



January 20, 2022

MEMORANDUM

TO: Nathan Murata, Dean, College of Education

FROM: Michael Bruno, Provost *Michael Bruno*

SUBJECT: College of Education Program Review Response from Administration

Mahalo for your response to the Spring 2021 program review reports of the KRS and LTEC programs. We will first respond to the KRS program comments and action items followed by the LTEC programs.

Kinesiology and Rehabilitation Science (KRS):

The report highlighted a number of strengths of the programs in KRS including its high enrollment, diverse career opportunities for graduates, improving retention rates and time-to-degree, collaborative and responsive faculty, and extramural grant success. Areas of concern included the reduction in faculty positions who serve about 600 total students and the correlative workload concerns. The large number of undergraduate students necessitates the employment of lecturers and Graduate Assistants (some of whom teach courses on overload presenting its own concerns).

The matter of the Rehabilitation Counseling Program must be given thoughtful attention. Since it is a separate track, its enrollment patterns are not readily available, but presumably Rehabilitation Counseling has a relatively small number of students within the MS in KRS degree. Since the CACREP accreditation lapsed last December, and there is only one faculty member teaching in this concentration, a stop-out should be considered until a decision on its future is determined.

In light of the current hiring freeze and the budget situation, the hiring prioritization process will be critically important for the College of Education. The constrained budgetary situations is particularly relevant given the new Doctor of Physical Therapy program that the College has been considering. That said, the reviewers' suggestion to make KRS programs conjoint with other health science units such as JABSOM, Nursing, and Social Work may help to alleviate some of the faculty FTE and workload concerns that adding a degree to an already taxed unit might entail. Also, as the review team pointed out, further collaborations with other units such

as the UH Athletics Department as well as external entities such as the HI DOE and the Rehabilitation Hospital are encouraged.

Relatedly, we encourage the regular review of program requirements in order to reduce redundancies, increase efficiency, and improve student outcomes. Along with allowing outside courses to count for program requirements, cross-listing is another option to consider for similar courses outside the unit. These options require close collaboration with colleagues internally and across campus to ensure compatibility, cooperation, and availability of courses for KRS students, and to promote innovation and cross-disciplinary collaborations. Considering alternate term or year offerings for courses, which would be open to non-majors, is also recommended, along with efforts to right-size faculty workloads. We would like to hear more about your thoughts about creating a school vs. a department but encourage engagement with the faculty regarding the mission and vision of KRS vis-a-vis the College of Education and the University of Hawai'i at Mānoa.

Branding, marketing, and consistent/dedicated social media activity are demonstrably important and effective in the recruitment of students. We applaud your investment in these activities with the COE marketing support services. In addition, up-to-date and informative webpages regarding programs (their requirements, faculty research activity, alumni testimonials, etc.) and faculty efforts and responsiveness to prospective student queries are critical to successful student recruitment.

Learning Design and Technology (LTEC):

The strengths identified in the program review report for the Learning Design and Technology programs include its collegial faculty, excellent national and international reputation, collegial faculty, strong student and alumni support and engagement. The graduate programs are lauded as high quality with a strong commitment to diversity and inclusion. The extensive collaborations with teacher education as well as system and external partnerships are commendable. The programs align with the Mānoa advanced degree learning outcomes and with the campus strategic plan. We also applaud the success in attracting Native Hawaiian and Pacific Islander students and the support for programs and coursework that integrate indigenous ways of learning.

Challenges identified included the teaching workload, heavy graduate mentoring requirements on the part of faculty, and the need to clarify and better communicate the identity of the department, especially to those outside of the College of Education. There is a need to promote a greater understanding of LTEC by the diverse constituencies with whom they work.

Opportunities that were identified include the expansion of LTEC undergraduate offerings, further dialogue with the College of Education and the HI DoE, and building new revenue

streams. A longer-term solution to addressing the undergraduate courses taught (LTEC 112 and 113) through Outreach College is needed.

The Dean's response to the recommendations regarding faculty workload included the College policy which includes a point-system for a workload equivalency for a research assignment per year. The Department Chair, Graduate Chair (for graduate advising) as well as the Dean all play a role in determining the best approach to equitable advising/workloads within and across units in the College. Equitable workload is an important consideration for both KRS and LTEC.

We concur that the College of Education Dean's office should facilitate communication with CoE teacher preparation programs along with the DoE to meet HTSB requirements. We also agree with the recommendation to offer certificates that could lead to an add-a-field license in computer science, STEM, and other fields that may help to fill state needs.

In sum, the College is commended on the many contributions that the academic programs make to the education of our students, the support of students as well as faculty and staff across the campus, within the community, and beyond. We look forward to getting updates regarding plans for the KRS and LTEC programs within the context of the College and the campus, as well as the outcomes of your continued efforts. The one-year progress report will be due on January 20, 2023.

C: Laura E. Lyons, Interim Vice Provost for Academic Excellence
Julienne Maeda, Acting Dean for Graduate Division
April Quinn, Director of Program Development and Review