Educational Effectiveness Review Report
Fall 2014

UNIVERSITY of HAWAI'I®
WEST O'AHU

Educational Effectiveness Review Report

**Prepared by the University of Hawai'i West O'ahu for the
Senior College and University Commission of the
Western Association of Schools and Colleges**

UNIVERSITY *of* HAWAI'I®
WEST O'AHU

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August 2014

Mission

The University of Hawaiʻi West Oʻahu offers a distinct, student-centered baccalaureate education that merges the liberal arts with professional and applied fields, in order to address State, regional, and international workforce development needs. As a diverse and inclusive indigenous-serving institution, UH West Oʻahu promotes respect for Native Hawaiian culture, history, and language. UHWO fosters excellence in teaching and learning and serves the community of Hawaiʻi by providing an accessible and affordable college experience.

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II. Introduction

About UHWO

The University of Hawaiʻi -West Oʻahu (UHWO or University) was established in 1976 as an upper-division institution to address the educational needs of the population in the West Oʻahu region of the State of Hawaiʻi. Between 1976 and 2006, the University offered only degree-completion programs with a mission to provide higher education access to working adults, mostly first-generation college students. To serve this population, UHWO provided flexible class schedules—evenings, weekends and online classes. Given UHWO's location on the Leeward Coast, two of the state's underserved communities—Native Hawaiian and Filipino—gained access to earn a bachelor's degree. The programs offered were a mix of professional studies: business administration and public administration, and liberal arts, including humanities and social sciences. During its first three decades, student enrollment growth was slow, with annual single-digit percentage increases, and in 2007 we enrolled a thousand students. In 2007, in order to better serve the local needs, UHWO became a four-year institution and admitted its first class of freshmen. The expansion was intended to serve the growing population of West Oʻahu. Regional community development projections show there will be more than 40,000 new housing units (under construction or proposed) by the year 2035. In addition, UHWO became a four-year institution to provide an option other than a two-year community college for those students who wanted to pursue a four-year degree after high school or as adult learners with little or no previous college. Lastly, UHWO's new campus was built to help workforce training as this region has a high percentage of Native Hawaiians and other underrepresented groups and has historically experienced high unemployment rates. The new campus was completed in 2012, later than originally planned because of the international financial crisis starting in late 2008.

Overview/Background

In May 2013, Dr. Rockne Freitas became the new chancellor of the University of Hawaiʻi -West Oʻahu and immediately steered the campus community to address, as a top priority, the concerns noted in the WASC Commission Action Letter dated July 10, 2012. Chancellor Freitas focused resources, both financial and personnel, to concentrate on the following areas: 1) stabilizing leadership, 2) increasing financial resources, 3) creating a culture of assessment, 4) creating a student-centered campus, and 5) developing a strategic/academic plan. The faculty, staff, and administration have worked as a team to address these priority areas and this report is the culmination of this intensive effort. The actions we have taken in the course of the last year have resulted in a turnaround – we are united toward fulfillment of our mission – to create a student-centered community with programs that prepare students for life and work. With stable and effective leadership, improved allocation of resources, widespread assessment of student learning, and programs reviewed across the campus, we have entered a new era marked by effectiveness, accountability, and heightened expectations and outcomes. This report provides evidence of our actions and results.

In 2008, the University experienced its first double-digit percentage growth when fall enrollment rose by 21 percent to 1,140 students. Subsequently, UHWO has experienced continuous double-digit percentage enrollment growth and now enrolls approximately 2,600 students. Also in 2008,

WASC conducted a Special Visit because of prior concerns about financial and leadership stability, and lack of adequate assessment practices. Following the 2008 Special Visit, WASC Commission acted to continue the accreditation of UHWO.

Immediately after the Special Visit, the University began the process to continue its accreditation with submission of its Institutional Proposal (IP) in 2009. Two themes emerged: fostering student success and organizing for institutional growth. Both of these themes were created in anticipation of the move to the permanent campus in Kapolei and the projected continuation of double-digit percentage growth in student enrollment. As expected, the student population increased from 1,333 in fall 2009 to 2,361 in fall 2013. In 2012, the University moved from five portable structures that comprised 30,000 square feet, to four newly constructed buildings with over 200,000 square feet of space. By this time the University had expanded to six degrees with 29 concentrations. The six degrees are: Bachelor of Arts (BA) in Humanities, BA in Social Sciences, BA in Business Administration, BA in Public Administration, Bachelor of Applied Science, and Bachelor of Education.

In 2012, UHWO submitted its Capacity and Preparatory Review and a WASC team visited the campus in April of that year. As a result of this review, UHWO received a Notice of Concern from the Commission. Based on the Commission's letter, the key areas that the University needed to address were: leadership, strategic/academic planning, student-centered campus, and assessment of curricular and co-curricular programs and activities. Three of these concerns had been raised during the 2008 Special Visit; however, as mentioned previously, when Chancellor Frietas was appointed, these concerns became the first priorities for UHWO.

Chancellor Freitas reconstituted the WASC EER Committee and the Communications Committee, and charged the new leadership in Academic Affairs and Student Affairs to focus on these priorities. Some of the key achievements from our efforts are:

- Chancellor Freitas appointed experienced leaders for Academic Affairs and Student Affairs and created a stable and effective leadership team.
- The campus's culture has become increasingly student-centered, offering diverse and dynamic services dedicated to improve retention and graduation rates.
- A culture of assessment has emerged, with assessment practices and methodologies established for both co-curricular and academic programs. To support this effort, an Office of Institutional Effectiveness has been created and a Director of Institutional Effectiveness has been hired.
- Due to the efforts of The Chancellor, the State of Hawaii has increased funding for UHWO by $4 million. This funding includes 27 new positions fully funded by the state and partial state support with an additional 62 positions. As part of this package, the State will fund the construction of an administration and allied health building and allocate resources toward the design and planning for a technology/creative media building.

This Report details the work of committees, staff, and faculty; it also provides evidence of how UHWO has successfully addressed the WASC Commission's and visiting team's concerns and expectations for Educational Effectiveness Review. The Report is organized to address: 1) the Commission's concerns following the 2012 CPR visit, 2) the institution's actions related to the two

themes set forth in the Institutional Proposal, and 3) the development and implementation of processes and structures to support educational effectiveness and a culture of assessment and evidence.

III. Issues arising from the Last Visit (CPR)

### A. Building a Stable and Well-qualified Leadership Team

"Key academic initiatives that can seize the multiple opportunities intrinsic in the Kapolei campus will require the long-term guidance of experienced senior academic leaders. The Commission is eager to see both stability and sophistication in academic leadership and other related positions, and expects to see a stable, qualified leadership team in place by the time of the next review."
CFRs 3.1, 3.6, 3.7, 3.9, *2013 Standards of Accreditation.*

After UHWO received the 2012 WASC team report and Commission action letter expressing concern about the pattern of turnover and interim appointments in the role of Vice Chancellor for Academic Affairs and in other senior leadership positions, the University of Hawai'i system took immediate steps to address the issues. The former Chancellor retired and a new Chancellor, Dr. Rockne Freitas, was appointed. Chancellor Freitas assembled an exceptionally well-qualified senior leadership team to guide the UHWO campus through this transitional period. Our highly respected and seasoned Chancellor with knowledge of and experience in the UH system and local community, our lead and associate Vice Chancellors for Academic Affairs with extensive administrative and teaching experience and familiarity with the UHWO campus community, a Vice Chancellor for Administration with more than 37 years in finance and administration, and an experienced Vice Chancellor for Student Affairs known for his advocacy for students, particularly Native Hawaiians, comprise the senior administrative team. Their Curriculum Vitae can be found in Exhibit B.

During the past academic year, this team has made significant strides to mobilize faculty, staff, and students in demonstrating to WASC and UHWO constituents our commitment to consistent academic improvement and excellence. This administrative team has worked collaboratively and strategically with faculty and staff to model and increase operational effectiveness by implementing, revising and completing various and diverse plans, projects, reviews, and assessment. In tandem with this, we have also compiled, analyzed, and provide in this report evidence demonstrating UHWO's effectiveness in fulfilling our educational mission.

With the state legislature's increased funding of UHWO at its last legislative session ending in May 2014, our administrative team is confident we will continue to move our campus forward by increasing financial resources, promoting a culture of assessment, creating a student-centered campus and implementing strategic/academic plans as exemplified in this report.
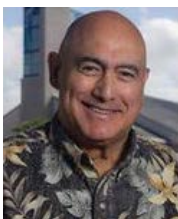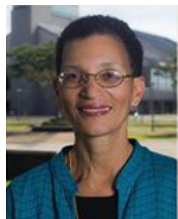
| Chancellor Freitas | VCAA Randall | AVCAA Ahn | VCA Kiyosaki | VCSA Hokoana |

Chancellor Rockne Freitas	30+ years
Vice Chancellor for Academic Affairs (VCAA) Linda Randall	25+ years
Associate Vice Chancellor for Academic Affairs (AVCAA) Eun Ahn	20+ years
Vice Chancellor for Administration (VCA) Donna Kiyosaki	30+ years
Vice Chancellor for Student Affairs (VCSA) Lui Hokoana	8 + years

B. Creating and Implementing an Updated Academic Development Plan, a Strategic Plan, and a Communications Plan

"The refocusing and energizing of the Academic Development Plan and the linking of it to budget and resource allocation; the development of a suitable faculty hiring and evaluation plan in anticipation of planned growth; and linking an increasingly complex academic enterprise through effective communication structures all need urgent attention…. The Commission expects to see an effective plan in place and being implemented by the time of the Educational Effectiveness Review.
CFR 1.1, 2.2, 3.1, 3.5, 4.3, 4.4*, 2013 Standards of Accreditation.*

Academic Development Plan (ADP)

In fall of 2011, the Interim Vice-Chancellor for Academic Affairs constituted an Academic Development Planning Committee (ADC) to address the academic issues associated with transitioning UHWO from a two-year upper-division transfer university to a permanent comprehensive four-year university. (See Exhibit A for Academic Development Plan Committee Members). This committee updated the Academic Development Plan, which was completed in spring 2012 and approved by the Faculty Senate in fall 2012. The ADC organized a series of three speakers to inform the faculty about the workforce training needs of the State, the academic program interests of the UHWO service area, and the issues to consider in academic planning. The ADC developed seven priorities to guide planning for the campus: 1) supporting the UHWO liberal arts mission, 2) workforce development, 3) enrollment growth, 4) academic support initiatives, 5) development of graduate programs, 6) additional faculty for single faculty concentrations and 7) programs that foster community engagement with UHWO. The ADC Chair also worked with the Academic Program Officer to develop enrollment growth projections for each existing academic program at UHWO.

In addition, the following areas of the Academic Development Plan (ADP) were updated in fall of 2013: Allied Health, Music, Creative Media, Environmental Science, Mathematics, Agroecology, and Master's in Counseling and Guidance. The updated Academic Development Plan includes data-supported evidence on needs and hiring projections for core programs. With the addition of new funding infused into the University from the State, the hiring needs will be determined by the priorities identified in the ADP and the newly created Strategic Plan.

Strategic Plan

In May 2014, Chancellor Freitas appointed representatives from all constituencies (administration, faculty, staff and students) of the campus to serve on a Strategic Planning Committee and selected the Director of Strategic Initiatives to co-chair the Committee. (See Exhibit A for the membership of the committee.) The Committee has met weekly since the beginning of May and drafted a new Strategic Plan for 2015-20. The plan is a comprehensive roadmap for strategic growth based on the stated campus priorities and goals. The plan is a collective effort of administrators, faculty, staff and students who provided campus-wide input so that the campus community as a whole will embrace and support the implementation. The process was both transparent and collaborative as one can note within Exhibit A.

The Strategic Plan exemplifies our obligation as an indigenous-serving institution to provide a culturally relevant education that embraces the cultural context of West O`ahu and of our mission to serve students who are historically underrepresented in higher education. The higher level goals are:

- Goal 1: To plan and implement a model indigenous-serving institution.
- Goal 2: To provide innovative teaching and learning opportunities, in support of the continuing development of outstanding academic programs and public service activities.
- Goal 3: To stimulate student success.
- Goal 4: To offer flexibility in programs and modes of delivery that meet evolving workforce and emerging career needs.
- Goal 5: To strengthen and enhance educational opportunities through partnerships and collaborations.

In early August 2014, the Senior Leadership Team reviewed a draft copy of the Strategic Plan and revisions were made based on their input. In mid-August the draft Strategic Plan was sent to the campus community and to the University's Advisory Council. The Chancellor and Strategic Planning Committee also presented it to faculty, staff and administration at our annual Professional Development Day on August 20.

The campus community will be given approximately six weeks to review the draft strategic plan and is encouraged to provide feedback regarding the plan through the announced open forums and electronic methods of responding. Final revisions based on community feedback will be incorporated into the document and presented to the Senior Leadership Team in early November 2014. Chancellor Freitas will approve the Strategic Plan by mid November 2014, prior to the WASC team visit.

Each goal has several measurable objectives and the Office of Institutional Effectiveness will oversee the assessment to ensure that the Strategic Plan is implemented, updated, and that the goals and objectives are being measured and met.

Communications Plan

WASC's 2012 CPR visit revealed the lack of a comprehensive communication plan and recommended its development to aid UH West Oʻahu in organizing for institutional growth. Since

then, UH West Oʻahu has taken significant and effective steps to address this concern. In January 2013, a Communications Committee was formed. They developed a communications plan that was vetted by the entire campus (including focus group discussions and surveys), which provided feedback incorporated into the plan. Focus group discussions held in spring 2013 and spring 2014 identified ways the campus could improve communication, including eight strategies ranging from the development of a Human Resources Manual to encouraging open and transparent communications about finances, with the intent to identify, improve, and assess the transparency of the decision-making processes at UH West Oʻahu. In spring 2013, in response to the focus groups' suggestions, the Communications Committee launched a "This Week Bulletin" on email featuring weekly news and announcements and implemented a Chancellor's blog.   Another action from the committee's work was the formation of a "Talk Story Session," where Senior Administration discussed the 2014 Legislative Session, Academic, Student, and Administrative Affairs, and gave an update on the work of the Strategic Planning Committee with the campus community. During this session the administrators also answered questions submitted from the campus community. The event, on May 2, 2014, was publicized and open to the entire campus. During the spring 2014 semester, the Communications Committee requested each of six standing faculty senate committees to complete a survey about existing communication modalities and their perceptions of how effective their particular committee communicated with the faculty at-large and various branches of the administration. The Faculty Senate standing committees perceive themselves as providing generally adequate communication.

An assessment of students, faculty, and staff, conducted in spring 2013, found that:
1. Communication at UHWO in general has improved. Faculty, staff and students vary in their communication tool preferences.
2. Communication must be relevant, however participants vary on what information is deemed relevant and how to achieve relevancy.
3. The website is an important, central information source that needs to be updated to include a robust, updated calendar of events and simplified, intuitive navigation.
4. Communication processes between departments need to be formalized and communication policies need to be developed to accommodate for institutional growth.

UHWO will continue to assess and monitor communications among all constituents and implement additional delivery methods as necessary. Here is a link to the Communication Plan and Communications Assessment.

C. Actualizing a Student-Centered Environment
"The Commission expects the institution to utilize this transition to more fully actualize its commitment to a student-centered infrastructure. Attention is needed to ensure a sufficiently resourced library with qualified staff and appropriate technology, well-equipped disability services and testing centers, and clear and effective student governance structures."
CFRs 2.13, 3.1, 3.5, 4.6, 4.7, *2013 Standards of Accreditation.*

UHWO is distinctive in its commitment to creating and sustaining a student-centered environment. Small class sizes, professors who care deeply about teaching and learning, dedication to planning, measurement of student learning outcomes, and use of data to improve the delivery of content, are part of daily life at UHWO. Tinto (2008) points to the secret ingredient in student success:

"mattering." Student satisfaction surveys, focus group interviews, and dialogue with students overwhelmingly show our faculty cares about our students and the learning process. (See section B. Assessment of Student Learning for these data.) As the campus continues to grow and expand, the culture of being student-centered will be a quality we prioritize and maintain above all others. Our commitment to student-centeredness is evident in the goals of our new Strategic Plan, stated above, and in our assessment of co-curricular units below.

All curricular and co-curricular units have assessed program and/or student learning objectives to determine to what degree we are achieving objectives for each program. Based on these assessments, each unit has begun to make improvements that will support student learning and success even more effectively. UHWO focused on areas that the WASC visiting team highlighted for improvement, such as the First-Year Experience program and retention and completion data. The assessments and results from studies are covered below in the section on Theme 1: Fostering Student Success.

In spring 2013, the UHWO Student Senate was successful in garnering the approval of three additional Chartered Student Organizations (CSO's) – Student Media Board, Student Activity Fees Board, and Campus Center Board - and an increase from $5 to $120 in student fees by the University of Hawai'i Board of Regents. Prior to Fall 2013, only the UHWO Student Senate and a $5 fee existed. The Student Senate has been active for more than 30 years and has been led by passionate student advocates. Representatives from the Student Senate sit on college committees like the Strategic Planning Committee and the Student Senate President meets regularly with the Vice Chancellor for Student Affairs (VCSA) to keep the UHWO administration apprised of student issues.

In fall 2013, the student government in collaboration with UHWO staff created bylaws for the three new CSO's; these bylaws were ratified in spring 2014 by the UHWO student body. One of the primary functions of the CSO's is to administer fees collected by students to create a vibrant and engaged learning environment. This task is accomplished by creating student activities like intramural sports, campus concerts, and support activities like mentors for freshmen students. The current CSO members assisted with the development of their respective by-laws. Each new CSO will have a seven member Board comprised of five students and two staff, faculty, or community members, and an ex-officio Student Affairs advisor. During the summer, UHWO staff held two professional development workshops to help these students hone their leadership skills. The Student Media board held an additional all day training that included hearing from current reporters, learning about new publishing design software, and planning for the new school year.

UHWO students have always remained committed to Registered Independent Student Organizations (RISO). RISO's are different from CSO's in that they do not represent the college and do not receive any support from the college. However, like the CSO's, they enhance the learning environment by providing leadership, social, and educational opportunities for students.

With the addition of the new Chartered Student Organizations and the strong UHWO student senate and RISO's, the college has never had so many leadership opportunities for students. In addition, the college has an unprecedented number of student leaders in regards to student issues. The UHWO Student Senate has historically been an effective student governance structure over the years and this structure is enhanced with the introduction of the additional Chartered Student

Organizations. An overview of our student governance structures can be found at: http://www.asuhwo.com/documents.html

See Section 2 "Creating Support for Student Learning" below for details on specific aspects of student services and nonacademic support (e.g., information technology) mentioned in the Commission action letter.

D. Preparing for the Educational Effectiveness Review

"The Commission expects that by the time of the EER visit, UHWO will have made further improvement in its staffing, quality assurance, and assessment systems, including better framing of some learning outcomes, stating outcomes on course syllabi, beginning to assess co-curricular areas, and implementing assessment of general education. Further, the team will need to examine findings from assessment to learn whether students are meeting expected outcomes at appropriate levels and whether the University is using these findings to improve student learning and achievement. The team will also evaluate the quality and effectiveness of the program review process by studying a sampling of recently completed program reviews." **CFRs 2.2-2.4, 2.6, 2.7, 4.1**, *2013 Standards of Accreditation.*

As reflected in the table of contents, the report addresses in detail our assessment processes, both academic and non-academic, and the academic program review. We provide significant and substantial improvements in our processes, collected and analyzed a vast amount of learning data on general education and program learning outcomes, made changes to enhance learning in areas we found that student learning did not meet our expectations. Through these processes, we have both learned how to assess learning with more skill and insight and made changes to streamline processes and to generate more meaningful results. Although UHWO has engaged in assessment of student learning for many years, we believe it has now become deeply embedded in the systems and culture (See Section V. Enhance and Sustain Educational Effectiveness).

In order to facilitate work on the EER, we created a WASC EER Steering Committee and a WASC EER Website to keep all of the WASC-related documents in one easily accessible place, where contributing documents were added throughout the preparation time. A WASC Timeline was established to keep the campus on track towards the report deadline and date of the WASC visit. Nearly everyone on campus was involved in the review in one way or another and this document is a collection of that work. Although the campus is well aware that further work needs to be done in terms of accountability, planning, implementation and assessment of many initiatives, the amount of work and effort has been vast, and the momentum to continue the work is embedded in the culture of the campus. Our hope is that the team will commend the work that UHWO has done, and offer encouragement as we continue to pursue quality improvement and assurance.

UHWO identified two themes that are addressed in this report – Fostering Student Success and Organizing for Institutional Growth. To foster student success, UHWO worked on the goals of creating a successful first-year experience for our freshmen students, and developing and improving academic support structures and assessment of learning that include the needs of both our new freshmen and well established transfer student populations. Both of these objectives have been met,

as evidenced below. To organize for institutional growth, UHWO focused on the goals of developing a plan for effective communication with external communities, and administrative, faculty, staff and students interests; expanding and strengthening our degree offerings; and developing Information Technology resources suitable to a larger UHWO community. We have worked diligently to meet these objectives and we provide evidence of our progress below.

E. Special Areas

UHWO designated the Center for Teaching and Learning Excellence (CTLE), Distance Education, Library, Communications, and Credit Hour Policy as special areas to address in this report. This designation helped to focus UHWO's attention to the WASC visiting team's recommendations regarding each of these areas. Steps taken to address these recommendations are covered in this report in the Summary Report of Special Areas on page 22.

IV. Educational Effectiveness at UHWO

A. Approach to the EER

UHWO has worked tirelessly over the past few years to create and sustain a meaningful and data-driven program review process, to create a cohesive leadership team who have worked collectively in promoting student success; also, we have constructed a new Academic Development Plan, Communication Plan, and Strategic Plan which will provide a concrete template for UHWO over the next few years. A new Office of Institutional Effectiveness that oversees both assessment and institutional research will maintain the momentum of the academic and co-curricular assessment processes, and be responsible for measuring student satisfaction and campus climate, collecting evidence of teaching and learning, and providing all units of the university with data for evidence-driven decision making.

In its new facility in Kapolei, UHWO is poised to become a well-respected, first-choice institution for students on the West side of Oʻahu, who may not have had access to higher education in a supportive, student-centered learning environment. The faculty, staff and students are energized and enthusiastic about the new campus, and it shows in the evidence-based outcomes reported in the EER report.

The next section of the EER Report will focus on two themes: Fostering Student Success and Organizing for Institutional Growth. The retention and graduation numbers for UHWO demonstrate improved outcomes every year and sustained growth of our freshmen and transfer classes. The university is committed to providing student services to address our specific students' needs, such as a First Year Experience; Summer Bridge; Noʻeau Center for Writing, Math and Academic Success; and the implementation of GradesFirst, an Early Alert warning system. All co-curricular areas have undergone one full cycle of assessment and the results are being used to improve the delivery of services to students. Student satisfaction has been measured using the NSSE, CIRP, and an internal student satisfaction survey.

Assessment has been embedded in every level of teaching on campus. Faculty have measured student learning of Institutional Learning Outcomes, General Education Learning Outcomes, Concentration Learning Outcomes and Course Learning Outcomes. The assessment data collected have been used to identify strengths and areas for improvement in teaching, curriculum, and course delivery, and discussions have ensued on how to achieve higher levels of student success and deep and lasting student learning. Assessment has become an integral part of teaching in which all full-time faculty members are engaged.

University-wide representation and input from across the university has contributed to the completion of an Academic Development Plan, Communication Plan, and Strategic Plan, which address the priorities and values of the whole of UHWO. These plans will serve as living documents that sustain and guide our growth patterns over the next five to eight years, so that our growth is strategic and targeted. These plans will drive our direction as we expand our curriculum, degree offerings and faculty, and will provide a roadmap for where and how the university moves forward.

B. Theme 1: Fostering Student Success

In our proposal for reaffirmation of accreditation, we offered the theme of Fostering Student Success because our goals were to create a successful first-year experience program and to improve our academic support structures and assessment of learning that addressed the needs of new freshmen and transfer student populations. Our objective was to increase student success. We are on track towards meeting our goals and continue to measure indicators that we are meeting this objective, as will be demonstrated in the subsections that follow immediately below and in additional evidence provided in Section 2 – **Creating Support for Student Learning.** We set forth component parts of our system for student success and provide a candid assessment of what is working and what we need to study further or to improve.

We begin with a discussion of the First Year Experience Program, as this is an integral component that supports students in their transition to college and aids in retention efforts well into their sophomore year.

1. Creating a Successful First Year Experience (FYE)
CFR 2.10, 2.11, 2.13, 4.6, *2013 Standards of Accreditation.*

The Commission recommended that UHWO work to create a student-centered environment at the Kapolei campus. The WASC visiting team made a number of recommendations focusing on the crucial role of a First Year Experience (FYE) program in fostering student success and contributing to positive learning outcomes, and increased retention and graduation rates. FYE has taken steps to address the team's four specific recommendations as follows.

a. *"[Develop] and [evaluate] the effectiveness of an integrated infrastructure for assessment, including expanded institutional research capacity for supported FYE student learning assessment, disaggregating data, and supporting direct assessment methods for measuring student learning."* (CFR 2.10, 4.6)

FYE's infrastructure for assessment is embedded in UHWO's campus-wide structure for assessment. The lead EER Committee, chaired by Associate Vice Chancellor for Academic Affairs, Eun Ahn, coordinates and monitors curricular and co-curricular assessment processes and works closely with administrators, faculty, and staff members who provide guidance and support for UHWO's assessment efforts. The FYE leaders have been active and contributing members of the EER Committee.

This past academic year a data analyst was hired with Title III funds to assist FYE with data collection and analysis, helping tremendously to improve FYE assessment. The results are reflected in the summary provided below in the section on co-curricular assessment and the full assessment report can be accessed in the Student Affairs Overview. Data that were collected for 2009-2011 to assess various components of FYE (e.g., the Summer Bridge Program Analysis for the years 2009-2011) were disaggregated by demographic and other appropriate variables, assuring a deeper and more robust analysis.

b. *"[Conduct] a comprehensive assessment of the FYE and use the results to identify those components that should be institutionalized" (CFR 2.10, 2.11) AND*

c. *"[Develop] a plan for the formalized institutionalization of FYE components that have proven to be effective in increasing first time freshmen retention, graduation rates, and learning." (CFR 4.6)*

As described in the section on co-curricular assessment below, FYE assessed four program objectives that make up a large part of its comprehensive assessment. For example, the assessment relating to the PUEO Leadership/Peer Mentor Program confirmed its effective work in assisting FYE first-time freshmen in transitioning to college and adjusting in the first year. In fall 2013, 88% of first-time, first-year freshmen who answered an FYE survey reported that "having a Pueo peer mentor made the transition from high school to college easier" and 80% said the Pueo peer mentors were helpful and had a positive effect on their first semester." Comparisons of current practice of mandatory mentoring assignments as opposed to earlier practices of optional pairings are in progress. Assessment of the efficacy of the Summer Bridge Program revealed its positive effects on both GPA and retention. Data for 2009-2011 show that Summer Bridge participants had significantly lower high school GPAs than non-participants, but achieved significantly higher GPAs in their first semester (2.83 vs. 2.58) and higher, but not statistically significant GPAs, in their second semester (2.74 vs. 2.64). In addition, although the one-semester retention rate for Summer Bridge participants was higher but not statistically significant (87.21 vs. 86.35), the two-semester retention rate was significantly higher (69.77% vs. 57.03%). FYE's collaboration with faculty and staff in the ongoing analysis and comparisons of the spring 2014 pilot of GradesFirst, an early-alert web-based software, indicate initial positive results in improving student success and retention. FYE plans a thorough analysis of its utility after its full-scale implementation in fall 2014.

The results of FYE's assessments, found in the co-curricular assessments below, show that in fact the PUEO Leadership/Peer Mentor Program and Summer Bridge contribute to student success and retention. In addition, as a result of State funding beginning fall 2014, UHWO will be able to institutionalize key FYE staff positions that were previously funded with Title III grants. The positions are: Project Director, FYE Coordinator, Kealaikahiki Coordinator, two Kealaikahiki Student Success Specialists, Retention Academic Advisor, and Transfer Academic Advisor.

Further, we have submitted two UHWO Title III grant applications (Pueo Scholars Individual Development, $4.2 million and Piko Project Renovation, $10 million) and are awaiting award announcements in August 2014.

d. *"[Develop] a plan for providing for essential student support services needed to meet the increased demand created by both the move to the new campus and the growing freshmen population." (CFR 2.13)*

FYE's plan is part of the larger [Student Affairs Plan]() for all the co-curricular units serving first-time freshmen and all UHWO students. Program assessments will be conducted annually. After the third year, a comprehensive evaluation of the data and assessment amassed over the previous three years will be conducted, recommendations for improvements will be provided, and action plans implemented. The first year of this three-year cycle ended in spring 2014. FYE's yearly assessment process and the Vice Chancellor for Student Affairs' requirement of tying positions and services to budget resources in short- and long-term planning will ensure realistic, reliable, and effective provision of essential student support services.

Increasing our support for FYE, UH West Oʻahu is hosting the ʻOnipaʻa (steadfast) Summer Bridge program for Waiʻanae and Nānākuli High School graduated seniors (underrepresented in college) as they prepare for the start of college this fall. The goal of the program is to increase the number of Waiʻanae Coast students who enroll in college in the fall semester after high school graduation. ʻOnipaʻa is a three-phase summer bridge program that incorporates multiple touch-points and campus engagement throughout the summer to maintain student interest and ensures enrollment and attendance in the fall. ʻOnipaʻa is a collaborative effort of the University of Hawaiʻi System, GEAR UP Hawaiʻi, TRiO, and Kamehameha School's Ka Pua Initiative. We will evaluate this initiative fall 2014 to see how many students enrolled and were retained at UHWO.

§   Findings, Status and Analysis

A major strength of FYE is the commitment of its staff to self-improvement and their consistent focus on students. The FYE Director and staff are tenacious in addressing WASC recommendations to improve effectiveness and remain open to guidance from UHWO's EER committee and consultants. FYE has conducted its first round of assessment, submitted its first annual assessment report and demonstrated successful collaboration with other co-curricular units such as Academic Advising and Kealaikahiki, and with Academic Affairs. The institutionalization of FYE's staff with State funds and the assurance of assessment and institutional research support have strengthened FYE's effectiveness and its ability to sustain excellent performance.

In the process of conducting assessments, the need to make improvements, such as devising more effective ways of increasing sample sizes and simplifying execution, were evident. FYE will work closely with the Institutional Effectiveness Office to address methodological issues and conduct ongoing data analysis.

§   Recommendations and Plan of Action

In fall 2014, FYE will review the strengths and deficiencies (methodology, expected outcomes) of the first round of assessments and work collaboratively with assessment and research staff, Academic Affairs, and co-curricular units to make improvements to FYE's assessment process and to the quality and delivery of its student support programs.

e. The Hawai'i Graduation Initiative and Retention Subcommittee
CFR 2.6, 2.10, 4.1, 4.4, 2013 Standards of Accreditation.

In fall 2010, the University of Hawai'i system established the Hawai'i Graduation Initiative (HGI), designed to improve retention, persistence and completion rates at all UH campuses. The HGI was specifically mandated to open the K-12 pipeline to higher education, offer access at the baccalaureate level, and increase degree completion by 25%, culminating in 55% of adults in Hawai'i having a degree by 2025.

At UH West O'ahu, the HGI gained momentum in January 2013, when the HGI committee and a Retention Subcommittee began to clarify the objectives and conceptualize priorities. Both committees met bi-weekly throughout spring 2013 and academic year 2013-14. The main goals were to:

a. Investigate UHWO's overall student retention situation (including areas not specifically targeted through the statewide HGI effort)
b. Identify specific areas of concern for our institution
c. Establish retention reports for periodic review
d. Make recommendations for better tracking and improving retention and completion.

At UHWO, the average student age is 26.5 years old. More than half (56%) of our students are enrolled part-time and 25% of our students are Native Hawaiian or Part Hawaiian. Sixteen percent of our students are first-time freshmen, while 24% are new transfer students. Our enrollment has grown by 77% over the past six years, with nearly 81% of all applicants being accepted into the university. The following data show our one-year retention rates since 2007 when we began admitting freshmen.

Fall Cohort	No.	Fall-to-Fall Retention No.	Pct.
2007	16	11	69%
2008	25	15	60%
2009	41	23	56%
2010	29	11	38%
2011	36	24	67%
2012	161	109	68%
2013*	214	133	62%

*Preliminary Data. Fall 2014 registration is still underway, and data won't be finalized until census.

See [Appendix for Graduation Rates for Native Freshmen and Transfer Students](#).

UHWO continues to provide student support services such as a First Year Freshmen Experience, Summer Bridge, stretch math and English courses, and other high impact practices designed to increase retention and graduation. Although one year-retention hasn't increased, it has remained fairly stable. We realize we must continue to prioritize student success in order to achieve higher retention rates. Since our first first-time freshmen cohort began in 2007, we have only one six-year graduation rate of 25%, compared to double that in the California State University system. Graduation rates for transfer students have been increasing. We are confident that our Graduation Initiative and enhanced support structures will result in higher graduation rates over time.

The goals of both HGI and the Retention Subcommittee are to implement high-impact practices that improve teaching and learning so that retention and graduation rates increase. The initiative specifically addressed a pilot stretch course in Math and English, block scheduling, curriculum mapping, strategic uses of financial aid, leveraging physical campus capacity, implementing GradesFirst and a summer bridge program, and using surveys of students to better understand why students stay or leave. Most of these components of the initiative are in early stages and, although comprehensive assessment has been conducted, more longitudinal data will be required to understand their efficacy and sustainability.

§   Findings, Status and Analysis

The stretch English and Developmental Math pilots were implemented in fall 2013. The stretch English course (a five-unit course offered four days a week) is paired with the Noʻeau Center writing tutor and Supplemental Instruction. The stretch Math course is also five units and is offered five days a week. Eligible students are identified through their COMPASS test scores. Outcomes for students who participated in the pilot were strong: students that placed into developmental courses who took the stretch course with SI had outcomes that were comparable to those of students who placed directly into college-level courses. The ongoing assessment includes analyzing cutoff scores on the COMPASS test to determine the student's placement level and advising students either to take the stretch course or to pursue a developmental course at the community college level. The results can be found at [English Assessment](#) and [Math Assessment](#).

All majors have submitted four-year [Academic Maps](#) that show course sequencing, milestone courses, and the semester in which courses should be taken. These Academic Maps will help students stay on track towards degree completion by communicating a successful course sequence trajectory. Follow-up surveys will be deployed to determine if the maps are having the desired impact on students; milestones towards degree will be examined to determine if students are making adequate progress.

Recognizing that financial challenges are often the cause of attrition, financial aid is being leveraged in the form of scholarships for tour guides and other on-campus employment opportunities. The net tuition revenue that UHWO can spend on financial aid will increase over the next few years, so additional need and merit-based aid will be available. Retention of students who receive the aid will be compared with students who do not to ascertain whether aid increases retention and decreases time to degree.

Space on campus was leveraged by adding summer school offerings to help students attain the "30 to Finish" initiative, a statewide program to encourage students to enroll in 30 units a year so that they finish their studies in four years. Although summer school presents obstacles because it is self-supporting and financial aid is rarely available, some students are still willing to attend if courses are offered. Seven hundred and thirty-three students enrolled during summer 2014, 31% of our fall 2013 student enrollment, indicating the demand for summer sessions. The efficacy of summer offerings will continue to be evaluated after the current summer session to determine if summer sessions are improving retention and reducing time to degree.

In fall 2013 freshmen were registered in one of four class block-scheduling options. Block scheduling for freshmen decreases anxiety about course selection and ensures that students enroll in the courses needed for timely degree completion. We will continue to offer block scheduling in fall 2014 and will monitor students' responses through surveys about the ease of registration and the ability to obtain courses. Preliminary reports show that registration is more accessible than before. Block scheduling is also instrumental in making more accurate enrollment projections.

GradesFirst, implemented as a pilot in spring 2014, is a student support feature designed to improve student success by combining early alert and academic progress reports. Prior to GradesFirst, a more labor-intensive, time-consuming method of identifying first-year, first-time freshmen students at risk had been used. These interventions have resulted in 50% to 73% of freshmen who were identified as potentially failing completing the semester with a cumulative grade point average of 2.0 or higher after consulting with faculty and staff.

Semester (total FT FY FR)	# Identified At-Risk	# End of Semester GPA >2.0	%> 2.0
F08 (74)	14	9	64%
F09 (107)	10	5	50%
F10 (108)	15	9	60%
F11 (122)	14	6	42%
F12 (301)	34	25	73%
F13 (291)	47	20	42%
S14 (291)*	150	97	65%

*First semester of GradesFirst implementation

UHWO deployed a Leavers' Survey in fall 2013 to discern why students stay and leave; however, response rates were quite low. We believe this is because students who have already left the institution are not invested in providing responses. All of the students who responded indicated that they would return to the institution in the future. Also see indirect measures of engagement and satisfaction, covered in Section in Section V. Enhance and Sustain Educational Effectiveness. The results of the Hawai'i Graduation Scorecard can be found in the following link: http://www.hawaii.edu/offices/app/hgi/scorecards/12-13_West_O'ahu .pdf

§   Recommendations and Plan of Action

The Retention Subcommittee has made the following recommendations to improve retention and completion after 18 months of work and assessment:

- Further research will be conducted on public perceptions about UH West Oʻahu and the effects of the perceived image on college choice, enrollment and retention of students. Given our location in Kapolei, local residents have the choice to attend UH West Oʻahu, Leeward Community College, UH Manoa, Honolulu Community College or private institutions such as Hawaiʻi Pacific University or Tokai University. This type of assessment may identify weaknesses to be addressed and areas of strength to be promoted to the public.
- The HGI team will use the system-generated retention reports on an annual basis to track the retention and persistence of both first-time freshmen and transfer students.
- The pilot program for Native Hawaiian students will be repeated at the conclusion of spring 2014 semester, so that additional data may be obtained.
- Comparing aspirant and competitor institutions' key performance indicators will help us anchor our data and set goals. Although peer institutions have been identified through IPEDS and NSSE, UH West Oʻahu will identify a group of aspirant and benchmark institutions to add to the peer schools in conjunction with its next institutional strategic plan.
- In the past, UHWO faculty members have researched placement testing to determine if cut/minimum scores are indicative of student success. Appropriate personnel will continue to conduct this kind of research. If further research supports a testing policy change, changes will be made to the align UHWO with UH system testing policies about fees and to update current ACT placement exceptions for Math and English.
- The HGI team will review student success and retention analytics after the GradesFirst pilot program, and again after a full year of campus-wide implementation, to assess its impact and to identify ways in which this initiative can be used on an ongoing basis to help improve retention and persistence to degree.

2. Creating Support for Student Learning
CFR 2.3, 2.5, 2.10, 2.11, 4.3, 4.4, *2013 Standards of Accreditation.*

In keeping with good practice and with WASC standards and recommendations, UHWO has adopted and implemented a system for annual and comprehensive evaluation of co-curricular and other non-academic programs that support student learning and success. The process and the results of these assessments are presented in the following sections.

2.1) Conduct Assessment of Co-curricular Programs

The Student Affairs Office led by Vice Chancellor for Student Affairs Lui Hokoana oversees co-curricular units. The Student Affairs Office is organized in the following manner: Enrollment Services that include Registration/Records, Admissions, and Financial Aid; Counseling and Advising that include Academic Advising, Mental Health Counseling, and Career Counseling; Student Life; Noʻeau Center for Writing, Math and Academic Success; Kealaikahiki Native Hawaiian Program, and First Year Experience (FYE). Two recent additions as of spring 2014 semester are Health Services and Career Counseling. These units are beginning to establish themselves on campus and have yet to conduct program assessments.

The WASC visiting team recommended that UHWO *"[implement] assessment of co-curricular programs designed to achieve stated learning outcomes and demonstrated effectiveness of academic support for lower division students and community college transfer students" (CFR 2.11, 2.13)*

For the first time, all the co-curricular units (except the new ones, Health Services and Career Counseling) have conducted assessments of program and/or student learning objectives and submitted assessment reports. This is a tremendous step forward in demonstrating accountability and commitment to continual improvement of student services. The introduction of a uniform process of co-curricular assessment and training took place on September 6, 2013, when April Komenaka Scazzola, a retired Professor of English and Interim Dean of the College of Continuing Education and Community Services at the University of Hawai'i at Hilo, conducted an assessment workshop for all co-curricular staff and faculty members and administrators who work with the staff in student services. The most important outcome of that workshop was the adoption and training in the use of a standardized template to expedite the assessment process for all co-curricular units. In the months that followed, every key area of the Student Affairs Office conducted self-studies/assessments using the template. Co-curricular reports can be accessed at the WASC EER Site. The summarized results follow.

2.2 Enrollment Services
The Office of the Registrar Assessment Plan resulted in two program objectives:

a) Make improvements to the pre-registration process for continuing students by fall 2014, based on data collected in spring 2014, which identified aspects of the process that need to be improved.

b) Decrease the transfer credit evaluation process time from three to two weeks by fall 2014. In August 2014, after the fall 2014 admissions period has ended, data analysis will be conducted to measure improvement of services.

Office of Admissions Assessment Plan resulted in two program objectives:

c) Increase the number of students from Leeward Coast high schools who apply and enroll for the fall 2013 semester by 4% over fall 2012. This objective was not met despite enhanced efforts and an increase in applications, and will be studied further. The current 'Onipa'a summer bridge program will assist in recruiting more Leeward Coast students and these outcomes will be measured in fall 2014.

d) Increase the number of mail and email communications to prospective students to increase the number of applications and enrollment for fall 2014 compared to fall 2013. Data from fall 2013 and fall 2014 will be evaluated and compared to determine if this was achieved.

Office of Financial Aid Assessment Plan led to the adoption of one student learning outcome (SLO) and two program objectives:

e) SLO: Service Learning students trained in the FAFSA will be able to provide FAFSA information to high school students and their parents on FAFSA nights. Pre-tests and post-tests were used to assess, and changes are being made to improve the testing instruments.

f) Work with Academic Advising to meet with financial aid recipients identified as not making Satisfactory Academic Progress (SAP) at the end of the semester beginning spring 2014 and ascertain if students who receive interventions have a higher retention (or persistence) rate than those students who do not receive interventions. A pilot program was inconclusive; however, changes in dealing with academically at-risk students were made and specific reasons for non-retention were identified based on the assessment.

g) In the fall 2014 semester, determine whether incoming freshmen who are awarded financial aid by May 1, 2014 commit to attending UHWO at a higher rate than those students who are awarded financial aid after May 1, 2014. Data collection and analysis will be completed in August 2014.

2.3) Counseling and Advising

Office of Advising Assessment Plan resulted in three program objectives:

a) For summer and fall 2013, 50% of all UHWO students will have formulated an academic plan for their course of study. New freshmen and new transfer students formulated plans; however, continuing students did so at a much lower rate. Academic Advising, Student Development, and First Year Experience will continue outreach to encourage students to use academic resources such as STAR Degree Check, advising sheets, etc. to formulate their academic plans.

b) By spring 2014, at least 90% of all students who have received academic advising will report that they have received quality student-centered support services. This objective was not met; 67% were satisfied or highly satisfied with their academic advising. The aim is to increase satisfaction by 5% each year.

c) By spring 2014, at least 90% of all students who have received academic advising will report knowledge of registration and academic deadlines. In a pilot, pre-tests and post-tests were used to assess; 80% of participants reported greater knowledge of registration and academic deadlines. A larger sample size will be surveyed in the next round of assessments.

Office of Student Life Assessment Plan resulted in one SLO and one program objective:

d) SLO: Student government leaders who participate in a student advocacy workshop will demonstrate understanding of a student advocacy model. Pre-tests and post-tests were used to assess. Post-test scores were higher, showing that the workshops did increase students' understanding.

e) In spring 2014, a registration form for student organizations will be available for completion online. Implementation of the online registration form will take place in August 2014. All campus student organizations will (re)register using this registration form and process.

[Mental Health Counseling assessment](#) resulted in one program objective:

f) Beginning fall 2013, 100% of UHWO's counseling service's student clients will receive best practices counseling services that include clinical and neurocognitive assessment, therapeutic intervention, and reports of treatment effectiveness. On August 19, 2013, UHWO hired its first full-time clinical psychologist to establish a fully operating Counseling Service unit. In the first three months, 22 students received mental health services, 58 therapy sessions were conducted, and nine people met with the psychologist to consult about psychological issues. There were 22 faculty consultations, five ADA consultations, two full psychological batteries, and three crisis/outreach efforts.

2.4) [Noʻeau Center for Writing, Math and Academic Success](#)

The [Noʻeau Center assessment](#) consists of five program objectives and one SLO:

a) By spring 2014, at least 90% of students who use the Noʻeau Center will have received quality student-centered support services. More than 80% reported strong agreement on positive tutoring services. Helpful improvements for tutor training, check-in procedures, and personnel needs were identified based on the assessment.

b) By spring 2014, at least 90% of students who use the Noʻeau Center testing services will have appropriate placement for coursework. The summer 2013 COMPASS placement tests appropriately placed more than 90% of students in Math and English courses as revealed by their passing grades and completion rates. The need for prep workshops, supplemental instruction, and developmental stretch courses in Math and English were identified based on the assessment.

c) By spring 2014, at least 90% of students with disabilities who use the Noʻeau Center testing services will be provided with appropriate and timely accommodations. In fall 2013, nine students requested use of the Noʻeau Center testing services from one to 20 times. All nine students received appropriate and timely accommodations. Informal comments from student users suggested improvements such as a soundproof room, updated Dragon Speak software, and ADA desks that can be lowered and raised. Online satisfaction surveys were added in spring 2014 as a result of the assessment.

Noʻeau Center Staff

d) By spring 2014, at least 80% of all students who used the Noʻeau Center tutoring services will received a passing grade, D or better, in coursework for which they receive tutoring. In fall 2013, 89% of a non-random sample of 101 students enrolled in a sociology course who received tutoring passed the class with a D or better grade. Data analysis for all students who were tutored is ongoing.

e) By spring 2014, at least 70% of all students who use the Noʻeau Center tutoring services will have higher persistence and graduation rates than students who haven't used the Noʻeau Center tutoring services. The fall 2010 count for which data were available indicated that Noʻeau Center users had significantly higher institutional and semester GPAs (3.1 vs. 2.9) and were less likely to drop out (8.5% vs. 58%) and more likely to re-enroll the following semester (27.3% vs. 6%). Graduation rates will be monitored over time.

f) SLO: By spring 2014, at least 90% of all Noʻeau student leaders will be trained and mentored to best serve Noʻeau clientele and to foster skills that transfer toward their academic and career success. During the fall 2013 semester, training, mentoring, and support of the Noʻeau student leaders took place. All of the student peer leaders achieved a 3.0 or higher cumulative GPA and performed well on other indicators. Suggestions for improving training, operational procedures, and staffing emerged from the assessment.

2.5) Kealaikahiki Native Hawaiian Program

The Kealaikahiki Assessment Plan resulted in three program objectives:

a) Students who participate in the Kealaikahiki tutoring program in fall 2013 will have a higher pass rate ("D" or better) in the courses for which they received tutoring than those who did not participate. The 93 students who were tutored by Kealaikahiki staff in six different courses had better passing rates than those who did not receive tutoring. Thirty percent who received tutoring were Native Hawaiian.

b) 75% of students who participate in any fall 2013 Kealaikahiki service activities will report that the service activity met or exceeded their expectations. Of the 50 student participants, 90% responded that the service activity met or exceeded their expectations. Suggestions for program improvement were identified based on the assessment.

c) For fall 2013, 80% of faculty who attend a Kealaikahiki faculty informational session will report that the program presentation was useful. The Kealaikahiki program presentation at the new faulty orientation for full-time faculty and lecturers was highly rated. Faculty members committed to incorporating Native Hawaiian resources and practices into their curriculum and/or course activities. Over 90% of lecturers and 50% of new full-time faculty members reported that the Kealaikahiki presentation was "extremely useful."

2.6) First Year Experience (FYE)

FYE Assessment Plan resulted in four program objectives:

a) Fall 2013 freshmen who enroll in block schedules will have a higher number of earned credit hours at the end of their first semester compared to fall 2012 freshmen who did not enroll in block schedules. The difference in the end of semester number of credit hours earned by fall 2013 compared with fall 2012 freshmen was statistically insignificant. Further comparison study of block schedules in 2014 will be conducted.

b) Persistence to the second year of fall 2013 freshmen assigned a mandatory peer mentor will increase 10%, compared to the 61% retention of the fall 2012 freshmen for whom peer mentoring was optional. Enrollment reports will be pulled after the last day of fall 2014 registration to determine the retention rate of fall 2013 freshmen to their second year. Preliminary data shows retention at 62%, but fall registration is still underway, and data won't be finalized until census.

c) 80% of fall 2013 freshmen identified by faculty during the fourth week of the semester as "at risk" of failing will satisfactorily complete their semester with a cumulative GPA of 2.0 or higher. This objective was not met. One impediment was that academic advisors were unable to reach more than half of the "at risk" students. More effective means of contacting "at risk" students will be considered. Of the 47 students identified as "at risk," 20 (42.5%) completed the semester with an overall GPA of 2.0 or higher. The rates are in the Early Alert Table in Section 1.e. in the GradesFirst section on page 19.

d) 75% of students who participate in any FYE service will report that the service was of high quality. Fall 2013 first-time freshmen were asked to evaluate the PUEO Leadership/Peer Mentor Program. Although response rates were low, results were good, with more than 80% of the respondents reporting positively on various aspects of the program. Efforts to increase the response rate are currently being planned and implemented.

§   Findings, Status, and Analysis

The process and products of the co-curricular assessment reports are a first-time undertaking at the institutional level. The task of completing the assessment template required each co-curricular unit to identify its mission, goals, objectives, program data, and points of pride. The exercise showcased the commitment of Student Affairs in supporting the mission of UHWO while identifying specific areas for improvement. A review of each unit's mission and goal statements shows the strong commitment to promoting internal and external collaboration and partnerships that will increase student success and retention and create a student-centered environment. Some examples include: Registration/Records and Admissions staff are working with each other and Academic Affairs to improve registration procedures and recruitment strategies; Financial Aid is collaborating with

Academic Advising to clarify the relationship of intervention and retention for at-risk financial aid recipients; Counseling and Advising is conducting outreach and consulting with the other co-curricular units, faculty, and students; Student Life is training student leaders to advocate for fellow students; Kealaikahiki and FYE are focusing attention on Native Hawaiian and incoming freshmen persistence to degree completion; and No'eau Center has expanded its work with faculty, institutional research staff, and students.

Some co-curricular units went beyond assessing program objectives and began to identify and assess student learning. For example, Financial Aid is training service learning students in the FAFSA to improve learning outcomes related to that important process and form. Student Life has created outcomes for student leaders and is conducting training for students to meet those outcomes using the Midwest Advocacy Model; and the No'eau Center has outcomes and related training of student tutors to increase academic and career success.

It became evident in the process of conducting assessments that the methodology in some cases fell short of ideal, for example, small samples negating solid conclusions and inadequate time to complete assessments. However, conducting these initial assessments built the understanding and skills of the persons conducting assessment and formed the foundation for improved assessments next year. For example, No'eau Center specifically noted that it had learned more about requesting data from the Institutional Research Office. As noted below, the assessment process itself will be evaluated in fall 2014. Still, at this time, we found that conducting the assessment and creating objectives and outcomes led to program improvements, including an increase in the number, frequency, and speed of contacts with students relating to recruitment, admissions, registration, and financial aid.

We are encouraged by the cooperative efforts of all the co-curricular units that have conducted program assessments and at the same time we are informed about the work ahead of us to improve both the assessment process and operational effectiveness of the Student Affairs Office. This first round of co-curricular assessments has identified the infrastructure for assessment that will be refined, solidified, and made sustainable under the leadership of the new Director of Institutional Effectiveness.

§   Recommendations and Plan of Action

1) In fall 2014, Student Affairs will review the first-time co-curricular assessment reports and process, will utilize these reports to make improvements in specific Student Affairs areas and activities, and will plan for ongoing and sustainable Student Affairs assessment processes going forward.

2) Before the next round of assessments, Student Affairs will establish close working relationships with Academic Affairs, and the Institutional Effectiveness Office to assist and support annual program assessments.

2.7) Special Areas

The areas noted by the WASC Commission and team for special attention are the Center for Teaching and Learning Excellence (CTLE), Distance Education, Library, Communications, and Credit Hour Policy. Full reports of each area are linked below each section.

A summary of how each special area has addressed WASC visiting team's recommendations and contributed to fostering student success follows.

[Center for Teaching and Learning Excellence (CTLE)](#)

The WASC visiting team recommended that UHWO *"[institutionalize] and adequately [support] the CTLE to provide a sustained and coherent approach to faculty growth and improvement (CFR 3.4) and "[create] and [provide] funding for a planned, coherent faculty development program, including new faculty support and mentoring of teaching, learning, and assessment in support of academic excellence" (CFR 3.4).*

With the move to the new campus in fall 2012, Room E-127 was designated as the CTLE headquarters and is now in full use. Beginning academic year 2012-13, institutional funding via the VCAA Office compensates the CTLE Coordinator with a one-course release and a monthly stipend. In addition, in academic year 2013-14, the CTLE received a budget of $5,000 and a student assistant for its operations. Despite a constrained fiscal budget, the CTLE provides services and activities that support and enhance faculty development.

CTLE's New Faculty and All Lecture Orientation; Lecturer and New Faculty Outreach; and Tenure, Promotion, and Contract Renewal Workshop provide new and continuing faculty with important information for teaching on campus and career development. Faculty members are provided opportunities to collaborate in "teaching squares," share research in the faculty author series, and gather informally at "pau hana" (after work) and other social events.

§   Findings, Status, and Analysis

The CTLE works collaboratively with other units on campus; for example, CTLE collaborates with the Library and the faculty author series; works with Academic Advising, Academic Affairs, and Kealaikahiki on the faculty orientations; and participates in campus-wide committees such as Communications. The CTLE assesses its programs and activities and makes changes for improvement; for example, "teaching squares" were modified to "teaching triangles" that allowed for easier coordination of three rather than four participating faculty to do classroom observation follow-ups, and the length of time and content of faculty orientations were changed based on assessment by participating faculty.

Institutional support for the CTLE has increased in the past several years; however, budget constraints limit funding for program and faculty development. Still, the CTLE operates efficiently and its five-year [CTLE Strategic Plan](#) addresses needs and proposes an action plan to meet those needs.

[Distance Learning](#)

Issues highlighted in the Observations and Findings in the WASC visiting "Team Report Appendix: Distance Education Summary," gave UHWO Distance Education (DE) committee direction for improvement. DE addressed the issues of planning and oversight for equipment/space, personnel, and quality assurance of online courses and services.

The move to our Kapolei campus increased the work space and equipment essential to providing quality technological services to faculty, students, and staff. In addition, in spring 2013, a part-time instructional designer was hired; she is the chair of the DE committee and a member of the University of Hawai'i system-wide Distance Learning Planning Group.

In spring 2014, working with Academic Affairs and the information technology (IT) unit, DE recommended a campus-wide IT policy that was approved and passed by the Faculty Senate. It defines 'purpose,' 'scope,' and 'responsible party' for faculty and students participating in online, hybrid, and on-ground courses with online components. Also in spring 2014, the Faculty Senate passed two DE proposed resolutions that require ability and experience teaching online as desirable qualifications for faculty and lecturer job descriptions.

To foster quality control and assurance for DE course offerings, the instructional designer received certification in fall 2013 from *Quality Matters*, "a faculty-centered, peer review process that is designed to certify the quality of online and blended courses." The instructional designer will work with Academic Affairs to implement *Quality Matters* assessment of UHWO online and blended courses using its rubric in spring 2015. In addition, student course evaluations and peer evaluations provide feedback for online courses, and online courses are included in the curricular assessment of learning objectives. To encourage excellence in teaching online courses, the Laulima Innovation Award is given at the end of every spring semester.

Faculty development opportunities are provided by the lead IT specialist and instructional designer every semester through group training sessions, workshops, and presentations and one-on-one consultations in DE methods, technologies, and assessment practices. As of August 2013, an interactive Guide to Laulima, UHWO's online instructional platform, and other design and technology guides were made available via DE intranet in support of online faculty and students.

In spring 2014, 11 faculty members received one-on-one consultations, and 81 of 247 faculty members used the DE intranet that contains resources on how to use the intranet, Laulima tools, online assessment, and other technological information.

In fall 2013, DE created a user-friendly online point of entry for online students. Online students have easy access to student support services including academic advising, bookstore, library, and tutoring. In addition, in fall 2014, the Student Life Coordinator created a Laulima account that includes announcements, calendars, discussion boards, and more that engages and supports DE students. Their assessment plan can be found at Distance Learning Assessment Plan.

§ Recommendations and Plan of Action

The DE committee has taken the lead in planning, oversight, and quality assurance for campus-wide DE needs, initiatives, and services. It collaborates with Academic Affairs, IT, Student Affairs,

Faculty Senate, CTLE, and other units to work on funding, policies, course assessment, and delivery of excellent online courses and services. DE has laid the foundation for significant improvements in faculty development opportunities, student engagement, and coordination of the DE campus network. In fall 2014, the DE committee will start work on a collaborative and comprehensive DE strategic plan that will guide its operations for the next five years.

The DE committee will need to clarify its relationship to the Curriculum Committee and other curricular and co-curricular units heavily engaged in delivering DE courses and services to define roles, responsibilities, and lines of authority. DE is beginning to collect student satisfaction data in addition to student grades from online and in person courses. The process for collecting assessment data to measure distance education course effectiveness in comparison to in person courses will need to include retention and graduation rates, compliance with credit hour policy, and other performance indicators. We are currently creating baseline data in the Office of Institutional Effectiveness and will be posting this data on our webpage this year.

[Library](#)

At the time the WASC team visited UHWO at its temporary headquarters on Leeward Community College's campus, it noted that the Library was "*minimally resourced*" and the team recommended that UHWO *"[hire] a senior level librarian and professional support staff to support the operations of the Library sufficiently (CFR 3.1, 3.6)."*

UHWO has addressed these concerns by hiring a long-term, highly qualified librarian to serve as head librarian and increasing the professional support staff to 6.5 FTE and student assistants to 5.0 FTE. The head librarian reports that this is appropriate staffing given the Library's collection, services, and student use.

The Library's physical space on the Kapolei campus adequately houses its book and special collections and work stations. The number of public computer stations and printers more than doubled, and disability and creative media software were added. The Library systematically collects data on library usage and accompanying needs. It has developed and implemented an assessment process to assess student learning outcomes (SLOs) on information literacy. Improvements to this process have been made based on the assessments. Assessment results can be found in the [Library Report](#).

§   Findings, Status, and Analysis

The Library offers an average of 38 information literacy sessions and 460 reference sessions per semester and receives an average of 3,835 visitors per week, indicating that it is operating as the hub of information resources for faculty and students that support research, teaching, and learning. The Library works collaboratively with other curricular and co-curricular units such as the faculty, CTLE, and Noʻeau Center to offer effective informational workshops and innovative programs. Its charge is to sustain the high quality programs and services it provides.

2.8) Communications

In preparation for developing a comprehensive communication plan to accommodate growth, the Communications unit has conducted focus groups and a campus-wide survey to learn about internal and external communication needs, preferred methods of communication, and perceptions of UHWO communications. Improvements were made based on the Communications Assessment Report. Communications launched a more user-friendly UHWO website in September 2013 to expand its reach to the many audiences of the UHWO community.

UHWO's Communication Plan is covered below in "Theme 2: Organizing for Growth."

§   Findings, Status, and Analysis

The Communications unit works with Academic Affairs and curricular and co-curricular units to increase and improve communications within the campus community and with the community at large. It has worked collaboratively to develop a comprehensive UHWO communication plan. Its challenge is to institutionalize an assessment process that will inform improvements and to implement its communication plan.

Credit Hour Policy

In compliance with Federal, University of Hawai'i system, and WASC regulations, definitions, and guidelines, on November 1, 2013, UHWO Faculty Senate passed resolution 2013-11, adopting the Credit Hour Policy and Process by the Academic Affairs and Planning Committee. On November 6, 2013, Chancellor Rockne Freitas approved resolution 2013-11. The Credit Hour Policy was immediately implemented and is written into faculty syllabi.

§   Recommendations and Plan of Action

The special areas will conduct assessments of its programs and services to ensure accountability and improvement.

C. Theme 2: Organizing for Growth

UHWO selected Organizing for Growth as one of its themes in anticipation of continued rapid enrollment growth in view of its transition to a full four-year baccalaureate degree-granting institution and the establishment of its new campus. As noted above, our growth rate has exceeded initial expectations and we now serve 2700 students and have 219 faculty and staff. Our goals for this theme were to develop a plan for effective communication with external communities, and the various administrative, faculty and student interests within UHWO, to expand and strengthen the academic programs at UHWO, and to develop Information Technology resources suitable to a substantially larger UHWO community. We have met these objectives by developing a Comprehensive Communications Plan, updating the Strategic Plan and Academic Development Plan, and allocating resources to areas that needed support or showed great potential for growth.

The following sections address several key elements of our growth plans.

1. Develop Communication Plan
CFR 3.7, 4.1, 4.5, 4.6, 4.7, *2013 Standards of Accreditation.*

a.   Conduct Focus Groups and Surveys

§   Findings, Status, and Analysis

In January 2013, former Chancellor Gene Awakuni appointed a committee composed of faculty, staff, and students, and tasked it with creating a Comprehensive Communications Plan. The committee met regularly to formulate the plan, which consists of eight different strategies designed to improve both internal and external communications at UH West Oʻahu. The committee also conducted focus groups with faculty, staff, and students to gain a better understanding of their perceptions of UH West Oʻahu, how they are informed about events around campus, their preferred method of communication, and more. The focus group answers were compiled and the committee drafted recommendations to senior administration based on the main themes that emerged from this work. See the complete Communications Assessment Plan.

§   Recommendations and Plan of Action

The Comprehensive Communications Committee developed a communications plan and included a plan of action in the form of a timeline, which details each of the eight strategies located in the communications plan, a specific action, deadlines, and desired outcomes if appropriate and feasible. The committee will monitor each strategy and action for the timeline, which is mapped out for the 2013-2014 through 2017-2018 academic years. Timeline/Action Plan Link.

2. Expand and Strengthen Degree Offerings
CFR 2.1-2.7, 2.12, 2.14, 3.1-3.3, 3.7, 4.6, *2013 Standards of Accreditation.*

a.   Update ADP to Determine Faculty/Staff Needed, Aligned with Budget

§   Findings, Status, and Analysis

To meet the needs of our rapidly growing student body, UHWO has been expanding and strengthening its degree offerings. The academic programs of UHWO are housed in five divisions that include Humanities, Social Sciences, Business Administration, Public Administration and Education. Within these Divisions, students can earn Bachelor of Arts degrees in Humanities, Social Sciences, Business Administration, Applied Science, Public Administration and Elementary Education. All degree-seeking students must complete the newly adopted General Education Hallmarks developed at UH Mānoa. The General Education Hallmarks require the completion of 31 credits with 12 credits of foundation (i.e., three credits of writing, three credits of symbolic reasoning, six credits in multicultural/global studies) and 19 credits of diversification (i.e., six credits of arts, humanities, and literature; six credits of social science; seven credits in biological/physical science with one lab course). In addition to satisfying these general education requirements, students must complete a senior capstone course and core requirements associated with their respective BA degree.

Students earn only one of five BA degrees, and focus their study within a degree on a specific academic discipline called a concentration. Currently, there are 29 academic concentrations offered at UHWO. The concentrations under the BA in Business Administration include: (1) Accounting, (2) General Business Administration, (3) Finance, (4) Management and (5) Marketing. The Applied Science concentrations include: (6) Respiratory Care, (7) Computing, Electronics and Networking Technology (CENT), (8) Culinary Management, (9) Information Security and Assurance, (10) Information Technology and (11) Creative Media. Concentrations under the BA in Humanities include: (12) Hawaiian-Pacific Studies, (13) History, (14) English, (15) Creative Media and (16) Philosophy. Students earning a BA in Public Administration can concentrate in: (17) General Public Administration, (18) Disaster Preparedness and Emergency Management (DPEM), (19) Health Care Administration or (20) Justice Administration. The BA in Social Sciences offers concentrations in: (21) Anthropology, (22) Economics and Finance, (23) Political Science, (24) Psychology, (25) Sociology and (26) Early Childhood Education. The Bachelor of Education has (27) Elementary Education, (28) Middle Level, and (29) Secondary Level concentrations.

UHWO also offers seven academic certificates that can be taken alone or in conjunction with a degree program. The Public Administration Division offers certificates in (1) Disaster Preparedness and Emergency Management and (2) Health Care Administration. Within the Social Science Division, students can earn certificates in (3) Substance Abuse and Addictions Studies, (4) Applied Forensic Anthropology (5) Interdisciplinary Environmental Studies and (6) Democratic Principles. Business offers a certificate in (7) Risk Management and Insurance.

The Business Division offers its concentrations in Accounting, General Business Administration, Finance, Management and Marketing to neighbor-island populations through a combination of online and interactive television (i.e., HITS) delivery technologies. The Public Administration concentrations (General Public Administration, DPEM, Health Care Administration and Justice Administration) are currently available via online distributed learning technologies.

The Social Science Division offers the BASS program and concentrations in Political Science and ECE to neighbor-island student populations using primarily online technology. The subject certificates in Substance Abuse and Addictions Studies; Risk Management and Insurance; DPEM; and Health Care Administration are also available through online distributed learning technology. They also have a new Certificate in Democratic Principles & Social Justice program and a Master's in Applied Forensic Anthropology.

In spring 2012, a new ADP was written for AY 2012-2016. In fall 2013, the ADP was updated with additional data supported evidence on needs and hiring projections for core programs. Link to the [Academic Development Plan](#).

§   Recommendations and Plan of Action

During AY 2013-2014, UHWO hired three additional faculty based on the ADP. There were also three additional hires to address three key areas: to coordinate the proposed allied health initiative, to strengthen the English developmental initiative, and to enhance instructional support for online classes.

With the additional resources received from the legislature in May 2014, UHWO will expand and strengthen its degree offerings. For the AY 2014-15, we will add 18 additional full-time, permanent faculty positions, four full-time temporary instructor positions, and two half-time temporary positions. In addition, 13 full-time temporary faculty lines will be converted to permanent lines. Academic planning is guided by the updated AY 2012-2016 ADP, current enrollment information as it becomes available, and legislative budgetary actions. For example, four new faculty members were hired for our new program in Creative Media. This was from separate legislative funding to expand the State's initiative to support the development of digital media industry. Below is a list of new faculty positions aligned with the Academic Development Plan.

Tenure Track Hires for AY 2014-15

Division	Discipline	# of Hires
Business Administration	Accounting	2
	Travel Industry	1
	Facilities Management (replaces Construction Management)	1
	Marketing	1
	Practicum Specialist	1
Allied Health	Long-Term Care	4 full time, 2 part time
	Community Health	
	Health Information Mgmt	
	Mental Health/Respiratory Care	
Humanities	History	1
Creative Media	Creative Media	4 faculty, 1 director
Math and Science sub-unit	Biology	1
	Math	1
	Physical Science	1
Social Science	Psychology	1
	Sociology	1
Education	Education	2

Fall 2014, Risk Management and Insurance and Disaster Preparedness Emergency Management will be presented to the Board of Regents to move from provisional to established status. A BA in Social Sciences with a concentration in Sustainable Community Food Systems will be presented to the Council of Chief Academic Officers for probationary status.

b. Update Strategic Plan (click here for draft)
CFR 3.7, 4.3, 4.6, 4.7, 2013 Standards of Accreditation.

§ Findings, Status, and Analysis

The Strategic Planning Committee has drafted the following revised Mission and Vision statements and a new Values statement to better represent the school's growth, current distinctions, and

strategic directions. The new Mission, Vision and Value statements will be presented to the campus community in August as part of the Strategic Plan draft for comment.

Mission

The University of Hawaiʻi West Oʻahu (UHWO) offers a distinct, student-centered baccalaureate education that integrates the liberal arts with professional and applied fields to develop life-long learners enriched and informed by career competencies that address State, regional, and international needs. As a diverse and inclusive indigenous-serving institution, UHWO embraces Native Hawaiian culture and traditions. Our campus fosters excellence in teaching and learning and serves the community of Hawaiʻi by providing an accessible and affordable college experience.

Vision

The University of Hawaiʻi West Oʻahu is a premier, comprehensive, indigenous-serving institution dedicated to educating students to be engaged global citizens and leaders in society. UH West Oʻahu envisions a supportive and dynamic learning environment where all students, faculty, and staff embody Native Hawaiian values and perpetuate Native Hawaiian culture.

Values

The University of Hawaiʻi - West Oʻahu is committed to

Diversity (*Aloha aku, aloha mai*) the hallmark of our Inclusive campus, offering an accessible and affordable education to Hawai`i's multicultural community, through the spirit of Aloha.

Collaboration (*Laulima*) our continuous development of partnerships and experiential learning opportunities both within and beyond the University of Hawaiʻi System, to include the communities of Hawaiʻi, especially on Central and Leeward Oʻahu.

Teaching Excellence (*ʻImi naʻauao*) our dedication to excellence in an innovative, post-secondary education that fosters critical and creative thinking for local and global solutions, develops leaders of society, nurtures knowledge systems, and encourages the creation of new knowledge through a combination of research and productive endeavors.

Stewardship (*Hoʻomau*) our pledge to care for and manage human, natural, and financial resources responsibly, sustain the Native Hawaiian culture and ʻaina, and contribute to the vitality of the institution and the larger community.

The strategic plan's emerging core themes, which will also include associated strategic objectives and indicators, are:

- Indigenous Serving – As a model indigenous-serving institution, UH West Oʻahu ensures active support for the participation of Native Hawaiians at the University by providing rigorous programs of study, and cultivating the Hawaiian language, history, and culture.

- Teaching and Learning – UH West Oʻahu is dedicated to teaching excellence and high standards in support of student achievement. Our multicultural learning environment provides access to an affordable, comprehensive Liberal Arts and Professional Studies education in which students gain an understanding of the values, beliefs, and traditions of our global community.

- Student Success – UH West Oʻahu is committed to creating and fostering a campus environment that embraces diversity and values students as important members of our campus community. UH West Oʻahu believes that student success can be enhanced by creating a vibrant campus life that inspires students to not only engage in their campus community, but greater community as well, thereby developing their skills as global citizens. The campus's outreach efforts include reducing the barriers and increasing access to higher education in Hawaiʻi's diverse community, particularly Native Hawaiians, low-income students and those from underserved populations. UH West Oʻahu will continue to work towards a more learner-centered teaching model that will support the success of our graduates and remain consistent with the State of Hawaiʻi and the University of Hawaiʻi System's 55% college completion goal by 2025.

- Career Pathways – Workforce development at UH West Oʻahu goes beyond the conventional notion of employment or vocational training and is based on a holistic approach to learning, knowledge, and skills in more than a specialized technical area to include collaboration and problem solving in career areas. It emphasizes the acquisition of strong academic knowledge and skills to provide the foundation for career success and integrates academic and career field content standards to actualize learning for students.

- Partnerships and Collaboration – The more interconnectivity we have with our partners, the better our institution is positioned for success in terms of academic programs, public perception, and fiscal strength. UH West Oʻahu leads the UH System in collaborations with other campuses and private and public entities. In developing our partnership portfolio, we will ensure that we maximize the opportunities for our graduates to gain employment upon completion of their studies.

§ Recommendations and Plan of Action

In early August 2014, the Senior Leadership Team reviewed a draft copy of the Strategic Plan and revisions were made based on their input. In mid-August the draft Strategic Plan was sent to the campus community and to the University's Advisory Council. The Chancellor and Strategic Planning Committee also presented it on August 20 to the campus community at Professional Development Day.

The campus community will be given approximately six weeks from that date to review the draft strategic plan and will be encouraged to provide feedback regarding the plan through announced

open forums and electronic methods of responding. Final revisions based on community feedback will then be incorporated into the document and presented to the Senior Leadership Team in early November 2014. Chancellor Freitas will approve the Strategic Plan by mid-November 2014, prior to the WASC team visit.

3. Expand Instructional and Information Technology
CFR 2.13, 3.1, 3.5, 4.3, 4.4, 4.7, *2013 Standards of Accreditation.*

§   Findings, Status, and Analysis

Findings, Status, and Analysis:

UHWO's IT organization had struggled in recent years to secure adequate staffing, equipment, and space. Since the initial assessment, IT has been able to increase the level of network/infrastructure/desktop/AV support at the new Kapolei campus. While the level of IT support for instructional services has remained static, we continue to partner with various areas of the organization to ensure our level of support continues to meet the growth and expansion in curriculum. Growing enrollment, along with additional faculty and staff, has resulted in increased operational and instructional requirements for technology. Funding for new and replacement computers, conversion of temporary staff to full time employees, and space allocated to house IT resources and equipment was addressed in summer 2014. IT is now much better positioned and equipped to meet the demand for increased services and support and we will continue to assess resources and equipment needs as the campus continues to expand.

Recommendations and Plan of Action

We will continue to plan for the future expansion, enhanced curriculum and programs in support of the projected growth of the campus. UHWO IT plans to continue to prioritize future resources and levels of support that is in alignment with the campus' objectives and vision while optimizing the investment in IT.

Based on what we know to date, the following needs are being considered and prioritized:

1. A number of positions were identified as essential to support instructional IT needs at the Kapolei campus and a staffing plan has been developed. Additional IT staff in the areas of user support, distance learning, and network administration will allow for:
    a. Increased support to assist faculty, lecturers and students.
    b. Expanded training opportunities for faculty to include standard supported software (Adobe, Office, etc.), Laulima, and use of new equipment and technologies for teaching.
    c. Expertise to ensure the network is properly maintained to optimize and support online technologies and operational services.
    d. Expertise to ensure support for applications (web, curriculum and office), databases and reporting.
    e. IT staff redundancy.

2. Continue with an established computer refresh program to provide faculty and staff with the

equipment required to effectively deliver their curriculum and perform their work leveraging supported technology.

3. Consider new technologies and other IT services to provide new/expanded services or to increase efficiency of existing processes. Leverage the benefits against maintaining existing equipment with associated necessary upgrades.

4. Plan for appropriate staff, work, and server space that adheres to environmental specifications.

V.   Enhance and Sustain Educational Effectiveness

A. Approach to EER

As noted in Section D above, the Commission called on UHWO in its 2012 action letter to improve "staffing, quality assurance and assessment systems" and to better frame outcomes and include them on syllabi and to assess general education and co-curricular areas. It indicated that the EER team would want "to examine findings from assessment to learn whether students are meeting expected outcomes at appropriate levels and whether the University is using these findings to improve student learning and achievement." Finally the Commission indicated that the team would evaluate the "quality and effectiveness of program review processes."

In fall 2013, at Professional Development Day, faculty members were required to bring their syllabi and work on aligning their outcomes with the institutional, divisional, and concentration learning outcomes (and where applicable, general education learning outcomes). Also, in fall 2013, the Faculty Senate passed two resolutions: Resolution #2013-8 requiring all faculty members to submit a course syllabus for each course to the Office of the Vice Chancellor for Academic Affairs at the beginning of each academic semester, and Resolution #2013-11 requiring that the UHWO Credit Hour Policy and Review Process remain in compliance with Federal, UH system, and WASC regulations, definitions, and guidelines.

UHWO is using evidence to support the educational initiatives on campus and to inform the practices for teaching and learning. The use of data to plan and improve is exemplified in the following reports on Assessment of Student Learning in both major courses and general education, which show how we are measuring learning and effectiveness and how the results of assessment inform our plans and work as we go forward. The section on Program Review shows how the campus created a more effective process that better measures student success and closes the loop on program effectiveness. The process includes an external review and culminates in a written MOU agreed upon by the division chair and Vice Chancellor of Academic Affairs.

The campus has made great strides in embracing a richer culture of evidence, as demonstrated in part by the new creation of an Institutional Effectiveness Office that combines a traditional institutional research (IR) function with our ongoing assessment system. Assessment and IR work hand in hand so that data are infused into all planning and decision-making processes. A culture of assessment has been well established at UHWO and the faculty and student services staff are enthusiastic about gathering and using data to inform and improve practice. The evidence in the following sections demonstrates that UHWO has the capacity to collect and analyze data and

effectively uses evidence for ongoing quality improvement, decision making and planning in service to its core mission and strategic initiatives.

B. Assessment of Student Learning
CFR 1.2, 2.2, 2.2a, 2.3, 2.4, 2.6, 4.3, 4.4, *2013 Standards of Accreditation.*

UH West Oʻahu has continued to refine and develop its assessment plans and practices and to build its capacity to conduct assessment and to utilize the results for improvement. We use both direct and indirect methods of assessment, assess academic and co-curricular outcomes, and do formative assessment to promote learning and summative assessment for accountability and improvement processes.

Direct Assessment

UH West Oʻahu has spent the past six academic years implementing a comprehensive Student Learning Assessment Program that includes the creation and assessment of Institutional Learning Outcomes, Divisional Learning Outcomes, Concentration Learning Outcomes, and General Education Assessment Plans. Below is an overview of this assessment work, with charts in the appendix that chronicle the implementation process and analysis. UHWO guidelines specify that both formative and summative assessment be utilized and that assessments be repeated to measure the impact of changes. Faculty members have met and shared their results, identified program-level strengths and weaknesses in student learning, and proposed program-level changes to address these weaknesses.

The academic programs have successfully completed the first planned five-year cycle of student learning assessment (from AY 2007-08 through AY 2011-12). These were direct standards-based summative assessments that included every academic division (Education, Business Administration, Humanities, Public Administration and Social Sciences) and assessed student learning of Institutional Learning Outcomes (ILOs) developed during AY 2006-07. A campus-wide Assessment Committee composed of one representative from every academic division directed the assessment of one ILO during each year of the cycle. At the start of each academic year the Assessment Committee developed: 1) a timeline for conducting assessments, 2) guidelines for how the assessments were to be carried out, and 3) rubrics for the faculty to apply in assessing students' work.

Divisional faculty members were instructed to assess one course in each concentration with student learning outcomes aligned with the ILO under evaluation. In practice, some divisions annually assessed one core course with an aligned SLO that was required for all the concentrations under a divisional Bachelor of Arts degree, rather than one course in each concentration under a degree. In total 64 courses delivered by 37 faculty members were subject to these assessments (see appendix: Table 1). The vast majority of the participating faculty held tenure-line positions, with only one adjunct involved in the completed assessments. Forty of the courses assessed were face-to-face sections, while 19 online sections were subject to assessment. Eleven of the assessed courses were lower-division, 40 were upper-division, and 15 of the courses were senior capstones (see appendix: Table 2).

During AY 2012-13, the Assessment Committee directed a planned "year of reflection" to take stock of the assessments completed at that point and to prepare for the second UHWO assessment cycle. In preparation for the new assessment cycle, the UHWO faculty: 1) completely revised the UHWO ILOs, 2) developed General Education Learning Outcomes, 3) drafted Assessment Guidelines, 4) conducted an assessment orientation for new faculty, and 5) conducted an all-faculty Assessment Orientation during the fall 2013 UHWO Professional Development Day. In place of conducting further assessments of learning, the divisions and associated concentrations were asked to conduct self-studies on their completed assessments that focused on the following four questions:

1.   Could the rubrics developed be applied reliably?
2.   Did the assessments performed identify program strengths and weaknesses?
3.   Have identified weaknesses informed program changes?
4.   Did the changes implemented improve student learning?

Twenty-one of the academic concentrations delivered at UHWO participated in the self-study exercise as requested by the Assessment Committee. Table 3 in the Appendix shows the assessments performed. (There are now 29 concentrations). The Bachelor of Applied Science concentrations were not assessed during this time and Bachelor of Education concentration just completed an intensive review process through NCATE accreditation. The future Program Review cycle is aligned with national accrediting reviews so that the program does not have to be reviewed at two separate intervals and one review can inform the other. The other two Education concentrations only recently received Board of Regents approval in September 2013.

The Assessment Committee established a process that it hoped would generate good inter-rater reliability among faculty members conducting assessment. It instructed divisional faculty to have two faculty members who were not the instructor of an assessed course to apply independently a supplied rubric and to measure the correspondence of scores to determine the degree of inter-rater reliability among faculty members. The faculty members were further instructed first to calibrate their ratings prior to applying the rubrics independently and measuring inter-rater reliability. Compliance with these directions varied greatly by division and concentration for several reasons. First, UHWO has many single and two-faculty concentrations requiring the recruitment of faculty from outside disciplines to apply the rubric for compliance with the directive. Second, some concentrations were uncomfortable with the imposition of a Social Sciences measurement protocol to contextualize student work. Third, the time and effort associated with calibrating rubric ratings was found to be too labor intensive. Last, some faculty members seemed to not clearly understand what was expected. What evolved over the assessment cycle was a practice of concentration faculty discussing their rubric ratings and agreeing on common scores. Many faculty have come to the conclusion that the peer discussions that resulted from assessing student work were more valuable than quantitative measures of inter-rater reliability

The assessments conducted were very effective in identifying program strengths and weaknesses. Virtually every assessment conducted during the completed cycle was able to discern areas for improvement and strengths in student learning. In some cases engaging the assessment process surfaced problems in the methods by which the assessments were conducted or the language in the rubrics. These insights have been valuable in revising assessment protocols for the next assessment cycle.

Our assessment findings have informed a very substantial collection of program changes designed to ameliorate identified areas for improvement in student learning. Table 4 in the Appendix summarizes 68 academic changes that were implemented over the course of our first completed assessment cycle. These initiatives range from using rubrics as pedagogical tools, to adding assignments to program courses, to providing greater feedback to students on assigned work, to being more responsive to the needs of ESL students, to refinements in signature assignments, to developing instructional resources in collaboration with the Noʻeau Learning Center.

While our past assessment cycle led to substantial course and program level changes, the impact of these changes on student learning have not been empirically studied. In reflecting on our completed assessment cycle during AY 2012-13 as planned, we have done the following: the ILOs were changed significantly, new General Education outcomes were developed, and the protocols for conducting assessments of learning were completely revised. One byproduct of these changes is that we will not be able to compare future assessments with our previous assessment findings. Our new assessment protocols, however, formalize a timely process for the reassessment that will enable us to identify the impact of any changes made as a result of the assessments.

C.   General Education Assessment

At the start of AY 2013-14, the concentrations housed in the five academic divisions of UHWO (Business Administration, Education, Humanities, Public Administration and Social Sciences) were instructed by the Assessment Committee to conduct evaluations of the Concentration Learning Outcomes (CLOs) scheduled for review in their assessment plans. In addition, faculty members delivering courses aligned with the written and oral communication General Education Learning Outcomes (GELOs) were instructed to conduct written and oral communication learning assessments in accordance with the General Education assessment schedule.

The Divisional Assessment Representatives, together with a newly appointed General Education Assessment Representative, were available to provide divisional concentrations and General Education faculty with rubrics and advisement on conducting these scheduled evaluations. Further, the assessment activities that the campus would undertake were presented during both the fall and spring Professional Development Days (AY 2013-14). In turn, the Assessment Representatives repeated these directives at monthly meetings and/or through regular emails that announced reporting deadlines.

The General Education Requirements Assessment Plan scheduled the written communication (GELO-1) and oral communication (GELO-2) for review during AY 2013-14. All faculty, instructors, and lecturers delivering ENG 100, ENG 200, writing Intensive (WI), and capstone courses were instructed to carry out assessments of student learning. According to the UHWO General Catalog, General Education program courses are only those courses that satisfy the lower-division Diversification and Foundations requirements. However, some Writing Intensive (WI) requirements, English 200 and the Focus requirements that are technically graduation requirements are useful for assessing student learning. Table 5 in the Appendix shows alignment of the General Education/graduation curricular requirements with the General Education outcomes, and Table 6 shows alignment of the General Education outcomes with the revised ILOs.

Written Communication

The written work of 193 students over 14 courses in 15 sections was evaluated in this written communication assessment exercise. Because this was UHWO's inaugural assessment of General Education, we experienced some problems in coordinating the participation of dispersed lecturers as well as tenure-line faculty. The latter faculty members (two in all) found themselves tasked with multiple concurrent assessment projects due to teaching assignments in the English Concentration alongside those in the General Education program. Although the involvement of two lecturers and one instructor was a positive achievement, a more equitable distribution of course-level assessment research is needed. In response to this situation, the UHWO English faculty recruited a tenure-line faculty member who will serve as permanent Writing Coordinator; writing assessment experience formed a major element of the criteria for this position. Moreover, a full-time English faculty member has been appointed to serve as Assessment Coordinator for the Humanities Division during AY 2014-15. Sensitive to the particulars of English faculty teaching assignments, the Writing Coordinator and the Humanities Division Assessment Coordinator have begun to collaborate for strategies that will yield more inclusive and equitable instructor participation in Written Communication assessment for AY 2014-15 and beyond.

Indeed, the processes for getting broader assessment participation by faculty members contributing courses to the General Education program need to be reviewed and changed for fall 2014. All participating faculty members applied the UHWO Written Communication Rubric. The faculty conducting assessments were permitted to change the language in the rubric cells to better fit their discipline (e.g., APA style for the "Genre and Disciplinary Conventions" dimension on the rubric). However the number of dimensions and the 0-2 scale are consistent throughout the rubric used for assessing written communication.

Oral Communication

The oral communication work of 70 students in five courses over six sections was evaluated in this assessment exercise. In one "O" focus class, there was a diverse composition of students with every university division represented. As encountered with the written assessment, there were problems in getting participation of some tenure-line faculty members. Therefore, two non-"O" focus courses were included in this assessment. After review of procedures for getting more faculty participation, new processes will be implemented for the fall semester assessment of learning outcomes. All participating faculty applied the UHWO Oral Communication Rubric. As with the written communication rubric, the faculty conducting assessments could change the language in the rubric cells to better fit their discipline. However the number of dimensions and the 0-2 scale are consistent throughout the rubric used for assessing oral communication.

After completing the assessments of written and oral communication on their respective courses, the participating faculty convened during the Spring 2014 UHWO Professional Development Day to discuss their course-level and divisional findings. These discussions led to the identification of written and oral communication strengths and recommendations for program changes to address identified gaps in student learning.

§   Findings, Status, and Analysis

Written Communication

The written communication AAC&U VALUE rubric reflects standards for student writing on five dimensions that include: 1) context and purpose for writing, 2) content development, 3) genre and disciplinary conventions, 4) sources and evidence, and 5) control of syntax and language. The UHWO Assessment Committee modified the original VALUE rubric to score these dimensions on a three-point scale (0-2) of beginning (0), progressing (1) and advanced (2) performance.

In Table 7 the pre-test scores compared to post-test performance show that across seven courses the mean scores for each written communication rubric dimension increased between 0.3 to 0.5 rating points from the first to the second assignment. In most of the classes, the pre-and post-assessment comparison involved the first and last written assignments. This increase in writing proficiency shows that students are learning to write better as they progress through a given course, providing formative evidence on this outcome.

The initial low scores in the genre and disciplinary dimension show that students have not developed that profession-specific skill. There was marked improvement in this dimension and the source dimension. However, some instructors noted that many students were content to use only one source of information as opposed to seeking multiple sources for triangulation of evidence. Overall, the improvements in writing performance can be attributed to receiving instructional feedback from the first written assignment, which in turn, improved writing skills for subsequent assignments.

In assessment of one of the composition courses, the most marked improvement was in the last dimension: syntax and mechanics. The instructor attributes the higher degree of improvement to a pilot program that involves embedding a qualified student as a Supplemental Instruction Leader (SIL) in the classroom. This SIL conducts after-class reviews and student support for three hours per week.

Oral Communication

The Oral Communication VALUE Rubric reflects expectations for student oral presentation skills on five dimensions that include: 1) Organization, 2) Language, 3) Delivery, 4) Supporting Material, and 5) Central Message. These dimensions were scored on a three-point scale (0-2) of beginning (0), progressing (1) and advanced (2) performance.

Table 7 in the Appendix shows the results of the oral communication course assessments. Two of the seven courses were "O" focus courses and in these courses, pre-test and post-test analyses of student oral presentation skills were conducted. Clear progress was made in all five dimensions, with improvement ranging from 0.2 and 0.6 rubric points. There is strong formative evidence in the delivery and central message dimensions. Course-level assessments reported that presentation by students early in the semester reflected student difficulty with delivery techniques such as making eye contact, posture, proper use of notes, and non-verbal language. From instructional feedback on early presentations and other ways for students to develop their oral communication skills, such as student-led discussions, the ability of students to communicate orally improved over the term.

Comparing the scores of student presentation work in "O" focus courses to student work in non-"O" courses, it appears that student performance is better in "O" courses in every dimension, with the largest difference in the language and delivery dimensions. In an "O" focus class, there is more opportunity for practicing these particular communication skills. This may indicate that encouragement of more student oral participation and providing assignments that require oral presentations, whether large or small, can promote learning in this communication development area. One of the non-"O" focus classes is a capstone course. Additional evidence is needed from capstone courses to provide more summative evidence of oral student work. Given planned changes in the assessment process for the fall semester, broader participation of the faculty will provide more evidence.

§   Findings, Status, and Analysis

Written Communication

The assessment findings (Table 7) provide evidence that students benefit from instructional feedback throughout the semester. In some areas, the writing performance of students in online courses was weaker than that of students in classes of different modality.

Students need more instruction in developing research skills and locating relevant evidence for their assignments. In addition, more writing assignments would generate additional feedback that could broaden their language usage. The results of the Written and Oral Communication are in Table 7 of the Appendix.

Oral Communication

The students show significant improvement in an "O" focus course over the semester. This evidence supports the conclusion that students improve in their delivery and ability to convey a meaningful message if there is instructional feedback from the instructor throughout the course of the semester.

§   Recommendations and Plan of Action

1. In fall 2014 the UHWO Assessment Committee plans to review processes for getting broader participation by faculty in assessment of all GELO's. This plan will be implemented for scheduled assessment of designated learning outcomes in fall 2014.

2. The UHWO Assessment Committee will make plans for fall 2014 to implement better training for all faculty members to participate effectively in the assessment process. After the fall 2014 assessments, both participation levels and effectiveness will be reviewed again.

Written Communication

1. Faculty members from each division should work with library personnel to provide students, whether in an in-person, hybrid, or online class, a discipline-specific tutorial to help students in locating relevant sources for their research assignments.

2. The faculty should use the Written Communication Rubric as in guide in instructing students to be more effective writers.

Oral Communication

1. Instructional guidelines can be provided for oral presentations, including effective and ineffective methods of delivery.

2. Examples/models of a "good" oral presentation can be provided to students, with instructional material on how the presentation meets/exceeds expectations set forth in the oral presentation rubric.

Indirect Assessment

Providing a supportive, student-centered, campus environment is critical to the mission of UHWO. Studies have shown a strong correlation between student engagement and student learning, and between student satisfaction and persistence to degree. Several indirect assessments have been employed over the past few years at UHWO, including the National Survey of Student Engagement's (NSSE), the Cooperative Institutional Research Program's (CIRP) "Your First College Year Survey" in 2013, a local instrument called Student Experience Survey in spring 2014, and an in-house "Leavers' Survey" conducted in fall 2013. This section highlights results from these indirect assessments, and describes commonalities that surfaced and merit further institutional improvements and/or understanding.

NSSE

§   Findings, Status, and Analysis

In 2011 UHWO deployed the National Survey of Student Engagement's (NSSE) Freshmen and Senior Surveys. Response rates were fairly high, with 29% of freshmen and 37% of seniors responding. Average NSSE response rates are 32%. The NSSE questions that best measure student learning are questions that address the Level of Academic Challenge, Active and Collaborative Learning Items, Student-Faculty Interaction, Enriching Educational Experiences and Supportive Campus Environment. The results of these questions, compared to our peer institutions, are provided below. In general, our students are more satisfied with their educational experience and the overall institution than students from our peer comparison groups.

NSSE Means Comparison on Satisfaction Items
(Seniors, AY 2011)

The chart shows values from 3.2 to 3.5. Two data points per line for:
- How would you evaluate your entire educational experience at this institution?
- If you could start over again, would you go to the same institution you are now attending?

Legend: UH West Oahu (n=183)
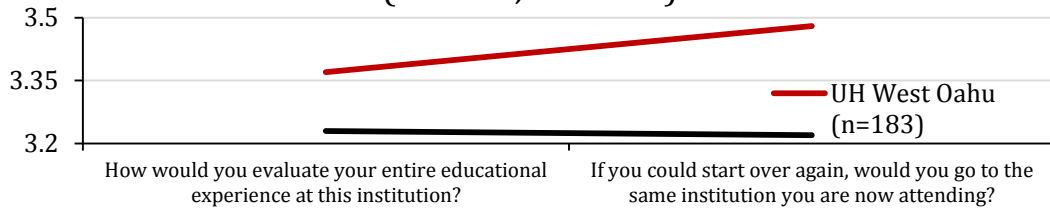
As shown below, our students' responses to specific aspects of their educational experiences are similar to students at other institutions. UHWO students scored lower on Enriching Educational Experiences than our peers, but higher on Supportive Campus Environment, which attests to the student support we have put in place.

NSSE Benchmark Comparison
(Seniors AY 2011)

Chart with y-axis from 30 to 70. X-axis categories: Level of Academic Challenge, Active and Collaborative Learning, Student-Faculty Interaction, Enriching Educational Experiences, Supportive Campus Environment.

Legend: UH West Oahu (n=183), NSSE 2011
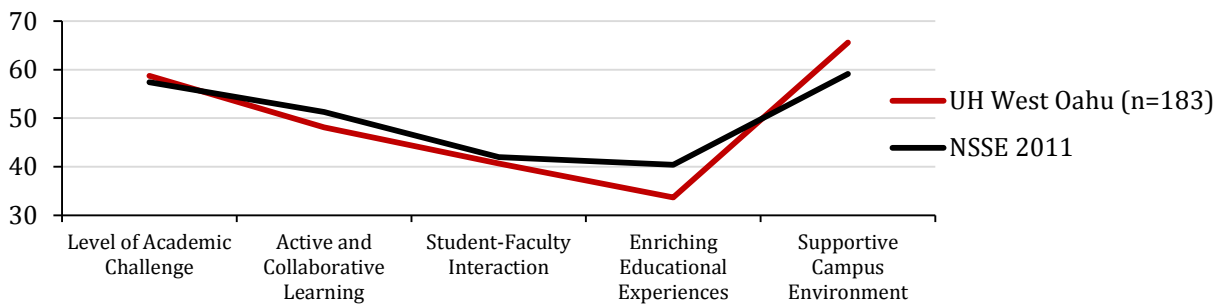
The longitudinal data collected on the NSSE are also quite telling. Over time, our students are reporting more positive outcomes on each subsequent iteration of the survey, as shown below, with the expectation of Enriching Educational Experiences, an area for study and development.

NSSE Multi-Year Benchmark Comparison
(Seniors AY 2005-2011)
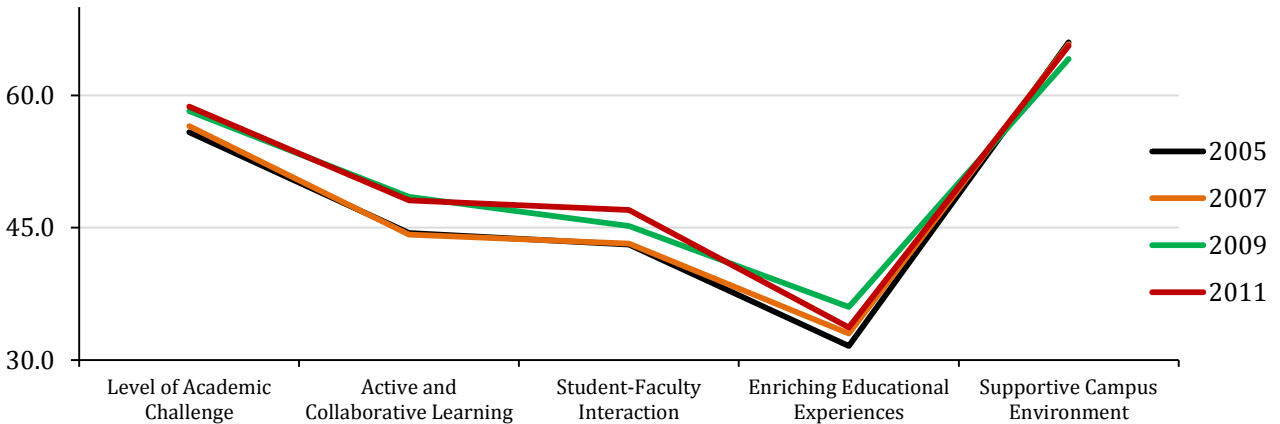
§   Recommendations and Plan of Action

We should continue to deploy the NSSE periodically so that longitudinal data continue to be collected. We should further disaggregate the data to better understand more about different student groups, and continue to analyze the data to improve student learning, student engagement and especially, "enriching educational experiences." Finally, although a 29% response rate among freshmen can be considered strong, increased efforts may be needed to improve this response rate further since the freshmen class is relatively small numerically and a higher response rate is needed in order to generalize with greater confidence.

CIRP

The "Your First College Year (YFCY)" survey conducted by the Higher Education Research Institute's Cooperative Institutional Research Program (CIRP) at UCLA was conducted in fall 2013. Consisting of 31 questions, the YFCY survey provides "comprehensive institutional and comparative data for analyses of persistence, adjustment, and other first-year outcomes." The YFCY results are also compared to other four-year public universities of similar size. The results of this survey and comparisons of these results to our CIRP group of institutions helps us to identify what students like and don't like and may tell us why some choose to leave before completion. Analysis of CIRP data is especially useful in supplementing analyses from NSSE where there was a larger standard error of measurement for freshmen responses.

The highest satisfaction rate averages reported by freshmen were the campus facilities (87.2% compared to 81.8% of peer institutions). Students reported lower levels of satisfaction with student services although the rate was about the same as that of peer institutions (61.4% versus 61.5%). The lowest average satisfaction rates related to overall academic experience, at 72.2% compared to the peer institutions rate of 76.5%. In comparing perceptions of students' overall academic experience, CIRP results suggest a lower degree of satisfaction among freshmen relative to our peers, while NSSE results suggest higher satisfaction among seniors relative to our peers. When asked in retrospect if they would still have enrolled at UHWO, 70.1% of freshmen said they would,

compared to peer institutions at 78.9%. When asked about adjustment to college 70.7% answered in the range of "easy" or "very easy," compared to peer institutions rate of 68.3%. In response to the use of existing campus services, we averaged 65.5%, higher than the 56.3% peer-institution comparison. Those who reported interacting with faculty and staff averaged at 79.2% compared to the peer-institution rate of 82%.

Lastly, of significant concern, was the higher number of our freshmen who reported either submitting subpar papers for class, turning in papers late, and skipping class: we averaged 61.3% compared to peer institutions at 55.1%. Termed by HERI as "academic disengagement," further research needs to be done to determine whether this student behavior is the result of poor time management, low motivation, too many additional commitments, or other reasons. An analysis of the CIRP satisfaction survey data can be found here.

Leavers' Survey

The Retention Subcommittee obtained UH Mānoa's student exit survey and using it as a model, developed an electronic version of our own Leavers' Survey. The survey link was sent to 388 students who were enrolled at UH West Oʻahu in the 2012-13 academic year who did not re-enroll in fall 2013. (Those with more than 100 credits earned were excluded). Disappointingly, only 10 students responded, and all indicated their intent to re-enroll at UH West Oʻahu in the near future.

In January 2014, the survey link was sent to 270 students who did not graduate the previous fall and did not register in the subsequent spring semester. Three reminder emails were sent but only seven students responded.

§   Recommendations and Plan of Action

Based on the extremely low response rate from surveying students who have already left the institution, the committee recommends exploring data collection of currently enrolled students to assess levels of satisfaction and engagement before students leave the institution. If "Leavers' Surveys" are conducted in the future, they should be administered in a different manner to ensure a higher response rate.

Student Experience Survey

The subcommittee used the previous term's "Leavers' Survey" as the foundation for the survey of currently enrolled students. It was further refined using information from Noel-Levitz "Student Satisfaction Inventory" to obtain both the levels of importance and the degree of satisfaction. The survey covered the following areas:

- Academic Experience
- Student Support Experience
- Student Life Experience
- Levels of Importance
- Frequency of Contact

The survey link was sent to 1,890 currently enrolled students in the spring 2014 semester with two subsequent reminder emails over a two-week period in April (new first-time freshmen were excluded because they were being asked to complete the CIRP survey during the same time period.) Two hundred and twenty-two students responded, resulting in a 12% response rate. The respondents were separated into lower-division (57 freshmen and sophomores) and upper-division (159 juniors and seniors) categories to explore any differences in satisfaction or levels of importance. Eleven distance education students responded, but the number was too small to use as a separate population for study.

Although the 12% response rate may not be high enough to generalize to the larger population, information obtained may be useful in developing strategies to address retention and persistence issues. Survey administration can be improved in the future to increase response rates and some questions should be adjusted to collect more specific information. Both lower- and upper-division level students reported the following statements as being somewhat or very important to them:

- Preparing for a future career (95.1%)
- Getting the highest grade possible (95.5%)
- Adequate parking (90.4%)
- Financial aid assistance (86.6%)

Students were asked about their satisfaction with FYE Programs. They overwhelmingly stated that the programs had positive impacts on their college experience. There appear to be some differences between upper-division and lower-division students, most notably in areas of class preparation and participation, satisfaction with student amenities on campus, student interaction and satisfactions with student activities. Lower-division students appear to be on campus more, use the facilities more frequently, and interact with other students outside of class more than upper-division students
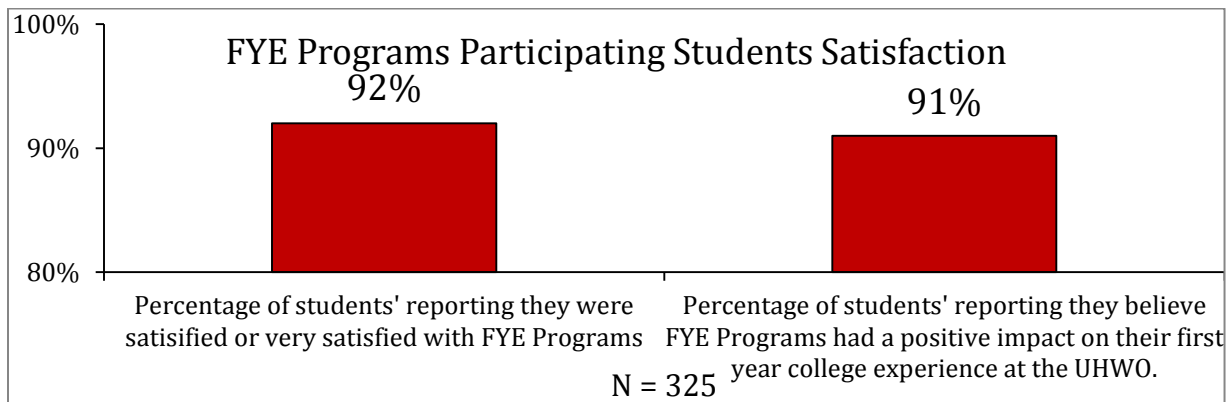
Students reported differing amounts of satisfaction with student services offered. Eighty-six percent reported being satisfied/very satisfied with admissions, but only 45% were satisfied with Tutoring Services and only 46% were satisfied with Student Activities. The data will be used to inform where changes need to be made in the delivery of student support, and where additional data should be collected in the form of point-of-service satisfaction surveys to monitor improvement of student support services.

FYE Student Services
Percentage of Students Responding as
Satisfied/Very Satisfied

Category	Percentage
Admissions Procedures (college application, evaluation of transcripts, residency, etc.)	86%
Experience with Courses (i.e., online schedule of courses, adequate among of course offerings, etc.)	79%
Cashier's Office	80%
Academic Advising from Student Services	70%
Academic Advising from faculty in degree program	63%
Counseling and Development Services	49%
Tutoring Services for Math, English, Statistics, etc.	45%
Financial Aid & Student Employment	64%
Campus Security	68%
Student Activities	46%

N = 780

§   Recommendations and Plan of Action

Results of the survey will be used to determine where changes in the delivery of programs need to take place, as well as where effective delivery is happening. The Student Experience Survey should be administered on an annual basis, with improvements and refinements made each year. In order to avoid repeated surveying of students, the committee recommends the survey be administered to all new freshmen and transfer students in the first year.

Results from the Student Experience Survey corroborate findings from CIRP that suggest students are satisfied with first-year programs and services. Future refinements of the Student Experience Survey may include reducing redundancy among similar items that are surveyed in CIRP and NSSE. These areas should be explored in more detail in future studies.

The Retention Subcommittee recommends that the Institutional Effectiveness Office conduct additional data analysis of the CIRP data. This includes analyzing the CIRP Freshman Survey data to obtain a "before" and "after" first-year assessment of what new students think about UH West Oʻahu. Additional research may also include comparisons to national CIRP and peer CIRP institutions and additional longitudinal analyses. Finally, results from CIRP suggest that further efforts should be taken to improve response rates of freshmen taking NSSE so that commonalities between CIRP and NSSE can be analyzed with a stronger degree of confidence.

D.   Program Review
CFR 2.2-2.4, 2.6, 2.7, 4.4, *2013 Standards of Accreditation.*

According to University of Hawaiʻi Executive Policy E5.202: "All degree/certificate programs that have been approved by the Board of Regents as continuing programs and all instructional areas that utilize substantial University resources are subject to review at least once every five years." It is the responsibility of the Vice Chancellor for Academic Affairs to ensure that programs are reviewed in a timely fashion and that there is appropriate dissemination of information and recommendations from these reviews.

In 2013, the Curriculum Committee revised the program review process with the intent to clarify the process for academic program review, focus the efforts of programs undergoing review, and provide clear guidelines to promote consistency across all program reviews. The cycle of Degree and Certificate Program Reviews can be found in the Program Review Handbook.

The purpose of program review at UH West Oʻahu is to assess the institution's academic programs to assure that they are of the highest quality. The goals of academic program review are to:

1)   Identify and articulate learning outcomes expected for each program
2)   Interpret past assessment results and identify future plans for assessment of student learning
3)   Provide information, analysis and evaluation that will assist the program and the institution to make decisions about program trends and direction
4)   Identify, evaluate, and plan for future resources necessary to deliver the program.

Each academic program review has the following components:

- Internal Program Report and Recommendations
- External Report and Recommendations (not required for certificates)
- Summary Table prepared by the Curriculum Committee
- Memorandum of Understanding between the Vice Chancellor for Academic Affairs and the Program Head.

The Internal Program Report is an evaluation of an academic degree program for the previous five years (three years for certificate programs moving from provisional to established status). The development of the Internal Report provides an opportunity for the faculty to assess how well a specific academic program has been operating over the previous five-year period. Gathering and analyzing data, conducting research, interviewing faculty members, and drafting the Internal Report allow program personnel the opportunity to examine the efficacy of existing program goals, to establish new goals and objectives, and to make improvements that will enhance program effectiveness and quality. In the Internal Report, the needs and performance of faculty members, students, graduates (where possible), and support staff members of the program are evaluated. The content, coherence, and delivery of the curriculum are analyzed and evaluated, as are the learning outcomes used to measure both student perceptions and their performance.

During the academic semester before the semester or summer session in which the academic program review is to begin, the Vice Chancellor for Academic Affairs, in consultation with program personnel, appoints a person to conduct the program review/research and write the Internal Report. The Internal Reviewer is a full-time faculty member from the specific academic program to be reviewed. The Internal Reviewer receives an overload or course reduction for preparing the

Internal Review.

The Vice Chancellor for Academic Affairs meets with the Internal Review lead, summarizes the entire review process, and establishes a timeline. The Internal Reviewer requests data on students, course offerings, and enrollments through the Office of Institutional Effectiveness. The Internal Report covers the history of the program, data on students, evaluation of curriculum and syllabi audit, data on faculty, and a description and evaluation of learning outcomes. A summary that includes recommendations for action is submitted.

The External Program Review's purpose is to add an additional outside perspective to the recommendations made in the Internal Program Report. Content expert External Reviewers may come from Hawai'i or any part of the United States to evaluate the quality of the curricular content, the effectiveness of curriculum delivery, and assess how well the program meets students' needs.

Curriculum Committee, a standing committee of the UH West O'ahu Faculty Senate, plays an important part in academic program review by providing a university-wide faculty perspective in the program review process.

After the Internal and External Reports have been completed and reviewed by the Vice Chancellor for Academic Affairs and personnel from the academic program being reviewed, these reports become part of the file distributed to members of the Curriculum Committee for review, evaluation, and further recommendations.

The Memorandum of Understanding (MOU), the culminating phase of academic program review, outlines an action plan for an academic program to follow until the next program review. Although unforeseen developments and fluctuations in resources may alter priorities and/or target dates for implementation, the MOU is a contract between the academic program and the Office of the Vice Chancellor for Academic Affairs that records agreements about the actions the program will take and the resources the program will receive to achieve its goals and objectives in the succeeding five-year period. The Vice Chancellor for Academic Affairs and the Program Head confer to reach agreement on a final MOU.

UHWO's Education Division underwent NCATE accreditation this past year, although this was not part of UHWO's program review process. The Social Sciences and the Business Divisions submitted their first Program Review in spring 2014 under the new Program Review Guidelines. The external review and MOUs are forthcoming and will be completed before the WASC Site Visit in November. The current reports can be found on our webpage.

The program review cycle that was initiated in 2013-2014 raised the level of rigor and analysis of the academic programs at UHWO. This was the first time for most faculty to participate in this approach, based on WASC guidelines on good practice in program reviews. The program reviews that were submitted at the time of the writing of this report evidenced a good analysis that creates a foundation, i.e. a baseline for future reviews at the campus. There was much learned by the faculty and administration resulting in areas of pride as well as opportunities for change.

E.   Concluding Essays/Next Steps (Closing the Loop)

Sustain New EER Approaches

UHWO has now fully established a learning environment which takes assessment seriously and implements effective methods of assessing curricular and co-curricular programs with all faculty and staff regularly engaged in the assessment process. We have created an infrastructure, culture, and climate of continuous improvement. The campus is using data to inform practice, to make decisions, and to develop and measure progress on plans. It has actively cultivated a culture of evidence and accountability, with academic and co-curricular programs all subject to annual assessments and more comprehensive multi-year reviews. In a remarkable achievement, all support functions completed assessments this year. Data are being collected, analyzed, and utilized across campus to make decisions about how to improve student learning and success.

Although much has been accomplished, UHWO is not content. Going forward, we will continue to refine and improve on our growing culture of assessment. Our campus has been transformed in the past 18 months and we expect this momentum and high level of accountability to be sustained into the future.

The academic program review process infrastructure is in place, and we embrace the new process and believe that it measures program effectiveness and student learning, and identifies both strengths and areas needing improvement. Three programs will have completed the new program review process this year, the review cycle is in place and is coordinated with national accrediting reviews. The process follows good practice, incorporating expert external reviews, and is carefully aligned with planning and budgeting through the culminating MOU that guides programs through the succeeding five years.

Assure Cycle of Continuous Accountability and Improvement

With the creation of a new Office of Institutional Effectiveness (OIE), the campus will have widespread data available through the new IE website. The UHWO Fact book is included on this website and provides a convenient source of information on many aspects of the UH West Oʻahu, including data on admissions, enrollment, cost and aid, graduation and retention, and faculty and staff. Additional and ad hoc data can be requested using OIE's online data request form. New program review data, consistent with the University of Hawaiʻi Board of Regents recognized Program Review Guidelines, will be available this fall for programs undergoing review. In addition, under the guidance of the new Director of IE, the Assessment Committee will be maintained and a Program Review Committee will be created. Both these committees will have all divisions represented. In this way, the faculty will have the guidance they have desired to support their continuous assessment and closing the loop activities.

F. Appendix

Oʻahu – Official Retention & Graduation Rates

Table 1: First-Time, Full-Time Freshmen

Cohort (Fall)	No.	No. Retained Second Fall at UHWO	Retention %	No. Grad Within 4 Yrs	100% Grad Rate	No. Grad Within 5 Years (Cum)	125% Grad Rate	No. Grad Within 6 yrs (Cum)	150% GradRate
2007	16	11	69%	1	6%	4	25%	4	25%
2008	25	15	60%	2	8%	8	32%		
2009	41	23	56%	4	10%				
2010	29	11	38%						
2011	36	24	67%	Data Unavailable		Data Unavailable		Data Unavailable	
2012	161	109	68%						
2013*	214	133	62%						

Table 2: Full-Time, Transfer-In Undergraduates

Cohort (Fall)	No.	No. Retained Second Fall at UHWO	Retention %	No. Grad Within 2 Yrs	100% Grad Rate	No. Grad Within 3 Years (Cum)	125% GradRate	No. Grad Within 4 yrs (Cum)	150% GradRate
2007	88	67	76%	36	41%	49	56%	58	66%
2008	100	85	85%	36	36%	66	66%	71	71%
2009	88	68	77%	30	34%	47	53%	52	59%
2010	118	94	80%	36	31%	69	58%		
2011	121	101	83%	44	36%			Data Unavailable	
2012	188	141	75%	Data Unavailable		Data Unavailable			
2013*									

* Retention rate data are preliminary as students are still registering for Fall 2014.
Source: UH System IRAO DAP Student Tracking Reports accessed 06/16/2014

Table 1: The number of courses assessed by each academic division and concentration during each academic year of the completed 5-year assessment cycle 2007-2012

Concentration	AY 2007-08 (Written)	AY 2008- 09 (Oral)	AY 2009-10 (Quantitative)	AY 2010-11 (G&I Pers.)	AY 2011-12 (Critical Th.)	Total Courses Assessed
Business Administration						
Core courses	1	0	0	1	2	4
Accounting	1	1	1	0	0	3
Finance	0	0	0	0	0	0
General Bus.	1	1	0	0	0	2
Management	0	0	0	0	0	0
Marketing	0	0	0	1	0	1
Division Totals	3	2	1	2	2	10
Education						
Elementary Ed.	1	3	1	1	3	9
Humanities						
English	3	2	0	1	1	7
HPST	NA	NA	NA	NA	NA	NA
History	1	2	0	1	1	5
Philosophy	NA	NA	NA	NA	NA	NA
Math & Science (sub-division)	0	0	3	0	0	3
Division Totals	1	4	3	2	2	12
Public Administration						
Public Admin.	0	1	0	0	1	2
Health Admin.	0	1	0	1	1	3
DPEM	0	0	0	0	1	1
Justice Admin.	0	1	0	0	1	2
Division Totals	0	3	0	1	4	8
Social Sciences						
Anthropology	1	1	0	1	1	4
Early Child. Ed.	2	3	0	1	1	7
Econ. & Fin.	0	1	1	0	1	3
Political Sci.	1	1	0	1	1	4
Psychology	1	1	0	1	2	5
Sociology	1	1	0	0	0	2
Division Totals	6	8	1	4	6	25
Total Courses Assessed	11	20	6	10	17	64

Table 2: Assessment of each UHWO concentration and division:

The number of full-time faculty, the number of full-time and adjunct faculty who volunteered courses for assessment; and the number of in-person, online, lower-division, upper-division and capstone courses assessed

Concentration	FTE Faculty	FTE Faculty Assessed	Adjunct Assessed	In-person Sections	Online Sections	Lower Division	Upper Division	Senior Capstone
Business Administration								
Core	1	0	1	2	1	0	3	0
Accounting	3	2	0	3	0	0	1	2
Finance	0-1	0	0	0	0	0	0	0
General Bus.	0	0	0	2	0	0	1	1
Management	3	3	0	0	1	0	1	0
Marketing	1	1	0	0	1	0	1	0
Division Totals	8-9*	6	1	7	3	0**	7	3
Education								
Elementary Ed.	5	4	0	8	1	2	7	0
Humanities								
English	5	5	0	7	0	0	7	0
HPST	3	NA	NA	NA	NA	NA	NA	NA
History	3	3	0	4	1	2	3	0
Philosophy	1	NA	NA	NA	NA	NA	NA	NA
Math & Science	4	3	0	3	0	3	0	0
Division Totals	16	6	0	11	1	6	6	0
Public Administration								
Public Admin.	1	1	0	1	1	0	0	2
Health Admin.	1	2	0	1	1	0	1	1
DPEM	1	1	0	1	1	0	2	0
Justice Admin.	2	2	0	1	1	0	2	0
Division Totals	5	6	0	4	4	0**	5	3
Social Sciences								
Anthropology	2	2	0	4	0	1	0	3
Early Child. Ed.	2	2	0	0	7	0	6	1
Econ. & Fin.	1-2	2	0	3	0	2	0	1
Political Sci.	2	2	0	1	3	0	4	0
Psychology	5	5	0	3	2	0	3	2
Sociology	3	2	0	2	0	0	0	2
Division Totals	15-16*	15	0	13	12	3	13	9
UHWO Totals	51	37	1	40	19	11	40	15

Table 3: General Education and Curricular Learning Outcomes Assessment by Course

Assessing Faculty	Faculty Rank	Course Alpha	Sections Assessed	Course Level	Course Modality
UHWO GENERAL EDUCATION PROGRAM					
Ms. Nolte	Lecturer	ENG 100*	1	Lower	In-person
Ms. Nolte	Lecturer	ENG 196*	1	Lower	In-person
Ms. Picard	Lecturer	ENG 100	1	Lower	In-person
Dr. Odhiambo	Instructor	ENG 200*	1	Lower	In-person
Dr. Hayes	Associate	EDEF 310	1	Upper	Hybrid
Dr. Herman	Professor	POLS 308	1	Upper	In-person
Dr. Mironesco	Associate	POLS 316	1	Upper	Online
Dr. Sakuda	Assistant	MGT 370	1	Upper	In-person
Dr. Heller	Professor	EDEE 424	1	Upper	Hybrid
Ms. J. Helfand	Lecturer	PUBA 432	1	Upper	Online
Dr. Major	Associate	EDEF 444	1	Upper	Hybrid
Dr. Cordy	Professor	ENG/HPST 478	1	Upper	In-person
Dr. Cox	Assistant	BUSA 486	1	Capstone	Hybrid
Dr. Rosenfeld	Associate	HIST 491	1	Upper	In-person
Dr. Kamai	Associate	EDEE 492	1	Upper	Hybrid
Dr. Rosenfeld	Associate	HIST 231	1	Lower	In-person
Dr. Lee **	Associate	BUSA 307	1	Upper	In-person
Mr. Chaffin**	Lecturer	BUSA 338	1	Upper	In-person
Dr. Sakuda	Assistant	MGT 370	1	Upper	In-person
Dr. Choy*	Professor	BUSA 486	1	Upper	In-person
DIVISION OF BUSINESS ADMINISTRATION					
Accounting					
Dr. Cox	Assistant Professor	BUSA 486	1	Capstone	Hybrid
Ms. Landgraf	Instructor 2	BUSA 312	1	Upper	In-person
Finance					
Dr. Lee	Associate Professor	BUSA/FIN 307	1	Upper	In-person
Mr. Weisbrod	Instructor	BUSA 321	1	Upper	Online
General Business					
Dr. Choy	Professor	BUSA486	3	Capstone	In-person
Management					
Dr. Sakuda	Assistant Professor	MGT 370	1	Upper	In-person
Marketing					
No Assessments scheduled for the 2013-14 Academic Year					
DIVISION OF EDUCATION					
Dr. Hayes	Associate Professor	EDEF 310	1	Upper	In-person
Dr. Heller	Professor	EDEE 324	1	Upper	In-person
Dr. Major	Associate Professor	EDEF 444	1	Upper	In-person
Dr. Kamai	Assistant Specialist	EDEE 492	1	Upper	In-person
DIVISION OF HUMANITIES					
History					
Dr. Jayson Chun	Associate Professor	HIST 322	1	Upper	Hybrid
Dr. Jayson Chun	Associate Professor	HIST 325	1	Upper	In-person
Dr. Alan	Associate Professor	HIST 231	1	Lower	In-person

Rosenfeld					
Dr. Alan Rosenfeld	Associate Professor	HIST 491	2	Capstone	In-person
Dr. Christen Sasaki	Assistant Professor	HIST 281	1	Lower	In-person
Philosophy					
Dr. Lisa Rosenlee	Professor	PHIL 312	1	Upper	Online
Dr. Lisa Rosenlee	Professor	PHIL 401	1	Upper	Online
English					
Dr. Stan Orr	Professor	ENG 240	1	Lower	In-person
Dr. Brenda Machosky	Associate Professor	ENG 253	1	Lower	In-person
Hawaiian and Pacific Studies					
Dr. Ross Cordy	Professor	HPST 478	1	Upper	In-person
Dr. Lilomaiava-Doktor	Associate Professor	HPST 482	1	Upper	In-person
DIVISION OF PUBLIC ADMINISTRATION					
Healthcare Administration					
Mr. Oswald	Lecturer	PUBA 302	1	Upper	In-person
Dr. Guo	Professor	PUBA 486	1	Capstone	Online
Dr. Guo	Professor	PUBA 490	1	Capstone	Online
General Public Administration					
Ms. Tanner & Ms. Stubbs	Lecturer Lecturer	PUBA 340	1 1	Upper	In-Person Online
Mr. Young	P/T Instructor	PUBA 475	1	Upper	Online
Dr. Helfand	Professor	PUBA 486	1	Capstone	In-Person
Dr. Helfand	Professor	PUBA 490	1	Capstone	In-Person
Mr. Young & Ms. Stubbs	P/T Instructor Lecturer	PUBA 351	1 1	Upper Upper	Online Online
Justice Administration					
Mr. J. Helfand	Lecturer	PUBA 432 WI	1	Upper	Online
Dr. Hallstone	Associate Professor	PUBA 409	1	Upper	Online
Disaster Preparedness and Emergency Management					
Dr. Prizzia	Professor	PUBA 464	1	Upper	Online
DIVISION OF SOCIAL SCIENCES					
Anthropology					
Dr. Turner	Associate Professor	SSCI 490A	1	Capstone	In-person
Dr. Turner	Associate Professor	SSCI 490F	1	Capstone	In-person
Early Childhood Education					
Drs. Adler & Iorio	Professor & Associate Professor	ECED 440	1	Upper	Online
Drs. Adler & Iorio	Professor & Associate Professor	ECED 490	1	Capstone	Online
Economics and Finance					
Dr. Dadzie	Assistant Professor	ECON 131	1	Lower	In-person
Political Science					
Dr. Herman	Professor	POLS 308 WI	1	Upper	In-person
Dr. Mironesco	Associate Professor	POLS 316 WI	1	Upper	Online
Psychology					

Dr. Tsuru	Assistant Professor	PSY 100	1	Lower	Online
Dr. Castillo	Professor	PSY 100	2	Lower	In-person
Dr. Castillo	Professor	PSY 250	1	Lower	Online
Dr. Castillo	Professor	PSY 473	1	Upper	In-person
Dr. Hanson	Professor	PSY 322	2	Upper	Online
Dr. Hanson	Professor	PSY 325	1	Upper	In-person
Dr. Hanson	Professor	PSY 340	1	Upper	In-person

Table 4: Summary of the program changes and initiatives informed by the 2007-2012 UHWO assessment cycle

Division/Concentration	Changes/initiatives Informed by Assessment
Written Communication Assessment	
Business Administration/NA	- Improved assignment instructions - Provide examples of good student writing - Provide more detailed feedback specific to clarity on student writings
Education/Elementary Education	- Require ENG 200 for all program majors - Monitor the written communication skills of all teacher candidates and refer students with poor skills to the Noʻeau Learning Center for tutorial assistance - Require preparation for the Praxis I writing for all candidates who exhibit persistent writing difficulties
Humanities/English	- Strengthen documentation skills for students completing written assignments in program courses
Humanities/History	- Substantially increased the number of writing-intensive courses offered in the History program

Division/Concentration	Changes/initiatives Informed by Assessment
Written Communication Assessment	
Public Administration/NA	- Increased commentary/feedback on student writing assignments - Organized student conferences on writing - Increased the amount of required writing in program courses
Social Sciences/ Anthropology	- Reinforced the assignment of different forms of writing in program courses
Social Sciences/Early Childhood Ed.	- Increased commentary/feedback on student writing assignments - Organized student conferences on writing
Social Sciences/Political Science	- Worked with the campus learning center to make online tutoring software (Elluminate) available - Included writing samples and guidelines for the learning center Social Sciences handbook on writing
Social Sciences/Psychology	-Increased the amount of required writing in program courses
Oral Communication Assessment	
Business Administration/NA	- Increased faculty sensitivity to the oral needs of ESL students - Develop assessment procedures to ensure evaluation and reporting by scoring dimension to aid in identifying specific weaknesses to target for improvement
Education/Elementary Education	- Institutionalize use of the UHWO Oral Communication rubric in program courses - Use assessment data to inform individual teacher candidates - Continue curricular emphasis on oral communication skills throughout the program
Humanities/English	- Increase oral assignments throughout the English curriculum - Develop O-Focus courses for the English curriculum - Worked with the administration to develop a speech course (Speech 151) to strengthen the oral communication skills of UHWO students
Humanities/History	- Substantially increased the number of Oral-focused course offerings in the History program
Public Administration/NA	- Formalized electronic communications as oral expression in the program - Developed streamed oral assignments in program courses

	- Adopted the oral rubric as an instructional aide in courses with oral assignments
Social Sciences/ Anthropology	- Increased faculty sensitivity to the oral needs of ESL students - Added formal oral assignments to required program courses
Social Sciences/ Early Childhood Ed.	- Formalized electronic communications as oral expression in the program
Social Sciences/ Political Science	- Developed streamed oral assignments in program courses
Social sciences/ Psychology	- Adopted the oral rubric as an instructional aide in courses with oral assignments
Division/Concentration	*Changes/initiatives Informed by Assessment*
Quantitative Literacy	
Education/ Elementary Education	- Work to facilitate students mathematical reasoning in Math 112 - Focus more on mathematical problems in which students must define the problem, apply multiple strategies to find a solution, draw conclusions, interpret and check results
Business Administration/NA	- Assess and measure courses across all concentrations especially in the core curriculum - More emphasis needed across all dimensions of the scoring rubric - Improved assessment measures to adequately evaluate the full scale for each dimension of the rubric
Global and Indigenous Perspectives Assessment	
Business Administration	- Increased program emphasis on Global and Multi-cultural perspectives - Improved measures to better inform on problematic areas
Education/Elementary Education	- Continue to assess the same signature assignment (Case Study of a Culturally and Linguistically Diverse Learner) - Incorporate language similar to that in the UHWO Global and Indigenous Perspectives rubric into the rubric used in the EDEE 444 signature assignment rubric - Emphasize globalization within all program methods courses
Humanities/English	- Revised the Global and Indigenous Perspectives aligned outcome for the English concentration - Developed courses on indigenous and multi-ethnic literature to strengthen student knowledge related to the Global and Indigenous Perspectives ILO
Public Administration/NA	- Increased program curricular emphasis on indigenous and multi-cultural content - Adopted the Global and Indigenous Perspectives rubric as an instructional aide in courses with aligned content
Social Sciences/ Anthropology	- Increased program curricular emphasis on local-to-global relationships
Social Sciences/ Political Science	- Increased program curricular emphasis on indigenous and multi-cultural content
Social Sciences/ Psychology	- Adopted the Global and Indigenous Perspectives rubric as an instructional aide in courses with aligned content
Critical Thinking Assessment	
Business Administration/NA	- Increased emphasis on ethical and logical analysis - Increase the opportunities and feedback to students on ethical and logical analysis problems
Division/Concentration	*Changes/initiatives Informed by Assessment*
Critical Thinking Assessment	

Education/Elementary Education	- Have program students identify, apply and analyze an ethical problem and develop a solution - Integrate the book The Ethics of Teaching into program coursework throughout the curriculum - Analyze the content and delivery of the EDEE 492 course to identify changes and resources needed by students to achieve proficiency on ethics related critical thinking - Integrate/increase technology based assignments into program coursework throughout the curriculum - Integrate/increase problem based activities that require critical thinking and analysis in selected program courses
Humanities/English	- Reinforce established program practices that involve literary analysis and which were found to produce high critical thinking performance - Developed and scheduled more ethics intensive courses for the English curriculum
Public Administration	- Increased emphasis on the expression of critical thinking in student Senior Practicum writing assignments - Resolved to select courses better aligned with the Critical Thinking outcome in future assessments - Resolved to improve the language of the Professional Studies CLO aligned with critical thinking - Resolved to asses required program courses designed to address critical thinking in future assessments of the outcome
Social Sciences/ Anthropology	- Increased emphasis on the expression of critical thinking in student Senior Practicum writing assignments
Social Sciences/ Political Science	- Resolved to select courses better aligned with the Critical Thinking outcome in future assessments - Resolved to improve the language of the Political Science CLO aligned with critical thinking
Social Sciences/ Psychology	- Resolved to asses required program courses designed to address critical thinking in future assessments of the outcome

Table 5: Alignment of the UHWO General Education and graduation requirements with the UHWO General Education Learning outcomes

General Education Curricular Requirements	General Education Learning Outcomes							
	Written Comm.	Oral Comm.	Symbolic Reason.	Glob/Multi Perspect.	Arts, Hum. & Lit.	H-A-P Issues	Science Literacy	Ethical Issues
Foundation-Global Multi				X				
Foundation-Symbolic			X					
Foundation-Written	X							
D-Arts					X			
D-Humanities					X			
D-Literature					X			
D-Soc. Sci.							X	
D-Biological Science							X	
D-Physical Science							X	
Focus-Hawaii Asia Pacific						X		
Focus-Ethics								X
Focus-Oral		X						
Focus-WI	X							
English 200	X							

Table 6: Alignment of the General Education learning outcomes with the UHWO ILOs

General Education Outcomes	Effective Communication	Cultural Awareness	Critical Thinking	Disciplinary Knowledge	Community Engagement
Written Communication	X				
Oral Communication	X				
Quantitative & Symbolic Reasoning			X		
Global & Multi-cultural Perspectives		X			
Arts, Hum. & Lit.		X			
H-A-P Issues		X			
Science Literacy				X	
Ethical Issues			X		

Table 7: Oral and Written Communication Rubric Dimension Results

Pre-test vs. Post-Test Performance	Oral Communication Rubric Dimensions				
	Organization	Language	Delivery	Materials	Message
First Presentation	1.1	1.1	0.9	1.0	0.7
Last Presentation	1.5	1.3	1.4	1.5	1.3
"O" Focus Courses vs. Non-"O" Focus Courses					
"O" Focus Courses	1.5	1.3	1.4	1.5	1.3
Non "O" Focus	1.1	0.8	0.9	1.1	1.1

Pre-test vs. Post-test Performance	Written Communication Rubric Dimensions				
	Purpose	Content	Genre	Source	Mechanics
First Assignment	1.1	1.1	0.9	0.8	1.0
Second Assignment	1.5	1.4	1.4	1.2	1.3
In-person vs. Hybrid vs. Online Performance					
In-person	1.6	1.6	1.5	1.3	1.5
Hybrid	1.7	1.6	1.4	1.5	1.5
Online	1.5	1.5	1.5	1.1	1.1
Composition vs. Non-Composition					
ENG 100/200	1.9	1.9	1.7	1.4	1.5
Non-ENG 100/200	1.6	1.5	1.5	1.4	1.4

Satisfaction With First College Year Experience Survey

Percentage of students reporting they Are "Satisfied" or "Very Satisfied" with	Percentage
Academic experience	72.2
Your overall academic experience	73.3
General education and core curriculum courses	71.1
Campus	87.2
Library facilities	95.6
Classroom facilities	89.8
Computer facilities/labs	86.7
Laboratory facilities and equipment	76.7
Student services	61.4
Orientation for new students	75.6
First-year programs (e.g., first-year seminar, learning community)	63.3
Financial aid office	58.9
Academic advising	56.2
Financial aid package	52.8

ADJUSTMENT TO COLLEGE

Percentage of students who said "Somewhat easy" or "Very easy" with	Percentage
Academic adjustment	70.7
Understand what your professors expect of you academically	83.3
Develop effective study skills	72.2
Adjust to the academic demands of college	70.0
Manage your time effectively	57.3

ACADEMIC EXPERIENCE

Percentage of students reporting that they	Percentage
Interacted with faculty and staff	79.2
Faculty during office hours	91.2
Academic advisors/counselors	75.0
Faculty outside of class or office hours	71.4
Used existing services (average %)	65.5
Academic advising	71.1
Study skills advising	66.7
Financial aid advising	62.2
Writing center	61.8
"Occasionally" or "Frequently"	

Experienced academic disengagement	61.3
Turned in course assignments that did not reflect your best work	72.4
Turned in course assignment(s) late	58.6
Skipped class	52.9

CO-CURRICULAR EXPERIENCE

Percentage of students who said "Very important" or "Essential"	Percentage
Leadership	58.9
Becoming an authority in my field	77.3
Developing a meaningful philosophy of life	55.7
Helping to promote racial understanding	55.7
Becoming a community leader	47.1