FINAL REPORT OF THE WASC VISITING TEAM
CAPACITY AND PREPARATORY REVIEW

January 6, 2010

To: University of Hawaii, Mānoa

Visit of December 7 – 10, 2009

In Partial Fulfillment of the Requirements for

Reaffirmation of Accreditation

Team Roster

Edward Ray, Chair
President, Oregon State University

Sharon V. Salinger, Assistant Chair
Dean, Undergraduate Education
University of California, Irvine

Scott E. Evenbeck
Dean, University College
Indiana University - Purdue University Indianapolis

Susan M. Hansen
Associate Consultant
Cynthia Forrest & Associates

Ming Tung "Mike" Lee
Associate Vice President and Dean for Academic Programs
California State University, Sacramento

Richard P. West
Executive Vice Chancellor/CFO, retired
California State University System

Ralph A. Wolff, staff liaison
Executive Director, WASC
The evaluation team in conducting its review was able to evaluate the institution under the WASC Commission Standards and the Core Commitment for Institutional Capacity and therefore submits this Report to the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges for action and to the institution for consideration.
# TABLE OF CONTENTS

**SECTION I. OVERVIEW AND CONTEXT**

A. Description of the Institution and Visit 4  
B. The Institution’s Capacity and Preparatory Report: 6  
  - Alignment with the Proposal  
  - Quality and Rigor of the Review and Report  
C. Response to Previous Commission Issues 7

**SECTION II. EVALUATION OF INSTITUTIONAL CAPACITY UNDER THE THEMES** 9  
  - Theme 1: Building a Mānoa experience in Support of Student Success 9  
  - Theme 2a: Campus Renewal to Support the Mānoa Experience 17  
  - Theme 2b: Expanding and Renovating Student and Faculty Housing and Improving Areas for Student Interaction 21  
  - Theme 3: Reform Campus Governance 23  
  - Connection with Educational Effectiveness Review 28

**SECTION III. FINDINGS AND RECOMMENDATIONS** 29

**SECTION IV. PREPARATION FOR EDUCATIONAL EFFECTIVENESS REVIEW** 31

**APPENDICES** 32  
  - Report on off-campus and distance education programs 32
SECTION I – OVERVIEW AND CONTEXT

A. Description of Institution:

The University of Hawaii at Mānoa (UHM) is the flagship campus of the 10-campus University of Hawaii system. Governed by a president and a 15-member Board of Regents, the University of Hawaii is the only public university in the state. The campus, located in the lush Mānoa valley on the island of Oahu, was founded in 1907 under the Morrill Act as a land-grant college of agriculture and mechanic arts. When the College of Arts and Sciences was established in 1920, the campus transformed into the University of Hawaii. With another name change in 1972 it became the University of Hawaii at Mānoa, distinguishing it from the other campuses in an expanding university system.

More than 20,000 students are currently enrolled, either on campus or via distance learning, and of these approximately 70% are undergraduates. As of the fall 2006, this Carnegie Doctoral/Research University offered 87 bachelor’s degrees, 87 master’s degrees, 51 doctoral degrees plus professional degrees in law, medicine and architecture. The Western College Association first accredited the university in 1952. The Mānoa campus is currently accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges. Fifty-four degree programs are also accredited by their appropriate professional agencies. Extramural funding places the campus in the top 25 of U.S. public institutions averaging $400 million per annum.

Mānoa’s special distinction derives from its Hawaiian, Asian, and Pacific orientation and unique location. The newest school, Hawaiian Knowledge, offers a multi-disciplinary program of study available nowhere else in the world. UHM offers other unique opportunities for study in tropical agriculture, tropical medicine, marine sciences, astronomy, volcanology, botany,
evolutionary biology, comparative philosophy, education, languages, urban planning, cultural studies in Pacific/Oceania, performing arts, second language studies, and international business. UHM also boasts one of the most diverse student populations of any public university in the United States.

**The Visit:**

The CPR visiting team spent two and a half days on the UHM campus, December 7-10, 2009. We met with a wide variety of constituents: all levels of campus and system administration, president, chancellor, vice chancellor for academic affairs, vice chancellor for research, facilities manager, campus planner, vice chancellor for student affairs, and vice chancellor for administration, finance and operations; two members of the Board of Regents; ALO and ALO support staff; committee engaged in long-range planning; staff responsible for first-year programs, residential learning communities, and student and faculty orientations; representatives of the general education board; advising staff; Student Success Center staff; Academic Deans; executive committee of the faculty senate; technical staff; and groups of faculty, assessment staff, students, and staff. One of our meetings allowed UHM to outline their next steps as they move from the CPR into the EER phase—a discussion that exemplified the energy and thought evident in their entire process. The team also accessed the confidential email account from which students, staff, and faculty communicated with the team. On our last afternoon the assistant vice-chancellor for financial and physical management and campus planners toured us through the new undergraduate residence hall and the soon-to-be completed renovations of the library, which had been severely damaged by flooding in 2004.

During the visit, the University sponsored a poster session to showcase examples of undergraduate research and program assessment. The team engaged with an enthusiastic and
talented cadre of students and with a group of faculty/staff from a variety of disciplines that
described their very effective assessment strategies. On our final morning at the public exit
interview, the team’s chair summarized our collective findings—that the campus had emerged
from a difficult past, that we saw clear evidence that the promise of the Capacity Report had
formal shape on campus—especially in student success, the Mānoa identity and facilities
upgrades—that the goals were indeed attainable and that the campus was well positioned for the
Educational Effectiveness Review.

B. The Institution’s Capacity and Preparatory Report:

The team was unanimous in its assessment that the CPR report is well aligned with the
Standards and provides evidence of progress from the Institutional Proposal toward the
Educational Effectiveness Review. In addition, the CPR report reveals a clear sense of direction
and commitment, which the team found especially impressive in light of the University’s recent
history of changes in administrative personnel both on the campus and system levels. The report
also offers a systematic response to the 2008 Commission’s recommendations that focused on
four areas for improvement: planning, leadership and governance, financial management and
resource allocation, and assessment of student learning. The CPR report addresses all issues of
concern with a detailed accounting of their achievements and remaining challenges including an
articulation of an organizational structure that moves to separate the campus and system
administrations.

The CPR Report articulates clearly how engagement with the issues had led to genuine
improvements. UHM has put in place significant new structures and a series of strong programs
to support student success: redesigned new student orientation, residential learning communities,
the ACE program, a Student Success Center, the First-Year Experience efforts and an
invigorated council of academic advising. These new initiatives along with the attention to the physical student community spaces make the prospects for success excellent. Contained in the CPR Report as well are indicators of quality assurance especially in the external measures for student success and physical plant.

C: Recent accreditation history:

The relationship between the University of Hawaii and WASC has been intense over the past decade, marked by Special Visits, WASC reports, Commission letters and campus responses that focused on the UH system and Mānoa campus. Evidence suggested that dysfunction and ambiguity with regard to roles of the system and the campus stymied the progress and capacity of the Mānoa campus.

The WASC Commission ordered a Special Visit to the Mānoa campus in March 2003 as the campus was emerging from an unstable period. A new UH president had been appointed in 2001 followed by the hiring of a new UHM chancellor in 2002. The Special Visit Team reported confidently that UHM was either addressing successfully or had solved leadership, organizational, operational and political challenges that had elicited concern in the 1999 comprehensive visit.

A second Special Team visit occurred in March 2004 to examine the relationship of the system to the campus, the role of the Board of Regents, and the place of campus administration within the mix. The Commission’s letter expressed serious concerns, most critically, that the leadership appeared unable to manage the campus effectively; they called for a Special Visit to take place in fall 2005. Because of major changes again in campus leadership with the summer 2007 appointment of Chancellor Virginia Hinshaw, the visit was moved to October 2007. The Special Visit Report reported very favorably on what they had observed. Most importantly, the
system had moved forward to address the issues of campus autonomy by redefining the role of the system and Board of Regents, providing the campus with the freedom to grow and develop into its place as the UH flagship.

The report also expressed confidence in the stability of the new campus administration noting that the new chancellor had opened the lines of communication, encouraged shared governance, and ushered in an era of transparency. The Commission’s letter echoed these sentiments and acknowledged UHM’s significant progress, highlighting efforts to formulate an inclusive, comprehensive and long-range campus strategic plan. Problems with leadership and governance, concerns that had motivated the several previous WASC special visits, appeared satisfactorily resolved. What still required resolution were issues of structure and organization of the campus in relation to the various schools, especially arts and sciences, and sharing of personnel and other functions with the office of the president and Mānoa administration. In addition, the appointment of a Vice Chancellor for Academic Affairs continued to move the campus in the appropriate direction. The Commission also noted that financial management and resource allocation showed evidence of increased collaborative planning efforts, welcome communication with the campus at large while problems with deferred maintenance still remained significant. Finally, the letter identified significant progress in the realm of student success citing the beginnings of an infrastructure that would embed assessment into campus culture.

UHM’s Institutional Proposal for this current round of reaccreditation was approved by the WASC team in the Fall 2007 setting the timeframe for this Capacity Review.
SECTION II—EVALUATION OF INSTITUTIONAL CAPACITY UNDER THE STANDARDS

Theme 1: Building a Mānoa experience in Support of Student Success

The University is making continual progress toward its strategic priority of Building a Mānoa Community in Support of Student Success. This is being achieved in part by communicating a clear vision and by providing transparent approaches that are inclusive of students and employees at all levels of the university.

UHM is to be commended for the actions taken to create an infrastructure that fosters the development of a Mānoa identity. Although the values and competencies at the core of the Mānoa Experience that are expected to inform and connect all educational and co-curricular activities have been articulated, the entire community has yet to embrace them. Personnel in support of a media presence and continuity are in place (Director of Communications, Public Information Officers, Director of Marketing). Faculty/student interactions have been acknowledged as critical to student engagement along with community celebration and support of students (Celebration for Graduations, a campus-wide open house--Mānoa Experience, and Welcome Week). A broad based marketing survey has been completed and was used to create very professional video TV ads to be launched soon. All of these activities set the foundation for traditions that are uniquely designed to showcase Mānoa as a Hawaiian Place of Learning.

Perhaps the most powerful step in establishing a unique sense of place and learning is the School of Hawaiian Knowledge. This three-year old School already has close to 240 majors. In addition they offer 38 sections of Hawaiian Studies 107 each semester to classes that range in size from 25-45, which suggests that virtually every student on campus will have some exposure to Hawaiian culture, language, history, and literature.
While the effort to establish a one-of-a-kind capacity to advance Native Hawaiian studies is critical, the university has other assets that distinguish UHM in Hawaii and relative to most universities throughout the nation. As a Carnegie research-intensive university, UHM has the ability to provide undergraduate students with hands-on research opportunities, community engagement experiences, internship opportunities, and the benefit of acquiring cutting-edge knowledge from among the most outstanding academic scholars in the world. The team saw evidence of an awareness of these strengths among the administrators, faculty and staff with whom we spoke and evidence that these attributes are being put to good use for the sake of students.

Many good practices for supporting students and creating community currently exist on campus including the centralized student success center, a plethora of first-year programs and academic/co-curricular learning communities. The University should also be commended for the physical improvements to campus, which are designed to provide gathering places for student interaction and respite between classes.

New student orientation has been revitalized. It is unclear whether plans are in place to make it mandatory or whether registration for classes can become part of the experience, although both are encouraged as effective student support and engagement tools. The campus ‘brand’ ‘Hawaiian Place of Learning’ might serve the campus better if strategically placed on web pages and printed materials. The vast majority of new employees who interacted with the visiting team reported that they are very pleased with the Mānoa community, citing events, activities and professional relationships that are rewarding. At the same time, a number of employees who have been on campus for several years or more are feeling marginalized. Many
expressed the need for more transparency from and a dialogue with administrators in order to gain their trust and support in establishing a shared vision for the campus.

The campus governance structure adds an additional challenge to community building. The Chancellor is encouraged to promote serious discussion at a system level not only about the number of senates on the campus which might benefit from consolidation for practical as well as community reasons, but about the scope of authority currently given the faculty senate. The visiting team heard many accounts of professional staff needing to ‘become creative’ or ‘work around’ the faculty senate as they go about their daily business in order to avoid the senate adversely impacting their initiatives. Many of these initiatives did appear to be outside the scope or expertise of a faculty senate. The campus is also encouraged to increase the community’s exposure to the work of AAC&U institutes, team-oriented training programs that bring together faculty, administrators and student affairs professionals to create JOINT goals and initiatives to support student success and create a more collaborative approach to solving campus challenges.

Governance issues continue with respect to the system and UHM’s role within the system. The regents, president of the system, and chancellor have a very collegial working relationship and there is an opportunity to make progress on this front. The regents are very attentive to their need to oversee the system but not micro-manage. The president is a quick study and carefully assessing what the differentiated role of each of the elements of the university system should be as the system moves forward. An articulation of those differentiated roles by the president and why they are defined as such would help UHM chart its future course with greater clarity than is now possible.

Students repeatedly told the visiting team that the campus lacks a customer service philosophy and support for students. Although the intention may be in the highest level of
planning, students perceive that the University is not living up to its commitment to student success. Specifically they cited the lack of services in the evenings and during break periods and a tendency on the part of a significant number of tenured faculty to avoid student interaction, mentoring and support. This perception, whether “true” or not, can significantly impede campus efforts for community building.

UHM has committed itself to ensuring student-learning success. As described in the Institutional Proposal, the campus has made noteworthy progress toward developing the student academic support structure through policies and practices designed to enhance student academic achievement and persistence, coupled with the assessment of student learning.

The campus has made significant progress in academic advising. These changes show strong institutional commitment to enhance student success, given the strong relationship between effective advising and student support, particularly in working with low income and first generation students as well as students who reflect the diversity of Hawaii.

The campus has given formal shape to their goals by transforming former library space into the Student Success Center, which houses a number of innovative and effective programs providing a centralized point for serving students that encourages synergy and collaboration. Since the tutoring and supplemental instruction program moved into the Center it tripled the number of students served. Students are being trained in a number of programs on campus to serve as peer mentors to support students in their learning, and these programs will now be eligible for support from the Student Success Fellowships.

The campus has also put considerable resources into advising services. The Mānoa Advising Center, which will be housed in the Student Success Center in the near future, is responsible for advising all undecided and pre-major students. The campus adopted mandatory
advising for all students in their first two years and requires that freshmen complete English 100 in the first year of college study (or the first two semesters for transfer students who have not met the requirement). They support this by guaranteeing seats in English 100 during the fall semester to accommodate all entering students. It is worthy of note that each English faculty member teaches at least one section of the 100 course each year and offer some sections with graduate assistants. With the Student Tracking and Reporting System (STAR), students have access to accurate on-line information on their progress toward their intended degree and can query the system about what would be required if they chose another program. Having such information online frees advising time for helping students make decisions, for supporting them in their work and in connecting them with the campus and resources.

Native Hawaiian Student Services provides support to majors in the school and to all Native Hawaiians across campus. Native Hawaiian students are under-represented on campus and are retained and graduate at reduced levels. The Kokua a Puni (KAP) project, funded by Title III, is doing important work to redress these problems including a summer bridge program that has proven to be effective in retention and student success. Once the grant ends it is important for the campus to sustain the work. The School of Business offers promising freshmen the Shidler Pre-Business Scholar program. The Scholars become part of the school from the moment they arrive, are offered special programs with business leaders as a means of supporting students’ interest in and commitment to the major. Another important practice is the mandate that students have to declare majors by the end of the second year. Since many students are pre-majors, it will continue to be important to help students who are not admitted to their programs of choice to find alternate degree programs.
The newly created Council of Academic Advisors, with representation from all units, considers policies and practices with strong implications for student success; it has literally energized the campus wide conversation on best practices. The Council has articulated goals, has a formal structure for its work, and has implemented common policies on probation, transfer students and for students with disabilities.

First-year experience programs play an increasingly important role in student success. The College Opportunities Program, which is being expanded, provides a coordinated and effective transition to successful university study for Mānoa students. The Summer Bridge and related continuing support through the first year appear to be highly effective in terms of retention and success. The Access to College Excellence (ACE) learning communities have grown 60% since 2006. Freshman Seminars enhance student learning grounded in a Mānoa context. Upper division students are assigned the task of writing letters to incoming students to describe the Mānoa experience. Their perspective has proven to be very useful in welcoming new students and determining ways to enhance the support for entering students. All of these programs benefit from robust assessment.

Other best practice initiatives on campus include The Manawa Kupono project, which has enormous potential for enhancing the academic success of Native Hawaiian students; the financial literacy components of the freshman seminars are a national model for providing students with needed information and insights to increase their academic success. The Selected Studies Program and the Honors Program, housed in Sinclair, provide excellent opportunities. It is clear that the campus is committed to providing an inclusive honors program, not one characterized as elitist but rather a program building on the Mānoa Experience where participants will have contexts for demonstrating their commitment to learning and academic
excellence. The Writing Mentors program has been very effective. The program has its roots in earlier results demonstrating the effectiveness of peer tutors in the writing classes (students were mainstreamed, with support, into class rather than placed in a remedial course as a function of a placement examination). The Residential Learning Programs, which will continue to expand, provide residential experiences grounded in majors or in programming of interest to residents. Frear Hall, the locus for these programs, is a state-of-the-art new residence hall, the site for co-curricular and curricular programming for students. Residential learning program outcomes have been articulated including impacts on GPAs, out-of-classroom contact with faculty, student satisfaction, and retention. General Education at Mānoa extends across the undergraduate curriculum, and the General Education Committee does an excellent job with oversight of the foundation courses and the diversification and focus requirements. Assessment efforts are also underway. This committee will be an important partner in all assessment of student learning. Ongoing conversations on learning outcomes for undergraduate education, including preparation for the EER, are important for the campus.

Mānoa offers an expansive program to engage undergraduates in research. Tapping into the research excellence of faculty, Mānoa provides opportunities for students to learn about and conduct research with a faculty mentor. Poster presentations during the visit confirmed students’ commitment to their learning and the effectiveness of the research program. Leveraging the research enterprise to enhance student learning is an excellent strategy. Mānoa’s commitment to expand the work through the Symposium for Undergraduate Research and Creative Work and the programming in the schools will serve students well. As the campus defines the learning outcomes for the undergraduate experience, it will be appropriate to articulate expectations for student learning as a function of such engagement and then to assess that learning.
NSSE deserves the campus’s attention. The majority of faculty and staff appear unaware of the ways NSSE data could inform the campus on a wide variety of issues—from overall student engagement to learning in the classroom and design of extracurricular offerings. The University may benefit from staff and faculty workshops, which guide the use of the NSSE data to support student engagement and success.

**Leveraging Assessment:** Mānoa has improved its capacity for assessment and its use of data for informing decisions. Key initiatives include the STAR Data Matrix that allows users to access data and analyze it in ‘real time.’ The executive console is useful in presenting campus and departmental fiscal data. The team was also impressed by the Mānoa Committee on Assessment, which serves as a clear indicator that assessment efforts benefit from faculty understanding and involvement. The Senate resolution authorizing the Assessment Committee charged it to establish assessment policies; identify most appropriate practices, and uses; review resource needs; recommend concomitant budgetary applications; liaise with the faculty to promote effective practices; consult with subject matter experts; produce an annual report by June 30, 2010; serve as a repository of assessment activities; provide consultation to the administration about gaps in available assessment information; recommend changes in processes; review the usefulness of strategies; and ensure that Mānoa uses assessment data to inform decision-making and improve student learning. The committee is well underway with these tasks. The Assessment Office has delineated activities and outcomes of its work and every department has identified an assessment coordinator. A timeline of outcomes assessment benchmarks is articulated through 2015.

The Visiting Team applauds the University for its efforts to infuse assessment into the campus culture. The University is encouraged to better explain the rationale for and use of
assessment data as well as the implication of not engaging in this critical tool for supporting student success.

The University has made progress in developing a marketing campaign to communicate widely the vital role the campus plays in State of Hawaii. A Director of Communications, Public Information Officer and other key positions have been hired for greater coordination and impact in campus communications. UHM is encouraged to continue this strategy of defining itself by articulating its assets to all stakeholders--students, families, employees and the general population. The visiting team applauds these efforts and encourages the continuation of its healthy approach to informing the community about events and decisions through emails, web posts and open forums.

Theme 2: Campus Renewal to Support the Mānoa Experience

Prior reviews of the Mānoa campus have emphasized the need to address the poor condition of campus buildings. Many of the 300+ buildings are thirty years old or older. Because of the lack of investment in the physical plant, the accrued deferred maintenance cost is significant.

The campus has put in place the capacity for thoughtful physical capital planning and action and is beginning to address infrastructure issues. The Chancellor indicated that maintenance of the campus facilities and the overall planning for the physical plant are among her major priorities. In an attempt to address these needs, the campus hired an Assistant Vice Chancellor for Campus Services in 2007, who has substantial facilities management background. One of his first tasks was to get a sense of the magnitude of the problem. A thorough evaluation, using recognized methods in higher education facilities management, estimated that the campus requires $235 million in deferred maintenance expenditures to bring the physical plant up to
appropriate performance standards. The campus has begun to plan for and fund deferred
maintenance.

The campus received some state capital funds in 2004 to address the damages caused by
a flood that same year. A number of buildings were affected; however, the library sustained the
most severe damage. Renovations to the library are underway and should be completed this
academic year. For the most recent budget biennium, state capital funds in the amount of $75
million were appropriated to moderate the deferred maintenance backlog. Climate conditions in
Mānoa are conducive to mold problems, which create health risks and add to the urgency of
addressing the deferred maintenance issue.

Although the campus is located in a relatively mild climate, many of the buildings were
built in an earlier era when energy costs were relatively low. Most of the campus buildings were
not designed to take advantage of natural ventilation, but rather rely on air conditioning to create
a comfortable temperature in offices and classrooms. As the buildings have aged, windows and
insulation have deteriorated; buildings have become more permeable and retain cooled air
inefficiently. The combination of deteriorating buildings with the increased costs of energy puts
energy costs per square foot at close to 50% greater than comparably sized institutions on the
west coast.

Replacing air conditioning systems is an appropriate top priority for the use of any new
capital renewal dollars. However, this investment does nothing to improve the condition of the
buildings themselves. At best new air conditioning systems may retard the rate at which deferred
maintenance accumulates. Facilities management indicates that deferred maintenance will
remain a budget priority for the foreseeable future.
Reducing campus energy costs is a high priority especially during these difficult budget times. The proposed closing of the campus during the holiday season in late December and early January will result in $3 million of savings and should be commended. Although the closing of the campus does create some inconvenience for students, it was done after wide consultation with the campus community as part of the budget prioritization process.

The second major facilities requirement is long range physical plant planning. The campus has made significant strides here as well. A new Assistant Vice Chancellor for Financial and Physical Management was hired during the past year. As part of the campus master planning strategy the campus has created a Campus Facilities Planning Board, which includes UHM staff, faculty and local community members. The Board is charged with reviewing major renovations and new building proposals for the campus. A series of standards have been proposed in the areas of building design to minimize the cost of energy, architectural design, and landscape. All of these efforts are required to begin the programmatic review for a campus physical master plan. The necessary capacity requirements have now been put in place to allow for the creation of a new master plan. Individual building design standards incorporate Hawaiian features for building and landscape design. During the development of a new campus master plan, some emphasis should be given to how the campus will create physical ways of connecting with the community.

Substantial improvements have been made in the area of student housing and student services. New apartment style student housing has been constructed and opened in the last year. Not only does this new housing provide additional capacity to allow more students to live on campus, it creates the opportunity to renovate old student housing facilities. These repairs are underway and when completed bring on line more modern facilities for more students. The
campus is well underway to providing new and improved student housing and will consider adding additional housing as demand and economic conditions permit.

A three-phase expansion and renovation of the Campus Center is also underway. The first part has already been accomplished and the second and third phases are scheduled for construction starting in 2010. The expansion of the Campus Center will provide additional capacity for student groups, and also create a new recreational sports center for students. These changes are supported by students through an increased fee to help underwrite the costs of debt incurred for the construction and renovation for the facility. State capital funds were also contributed for the project. The newly renovated and expanded Campus Center is expected to be a focal point for student activities.

The fiscal crisis has affected all aspects of campus planning. The Mānoa campus has had its state appropriation reduced by $66 million. The use of federal stimulus money has provided a cushion for the 2009-11 years while the campus does budgetary planning to reduce the budget permanently. The campus went through a prioritization process, which provided a forum for wide consultation throughout the campus community to determine where permanent reductions need to be made. To date, permanent reductions have been modest and the required reductions for the current year will likely be made with one-time measures that are not sustainable in the long run. Assuming that the campus receives no further cuts in the next budget cycle, long term solutions for the $66 million reduction need to be identified and implemented by 2011-12.

The existing strategic plan has great support and campus leadership does not anticipate that an effort to update the plan, which has been deferred during the current period of financial challenges, will result in dramatic changes. However, the continuing budget reductions that must
be implemented within the next two years could be managed with the least risk of unintended and adverse consequences for the long run if they are informed by an updated strategic plan.

**Theme 2b: Expanding and Renovating Student and Faculty Housing and Improving Areas for Student Interaction**

Mānoa is well on its way to expand housing and service space to meet the needs of the students with regard to accommodation, retention, and academic support. The additional space provides functional improvements as well as the opportunities to integrate housing, co-curricular, and academic support goals. Student Affairs has a comprehensive assessment plan in place to measure use, satisfaction, and learning programs with focus group, surveys, and student achievement data. The assessment approach has expanded beyond the traditional satisfaction survey to allow more in-depth analyses of the educational roles played by student housing. Through the dedicated work of the housing staff and faculty engagement, the concept of a “Residential College” has been established to further the strategic goal of improving student interaction.

The recently completed Frear Hall and the ongoing renovation of the Hale Aloha complex are indicators of the university’s strong commitment to the improvement of student housing. Success of the housing expansion and renovation depends on collaborations across Student Affairs, Administration and Finance, as well as Academic Affairs. The cross-divisional collaboration was evident to us in our review of the CPR report and the interviews with leaders from the different divisions.

Student housing and other Student Affairs programs geared to creating a welcoming campus climate and sense of belonging are critical to the University’s success in increasing enrollment and improving student retention and graduation rates. Programs such as theme-based residential groups and learning communities are effective in smoothing incoming students’ transition to college life and serve to increase student retention rates. These programs, when combined with satisfactory campus experiences
(housing, student activities and events, intramurals, etc.) are particularly effective in the retention and academic success of high-risk students. The campus is encouraged to find the financial means to facilitate high-risk student living and/or working on campus as these two factors have been cited as effective methods to student engagement and retention. As the University implements its enrollment management plan to expand overall and targeted group enrollments, student housing facilities and educational programming will be required to advance accordingly.

Housing for faculty presents a bigger challenge. Currently the University has housing units for 240 faculty members in three property sites on campus and there are more than 200 names on the waiting list. There are also lending programs from the University and colleges to provide supplemental loans to faculty. Multiple surveys have indicated that subsidized faculty housing and financial assistance for home purchase are major concerns of the faculty. Both faculty and administration are keenly aware that the scarcity of affordable housing is detrimental to the University’s faculty recruitment and retention.

The University has managed decisions related to faculty housing in an open and inclusive manner. The vice chancellor for administration, finance and operations enlisted faculty members to consult with her office on in-depth analyses, policy, and communications with current and future housing residents. The consultative model works well for highly visible and potentially controversial issues like faculty housing. With the input from faculty and residents, the University has been exploring three possible faculty housing sites as well as the possibility of purchasing and converting existing properties. A pilot faculty mortgage assistance program was established to provide mortgages with lower down payments, lower closing costs, and favorable rates and loan fees for the purchase of a “first” home.

The University’s ultimate goal is to eliminate housing as a barrier to its success in recruiting and retaining talented faculty to support its academic and research vision. A 2008 Faculty Housing Feasibility Study showed that as many as 954 faculty will need to be recruited through 2013 resulting in a potential
housing shortage of up to 450 units. This will continue to be an urgent issue for the University amid its efforts to strengthen its educational and research presence.

Two examples of the University’s endeavors to improve the space for student interaction are the newly created Student Success Center in Sinclair Library, new courtyard sitting areas and indoor lounge spaces, and the planned expansion of the Campus Center. The Student Success Center is a good example of a one-stop center for student services. The Student Success Center is a good example of a one-stop center for student services. A number of student advising offices will soon move into the Center to expand the Center’s services to students. In addition, a number of student services units are housed in the Queen Liliuokalani Center: Admissions and Records, Financial Aid, Career Development and Student Employment, and Service Learning.

Another gathering place on the campus is the Campus Center. As a part of the University’s Long Range Development Plan, the expanded and improved Campus Center and its surrounding grounds will provide students a place to meet, learn, shop, entertain, and play. The visiting team was impressed by the vision of the expansion plan and its innovative design to integrate Hawaiian cultural heritage and sustainability concepts. The completed project will complement the Student Success Center to offer a vibrant living and learning space. Noteworthy of the Campus Center improvement project is the strong leadership exercised by the campus student leaders. The team was also pleased to have met student leaders who have been engaged in the development, communication, and implementation of the Center, and impressed by their knowledge, professionalism, determination, and dedication to create a better university.

Theme 3: Reform Campus Governance

Building on the campus commitment to the Mānoa experience, the campus aspires to create effective partnerships with students, faculty, staff, alumni, employers of graduates, families of students and prospective students, donors, community neighbors, government (local,
state, and federal), and international partners. Stakeholder groups are represented on planning councils, committees concerned with the strategic planning, and other formal and informal mechanisms. This initiative focuses particularly on institutional long-range planning and fostering broad stakeholder participation in governance.

**Institutional long-range planning:** The 2002-2010 Mānoa Strategic Plan laid out an ambitious agenda for the campus. Earlier sections of this report speak to the very significant progress the campus has made in achieving some of the specific goals—development of the Student Success Center; creation, implementation, and assessment of first-year programming; attention to student housing; building relationships with community colleges through articulation agreements; appointment of institutional research and assessment professionals; creation of Mānoa Advising Center; work of the Council of Academic Advisors; and efforts for enrollment planning.

Part of the success in achieving the goals outlined in the strategic plan is due to the recent appointments of key campus administrators, particularly the Chancellor and Vice Chancellor for Academic Affairs and by converting the many interim hires into permanent hires. Having a committed administration in place has provided a much needed stability to the campus, an ability to engage in identifying short-term goals and allows for long-range planning. Significant changes at the system level have also been beneficial to the campus. The new president is engaged in redefining the roles that are most appropriate for the system and for the campus that should bring closure to the process of devolution. Our team suggests that after conversation and consultation, the president announce in 2010 precisely which administrative functions will remain centrally located and which tasks will reside with the campus. Concerns were expressed about the appropriate placement for the management of information technology, research grants and contracts management, and human resource decisions. From an operational standpoint the
greatest frustration at UHM revolves around human resource issues. Final disposition of decisions regarding these functions by the president would be helpful to the campus.

The Board of Regents also appears to have moved to a far more stable and productive place. The Board spent a considerable amount of time working with a consulting firm that helped them to redefine the Board’s role and to articulate the most appropriate use of its time. The newly constituted 15 member Board is devoting considerable energy and talent to three large projects, which they feel will best serve and bring the greatest benefit to the University of Hawaii. The Board is aware that it would benefit from some gender diversity as only one member is a woman.

UHM is devoting significant attention to internal academic structures. As a response to the chancellor, faculty in the arts and sciences held a series of meetings to discuss possible reorganization. They recently recommended that no action be taken at this time. However, it appears as if faculty are open to continued exploration and conversation, especially while engaging in long-term strategic planning and exploring how that might impact their organization.

The 2002-2010 Mānoa Strategic Plan is ongoing. The Chancellor has implemented the Prioritization Process and the Budget Workgroup to make plans for the immediate future. The campus is continuing to build on the earlier plan while being responsive to institutional data, regional conditions and the economy that will help to lay the ground work for future planning.

The WASC Team found the prioritization process particularly compelling. The effort engaged a campus-wide constituency and the visiting team took special note of the attention to key factors and the rubric used for review. Moreover, it appears that the Budget Workgroup is making use of those data, in the context of the ongoing planning process.
Although the Chancellor arrived long after the strategic plan was drafted and in place, she feels comfortable with its main goals. Among them she emphasized that her number one priority is student success and in her support for student success initiatives. Of most immediate concern is the need to improve UHM’s retention and graduate rates. We have highlighted new structures and programs to support this goal; two additional initiatives deserve mention. The campus has embraced student learning outcomes and assessment as one strategy for improving student performance.

The Team also applauds the formation of an enrollment planning group and the series of innovative strategies that have emerged from its work. The enrollment group continues to address a number of thorny issues confronting the campus: the underrepresentation of ethnic groups particularly Native Hawaiians; a low completion rate of community college students; low transfer rates from the system’s community colleges to UHM; and an exodus to the mainland of high achieving high school graduates. Offering automatic admission to all community college students who earn an AA degree seems very smart and should help grow the number of transfer students to the Mānoa campus. Building on the enrollment management plan, expanded P-20 efforts might be productive in identifying and implementing additional pathways for K-12 students to enter the university and advance to graduate and professional degrees. The systematic exploration of additional opportunities to support K-12 students and their families will likely increase enrollments of Native Hawaiian, Filipino, and other under-represented students through baccalaureate and graduate education as well.

The campus is also putting considerable effort into sustainability with good effect. This report earlier outlined the efforts to improve campus facilities in part by paying close attention to energy consumption. Students are also participating in more eco-friendly projects. They voted to
assess themselves a fee to provide bus passes (with equipment that tells students via GPS when busses are arriving on campus) for public transportation. The residence halls incorporate as part of their programming events and contests to push students toward more environmentally neutral behaviors. Both to be consistent with the heritage of the islands and to be good stewards of funding and of the environment, the campus might grow as an international model of sustainability on campus.

**Fostering broad stake holder participation in governance:** The campus has paid careful attention to stakeholder participation. A series of events and programs--campus planning days, town hall meetings, websites, and publications—have been organized and designed to build a context of transparency and collaboration. Faculty governance and leadership are at the center of the efforts, and the faculty’s commitment to students and their learning is clear in their involvement not only in creating challenging and current curricula but also in other programming such as undergraduate research.

The WASC Institutional Proposal was developed on a collaborative basis and set forth an ambitious plan for improvement. That proposal itself emerged from the strategic plan. The Capacity and Preparatory Review Report then builds on the institutional proposal, setting forth objectives in six essays reporting on campus progress. The essays are data-rich and are candid accounts of Mānoa’s current status and aspirations for improvement. Finding means to continue to build on the incredible research productivity of Mānoa to strengthen the undergraduate experience appear very important for the campus.

Alumni and donors are also key stakeholders for the UHM campus. Both the alumni and fundraising offices are part of the university system rather than decentralized to campus. It seems critical that the system continues to ensure that Mānoa is supported in building strong
relationships with these important stakeholders for their campus. In this spirit, the visiting team encourages further discussion on a system level as to how to meet the advancement needs of the UHM campus.

**Connection with Educational Effectiveness Review:** Mānoa is using evidence-based criteria and data are on the web and widely available. The General Education Committee and the Committee on Assessment are attending to the articulation and assessment of student learning outcomes. A work plan outlines campus plans through 2015. Mānoa has many programs subject to professional accreditation (e.g., Education) where the rubrics and assessments are well developed. In other disciplines (particularly in the arts and sciences where there is no such accreditation), faculty have moved forward with assessment. Continuing attention to faculty development in this area and facilitating collaboration by professionals in fostering peer relationships among faculty to strengthen this work is warranted. It appears that annual reporting and program reviews are institutionalized and provide the basis for a culture of continuous learning, assessment, and improvement. The goal is not to pay attention to student learning and assessment once a decade when there is an accreditation visit but rather to integrate assessment fully into the core curriculum, planning, student success and professional development. Faculty and staff require the resources, tools, time and training in order to ensure sustained attention to assessment. The assessment poster fair confirmed the very high level of practice in some departments which can clearly serve as models of best practice and which will be helpful as other departments build their capacity for assessment.
SECTION III: FINDINGS AND RECOMMENDATIONS

Strengths:

UHM is a top notch Tier I intensive research university. Many of its programs take advantage of its location and are arguably among the best in the world. The proportion of undergraduates to graduates (68% to 32%) is enviable and clearly marks UHM as a major research force and leader in graduate education. The current administrative team is strong and stable and the campus community appreciates the continuity promised by filled positions. The faculty and staff responded well to the strategic planning process and the sense that it was important work with wide consultation and buy-in.

Commendations:

The team had the distinct impression of a sense of community across the campus, a willingness to collaborate, to facilitate partnerships at all levels and a keen realization that this collegiality was essential to help weather the current economic crisis. We sensed a great deal of excitement and pride about the unique place of Hawaiian Learning and what an extraordinary opportunity the campus has to highlight Hawaiian Knowledge. We did note that the theme needs to be more clearly articulated and some means of insuring that it is understood and embraced by the entire campus.

The faculty and staff we met are experts in their fields and are passionate about what they can do to support student success. We heard often the need to assess programs for effectiveness to address the thorniest of issues facing undergraduate education, especially retention and graduation rates among specific groups. The campus has made considerable progress in assessment and in the use of data to inform decision making. Perhaps the most outstanding discovery by the team was the progress made with the Student Success Initiatives. We found the
Student Success Center, Residential Learning Community, First-Year initiatives, and Composition 100 to be exemplary. In fact, the breadth of initiatives across campus became a challenge for the team in deciding which to include in this report. One note of caution however; as much as there are many great initiatives in the works at UHM, many students do not perceive these as part of a strategic campus commitment to their success.

Faculty and staff were also engaged in the strategic initiative process and in helping the administration articulate what key issues needed to be addressed in spite of the dire economic times. Toward that end, the team found that the actions related to facilities planning and student community spaces to be very impressive specifically student housing renovations, new student housing, and student gathering spaces. The mechanisms appear to be in place for long-range planning. A large range of folks—regents, students, staff, and faculty—appreciate that the Chancellor is out in the community and accessible.

Observations/Perceptions/Opportunities:

The momentum is in place to open a campus discussion on shared values. This could be very beneficial as the starting point as the campus moves forward to develop a new or up-dated strategic plan. Part of the discussion should articulate a far more clear sense of the place of Native Hawaiian people and programs as well as the campus commitment to them.

Some attention might be paid to the processes on campus. Many faculty and staff articulated how needlessly cumbersome these are often requiring multiple sign-offs on a myriad of forms have to do especially with procurement and human resources. The campus needs to continue to move forward on its priorities while also realizing that it needs to be able to implement serious budget cuts by 2012. It is appropriate as well to guide the units so that while they absorb the cuts they make strategic decisions to protect the quality of academic programs.
Consideration should also be given to the differentiated roles of the UH system and the campus. Clear demarcation between functions would save energy and time and allow UHM to move forward. The system might maintain the infrastructure for research technology while transferring to the campus Instructional Technology and Human Resources. Similarly, some thought might be given to the current foundation/alumni structures. Campus initiatives need to be at the top of fundraising initiatives and UHM should have input into the capital campaign. Finally, the differentiated role of each campus within the UH system should be defined and articulated.

SECTION IV: PREPARATION FOR EDUCATIONAL EFFECTIVENESS REVIEW

The campus is well positioned to deal with the EER. Three faculty/staff committees have been in place since October. The committees are well positioned to move the campus from the CPR to the EER because they include many of the same members who were involved in the writing and preparation of the CPR Report. These folks will maintain responsibility for the same issues they managed in the CPR.

One team has set a January due date for a rough draft that will outline what needs to be done—any holes they find, what else should they be examining or questioning, and what data are needed for the EER? Where there is a milestone to be met, the person in charge will be reminded. The other two teams have longer goals and objectives in sight and agree that these will extend even beyond the EER.

The campus has set very reasonable goals and has in places ways to measure their successes. They have provided a formal institutional shape for attaining their goal of student success and will work with data from NSSE to help inform future decisions. Now that the goal of
having assessment reports from 100% of all programs has been met, these need to be mined to figure out what is in these reports and what it tells them about their curriculum and student programs. They are aware that they need to articulate which initiatives they plan to follow-up with and the need to engage and inform the community about those decisions.

**APPENDIX 1: Off-campus sites or distance education programs**

UHM has been involved in distance education since the 1970s in the days of broadcast delivery. They are now in the technological forefront of on-line instruction through the Internet. Programs offered through distance education are strategically selected—to provide high quality programs available only on the Mānoa campus for residents of the neighbor islands so that students do not have to come to the campus. Because of the nature of distance education these programs can reach a diverse audience of folks who work fulltime and who are financially unable to relocate to Oahu.

All of the distance education degree programs are subject to the same requirements of program review as prescribed by the UH Executive Policies and students are held to the same admissions criteria as those enrolled in on-campus programs. The majority of the degree programs are on the level of master’s degrees and include computer science, interdisciplinary studies, library science, music education, accounting, business administration, human resources management, education, elementary education, curricular studies, early childhood education, education administration, educational technology special education and a number of programs in social work and nursing including a new PhD in nursing.