Learning Design & Technology External Review

Spring Semester 2021

Jerris Hedges, Dean, John S. Burns School of Medicine, University of Hawai‘i at Mānoa

Emily McCarren (Chairperson), Principal, Punahou School

Greg Taguchi, Physical Education, Kalani High School

Jenifer S. Winter, Professor, School of Communications, University of Hawai‘i at Mānoa

Program and Purpose of this Review
The purpose of this review is to evaluate the Learning Design and Technology Department (LTEC) program at the University of Hawai‘i at Mānoa, which does not align with a separate formal national accreditation process through AAQEP. This review provided insights into LTEC’s strengths, weaknesses, and opportunities and recommendations for improvement. The specific LTEC programs evaluated included: Masters in Education (MEd) and the Doctoral Program (PhD) in Learning Design and Technology.

In addition to reviewing the documentation provided by the Departments and the College, the reviewers were able to host well attended sessions for diverse groups including faculty, students and alumni, departmental leadership and representatives from the College of Education Dean’s Office and the University’s Assessment and Curriculum Support Center. In addition, the public presentation of this report was warmly received by the audience which included the Department Chairs, Deans, President Lassner and a diverse group of students, alumni, faculty and other administrators.

Strengths
High-quality graduate programs with strong national and international reputation, strong student and alumni support & engagement
The LTEC program is characterized by a strong graduate program with Masters, Doctoral and Certificate programs. All programs are considered to be of very high quality from both current students and alumni, who report that curricula are flexible yet rigorous. Current students and alumni have a distinctive aloha for the program which has been nurtured strategically by the faculty over the years through their commitment to building a sense of belonging in the department. Students and alumni report that they feel as though they are treated as professionals in the field and invited to engage as colleagues as much as students. This cultivated sense of connection and “ohana” is not superfluous, rather designed as a critical and foundational element of a positive learning environment-- a hallmark of the LTEC courses and programs.

The LTEC programs have a strong commitment to Diversity and Inclusion as demonstrated by their programs that serve students across the state and the Pacific, including American Samoa. Also, the department operates in a very intercultural context-- one that is multinational, multilingual and highly collaborative. In addition, the programs serve a high number of Native
Hawaiian students (nearly 30%) and LTEC aspires to continue to deepen their commitment to Indigenous ways of knowing and research.

In addition to the high levels of satisfaction (and perhaps because of it), there is growing interest in the LTEC programs and there is good gatekeeping as acceptance rates are low.

**Mission-driven alignment and willingness to support Teacher Education Program**
LTEC is all about learning and has demonstrated eagerness and a track record of being a willing collaborator and contributor to the teacher education programs in the College of Education. Since the evolution of technology integration in teacher preparation has shifted away from a stand-alone course, there is an opportunity to leverage this willingness to support teacher education which is further described in the “Opportunities” section.

**Popular Undergraduate Courses**
LTEC courses are seen as valuable across the College, including in KRS and beyond, including Shidler College of Business. There are several sections of these courses that are over enrolled and with long waitlists.

**Quality of LTEC faculty**
LTEC faculty expertise focuses on innovative educational opportunities in this era of integrated and ubiquitous technological solutions and online platforms. The diverse faculty work together collegially and with strategy to prepare for increasingly online teaching and learning by exploring a wide range of areas in the field. Collectively and individually, they are recognized as exceptional in both their research and teaching endeavors. Of significant importance is the depth of their expertise, which has become particularly salient in the pandemic and promises to remain important in a post-COVID world. Also, the faculty have demonstrated strong commitment to and alignment with the College’s Strategic Plan and Mission.

**University-Wide and Community Engagement**
LTEC has established both community partnerships and continued success in securing extramural grants. In addition, they have an active role in the College’s Graduate Hui which supports graduate students across the college. LTEC Faculty Specialists work out of the Dean’s office and collaborate on providing expertise and learning resources across the College of Education. In addition, LTEC faculty partner with a variety of departments across the University System, such as LIS (a dual degree program), KRS and Shidler (shared courses). In addition, LTEC faculty are involved in many initiatives across campus including the robust preparation for online learning that preceded the 20-21 school year.

**Model of Best Practices in Teaching and Learning**
Perhaps the strongest contribution that the LTEC department makes to the College, the System and the community at large, is their dedicated modeling of best practices in teaching and learning. They apply the robust literature of learning and build their programs to meet the needs of their students including a commitment to project and problem-based learning strategies and
design thinking. Already noted in the Strengths section of this report is their commitment to Social and Emotional well-being of their students. Commitment to the Social Emotional well-being of students imbues a sense of ‘Ohana in everything that the department does. In addition, faculty, students and alumni consistently describe a culture of learning and continual improvement including inclusive practices for reflection and iteration of all elements of the programs. The Department has integrated summative and formative assessment into their ongoing curricular improvement and was cited as a model program by the Assessment and Curriculum Support Center. Of particular note was the fact that the program’s learning outcomes (PLO’s) are aligned with the Universities Institutional Learning Outcomes (ILOs) for Advanced Degrees. And the department integrates both summative and formative assessments into ongoing curricular improvement.

Weaknesses

Faculty Workload
As indicated in the strengths section of this report, the highly motivated and dedicated faculty of the LTEC department are deeply engaged in the work of teaching and as a result have a high teaching and advising workload, (3/3, 3/2 teaching plus graduate mentoring) with no reduced expectations for research and service. This is a risk factor for burnout, reduced time to write and obtain grants and contracts and may also compromise the ability to recruit new faculty.

Communication of Identity of Department
While the LTEC department has a very strong identity internally, there is not as strong or clear an identity in the rest of the College or University system. Even across the College of Education, the desired outcomes of the department are not clear. Some students (master’s program) even noted some uncertainty about what the learning outcomes of the department were and what career opportunities graduates of the program might pursue. Prospective and current students would be well served by understanding who the department serves; disseminating profiles of successful alums in a broad range of careers PK-20 and beyond would contribute to greater understanding in this regard. One student shared: “In the beginning I thought that I could only be a professor, now I see more that there are many paths for LTEC grads.”

There also seems to be an opportunity for greater understanding of the desired learning outcomes of the department across the College, including with the Dean's Office. The department leadership reports commitment to this opportunity and an eagerness to continue to do work that helps diverse constituencies more deeply understand the LTEC department.

Opportunities
The following opportunities represent several general concepts such as an expansion of LTEC undergraduate offerings, dialog with the College of Education and Hawaiʻi Department of Education to identify needs and resources, implementing strategies to strengthen future grant applications, and building new revenue streams. Some of these opportunities can be pursued
with existing resources and collaboration but others will require an investment in additional faculty or graduate assistants.

A. Building on high existing demand for undergraduate course offerings by students in the College of Education and across the Mānoa campus, LTEC could develop an undergraduate certificate program focusing on instructional technology and teacher training that serves students in the College of Education. This may also attract students from outside the College of Education.

- Towards funding additional sections of LTEC 112, 113, and 442 to meet current and future demand (including a possible undergraduate certificate), LTEC could explore a practicum requirement or pathway for graduate students to gain instructional experience and course credit by teaching modules in lower-division courses. This would need to be carefully developed so that graduate students will gain meaningful experience related to their educational goals and undergraduates will benefit from a well-developed curriculum. Developing and maintaining this opportunity will require ongoing maintenance and faculty mentoring and oversight.
- Funding current and expanded undergraduate course offerings could also be supported through cost-sharing with departments outside of the College of Education that utilize these courses and LTEC faculty resources.
- Within the College of Education, the Dean's office and LTEC could explore MOUs to gain additional graduate student lines to support undergraduate courses that serve students in the College.
- LTEC faculty could further explore grants or contracts with the Hawaiʻi Department of Education to support a dedicated undergraduate technology teacher training certificate.

B. LTEC faculty expertise could be better tapped by UH administration to help guide institutional policy and practice in Hawaii's post-COVID reality. It is unlikely that higher education will return to "normal", and LTEC faculty will continue to be a valuable resource to conduct research and advise the campus regarding strategies related to hybrid and online learning. This will be especially critical given strategies by many competing institutions to develop attractive online programs.

C. LTEC could communicate to administration and others outside of UH Mānoa the value of its degrees and faculty research/training.

Dean's Overall Summary

I would like to acknowledge the teaching, research and service component the LTEC department has accomplished within this review and over the years. The faculty continues to deliver high-quality programs, support for diversity, enhance our distance learning and online opportunities internal and external to the COE, conduct research, and stout student supporters. Their work with undergraduate programs may expand to include highly sought after courses and those directly with teacher preparation. LTEC’s collaborative work and engagement within the COE, University, private entities and community at large should be recognized.

Recommendations

1. LTEC should continue to maintain existing graduate programs, courses, and sections. The department should continue to perform a regular internal review of graduate faculty
committee loads to ensure equity and monitor capacity based on this. At this time, the size of the graduate programs appears to be appropriate for faculty resources and market demand. The program should continue its strong student learning assessment practices and curricular improvement based on results. LTEC should also continue to monitor student placement, time to degree, and student satisfaction with the programs. Further, the College of Education should consider reevaluating how graduate mentoring is supported and rewarded in the College. Existing formulas to assign credit for teaching activities to qualify for tenure and promotion and for course release may need to be adjusted so that faculty have adequate time to pursue competitive research and grant proposals. LTEC faculty have invested a substantial amount of time and energy working to identify relevant funding programs (e.g., those at NSF), engaging a collaborative network, and working on grant proposals. These efforts will be strengthened with an occasional course release and an allocation formula that recognizes graduate mentoring.

COE RESPONSE
UHM and the University Professional Assembly (UHPA) have criteria for faculty; Instructional (I) faculty are required to engage in teaching, research and service activities, while Specialist (S) faculty have a variety of responsibilities dictated by their job description. In addition, the LTEC department has approved criteria for tenure and promotion for both I and S faculty. Finally, the COE has a workload policy to guide the department chairs in assigning and approving faculty workload. This policy includes a point-system for faculty advising that allows for one workload equivalency for a research assignment per year; this is in addition to the two research workload equivalencies per year for all Instructional faculty. The Dean acknowledges that LTEC faculty have graduate mentoring and advising responsibilities that may exceed a typical faculty member’s advising load in the COE. Department chairs are responsible for workload and therefore any re-assignment of workload needs to be directed and supported by the department chair. The department chair may want to strive for an equitable distribution of advising to each tenure track faculty member, reducing the advising load for some and increasing it for others, as needed. In addition, it is within the purview of the chair to assign workload for other activities, including pursuit of grants, as appropriate. Consequently, the Dean recognizes the relevant assessment and evaluation practices employed by the department and would encourage them to share and collaborate with other departments and programs within the COE.

2. LTEC has supported high-demand undergraduate courses through an entrepreneurial approach. Unfortunately, changes in Outreach College policy have created a resource crisis that should be immediately addressed by UHM leadership. In the shorter term, UHM should agree to provide lecturer funds for undergraduate courses demonstrating high demand. Because it may take several years to explore and implement other strategies for supporting these courses, leadership should discuss with LTEC a timeframe during which this commitment will extend, providing much needed stability. When the hiring freeze ends, a LTEC faculty replacement focusing on undergraduate education should be prioritized highly by UH Mānoa to create bandwidth to focus on maintaining existing undergraduate courses and explore an undergraduate certificate for teacher training. This position could work with others in LTEC and the College of Education to explore the opportunities for undergraduate education highlighted by the review team.

COE RESPONSE
LTEC taught undergraduate courses with an entrepreneurial focus which was a good way to generate funds for the department. True, UH Administration is assisting with addressing the outreach vs day school enrollment for students. The Dean will continue to work with and keep abreast of any discussions regarding this issue. LTEC 112 along with LTEC 113 are also used to fulfill requirements for Kinesiology and Rehabilitation Science (KRS) and College of Business. These courses have produced a significant number of student semester hours, benefiting the college. They are designed to be delivered through a competency-based instructional approach. Competency-based instruction, a growing choice among students, allows students to progress and master skills at their own pace and is particularly well-suited for workforce education. The value of LTEC 112 and 113 is acknowledged and we are open to having discussions (internal and external to the COE) and perhaps investigating innovative ways to allow for these courses to continue in light of our current fiscal landscape.

LTEC has been available to consult and collaborate with other departments in the COE to support undergraduate and graduate teacher preparation. One area in which LTEC can further support undergraduate teaching and teacher preparation is in the area of instructional design needs in the classroom. The Hawaii Teacher Standards Board requires that all students in teacher preparation programs demonstrate their ability to integrate technology effectively into curricula and instruction, including activities consistent with the principles of universal design for learning and the use of technology to effectively collect, manage and analyze data to improve teaching and learning for the purpose of increasing student academic achievement. LTEC is encouraged to collaborate with teacher education in addressing current and future needs for beginning teachers.

3. At the Dean’s level, the College of Education should facilitate discussion between LTEC, the College of Education’s K-12 teacher training programs, and the Hawai‘i Department of Education to identify further opportunities for LTEC to contribute to teacher training and assess necessary resources. Integrating LTEC into teacher training requires careful consideration.

As the College of Education has shifted its approach over the past decade, moving from integrating technology training into courses to embedding it in discipline-specific courses within each degree program, a reassessment of goals and a roadmap to achieve them is needed. This will require, at a minimum, the following:

a. A discussion with the Hawai‘i Department of Education about how the College of Education can help graduates better meet technology-related standards, including LTEC’s graduate and possible undergraduate certificates;

b. An assessment of how well students graduating from the College of Education are prepared to meet these standards and identifying gaps that should be prioritized;

c. An ongoing discussion between LTEC, the teacher preparation programs, and College of Education leadership about how the College as a whole can coordinate resources and faculty expertise to best align with a and b.

**COE RESPONSE**
LTEC has offered four courses that teacher candidates could choose from to meet their technology requirements and also provided an in-house certificate that was popular among teacher candidates. Since LTEC faculty are not responsible for teacher preparation content or curriculum, our teacher preparation faculty made decisions that eliminated LTEC (and other required courses) from their curriculum. However, with the demands of technology, instructional design and other critical areas, LTEC as a unit can serve as a catalyst for future teacher education curriculum. From an internal perspective, the Dean’s office can serve all departments by facilitating communication and dialogue with COE teacher preparation programs to enhance their training in integrating technology effectively into curricula and instruction. The Teacher Preparation Council (TPC) has been discussing the technology requirement and what, if any, curriculum revisions are needed. TPC is engaged in monthly discussions regarding the COE teacher preparation programs, collaborating with the HIDOE, and meeting the HTSB requirements. Further there are Teacher Education Committees in all of the content areas (social studies, World Languages, science, special education, etc.) that engage in discussions each semester with HIDOE, community stakeholders, alumni and faculty from other relevant colleges/schools regarding teacher preparation. LTEC has engaged in discussions with the HIDOE about the need for computer science in K-12 schools and also has collaborated with others in the college to submit grants related to this topic.

LTEC has continued to assess graduates’ competency in technology. For example, they receive survey data results monthly from the Hawaii Teacher Standards Board (HTSB) from our graduates who have applied for teacher licensure in Hawaii. Applicants who graduated from a COE teacher preparation program have indicated a need for the COE programs to enhance their training in integrating technology effectively into curricula and instruction. These data suggest the immediacy of enhancing technology in our teacher education programs.

The Dean recommends that LTEC continue on-going collaboration with the other departments in the COE to offer certificates that could lead to an add-a-field license in computer science and STEM, for already licensed teachers, and HIDOE’s Computer Science Education Working Group. I recommend that LTEC faculty actively pursue these collaborative opportunities. The Dean’s office will work with the LTEC chair, teacher preparation programs and CRDG to facilitate discussions about how best to address future teachers’ technology needs for program and licensure requirements and state needs for computer science education as well as other areas of need such as hybrid and distance teaching.

4. The LTEC programs, along with others in the College of Education, have been very successful in attracting and graduating Native Hawaiian and Pacific Islander students. The program team commends these efforts and recommends that LTEC continue to integrate indigenous ways of knowing into coursework and related research and practice to support the UH Strategic Plan and UHM as a Hawaiian Place of Learning. This should include continuing to partner with other programs offering indigenous methods courses and supporting Hawaiian graduate student, staff, and faculty hires across the College of Education.

COE RESPONSE

The COE overall is addressing the efforts on attracting and graduating Native Hawaiian and Pacific islander students. LTEC, as a graduate program with their online capabilities, is able to
reach a wide range and diverse group of students and working professionals and has continued to attract and graduate Native Hawaiian and Pacific Islanders. I recommend that LTEC look further at their coursework, related research and practices to integrate indigenous ways of learning. LTEC could also partner with other departments in the COE in this effort and communicate with the Native Hawaiian Advisory Council, ‘Ainahou, to discuss suggestions for integrating appropriate content into coursework.

5. During the review team’s discussion with College of Education and UHM leadership, questions were posed about how LTEC fits into the College of Education. The review team believes that LTEC is an asset to the College of Education and will continue to grow in importance in our post-COVID reality. We recommend that College of Education leadership initiate an effort within the College to explore an expanded identity for the College of Education to accommodate the innovative research and programs in LTEC which apply to more than K-12 education. Recognizing that a main role of the College of Education is to produce high-quality teachers to serve Hawaii’s needs, we see that teacher training is enhanced and supported by LTEC’s presence in the College. It is also important to improve the visibility of LTEC faculty, student, and alumni contributions to UH Mānoa and the State of Hawai‘i.

**COE RESPONSE**

The COE Mission states that the College is preparing not only teachers but educational leaders and researchers. Further, the COE Strategic Plan clearly involves all departments and programs in the COE in committing to a Native Hawaiian place of learning, in embedding collaboration and partnerships as fundamentals, in nurturing innovation and continuous improvement, and engaging in research to improve educational outcomes. This clearly conveys the message that the COE is more than just teacher preparation. I believe that, as leader of the COE, I have conveyed this message to the College, and, therefore believe the COE identity already does accommodate the innovative research and programs in LTEC. I, too, believe that the LTEC department is an asset to the COE, and has room to become more valuable in the coming years especially as the need for technology integration and distance education grows. The focus in LTEC is on effective learning environments across the lifespan in both formal and informal learning contexts, including local PK-12, community college, four-year college, military, and corporate contexts. In 2015, since existing college-wide PhD programs were solely campus-based, in order to address broader state needs, LTEC developed a hybrid/online PhD program that is highly regarded in this review. Lessons learned from LTEC’s innovative programs overall can help guide additional delivery options college-wide. Therefore, I recommend that LTEC engage in efforts to expand their marketing efforts, to clearly communicate their identity and to visibly promote how they contribute to the larger COE identity. Lastly, I recommend that LTEC actively participate in any and all opportunities (previous detailed) to enhance and support teacher preparation in the COE, while continuing to contribute in graduate education and research.
Program and Purpose of this Review
The purpose of this review is to evaluate the Department of Kinesiology and Rehabilitation Science (KRS) programs at the University of Hawai‘i at Mānoa since it does not align with a separate formal national accreditation process through AAQEP. This review provided insights into KRS based on its strengths, weaknesses, and opportunities and recommendations for improvement. The specific KRS programs evaluated included: Bachelor of Science (BS) in Health & Exercise Science (HES), Master of Science (MS) in Physical Activity/Adapted Physical Activity (PA/APA), and MS in Rehabilitation Counseling (RC).

In addition to reviewing the documentation provided by the Departments and the College, the reviewers were able to host well attended sessions for diverse groups including faculty, students and alumni, departmental leadership and representatives from the College of Education Dean's Office and the University's Assessment and Curriculum Support Center. In addition, the public presentation of this report was warmly received by the audience which included the Department Chairs, Deans, President Lassner and a diverse group of students, alumni, faculty and other administrators.

Strengths
The KRS department undergraduate and graduate programs now host approximately 521 undergraduates and 100 graduates annually, making it one of the largest programs on the (UHM) campus. The programs appeal to students who seek to understand human form and function. As part of the review process, the KRS department surveyed all of their roughly 500 undergraduate students in 2018 in order to ascertain the possible career paths. With approximately a 50% return rate, 200 students responded and reported interest in over 30 possible occupations in the field. 85% reported interest in traditional fields with 15% showing interest in 19 other unique occupations. The diverse pathways provided by these programs contribute to the overall popularity of undergraduate and graduate programs in KRS. They offer undergraduate pathways for teacher education in physical education and preparation for health-science professional schools (i.e. physical therapy, athletic training, exercise science). KRS also offers a variety of graduate pathways such as, athletic training, physical activity/adapted physical activity, and rehabilitation counseling.
KRS faculty constitute another strength for the department. Faculty are highly collaborative, promoting cross content teaching for faculty. The majority of faculty have a 3/3 teaching load, which appears to be rather high. With this teaching load, faculty have largely focused on meeting UH undergraduate teaching metrics such as reducing time to degree and increasing enrollment. The department has seen increased enrollment in their undergraduate programs to approximately 500 students across the past four years. They also have improved their persistence rate to 79%, time to degree to 3.9 years, and degrees awarded to an all-time high at 174 annually.

Despite their heavy workloads, the KRS faculty have maintained their ability to apply for grants and continue their research projects. The KRS faculty has secured over 3 million dollars over the past 5 years. The UHM-HPA Lab has received a $39,000 subcontract along with a $500,000 grant from the Michigan Health Endowment Fund. The UHM-HPA Lab provides culturally relevant opportunities for youth focused on healthy eating and physical activity. The PA/APA track received several multi-year Personnel Preparation Training Grants through the Office of Special Education and Rehabilitation Services. This grant provided student support in order to complete the APA degree in which program completers were able to sit for the Adapted Physical Educator certification exam. From 2001 through 2017 approximately 95 candidates from rural Hawaii, Guam, Northern Marianas, Palau, and Saipan have earned their degrees through this program. The RC program has historically received Rehabilitation Service Administration (RSA) training grants of 1 million dollars over a 5-year period. This grant typically funds students for educational and training expenses. The Hawai’i Concussion Awareness & Management Program (HCAMP) received funding from the State of Hawai’i and the Department of Health Neurotrauma Supports program in order to continue its work in the community, state of Hawai’i and nationally.

The department maintains several research projects that serve the Hawai’i community. The iCare program provides free exercise rehabilitation to cancer patients. The program collaborates with other entities such as UH Cancer Center and the Rehabilitation Hospital of the Pacific. The UHM-HPA Lab offers the Play for All program, an inclusive after-school physical activity program for children 3-10 years of age. The Aquatic Research Laboratory focuses on the biomechanical analyses of elite level swimmers including individuals with disabilities. The Biomechanics & Gait Laboratory in collaboration with the Straub Bone and Joint Center conducts research in osteoarthritis and knee arthroplasty focusing on the improvement of quality of life and surgical outcomes for older members in the community. Students indicate that they enjoy the hands-on learning experiences and opportunities provided by the KRS faculty and instructors.

The department employs 12 instructional faculty which 10 are actively engaged in the programs. The department also has one civil servant office manager and one temporary Administrative, Professional and Technical (APT) position that serves as the KRS preliminary academic advisor. During our faculty interview the faculty and staff stated that they collaborate and work well together. The department included criteria for collegiality for contract renewals, tenure and promotion, and post-tenure documents in order to ensure a healthy work environment. Two
faculty members have received multiple awards during the reporting period. Dr. Judy Daniels received the 2015 American Counseling Association Dr. Judy Lewis Counselors for Social Justice award and the 2020 American Counseling Association Kitty Cole Human Rights Award. Dr. Erin Centeio received the 2020 American Educational Research Association--Division E Distinguished Research Award, the 2019--SHAPE America--Research Fellowship Award, and the 2018--SHAPE America--Mabel Lee Award.

Students reported that they feel well supported by the faculty. They expressed that the faculty was available to help students and the faculty wanted students to succeed. As one student stated, “the professors and graduate assistants are passionate about the subjects they teach”. The students appreciate the alignment and variety of courses that were offered and noted that the courses were scaffolded well. The course work provided enough rigor and prepared them for life beyond earning their degrees. The students enjoyed the hands-on learning experiences and the opportunity to build relationships with faculty and other students. Rehabilitation Counseling students value the flexibility which the online instruction provided, allowing them to receive instruction from across the nation. The students enjoyed having small cohorts and it allowed them to build strong relationships within their cohort and faculty.

Weaknesses
The faculty over the past decade has seen a reduction in faculty positions. Currently there are 10 faculty members who are actively engaged in the KRS programs. The 10 faculty members serve approximately 600 total students with a faculty to student ratio of 60:1 (without counting graduate teaching assistants and lecturers). The decline in faculty members in recent years has been due to retirements, transfers to other units, and acceptance of executive/management positions within the COE and University. The reduced number of faculty in the department has led to increased responsibilities and higher workload assignments. The high workload (including the teaching of overload courses) has led to less time for faculty to apply for grants and to conduct their research, less time available to engage with undergraduate students, less advising, and less able to market and recruit for their programs.

The large number of undergraduate students has made it difficult for the department to cover all courses offered. The department has supplemented the faculty by employing graduate assistants and lecturers. For example, for semester Spring 2021, there are 21 sections being taught by tenured faculty, 22 sections taught by graduate assistants, and 13 sections taught by lecturers. Many of the graduate students had to teach overload sessions which takes away from their career development and timely completion of their degree. The majority of the faculty teach graduate courses, approximately 10% of graduate courses are taught by lecturers.

Rehabilitation Counseling program is a relatively small program that houses very few graduate students from Hawaii. Rehabilitation Counseling was accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) until December 2020. One major requirement for CACREP accreditation of the MS in Rehabilitation Counseling is to have three full time (FTE) faculty members assigned to teach. The department felt this was an
unreasonable accreditation requirement that discriminated against smaller programs. Even with a rebuttal to CACREP, the accreditation body stood by its national requirement that three FTE are required. With the recent retirement of a program faculty member, there is only one faculty FTE teaching along with lecturers for the Rehabilitation Counseling program. The department needs to seriously investigate the value of the program and whether or not it should be continued or stopped out.

During our discussion with students’ concerns were raised. Undergraduate students noted that they did not have much exposure to research opportunities. The students wanted more offerings of certification courses such as strength & conditioning certification (CSCS). Equipment in some of the facilities needs to be repaired and/or upgraded. The students also mentioned they didn’t have a place to study in or around the KRS facility. They asked if it would be possible to create a student study resource room/lounge on the lower campus.

**Opportunities**

The following opportunities represent several general concepts such as an expansion of current activities, leveraging partnerships with state and community organizations, health systems or other parts of John A. Burns School of Medicine (JABSOM), implementing strategies to strengthen future grant applications, and building new revenue streams. Given the narrow bandwidth of the faculty members due to their current teaching/advising obligations with a growing student cohort, undertaking most of these opportunities will require an investment in additional faculty/staff numbers or a reduction in current responsibilities.

**A.** Future state/university investment in a Doctor of Physical Therapy (DPT) program could bring needed new faculty members and strengthen the undergraduate path to DPT. Development of a DPT program is under consideration by UH leadership as a program based in the College of Education KRS department. If undertaken, this graduate degree would require additional faculty members. Some or all of the additional faculty members could be involved in the undergraduate KRS BS program and graduate KRS MS programs. Indeed, broadening the teaching opportunities for current and future DPT faculty could lead to a stronger professional degree pathway for the students and build a stronger professional identity for the faculty members. Further, the expansion of KRS into a DPT professional program will require a stronger clinical connection for the faculty and students. The DPT program would be facilitated, if done as a conjoint effort between the College of Education, JABSOM and other health science units (e.g., Nursing and Social Work).

**B.** Co-sponsorship of KRS programs with the JABSOM and other health science units could open a path toward the recognition of KRS as an allied health and education program. Several faculty members noted that most kinesiology training programs (at other institutions) are part of an allied health program. The KRS ties to the College of Education and Physical Education Teacher Education training are strong, but the scope of KRS is much broader than Physical Education. As another example, the Hawai‘i Concussion Awareness & Management Program (HCAMP) continues to collaborate with
the JABSOM School of Communication Science and Disorders on various aspects of returning to school post-concussion or after mild traumatic brain injury (mTBI).

C. The JABSOM department of Anatomy, Biochemistry and Physiology could be a major pathway for KRS program support, e.g., as follows: The Willed Body Program (WBP) at JABSOM pre-COVID has been a good opportunity for MS student training. Post-COVID, the WBP could strengthen MS/PhD research opportunities and expand educational opportunities for BS students. The JABSOM 3D anatomic imaging program could provide educational/research opportunities with KRS BS/MS programs.

D. The Rehab Counseling MS program could further enhance its synergy with the state vocational rehabilitation program. Such collaboration with a better understanding of the state’s Rehab Counseling needs could guide the KRS MS in Rehab Counseling Education program and build a pathway for trainees into key jobs needed for the state. The program can be viewed as a possible component of a DPT program supporting the full spectrum of vocational rehabilitation as well as interacting with the JABSOM Communication Sciences & Disorders program and the JABSOM Pacific Disabilities Center.

E. Growth of partnerships with UH Athletics and private/public high schools could increase the numbers of MS GA positions. There may be other statewide KRS MS GA position opportunities available with UH Athletics and private/public high schools, but faculty workload has made it difficult to envision, market and monitor additional positions. There could also be continued growth of partnerships with Hawaii-based health systems which could open opportunities for more support of research/education in rehabilitation training (i.e., cancer, cardiac, orthopedics). Several successful programs have evolved in the clinical rehab environment that can accommodate BS and MS students. These programs need sufficient faculty oversight and coordination to accommodate additional students. Such programs could be expanded with health system partnerships incorporating investment in GA and faculty FTE.

F. The UH Athletic Department may offer additional opportunities for collaboration. Further collaboration may allow for more shadowing opportunities for MS athletic trainer graduate students based in the community, but also need additional faculty oversight and coordination. The Athletic department may be able to expand study space on lower campus for BS KRS students. This would require coordination of space by KRS staff working with the Athletic Department staff.

G. Build a strong, supportive KRS alumni program for philanthropy and in-kind donations. KRS should work closely with the COE Alumni Association and COE Development Officer to build a strong sense of identity for KRS alumni which may help bring philanthropy and volunteer educators into the programs.

H. Develop programs focusing on Native Hawaiian (NH) physical activities (e.g., hula, surfing, paddle boarding, canoe paddling) with ties to community organizations.
Embracing NH and other Pacific Island traditional physical activities through research and education would provide a niche area for regional/federal grants and collaborations academically. Consequently, KRS already has a nationally recognized kinesiology program in aquatic swimming; the addition of several NH and other Pacific Island focused physical activities would enhance the sense of place for KRS and support the overall UH Mānoa strategic plan.

Dean's Summary
I would like to acknowledge the KRS department has done over years. With a large enrollment and limited resources, KRS faculty have agreed to increase enrollment to triple digits, taught 3:3 work assignments every semester, and continues to maintain a respectable level of research and extramural funding. KRS continues to have increase enrollments with a decrease in faculty and resources. They have strong partnerships with multiple units across campus which impacts their research endeavors, and fosters collaboration which impacts our HIDOE and community organizations.

Recommendations
1. Several KRS faculty replacements should be prioritized highly by UH Mānoa/COE. The prioritization process for new hires following the recovery of the economy can be expected to be aligned with a number of factors which the reviewers observed such as a highly productive faculty with great teaching metrics, strong growth in undergraduate learners, promise as the base for a new DPT program, opportunities for collaborations with multiple UH health science units (including JABSOM), and opportunities to extend community training opportunities. Although, this external review cannot substitute for the Provost’s decision making, the recommendations of the program review will be considered when assigning priority for growth and permanent position assignment.

COE RESPONSE
The Dean recognizes that need for additional faculty and resources in KRS. In 2020, the Dean supported the KRS department to search for a tenure track faculty member; however, the search was postponed due to President Lassner’s March 2020 memo indicating all searches to stop unless offers were already made. This new hire would have covered at least five courses per year, which would have decreased some of the workload on other faculty. With the new revised hiring priorities as determined by UH Administration, the Dean will consider how KRS programs are prioritized as part of the process and advocate for a position(s) as appropriate.

KRS has excelled in making connections and collaborating with other entities including JABSOM, HIDOE, Rehab Hospital, and Department of Health (DOH). I would also encourage KRS to seek deeper partnership with the UH Athletic department. While I realize that athletic training does clinical rotations, our majors are working with the Strength and Conditioning program, there may be other related areas such as facilities, game management, and marketing options that may enhance a KRS majors’ educational experiences. I believe they can continue to excel in this area to engage other faculty from other disciplines to work closely with KRS faculty for both teaching opportunities and research.
Alternative plans to sustain operations should be considered pending new recruitments which may take 2+ years in today's economy. Anticipated state financial shortcomings suggest that alternative approaches may need to be undertaken to right-size faculty workload pending acquisition of additional faculty/staff positions. This also may require faculty to review current course offerings and curricula to right size teaching load to increase efficiencies, stabilize workload assignments, and decrease duplication. Because no one approach is likely be optimal, it is suggested that faculty use a mixed portfolio approach involving several of the following options:

- Reduce undergraduate course offerings or decrease enrollment
- Reduce under-division sessions for each course offered
- Provide non-essential courses on alternative years
- Reevaluate the offerings of activity courses that are more aligned with the UH Mānoa population than KRS majors
- Increase requirements for entry into KRS BS undergraduate program
- Provide access to limited KRS courses for BS KRS (secondary) degree or other majors
- Consider a "pre-KRS" entry year with specific thresholds (GPA, credits, etc.) to be met before one is formally enrolled from high school into the KRS undergraduate program

**COE RESPONSE**

KRS should consider all of the alternatives listed by the Review Team, including pausing all undergraduate courses that do not have direct relevancy to the department or for UH Mānoa in general. Focus should be on those courses that directly influence and impact KRS undergraduate and graduate students. The notion of a pre-KRS major is a good however I do recognize that this may pose a barrier to entry into the program. Feedback received from the Office of Student Academic Services (OSAS) indicate that pre-KRS major with specific core courses as a conduit to gain full entry can be problematic. What was agreed however is not to reduce the number of KRS majors. To increase retention of students in a COE program, KRS may want to consider advising pre-KRS majors to take the ITE 403E course that provides an overview of all of the COE departments, degrees, majors and programs. Students would be exposed early to the array of options available in the COE, including KRS, and could be encouraged at that time to identify a suitable major either within or outside of KRS.

Being one of the larger undergraduate programs at UH Manoa, the HES program offers multiple pathways toward career options in the Allied Health fields. KRS should consider revamping its HES curriculum to better align with majors’ interests, goals, and even workforce development needs of the state. Faculty are encouraged to closely examine course offerings that are more student centered with an eye toward workforce development.

Restricting KRS upper division courses has been done; therefore, consideration should be allowed for substituting courses that have similar outcomes perhaps outside the department and college. Looking for similar or compatible courses from across campus should be carefully examined.

**3. Develop a clearer vision of KRS enterprise beyond what KRS represents as part of UH Mānoa and COE.** Interestingly, the KRS vision does not distinguish what KRS does from
most departments, degrees or programs at UH Mānoa. The KRS vision should be the raison d'être - the reason for the existence - of the KRS department and the vision should define what KRS uniquely brings to the UH Mānoa campus/Hawaii.

**COE RESPONSE**
I recommend that KRS consider revising its mission and vision to articulate how they distinguish themselves from the other departments in the COE, as well as how KRS aligns with the vision and mission of the COE. I would also suggest that KRS clearly define what it uniquely brings to UH Mānoa and the State of Hawaii. Program and degree alignment should be articulated within the revised vision and mission. Perhaps realignment with a “School” versus of department may allow for this envisioning to occur with specificity and clarity on its mission and vision.

4. Improve the visibility of KRS and value to UH Mānoa/State through various internal and external programmatic and communication channels. Visibility should be done in part by sharing the good news about what KRS is doing in the College of Education, at UH Mānoa, and for the state. Such programs as iCARE, HCAMP and international research endeavors have had a significant positive impact for the state of Hawaii. It is also important for the KRS department to cultivate allies both at UH Mānoa, in the community, nationally, and internationally. We encourage KRS to develop partnership/collaborations with key stakeholders within the community and state.

**COE RESPONSE**
I would agree that KRS should engage in activities to enhance their marketing and increase visibility in the COE, the UH Manoa and to the larger community. While individual programs have garnered some positive attention within KRS, there is potential for continued growth and collaboration to foster their marketability. The COE has strong marketing support services that are available to assist KRS with increasing their visibility.

KRS will also need to closely examine programs that may be under enrolled. They should be asking, is the program meeting an essential state or regional need? This board question is an important one given the current and future financial state of affairs for UH Mānoa and state. I believe KRS has begun to ask these questions in light of our budget and financial situation.