



Hawai'i Pacific University

Educational Effectiveness Planning

Committee – January 2004 Interim Report

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- **HPU's Strategic Priorities**
- **Accomplishments and Future Plans**
- **August 12, 2003 Retention Workshop**
- **November 8, 2003 Student Symposium on Global Citizenship**



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Fall 2003 was an important time in the development of HPU's planning process. The many months of gathering input from the HPU community, collating one- and three-year plans from work areas, and consulting with President Wright have resulted in a report outlining ten strategic priorities and their associated objectives. President Wright has accepted this report as a guide for implementing the strategic-planning process designed to guide the University in the years to come.

Our previous reports, dated December 2001 and August 2003, outlined the steps in developing our planning process and explained key events in the process. For your convenience, these events are listed on the next page. In particular, the August 2003 report, which was distributed in October 2003, described how the tasks of planning (which focuses on where we want to be) was separated from preparing for accreditation (which focuses on where we are). However, members of the HPU community should remember that HPU's ability to carry out planning will be one of the "capacities" which our WASC reviewers will be looking at.

This report on Educational Effectiveness Planning will bring you up to date on what has been accomplished since the August 2003 report. We have organized the report around the ten strategic priorities, outlining both accomplishments and future plans in each of these areas. Particular attention is given to the August 12 Retention Workshop and the November 8 Student Symposium on Global Citizenship.

Please review this report and continue your efforts with the ongoing planning and implementation processes. HPU community members with questions on what the EEPC has done should feel free to contact any member of the committee, whose names are listed on in Appendix A.

Mahalo nui loa,

– **Educational Effectiveness Planning Committee**



Summary of the HPU Planning Process

President Wright launched formal strategic planning in fall 2000 as "HPU 2010 Planning." He named the Educational Effectiveness Planning Committee and charged it to provide for "the assessment of the University's effectiveness as a learning institution, including ways of acting upon the conclusions of assessment and reporting of actions taken by various divisions of the University as a result of assessment." The president additionally asked that the committee develop a process that would include a wide range of University stakeholders. A parallel planning process, undertaken by the Trustees' Long-Range Planning Committee, dealt primarily with resources and facilities. At the beginning, educational effectiveness planning was linked with preparation for the next accreditation visits; however, following submission of the WASC Reaccreditation Proposal in fall 2001, these two activities have proceeded under separate institutional leadership.

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A participatory strategic-planning model was chosen (Rowley, Lujan & Dolence, 1997). Implementation was facilitated by two consultants, Dr. Louanne Kennedy and Dr. John Marvel. Descriptions of the structure, processes, and outputs of the planning process are described in two interim campus reports disseminated to the University community in December 2001 and October 2003. The highlights of the planning process are as follows:

Year 1:

Fall 2000 – Summer 2001

- Defined methods.
- Conducted SWOT analyses (Strengths, Weaknesses, Opportunities, Threats) through focus groups.
- Held a committee retreat to draft components of the new HPU mission statement and five goal areas.
- Performed an external environmental scan.
- Conducted campus-wide workshop in summer 2001 to review mission statement and generate specific goals for the five goal areas.

Year 2:

Fall 2001 – Summer 2002

- Defined 25 specific goals that were organized under the five major goal areas.
- Completed WASC Reaccreditation Proposal.
- Completed first year of area plans for the five major goal areas, the work being done by staff and faculty
- Disseminated Key Performance Indicators (KPIs).
- Started work on resource analyses and identification of comparison schools.

Year 3:

Fall 2002 – Summer 2003

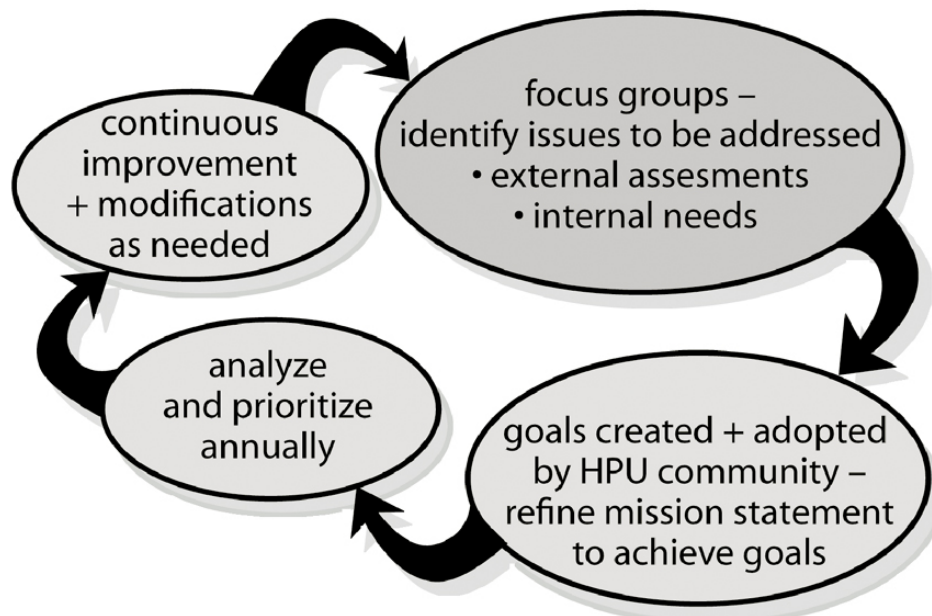
- Disseminated new HPU mission statement, which was approved by the trustees in January 2003.
- Identified nine Strategic Priorities, from the 25 goals, to guide planning.
- Completed second year of area plans, which were integrated with the Strategic Priorities by deans and managers.
- Conducted a second campus-wide workshop in summer 2003 where students, faculty, and staff served as panelists and discussion group participants to discuss challenges and opportunities related to student retention. (This addressed one of the nine strategic priorities.)

Year 4:

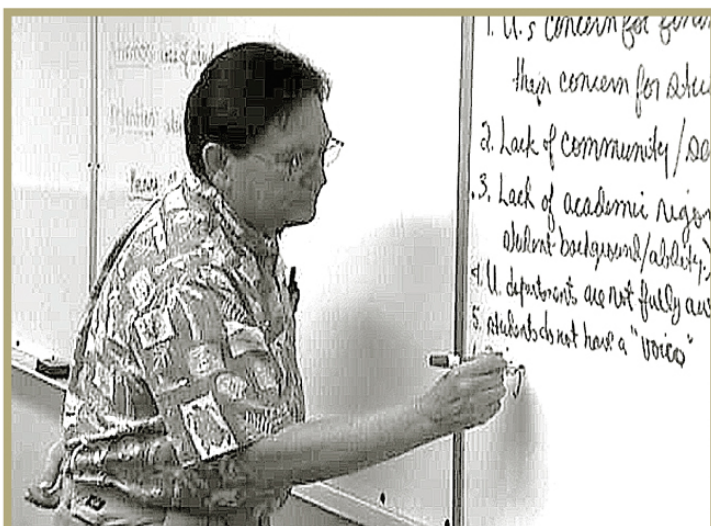
Fall 2003

- Added priority number 10 to address facilities development at the Hawai'i Loa campus through collaboration with the Trustees' Long-Range Planning Committee.
- Convened the new Academic Support Council, which will address alignment of resources with strategic planning through shared governance. The members are the vice president of academic administration (chair), vice president of student services, associate vice president of academic administration, associate vice president and chief information officer, faculty assembly chair, assistant dean of academic administration and general education (recorder), and associate vice president of planning and assessment.
- Presented report on the HPU 2010 Plan to President Wright for review by the Board of Trustees in January 2004. This report summarized the Educational Effectiveness Planning Committee's plans for addressing the strategic priorities.

As the University has gained experience with planning, a cyclical process based on the academic year has emerged. During the summer and fall, all of the academic programs and departments, as well as the Educational Effectiveness Planning Committee, evaluate the achievement of prior-year goals by reviewing the reports from the deans and managers on the results of the initiatives and activities conducted over the prior 12 months under their one-year plans. Based on this review, the strategic priorities for the upcoming



year may be revised and presented to the University community. Working parallel with the EEPC, the Academic Support Council will address the alignment of resources with the strategic priorities for the upcoming year. Periodically, the Educational Effectiveness Planning Committee will prepare and submit interim “2010 Educational Effectiveness Plan” reports to the president for review with the trustees and the Educational Effectiveness Planning Committee will oversee and facilitate implementation of plans as appropriate.



Dr. Les Correa, associate vice president of academic administration and dean for the college of liberal arts, leads a breakout group session of the Retention Workshop, held on August 12, 2003.

During the spring, deans and managers will continue with the implementation of initiatives and activities, collect data on the outcomes, and formulate area one-year plans addressing the strategic priorities for the upcoming year. Reports on the results of the previous year and area plans for the next year will be presented to the EEPC at the end of the spring semester.

It is expected that this cyclical process will continue to be refined as we move forward toward 2010.



Examples of Progress on Addressing the Strategic Priorities - 2003

While 25 goals were identified for the University, the Educational Effectiveness Planning Committee has focused the University's attention on the ten priority areas listed below in order to make the planning process more manageable. Of course, individual work areas may choose to address any of the 25 goals.

P R I O R I T I E S

The following are specific accomplishments from this year and future plans for each of the 10 strategic priorities.

1. Extend the University's commitment to working within a culture of evidence, including the use of learning assessment techniques in all areas related to student learning.

Accomplishment:

- Institutional data on Key Performance Indicators (KPIs) were posted on the HPU Pipeline.

Future Plans:

- Expand the number of data reports available to the HPU community.
- Conduct studies to address retention questions.
- Expand use/review of data on key performance indicators (such as retention rates).
- Participate in the National Student Clearinghouse to track graduates and attrition.

2. Create "gathering places" for students, faculty, and staff.

Accomplishment:

- The HPU Sea Warrior Center opened in September 2003.

Future Plans:

- Establish a "gathering place" on the Hawai'i Loa campus for students, faculty, and staff.
- Increase support/infrastructure for parking and between-campus transportation.
- Conduct an assessment to evaluate use of Sea Warrior Center and future needs.
- Propose a timeline for developing facilities that consolidate work areas for programs/departments that are scattered across various work areas on campus.
- Propose development of a recreation area (gym/workout space) on either campus.

3. Increase professional development opportunities for faculty and staff to maximize levels of effectiveness and to provide recognition.

Future Plans:

- Address staff development and morale; define rewards and recognition structure and a philosophy statement that affirms HPU's respect for and commitment to staff.
- Implement a Staff Development Fund to increase support for staff development; administrative guidelines to be developed.

Spanning the World; Symposium on Global Citizenship - November 8, 2003

Strategic priority number 4 relating to global citizenship led to the organization of a symposium by HPU's Office of Student Life in conjunction with the administration, faculty, and staff from the College of International Studies and the English Studies Program. The half-day symposium was scheduled in conjunction with the Intercultural Day Preview activities this fall on November 8, 2003, at the Hawai'i Loa campus. There were approximately 200 students who participated.



The event began with a brief survey by all attendees on their impressions of what it means to be a global citizen and what behaviors characterize global citizens. This was followed by a keynote speaker, Caroline Matano Yang, chair of the J. William Fulbright Foreign Scholarship Board, who opened with a presentation on global citizenship. In her fluid address, the keynoter talked about her experience as a global citizen and engaged the audience in a discussion about the challenges involved in really getting to know each other. She stated that it is not enough to claim we are a multicultural institution just because of our diverse student population, for this simply addresses superficial external differences. She went on to explain that the assumptions,



stereotypes, and paradigms that shape the values we attach to those differences can create true obstacles between groups of people and make it difficult for individuals to learn from each other.

After the keynote speaker's presentation, participants broke into eight discussion groups where three to four students prepared with brief responses to several questions posed. Each discussion group was lead by a faculty facilitator, and the members participated in the conversation begun by the keynote speaker. The event provided an opportunity for the students of HPU to collaborate with each other to begin grappling with such questions as what is global citizenship? What does it mean for the students on an

individual level and on a larger scale? Does global citizenship exist in a meaningful way at HPU? What can HPU students, administration, faculty, and staff do to create the environment and opportunities for global citizenship to develop on our campuses?

After the discussion sessions, students reported back to the whole group on the insights of each small group. The event ended with a brief exit survey of what attendees learned and how their impression of global citizenship had evolved during the symposium.

The event stimulated the conversation on how we at HPU can begin to create multiple definitions of the abstract concept of global citizenship in a meaningful way. The organizers believe that this was a good first step which generated valuable student input essential to developing effective practices and policies that will enable the institution to fulfill this aspect of its mission.



4. Develop and disseminate University definitions of “global citizenship” that provides students with a framework within which to develop practice their own definitions.

Accomplishments:

- A survey was completed to develop working definitions of global citizenship through the College of International Studies.
- A symposium was held on November 8, 2003, to develop working definitions on global citizenship. A recap of that successful event is on the facing page.

Future Plans:

- Hold a second symposium on April 17, 2004, the day after the 20th annual Intercultural Day. In addition, the Office of Student Life and the Career Services Center will be coordinating a month-long global sharing with activities that will allow for cultural exchanges, increased cultural awareness, and ways for students to demonstrate pride in their countries of origin.
- Develop and disseminate ideas related to global citizenship and publications describing models for global citizenship and HPU learning opportunities to develop global citizenship.
- Promote adoption of the concepts of global citizenship in the curriculum and co-curriculum; achieve integration of global citizenship concepts into the curriculum, especially in general education.
- Assess and report findings on extent of learning related to global citizenship.

5. Increase the scope of decision making achieved through shared governance.

Accomplishments:

- The Academic Support Council was established to advise the president on decision making relating to alignment of academic and co-curricular resource requests with University priorities and needs.

Future Plans:

- Request Faculty Council to conduct an assessment of the effectiveness of Faculty Assembly and shared governance as input for strategic planning.
- Implement Faculty Hiring Planning process and integrate into Educational Effectiveness Planning.



Students, faculty, and staff meet to lay down the foundations for shared definitions during the November 8, 2003, Student Symposium on Global Citizenship.

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Student Retention Workshop - August 12, 2003

Approximately 145 staff, faculty, and students attended this day-long event. The day began with a panel presentation by staff, faculty, and student representatives to define issues related to student retention from different perspectives. This panel also served to plant the seeds for the morning break-out sessions, which focused on identifying the challenges related to student retention. Eight of the nine groups were randomly assigned with diverse representation of various HPU constituencies in order to enhance the richness of the information collected. One group consisted of representatives from the Military Campus Program. Each group was assigned a facilitator and recorder, all of whom were members of the Educational Effectiveness Planning Committee.

After each group identified their challenges, those challenges were reported back to the larger group. The goal for the afternoon was to take the challenges that were identified and to develop specific solutions to those challenges. Those solutions were reported back to the larger group in the afternoon portion of this event. The following is a summary of those responses.

Challenges and Solutions Identified at the Workshop*

Challenge #1:

Lack of communication, information, and resources.

Proposed Solutions:

- A student information center, phone hotline, and an ombudsman/concierge concept.
- A freshman seminar/orientation course and a mentoring program similar to the EFP PALS program.
- More faculty and staff training and better orientation.
- Better library, intranet, online courses, and online textbooks.

Challenge #2:

Lack of student facilities and a sense of community.

Proposed Solution:

- Student wellness center complete with peer counseling and gym.

Challenge #3:

Inconsistency in the academic rigor and standards.

Challenge #4:

Lack of faculty/student contact and a sense of caring.

Proposed Solution:

- Student and faculty activities within academic disciplines.

Challenge #5:

Financial barriers such as cost of living and tuition.

Challenge #6:

Lack of student housing.

Proposed Solution:

- More student housing.

Challenge #7:

Problem with incoming students being misled about the campus layout.

Proposed Solution:

- More realistic marketing materials.

*A complete summary on the challenges and solutions can be obtained through the associate vice president of planning and assessment.

6. Maintain managed enrollment growth and diversity in the origin of students with respect to Hawai'i, U.S. mainland, and international students, and increase student retention.

Accomplishments:

- A workshop was held on August 12, 2003, to identify challenges and solutions related to student retention at Hawai'i Pacific University. A recap of this event is located on the facing page.

Future Plans:

- Establish a Concierge Desk in spring 2004. Developed from a proposal made at the retention workshop, this desk will be housed in the Office of the Registrar and will function as the one-stop point for students who need to get accurate answers to their questions or to be referred to someone who will be able to provide an answer to them.
- Begin revisions to the General Education program that will provide choice and breadth and integrate concepts of global citizenship into the curriculum as preparation for global citizenship.
- Implement learning community initiatives. Pilot test in spring 2004 and expand into the following year.
- Expand concept and practice of student orientation to HPU and majors in order to create an ongoing orientation experience.

7. Strengthen University commitment to excellence in scholarship, service, and teaching.

Accomplishments:

- The affiliation with Oceanic Institute increased scientific research opportunities and enhanced the prospects of establishing doctoral programs at HPU.
- Faculty Development Fund has provided funding for faculty to participate in scholarly conferences.
- Trustees Scholarly Endeavors Program has provided grants to support faculty scholarly activities.
- Establishment of BRINN, which is a grant application developed in collaboration with UH to support research in biology by HPU faculty at HPU. The funding, if approved, will also support the development of facilities on the Hawai'i Loa campus to support that research.

Future Plans:

- Increase HPU access to and success with extramural funding by developing infrastructure to support grants management and grants funding.
- Update and resubmit proposal on faculty sabbaticals to include estimates of cost and planned phases of implementation. Implement a faculty sabbatical policy.
- Support HPU affiliations at institutional and college levels to achieve intended opportunities in research and education with expanded Trustees Scholarly Endeavors Program or other forms of funding for these special initiatives.
- Develop new faculty teaching grants to be awarded to create new curriculum/teaching initiatives, such as distance learning, linked courses, and learning communities.

8. Maintain responsiveness to progress in technology that enhances and supports learning-related activities and institutional functions.

Accomplishments:

- The Frear Center opened in September 2003.
- Wireless access areas are available on both main campuses.
- The new UniCard using Smartcard technology replaced the old HPU ID card.
- New online research databases have been made available through Campus Pipeline.
- The Career Services Center has established an online Career Library.

Future Plans:

- Provide each member of the HPU community with convenient, secure, and reliable access to information over the data network from both on campus and off campus.
- Develop a replacement plan for technical equipment and software.
- Assist and encourage members of the HPU community in their use of technology to improve student learning.
- Create a “self-service” campus.

9. Foster responsiveness to opportunities for continued development and enhancement of the reputation of the University.

Accomplishments:

- The affiliation with Oceanic Institute increased scientific research opportunities and enhanced the prospects of establishing graduate programs in natural sciences at HPU.
- The Johns Hopkins Center for Talented Youth Summer Program took place at the windward Hawai'i Loa campus during summer 2003.
- The Frear Center opened in September 2003.
- The International Vocal Ensemble and Chorale, HPU Dance and Cheer teams, and student newspaper have achieved national recognition.

Future Plans:

- Develop guidelines for proposing and reviewing new programs.
- Develop guidelines and request colleges to prepare portfolios that contain faculty biographical descriptions, pictures, descriptions of special activities, and overviews of fundable education and/or research initiatives.

10. Facilities Development – Objectives for Joint Consideration by Trustees' Long-Range Planning Committee and Educational Effectiveness Planning Committee.

Future Plans:

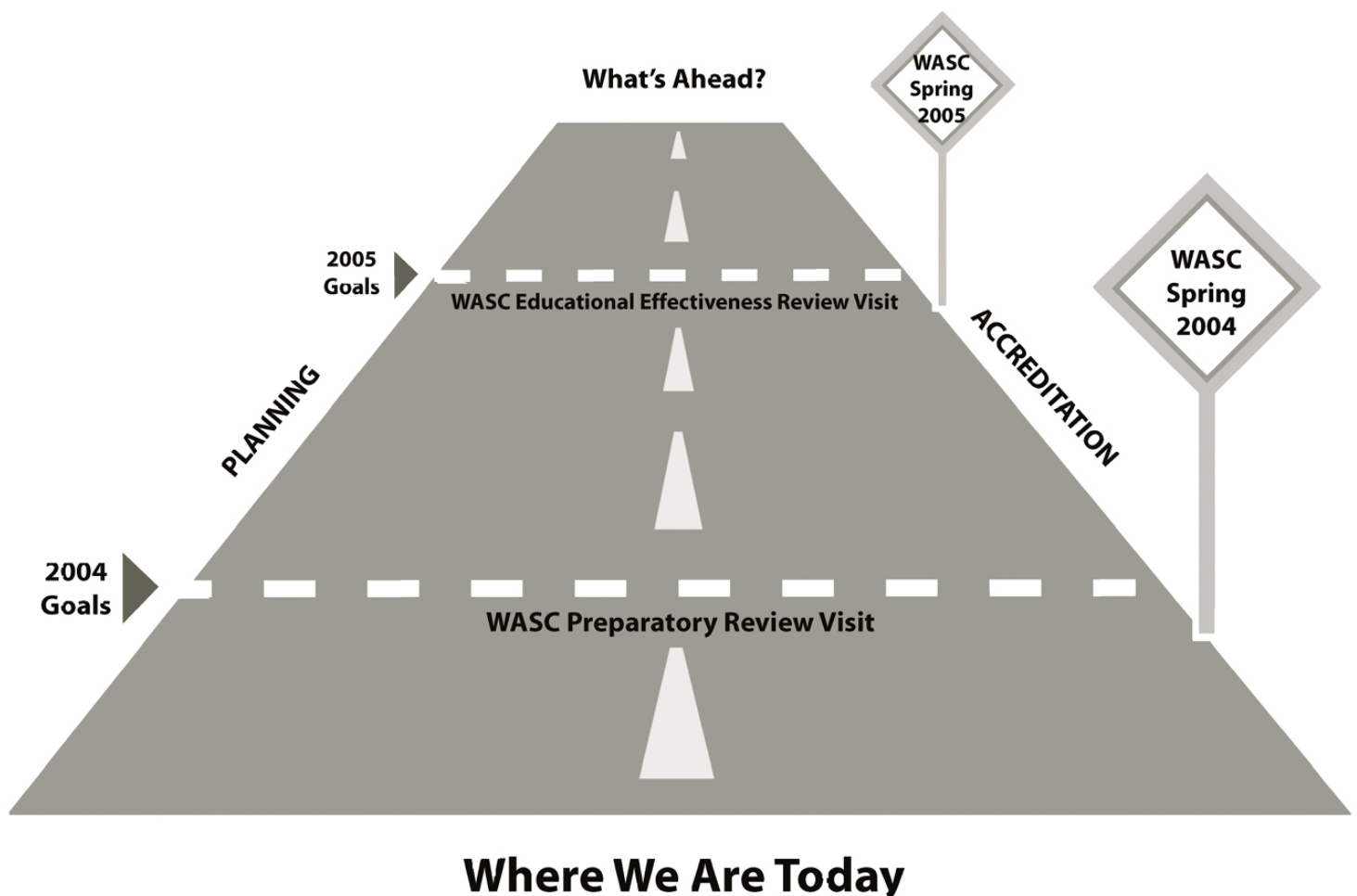
- Collaborate with Trustees' Long-Range Planning Committee to address facilities development by developing a “master plan” for the Hawai'i Loa campus.
- Recommend the following priorities:
 - academic building with classrooms, faculty offices, labs, and conference rooms
 - technology, in accordance with the IT strategic plan
 - expanded dormitories
 - increased parking and improved between-campus transportation
 - recreation facilities (gym, pool, showers)
 - a center for the arts and performances
 - a “gathering place” on Hawai'i Loa campus

What's Ahead?

The Educational Effectiveness Planning Committee will continue overseeing the revision of area plans, collection of data, and evaluation of accomplishments toward the strategic goal priorities. The role of the committee will be split between planning and implementation as we move forward.

Individual work areas will continue to develop their own one- and three-year plans for activities related to the University's strategic priorities. Individual staff and faculty members are encouraged to participate in the development and implementation of these work area plans.

Parallel to the planning process is accreditation. The Preparatory Review Report was submitted to WASC in December 2003. The site visit for the Preparatory Review is scheduled on March 17, 18, and 19. The purpose of the visit will be to verify the evidence presented in the report such as the KPIs and other supporting data, to evaluate HPU's resources, structures, and processes, and to identify any capacity-related issues related to the accomplishment of the HPU 2010 Plan. This visit will also assess our readiness for the Educational Effectiveness Review which is scheduled for March 16, 17, and 18, 2005.



Appendix A: Members of the Educational Effectiveness Planning Committee

Chair

- Nancy Hedlund, Ph.D., Associate Vice President of Planning and Assessment*

Members

- Valentina Abordonado, Ph.D., Director, Teaching and Learning Center*
- Leslie Correa, Ed.D., Associate Vice President of Academic Administration, Dean, College of Liberal Arts*
- Bob Cyboron, Dean, Military Campus Programs
- ReNel Davis, Assistant Professor, Nursing
- Nancy Ellis, Vice President and Dean of Student Support Services*
- Mirasol Española, Assistant Dean of Advising
- Antonina Espiritu, Ph.D., Associate Professor, Economics
- John Fleckles, Ph.D., Vice President of Academic Administration*
- John Hart, Ph.D., Assistant Dean, College of Communication
- Justin Itoh, Associate Vice President and Chief Information Officer
- Linda Kawamura, Associate Vice President, Human Resources
- John Kearns, Ph.D., Assistant Dean of Academic Administration and General Education*
- Patricia Lange-Otsuka, Ph.D., Associate Professor, Nursing, and Faculty Assembly Chair*
- Lianne Maeda, Director, Career Services Center
- Janet Moelzer, Reference Librarian
- Steve Phillips, Instructor, Management*
- Bill Potter, Dean, Center for English Language Programs
- Jeanne Rellahan, Ph.D., Dean of International Studies*
- Sandra Schwartz, Ph.D., Associate Professor, History/Classical Studies
- Joe Schmiedl, Dean, Options College
- Eric Vetter, Associate Professor, Marine Biology
- Hal Warren, Ph.D., Assistant Professor, Geography
- Warren Wee, Ph.D., Associate Dean, College of Business Administration*
- Christopher Winn, Ph.D., Associate Professor, Oceanography, Director of Marine Sciences
- Carol Winters-Moorhead, Ph.D., Dean, School of Nursing and Academic Administration, Hawai'i Loa Campus
- Larry Zimmerman, Assistant Professor, Management

* Members of the Educational Effectiveness Planning Executive Committee

As of: January 1, 2004



Appendix B: Attendees of August 2003 Student Retention Workshop

Academic Administration

John Fleckles
Nancy Hedlund
John Ige
John Kearns
William Zanella

Academic Advising

Robert Bright
Mirasol Española
Susan Hardy
Carlos Medina
Brad Provines
Ann Yamashiro

Administration

Dorothy Inouye
Sharon Jen

Administrative Support Operations

Barbara Benson
Chuck Cordill
Robert Kahekili Kenny

Admissions

Cherie Andrade
Larry Kekaulike
Malia Park
Scott Stensrud

Alumni and Parent Relations

Kris Smith

Athletics

Russell Dung
Alan Sato

Business Administration

Carl Farrell
Ernesto Lucas
Cynthia Quinn
Rod Romig
Greg Schaper
Warren Wee

Career Services Center

Carol Kagimoto
Lianne Maeda
Hyun Underwood

Communication

Darrell Ames
Dale Burke
Scott Campbell
John Hart
Helen Varner
James Whitfield

Academic Computing Services

Rory Thein

English Language Programs

Barbara Hannum
Sally LaLuzerne-Oi
Mary Landolt
Candis Lee
Bill Potter
Catherine Sanja

Financial Aid

Catherine Ganung
Julie Ho
Alyson Kawasaki
Jo Stenberg

Center for Graduate Studies

Sachiyo Okubo
Karen St. John

Housing

Patrick Mayock

Human Resources

Linda Kawamura
Emeline Lam

Information Technology Services

Derek Enoki
Jean Harr
Justin Itoh
Steve Simpson
Barbara Voigt

International Center

Gui Albieri
Mary Hammond
Rikki Mitsunaga
Brian Wahl

International Studies

Ken Cook
Lynette Cruz
Carlos Juarez
Jeanne Rellahan
Hal Warren

Liberal Arts

Betty Burdick
Barbara Burke
Les Correa
Susan Duprey
Allison Gough
Russell Hart
Robert Kekuna
Michelline Soong
Patrice Wilson

Library

Fely Ebner
Joy Graham
Stacy Judy
Patricia Martin
Julie Morita
Janet Moelzer
Linda Uchida

Military Campus Programs

Samantha Alderson-Collins

Kim Allin
Susan Arias
Jocelyn Cardenas
Bob Cyboron
Dan Flood
Chet Fong
Ralph Gallogly
Mary Kelly
Marol Lee
Phil Mendel
James Mueller
Susan Nishida
Bob Popp
Mateo Sanoval
Joseph Smith
Stacy Thourot
Gary Waters

Natural Sciences

Michael Canute
Eric Vetter

Nursing

Patricia Burrell
Hobie Feagai
Mary Iwalani Moore
Patricia Lange-Otsuka
Barbara Tomlinson
Carol Winters-Moorehead

Options College

Joe Schmeidl
Shirley Zhuang

Physical Plant

Don Maki

Professional Studies

Bob Dengler
Larry Rowland
Bill Sodeman
Larry Zimmerman

Registrar's Office

Lisa Buto
Kelly Nashiro-Yoshida

Scholarships and Honors Programs

Mariam Fouad

Student Life

Heather Hubbard
Justin Spanko
Lisa Tiglao

Student Support Services

Nancy Ellis
Walt Flemming

Students

Patricia Albert
Kathy Buettner
Han Nee Chong
Chris Costa
Jaclynn Fasken
Anastasia Finnegan
Claes Insulander
Steve Jower
Collette Kuntz
Jenny Lundhal
Lilia Maii
Janilee Mariano
Peggy Mauhaury
Deborah McGee
Jeremiah Slack
Mary Thongvanh
Danielle Yadisernia

Teaching and Learning Center

Valentina Abordonado
Gayle Sollfrank

Appendix C: University Goal Areas

GOAL AREA 1: STUDENT LEARNING – HPU, holding teaching and learning as its highest priorities, will help students to achieve their academic and personal goals through the design, development and implementation of programs, facilities, and services that support students in the learning process.

GOALS

- 1 Assure quality, responsive, and challenging learning opportunities.
- 2 Improve quality of and access to teaching-learning resources.
- 3 Maintain commitment to quality teacher-student and staff-student interaction.
- 4 Expand opportunities for out-of-the-classroom learning experiences.
- 5 Extend the University's commitment to working within a culture of evidence, including the use of learning assessment techniques in all areas related to student learning.

GOAL AREA 2: UNIVERSITY COMMUNITY – HPU will enhance the quality of the University community through the support of faculty, staff, and students in their respective roles and responsibilities.

GOALS

- 1 Create “gathering places” for students, faculty and staff.
- 2 Increase professional development opportunities for faculty and staff to maximize levels of effectiveness (knowledge, skills, attributes) and to provide recognition.
- 3 Provide vehicles to foster interaction and communication between units and individuals to promote teamwork.
- 4 Develop and implement teams in the context of shared governance (to identify potential leaders and plan for leadership development).

GOAL AREA 3: GLOBAL CITIZENSHIP – HPU will develop a University definition for “global citizenship” to guide student outcome assessments and improvement of learning experiences to promote global citizenship.

GOALS

- 1 Define conceptions of global citizenship held by students, faculty, and staff.
- 2 Develop and disseminate a University definition of “global citizenship” that provides students a framework within which to develop and practice their own definition.
- 3 Implement programs and activities to promote global citizenship.
- 4 Increase commitment of students and faculty to development of global citizenship as a learning outcome.

GOAL AREA 4: INSTITUTIONAL EFFECTIVENESS – HPU will demonstrate increased institutional effectiveness associated with the direct and indirect benefits of the 2010 Planning process.

GOALS

- 1 Increase the scope of decision making achieved through shared governance
- 2 Establish a process for faculty consultation on resource allocation and decision making.
- 3 Examine the role of the Military Campus Programs in the overall mission of the University.
- 4 Maintain managed enrollment growth and diversity in the origin of students with respect to Hawai'i, U.S. mainland, and international students.
- 5 Balance University's strengths and support for scholarship, service, and teaching.
- 6 Explore HPU organizational design and criteria for reorganization of divisions.
- 7 Address HPU's activity in distance learning and web-enhanced courses.
- 8 Foster responsiveness to opportunities for continued development and enhancement of the reputation of the University.

GOAL AREA 5: ACADEMIC INFRASTRUCTURE – HPU will provide a sufficient and high-quality infrastructure to support all academic programs and student learning within those programs.

GOALS

- 1 Maintain responsiveness to progress in technology that enhances and supports learning-related activities and institutional functions.
- 2 Demonstrate responsiveness to staff development needs for using new technologies and facilities.
- 3 Increase the quality of and access to learning resources and facilities that directly and indirectly support learning. [Elements may include: integrated downtown presence; long-term plans for academic structures/centers that focus facilities and concentrate people and resources on specific areas; dormitory expansion]
- 4 Achieve participation and collaboration in the global network.

Appendix D: Locations of Committee Archives

While the information gathered 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

Hawai'i Loa Campus: Nursing/Academic Administration, HL-226



Comments **Suggestions** Feedback

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.

Hawai'i Pacific University

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