutional goals): waiwai (worth, wealth), kaiāulu (community), mālama 'āina (caring for the land), hana lawelawe (service activity), and po'okela (excellence) ([Appendix 4.3](#)). These goals function as values that inform the daily practice and actions of UHWO faculty and staff as well as the decisions of campus leadership as we work together to fulfill various facets of the three Impact Strategies that form the core of the Strategic Action Plan: (1) Increasing Student Success and Engagement, (2) Advancing Dynamic and Integrated Learning Experiences, and (3) Strengthening our Assets and Infrastructure. The Chancellor's Office is currently spearheading the genesis of unit-level operational plans that will map out specific paths to realization of strategic planning goals, complete with operational activities, milestone outputs, and measurable outcomes. The Strategic Action Plan is closely aligned to the appropriate governing documents of the University of Hawai'i (UH) System—the University of Hawai'i of Hawai'i Strategic Directions, 2015-2021 ([Appendix 4.4](#)) and the UH System Integrated Academic and Facilities Plan ([Appendix 4.5](#)).

Since UH West O'ahu is a member of a ten-campus public institution of higher education, many of the decision-making structures and procedures that govern its operations are established at the State and UH System levels. The UH West O'ahu Chancellor reports to the UH System President, who in turn

answers to the UH Board of Regents. The authority of the Board is codified in Article X, Section 6 of the Constitution of the State of Hawai'i ([Appendix 4.6](#)), which invests the Board with the power to “formulate policy, and to exercise control over the university through its executive officer, the president of the university” as well as providing the Board with “exclusive jurisdiction over the internal structure, management, and operation of the university.” The Board and the UH System promulgate policies and procedures that carry authority over all ten campuses and are publicly archived via the UH Systemwide Policies and Procedures Information System ([Appendix 4.7](#)). State law—H.R.S. Chapter 89, enacted in 1970—establishes thirteen public sector bargaining units and authorizes employees to form unions with exclusive representation rights. The collective bargaining agreements negotiated between the UH System and (a) the University of Hawai'i Professional Association ([Appendix 4.8](#)) and (2) the Hawai'i Government Employees Association ([Appendix 4.9](#)) therefore constitute an additional set of governing documents that dictate campus-level policies, lines of authority, and decision-making structures and processes (*CFR 3.10*).

One crucial document in terms of establishing processes for shared governance is BOR Policy 1.210: Regents' Policy on Faculty Involvement in Academic Decision-Making and Academic Policy Development ([Appendix 4.10](#)), which articulates the Board's governing authority vis-à-vis the UH System President and the various campus chancellors and faculties. This policy authorizes the faculty of each campus, including UH West O'ahu, to “determine its own organization” and “adopt its own bylaws and rules of procedure” for exercising faculty governance over “academic policy matters.” The same policy endows each campus faculty with “primary responsibility for... curriculum content, subject matter, and methods of instruction” and directs administrators to limit their power to overrule the faculty in such matters “only in exceptional circumstances.”

The UH West O'ahu Faculty Senate is the chartered and approved body of governance for the entire campus faculty. Eight faculty constituencies elect representatives to the Senate body and elect a Senate Chair, who holds a seat on the UH System's All Campus Council of Faculty Senate Chairs. The Senate maintains a charter and bylaws based on *Roberts Rules of Order*, which now provide for eight standing committees on (1) Academic Affairs and Planning, (2) Budget and Resources, (3) Curriculum, (4) General Education, (5) Student Affairs, (6) Distance Education, (7) Program Review, and (8) Sustainability. Any resolutions adopted by the Faculty Senate are sent to the Vice Chancellor for Academic Affairs (OVCAA) and the Chancellor, upon whose approval rests their transformation into campus policy (*CFR 3.10*).

In recent years, the UH West O'ahu Faculty Senate and Office of the Vice Chancellor for Academic Affairs (OVCAA) have assiduously taken steps to address several concerns raised by the 2014 WSCUC EER Visiting Team. Most significantly, the Senate created a standing Program Review Committee in October 2015 empowered to provide faculty voice and oversight into the Program Review process through a set of duties that includes evaluating all Program Review reports and crafting an official set of commendations and recommendations, thus bringing campus more closely in line with WSCUC expectations (*CFR 2.7, 4.1*). The OVCAA's launch of a (password-protected) campus Program Review website ([Appendix 4.11](#); **Username [alouhwo@hawaii.edu](mailto:alouhwo@hawaii.edu), Password [PueoPower#1](#)**) in August 2018 has provided a live repository of relevant materials organized by academic division. Furthermore, in order to facilitate the “systematic integration of results and recommendations into planning and budgeting processes” (WSCUC EER Team Report, 2014; *CFR 4.3*)—an area upon which UH West O'ahu still needs to improve—the Senate adopted an entirely new Program Review Handbook in December 2015 (subsequently updated in May 2018). The new Handbook outlines a formative process through which “evidence of academic quality and student learning” can inform planning and budgetary decisions. The OVCAA has recognized the increased level of rigor involved in the new Program Review process by



providing additional course release compensation to faculty involved in drafting the Self-Study ([Appendix 4.12](#)). The most recent modifications to the campus Handbook also call for the completion of annual progress reports by the academic division in order to track and ensure the implementation of any action plans contained in post-Program Review Memoranda of Understanding between that division and the OVCAA. These changes were implemented in order to foster a climate of continuous improvement (*CFR 4.1*).

Additional Faculty Senate and student government initiatives have rectified the campus communication flow and refined decision-making structures. Following a successful test pilot of the online Quali Curriculum Management System (Quali CMS) ([Appendix 4.13](#)) during the 2017-18 academic year, the Senate implemented a full migration in August 2018. In addition to eliminating the campus’ prior reliance on paper forms with wet signatures, the Quali CMS has clarified and coordinated the application approval process for the standing Curriculum, Distance Education, and General Education Committees. The following flowchart captures the Quali CMS approval process for new course proposals. The box labelled “WSCUC” indicates the point at which the Director of Assessment, who chairs the campus-wide Assessment Committee, reviews proposals to ensure quality control and verify that the phrasing an alignment of learning outcomes meets institutional and WSCUC expectations:

**Figure 6: Quali Curriculum Management System Workflow Process**



The Distance Education Committee’s development of a comprehensive vetting system for courses offered through distance modalities is addressed in detail in the last section of this report. The Faculty Senate also amended its charter in April 2017 to provide three Senate seats to nominated Lecturers, thus offering adjunct faculty a long overdue outlet to participate in shared governance ([Appendix 4.14](#)). Another 2017 Senate resolution amended the charter to allow the President of the Associated Students of the University of Hawai’i–West O’ahu (ASUHWO) to serve on the Faculty Senate with voting rights ([Appendix 4.15](#)). This has enhanced the quality of communication between the governing bodies of the faculty and student populations, with the ASUHWO President now possessing a direct conduit through which to express student concerns to faculty leaders. In order to improve the efficacy of student government structures, ASUHWO revised its constitution in 2012 ([Appendix 4.16](#)) and adopted a new set of bylaws in June 2015 ([Appendix 4.17](#)). By establishing requirements for the production and circulation of meeting agendas, minutes, and committee reports, the bylaws have helped ensure that best practices in communication are followed consistently.

Issues concerning the proper division of responsibilities between the faculty union and UH faculty senates, which had generated confusion across the ten-campus system, were largely alleviated through a formal agreement between the University of Hawai’i Professional Assembly (UHPA) and the University of Hawai’i System. The 2015 Memorandum of Agreement, “Regarding the Roles and Consultation Protocols Involving UH Administration, UH Professional Assembly and UH Faculty Senates,” was subsequently incorporated into the 2017-2021 UHPA-BOR Collective Bargaining Agreement as Reference R-20 ([Appendix 4.18](#)). The document explicitly designates which topics the UH administration shall refer exclusively to UHPA, which topics it shall refer exclusively to the campus senates, and which topics it shall jointly refer to both entities. Typically, the Faculty Senates retain purview over academic matters while UHPA exercises authority over employee relations. For example, “policies related to assessment of

courses and programs” are referred to Senates while “policies related to the process or evaluation or periodic review of faculty” are brought forth to UHPA ([Appendix 4.18](#)).

Now that the campus has adopted a new Strategic Action Plan that aligns with the Chancellor’s vision for the institution, it is incumbent upon the Office of the Vice Chancellor for Academic Affairs (OVCAA) to safeguard the voice of campus faculty as expressed in the current Academic Development Plan (ADP), AY 2016-17 – AY 2021-22 ([Appendix 4.19](#)). VCAA Moniz, who manages faculty position allocation decisions at the campus level, consistently consults the ADP as part of his decision-making process. However, it is ultimately the authority of State legislators to establish new faculty positions and to fund those positions. Confusion over the authority of the ADP reached a peak in 2012, when the campus faculty was tasked with developing a new five-year ADP in absence of a valid campus strategic plan, the prior one having expired in 2010. Fortunately, the horse was restored to its rightful position in front of the cart in the subsequent cycle, when the 2016 ADP Committee was able to draw from the UH West O’ahu Strategic Plan, 2015-20, released in 2014. That ADP, covering the period through academic year 2021-22 and released before Chancellor Benham’s arrival at UH West O’ahu, establishes full-time equivalent (FTE) faculty needs based on enrollment projections. The ADP sets a highly ambitious target of 142.1 new faculty FTE positions ([Appendix 4.19](#)) over a six-year term. At the same time, however, the ADP Report explicitly recognizes that, “the scarcity of resources from the State Legislature will force administration to make some tough allocation decisions based hopefully on fair and yet sensible criteria.” The ADP Committee and UHWO administration are thus united in their understanding that the document exists as a “dynamic report” that necessitates prioritization at the OVCAA level. As part of the operationalization of the new campus Strategic Action Plan, the Chancellor’s Office is implementing a process that includes faculty voice as expressed in the ADP, along with the UH Strategic Directions ([Appendix 4.4](#)), UH Integrated Academic Facilities Plan ([Appendix 4.5](#)), student voice, and the vision of the campus administration to make informed decisions regarding position requests to the Hawai’i State Legislature (*CFR 3.1*).

#### List of Appendices:

- Appendix 4.1 [University of Hawai’i-West O’ahu Strategic Action Plan 2018 – 2028](#)
- Appendix 4.2 [Value Proposition, Mission, and Vision](#)
- Appendix 4.3 [Pahuhopu](#)
- Appendix 4.4 [University of Hawai’i Strategic Directions, 2015–2021](#)
- Appendix 4.5 [Integrated Academic and Facilities Plan for the University of Hawai’i System](#)
- Appendix 4.6 [Hawaii State Constitution Article X Section 6: Powers of the Board of Regents](#)
- Appendix 4.7 [UH Systemwide Policies and Procedures Information System](#)
- Appendix 4.8 [2017-2021 UHPA-BOR Collective Bargaining Agreement](#)
- Appendix 4.9 [HGEA Unit 8 Contract](#)
- Appendix 4.10 [Board of Regents Policy RP 1.210: Faculty Involvement in Academic Decision-Making](#)
- Appendix 4.11 [UH West O’ahu Program Review](#)  
*Username [alouhwo@hawaii.edu](mailto:alouhwo@hawaii.edu), Password PueoPower#1*
- Appendix 4.12 [Faculty Course Release for Program Review](#)
- Appendix 4.13 [Kuali CMS Course Approval System](#)
- Appendix 4.14 [FS 2017-4 Lecturers Participation in Shared Governance](#)
- Appendix 4.15 [FS 2017-7 Faculty Senate Voting Rights to ASUHWO President](#)
- Appendix 4.16 [ASUHWO Constitution](#)
- Appendix 4.17 [ASUHWO Bylaws](#)
- Appendix 4.18 [UHPA-BOR Collective Bargaining Agreement, R-20: Roles and Protocols](#)
- Appendix 4.19 [Academic Development Plan, Executive Summary of Faculty FTE](#)

## 5) An Update on the Process for Assessing Student Learning

WSCUC Commission Action Letter, March 6, 2015:

*The UHWO Office of Institutional Effectiveness has been instrumental in effectively assessing student learning outcomes at the institution, division, concentration and course levels. Faculty have invested time and effort in developing expertise in assessment and program review. Assessment results are used in decision-making about academic planning and resources.*

*Recommendation: The Commission recommends that UHWO continue to develop assessment throughout the campus that includes disaggregation of data, standards of performance, and internal and external benchmarks (CFR 2.6, 2. 7, 2.10, 4.1, 4.2, 4.3, 4.4).*

University of Hawai'i–West O'ahu response:

### **Development of Assessment Systems**

As noted on the Assessment home page ([Appendix 5.1](#)), the goal of assessment at UH West O'ahu is to improve student learning and program quality through an iterative process of planning, evidence, analysis, reevaluation and communication ([CFR 4.4](#)). Indeed, we abide by the Principles of Good Practice for Assessing Student Learning of the American Association of Higher Education (1992), as evidenced in the UH West O'ahu Assessment Handbook ([Appendix 5.2](#)). The handbook was recently updated to include lessons learned from the WSCUC workshop, Assessment 101 (May 2018). The Assessment Standing Committee is currently working on further updates to include examples that will resonate with faculty. The committee anticipates that these updates will be available by January 2019.

An extension of the committee's work is their effort to update all divisions on assessment by presentations at October division meetings ([Appendix 5.3](#)). The committee chose to focus on the importance of curriculum maps, distinguishing them from academic maps ([Appendix 5.4](#)).

### **The assessment of student learning begins with educational values.**

At the first meeting of the Assessment Standing Committee during Fall 2018, we reviewed the existing Assessment Guide (2013) and the lessons learned from the WSCUC Assessment 101 Workshop in May 2018. While the procedures and philosophies were mirror images, it was put forward that we needed to take a closer look at the first step in a typical assessment process, develop/state/review/revise student learning outcomes (SLOs). The emphasis of our review is on the educational values that underpin the SLOs; specifically, we want to ensure that the SLOs support and flow from the educational values found in our mission and that they accurately evaluate those knowledge, skills, values, and attitudes students possess when they graduate with a degree from UH West O'ahu ([CFR 2.4](#)).

Members of the Assessment Standing Committee have divided up the different sections of the typical assessment process, as outlined in WSCUC's Assessment 101. In recognition of the educational value of SLOs, the committee is going to create two manuals: an assessment committee operations manual as well as a guide for faculty. Specific, user friendly examples will be included in an appendix. While these documents are not yet available, we expect to have drafts by January 2019.

### **Align learning opportunities.**

As duly noted in the recent Assessment 101 workshop, curriculum maps illustrate the relationship between degree requirements and the corresponding SLOs. As part of the program review process, divisions and concentrations are paying special attention to updating their respective curriculum maps given the dynamic nature of their disciplines. Social Sciences and Humanities are currently vetting their

curriculum maps with Public Administration scheduled to launch their program review process in Spring 2019. A sampling of Humanities curriculum maps ([Appendix 5.4](#)) is included (CFR 2.2a, 2.4, 2.7).

#### **Identify Methods and Measures.**

In 2013-14, the UH West O’ahu Assessment Committee stated that concentration faculty and/or divisions will decide how assessments are to be conducted, such that meaningful evidence is collected in a feasible way. Embedded measures are prioritized, and student evidence is evaluated with pre, post measures as well as rubrics. With the diversity of content areas, each concentration, under the guidance of the respective assessment coordinator, chooses the measures that are the most meaningful for the given unique discipline. This can be seen clearly in the Business Administration (BUSA) Assessment pages ([Appendix 5.5](#)) (CFR 4.1).

#### **Determine Criteria for Success.**

Performance expectations (Standards) and reference points (Benchmarks) are criteria UH West O’ahu uses to measure success. For example, Concentration Learning Outcomes (CLOs) 1 – 3 for Accounting ([Appendix 5.6](#)), use a standard of 1, which represents that students met or exceeded the standard. The benchmark measure is set at 70%; in other words, the Accounting concentration is looking for 70% or more of their students to achieve at least a 1 on the given measure (CFR 2.6).

However, Accounting CLOs 4 and 5 use a standard of 3 which also represents that students have met or exceeded the standard on the given rubric. The benchmark used is 50%. While the analysis is thorough, the inconsistency in Likert scales, standards, and benchmarks has been noted. The Business Administration division is working to reconcile this discrepancy using the recent Association for the Assessment of Learning in Higher Education (AALHE) webinar, Turning Benchmarking into Institutional Insights and Action, as well as Stitt-Bergh’s work (2014) *What’s Good Enough: Setting Standards*. Using these two references to guide us, the Assessment Standing Committee plans to review the setting of all standards to ensure that the resulting information is S.M.A.R.T.: Specific, Measurable, Achievable, Realistic, and Timely.

#### **Collect and Analyze Data.**

Individual faculty in those courses selected for evaluation by a concentration’s assessment plan conduct the assessment(s) and provide the data to the division’s assessment coordinator. The assessment coordinators compile the data and provide summative observations. For example, we have compiled the data, analysis, and suggested action plans for Business Administration ([Appendix 5.5](#)) and posted them to the website. We hope to post the data and action plans for the other divisions to the website as well (CFR 2.10).

#### **Plan and Execute (Improvement) Actions.**

Based on the compiled data and summaries, the coordinator in consultation with the respective division chair suggests actions that the concentration might consider given these results. For example, the assessment data for elementary education candidates ([Appendix 5.7](#)) indicated that students were not achieving the standard criteria in the area of social studies. This result was corroborated by Praxis II scores. The data was studied empirically for its impact on student learning as compared to learning outcomes for elementary education and the related standards of the Specialized Professional Association, the Association for Childhood Education International. As a direct result, the Education division strengthened the curriculum requirement by increasing the credits of American History. The division continues to monitor the assessment data to see if the curricular change

has had a positive impact; however, as the change was implemented in Fall 2017, results are not anticipated until Fall 2018 at the earliest (CFR 4.1, 4.4).

### **Disaggregation of Assessment Data**

In November 2014, the EER Visit Team voiced concern regarding the disaggregation of assessment data. We are well aware of the importance of understanding assessment results for different student populations. Current assessment reports emphasize the differences between on-ground and online courses, where different modalities exist. For example, the Finance concentration ([Appendix 5.8](#)) analyzed the difference between in person and online modalities for the five dimensions of written communication. Overall, the writing performance of students in the online class was lower than for in-person students. In four of the five dimensions, students in the in-person class scored higher. The largest differences were in the purpose, genre, and sources dimensions. However, the online students scored higher in the control of syntax and mechanics dimension. The weakest area appears to be in the dimensions of sources and mechanics. The recommendation was to increase written communication instruction in the prerequisite classes; i.e., the faculty analyzed the curriculum map for written communication and adjusted accordingly (CFR 2.10).

However, given the relative youth of some of our concentrations, the number of students in disaggregated groups would be too small as to prevent any valid analysis. Unfortunately, a thorough disaggregation of student learning results is not possible at this time. However, we are making use of data visualizations to report and analyze data from the National Survey of Student Engagement, with a particular focus on students' perceptions of instructors, coursework, and self-reported learning gains compared to summative outcomes like grade point averages and performance in critical thinking courses ([Appendix 5.9](#)) (CFR 4.2).

Nevertheless, as a diverse and inclusive indigenous-serving institution, we are conscious of the desirability of disaggregation and will review assessment data for possible disaggregation with each collection of assessment data.

### **Standards of Performance**

Setting criteria for success is crucial for understanding assessment data. The level of performance designates success or lack thereof. Standards of Performance are covered in detail in the current Assessment Handbook in the section Determine Criteria for Success ([Appendix 5.10](#)). As noted earlier, one example of the use of standards is shown in the reports produced by the Accounting Concentration ([Appendix 5.6](#)).

The Assessment Standing Committee plans to conduct standard setting sessions in 2018-19 according to Stitt-Bergh (2014) *What's Good Enough: Setting Standards* ([Appendix 5.11](#)). In particular, we want to be able to extend our present use of standards to understand our own performance, our performance relative to other institutions, factors influencing our performance, but most importantly, how such an analysis can drive institutional change (CFR 2.4).

## **Internal and External Benchmarks**

Under the 2013-14 UH West O’ahu Assessment Guide, benchmarks were established by individual concentrations. Indeed, the concentrations have used these benchmarks to analyze and improve student learning. For example, the assessment results in Accounting, ([Appendix 5.6](#)), highlight the attainment of benchmark levels for concentration learning outcomes (CLOs) 1 -3. However, the true value of using benchmarks to clarify performance expectations can be seen in CLO 4: Properly Valuing Assets. The in-person sections failed to meet the benchmark while the online section met the benchmark satisfactorily. Further analysis of CLO 4 as to Cash Flow Statements corroborated these findings. The benchmark analysis helped to identify that the issue wasn’t in the calculations, but in the comprehension of valuation and cash flow statements. Thus, the recommended solution was to encourage the use of conceptual essays so as to enhance students’ understanding.

The importance of internal and external benchmarks is not to be minimized. A goal of the Assessment Standing Committee during 2018-19 is to review internal and external benchmarks, and more appropriately, their use in evaluating and improving the effectiveness of our efforts to assess and improve student learning.

## **Assessment Innovations**

### **Council for Educator Accreditation Preparation (CAEP) 2019-20 Accreditation Report**

With the assistance of the UH West O’ahu Institutional Research Office, the Education Division was able to utilize data visualization software to complete its CAEP accreditation report, which contains current, on-going assessment of the unit and students’ knowledge, skills, and dispositions. The accompanying dashboard ([Appendix 5.12](#)) has helped automate the collection of assessment data in the Division in addition to better visualizing this information in an intuitive and actionable way (*CFR 2.10, 4.1, 4.2*).

### **Degree Qualifications Profile (DQP) Workshop**

Recognition of the importance of continuous improvement of the effectiveness of UH West O’ahu’s efforts to assess and improve student learning led us to submit a DQP Coach application to the National Institute on Learning Outcomes Assessment (NILOA). Workshop topics that have been identified include: (1) enculturate the concept of SLOs over a degree; (2) streamline curriculum maps so they resonate with faculty as well as being clear where Introduction, Reinforcement, and Mastery occur; and (3) emphasize formative ways to help faculty help students. We recently confirmed that the coach selected to work with us is Natasha Jankowski, Director of NILOA. The workshop is scheduled for January 11, 2019 (*CFR 4.3, 4.4*).

### **Curriculum Process to Embed Assessment Upfront**

The Visit Team encouraged “UHWO to embrace the same standards as the WSCUC substantive change process for curricular proposals to review and embed assessment upfront and clarify the governance around approval and monitoring of quality.” UH West O’ahu’s Curriculum Committee, along with the Office of Assessment, Evaluation, and Accreditation, has been working to develop a process to clarify the governance around approval and monitoring of quality.

The result of that work is the curriculum approval process implemented through the Quali Curriculum Management System ([Appendix 4.13](#)), which officially launched August 1<sup>st</sup>, 2018. The Director of Assessment, Evaluation, and Accreditation is included in the workflow to review the renewal of existing

courses. However, the Director also reviews proposals of new courses and programs, as well as modifications, with the opportunity to provide comments to the proposer, if needed (*CFR 4.1, 4.4*).

### **Summary/Future Efforts**

Using the Typical Assessment Process outlined in WSCUC Assessment 101: Meaningful Assessment for Student Learning and adopted by UH West O‘ahu, we intend to continue to pursue assessment as an ongoing, iterative process. Our focus is on analyzing evidence of student learning so as to improve the student learning experience. Assessment is not an end in itself but a vehicle for educational improvement (*CFR 4.4*).

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- Appendix 5.1 [UH West O‘ahu Assessment Home Page](#)
- Appendix 5.2 [UH West O‘ahu Assessment Handbook Fall 2018](#)
- Appendix 5.3 [October Division Assessment Presentations](#)
- Appendix 5.4 [Humanities Curriculum Maps](#)
- Appendix 5.5 [Business Administration Assessment Data](#)
- Appendix 5.6 [Accounting Assessment](#)
- Appendix 5.7 [Education Division Assessment Data and Analysis](#)
- Appendix 5.8 [Finance Assessment, Written Communication and Critical Thinking](#)
- Appendix 5.9 [Business Administration Dashboard of NSSE Data](#)
- Appendix 5.10 [UH West O‘ahu Assessment Handbook, Determine Criteria for Success](#)
- Appendix 5.11 [What’s Good Enough? Setting Standards](#)
- Appendix 5.12 [CAEP Accreditation Report 2019-20](#)
- Appendix 4.13 [Kuali CMS Course Approval System](#)

## 6) Strategizing Distance Education Delivery

WSCUC Commission Action Letter, March 6, 2015:

*The CPR evaluator team raised concerns about the sufficiency of UHWO's technological resources to address continuing growth of online learning and use of learning management systems for hybrid and on-ground courses, concerns that the EER team indicated remains [sic] salient. The Commission recommends that UHWO be more strategic with distance education delivery that is aligned with enrollment priorities including definitions, policies, faculty development, assessment, and technological capacity (CFR 3.5).*

University of Hawai'i–West O'ahu response:

Owing to the State of Hawai'i's unique island geography and UH West O'ahu's obligation to serve the rural communities of the neighbor islands, the institution was an early adopter of distance learning modalities and degree pathways. This initiative has been made possible through the cooperation of the University of Hawai'i System, which maintains nine University and Education Centers ([Appendix 6.1](#)) on six islands. These official Centers provide wrap-around services to our Distance Education students as well as sites for classes delivered via polycom, Laulima (the University of Hawai'i's Learning Management System, or LMS), or Interactive Television (ITV). The UH West O'ahu campus also maintains a fully dedicated ITV classroom from which faculty members run interactive television courses with the benefit of live, on-site technical support. UH West O'ahu also employs an academic advisor who is explicitly designated to oversee neighbor island distance education services and students. This advisor interfaces regularly with counselors and staffers at the various University Centers, disseminating information and updates via regular Zoom meetings, a shared Google drive (containing transfer guides, articulation agreements, etc.), and occasional in-person meetings on the neighbor islands (*CFR 2.13*).

At the same time, the campus has been restrained in its approach to online learning, focusing on in-state residents and the underserved populations of Hawai'i's neighbor islands in particular. As of Fall 2017, 312 neighbor island students (or 10.1% of the student body) were enrolled in officially designated Distance Education programs at UH West O'ahu. (This report therefore uses the capitalized term "Distance Education" to designate programs possessing WSCUC approval and students majoring in those programs and "online learning" to refer to the larger group of courses delivered over the Internet.) Although there are often O'ahu residents who are enrolled entirely in online courses in a given semester, neighbor island Distance Education students receive priority registration privileges for courses that are part of WSCUC approved Distance Education programs. Additionally, since UH West O'ahu is not a member of the National Council for State Authorization Reciprocity Agreements (SARA), the institution is not authorized to admit out-of-state residents into its Distance Education degree programs. Furthermore, UH West O'ahu does not offer fully online programs. Rather, after completing lower-division coursework at UH West O'ahu or a partner UH Community College, students may apply to complete the upper-division coursework of many of our most popular programs fully online as Distance Education students. UH West O'ahu currently permits such students to complete any of 12 concentrations that exist under three Bachelor of Arts degrees: (1) Social Sciences, (2) Business Administration, and Public Administration. These concentrations consist of the upper-division requirements of a degree. As such, all of these pathways have been established as transfer programs for students who have completed their first two years of coursework at one of the UH community colleges (*CFR 2.14*).

While UH West O'ahu has made significant progress in terms of support and quality control for its online course offerings since the time of the 2014 WSCUC Educational Effectiveness Review, the university has



yet to develop a “comprehensive plan for distance education” that would meet the expectations articulated in the 2014 WSCUC Visiting Team’s Report. The Distance Education Committee developed a draft Strategic Plan in Fall 2014 featuring five integrated strategic goals that have largely been implemented in subsequent years, but the draft was never formally adopted and did not directly link distance learning to admissions and recruitment. With a new ten-year, campus-wide Strategic Action Plan in place as of August 2018 ([Appendix 6.2](#)) and a new full-time Director of Distance Education on board as of August 1, 2018, the campus is now poised to address this shortcoming more effectively in the months ahead.

In the realm of governance, UH West O’ahu’s Faculty Senate established a standing Distance Education Committee in May 2011, invested with the authority to review policies relating to distance learning, including the “evaluation and assessment of online courses” ([Appendix 6.3](#)). In recent years, committee membership has included three representatives from Student Affairs (the campus Student Leadership Coordinator, the Tutor Coordinator, and an academic advisor as a guest), all of whom keep the Distance Education Committee apprised of initiatives to engage online learners, especially Distance Education students on the neighbor islands, with campus programs available to them via distance technologies. The Committee reports regularly to the Faculty Senate, disseminating the information on these projects to the wider faculty body so that they may share it with students enrolled in their online courses as well.

In response to recommendations provided by the WSCUC 2014 EER Visiting Team, the UH West O’ahu Faculty Senate revised its Charter in May 2015 to clarify the respective missions of its Curriculum Committee and Distance Education Committee ([Appendix 6.3](#)) and to provide additional oversight for courses delivered through distance modalities. The new charter language specifies that, “Faculty members seeking [approval for] Distance Education modality must submit a separate application to the Distance Education Committee.” The Distance Education Committee subsequently established a rigorous course approval process requiring faculty to explicitly demonstrate that the proposed courses meet requirements for minimum contact hours and provide interaction both among students and between students and faculty (*CFR 4.1*). As with in-person courses, homework, class assignments, and research or other outside work independent of the course do not count toward contact time. This enables faculty to clearly delineate the amount of time they plan to spend interacting with the students in the course, as well as how to structure successful peer-to-peer engagement in order to further meet student learning outcomes.

Quality control is maintained by a new vetting process that requires an additional level of approval beyond the initial Curriculum Committee review for any course that an instructor wishes to run through a distance modality. Since Fall 2016, every distance education course within every single concentration in every division has undergone review (on a rotating schedule) by the Faculty Senate’s Distance Education Committee. Over a period of three academic years (AY 2015-16 through AY 2017-18), the DE Committee reviewed 419 applications. These efforts have helped ensure that all courses offered via ITV, hybrid, or fully online modalities have been vetted by the Senate and meet the criteria outlined in the Distance Education Course Approval Form ([Appendix 4.13](#)). The form itself has undergone several revisions to ensure that instructors are aware of what constitutes acceptable pedagogical practices and to ensure quality distance education for UHWO students. Furthermore, the Distance Education Committee has made revisions to the Peer Online Course Appraisal Form ([Appendix 6.4](#)) to reflect the specificity of teaching distance courses and to more effectively monitor course quality. The new form includes some criteria from the 2015 Quality Matters rubric, amended to reflect UH West O’ahu’s student population needs (*CFR 4.1*). As with in-person courses, instructors are required to develop student learning outcomes (SLOs) for each distance education course, and these SLOs are aligned with

divisional and institutional learning outcomes, with student learning assessed in the same fashion as occurs in traditional courses (CFR 2.4). The Distance Education Committee scrutinizes course applications to ensure that stated SLOs are achievable within the proposed course format.

The No‘eau Center ([Appendix 6.5](#)) plays a vital role in the campus’ Distance Education program by providing online versions of its on-campus support services (CFR 2.13, 3.5). Founded in 2007, No‘eau has grown leaps and bounds, currently employing a full-time staff of eight professionals (in addition to 15 peer tutors) and servicing between 40% and 51% of the entire UH West O‘ahu student body each of the past five semesters. Under the direction of the Center’s full-time Online Services Specialist, peer tutoring is available through platforms that include Zoom, Skype, Google Chat, and the old-fashioned telephone. For students unable to complete these synchronous sessions, an online submission form enables asynchronous peer feedback within two-to-three business days. During the 2017-18 academic year, Center tutors conducted 1,374 tutoring sessions via these distance modalities. The success of these services is a result of active partnerships between Center staff and instructional faculty. The No‘eau Center also offers online workshops ([Appendix 6.6](#)) via Zoom aimed towards student success, with topics such as study tips, time management skills, citation styles, and scholarship writing. These online workshops, available to online and on-campus students alike, generated 112 views during the Spring 2018 semester. No‘eau also maintains a visible online presence through [Facebook](#), [Twitter](#), and [Instagram](#), running social media campaigns through these platforms that promote Native Hawaiian epistemology and help cultivate a sense of place among our students.

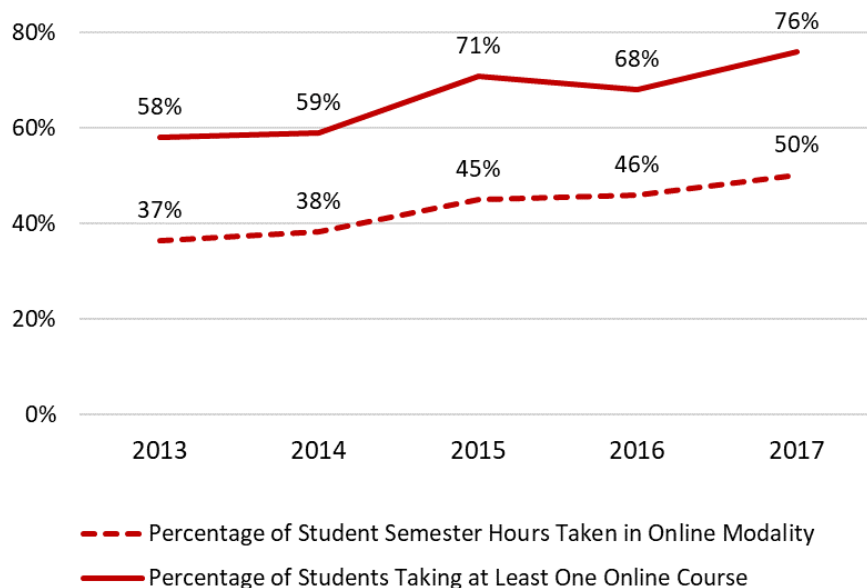
UH West O‘ahu’s Office of Distance Learning ([Appendix 6.7](#)) provides instructors with essential wrap-around services in a rather similar fashion to the way the No‘eau Center supports distance learners. The Office is currently sustained by two permanent, full-time positions, a Director of Distance Education (faculty) line and an Instructional Designer (staff) line. The Office runs one-on-one pop-up workshops ([Appendix 6.8](#)) that focus on the use of technology ([Appendix 6.9](#)) to enhance online pedagogy, with topics including Lulima (the UH System’s Learning Management System) tools, Camtasia and Snagit, YouTube, and Google Apps. With the Instructional Designer holding online teaching certification from Quality Matters (QM), the Office of Distance Learning also functions as a portal between instructors and QM, running QM workshops and providing QM course reviews (CFR 3.3, 3.5).

Many UH West O‘ahu faculty members are committed to mastering online pedagogy, as witnessed by a promising grassroots initiative that emerged during the 2017-18 academic year. Two junior faculty members spearheaded the creation of an “Online Teaching Hui” that featured an Online Course Prep Workshop on December 14 in which 19 interested instructors worked collaboratively to improve the quality of their online teaching and the overall online learning environment for UH West O‘ahu students ([Appendix 6.10](#)). Along similar lines, in order to encourage effective online pedagogy, the campus distributes an Outstanding Teaching Lulima Innovation Award that recognizes one instructor who has demonstrated “innovation, excellence, and achievement” in online teaching (CFR 3.3, 4.4).

Student enrollment data reveals a steady growth in the popularity of distance education courses at UH West O‘ahu in recent years. The total enrollment in distance learning modalities (ITV, online, and online hybrid) as a percentage of the campus Student Semester Hours (SSH) total increased from 36.5% in Fall 2013 to 50.1% in Fall 2017 while the percentage of students taking at least one distance learning course rose from 58% to 76% over the same period (Source: UH West O‘ahu Institutional Research Office). While a portion of this trend can be attributed by a shortage in classroom space from Fall 2015 that drove instructors to move classes online, this pattern is largely the effect of faculty responses to student

demand. The opening of a new Admin/Health Sciences Building in advance of the Spring 2019 semester will alleviate a substantial amount of the classroom shortage pressure.

**Figure 7: Growth in Online Learning, 2013-2017**



Campus leaders are currently in the process of operationalizing UH West O’ahu’s ten-year Strategic Action Plan, which calls for the development of an operational plan to implement academic programming that responds to community needs (Strategic Tactic 2.6, Years 1-2, [Appendix 6.11](#)). A major facet of this planning process will be to address the long-standing need to more effectively strategize the organization and delivery of online learning. This process will include the newly hired Director of Distance Education, the Director of Information Technology, and the Director of Enrollment Services, among others, as well as the Vice Chancellor for Academic Affairs and the Vice Chancellor for Student Affairs. Their work will cross over into Strategic Tactics 2.2 (High-Impact, Transdisciplinary Signature Programs, [Appendix 6.11](#)) and 3.3 (Technology, [Appendix 6.12](#)) of the new UHWO Strategic Action Plan as the campus strives to develop innovative technological approaches to engage and develop 21<sup>st</sup>-century learners. The operational plan that emerges from these discussions will include appropriate metrics such as increasing retention rates and graduation rates for students enrolled in Distance Education programs and eliminating any identifiable achievement gaps, including those measured through assessment of learning outcomes. Since UH West O’ahu does not aspire to expand distance learning beyond current ratios, the campus will not measure success in terms of the quantity or percentage of courses delivered through distance modalities. Instead, the primary objective will be to ensure that students enrolled in online courses receive an effective and authentic college experience.

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- Appendix 6.2 [University of Hawai’i-West O’ahu Strategic Action Plan 2018 - 2028](#)
- Appendix 6.3 [Faculty Senate Standing Committees: Curriculum and Distance Education](#)
- Appendix 4.13 [Kuali CMS Course Approval System](#)
- Appendix 6.4 [Peer Online Course Appraisal Form](#)
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- Appendix 6.6 [No’eau Center Online Workshops: Research and Writing Skills](#)
- Appendix 6.7 [University of Hawai’i-West O’ahu Distance Learning](#)

- Appendix 6.8 [Faculty/Staff Distance Education Resources](#)
- Appendix 6.9 [Sample Distance Education Workshop Presentations](#)
- Appendix 6.10 [Online Course Prep Workshop](#)
- Appendix 6.11 [Impact Strategy 2: Advancing Dynamic and Integrated Learning Experiences](#)
- Appendix 6.12 [Impact Strategy 3: Strengthening our Assets and Infrastructure](#)

## Identification of Other Changes and Issues Currently Facing the Institution

**Instructions:** *This brief section should identify any other significant changes that have occurred or issues that have arisen at the institution (e.g., changes in key personnel, addition of major new programs, modifications in the governance structure, unanticipated challenges, or significant financial results) that are not otherwise described in the preceding section. This information will help the Interim Report Committee panel gain a clearer sense of the current status of the institution and understand the context in which the actions of the institution discussed in the previous section have taken place.*

The arrival of Chancellor Maenette Benham in January 2017 ushered in a new period in UH West O‘ahu’s history as the campus galvanized around the theme of “Pūpūkāhi I Holomua” (United to Move Forward). Rather than maintaining the status quo, Chancellor Benham recognized the need for the institution to innovate and evolve in order to (1) accommodate its rapid growth and (2) respond effectively to the dynamic and evolving nature of higher education in the 21<sup>st</sup> Century. The theme of Pūpūkāhi I Holomua reveals itself in a variety of Chancellor-driven initiatives, including (a) the drafting and adoption of the new campus Strategic Action Plan, 2018–2028 ([Appendix OC.1](#)), (b) the ongoing personnel reorganization process, and (c) efforts to establish two new bachelor’s degrees in Creative Media and Natural Sciences.

The Strategic Action Plan, which has been addressed in other sections of this report, is currently driving the campus-wide reorganization process. This “reorg” touches every corner of campus operations, encompassing the Chancellor’s Office, the Office of the Vice Chancellor for Academic Affairs (OVCAA), the Office of the Vice Chancellor for Administration (OVCA), and the Office of the Vice Chancellor for Student Affairs (OVCSA). Although each unit is proceeding at a slightly different pace, senior management aspires to have the final reorganization plan approved by the University of Hawai‘i System President in December. The general objectives of reorganization are to (1) establish new units to house functions that align with the institution’s revised mission and new value proposition, (2) improve the efficiency of operations by assigning recently established (and existing) positions into appropriate units, and (3) develop an academic structure that can more effectively accommodate growth, both in terms of faculty lines and degree programs. For example, Math and Science faculty members will be reassigned from their current home in the Humanities Division into an independent Division of Mathematics, Natural and Health Sciences that will also welcome Health Sciences faculty members who are being relocated from the Public Administration Division. This new configuration will house the nascent bachelor’s degree in Natural Sciences. The degree proposal cleared both the campus approval process and the UH System Council of Chief Academic Officers in Spring 2018 and, following subsequent feedback from UH System Officers, is currently undergoing a final round of revisions before formal submission to the Board of Regents during the 2018-19 academic year as a Bachelor of Science degree. (The campus will also submit an application through the WSCUC Substantive Change process.) The establishment of a bachelor of science in Natural Sciences degree within a newly formed Division of Mathematics, Natural and Health Sciences will allow UH West O‘ahu to finally offer students an officially recognized, four-year major in STEM fields.

Another promising initiative that supports the principle of Pūpūkāhi I Holomua is the 2017 establishment of the Office of Professional Development and Academic Support (OPDAS), which currently resides in the OVCAA. This unit has subsumed the prior work of the Center for Professional Development (CPD) and the Center for Teaching and Learning Excellence (CTLE), the latter of which earned high praise from the WSCUC EER Visiting Team in its 2014 report ([Appendix OC.2](#)). While the CPD and CTLE were almost exclusively focused on instructional faculty, OPDAS seeks to address the professional development needs of faculty and staff across every campus unit. The OPDAS Strategic Plan

therefore includes a mission centered on the engagement of all “faculty, staff, and lecturers as an evolving community committed to teaching and learning excellence in Hawai‘i” ([Appendix OC.3](#)). Until a permanent line can be secured for the hiring of a seasoned Director of Professional Development, the OVCAA has contracted a tenured, full professor who previously served as CTLE Coordinator as OPDAS Coordinator for the 2018-19 academic year and endowed that position with 12 credits of course release compensation, amounting to a 0.5 FTE appointment. OPDAS oversight is provided in the form of a five-person Advisory Board comprised of faculty and staff members chosen from all three major campus units (OVCA, OVCAA, OVCSA). In addition to carrying forward many of the pedagogically focused activities of the former CTLE, immediate OPDAS endeavors include the relaunching and expansion of a faculty mentoring program, with 29 junior faculty members already aboard as mentees and assigned to one of 19 mentors. It is our hope that the mentoring program can help foster a climate of collegiality and engaged community within our faculty ranks.

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## Concluding Statement

**Instructions:** Reflect on how the institutional responses to the issues raised by the Commission have had an impact upon the institution, including future steps to be taken.

Since the time of the WSCUC EER Visiting Team inspection in November 2014, UH West O‘ahu has experienced profound changes, while its headcount enrollment has continued to increase by 17.5%-- from 2,661 to 3,128 students ([Appendix C.1](#)). The augmentation of General Fund allocations from \$8.768 million in FY 2014 to \$16.204 million in FY 2018 has enabled the campus to accommodate this rapid growth while addressing many of the capacity issues cited by the 2014 Visiting Team. For example, the total number of Regents-appointed, full-time employees rose from 157 in Fall 2014 ([Appendix C.2](#)) to 236 in Fall 2017 ([Appendix C.3](#)), a 50.3% improvement in only three years. Nevertheless, UH West O‘ahu remains under-resourced, both in terms of revenues and personnel, in comparison to peer institutions and according to national standards. In the midst of continued growth, the campus has actively embraced change under the leadership of Chancellor Maenette Benham, by Pūpūkāhi I Holomua (Moving Forward Together) with a new Strategic Action Plan that defines our campus according to the principles of Sustainability (Aloha ‘Āina), ‘Ōiwi Leadership, and Innovation & Transformation ([Appendix C.4](#)).

The drafting of the Interim Report for the Commission has afforded UH West O‘ahu a timely opportunity to self-assess its progress in addressing the recommendations articulated by the Commission nearly four years ago. The preceding narrative has demonstrated the substantial strides the institution has made in terms of stabilizing its senior leadership, increasing its instructional capacity, and refining campus decision-making processes and structures. At the same time, the process of self-reflection has illuminated areas that require a renewed sense of determination and commitment to improve.

Two areas in particular warrant immediate attention. In the months ahead, UH West O‘ahu will develop and implement a distance education strategic plan that (a) is fully integrated into enrollment management practices, (b) more effectively coordinates the delivery of online courses and programs, and (c) meets the needs of the institution and the expectations of WSCUC. As discussed in the section on “Strategizing Distance Education Delivery,” the completion of a new Strategic Action Plan and the hiring of the campus’ first full-time Director of Distance Education in August 2018 leave the institution poised to address this unresolved task in the near future. The second area that warrants attention is implementation of the most recent Academic Development Plan (ADP), which was created under the leadership of the previous campus administration. As discussed in the section on “Clarifying Decision-Making Structures and Procedures,” the ADP is a highly ambitious document whose creators envisioned it as a “dynamic report” that required administrative prioritization. The Chancellor’s Office has developed an executive decision-making process that will facilitate the prioritization of the numerous ADP position requests by placing that report in dialogue with other foundational campus and UH System documents, including the UH Strategic Directions ([Appendix 4.4](#)), the UH Integrated Academic Facilities Plan ([Appendix 4.5](#)), and UH West O‘ahu’s Strategic Action Plan, 2018 – 2028 ([Appendix 1.6](#)). There are several steps involved in this complex process that consists of recurring phases of prioritization decisions, as faculty FTE requests move through the Office of the Vice Chancellor for Academic Affairs to the Chancellor, from the Chancellor to the UH System leadership, and from the UH System to the State of Hawai‘i Legislature, which is invested with the power to allocate faculty lines as it pleases. Nevertheless, the establishment of an effective decision-making process at the campus level is necessary in order to clarify the authority of the ADP vis-à-vis staff support needs and the Chancellor’s prerogative to address strategic planning priorities (*CFR 3.1*). Through measures like these, UH West

O‘ahu continues its commitment to providing Hawai‘i residents with an accessible, affordable, and authentic college education.

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*Username [alouhwo@hawaii.edu](mailto:alouhwo@hawaii.edu), Password PueoPower#1*
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