Step 3: Second Level Unit Review and Ranking (Deans/Directors/Department Heads)
Using the program review results posted on the Prioritization Process webpage, please complete the below information and submit to ovcfo@hawaii.edu as a word doc or pdf file by March 15, 2009. Please ensure the e-mail subject heading reflects the Department/School/College name followed by “Second Level Review.” For example: SOEST – Second Level Review.

Department/School/College: OFFICE OF UNDERGRADUATE EDUCATION
OFFICE OF THE VICE CHANCELLOR FOR ACADEMIC AFFAIRS

The department would fall under which of the following Vice Chancellor’s offices?

___X___ Academic Affairs
_______ Research and Graduate Education
_______ Student Services
_______ Administration, Finance, and Operations

Advisory Committee Members (list names and titles):

Thomas Brislin, Director, Academy for Creative Media
Timothy Penley, Director, Aerospace Studies Program
Gary Rodwell, Director, Computer Support Services
Leilani Takeuchi, Director, First Year Programs
Thomas Hilgers, Director, General Education Office
Jon Goss, Director, Honors Program
Peter Manicas, Director, Interdisciplinary Studies Program
Rosemarie Woodruff, Director, Learning Assistance Center
Megumi Makino, Director, Mānoa Advising Center
Diane Nakashima, Coordinator, Mānoa Catalog Office
Rodney Laszlo, Director, Military Science Program
Ruth Bingham, Director, Pre-Health and -Law Advising Center
Atina Pascua, Director, Service Learning
Jennifer Matsuda, Director, Student Athlete Academic Services
Gregg Geary, Director, Student Success Center
Melven Yoshimoto, Director, Student Support Services
**Administrative Unit (e.g. College) Prioritization Summary**

This form is to be used to provide a summary of program priorities within an administrative unit (e.g. college). Please list each program identified in the Summary Matrix forms and Optional Guides in a priority category. This Prioritization Summary form should be forwarded, along with all self-review materials, to ovcafo@hawaii.edu for posting on the Prioritization Process webpage by March 15th for the next level of review to take place.

<table>
<thead>
<tr>
<th>New/In Transition</th>
<th>Target for Growth or Investment</th>
<th>Maintenance</th>
<th>Reorganize/Restructure/Merge/Consolidate</th>
<th>Reduce in Size or Scope</th>
<th>Phase Out Close Eliminate</th>
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<tr>
<td>HONORS: LOWER &amp; SELECTED STUDIES</td>
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<td>LEARNING ASSISTANCE CENTER</td>
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<td>KATIE</td>
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<td>MĀNOA ADVISING CENTER</td>
<td>STUDENT SUCCESS CENTER</td>
<td>INTER-DISCIPLINARY STUDIES</td>
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<td>PRE-HEALTH/PRE-LAW ADVISING CENTER</td>
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**Brief Summary (no more than 2 pages)**

Please include a brief narrative with an overview of the rationale for placement of the components on the Prioritization Summary form and any supportive or explanatory text or data that will assist higher levels of review in determining the relative priority of each program. You may wish to comment on the program self-reviews.

See attached two page summary.
The Office of Undergraduate Education (OUE) is accountable for the introduction to and the initial two years of the college-wide undergraduate experience. Our mandate calls for developing an undergraduate Mānoa Experience that accents the uniqueness of the campus, implementing action plans to improve undergraduate retention and graduation rates, and increasing student engagement on campus.

The 16 campus-wide units under OUE provide the foundation for achieving UHM’s goals and initiatives as outlined in its Western Association of Schools and Colleges Institutional Proposal (IP). The IP’s Educational Effectiveness Review Committee selected three main themes for UHM, all of which focus on the Mānoa Experience and enhancing student academic support as crucial for UHM’s future development. OUE’s units directly address these themes and make it possible for UHM to achieve the levels of student success proposed in its IP.

Each of OUE’s 16 units has submitted prioritization materials, with two units submitting materials for two programs, for a total of 18 programs. In preparing this report, a committee composed of the units’ chairs and directors served as an advisory council to OUE. Five programs have been identified for Growth, ten for Maintenance, two for Reorganization, and one for Phase Out.

Growth

Honors (2 programs: Lower Division and Upper Division Selected Studies) is an essential part of being able to attract the best and brightest students to UHM. Compared to similar programs at peer institutions, Honors is undersized and underfunded. Honors has recently submitted a detailed proposal to restructure both divisions. The program has moved into a new space in Sinclair Library, and an academic advisor has been added, but its secretary position and its proposed re-structuring have been put on hold. Honors needs to be funded in order to expand and better serve both UHM and the broader community.

The Mānoa Advising Center (MAC) was created to assist undeclared students, a high-need group that has low retention and graduation rates, and one of UHM’s academically most at-risk populations. MAC is also the initial point of contact for all incoming students, both freshmen and transfer. MAC also implements UHM’s two major advising initiatives: mandatory advising for the first two years and mandatory declaration of major by the end of the sophomore year. Although UHM’s IP identified 10 advisor positions for MAC, MAC currently serves approximately 4500 students with only three academic advisors, which gives it the highest college-level advising ratio on campus. MAC being the busiest college advising office at UHM, needs additional advisor positions immediately.

The Pre-Health/Pre-Law Advising Center (PAC) has only one full-time advisor to serve approximately 2200 students, which gives it the highest specialized-population advising ratio on campus. Demand for PAC’s services has grown rapidly, especially for health care fields, one of the areas of highest workforce demand for the State of Hawai‘i. Compared to similar programs at peer institutions, PAC is undersized and underfunded. Additional positions and resources are needed so that PAC can provide basic services for this population.

Student-Athlete Academic Services (SAAS) has five advisors for approximately 500 student-athletes, which is a relatively low advising ratio, but NCAA mandates, including the recently mandated Academic Progress Reports, have placed severe pressure on SAAS to provide additional services and support for specified teams, such as men’s football, basketball, and baseball. Needs for a reading and comprehension specialist and for adequate advising on road trips have increased, while resources have diminished. IF UHM continues to participate in intercollegiate competitions, SAAS needs to be funded adequately.

Currently, academic advising on the UHM campus is underfunded and understaffed in key offices. However, if new advising positions are not available, reorganizing all academic advising units under one office would allow for a complete review of advising needs in current offices and allow one office to have oversight over advising of all students on campus. This would ensure a consistent and fair sharing of student advising responsibilities across the entire campus.

Maintenance

Both Army ROTC and Air Force ROTC are nationally recognized programs and have written agreements with UHM to provide basic support services. AFROTC is currently without a secretary, the minimum UHM is required to provide, due to the State’s hiring freeze.
The Mānoa Catalog Office maintains an accurate and up-to-date record of all university policies and courses at UHM. It provides a common, transparent base for all to share. The office is critical to operations and planning. Resources are adequate at this time.

The General Education Office (GEO)/Mānoa Writing Program (MWP) promotes student success by administering the General Education requirements. This constitutes approximately 1/3 of all courses taken by undergraduate students at UHM. GEO monitors over 3700 courses. This work is critical and essential to guaranteeing student success at UHM. Current positions and funding are adequate.

The Student Success Center (SSC) has been a tremendous success. Led by the Head Sinclair Librarian, SSC has been an extremely student-oriented, responsive gathering place designed to support student learning endeavors. SSC also has exceptionally high student support. Continued funding will guarantee that SSC’s success will continue.

The First Year Programs: Access to College Excellence Learning Communities (ACE) has grown rapidly and student demand for its programs has increased steadily.

Student Support Services (SSS) is our federally funded TRIO program to support first-generation students in higher education. SSS is up for federal renewal this year. It is an extremely productive program and is adequately funded.

The Academy for Creative Media (ACM) has been one of the most rapidly growing majors on campus, and their proposed BA is on track for final approval. The fact that ACM student videos have placed in film festivals around the world attest to the steady and successful growth of this program.

The Service Learning Program (SLP) works to enhance student experiences by implementing community service opportunities and career networks. SLP has brought over $5 million into the UH system. It is responsible for establishing the Hawaii Pacific Islands Campus Compact. SLP exists with one full-time position and two full-time staff provided by external funding.

STAR Team has been responsible for developing the degree audit, the scholarship giving tree, and the new academic planning program. All of these innovations have been well received by students across the campus.

Reorganization

The Learning Assistance Center (LAC) provides tutoring and mentoring services for students across the campus. Disciplines that have high demand for tutoring maintain their own tutoring programs, resulting in less demand for services. Current LAC models have been limited in their reach to students. Restructuring LAC would open the program to new approaches and seems appropriate at this time.

Interdisciplinary Studies (IS) has a steady number of students, but expansion has been limited and the future level of service is in question. IS needs to be assessed more carefully for its role among undergraduate programs and faculty involvement in the undergraduate experience. Restructuring, realigning its purpose, and possibly merging IS with another program could be beneficial to students and its current faculty.

Phase Out

Kaʻieʻie: a Degree Pathway Partnership Program is a dual-admission, dual-enrollment program between UHM and KCC. Kaʻieʻie operates as a pilot program and is staffed through overload on already overworked, understaffed offices: MAC, PAC, and Admissions. Although an agreement to extend the program to the other UH CCs has been signed, no funds, resources, or personnel have been allocated. Unless funding becomes available, Kaʻieʻie should be eliminated. Looking to the future, Kaʻieʻie has served to iron out the logistics of creating a smoother transition process for the UH system. Rather than being continued as a small, underfunded program serving a couple hundred students, its services should be integrated into the advising services throughout UHM.