

REPORT OF THE WASC VISITING TEAM
EDUCATIONAL EFFECTIVENESS REVIEW

To the University of Hawai'i at Mānoa

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In Partial Fulfillment of the Requirements for
Reaffirmation of Accreditation

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The evaluation team in conducting its review was able to evaluate the institution under the WASC Commission Standards and Core Commitments 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.

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SECTION I – OVERVIEW AND CONTEXT

A. Description of Institution and Visit

The University of Hawai'i at Mānoa (UHM) is the flagship campus of the 10 campus University of Hawai'i system. Governed by a president and a 15-member Board of Regents, the University of Hawai'i 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 Hawai'i. With another name change in 1972 it became the University of Hawai'i at Mānoa, distinguishing it from the other campuses in an expanding university system.

The University of Hawai'i at Mānoa currently enrolls more than 20,337 students, either on campus or via distance learning; approximately 70% are undergraduates. As of the fall 2010, this Carnegie Doctoral/Research University offered 92 bachelor's degrees, 84 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 in excess of \$400 million.

Mānoa's special distinction derives from its Hawaiian, Asian, and Pacific orientation and unique location. The newest school, Hawai'inuiākea School of 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 EER team spent one and a half days on the campus. Prior to the visit the team identified a number of areas it wished to investigate. These had to do primarily with student success with specific emphasis on understanding the data related to retention and graduation rates, strategic planning, and program review.

Recent Accreditation History

The relationship between the University of Hawai'i and WASC has been fraught over the past decade, marked by Special Visits, their reports, Commission letters and campus responses that focused on the system and campus. Clearly these are related; evidence suggested that dysfunction at the system level 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 president had been appointed in 2001 followed by the hiring of a new 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; 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 applauded what they had observed, 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 space to grow and develop into the flagship it can be.

The report also expressed confidence in the stability of the new campus administration noting that the new chancellor had opened the lines of communication, fostered shared governance, and ushered in an era of transparency. The Commission's letter echoed these sentiments and acknowledged the significant progress made highlighting efforts to formulate a campus strategic plan. Problems with leadership and governance, concerns that had motivated the several previous WASC special visits, appeared satisfactorily resolved. What remained 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 correct direction. The Commission also noted that finance management and resource allocation showed evidence of increased planning efforts and welcome communication with the campus at large while problems with deferred maintenance 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.

The WASC team approved UHM's Institutional Proposal for this current round of reaccreditation in the Fall 2006; their Capacity and Preparatory Review visit took place in December 2009. It was clear at that visit and supported by the EER that the campus has been in a stable position for some time with senior leadership that is committed and effective. This was

evident in multiple venues on this visit—much credit for the energy and forward movement of the campus appears as the result of a leadership team that has now been in place for enough years to garner considerable confidence from the students, faculty and staff.

Off-Campus Sites and Distance Education

As part of its strategic plan, UHM is committed to “a modern, flexible, diverse and multicultural curriculum” and to deliver instruction using cutting edge information and communications technology that will provide quality education for students who are unable to enroll in campus-based courses. Distance education reaches a diverse audience--students who work fulltime and who are financially unable to relocate to Oahu.

UHM currently offers five bachelors, seventeen masters, and one doctoral program using distance learning technologies. In addition, two bachelors and one masters program are delivered to four off-campus sites. Most of the distance education programs enroll fairly small numbers of students with the exception of masters programs in Special Education (65), Library & Information Science (112), Nursing, primary care (90), and social work (53). The largest off-campus programs are the bachelor’s degree in Education in American Samoa (82) and the Executive MBA in Vietnam (47).

UHM has been involved in distance education since the 1970s when the delivery was exclusively broadcast on local TV stations. While some of their courses continue in this format, most are in the technological forefront of on-line instruction using Lulima, a set of web-based course management and resource tools provided by the University of Hawai’i. The tools are based on the open source Sakai collaborative learning environment. The system is linked to the campus registration system allowing for easy enrollment and offers a number of tools that

facilitate a variety of student to student and faculty to student interactions. Students are also able to submit assignments and take exams.

While on site, the team sampled a random selection of courses to review having received access through Lulima (social work, music education and special education). Each class included clearly stated outcomes, assignments and projects with ample opportunities for layers of discussion—among students, students in groups and individually with the instructor.

Programs offered through distance education are strategically selected—to provide high quality programs available only on the Mānoa campus. 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. For the programs that have on site as well as distance education options, assignments and exams are normed periodically to insure that the distance education students are performing up to the UHM standards. For programs, such as nursing and social work, student performances on external licensing exams provide indicators of their program success. In addition, those programs that have external licensing or student input confirmed that UHM was meeting its goals. The students who responded felt quite strongly that they were receiving a quality education and were grateful for the distance learning option without which they would be unable to earn their degree.

The Executive MBA in Vietnam recently went through a Substantive Change process and a site visit took place just prior to the UHM EER visit. That report is filed separately and attached as an appendix.

B. The Institution's Educational Effectiveness Review Report: Alignment with the Proposal and Quality and Rigor of the Review and Report

The EER report remained consistent with the Proposal. The campus derived its three themes from the Strategic Plan then in place, *Defining our Destiny, 2002-2010*: 1) Building a Mānoa community in support of Student Success; 2) Campus Renewal to Support the Mānoa Experience; and 3) Reform Campus Governance to Promote Communication and Student Success. Each of these themes was designed around two objectives which in turn focused the CPR. At the time of the CPR the team was impressed by the campus's engagement with the issues and the measureable success that had resulted in improvements in student learning, campus renewal and campus governance.

The team concluded that the quality of the EER Report was mixed, although it agreed that six essays were an extremely ambitious undertaking. Each essay documents the progress made by the campus in achieving the objectives stated in the Proposal since the CPR visit. The quality of the essays varies somewhat— with earlier sections supported by sound data and rationale and latter sections comparatively weaker. The EER report contained very good data exhibits (appendices) to support UHM's steps forward. Especially noteworthy is Appendix B. where retention and graduation data were disaggregated by a host of markers including ethnicity and residency and separate tables described who entered as freshmen or transfer.

The EER Report represents broad based campus participation. The WASC Steering Committee, which has been in place since the Institutional Proposal phase has provided oversight through each phase of the process. In the Fall of 2009, in preparation for the EER visit, three teams were formed and charged with the responsibility of drafting reflective essays. These were to focus on the effectiveness in achieving the objectives. They were assisted by the Steering Committee, the teams that had drafted the CPR report and the faculty, staff and students who

were involved in implementing the initiatives identified for each theme. In the Fall 2010, the draft essays were circulated to the Steering Committee, the Mānoa Executive Team and the Faculty Senate Executive Committee. The full EER Report draft was circulated to the full Faculty Senate, the Kualii Council (a Native Hawaiian advisory group), the Associated Students of the University of Hawai'i, the Graduate Student Organization and the entire Mānoa campus. The team commends the campus for its inclusion of all levels of the University.

Before leaving for Mānoa, the team generated a number of questions based on a careful reading of the EER Report. Part of the motivation for these questions stemmed from a sense of just how far the campus had moved. This perception was validated. The EER Report accurately reflected the incredible distance the campus has come in reaching its goals and its sense of energy and direction.

Among the most significant outcomes from the process undertaken at UH Mānoa has been the evaluation and implementation of academic program review, with outstanding results observed during the site visit. Prior to 2007, a three-person team of Mānoa faculty carried out program reviews. In order to avoid any conflict of interest, faculty were from outside the department and often from outside the school. Although noted to be an economical method of review, it was ineffective and often ended up being a comparative measuring exercise rather than a quality program review. Keeping a consistent schedule of review was extremely challenging, as it required matching faculty teaching, research and service calendars. Perhaps most problematic, by focusing only on a program or department, reviews were unable to connect to the larger issues of budget and resource allocation.

In 2007 the program was redesigned to address these flaws and it appears to have been a total success. UHM converted to a centrally funded program model that utilizes external teams to

review three school/colleges a year. Incorporating external scholars with related expertise expedited the review process, brought respect to the exercise and its results. Faculty became more engaged and thus recommendations carried more weight. Accountability (budget and planning) was also on the table since part of the team reviewed the school/college level. In addition to addressing the tribulations of the previous system, the new program reviews became more effective in less predictable ways. They are now more data driven, tied to assessment and, when appropriate, linked to professional accreditation. Finally, to ensure that the report was not simply another file placed in storage, the Vice Chancellor for Academic Affairs required a one-year progress report and another at three years to facilitate continuous program improvement, i.e. to “close the loop.”

C. Response to Issues Raised in the Capacity and Preparatory Review

The CPR team found much to commend the university in its progress toward building a sense of community across the campus, a willingness to collaborate, to facilitate partnerships at all levels and a keen realization that this collegiality would be essential to help weather the current economic crisis. The unique concept of nurturing a Hawaiian Place of Learning embedded in Hawaiian knowledge, culture and values generated enormous excitement. The team observed, however, that the theme needed clearer articulation and mechanisms in place to enable it to be embraced by the entire campus.

The faculty and staff who met with the team articulated the need to assess programs for effectiveness to address the thorniest of issues facing undergraduate education, especially retention and graduation rates among specific groups. At the time of the CPR, the campus had already made considerable progress in assessment and in the use of data to inform decision making. Perhaps the most outstanding achievement observed by the team was the progress made

with the Student Success Initiatives. The team found the Student Success Center, Residential Learning Community, First-Year initiatives, and English 100 to be exemplary. Students, however, had yet to perceive or experience these as part of a strategic campus commitment to their success.

A significant number of faculty and staff were completely engaged in the strategic initiative process and in helping the administration identify ways to move through 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 redesigned to be more inviting. The mechanisms appear to be in place for long-range planning and success. A large range of folks—regents, students, staff, and faculty—appreciate that the Chancellor, in particular, is out in the community and accessible, “walking the talk.”

Observations/Perceptions/Opportunities

The Commission letter to the institution raised three issues that required further attention: strategic planning, student success and educational effectiveness.

Strategic Planning. [CFRs 4.1, 4.2, 4.3, 4.4] Essay One of the EER Report outlines the extensive effort on campus to develop and articulate the meaning and measurable attributes of the “Mānoa Experience.” While the term has been used on campus for several years, the team noted and the campus acknowledged that as a campus community the “Mānoa Experience” was ill defined. In the Spring of 2010 the *Mānoa Experience Workgroup* was formed and charged with engaging all of the constituents on campus—students, faculty, staff, alumni, community members—in discussions and events toward creating a shared definition of the “Mānoa

Experience” and linking it to measurable outcomes. These efforts will then be part of the update in the campus Strategic Plan.

The Workgroup has been dedicated to generating broad campus discussion on the meaning of the Mānoa Experience. It will then move to a plan that will define the campus as a Hawaiian Place of Learning. Toward that end the Workgroup seeks to embed into teaching, learning and the living environment a process that will ultimately positively affect retention and graduation. The trends, they note, are already moving in the correct direction.

Essay Five of the EER Report discusses the process of revising their 2002-2010 Strategic Plan. The Strategic Plan Working Group (SPWG) consisting of four faculty, two administrators, and two students submitted a process update, timeline and instrument designed to collect input from stakeholders to the Chancellor and Senate Executive Committee. During the fall of 2010 focus groups met to discuss a vision of the future for the university and with the results of those sessions assigned writing groups charged with developing an initial draft of the 2011-2015 strategic campus plan organized around the themes of teaching and learning, research and scholarship, service and outreach, and institutional effectiveness. Permeating each theme are 5 issues that emerged from the planning process— Hawaiian place of learning, local to global, sustainability, technology, and community and diversity.

The CPR team heard about the frustrations with a variety of campus administrative processes. Many faculty and staff articulated the needlessly cumbersome nature of such trivial tasks as procurement and the redundancies of procedures involving human resources. Stakeholders expressed a dire need to streamline campus administrative procedures and move forward on its priorities as it faces further budget challenges for 2012. Essay One also addresses this issue by describing the efforts to expand modes and content of communication and to

broaden committee membership to include all stakeholders. The increase in transparency along with the efforts to identify more effective procedures has worked to streamline processes and communication.

The strategic planning process is continuing. One concern the EER team had prior to the visit regarded the status of the strategic planning process and whether or not the strategic plan, the budget planning model, and the campus planning model, were driven by the same goals and values. The site visit revealed that all three of these planning efforts are coordinated through cross-membership of key university leaders on separate planning groups; all of these plans will be completed by early next academic year. One suggestion from the team was to have a final review of all three documents by one group to insure the goals and values of the plans are compatible. The successful conclusion of such an exercise would put the university on sound footing for substantive planning efforts going forward and set it apart as a leader in comprehensive and integrated campus planning.

With respect to the strategic plan itself, the mission, goals, values and proposed metrics represent a solid start. However, it will be critical for the university to establish and calibrate benchmarks relative to its aspirational peers, set time lines for certain goals, for example five years, and related action plans with designated individuals responsible for implementation. The team received assurances that these next steps will be taken.

Student Success. [CFRs 1.2, 2.10, 2.14] The EER provided a wealth of information related to student success initiatives moving the campus toward a fully integrated evidence-based learning environment. Essay Five described the role of the new Committee on Enrollment Planning, a group charged with designing programs to meet newly adopted enrollment management goals. Other ongoing efforts refer back to the Institutional Proposal—expansion and

renovation of student housing and the enhancement of residential life; the creation of the Hawai'i inuiākea School of Hawaiian Knowledge and expanded offerings in the areas of Hawaiian and Pacific Studies; automatic admission and reverse credit transfer; and many student success initiatives highlighted in Essay Two of the EER Report. The increased enrollment and success of Native Hawaiian students in the Native Hawaiian programs and successful programs designed for Native Hawaiian students in engineering and nursing and elsewhere is impressive and encouraging. The Mānoa Peer Advisors Fellowship Program is an excellent approach to the use of peer mentors; and the suite of first year programs and tools is quite promising. The university is encouraged to be diligent about assessing these programs to verify whether they are meeting their intended goals. The inclusive nature of the Campus Center Board and the effectiveness of implementation efforts to date contribute in important ways to the effort to build a sense of community for the campus.

Ongoing challenges include presenting an effective, coordinated message to students regarding campus success initiatives. Essays One and Two describe a series of initiatives presented to the Chancellor to promote Native Hawaiian Programs, new student success programs, residential learning programs and advising.

Educational Effectiveness. [CFRs 2.2, 2.4, 2.6, 2.7] The Introduction to the EER Report makes extremely clear that the campus has achieved significant progress in program assessment and revitalizing the program review process. Perhaps most significant, faculty appear to have taken ownership of the assessment effort. Essay Two outlines the efforts underway to expand faculty participation in the creation of student learning outcomes (Spring 2010). The campus is also moving to include graduate program outcome measures. The Budget Workgroup appears to be approaching its labors in the correct direction, aligning cuts with the overall

university objectives keeping mindful the need to protect the academic core. Finally, the Assessment Office, the Mānoa Institutional Research Office, and the Instructional Efficiency Measures deserve high praise for adding to the toolkit necessary for continuous improvement of campus performance. Overall, the team was impressed by the energy and thoroughness with which the university community came together to tackle difficult issues during tough financial times.

The EER also conveys, however, that a lack of resources continues to delay initiatives, which sometimes serves as an excuse for not taking appropriate action. Perhaps more troubling, the EER report offers rationales for why low retention and graduation rates should not be worrisome, laying partial blame on the scarcity of resources. The EER Report provides excellent disaggregated data and analysis of retention and graduation rates. Unfortunately, it paints a discouraging story. One-year retention rates remained virtually constant from 1999 to 2008, 78.6% to 78.5%. A closer look reveals that rates actually sagged from 1999 to 2003 dropping 3.8% or almost 1% a year before climbing back to the original starting point. Six-year graduation rates mirror retention—55.6% in 2005 to 48.2% in 2009. Transfer student graduation is also discouraging. Four-year rates for full-time transfer students remained level—in 1999 it was 52.9% to 52.2% in 2004. Transfer students are retained at an even lower rate than freshmen (69.8% compared with 77.4%). Worrisome as well, Native Hawaiian students while retained at a comparable level (73.7% in 2001 cohort and 65.3% in 2003) have a 6-year graduation rate of 48.5% (2001) and 39.3% (2003). Their performance as transfer students compares favorably with the group as a whole.

Rather than calling upon an arsenal of proactive approaches to improve retention and graduation rates, the campus appears to be stalled and calling upon a range of rationales to

interpret the data. In part, the EER report explains these trends by noting that both the freshman and transfer student cohorts have grown notably over this time, thus while the proportions have declined the actual numbers of students retained and graduated has increased. The EER report appears to view these low retention and graduation rates as an unavoidable consequence of the call for access to higher education in Hawai'i and the State's demand for graduates. But low retention and graduation rates waste precious resources; reversing these trends will graduate more students. In addition, the campus deferred, for one year, the requirement for students to declare a major by their junior year because some majors are impacted. For that reason, the university decided that it would not be possible at this time to require students to declare majors that may not be available to them. In both the Fall of 2008 and 2009, approximately 35% of juniors had not declared a major. The percentage decreased to 28% in Fall 2010. Clearly resources need to be allocated to match majors with student demand or admit students who have met requirements on a conditional basis. Similarly, funding problems are cited as a reason for less dramatic success in staffing gateway courses, another impediment to timely graduation. The team encourages the university to utilize curriculum review and internal resource reallocation to accelerate progress in solving the problem of closed courses. One promising sign in the EER report is the budget committee's exploration of ways to make funding to the colleges and departments more responsive to enrollment pressures.

NSSE and other studies have demonstrated that students persist through to graduation at higher rates if they are engaged in campus activities outside the classroom; if they work on campus rather than off; if they are enrolled in a major as soon as possible, even if they change majors later on. Evidence too reveals the value of continuous academic advising and career

counseling on persistence through to graduation. While the EER report touches on these matters, absent is any sense of urgency.

During the site visit it became clear that efforts are planned to address both of these matters. Regarding entry into majors in a more timely fashion, the university is exploring the creation of special status for students who do not have approved majors, what universities often call the university experience or exploratory majors' group. Regardless of the designation, the point is to make certain that each student is connected to academic advisors and counselors as soon as possible in their college studies and that students move along the academic continuum not only to achieve graduation but to free precious campus resources for students following in their footsteps.

One problem that the university is grappling with is the practice that colleges set their own admission standards. To the extent that students are closed out of majors because the resources are not where they need to be to meet demand pressures, a distributed budget model will help to alleviate the pressure. But, the university, through the strategic planning process, must also determine the relative size of each academic unit in the institution. So, while the problem of students being closed out of majors may be substantially reduced through the reallocation of resources, some of the closed major problem may continue because institutional goals are not compatible with accommodating all demands.

With regard to access to gateway courses, two sets of proposed actions should help alleviate the problem in short order. First in consultation with the deans, the vice chancellor for academic affairs has allocated targeted university funds for the next academic year to ensure that sufficient staffing is available for all gateway and key courses needed for students to make timely progress toward graduation.. Second, the university has begun a pilot program to develop

an open and transparent budget process associated with the distribution of budgets to units based on well defined criteria, including enrollment credits and the centrality of a program to the university's mission. The experiment involves about \$8 million of the \$150 million instructional budget. It was suggested by a team member that the university consider a periodic rebasing of unit budgets to make sure resources are allocated to the academic units in concert with enrollment demand pressures and the university's mission. Budget openness and transparency vary across colleges with some deans sharing financial information with colleagues on a weekly basis. When asked if the colleges as a group could be best described as having a few pioneers or a few recalcitrant deans in this regard, the team was told that there are a few pioneers. As in most matters, reality on the ground and policy can diverge sharply; the team recommends that the administration set clear expectations for the deans with respect to financial openness and transparency and confirm the follow through.

The process needs to be carried further. The UHM should articulate student learning outcomes that define the expectations for a University of Hawai'i at Mānoa undergraduate degree, showing how student learning outcomes in courses, in general education and in majors contribute to the development of competencies, demonstrated through assessment.

Furthermore, the team encourages the university to initiate strong programs of institutional academic support for freshmen and transfer students to raise retention and graduation rates including bridge programs, learning communities, access to key gateway courses, and assess their effectiveness.

SECTION II – EVALUATION OF EDUCATIONAL EFFECTIVENESS UNDER THE STANDARDS

Building a Mānoa Community in Support of Student Success

Essay 1: *Fostering the Development of a Mānoa Identity*

The university has made significant progress in what the team has come to realize is no simple task – clarifying The Mānoa Experience. There continues to be healthy discussion and momentum in establishing a shared campus vision of the qualities and values of the unique UHM community. Campus goals outlined in strategic plans, CPR and EER self-studies are in place and “operational” in that they clearly drive priorities and communication, and they are supported by a progressively clear structure for planning, proposing, and funding aligned initiatives around building a community founded on The Mānoa Experience.

Raising Awareness

In Spring 2010, the Vice Chancellor for Academic Affairs formed the Mānoa Experience Working Group with faculty from the Hawai’i inuiākea School of Hawaiian Knowledge, members from each WASC EER team and the WASC Steering Committee, representatives of the faculty senate, and administrators. The Group was charged with facilitating a campus conversation about what constitutes the Mānoa Experience and how to realize it in the curriculum and campus life. The working group embarked upon several ambitious projects to solicit feedback about the quality of the Mānoa curricular and co-curricular programs, levels of engagement that create the Mānoa Experience. The feedback was reflected in the Mānoa Strategic Plan and the campus Institutional Proposals. In addition, UHM used an alumni survey as a springboard for further campus conversations and focus groups that included sessions scheduled for Spring 2011.

The Assessment Office’s Student Success Project (250 first-time student cohort study) asked “What does UHM as a Hawaiian Place of Learning mean to you?” from which they generated a “word cloud.” It presents a very positive, albeit elusive definition of a Hawaiian Place of Learning while providing an excellent context for further conversation. An additional goal of the

Assessment Office tracking was to locate the places within the curriculum in which students are learning “Mānoa values.” Initial results: English 101, language courses and a variety of other classes, particularly those dealing with discussion about ethics and learning about sovereignty.

The Chancellor established an Advancement Team charged with shaping a clear and appealing Mānoa Identity for the public. One of many impressive initiatives included new (award winning) television ads to support student recruitment and brand Mānoa as a destination of choice for Hawai’i high school graduates. Initial monitoring of the four 30-second ads indicated they reached 90% of households in Hawai’i, with viewer tracking undertaken for both potential students and opinion influencers (i.e., parents). The university continues to build upon social networking (Facebook, YouTube) to help connect with potential students and their families. In addition to the campus website UHM informs the larger community through the Honolulu Advertiser website, TV public service announcements, advertising, and emailed announcements [CFRs 1.7, 4.8]. The team is unclear how UHM plans to measure the effectiveness of these efforts and encourages UHM to create targeted methods to assess the success of these efforts.

Embracing itself as a Hawaiian Place of Learning has created a renewed sense of urgency to increase the number of Native Hawaiian students / graduates and employees, especially those in leadership positions. UHM has experienced a steady increase in numbers of Native Hawaiian students in undergraduate and graduate programs. Showcased during the campus visit and in the EER were the Native Hawaiian Science and Engineering Mentorship Program (NHSEMP) with healthy enrollment growth and impressive six-year graduation rates (71% compared to the overall UHM rate of 54%); the School of Nursing’s IKE AO PONO, which has grown from 6 to 104 students over the past decade; and the overall growth in enrollment of Native Hawaiian

students at Mānoa from 1,810 students (8.8% of enrollment) in Fall 2005 to 2,588 (12.7%) in Fall 2009 (The “Native Hawaiian Student Profile” prepared by the Kōkua a Puni Program) [CFRs 2.10, 4.3, 4.5].

Great momentum has been generated around the Mānoa Experience and discussion about what it means to be a Hawaiian Place of Learning, understanding that this is a core distinction of education at UHM. The EER report highlighted an increase in programs engaging community connections and that community service is more widely practiced. This appears to be a ‘cultural shift’ with an evolution of grass-roots efforts beyond those who value community service to “service” becoming a priority across the university.

Assessing Community Building Efforts

Community building opportunities are being embraced as the culture of UHM is shifting to one of assessment. NSSE is available to track involvement in service-learning and community-based activities and **metrics** used to evaluate events include number of participants, donations raised, and feedback from participants. Results suggest that students who participate have a greater connection with their departments and academic programs, while all participants demonstrate greater awareness of and appreciation for local community causes. [CFRs 2.9, 2.11, 4.8]

Student Housing Services has created an impressive assessment, data collection and ongoing review process that inform decision-making. Student Housing Services has built a residential life program based upon a co-curricular programming model tied directly to a student development and community development theory. This model enables a more precise measurement of residential programming effects on students. One highlighted initiative included pre and post assessments measuring satisfaction over the course of the academic year, and living

situation (residence hall vs. apartment). These data suggest that student housing at Mānoa does a good job serving students new to the institution, but that more effort will be needed to evolve the programming model for upper division students and students who reside in apartments. Student Housing Services is encouraged to participate in the annual ACUHO-I benchmarking tool (EBI), which reports satisfaction and engagement by a variety of demographics, including living situation. Resident feedback can be isolated by floors or buildings and includes a separate set of questions for apartment living which greatly differs from residence hall living. This benchmarking tool is similar to the tool utilized by the Campus Center. Institution-specific questions can be tailored to the Mānoa Experience and Hawaiian Place of Learning.

The level of dedication and enthusiasm devoted to establishing a Mānoa community and gauge the success of initiatives on increased student engagement and success impressed the team. The team encourages the university to designate a central individual or small group to continue to monitor the success of these initiatives. Presently, the multi-leveled efforts to shape a Mānoa Identity before and after students come to the campus are being assessed by individual units responsible for their share of the process. [CFR 2.11]. A centralized clearinghouse with responsibility for reviewing a cross-section of all of the data or an Executive Dashboard, if you will, would allow senior UHM administrators to easily scan campus-wide progress in this area.

Branding

In review of campus materials and websites, the team observed that the terms Mānoa Experience and Mānoa Identity seem to be used interchangeably. The phrase “Hawaiian Place of Learning” is not prevalent in campus communications (printed or virtual). In the team’s CPR Report, the university was encouraged to highlight the “brand“ that UHM wishes to be known for in marketing materials, university communications and especially the campus website as a

simple yet direct way of promoting the campus identity. In a recent search (March 2011) of the Mānoa website, when the term “Mānoa Identity” was entered, the user was directed to the Campus Security website. Similarly, the term “Mānoa Experience” directed users to the Campus Activities website’s Mānoa Experience Open House page. And a search for “Hawaiian Place of Learning,” brought up the School of Social Work and the 2011-2015 Strategic Plan. [CFRs 1.3, 1.7, 4.1]

Currently, UHM has some public relations challenges: the multiple logos and looks created over the years by colleges, departments and programs diffuse the university’s recognition and strength. The lack of a consistent university-wide design system, color palette and typography can present a fractured image to the world and create an impression of disunity, on and off campus. UHM is encouraged to charge those responsible for campus public affairs / communication to maintain the University of Hawai‘i Graphics Standards for university publications and establish editorial standards specific to UHM. Such standards will ensure that the editorial quality and the graphic appearance of university communications--print and electronic--contribute positively to the image of the university. Anchoring a campus marketing plan in the university’s mission and strategic planning will provide the campus community with the tools needed to communicate UHM’s strengths, raising public awareness of the university’s value locally and globally, and supporting its long-term objectives through consistent messaging.

Observations and discussion surrounding the Mānoa experience

Because student involvement is so critical, UHM clearly understands that it is vital to create a culture, not just a campus. The team repeatedly heard that employees at all levels and students inherently understand the five benchmarks of student engagement (appropriate academic challenge, favorable amount of active and collaborative learning options, quality

faculty and student interaction, abundant amount of enriching community interaction, existence of a supportive campus environment). That is, when students are involved and engaged, they feel like they are a part of something. This sense of belonging fosters loyalty and pride in their institution, as well as academic achievement, and community involvement. In discussion with students and staff, the team heard stories about students who are involved by devoting more time and energy to academics; spending more time on campus, while participating actively in student organizations, and having more positive interactions with faculty and staff. All of this leads to a more productive educational environment that benefits every part of the institution. [CFRs 2.5, 2.13] At the same time, there were similar stories from students and staff who do not feel welcomed or engaged, who abstained from extracurricular activities, and spent little more than their required time on campus.

To this end, the team felt it was important to include some insights gained surrounding the university's struggle to engage the entire community in embracing concepts like the Mānoa Experience, the Mānoa Identity and UHM as a Hawaiian Place of Learning. Some of these observations fall outside of the scope of a traditional WASC report and yet, UHM is not a traditional campus, nor does the team consider their experience within the Mānoa community to be typical. It is with this spirit and sense of *Mahalo 'ihi, ho' ihi (respect)* that the team shares its perspective.

UHM has clearly embarked on a journey to create a campus climate that is supportive of learning, human development, and inclusiveness and based on a set of values that is said to be grounded in the Hawaiian culture. For Native Hawaiians a Hawaiian Place of Learning should include an increased percentage of (indigenous) Hawaiians on campus (students, staff, faculty) to better reflect the Native Hawaiian community. That is, “20% of faculty and administration”

should be Native Hawaiian. Others suggest that current wounds might heal if UHM had more “bi-cultural” faculty and administrators – not necessarily speaking Hawaiian, but living it.

The university has an opportunity to better understand the needs and experience of the indigenous Native Hawaiian student community and is encouraged to make a NSSE profile of this group a priority for Institutional Research with the data being distributed to all academic and non-academic departments. As much as the campus has clearly made a sincere effort to do so, “Hawaiian values” have not been well articulated by UHM. This may not be a problem to the indigenous Hawaiian community as it relates to campus climate since the process seems to be more important than the outcome. That is, as one indigenous Native Hawaiian shared, *“It was eye-opening for me. The landscape and architecture does not make it a Hawaiian Place of Learning. Discussing and struggling to come up with a definition (of the Mānoa Experience) is more about what a (Hawaiian) place of learning should be.”*

The personal stories of campus community members were enlightening to WASC Team members and may provide an additional layer of understanding:

“I have no Hawaiian blood and yet I was born and raised here. You grow up with a sense of community and responsibility – giving back. You depend on your neighbors. Diversity is not a buzzword – it just IS. It is a mix of cultures. The Mānoa Experience - living here, our life. The sense of place is the “multi cultures.” The Hawaiian Place of learning is about our host culture... what’s being taught and how; the number of Native Hawaiian staff. This place has changed a lot in the last several years.” Another campus member expressed it this way, *“People labor over it. It’s not so much about race and culture. The culture is made up of many cultures – not just cooperation and collaboration – but loving, living aloha.”*

When the team suggested that UHM provide a new employee orientation program that defines the Mānoa Experience and informs all employees that these values define the community and if they do not possess the same values they should re-consider working at UHM, one indigenous Native Hawaiian faculty member responded, *“but that would not be valuing diversity”* (to require assimilation). *“We need to use the cultures we have here to explain diversity... by living it.”* This same person indicated that *“Advocating for Hawaiian culture used to fall on the shoulders of Native Hawaiians. The administration has done a lot to recruit Native Hawaiian students and faculty.”* Another indigenous Native Hawaiian faculty member echoed this sentiment adding, *“We are talking about honoring diversity of thought. Hawaiians are not all of one thought. Free flow of thoughts is diversity. It is proper that this is so complex... and that we keep talking about it.”* *“Institutionally, we need a process to keep working through this.”*

It was clear that as yet no shared understanding exists about what it means to be a Hawaiian Place of Learning. The university administration and non-Hawaiian students, faculty and staff aspire to be a Hawaiian Place of Learning as a tribute to the institution’s host culture. However, without a meaningful conversation with the indigenous people of Mānoa, embracing the phrase a Hawaiian Place of Learning has been seen by some as a “theft of (the Hawaiian)identity” and that UHM is “using the native knowledge to sell the campus” rather than to make it more inclusive.

One comment in particular provided an *“a ha”* moment to the team, although the comment referred specifically to UHM’s Strategic Plan. The respondent suggested that discussions about creating a Hawaiian Place of Learning would be better coming *“through the people, the indigenous people.”* Our *“aha”* moment had to do with the term “indigenous.” There appears to be an assumption on the part of the university administration that the entire

campus community agrees that when one refers to “Native Hawaiians” one is referring to the indigenous aboriginal people of Hawaii. This was not the team’s experience. Often in our discussions participants who were born in Hawaii but not of indigenous descent referred to themselves as “Native Hawaiian”, often clarifying – “but not indigenous.” There is clearly cultural pride associated with being a descendent of the original Hawaiian people; there seems to be an equal pride in having been born and raised in Hawaii. To negate the cultural pride and ownership of the latter group could serve to alienate a large portion of the Mānoa community. As much as this may be confusing to grasp, it is a critical concept for the university to understand and embrace because the discussions centered on what it means to be a Hawaiian Place of Learning comes from multiple viewpoints. As much as this awareness presents “terminological confusion” it is a valuable awareness, a lens through which to view future discussions about what it means to be a Hawaiian Place of Learning. Is it a place of learning that reflects Hawaiian values or the values of the descendants of the indigenous peoples. There is a difference.

There is a significant difference between honoring and emulating the Native Hawaiian culture and honoring and emulating the indigenous, aboriginal people of Hawai’i. “Native” Hawaiians (that is, residents who are actually born in Hawaii) come from all races and cultures – Asian, White, Black, multiracial and so forth, unlike “indigenous” Hawaiians descending from the aboriginal Polynesian population that at one time reached close to one million people. The indigenous native Hawaiian population dropped between 80-90% due, in large part, to the diseases introduced by contact with foreigners. The number of natives who are, at least, part Hawaiian and who consider themselves to be Hawaiian, has increased steadily since the turn of the century with estimates of between 225,000 and 250,000 people with some Hawaiian blood living in Hawaii. Still, even the US Census does not include a category specifically for

“indigenous” native Hawaiians, but rather groups them with “other Pacific Islanders.” Per the 2010 Census, this total group comprises only 10% of the total populations and 9% of the “18 Year and Over” population. In light of these data, when a community member who is indigenous Native Hawaiian speaks of healing “*the intergenerational trauma of the indigenous people,*” it needs to be taken quite seriously as a community goal. That goal would clearly reflect what the team has learned about what it means to be a part of the Mānoa community. It would also serve the university in creating a campus climate that is safe and supportive of all of its people to acknowledge that indigenous native Hawaiians are a minority in their own land and that pain is real.

To address this healing process is well beyond the scope of this document. In meetings with campus constituents, however, participants suggested that UHM review the achievements of universities like Waikato University of New Zealand, which has established a sense of place rooted in its indigenous host culture, and is a model for making an institution welcoming to its indigenous people. One simple yet powerful example- Waikato University includes the tagline / brand “*Te Whare Wānanga Waikato*” in all of its publications- roughly translating as “*the place of learning for the Maori people*” in English. Traditionally, the place of higher learning in this culture taught its peoples’ knowledge of history, genealogy and religious practices. The key to the success of this cultural connection is that the local people of that area are perceived to be the original organizers of this learning. The inclusion of this side note speaks to the passion surrounding the indigenous Native Hawaiian concerns about the university’s use of the phrase “*Hawaiian Place of Learning.*” To some it appears as “window dressing,” only enhancing their sense of alienation. The university may benefit from deeper heartfelt conversations with indigenous Native Hawaiian community members (as opposed to Native Hawaiians who are not

of the indigenous Hawaiian race) around culturally based remedies for feelings of alienation from the university community. [CFRs 1.7, 2.2, 2.4, 4.1]

Essay 2: *Enabling and Ensuring Student Learning Success*

The Institutional Proposal identified two initiatives to enable and ensure student learning success: enhancing student support by improving advising, instituting a Student Success Center, establishing first-year programs, and building an undergraduate research emphasis. The student outcomes articulated for these initiatives are primarily informational regarding student participation in programmatic efforts designed to enhance student academic achievement and persistence as well as specified learning outcomes associated with courses and plans of study. [CFRs 2.12, 2.13]

In terms of improving advising, the university strengthened the role of the Council of Academic Advisors (CAA) to promote consistency between colleges and schools and to improve the overall quality of academic advising on the campus. The CAA meets regularly and takes a proactive role in identifying policies and procedures that impede student progress. They then propose changes. Recently, for example, they discovered that the unit articulation with community college transfers was needlessly cumbersome and they drafted a new policy, approved by the academic senate. [CFRs 2.13, 2.14]

The Mānoa Advising Center (MAC) was created to serve undecided and pre-major students. The MAC provides advising online, in individual appointments, and in group sessions. Although mandatory advising was implemented, no attempt has been made as yet to track the success of students who complied with the mandatory requirement in contrast with those who did not comply. [CFR 2.12]

Another new policy required that students who enter as freshmen declare a major by the end of the second semester of their second year. UHM, however, delayed full implementation of the policy. Nearly one third of juniors do not have declared majors. Since timely graduation is very much a function of progress toward meeting degree requirements, it is a campus priority to move students to alternative majors when the pathway to the desired major is not available. There is also an urgent need to identify and serve other at-risk students.

Each college and school with internal admission policies have been asked to propose how they will serve the pre-major population with the idea of removing the obstacle to the implementation of the policy related to mandatory declaration of major. Often, campuses work from the beginning of a student's enrollment to articulate both a "plan A" pursuing the student's desired major and a "plan B" should the student's academic performance or interests suggest the need for an alternative. There is always pressure to require students to name a major as soon as possible, given the assumption that faculty connections and engagement in the major will follow from such a mandated decision. Student Success Fellowships have been an important initiative to support advising. Peer advisors work both in student development programs and as peer advisors in academic units. The recruitment, selection, and training of the peer mentors have been given significant attention. It will be important to assess both the impact of the peer mentors' work on the students served by this initiative as well as to assess the impact on the peer mentors themselves.

The degree audit system called "STAR" is an important initiative for the university in that it serves not only Mānoa students but also students on the community college campuses. Four-year academic plans have been provided for all degree programs that also work for students beginning their studies at UH community colleges. While articulation agreements are in place, it

could also be very useful to provide very transparent four-year plans where students begin in community colleges and transfer to Mānoa.

One such promising initiative is the Ka 'ie'ie Degree Pathway Partnership Program with students transferring from Kapi'olani Community College. Standardized program sheets have been developed for every degree at Mānoa. The program includes automatic admission when students meet expectations articulated for this innovative program which should serve as a model in working with all the community colleges. Preliminary data are very positive. [CFR 2.12]

The campus stresses that many of the efforts are designed to give students the tools they need for success. Using both high tech and high touch initiatives is a good strategy. Principle 2 of the Principles of Excellence in the Association of American Colleges and Universities (AAC&U) Liberal Education America's Promise (LEAP) is giving students a compass. Might it be possible to work toward an electronic portfolio that would incorporate a student's own articulation of fitting into one of the defined degree pathways in terms of course requirements and asking the student to reflect on the use of summer to create a timely pathway to graduation. Students could also take ownership of their pathways to graduation by incorporating undergraduate research, and specific components of the Mānoa Experience in their studies.

The university also addressed First-Year Programs in its plan to enable and ensure student learning success. A primary initiative is Access to College Excellence (ACE). Three general education courses are linked with a one-credit integrating seminar for cohort groups of entering students. The seminar is led by a student mentor. The program included pre/post surveys of student expectations, student engagement, and program feedback. In fall 2009, 20% of entering first year students were served in these programs. It would seem worthwhile for the university to commit additional resources to meet their goal of 25% participation. The results

have been positive. The Washington Center for Undergraduate Education which is the intellectual center for work on learning communities puts emphasis on the integration of learning in learning communities. This is often a function of appropriate faculty development across the general education components of a learning community. [CFRs 2.5, 2.13, 4.7]

The Writing Mentors program served over 1,800 students in recent years with careful monitoring of program impact. Often such programs benefit from very careful and intentional connections with faculty. Faculty getting feedback on such programming leads them to encourage student participation. [CFRs 4.7, 4.8]

The College Opportunities Program (COP) invites students who are not eligible for direct admission to UHM to participate in an intensive summer program. These students usually lack success in one area, for example low SAT scores, or math deficiencies from high school. If the students perform at a specified level during the summer program they are matriculated in the fall. The summer completion rate for these students is 91%; overall retention exceeds that of other students at Mānoa. The program is exemplary and suggests extending the benefits of a summer bridge program to more students. Data elsewhere confirm that the combination of a summer bridge experience with a learning community for entering students has significant impact on academic achievement and persistence. [CFRs 2.5, 2.13]

The Manawa Kuponono Scholarship Program (MK), which provides college preparation outreach activities to Native Hawaiian high school students from at-risk communities, has had similarly strong success. The program incorporates not only scholarships but also learning communities, tutoring, and academic advising. Community service is incorporated in the program. It was clear from the site visit that the staff in these programs work collaboratively which helps provide students with a seamless experience.

The Student Success Center is emblematic of the campus's attention to student success. The Student Success Center houses several key units including The Learning Assistance Center (LAC) where supplemental instruction (SI) and tutoring are provided. The LAC is developing a nationally certifiable tutoring program. Qualitative and quantitative data affirm the impact of participation on student success. An issue with SI is often that the program is offered on a voluntary basis, making it vulnerable to criticism that some of the impact may be a function of student self-selection. Program evaluation might well control for student background characteristics to the extent possible in making comparisons of participants and non-participants. It might also be worthwhile to consider mandatory participation in mathematics or other courses where there is particular concern about student success. A key formative data element that might be useful is the proportion of students not successful in the gateway courses (the proportion getting a D or F or withdrawing). National SI leaders talk about the importance of focus on high-risk courses (where the DFW rate is 30% or higher) rather than only on high-risk students. [CFRs 2.5, 2.13]

The team was impressed by the commitment of the Faculty Senate to address the high failure rate in particular courses. A faculty senate working group identified 28 courses in which more than 25% of the students over a span of several years failed and the responsible departments. Most of the courses enroll first-time students. The problem appears not to be prerequisites, but inadequate high school preparation. There is merit in the university considering a locally developed or commercially available placement tests (such as the ACT Compass) for placement into these courses. These have also served as useful sources for generating institutional research data. Conversations are ongoing to determine best strategies for student success.

There appears to be good collaboration between the MAC and the LAC. The expansion of such collaboration to serve students on probation and other students whose behaviors (perhaps as identified through an early warning system) put them at risk should further strengthen student success.

Careful attention has been paid to use of space within the Student Success Center reflected in the very positive informal and formal feedback from students. It makes a strong statement that the Honors Program is housed within the SSC. It would seem that the piloting of key efforts like expanding undergraduate research participation with Honors students will serve the campus well in expanding such participation. Providing learning communities for Honors has been a helpful initiative in terms of expanding participation in learning communities and affirming the educational value of this programming for all students. It would be interesting to consider the expansion of the “Engagement Requirement” within Honors to all students as a consequence of the success of the programming within Honors.

Another key initiative in Enabling and Ensuring Student Learning Success is the program of Research Opportunities for Undergraduate Students, a natural program given the university’s strength in research. This initiative is having strong impact, judging from the increases in student enrollment in upper division research courses as well as the success of the Student Research Symposium of the College of Tropical Agriculture and Human Resources. [CFR 2.5] Student research is also part of Study Abroad initiatives as well as the campus-wide Undergraduate Research Initiative with the designation of significant support for research programs. It will be important to define expectations for participation in such research. Might there, for example, be a reflection component associated with such research participation?

A final component in enhancing student success is leveraging assessment supported in part by the creation of the Assessment Office in 2008. All UHM programs now incorporate student learning assessment and complete assessment reports. The Office is now leading the effort with curriculum mapping and with the use of assessment to use results for improvement. Qualitative and quantitative data affirm the impact of the work of the Assessment Office. The Mānoa Assessment Committee of the Faculty Senate provides overall coordination.

The campus has also emphasized the assessment of general education. Particular attention has been given to the assessment of multicultural and Hawaiian components. [CRFs 2.3, 2.4] While significant attention and resources have been allocated to strengthening these assessment efforts, it is clear that continuing attention to resources will be required to replicate the very good work underway across all units of the university.

The campus website provided detailed accounting on the results of student learning with the specific student learning outcomes. The campus is now using the VALUE rubric of the AAC&U to assess student writing. Use of the rubric in this context might provide the foundation for wider use of these rubrics in assessing student learning. The campus intends to strengthen assessment of general education. Defining competencies at the level of the undergraduate degree, with assessment through courses, the co-curriculum, experiential education, and the major contributing to that learning, is a key priority for the university. The curriculum mapping project contributes enormously to realizing this aspiration. The Faculty Senate has overall competencies at the undergraduate degree level under review now. The six-year longitudinal study launched in fall 2010 should be instructive for the campus. Likewise, attention to the Honors Program and to the Mānoa Experience itself in even more intentional and reflective ways will serve the campus and students well.

Continuing attention to national practices such as the AAC&U affirmation of student learning outcomes across the curriculum, in both general education and the major, coupled with continuing attention to expanding learning communities and capstone courses to all students will enhance the work. The AAC&U has also called attention to the benefits of high impact practices across the curriculum. The delineation of attention to undergraduate research might be complemented by attention to internships, study abroad, and other experiential education, best practiced when coupled with courses and faculty engagement with the students in the programs. National data also continue to show the impact of bridge programs and enrollment in summer as substantial for students.

Campus Renewal to Support the Mānoa Experience

Essay 3: Construct a more responsive approach to Campus Master Planning and facilities management that fosters community engagement and student learning.

One of the primary goals of the planning process is to create a Hawaiian sense of place for the University of Hawai'i at Mānoa campus; substantial evidence of progress and planning was presented in this regard. Numerous places are being established for students, staff and faculty to gather and build a stronger sense of community. The Student Success Center seems to be increasingly effective as a shared community space for students and a resource to improve their academic success. The Sustainability Courtyard, the entrance to the Sinclair Library, Hamilton Plaza/Paradise Palms, Kuykendall Plaza, and numerous other spaces reflect a commitment to promote a sense of community. The campus is to be applauded for recognizing that internal and external spaces create the overall sense of place and must be planned for simultaneously. The Sustainability Courtyard is an excellent prototype for creating additional multi-purpose outdoor spaces around campus. While, these steps are to be applauded one can ask whether or not the faculty, students, and staff agree that a sense of community is emerging and

that a consensus is building around a clear understanding of what the Mānoa Experience is and should become.

The team assessed each of these issues during our site visit and was particularly struck by the strong consensus that a spirit of community is emerging through the planning process. Faculty for example, indicated that the planning process itself got people out of their routines and brought them together in very positive ways. By working together colleagues found they had common hopes and aspirations for the campus and for student success. The mood on campus is far more positive than existed during the CPR visit only 16 months earlier.

The creation of an updated Mānoa Campus Master Plan is an important accomplishment. Ultimately, there are important synergies between the values and aspirations of the academic strategic plan and the campus master plan for the physical environment if they can be aligned. The community needs to gather, contemplate, and celebrate within a physical environment that reflects values and aspirations for the future of the campus to the greatest extent possible. The strategic planning effort is moving forward including campus wide discussions in December, 2010 but the alignment of these two important planning documents was not clear from the written report. The establishment of the Design Advisory Board, which includes a panel of experts, and the creation of the Campus Facilities Planning Board, which includes members from faculty, staff and students deserves praise. One would hope that these groups have a sense of how their efforts are aligned with the core elements of the strategic plan. [CFR 4.1]

Discussions on campus were very reassuring on both counts. There is a clear effort to have cross appointments of campus leaders on the strategic planning, campus planning, and budget planning groups. A common set of values and goals needs to be reflected in each of these areas and the team encourages campus leaders to review the final products in each area for

consistency when they are completed by the early part of the next academic year. The meeting with the Campus Facilities Planning Board made it clear that they are aligning their process of setting physical plant priorities with the values articulated in the strategic plan.

The recent decision of the Design Advisory Board to reject a classroom building proposal for a 160,000 square foot, \$90 million facility seems appropriate in light of the campus commitment to build facilities that reflect the cultural heritage of the campus and the need for energy efficiency. However, one assumes that the instructional space is badly needed and that the design delay is not helpful. The EER Report raised questions about why the project was not put on the right track earlier in the process. Such circumstances raise a concern that entrenchment of the traditional bureaucracy has sidetracked the university's new agenda. Before the site visit, the team wondered how the classroom building proposal reached the final stages of approval before the right questions were raised about design and energy efficiency. The team was concerned that there may be a need to go back to the very beginning of the process for future project proposals to insure that there is alignment of objectives throughout the physical planning process. However, the team was more than satisfied on all points. [CFRs 3.8, 4.1, 4.2, 4.3, 4.4]

The team was given a presentation on the new Building Information Model, BIM, which will provide the campus planning effort with an extraordinary planning tool. The planners will be able to review electronic renderings of all inside and outside spaces in both two and three dimensions when considering new projects. Furthermore, the BIM is expediting a full inventory of all possible classroom spaces on campus. The delay in the proposed classroom building came at the time it did because that project was initiated before the new Campus Facilities Planning Board, which meets monthly, was in place and because the classroom inventory must be completed before a right sized classroom building can be planned for intelligently. [CFR 4.3]

The adoption of an Enterprise Zone or neighborhood approach in development of interior and exterior spaces should be valuable to the campus in creating functional neighborhoods and determining priorities for renovation and construction projects. While there is no clear information in the EER regarding the availability of funds for renovations and construction, the neighborhood perspective should provide the campus with a better sense of where facilities projects can have the most beneficial impact on the campus as a whole. The BIM will be an incredibly helpful tool for these purposes.

Moreover, during our site visit the team was able to get a much clearer sense of the challenges and opportunities for UHM to address its physical facilities needs. On the cost side, there are substantial ADA compliance needs on campus, as there are on most university campuses. The deferred maintenance needs of the campus are now about \$270 million and growing by about \$20 million per year. There is genuine concern that given the age profile of facilities and limited funds to address depreciation the deferred maintenance problem could grow to \$500 million by 2020.

UHM is not without resources to address campus facility needs. The university is able to use its own bonding authority to undertake perhaps \$100 million in facilities projects each year and there is the opportunity to ask for state funds for specific projects. Furthermore, with a more comprehensive documentation of campus IDC requirements there is hope that the rate for externally funded research projects can be increased and provide additional financial support for facilities. Additionally, the university system is planning a major comprehensive fund-raising campaign and one would expect that strategic new facilities for UHM would be part of the mix. The campus is to be applauded for a concerted commitment to sustainability reflected in many ways including the stipulation that building standards should exceed LEED silver requirements.

The goal to reduce energy use 50% from the level of 2003 by 2015 is both impressive and the kind of specific goal that gets results. The Building Information Model, BIM, should be extraordinarily valuable to the university in optimally assigning, renovating, and creating internal and external spaces on campus.

While these objectives are laudable for their intent and potential, the team inquired about specific actions that are being undertaken to reduce energy costs as quickly as possible; the answers were very impressive. Efforts are proceeding to install solar panels to meet energy needs to the fullest extent possible. Old air-conditioning systems are being replaced and buildings are being retro-fitted with much more efficient systems. Buildings are being monitored for energy use reductions and units are being given financial rewards for their success in reducing building specific energy costs.

The campus has been engaged in extensive efforts to inventory the quality and uses of spaces throughout campus and the review process has been broadly inclusive of faculty, staff and students. The recent decision to adopt a policy that departmental classrooms will be put into general scheduling use once departmental scheduling needs are met will—if adopted as anticipated—increase the effective use of existing facilities. That policy combined with the wealth of information provided by the BIM should insure that any new decisions regarding construction of classroom facilities will be well informed.

HVAC upgrades and retrofits, noted above, along with Mānoa Green Days are sensible responses to the need to conserve on energy costs. The university system should make the case to the legislature that one time capital expenses for deferred maintenance can significantly reduce operating costs for facilities and free up resources for academic programs and support services. As noted in the EER report, the campus has reduced energy costs by close to \$9 million in just

the last few years. Converting those recurring energy costs into continuing support for faculty, support services, and financial aid, would be of tremendous benefit to the university and it can be accomplished with prudent one time energy saving investments in infrastructure.

The rapid renovation and construction of more than half of the student housing space and the favorable reviews by student tenants are impressive signs of progress in this important area. The current enrollment at UHM is 20,337; 72% are undergraduates and 67% are residents of Hawaii. University housing meets the needs of approximately 4,000 students. Because no plans currently exist to increase the number of on campus beds, no efforts are underway to survey student housing needs broadly. Student Affairs administrators sense that they are able to meet the on-campus housing.

The present financial climate has prevented the university from developing a viable financial plan for a ‘bricks and mortar’ faculty-housing program. The team believes that the university needs to re-evaluate the role of faculty housing as a recruitment and retention tool, assessing creative means to provide ‘transitional’ housing for new faculty in particular . Below market housing is often a helpful recruiting and retention tool but is also an institutional-specific choice based on careful market and needs analysis. It does not always require “bricks and mortar” nor does it always require mortgage assistance. For example, if housing is expensive but available in the marketplace near campus, the university may be better served reserving its existing housing for new hires for a fixed period of time while they find permanent housing elsewhere.

The team was pleased to learn during the site visit that the university is in the process of developing a better-informed policy for determining faculty rights to university housing. Apparently, access to university housing will be means tested so that the least well paid faculty,

many of whom will be assistant professors and professors in historically less well paid disciplines, will have first priority to university housing. The university is also looking at near campus sites where additional faculty housing might be constructed. The campus did not provide any market studies regarding the cost and availability of housing in the near campus area. Such information should be developed before any housing projects are initiated.

The initiatives to provide students with one stop shopping for academic support services and a place for Native Hawaiian students to congregate and to obtain academic support services are excellent. While it is tempting to keep digging deeper for the meaning of the Mānoa Experience, communities have a way of defining themselves. Creating shared places for people on campus to gather, to study, socialize, and celebrate, will provide the observant with otherwise hard to find evidence of what the Mānoa experience actually is and inform decisions about what aspects should be sustained and what aspects should be improved.

Throughout Essay 3 of the EER, plans seem to disregard the budget realities facing the campus. Appendix D indicates that except for modest and temporary offsets from the use of ARRA funds the campus is dealing with a 25% cut in state support with no assurance that there will be no further reductions. The team could not judge the extent to which much progress can be made on the planned physical improvements for the campus based on the written report without information on prioritized projects and their costs and a timeline for implementation matched by available funding. The team's discussions during the visit regarding the size of the deferred maintenance problem and its growth, the sources of funds to be tapped for construction projects and the overall budget climate were very helpful in this regard. [CRFs 2.5, 2.6, 4.2, 4.3]

As noted above, even with the capacity to self fund bonds for up to about \$100 million per year for new and renovated facilities, occasional direct support for projects by the legislature,

the hope for new revenue from an increase in the IDC rate, and the system wide fund-raising campaign there is a concern that the current deferred maintenance problem of \$270 million could grow at approximately \$20 million per year and reach close to \$500 million by 2020.

On the other hand, it appears that the university is likely to face a budget reduction of around 5% during the current legislative session and that fund balances for the university can be maintained in the 10-15% range, which, while far from satisfying, is a much less dire circumstance than that faced by most public universities across the nation. The vice chancellor for administration, finance, and operations prepares short term and long term plans for the university and shares that information with the campus community. In fact the faculty senate recently sponsored budgeting 101 sessions for interested colleagues. Eight percent of the state's budget goes to the university; in FY 2010, 26% of Mānoa's revenues came from the state general funds, which is high relative to public universities in other states. Tuition for resident students is now \$7,584. Continued high rates of tuition increases run the risk of pricing resident undergraduate students out of access to an education from the flagship university in the state.

The need to align the academic strategic planning process with the physical planning process has already been noted. [CFR 4.2] The third element of planning is the path for budgets going forward. One source of cynicism on many university campuses is the apparent disconnect between stated plans and financial realities. Faculty on the Mānoa campus have taken salary cuts, classes have gotten larger, and "green days" are helping to reduce energy costs. While each of these actions has helped to reduce costs, each of them also reduces faculty morale and undercuts the credibility of campus plans for progress going forward however well intentioned and sincere. The university needs a budget plan that realistically details expected state funding, tuition increases from enrollment growth and tuition rate increases, donor contributions to the campus,

and external funding grants, which can support graduate and undergraduate research opportunities. With such financial information in hand, the campus can develop timelines for the implementation of the academic strategic plan and the campus master plan that are well grounded and more likely to garner support from members of the community.

The site visit was very informative with respect to each of these matters. While faculty salaries have been reduced over the last two years those reductions will be re-instated over the next three years. A retirement incentive plan resulted in many retirements by the end of calendar 2010 and that many faculty positions have been authorized. The meeting with faculty in the open forum, with the exception noted earlier, indicated that faculty members feel much more positive about the future than during the CPR visit. Faculty morale, on the whole, is positive and seemed noticeably more upbeat than when the team visited in the Fall 2009. Current plans to authorize three to five new hires for faculty for sustainability studies and Native Hawaiian programs for the coming year could be greatly expanded. In fact the administration could enhance faculty morale by being more open and transparent about the new hires authorized for next year thereby demonstrating that they are consistent with the implementation of the priorities identified in the strategic plan. [CFRs 4.1, 4.2, 4.3]

Essay 4: Expanding and Renovating Student and Faculty Housing and Improving Areas for Student Interaction.

The team appreciated the candor in this essay. Largely due to budget challenges several construction-related goals have not yet been achieved. As a result, recruitment particularly for faculty may have suffered. The university is encouraged to continue seeking the needed expertise and funding to realize its comprehensive plan for student (and faculty) engagement through on campus housing.

Student Housing

In an effort to engage more students in the Mānoa Experience, UHM has made significant progress in physical campus improvements since submission of its Institutional Proposal. Included in their long-range plans was the creation of new housing for more than 800 students and renovation to existing facilities, which by 2014, will be the equivalent of 5400 student bed spaces. This level of on-campus living with a dynamic housing program and outreach from other Student Affairs units is sure to enhance the Mānoa Experience on campus. [CFRs 4.4, 4.6]

Methods employed to plan for renovation of existing or planning for new facilities were not included in the campus CPR or EER. However, the visit revealed that like all capital projects the Campus Facilities Planning Board is responsible for coordination and oversight. This Board includes members from virtually all constituents on campus insuring that the approach to both renovation and new construction are comprehensive. When asked how they determine what their next student housing project would look like, the representative from Student Affairs reported that students surveys, market studies, price points and programming would all be considered. At the moment, it seemed unclear that the campus could fill additional new housing spaces. They are committed to maintaining and expanding the programming within the student housing communities, a critical element to student retention. At the moment, with a robust freshman program, attention has turned to sophomores.

Faculty & Graduate Housing

UHM has also set goals to house more faculty, graduate students and visiting faculty, with plans to construct new ‘bricks and mortar’ housing. To date these plans are still in progress. Options to solve the critical housing shortage for faculty include public-private partnerships in

and acquisition of local real estate. In 2009, the Mortgage Guaranty Program was established and is currently at full capacity.

In 2008, UHM sponsored a Feasibility Study to predict the need for future faculty housing which indicated that up to 954 new faculty would need to be recruited to replace projected faculty departures through 2013 (the equivalent of 450 faculty housing units). Due to a lower than predicted retirement rate, there appears to be a shortage of housing for new faculty. At the same time, current rental rates do not meet the Faculty Housing Program's long-term financial obligation. Because housing must be self-sustaining to meet UH bond covenant regulations, UH would benefit from conducting an independent market study to create a rent structure that can sustain the program while providing much needed housing, especially for new faculty. [CFRs 4.2, 4.3]

Running a faculty-housing program is clearly a recruitment and retention tool requiring a business model and well defined policies that will serve the university. Some of the practices that have been reported: extending leases, and charging rents 55-65% below market work against the University's financial interests. The EER captured this dilemma well, finding a financial structure that serves two somewhat conflicting purposes – “making the program self-sustaining while keeping the rents attractive enough to maintain the units at maximum occupancy.” The EER also indicated that an income cap was initiated to address the low turnover rate in faculty housing in order to “create outward movement of longer-term, higher-income tenants and make more units available for incoming high-priority faculty.” These changes, recommended two years ago, have been waiting for approval by the university system administration and the Board of Regents. This complex situation has virtually handcuffed the university in attending to

business. This may be one of the moments when the relationship between the university system and the campus needs attention, to enable UHM to better manage its financial commitments.

Transitional apartment housing is also an excellent “bridge” to offer new faculty and staff an affordable housing option during the first year or two of their time with the university while they are getting acquainted with campus and can better understanding where they want to live long-term. On-campus mixed-use housing also allows for unique community space for faculty in particular like community rooms for social events, libraries and quiet spaces. Mixed-use facilities can also benefit the University when revenue generating partnership space (retail) is included to offset costs of construction and on-going maintenance.

Centralized Student Services

Campus Center

The team applauds the campus for its inclusion of students in decision-making for the Campus Center expansion. The campus has been moving steadily toward several critical goals to enhance student engagement including improving common areas as gathering spaces, upgrading technology, creating openness to existing buildings while improving energy efficiency, creating seamless services and improving traffic flow. The EER suggests that the method to assess the effectiveness of improvements will be “visitor and user numbers,” as well as a satisfaction and use survey in 2012 to capture the effects of the new renovations and buildings. The university is urged to consider including institution-specific questions on the NSSE related to the Campus Center renovations and future offerings of the new Recreation Center. [CFRs 2.13, 4.3]

UHM has clearly transitioned to a campus that understands the link between student engagement and student success (retention, academic performance, graduation). To this end, the creation of new student activities, including recreational activities has become a focus for the

future. UHM has developed plans for renovating the Campus Center, completing the first phase in 2008 with subsequent phases scheduled for 2010 and beyond. New opportunities for student leadership are also in progress through a tiered management approach for operating the Campus Center. This approach is commended in that it will provide both meaningful engagement opportunities and financial support for students. [CFRs 2.11, 2.13]

Reform Campus Governance to Promote Communication and Student Success

Essay 5: Forging meaningful and long-term relationships among stakeholders.

Communications between the university campus and the system office appear to have improved considerably since the CPR visit. The system president is credited with championing research efforts on the campus and with being responsive to requests for greater latitude by the campus in managing its own affairs. The team asked if the university would want us to push for more autonomy from the system and were told that the preference is to work within the current framework. There is some desire to have more of an influence for UHM in the up-coming fundraising campaign and for UHM to have more immediate and direct contact with its own alumni but a genuine desire to affect change within current arrangements. The president is to be applauded for what appears to be a substantial improvement in trust and collaboration between the system and the university. [CFRs 4.1, 4.6, 4.8]

Internal communications are reflected in numerous ways throughout the campus. The fact that program reviews now make use of three member team external review panels that assess programs within a given college simultaneously reflects good practice and engages the faculty, staff, and students throughout the college in the review effort. One would hope that this fosters a greater interest from colleagues in each program regarding the challenges, needs, and accomplishments in programs beyond their own and less of a sense that the review process is a

zero sum game in which support in one direction must imply losses everywhere else. Meaningful academic gains in difficult financial environments are often associated with increased collaboration across programs and the new review process should be helpful in fostering such activity.

During the site visit, the team was able to confirm that the program review process has been a great success. During the faculty forum members of the audience indicated that they thought the all-college approach to program review was very helpful to them and a great idea. The model itself is well articulated, highly developed, and will be helpful in bringing along some programs that are struggling with change. Also, the self-studies are linked to the WASC standards and the exercise is broadly supported as worthwhile by faculty. Furthermore, the upper administration has been very responsive to needs identified in the program reviews and that has been recognized and appreciated by faculty. Associated with this initiative is the fact that there are well developed curriculum maps. Data are widely available on web-sites and used by faculty and staff. [CFRs 2.3, 2.7]

The office of Institutional Research is highly regarded for helping units prepare for program reviews and its activities served as a turning point in being able to identify and address department specific needs. A significant number of programs are closing the loop with respect to assessment and there have been strong statements of support from the Academic Senate for the campus effort. [CFRs 4.5, 4.7]

Clearly there has been a concerted effort over the last two years to communicate through various electronic means with constituencies on and off campus. Tracking and using social media to reach the largest audience of faculty, staff, students, alumni, and external constituencies

requires constant monitoring of who uses which media outlets for what purposes and tailoring messages to make contact as broad and meaningful as possible.

Two matters deserve attention with respect to communications. The first is that the campus web-site should be updated to create a common look and feel for all campus related material and operationally there should be common standards and consistent links back to the home page from every site. More substantive perhaps is the relationship between what gets communicated and what gets done. At one level it would be helpful to clarify and make prominent student policies so that all campus constituencies know the student policies.

Operationally, the team queried various people about whether student advising is mandatory and got a range of answers. Similarly, no consensus appeared on what it means that graduate student teaching should not exceed 20 hours per week. Some units interpreted that as two recitation sections or one course per semester while others interpreted that to mean a two course minimum per semester. Policies require clarity and equitable enforcement. [CFRs 1.7, 2.12]

Communication efforts throughout the organization are essential for a common sense of purpose and ownership of the planning process. The Chancellor meets regularly with the Associated Students of the University of Hawai'i, Mānoa, the Faculty Senate, the Senate Executive Committee and other groups. It is less clear if communications between the campus and the broader university system are as effective as possible. It is also difficult to assess the extent to which communications occur in both directions. It would be worth knowing the extent to which students, faculty and staff feel that communications efforts allow their voices to be heard and the extent to which they feel they help shape campus decisions on substantive matters. Faculty expressed that the strategic planning effort has been shaped by their input and that it is not a top down exercise. [CFRs 4.1, 4.8]

The commencement of campus-wide forums on what the Mānoa Experience is should be informative and the integration of the results of the alumni survey into the dialogue is a very promising start to broadening and deepening the discussion of the Mānoa Experience. It is less clear how this activity has been connected to the effort to update the strategic plan that began in the summer of 2010 and was expected to result in the distribution of a draft strategic plan for community comment in December 2010. Before the site visit, the team wondered if the draft report was distributed and about the current status of the strategic plan. Also unclear was the extent to which budget conditions facing the campus now and projections for future budgets were embedded in the strategic plan. The team also questioned how the strategic plan was informed by and aligned with the campus master plan. [CFR 4.2]

While it is noted that the campus has a goal of increasing enrollment by 1,500 over the next 3 or 4 years, there is no discussion in the EER of how this will be managed given closed course and closed major problems that already exist and without greater clarity on faculty recruitment and facilities upgrades and construction to carry the higher educational load. The Committee on Enrollment Planning should be able to provide some guidance for the campus, given its focus on keeping more Hawaii's high school graduates in the state, reducing the differentials in educational attainment among the sub-populations of enrolled students, improving the ability of students to move from the two-year sector to the four-year sector, and raising the first year retention rates and retention through to graduation rates for all groups of students. [CFRs 2.12, 2.13, 3.7, 3.8, 4.3, 4.5]

The new distributed budget model that the campus has in a pilot stage should help the campus deal with enrollment growth and the closed course and major problems. The team was very impressed with the work of the Committee on Enrollment Planning in helping to move

students through to graduation. The wonderful work produced by the Institutional Research Office will allow the campus to act based on solid data. The UHM team is taking advantage of the knowledge and support of professional organizations, such as AAC&U, and pursuing a fact-based approach to student success. The Council of Academic Advisors is providing essential leadership for the campus on the review and re-conceptualizing of student policies and the peer advising model is exemplary.

On this last objective and simply put, increased retention rates and persistence through to graduation improve the efficiency of the education process. Rationales for not worrying about retention rates tend to create a self-fulfilling prophesy that wastes scarce resources. The university is making real progress on these fronts and should not be lulled into accepting less success. Elsewhere in the report less than desirable retention and graduation rates are rationalized as a by-product of the need to maintain accessibility. That attitude should be discouraged. The university has great momentum and assets to improve retention and graduation rates. There is an innovative series of first-year experience programs demonstrating robust successes with under-represented student groups. The university is about to launch sophomore programs and additional summer programs. And, the Student Success Center, space and programs, is uniformly praised by faculty, staff, and students. [CFRs 2.10, 2.13]

The Budget Workgroup is on the right track. The university should develop a distributed budget allocation model that is simple, transparent and provides incentives for distributed units that are compatible with overall university objectives. A number of universities have such budget models and could serve as starting points for a distinctly UHM model.

The Assessment Office, the Mānoa Institutional Research Office, and the Instructional Efficiency Measures are welcome additions to the tools the university has for continuously

improving performance and deserve high praise. As with many other initiatives at the University of Hawai'i, Mānoa, these are relatively new activities and performance metrics should be defined and tracked going forward. [CFRs 1.8 ,3.5 3.8, 4.2]

Finally, most public universities have engaged in one or more campus-wide fundraising campaigns in the last 10-20 years. The University of Hawai'i at Mānoa has begun planning for its participation in the upcoming system-wide fundraising campaign. The alumni association can be a valuable partner to the university in connecting with alumni and building relationships that will result in substantial donor support for the university during and after the campaign. To the extent that system barriers continue to block effective fundraising and alumni contact efforts by the university, they should be removed and the system president expressed appreciation for the need for flexibility for UHM with regard to fundraising and alumni relations. Given the recent history of success in collaboration and building trust between the UHM campus and the system, there is hope for progress in this area as well.

Essay 6: Fostering Student Success through Enhanced Student/Faculty Engagement University of Hawai'i at Mānoa.

This initiative aspires to change the assessment and evaluation culture by providing faculty and students with more opportunities for engagement and by providing infrastructure support for assessment and evaluation. [CFRs 3.2, 3.4, 4.1]

The first initiative is to promote student learning improvement through improved faculty development in assessment and approaches to teaching. The Center for Teaching Excellence (CTE) provides programming for professional development and assessment of teaching and learning. There is extensive programming including a faculty mentoring program, leadership development, seminars of teaching practices, and other programs. There have been significant increases in use of the programming. Assessment of effectiveness appears to be primarily

determined by participation rates. YouTube is now used to share events. [CFRs 2.9, 3.1, 3.2, 3.3, 3.4]

Faculty study groups in Oral Communication, Ethical Reasoning, and Writing Intensive assessment have proven effective. It will be important to delineate assessment of these programs through participant satisfaction and other means, perhaps including focus groups. The second initiative is to improve student and faculty retention.

The University of Hawai'i at Mānoa plays a unique leadership role in Hawai'i. It is the flagship and the land grant as well as the metropolitan research university and the only comprehensive public four-year university in the State. The university has set goals for degree attainment rather than for retention and graduation rates. The University of Hawai'i System has set goals for degree attainment, rather than for retention and graduation rates. In fact, it will be important for Mānoa to continue to focus on the retention and graduation rates of its entering students.

The comprehensive approach to data collection and analyses is excellent, including careful attention to entering students as well as to transfer students.

The traditional means to enhance retention and graduation rates is to increase student selectivity—to accept better prepared students, which is often an inadvertent decision to admit fewer first generation and low income students and perhaps even fewer students who reflect diversity. Mānoa is not taking this approach, instead as discussed elsewhere in this report providing enhanced contexts associated with student support, recognizing the importance not only of student background and experience but also the role of the campus in providing contexts associated with enhanced student academic achievement and persistence. Likewise, Mānoa is taking strong steps to ensure articulation with the community colleges and support for transfer

students, even extending to the innovative pilot program with Kapi'olani Community College.
[CFRs 1.2, 2.10]

The newly appointed Committee on Enrollment Planning group, with five work groups, which is a function of Academic Affairs and Student Affairs, was described as a “committee on the continuous improvement of undergraduate education.” The committee is tackling many difficult issues in a very orderly and sequential process which has already resulted in improvements in undergraduate education. The committee, working with Institutional Research, has data to study the retention and graduation rates, resulting in the ability to attend to particular issues (e.g., out-of-state students having outcomes not as successful as those of in-state students). Freshmen are offered a registration option; they can indicate their preferences to have university personnel register them for classes. The committee has a highly detailed work plan enumerating initiatives and timelines for addressing a wide range of issues at the university. The goal described for the work is to be as transparent as possible. The committee has added a goal on international student recruitment. Though the numbers are small, there is attention to enrollment from the Pacific Islands. There is also attention to some complex realities—the Pacific Islands campuses articulate with Hilo, the community colleges articulate with Mānoa, but there are issues with articulation from Hilo to Mānoa.

The issue of faculty retention, given the current budget situation, is critical. Providing scholarship support for dependents and providing more support for faculty with their intellectual property are important initiatives. The university is also attending to staff retention through staff development and other initiatives. [CFRs 3.1, 3.2]

The university has made strong strides in creating a culture centered on assessment and evaluation. The roadmap for extending this work is clear. The university plays a unique role for

providing leadership for P-20 efforts through collaboration with the school systems.

Partnerships with the school systems for dual enrollment, for providing feedback to schools on the performance of students entering Mānoa as well as to community colleges on the performance of their transfers, coupled with faculty-faculty exchanges on expectations for student learning could provide an important national model for a university intentionally taking more responsibility for leadership of a State's efforts to enhance student academic achievement. With President's Obama's articulation of the importance of a significant increase in the number of graduates and with the attention of the Lumina Foundation and other funders to the importance of significant increases in the proportions of the adult population in education attainment for our national future, the Mānoa campus, given its existing programming and aspirations for improvement, could be an important model for the country. This would include not only P-20 collaboration but also the expansion of bridge programs and learning communities for all students, expansion of undergraduate research and other high impact practices across the curriculum for all students, expansion of assessment of student learning across the curriculum, in collaboration with employers to produce graduates with skills needed for employment and professional, and graduate schools. The recent Lumina report outlines student learning objectives at the associate, baccalaureate, and master's level. This might be a useful template for consideration by the University of Hawai'i at Mānoa.

SECTION III. FINDINGS AND RECOMMENDATIONS FROM THE CAPACITY AND PREPARATORY REVIEW AND THE EDUCATIONAL EFFECTIVENESS REVIEW

Recommendations

1. Articulate student learning outcomes that define the expectations for a University of Hawai'i at Mānoa undergraduate degree, showing how student learning outcomes in

courses, in general education, and in majors contribute to the development of competencies, demonstrated through assessment. [CFRs 2.3, 2.6]

2. Initiate strong programs of institutional academic support for freshmen and transfer students to raise retention and graduation rates including bridge programs, learning communities, access to key gateway courses and their effectiveness. [CFRs, 2.5, 2.10, 2.14]
3. Further develop and articulate the meaning and attributes of the Hawaiian place of learning with periodic surveys to track success. [CFRs 1.1, 1.5, 4.1]
4. Benchmark metrics for the strategic plan should be benchmarked with current figures, aspirational peers, 5-yr goals, actions to be taken and by whom. [CFRs 4.1, 4.2, 4.3]

Suggestions

1. Update the campus website to implement uniform standards and consistent links back to the homepage.
2. Use common values and objectives to underlie and align strategic, budget and master planning.
3. Passion and dedication, innovative and creative partnerships of Native Hawaiian academic programs (nursing, engineering, social work) reaching out to under-served communities especially Native Hawaiian needs to be extended to other communities for equity, inclusion and diversity Advocating for Hawaiian culture used to fall on the shoulders of Native Hawaiians; it is changing. While the proportional changes are not huge they are moving in the right direction.

While the team cannot purport to know the mood of each of the faculty at UHM there is an issue related to the sense of Hawaiian identity that must be attended to. There

is a group of faculty who feel that the campus is not moving quickly enough to address the educational needs of the indigenous Hawaiian population and that there is an imperative to enhance diversity among the faculty and staff, particularly with respect to Native Hawaiians. The campus is making progress with respect to the inclusion of Native Hawaiians both in the student population and in the faculty and staff ranks and that itself is both an accomplishment and a force for community building going forward. However, the team believes that the university might benefit from the establishment of an office of diversity on campus and a more ambitious plan to increase faculty and staff diversity. While the team does not recommend great resources for this purpose, a small staff of dedicated colleagues could help advance promising initiatives aimed at diversity and provide a place for issues of community to be taken as they arise.

Furthermore, the university has initiated a “Strategic Hiring Initiative” to fund faculty positions in fields directly related to campus priorities. The two initial priority areas are sustainability studies and Native Hawaiian programs, where three to five new faculty hires in each area have been authorized. An early retirement incentive program resulted in a large number of faculty retiring at the end of 2010 and the university has authorized and redirected a number of those positions. The University has taken great initiative in presenting a transparent hiring process, widely sharing the funding and process for this initiative, including how individual units can participate and how proposals will be evaluated. Proposals were due in early April, just after the site visit, so, given that timing, the results of the proposal process were not known at the time of the site visit and are not yet known, since the University is in the evaluation process. Even with these efforts to be open and transparent, the team connected with faculty who were

not informed about the process and suggested that there was a lack of transparency in this effort. While this might be frustrating after all that the campus has done to communicate, the administration could add to the positive momentum evident in faculty morale by trying to understand where the communication process may have failed to demonstrate that they are committed to developing effective methods of communication that are also consistent with the priorities of the strategic plan -- including creating a more diverse faculty on campus.

In fairness, it should be noted that there are substantial outreach efforts to Native Hawaiians and other communities by programs such as nursing, engineering and social work and that the historical reliance on Native Hawaiian faculty and staff to reach out to the broader community has found new champions from other colleagues around the campus. The change has not been dramatic but it is a very positive sign of movement in the right direction.

With regard to the issue of whether or not a consensus is building regarding what is meant by a Mānoa Experience, students were much more comfortable and clear about the concept than older faculty and staff. That suggests that opportunities for honest conversation about the current state of the UHM community and community aspirations among faculty, staff and students could be very beneficial. Along with this effort to further develop and articulate the meaning and attributes of the Hawaiian place of learning, the university should conduct periodic surveys to track success.

4. Clarify and make prominent student policies so that all campus constituencies know the student policies. As mentioned, the team received a range of answers to the question “is student advising mandatory?”

APPENDICES

Appendix A

**Report on the
SUBSTANTIVE CHANGE**

WASC Required International Follow-up Site Visit

Shidler College of Business, Ho Chi Minh City, Vietnam
University of Hawaii at Mānoa
March 11-12, 2011

Site Team

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The evaluation team in conducting its review was able to evaluate the institution under the Commission Standards 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.

Section 1: Overview and Context

a. Description of the Institution and the Proposed Change

The degree under review is the Executive Master of Business Administration (VEMBA) offered in Vietnam by the Shidler College of Business, University of Hawai‘i at Mānoa. The program started in Vietnam, on a pilot basis, in 2001; its delivery was originally reviewed by UH Mānoa in 2004.

The relationship of VEMBA to WASC and the timing of the current site visit are somewhat confusing. In 2003, when the UH Mānoa was granted authority by WASC to initiate distance learning programs at the bachelors and masters level without prior approval of the WASC Substantive Change Committee, they assumed that the VEMBA was covered. (Mānoa’s review and approval of the delivery of the program was reported to WASC via a letter dated May 11, 2004 and acknowledged in a letter that was received on May 27, 2004.)

In June 2009 while completing WASC’s new OCDE report, Mānoa was informed that since the program was not a distance education program but was an off-campus program involving the physical delivery of courses to sites in Vietnam, VEMBA required substantive change review. A substantive change proposal was submitted for WASC review and approved by the Commission on April 13, 2010.

Shidler College of Business has partnered with the Hanoi School of Business of the Vietnam National University (Hanoi) since 2001, and more recently, the International University (IU) of the Vietnam National University (Ho Chi Minh City (HCMC)). Both sites housed two-year, executive format programs that allow students who live in Hanoi or HCMC to maintain full-time employment while earning AACSB International-accredited degree.

<http://shidler.hawaii.edu/vietnam>

The site visit took place at VEMBA in HCMC on Friday and Saturday, March 11-12, 2011. The program in Hanoi had been suspended for this year for several reasons having to do primarily with protecting the quality and reputation of the University of Hawaii in Vietnam. The Hanoi School of Business has begun offering an increasing number of MBA programs of varying quality and the Shidler School did not want its good name to be associated with them. Soon after the UH, Mānoa severed the relationship, the Hanoi School of Business was absorbed by another entity. At the same time that the affiliation with the Hanoi School of Business was souring, the tie with the International University grew stronger and a decision was made to have IU sponsor both EMBA programs in Vietnam. By moving both programs to IU, VEMBA will be able to work with a single local partner, recruit students centrally and better coordinate the course offerings. Recruitment for two cohorts of students is underway allowing Hanoi to reopen Fall 2011. The inability to observe VEMBA in Hanoi should be of no concern to WASC—

recruitment and marketing are handled by a single staff in HCMC and the curriculum and faculty are identical as well.

Meetings in HCMC took place over a day and a half with Dr. Tung Bui, Faculty Director of VEMBA; Dr. Bill Chismar, Dean of Outreach College at UH, Mānoa; Dr. Mai Nguyen, Dean International Business School, Shidler Partner; Professor Victor Huang, UH, Mānoa faculty; Andy Ho, Managing Director, VinaCapital, a company that hires/sponsors students for VEMBA; alumni; current students; and staff. In addition, I sat in on a portion of the Saturday investment class taught by Professor Huang.

b. WASC Background:

The Substantive Change Committee (March 30, 2010) listed a number of commendations. They found the EMBA program well aligned with the mission of the University and School. They praised the program director as knowledgeable about the program and as responsive to students. And they found that the program was well designed to meet student needs.

The team made the following recommendations:

- Develop course outcomes and align them with the program outcomes.
- Further develop the program outcomes as well to demonstrate sufficient depth, engagement and rigor to warrant a master's degree.
- Refine? Augment? Recase program assessment to include analysis of the capstone course over several years to assure alignment with the program goals and to allow comparisons of student work over the three sites—Hanoi, HCMC and Mānoa.
- Determine what key indicators would be used for quality assurance, evidence to be collected at each program and how the evidence would be analyzed and used by faculty to improve the program.
- Time the site visit to coincide with the UHM EER visit

c. Preparation for the Visit

In preparation for the site visit, the VEMBA program submitted an updated report outlining their accomplishments to date and addressing specifically the issues raised by the Substantive Change Committee.

Activities since last report: Since the Commission approval on April 13, 2010, the VEMBA graduated 77 students and greeted the 9th cohort of 43 students which began in October 2010. This class of 2012 is described as very strong—business executives and leaders with outstanding academic backgrounds, successful careers and committed to graduate education. The report

highlighted as well the enthusiasm and loyalty of VEMBA alumni. This includes robust attendance at events and a recent \$40,000 donation to provide scholarships.

Section 2: Review of the Program

The report addresses the following issues raised by WASC. Included is some material from their report but primarily responses gleaned from the site visit.

1. Quality of the learning site in terms of the physical environment and appropriateness of the site to foster learning and dialogue between faculty and students

The Shidler College “campus” is embedded in the downtown campus of the International University of the Vietnam National University System¹ located in a brand-new high-rise, “Media Net Building” owned by Petro Vietnam, one of the largest state-owned companies in Vietnam <http://www.hcmiu.edu.vn/en/home.php>

The site visit confirmed that VEMBA occupies extremely good space in HCMC. The classroom is state of the art. Student are able to plug in their laptops with access to the internet. This large class was seated comfortably with very good sight lines to the lecturer. The faculty member used both the computer/projector and the white board. One of the real pluses for students is that they have access to underground parking, no small perk in a city as busy as Ho Chi Minh. The Faculty Director, Tung Bui, pointed out that this perk allows class to begin on time since students need not search for parking.

Student success rates in the program are very high. The Faculty Director noted that they are invested in retention and completion rates. Very few students have failed to graduate (3 within the last two cohorts). Part of the success stems from the Faculty Director’s advising activities; he monitors every student’s progress. At the end of each month, after grades are posted, he reviews each student’s record. If they are not performing up to the proper level, he contacts them to find out what is going on and to advise them on how to proceed.

2. Student support services in terms of the site’s capacity for providing advising, counseling, library and computing services appropriate to the modality of delivery

The Faculty Director is in charge of providing academic counseling to VEMBA students. He is typically on site once each semester to provide face-to-face advising to students. His contact with students begins by interviewing each potential application to determine their academic qualifications, facility with English and to determine whether the student is likely to be able to handle an academic program while working full time. Professor Bui continues his interaction with students at the program orientation while monitoring their progress after each course and at year’s end. A staff member at the Executive Education office at the Mānoa campus, Ms. Tami Williams, assists the Faculty Director in following each VEMBA student from admission

¹ Vietnam only has two national universities. The Vietnam National University, Hanoi (VNU-Hanoi) and the Vietnam National University, HCMC (<http://student.vnuhcm.edu.vn/vnu/>). These are the only flagship systems. International University is a VNU-HCMC campus with the entire learning instruction in English.

through graduation.

On site, the College has four staff (three full-time and one part-time) who provide academic support to 90 VEMBA students:

1. Mr. Thanh Phan, M.A. (Asian Studies, Australia National University), marketing, recruitment and counseling
2. Ms. Xuan-My Nguyen, M.A. (Knowledge Management, Melbourne), program coordinator
3. Mr. Quang Quach, B.S. (Computer Science, Hue University), I.T. support
4. Mr. An Nguyen, B.S. candidate (Computer Science and Engineering, International University, expected graduation 2011) (part-time), A/V, I.T. support

Local support services to students include, but are not limited to the following:

- Scheduling and registration of courses, in particular electives,
- Ordering textbooks from publishers with “international editions,”
- Assisting students in use of UHM Lulima system (the learning and collaboration server for UH),
- Installing licensed educational software on students’ laptops,
- Setting up Internet services,
- Providing on-site A/V, Internet support to faculty and students during class sessions, and
- Supporting the use of the UH-system-wide online library system.

When classes are in session, a program coordinator and an I.T. staff member are always available to assist the instructor and the students with A/V and Internet use.

The visit again confirmed the efficient integration of staff with programs. During Professor Huang’s lecture he wanted to play a short video clip he had downloaded onto his computer. It didn’t work. Quang Quach arrived and within a few short moments saved the day. Staff also makes lunch arrangements for the entire group and food for the tea breaks.

3. Connection of students and faculty to the institution in terms of the presence of the institution at the off-campus site, including how students receive an orientation to services and resources at the home campus

A signature activity of the Shidler College’s EMBA is the “residence weekend” to kick-start the program. The new cohort spends three days at a retreat at a resort hotel away from the city. The agenda includes an orientation with a formal presentation and welcome by the Dean of Shidler College of Business, an introduction to the local staff with a full description of the services they provide to the students, a systematic review of the academic program and UH academic procedures along with the academic and performance expectations. Also, the students receive a number of tutorials (introduction to statistics, microeconomics, and time management). At the orientation, VEMBA students are given a UH email address prior to the residence weekend and tutorials on University Lulima the online system and to the online academic library.

Class delivery runs on an extremely intense schedule. Approximately one class is offered per month. Classroom time occurs over ten consecutive days—two weekends with classes of 6 hours, and every evening throughout the week (except for one Wednesday). They then have about 2-3 weeks to complete the work of the class, a break, and then another course begins. Students have access to the course materials, assignments and other class timelines well ahead of the start of the course.

Faculty are accessible while in Vietnam and electronically once they return to Hawaii. In residence, faculty meet informally with students over the two tea breaks and they all eat lunch together. Because the students are fully employed executives, a number of them see the faculty as potential consultants rather than instructors. Students will bring problems to class from work; VEMBA has worked hard to make these expectations understood. Faculty are there to provide theoretical instruction, information, and guidance on strategies not to be placed in a position of offering concrete advice.

When I asked the students about how clear the academic expectations were, they responded, “Very.” They did say that the delivery style was very intense especially in the segments that introduced them to new fields that required not only that they master considerable information but also a skill, for example, accounting.

4. Organization of the institution to address student learning and educational effectiveness at this site - Does the institution demonstrate that standards and expectations of student learning are the same as for the home campus or appropriate to the local culture?

The graduate division of the UH Mānoa is the campus-wide unit that oversees all graduate programs. As such, it is the first layer of quality control, from admission to monitoring students’ academic progress. Admission criteria for VEMBA follow the same admission requirements for all graduate students. During the course of the program, VEMBA students with cumulative GPA at the end of the semester below 3.00 are automatically put on probation, as per graduate division policy for the entire campus.

After the application is reviewed by The graduate division it then goes to a three member Shidler College admission committee— the Chair of the college-wide curriculum committee, and two distinguished faculty members—for their approval.

The VEMBA program curriculum is the same as that of MBA programs on the UHM campus (cf. syllabi provided in initial report). And assessment methods are the same as those administered at UHM: see Appendix C – sample syllabi of Statistics course and exam (December 2010), and syllabus of Accounting for Managerial Decisions (March 2011). Furthermore, case studies, homework and groupwork play an integral part of learning assessment allowing for integration of the local environment (social, political, cultural and business) in the student-centered learning process.

The admissions process is cumbersome and complicated; however, VEMBA receives good support from UHM graduate division. Students who apply receive guidance locally from Thanh

Phan. He advises them on whether the program is suitable for them, and familiarizes them with the application process. Tung Bui, the Faculty Director, interviews each applicant to determine whether he finds them to be appropriate, properly prepared, and fluent in English. If so, the application winds its way through the UHM bureaucratic maze.

Professor Tung Bui explained that it is still difficult for women in Vietnam to climb the corporate ladder. They have paid particular attention to the gender distribution in their cohorts and have successfully recruited and graduated a healthy proportion of women students. Educating talented women is yet another way VEMBA can affect the Vietnamese economy and society.

Professor Huang agreed that he gave virtually the same course at UHM and VEMBA with the slight exception that the exams in Vietnam were somewhat “easier.” However, he felt quite strongly that he was in no way compromising the quality of the course, perhaps being more aware of the core materials. He also noted that his course was well aligned with others in the program. He conferred with the faculty who taught courses that were related to his, Investments, and while he felt it important to emphasize the areas of overlap that were critical, he did not necessarily test on these areas if his colleague did.

The curriculum mirrors precisely that of the EMBA at UHM—13 core courses and 7 electives. The number of contact hours is also identical (37.5 per course). The variations have to do with the sequencing of the curriculum and in the choice of electives offered, and the capstone. Electives are designed to help problem solve in Vietnam, by identifying what is done less well. The goal is consistent with having the most effective impact. For example, VEMBA identified that in Vietnam the greatest lack is in risk management, global negotiations, and human resources management. Human resources is a particularly thorny problem in a country that seeks no unemployment. By definition this is a less effective way to operate a business since not all employees will be equally skilled or prepared. Electives also change based on the students' particular interests/needs as well.

The capstone is also different. Rather than a master's thesis students are required to gain practical experience working with local businesses.

VEMBA has well articulated learning outcomes for its program as well as a detailed curriculum map. On the syllabi included in the packet of materials for the visit, however, very few courses contained explicit learning outcomes.

5. Analysis of student work samples

Most if not all student work samples are archived in digital formats. Not only do they reflect the same standard as other MBA programs, but they also highlight the relevancy of the program to the students (applying to their work context), and the quality of student body.

6. Examination of the impact of the international program on the home campus in terms of faculty, fiscal resources

Shidler College's main mission is to foster its international excellence, with a focus on Asia Pacific and entrepreneurship. VEMBA programs have allowed the Shidler College's faculty to have first-hand exposure to one of the most dynamic countries of South East Asia, through class discussions, written assignments, and group presentations. Another benefit of the program is the opportunity of Shidler College faculty teaching in Vietnam to meet with guest speakers and local firms. Since 2009, VEMBA has made it a tradition that each course has at least one local guest speaker discussing the relevancy of the discipline being taught to the local economy and business.

The faculty enjoy the opportunity to teach in Vietnam. It provides them with a different laboratory within which to operate and to understand first-hand how the country is developing. They also like teaching these students. Professor Huang said that these students are particularly engaging to teach—extremely smart, often with huge work responsibilities, and very enthusiastic. Most faculty teach in the program as an overload so it appears not to disrupt their course load on campus.

VEMBA is offering its 9th two-year cohort. Since 2009, the program has been above the financial break-even point and currently operates fiscally neutral. The program depends upon student tuition and is successfully attracting a sufficiently large cohort to sustain it. It appears as if the program is almost at capacity; the classroom could accommodate a few more students above the current cohort of 43. In the recommendations section below a slight adjustment to the recruitment/admissions process might insure that VEMBA could grow slightly while still maintaining program quality and student success. Reopening VEMBA in Hanoi should not affect the programs fiscal health.

7. Nature of contractual relationships

As provided in the initial report, the Shidler College has had long cooperative relationships with the Vietnam National Universities. International University is the unit that works directly with the Shidler College. The President of International University and his Dean of the Business School will be visiting the Shidler College in Honolulu in April 2011 to renew and extend the cooperation between the two institutions.

The Dean of the International University noted that this relationship served them extremely well. UHM was also providing support to their faculty as well as providing guest speakers from UHM to IU. The relationship has also enhanced the IU faculty research—a number of them have gone to Hawaii to pursue projects.

8. Credentials and review process for overseas faculty

Not applicable. VEMBA does not use local faculty in Vietnam to teach its classes. This is a critical area to emphasize in gauging the quality of VEMBA. This is the only program in Vietnam in which the faculty who teach are the same as the main campus. They are also, with only a few exceptions based on area of research, very senior.

9. Verification of the language of instruction - Please refer to the Policy on Instruction in

Languages Other Than English

Not applicable. The VEMBA program language of instruction is English.

Conclusions

Much of VEMBA is exemplary. The program is founded upon two primary goals; to effect the economic development of Vietnam and to provide a model for the teaching of business education. New MBA programs are appearing on a regular basis in Vietnam as companies and universities seek to capitalize on the country's growth and potential. But many of these programs may be motivated by profit rather than quality and are invested in the degrees as business opportunities rather than in providing a service to their students and the country. Little attention is paid to educational effectiveness. They are often able to charge less tuition because they are staffed primarily with local faculty and/or local practitioners.

VEMBA stands out in this climate on many levels. They are building on a long standing link to Vietnam that started in 1987, before the US lifted the embargo. They received, for example, a USIA grant to train business faculty in Vietnam. When Professor Tung Bui made his first return visit in 1994, he began to imagine creating a quality EMBA in Vietnam as a way to help the nation rebuild and develop. As guided by AACSB requirements, at least 60% of the VEMBA instructors must be Shidler tenure-track faculty. In the past, approximately 85% of courses taught by VEMBA were given by Shidler tenure-track faculty. Given the nature of the curriculum and some special educational needs in Vietnam, VEMBA has also appointed qualified practitioners from Hawai'i and visiting faculty from other business schools to serve as instructors. The reputation of the program is extremely important to them and they are very careful to insure its quality. The faculty who teach are with few exceptions senior faculty, well-known researchers, all with PhDs. The few who are not ladder rank faculty have specialized research areas that provide particular expertise for the program. The expert on risk management this year, for example, is an assistant professor. This is an essential course for the program. Each course brings in local experts who are identified by the staff in Vietnam. The course in finance brought in a senior executive from the local office of Nestle.

VEMBA maintains a very healthy relationship to its host institution. In order to offer a degree in Vietnam a program must be licensed by the ministry of education. This is not possible for a foreign agency so VEMBA must have a partner. IU and VEMBA seem to be in close collaboration. VEMBA controls their program—marketing, admission, curriculum, hiring of faculty, and student services. IU and VEMBA share a floor of a building. Office and classroom space are fine. IU faculty take advantage of the classes offered and often serve as teaching assistants for the VEMBA students.

Section 3: Student Services: Academic Advising, Academic Support, Financial Aid, Career Placement Services.

The Executive MBA program operates differently from other MBA programs, because their students are all fully employed. Courses are offered at times other than the work day. All academic advising is done by the Faculty Director and a student services program associate in

the Center for Executive Education. Email is used extensively as an advising tool for all off-campus MBA programs with the Faculty Director, Assistant Dean for Student Services and Assistant Director for Degree Programs. The Faculty Director is available in person during visits to the partner campuses.

Tuition is high relative to the cost of living in Vietnam. \$21,000 for the entire 22 months. Fees do not include costs for textbooks, handouts, other materials, English Language Institute (ELI) classes, and travel to the optional summer study at the University of Hawaii at Mānoa. Fees do include the course costs for students who do opt to study at UHM in the summer. Only a limited amount of financial aid is available to Executive MBA students. However, the program has been so very successful and VEMBA's reputation so stellar that many of the students are sent and thus tuition paid by their employers. VinaCapital has sent 9 employees to the program and will continue to do so. Andy Ho their Managing Director noted that VEMBA is the only reputable program in HCMC and that the company sees the degree as a critical investment in their employees.

The current students and alumni reiterated their confidence in the quality of the program. However, the most commonly cited value (and not expected) was the networking. Each of the students and alumni had specific examples of how the training in teamwork and meeting and knowing well the work and expertise of their fellow classmates has already and will continue to serve them well. One student, for example, who is a top executive in a bank but with little personal IT knowledge, relied on a classmate for IT consultation. An alum explained that the networking enabled him to change to a better job. Another alum described how the program gave him the background in areas of business with which he was unfamiliar, and the confidence to leave his job and start his own company. Alumni are very supportive and enthusiastic about VEMBA and seem eager to return to all of its programs and activities. They are without doubt the best advertisement for its future.

Section 4: Recommendations

1. It is totally admirable that the VEMBA curriculum is identical to that offered in Shidler College. However, some change would better serve the students. Faculty should adapt their courses to the local context. This is a program to prepare Vietnamese MBAs. Certainly fundamental business principles, practices, and approaches are the work of the classroom. But just as the goal for the program is to have the greatest impact on the economy of Vietnam, the concrete examples, problem solving, situational moments would be far more pertinent coming from Vietnam than the US. It is indeed necessary for students to understand the workings of the US stock market. But shouldn't they also be familiar with the Japanese market? Students in the current course could not articulate the relevance of the US stock market to them. It was interesting and they knew it was important. But the course should not only include how and why, but also what lessons they take from it for the Vietnamese context. The course needs to go beyond the textbook, which is designed for an American MBA. Andy Ho, Managing Director and Head of Investment at VinaCapital, articulated a similar critique. The VEMBA curriculum is very strong. No other program of its quality and range is available in Vietnam. More emphasis, however, needs to be placed on real world programs and how

the issues in the class reflect upon Vietnam. Perhaps adding a practicum would serve students well to formalize their exchange of what is or is not working in their work lives, to take better advantage of the students' expertise and local business talent and apply it to what is being studied in class.

2. The graduate division at UHM has been a willing and able partner but the admissions process is clunky. Because VEMBA serves a fully employed group, the application and admissions should be better adapted to these students' needs and time frame. Currently the process includes an application to the VEMBA office, then to UH graduate division, then to the Shidler College committee. Perhaps the graduate division and VEMBA could design a new approach based on what a successful graduate from the program looks like. VEMBA should have sufficient data on student success to work with graduate division on reasonable exceptions for admission, relaxing the application deadlines, while speeding up the process. Because Professor Tung Bui interviews each potential candidate and only submits the applications from those students he determines would be successful, it would be very appropriate to give his decision the greatest weight as an admission criterion. The self-sustaining nature of the program requires that all eligible students are admitted. While it is understandable that the graduate division deals with all master's programs in the same way, an executive MBA is by definition a different degree and might justify an alternative approach.
3. Some thought is being given to the course scheduling and this is to be encouraged. Perhaps with the reopening of Hanoi, the classes might be stretched out a bit. Students did say that 10 straight days of class meetings along with an enormous amount of material was often overwhelming especially since they were continuing to work and had family obligations. If the contact hours could be spread out, the learning might improve.
4. A more formal system of assessment should be put into place. While programmatic learning outcomes are clear, student learning outcomes need to be clearly articulated on each course syllabus. The process of assessing student work at Shidler College is clear; less apparent is if VEMBA student work is included or how it is assessed. It would be helpful to survey VEMBA students at the start and end of their programs to help gauge its effectiveness. Their input would be extremely valuable as the curriculum/program evolves.

DISTANCE EDUCATION SUMMARY

APPENDIX B

1. INSTITUTION: University of Hawaii at Manoa

2. TEAM MEMBERS WHO REVIEWED THIS SITE:

Salinger, Evenbeck, Hansen, Ray

3. DATES THAT DISTANCE EDUCATION MATERIALS WERE VIEWED:

December 2010 - March 2011

VISITED IN CONJUNCTION WITH (check all that apply):

CPR

EER

Special Visit

Substantive Change review

Other (please explain)

4. CONTEXT (for example, number of programs offered via distance education, degree levels offered via distance education, FTE enrollment, faculty numbers and composition; average class size)

UHM offers three online bachelor programs; four post-baccalaureate online programs; sixteen online master degree programs, and one online doctoral program. There are also over fifty online classes exclusively offered through UHM. All of the distance education degree programs are subject to the admissions requirements and academic standards of program review prescribed by the UH Executive Policies. Close to 80% of the degree programs are on the level of master's degree. The programs are offered by the College of Business (Business Administration, Human Resource Management); the College of Education (Elementary Education, Education, Curriculum Studies, Early Childhood Education, Educational Administration, Educational Technology, Rehabilitative Counseling, Special Education); the College of Natural Science (Computer Science, Library & Information Science); the College of Nursing (RN to BSN, Nursing Administration, Advanced Public Health Nursing, Nursing Education, Primary care Nursing, Nursing PhD); and the College of Social Work (Social Work). Class (cohort) sizes varied from 6 students to 112 students with the average (modal) size at about 50 students). Descriptions of these programs are provided in the UHM EER report.

5. DESCRIPTION OF DISTANCE EDUCATION INTERACTIONS (what was viewed, description of formats, other details to help describe nature and context of the review):

UHM has been involved in distance education since the 1970s in the days of broadcast delivery. The University is now in the technological forefront of on-line instruction through a variety of internet based programs strategically selected to provide high quality education only available on the Mānoa campus for residents of neighboring islands, eliminate the time and expense of commuting. The nature of distance education lends itself to the unique geography of Hawaii but has also begun to have a worldwide impact in some programs.

UHM utilizes Lulima, a set of web-based course management and resource tools to support learning, instruction and collaboration provided by the University of Hawaii. These tools are on the open source Sakai collaborative learning environment. Lulima is connected to the registration system, allowing automatic course population of officially registered students, allowing UH students and faculty to login to a secured network for one-to-many or one-to-one communication, assignment submission and exam administration. Thus, an entire course may be delivered online or traditional classroom courses can be modified into hybrid courses.

The Board of Regents and University policies as well as WASC procedures and guidelines govern Mānoa

procedures for review and approval of distance and off-campus programs. These procedures are detailed at http://www.manoa.hawaii.edu/ovcaa/academics/planning_approval/distance_delivery/.

UHM provides an impressive amount of security and support for both students and faculty engaging in distance education. Distance learners are held to the same rigorous Student Code of Conduct as students attending on-site classes; the MyUH Portal provides secure, personalized access to UH services and information including a common interface, web-based services, message boards, email, calendars, announcements, grades, and the ability to register at multiple UH campuses.

A key support to both students and faculty involved in distance education is the Information Technology (ITS) support and training which develops and implements technical standards, support and training to ensure efficient and effective operation of all distance-learning technologies. ITS training for students is available through the Lualaba Learning and Collaboration Server Orientation, the ITS Help Desk, HITS Support (for ITC courses), and the Cable Guides (for students registered in cable courses). ITS support for faculty includes ITS TALENT (TALENT – Teaching and Learning with Electronic Networked Technologies), a faculty development program provided by the University of Hawaii system; the Digital Media center (a UHM-based center to assist both faculty and staff with video, online instruction, graphic presentation and other digital projects); and a variety of professional development programs provided by the Mānoa Center for Teaching Excellence. The UH Mānoa Libraries also serves students regardless of their physical location, providing distance learners with remote access to UHM electronic databases and electronic resources; subsidized interlibrary loans, reference services via “Virtual Chat Reference” and LILO (the Library Information Literacy Online tutorial and research guide).

Diverse methods for information delivery are utilized across the distance learning programs: asynchronous online learning, synchronous online learning, two-way video and teleconferencing, webcasting, chat discussion, faculty CDs and DVDs and face-to-face meetings and advising.

8. OTHER MATERIALS REVIEWED OR PERSONS INTERVIEWED CONCERNING DISTANCE EDUCATION (prior to visit, on-site, or after the visit):

- A list of questions arising from the CPR visit and the EER reports were discussed during the EER visit.
- Campus website links and written materials were reviewed.
- UHM confidential WASC EER email account was reviewed.

In addition, eight individuals were interviewed during the EER visit who are involved in the distance education programs in Nursing and Social Work. The group included faculty and administrators.

DISTANCE EDUCATION PROGRAMS - OBSERVATIONS, FINDINGS, COMMENTS

When completing the following table, please provide any other information that you believe is pertinent. Please also include any recommendations you might have for subsequent team members/reviewers concerning distance education courses and programs.

Suggested Lines of Inquiry: Please address each of the following. Representative CFRs are noted in each cell below.	Observations and Findings	Note here if follow-up is needed, and identify the follow-up issues.
<i>Quality of the Learning Infrastructure.</i> Is the learning platform and academic infrastructure of the site conducive to the fostering of learning and dialogue between faculty and students? (CFRs 2.1, 2.5, 3.5)	Overall, the UHM distance-learning platform is well organized and instinctive. There are ample orientation and support services to foster meaningful interaction.	

<p><i>Student Support Services.</i> What is the institution’s capacity for providing advisement, counseling, library, computing services and other student services appropriate to the modalities of delivery? (CFRs 2.13, 3.6)</p>	<p>Many of the University’s support services are offered both face-to-face digital and available through remote access. There is 24/7 support through a variety of services as outlined in the response to Question #7.</p>	
<p><i>Connection of Faculty to the Institution.</i> In what ways does the institution ensure that distance learning faculty are oriented, supported, and integrated appropriately into the academic life of the institution? How are faculty involved in curriculum development and assessment of student learning? (CFRs 3.1, 3.2)</p>	<p>Many of the distance courses are taught by the same faculty who teach the course or similar courses on campus. The University provides an impressive range of online and workshop format faculty development support, IT support and avenues for collaboration. It is not clear within the EER report whether program learning outcomes have been identified specific to distance learning but anecdotal evidence from onsite interviews suggests that at least some distance programs have fully integrated the importance of student learning outcomes. UHM would benefit from clarifying the process through which each distance program creates and assesses student-mapping outcomes, mapping outcomes to the curriculum, analyzing and acting on data for program improvement.</p>	X
<p><i>Relationship of institution's goals for CPR/EER Reviews to distance learning activities.</i> In what ways, if any, do the institution's efforts to build capacity and enhance educational effectiveness through the reaffirmation process on the home campus carry over to distance learning activities? (CFRs 4.1, 4.8)</p>	<p>UHM has focused on distance education programs and courses within both the CPR and EER. The assessment of student learning and program improvement is not as clear for distance programs as they are for on-site courses.</p>	X
<p><i>Context of distance learning to the broader institution.</i> How does the institution conceive of distance learning relative to its mission, other current and potential remote sites, and administrative structure? How is this operationalized? (CFRs 1.2, 3.1, 3.8)</p>	<p>Although there is an impressive array of offerings there was little evidence of university-level planning with respect to distance education in either the CPR or EER. Institutional priorities are understandably focused in other areas, but might benefit from attention to courses that can be easily grown with minimum drain on resources. Expanding programs to a “world-wide” level like the Business Administration’s program in Vietnam or the Music Education program may augment University funding. Infusing more online components to on-campus courses (hybrid) has been a positive step in this direction. Would there be merit in expanding hybrid courses, especially given the commute of some students from other islands? Would there also be merit in including Native Hawaiian courses in more distance</p>	X

	education courses where there would be the opportunity to digitize materials and even have videos of dances and of interviews?	
<p><i>Educational Effectiveness Preparedness.</i> How has the institution organized itself to address student learning and educational effectiveness for distance learners? What are the quality and nature of institutional data analysis systems, quality improvement systems and systems to evaluate student learning in distance learning courses and programs? (CFRs 4.6, 4.7)</p>	<p>The process by which distance programs are assessed varies throughout the University. Some programs cite regular reviews to meet state and national standards; others suggest that they are still in the process of creating formal student learning outcomes across disciplines and methods to evaluate them. Certain programs perceive ‘student satisfaction’ as a valid reflection of effectiveness while others adhere to rigorous assessments via culminating student research projects, comprehensive exams, and so forth. However, as part of the college-wide program review process all distance education programs are reviewed. They are required to complete and submit a “Distance Education Supplement” as part of their self-study. Overall students report a high level of satisfaction with UHM distance education programs and perform at levels equal to or better than their campus-based peers reflected in GPAs, skills development and professionalism.</p>	<p>Need to create consistent understanding of student learning outcomes / objectives as well as valid assessment measures.</p>

Additional findings, Observations or Comments:

The current distance education report does not include any programs from the colleges of Engineering or Tropical Agriculture & Human Resources nor were their any programs from the Schools of Architecture, Hawaiian Knowledge, Law, Medicine, Ocean & Earth Science & Technology or Travel Industry Management. Many of these programs easily lend themselves to online learning, especially in core classes.

As UHM faces significant budget and resource related challenges, it is imperative that the University more strategically incorporate the potential for distance education in strategic and enrollment planning. UHM has some superior distance education programs that serve as national models to be sure. Although UHM must work within the collective framework of the UH system, there is merit to strategically expand offerings in some colleges (i.e., going world-wide), offering a wider array of certificate programs and eliminating programs with small enrollment.