



Hawai'i Pacific University

EDUCATIONAL EFFECTIVENESS PLANNING COMMITTEE December 2001 – Interim Report

The history of Hawai'i Pacific University has been a story of change and growth – of moving forward. The change from HPC to HPU, the merger with Hawai'i Loa College, and the growth in the size of our student body, staff, and faculty are all milestones along the way. And now we are involved in the HPU 2010 Plan which points to our future growth and development.



Professor Nancy Hedlund, President Chatt G. Wright, and Vice President Nancy Ellis review committee progress.

The Educational Effectiveness Planning Committee has been working over the past year to coordinate a process to revise our mission statement, develop goals to guide the University, and prepare for our WASC accreditation visit. I hope every member of the HPU family will review this report and find ways to be involved in these activities which are so vital to the future success of our university.

Chatt G. Wright

ALL of us in the HPU *'ohana* (family) are committed to the belief that our motto proclaims, *holomua me ka 'oia'i'o* (forward in truth); but meaningful forward movement requires planning and cooperation. In the fall of 2000, President Wright created the Educational Effectiveness Planning Committee, and over the past year we have been working hard on issues related to the mission statement, planning, and accreditation. We take this opportunity to report back to the whole HPU *'ohana*. We hope this report will help you understand what we have been doing, let you know how you can find out more about these activities, and encourage you to contribute to our collective efforts to *holomua*.
Mahalo nui loa,
Educational Effectiveness Planning Committee.



Educational Effectiveness Planning Committee members meet in front of the Advising Center on the downtown campus, pictured from left to right - Professor Valentina Abordonado, Professor Nancy Hedlund, Professor John Hart, Assistant Dean Bill Potter, Consultant Dr. John Marvel, Director Lianne Maeda, and Assistant Dean John Kearns.

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THE CHARGE: During September 2000, President Wright formed the Educational Effectiveness Planning Committee as one of two forums for the HPU 2010 formal planning process. The committee, made up of administrators, staff, and faculty to ensure a cross-university planning effort, was charged with “providing for the assessment of the University’s effectiveness as a learning institution, including ways of acting upon the conclusions of assessment and reporting of action taken by various divisions of the University as a result of assessment.”

President Wright asked the committee to start by developing a process that would include “a wide range of University stakeholders” in “a reevaluation of the University’s Mission and Value and Vision statements.” Finally, the committee was asked to prepare the University’s proposal for accreditation.

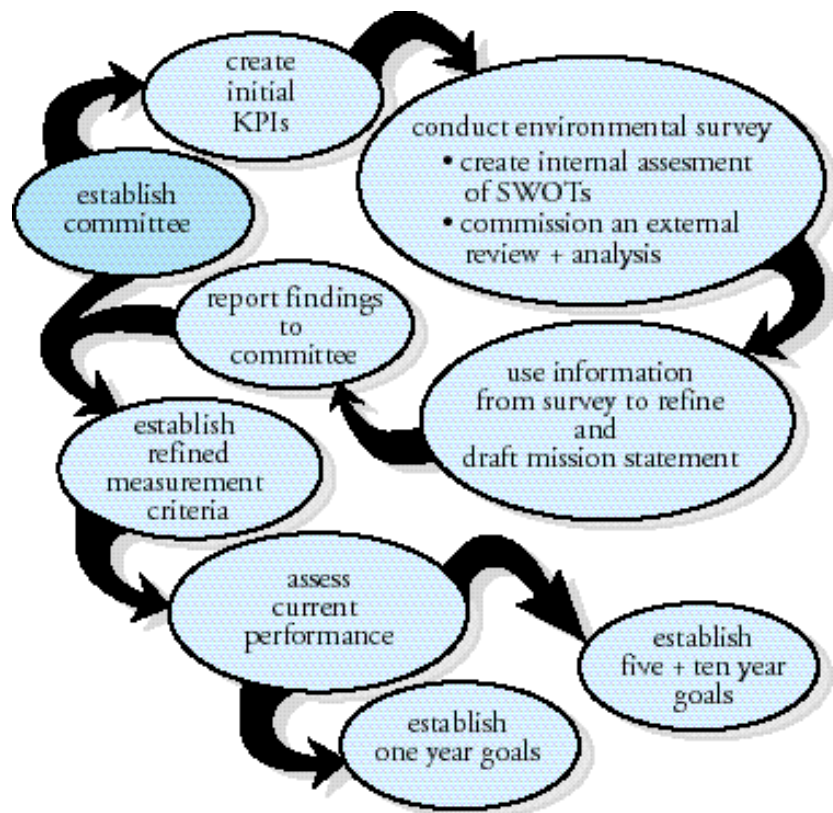
GETTING STARTED: The committee started with an agreement on values to guide its work and decided to meet about twice a month. In addition, the University engaged two outside consultants to assist the committee:

- Dr. Louanne Kennedy, provost and academic dean at CSU Northridge, was retained to serve as a higher education consultant to the committee. She visited the University in September 2000 and met with members of the committee. She suggested that activities focus on four areas: leadership development, an environmental scan, an internal analysis, and the establishment of a speaker series. Dr. Kennedy has consulted with the committee by phone and e-mail throughout the last year.
- Dr. John Marvel has a broad scope of expertise in higher education and has served in senior leadership positions, including president of Hawai'i Loa College. He is serving as a consultant to the HPU 2010 Planning process and has provided assistance on various matters related to planning and educational effectiveness (including leadership development). His most recent meeting with the committee was in October 2001.

The committee decided to use an academic planning model called “a general process model” (Rowley, Lujan, and Dolence, 1997), which was recommended by Dr. Kennedy. This inductive model bases planning on the institution’s Key Performance Indicators (KPIs), environmental analysis, and definition of the common vision for the University held by campus leaders. Under this model, the planning process is divided into a planning phase and an implementation phase, each of which has a number of steps. The planning phase begins with the selection of the planning committee and includes analysis of the environment, development of measurement criteria, measurement of current performance, establishment of five-year goals, and determination of strategies.

Working within this model of planning, the committee decided on three projects that would be undertaken in parallel. First, a local marketing research firm, Q-Mark, would convene a series of focus groups to provide data on internal perceptions of Strengths, Weaknesses, Opportunities, and Threats (SWOT analysis) as well as data that would support the building of a new mission statement and the determination of goals for the University. Second, a local consulting group was engaged to gather information that would form the basis for the environmental scan. Third, the committee would develop an understanding of the new WASC accreditation model and prepare HPU’s proposal that was submitted in October 2001.

HPU’s PLANNING MODEL



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FOCUS GROUPS: The committee decided to engage a local research organization to conduct a series of focus groups that would form the basis of the internal SWOT analysis. Focus groups were selected as the best way to gather data from the HPU community which could be used in reviewing the mission statement, developing goal areas, and identifying theme areas to guide the University toward the next accreditation. Specifications were distributed and bids solicited from four organizations, and after reviewing the bids, the contract was awarded to Q-Mark Research and Polling. Seventeen focus groups were formed through random samples and volunteers. Each group averaged eight to ten participants and data was collected from five student groups, six faculty groups, and six staff groups, as well as from 111 additional participants via a Web site designed by Q-Mark. Four of the student groups were a heterogeneous mix of undergraduate and graduate, local, U. S. mainland, and international students. One group consisted of satellite students to obtain a snapshot of that program. In order to maintain consistency, ensure confidentiality, and foster trust, the President of Q-Mark, Barbara Ankersmit, led all of the focus group sessions at her office. All of the participants were given an opportunity to share their thoughts on HPU’s strengths and weaknesses.

The format of the focus group sessions was very structured, and the same questions were asked of all the participants. In addition to gathering responses to the questions, participants were asked to provide feedback on the University's existing mission statement by deleting items they felt were not important and underlining items they felt were very important to HPU. Participants were asked to select the three most important attributes of an "ideal HPU" and assigned grades to those factors. The final portion of the session involved gathering opinions regarding HPU's future direction.

A PRELIMINARY ANALYSIS OF THE DATA INDICATED THE FOLLOWING:

STRENGTHS IDENTIFIED:

- Responsiveness of the organization
- Visible and effective marketing
- Strong academic programs
- Downtown campus
- Internationally diverse student body
- Sound fiscal management
- Student-focused university
(small classes, teachers, student services)

CHALLENGE AREAS IDENTIFIED:

- Lack of communication between departments
- Bureaucratic decision-making
- Rapid growth
- Unbalanced instruction
- Lack of a sense of community
- Unprepared students; Late enrollment
- Inequities on satellite campuses

Summaries of the data gathered in the focus groups are available in the locations listed in Appendix D.

ENVIRONMENTAL SCAN: The University contracted the Honolulu office of Ernst & Young, LLP, to gather basic information for the environmental scan, including demographic information on students in Hawai'i and international students in the U. S.; economic information for Hawai'i, the U. S., and certain Asian countries; and competitor information for colleges and universities in Hawai'i. A preliminary summary report was presented to the committee on May 11, 2001. After reviewing summary exhibits and tables representing the accumulated data, the committee created a subcommittee to update the contents of the report by monitoring changes in the external environment. Data from the original environmental scan and updates provided by the subcommittee will inform the ongoing planning process.



DEVELOPING THE WASC PROPOSAL: The committee was asked to coordinate preparations for the next accreditation visit by the Western Association of Schools and Colleges (WASC). In line with changes in the accreditation process taking place across the U. S., WASC has completely reconceptualized the way it will go about accrediting colleges and universities, in essence, moving from a checklist of discrete requirements to an integrative process based on an institution's knowledge of its mission and its commitment to institutional effectiveness. WASC's new approach to accreditation is captured in a graphic of three interlocking rings representing an institution "articulating a collective vision of educational attainment [mission], organizing for learning, becoming a learning organization" (*WASC 2001 Handbook on Accreditation*, 6). The new accreditation cycle begins with a proposal outlining how the institution proposes to organize its accreditation review and incorporates two visits. The timeline for HPU is as follows:

October 2001	Proposal Submitted
January 2002	Proposal Approved
Spring 2004	Preparatory Review focusing on Institutional Capacity
Spring 2005	Educational Effectiveness Review

Following the two visits in 2004 and 2005, the WASC Commission will take action on HPU's accreditation and determine the time for the next accreditation cycle to begin.

The committee has been engaged with HPU's response to this new model of accreditation throughout the past year. The first step was a review of WASC's new standards and procedures (available at www.wascweb.org). The next step was to consider the kinds of data required by WASC and Key Performance Indicators (KPIs) related to aspects of the University that track developments important to the HPU's mission. Because each institution has a different mission that directs it to behave differently, every school will present different kinds of evidence to WASC to demonstrate its commitment to and accomplishment of the core standards. Another choice that faced the committee was how to organize the University's accreditation efforts and reports.



The WASC handbook suggested several models of assessment that could be used, including theme-based, strategic planning-based, comprehensive-based, and audit-based models. The committee decided on the theme-based model for the Educational Effectiveness Review since it offers the best opportunities for presenting the good progress the University is making in areas it considers most important. This model uses themes that are significant for the institution as it addresses the WASC Standards and organizes evidence of institutional integrity of mission, achievement of objectives, application of resources, and organizational commitment to learning and improvement. The committee identified three themes: promoting student learning, developing global citizenship, and enhancing organizational effectiveness, and these themes were communicated to the larger community (President Wright, the Faculty Assembly,



the President's Council, and others) with an invitation to comment. At the same time, the committee proceeded to discuss all of the elements of the draft, including HPU's response to the last WASC visit. The first complete draft was reviewed in August, and this draft was circulated to all staff through their departments and all regular faculty through the Faculty Assembly. All comments were considered, and a final draft submitted on October 10, 2001.

Copies of the proposal are available at the locations listed in Appendix D.

Committee members Associate Dean Warren Wee, Vice President Steve Simpson, Professor John Hart, Dean Les Correa, and Dean Carol Winters-Moorhead join Chair Nancy Hedlund in discussion.

AUGUST 2001
WORKSHOP: In line with the participatory model guiding the planning process, the committee scheduled a workshop for University employees – faculty, staff, and administrators – in order to involve the larger HPU community in revising the University’s mission statement and identifying institutional goals. The workshop was held on August 15, 2001, and the committee began planning in late spring for the daylong session facilitated by Ms. Barbara Ankersmit from Q-Mark. While some could not attend because of work or class commitments, in the end 158 staff, faculty, and administrators were able to participate in the workshop.† Planning for the workshop began with the committee brainstorming a draft mission statement and possible goal areas based on the results of the focus groups.



Staff and faculty share ideas on HPU’s mission statement during one of the breakout sessions.

DRAFT MISSION STATEMENT:

Hawai‘i Pacific University is an independent institution of higher learning that provides an American education in an international student environment. Hawai‘i, as a crossroads of East and West, offers a rich cultural context for a challenging education built on a liberal arts foundation. The University’s mission is to prepare students to live, work, and learn as productive and concerned members of society who embrace evolving technology and change.

The day started with a plenary session which introduced the HPU 2010 Plan, described the Educational Effectiveness Planning Process and the new WASC Accreditation Process, and reviewed the tasks for the day. Breakout groups were formed from a random mix of participants, and members of the committee served as facilitators and note takers. The morning groups reviewed and commented on the draft mission statement, and then group members reported back to all participants. During the afternoon, the breakout groups were asked to discuss some possible institutional goals, adding, deleting, or modifying items on the list. Each group reported on their discussion. In addition to collecting notes on each group’s conversations, the individual participants were asked to “vote” on aspects of the mission and goals by annotating a copy of the discussion handout.*

† Their names are listed in Appendix B.

* Materials from the workshop are available at locations listed in Appendix D.

THE FUTURE: The committee will be working on several projects over the next year.

HPU's IMPLEMENTATION MODEL: The Improvement Cycle – Communication, Measurement, and Goals.

- First, a subcommittee is reviewing all of the comments and responses from the August workshop to revise the draft of the mission statement. The revised mission statement will be circulated to multiple constituencies within the University, revised as necessary, and passed on to the Board of Trustees for action.



- Second, the whole committee has been considering all suggestions concerning goal areas and specific goals that HPU can accomplish in the next five years or so. Soon the committee will move towards revising the goal statements, soliciting further comments, and drafting strategies for achieving these five-year goals and plans for success in accomplishing them. One important aspect of this stage will involve individual work areas (divisions, departments, or existing committees, for example) in the development of short- and long-term objectives for their own areas that will contribute to achieving the University's goals.
- Third, the committee will continue to prepare for the two WASC accreditation visits. A subcommittee has been formed for each of the three themes identified to organize the two visits - the preparatory review (focusing on institutional capacity) in the spring of 2004 and the educational effectiveness review scheduled for spring of 2005. The subcommittees will gather evidence in a variety of ways over the next few years so that it can be marshaled to demonstrate the University's educational effectiveness.
- Finally, the committee will continue with leadership development through activities designed to strengthen academic leadership, increase skills and commitments to effective leadership (as distinct from management), and develop potential leaders within the HPU community. Proposed activities include sending a team to the WASC Annual Meeting in April, sending other individuals to national higher education conferences, and a fact-finding trip to mainland universities that have been identified as "reach" schools for HPU.

Over a longer time frame, the committee will be working with the Board of Trustees' Planning Committee to develop the HPU 2010 Plan. Members of the HPU community can expect to receive updates on this planning process and the work of the Educational Effectiveness Planning Committee on a regular basis.



APPENDIX A - COMMITTEE MEMBERS

Nancy Hedlund, Chair	Professor of Psychology and Academic Assessment Coordinator
Valentina Abordonado	Director and Coordinator for the Teaching and Learning Center
Leslie Correa	Associate Vice President for Academic Administration and Dean of Arts and Sciences
ReNel Davis	Assistant Professor of Nursing
Nancy Ellis	Vice President and Dean of Student Support Services
Mirasol Española-Lim	Assistant Dean, Advising and Counseling
Antonina Espiritu	Assistant Professor of Economics
John Fleckles	Vice President and Academic Dean
Caroline Garrett	Associate Dean, Adult Services Center
John Hart	Professor of Communication
Justin Itoh	Associate Vice President and Chief Information Officer
Linda Kawamura	Associate Vice President, Human Resources
John Kearns	Assistant Dean for Faculty Matters
John Kros	Associate Professor of Quantitative Methods
Patti Lange-Otsuka	Associate Professor of Nursing
Margy Ledward	Academic Advisor and Personal Counselor
Lianne Maeda	Director, Career Services Center
Janet Moelzer	Reference Services Librarian
Stephen Phillips	Instructor of Management
Bill Potter	Assistant Dean of the English Foundations Program
Jeanne Rellahan	Dean of International Studies
Saundra Schwartz	Assistant Professor of Humanities
Stephen Simpson	Vice President of Learning Support Services and University Librarian
William Warren	Assistant Professor of Geography
Warren Wee	Associate Dean of Business Administration
Christopher Winn	Associate Professor of Oceanography
Carol Winters-Moorhead	Dean of Nursing
Houston Wood	Associate Professor of English
Larry Zimmerman	Dean of Professional Studies

APPENDIX B - ATTENDEES OF AUGUST WORKSHOP

ADMINISTRATION

Sharon Jen
Rick Stepien

ADMISSIONS

Cherie Andrade
Larry Kekaulike
Debbie Nakashima
Scott Stensrud
Charlene Vaughn

ADULT SERVICES CENTER

Susan Cotellesse
Joe Schmiedl
Josephine Stenberg
Caroline Garrett

ADVISING

Mirasol Española-Lim
Susan Hardy
Margy Ledward
Leo Melanson
Jill Merl

DEVELOPMENT/ALUMNI RELATIONS

Kris Smith
Margi Ulveling

ARTS AND SCIENCES

Dan Binkley
Andy Brittain
Barbara Burke
Michael Canute
Leslie Correa
Jon Davidann
Stephen Dye
David Horgen
Michael Kelley
Keith Korsmeyer
Teresa Lane
Laurie Leach
Brian Metcalf
Bernard Ostrowski
Michael Pavkovic
Willis Rich
Saundra Schwartz
Jennifer Shafer
Mary Sheridan

ARTS AND SCIENCES, CONTINUED

Catherine Sustana
Martha Sykes
Chris Winn
Houston Wood

ATHLETICS

Russell Dung
Justin Spanko

BOOKSTORE

Aldon Inouye

BUSINESS ADMINISTRATION

Antonina Espiritu
Susan Fox-Wolfgramm
Jack Karbens
John Kros
Ernesto Lucas
Steven Phillips
Rodney Romig
Greg Schaper
Warren Wee
Al Zimmermann

CAREER SERVICES CENTER

Carol Kagimoto
Lianne Maeda
Ann Newton
Grace Torigoe
Silvan Uyehara

COMMUNICATION

Dale Burke
Brian Cannon
John Hart
Larry LeDoux
Kari Thresher
Helen Varner

EFP

Ann Chun
Mary Hammond
Barbara Hannum
Jean Kirschenmann
Bill Potter
Colleen Soares
Rob Wilson

FINANCE AND OPERATIONS

Bob Cheong
Robin Dudoit
Donald Gedeon
Leona Hoapili
Raul Ibarra
Arlene Myers
Norine Yuen

GRADUATE SERVICES CENTER

Harry Byerly
Karen St. John
Merrissa Uchimura

HOUSING

Patrick Mayock

HUMAN RESOURCES

Michael Sorakubo

INFORMATION TECHNOLOGY

Jean Harr
Justin Itoh
Rory Thein
Barney Valdez
Hector Wong-Chan

INSTRUCTIONAL MEDIA SERVICES

Derek Enoki
Mark Nitta
Colin Umebayashi
Barbara Voigt

INTERNATIONAL ADMISSIONS

Linda Hirata
Rikky Mitsunaga
Elfie Stephenson

INTERNATIONAL STUDIES

Jean Coffman
Ken Cook
Greg Gaydos
Carlos Juarez
Ed Klein
Jeanne Rellahan
William Warren

APPENDIX B - ATTENDEES OF AUGUST WORKSHOP, CONTINUED

LIBRARY

Kathy Chee
Marilyn DeMattos
Randal Kong
Pat Martin
Janet Moelzer
Julie Morita
Wayde Oshiro
Steve Simpson
Catherine Thomas

MAILROOM

Steven Lum

MANAGEMENT INFORMATION SYSTEMS

Dexie Galvez
Bonnie Saito-Manago

NURSING

Dale Allison
Hobie Etta Feagai
Valerie Kido
Patti Lange-Otsuka
Pam Matson
Mercy Mott
Brenda Smith
John Stepulis
Jeannie Tweedie
Carol Winters-Moorhead

OAA

Debbie Bohol
John Fleckles
John Kearns
William Zanella

PHYSICAL PLANT

Dan Perron

PROFESSIONAL STUDIES

Cheryl Crozier
Larry Rowland
Larry Zimmerman

REGISTRAR

Jerilynn Lorenzo
Kelly Nashiro-Yoshida

SATELLITE FACULTY

Dan Flood
George Moyer
Bob Popp
Gary Waters

SATELLITE STAFF

Ralph Gallogly
Rimar Jamora
Marol Lee
Gina Lujan
Chris Merritt
Eugene Palyo
Jennifer Sullivan

SCHOLARSHIPS AND HONORS

Tarek Willeby

SCIENCE LABORATORY

Patricia Allen

SPECIAL PROGRAMS

Tim Awaya
Barbara Benson

STUDENT LIFE

Taylor Boyd
Heather Dwyer

STUDENT SUPPORT SERVICES

Nancy Ellis
Walter Fleming
Lynn Ledward

TIM

Wendy Lam

UNIVERSITY RELATIONS

Freddie Campos

APPENDIX C - HPU VISION AND VALUES STATEMENT

VISION

Hawai'i Pacific University is first and foremost a learning community, whose members come together from around the world to learn in a spirit of caring, honesty, freedom, and *'ohana* (family).

VALUES

Cooperation, communication, and collegiality are the foundation of our community. We fulfill the responsibilities of our educational mission through mutual trust and respect, innovation and involvement, expertise and intellectual fellowship. To support this important process, we encourage ongoing dialogue and continual self-evaluation. Recognizing the sources of our current success, we strive together to harmonize academic quality and financial viability. We offer all members of our community the opportunity to excel, including resources and rewards commensurate with individual contributions and potential.

The members of our faculty are active and influential partners in the governance and growth of the institution, particularly in academic matters. They excel in teaching, a commitment they balance with scholarship, university service, and community service, all of which they consider to be interdependent and mutually beneficial responsibilities that contribute to student learning.

We are committed to serving our local and global communities, and we challenge our students to acquire the knowledge, skills, and experiences that will enable them to think critically, speak and write effectively, and understand the workings of an increasingly interconnected world. Our curriculum, which builds on our international diversity by combining American educational traditions with global perspectives, stresses rigorous intellectual engagement, relevant career education, and social responsibility. Graduates of Hawai'i Pacific University are responsible citizens and active, independent, lifelong learners.

NOTE: This statement had its origins in the Faculty Retreat of May 1998. Ideas generated at that event were refined over the summer, endorsed in principle by the first meeting of the Faculty Assembly the following September, further revised, and finally ratified by a vote of the entire faculty later that semester.

APPENDIX D - LOCATIONS OF COMMITTEE ARCHIVES

While the information gathered by the committee is confidential to HPU, members of the HPU community need to be informed about both the planning and the accreditation process. Important documents and summaries of information gathered by the committee are available in the following locations:

Downtown Campus: Office of Academic Administration, MP - 440
Student Support Services, UB - 202
Learning Support Services, LB - 401

Windward Campus: Nursing/Academic Administration, HL - 226

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Comments?.....

..... Feedback?

Suggestions?.....



*The Educational Effectiveness Planning Committee
welcomes your comments, feedback, and suggestions.*

*Please feel free to talk to any committee member or
send comments by e-mail or campus mail.*

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