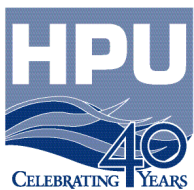# Hawai'i Pacific University
Educational Effectiveness Planning
Committee – January 2005 Interim Report

E
E
P
C

- HPU's Strategic Priorities Summary – Accomplishments and Future Plans
- August 30, 2004 Faculty Retention Workshop
- Academic Support Council and Shared Governance
- October 30, 2004 Student Symposium on Global Citizenship

Educational Effectiveness Planning Committee · January 2005 Interim Report

THE PERIOD FROM FALL 2000 through spring 2005 will be seen as crucial to the maturing of Hawai'i Pacific University through the process of Educational Effectiveness Planning. From the time President Wright began strategic planning through the establishment of the Educational Effectiveness Planning Committee, all of us who are members of the HPU *'ohana* have participated in monumental change. In parallel with this planning process, we prepared our WASC Reaccreditation Proposal, experienced a successful Preparatory Visit in March 2004, and submitted our self-study in preparation for the Educational Effectiveness visit in a few weeks.

These two parallel processes have drawn us even closer together as a community and strengthened our collective commitment to our mission. At the same time, our involvement in these processes has strengthened our effectiveness as individuals and as an organization. We have increased the availability of data and developed our ability to work with that data to support student learning. We have deepened our understanding of how our community produces global citizens. We are developing structures that enable staff and faculty to bring forward new initiatives that support our agreed upon priorities. We are beginning to respond to retention challenges. And we have improved the security of our computer systems and are developing plans for the regular replacement of equipment.

The spring and summer of this year bring HPU to two important milestones. First, we will have our Educational Effectiveness Visit from WASC this March. Second, our five-year planning cycle concludes this summer, and the next cycle will begin. The new cycle will start with a faculty-staff workshop where we will learn about the recommendations from the WASC Commission, carry out a new SWOT analysis, and review our current goals and priorities in light of our achievements.

We hope you will 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 in appendix A.

Mahalo nui loa,

– Educational Effectiveness Planning Committee

Milestones in HPU's Planning

THE PERIOD FROM FALL 2000 to the present has encompassed so many activities that it can be difficult to keep them all in order. In addition, key events relate to both accreditation (which focuses on what we have accomplished) and planning (which focuses on what lies ahead). While these two processes have operated under different leadership, they have moved in parallel with each other to achieve the mission of our University. To help all members of the HPU community understand both accreditation and planning, as well as the relationship between them, the list of milestones on the next page includes the most important accomplishments of each process.

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 having been 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.

Year 4: **Fall 2003 – Summer 2004**
- 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.
- Completed HPU 2010 Plan, which was accepted by President Chatt G. Wright and the Board of Trustees in January 2004.
- Completed successful first WASC visit in March 2004.
- Carried out Noel-Levitz assessments in spring 2004.

Year 5: **Fall 2004 – Summer 2005**
- Held a Faculty Retention Workshop in August to learn the results of the Noel-Levitz surveys and engage in dialogue about how to address retention issues.
- Made preparations for the second WASC visit.
- Made upgrades to the University's computer systems to provide more reliable service as a result of IT strategic planning.
- Used the new Academic Support Council to align University resources with strategic planning priorities and bring new graduate programs forward in social work and teacher education.

Summary of Progress on Addressing the Strategic Priorities – 2004

THE HPU 2010 PLAN identifies 10 strategic priorities, and over the last few years, different work areas have undertaken a number of projects related to those priorities. While some of these accomplishments have resulted from administrative directive, many more have come from initiatives in particular work areas that arose through their local planning processes.

THE LIST OF ACCOMPLISHMENTS that follows includes those already identified in the January 2004 Interim Report as well as those completed or expanded upon during 2004. Items listed under "Future Plans" that have not been addressed by summer 2005 will be assessed as part of the new round of strategic planning scheduled to begin at that time, and those which are still relevant will be carried over into that new round of planning.

P R I O R I T I E S

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.*

   A c c o m p l i s h m e n t s :
   - Increased the availability of institutional data reports regarding Key Performance Indicators (KPIs). A list of these reports is included at the bottom of this page.

   - Began conducting studies to address questions relating to retention such as factors associated with students' decisions to complete their degrees at HPU and risk factors for attrition.

   - Expanded use/review of data, especially for making educational improvements. Examples of improvements made are highlighted on pages 5 and 6 of this report.

   F u t u r e P l a n s :
   - Complete the process for participation in the National Student Clearinghouse to track graduates and attrition.

DATA AVAILABLE THROUGH CAMPUS PIPELINE

The following reports are available in the *"Institutional Research"* channel under the *"Academic Admin"* tab.

- **Academic Year Data:** HPU's course enrollment averages and overloads for the academic year.

- **Academic Program Review Data:** HPU's course enrollment information by adjunct/ full-time, level, faculty degree, college, and curriculum area; degrees and majors; and grade distribution for each fall and spring semester.

- **Key Performance Indicators (KPIs):** graduation demographics, cohort retention, and graduation by various factors, and graduation survey results.

- **WASC Supporting Data:** admissions and student preparation, student enrollments, degrees awarded, faculty and staff composition, information and physical resources, institutional and operating efficiency reports, and assessment activities.

Summary of Progress on Addressing the Strategic Priorities – 2004, continued

P R I O R I T I E S

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

    Accomplishments:
    - The HPU Sea Warrior Center opened in September 2003.
    - An assessment of the Sea Warrior Center was conducted later that year, and a number of changes were made, including new management for the facility.

    Future Plans:
    - Establish a "gathering place" on the windward Hawai'i Loa campus for students, faculty, and staff.
    - Increase support and infrastructure for parking and between-campus transportation.
    - 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.
    - Implement a Staff Development Fund to increase support for staff development; administrative guidelines to be developed.

EXAMPLES OF EDUCATIONAL IMPROVEMENTS BASED ON LEARNING-RELATED EVIDENCE

- **Computer science faculty** observed deficiencies in performance by seniors on a capstone test, so they revised course objectives to ensure that program objectives are met before students take the capstone course.

- **Biology faculty** noted that success in the introductory course correlated with enrollment in higher level math courses, so they changed requirements to improve students' math abilities prior to taking the biology course.

- Working from evidence from the freshman writing course, **English faculty** decided to create a more advanced course for students with advanced verbal skills. Subsequent assessments were used to revise this course along with the freshman writing sequence.

- **Business management faculty** recognized differences in offerings across campuses and created improved coordination between the program chair, downtown full-time and adjunct faculty, and **Military Campus Programs faculty**. This led to the standardization of course objectives for multisection courses and, of course, syllabi at all campuses.

Summary of Progress on Addressing the Strategic Priorities – 2004, continued

P R I O R I T I E S

4. *Develop and disseminate University definitions of "global citizenship" that provide students with a framework in which to develop and practice their own definitions.*

Accomplishment:

- Student Symposia on Global Citizenship were held on November 8, 2003, April 17, 2004, and October 30, 2004, to present speakers and create global citizenship. A recap of the most recent symposium can be found on pages 8 and 9 of this interim report. Surveys have been conducted at these events in order to develop working definitions of global citizenship.

- Instituted Intercultural Day Preview in fall semesters to complement ongoing Intercultural Day each spring.

Future Plans:

- In spring 2005, Student Life and the Career Services Center will offer a global sharing month 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, 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 the extent of learning related to global citizenship.

EXAMPLES OF EDUCATIONAL IMPROVEMENTS
BASED ON LEARNING-RELATED EVIDENCE

- Faced with major enrollment increases, **nursing faculty** have reviewed an array of enrollment data reports, including class sizes and lab usage, in order to maintain student access to courses needed to progress through the major.

- **Travel industry management faculty** analyzed sequence of courses and prerequisites, gaps between courses in sequences, retention by class standing, and other factors to address curriculum improvements. Courses were strengthened at the 3000 level, and new student orientation was revised.

- **Anthropology faculty** reviewed end-of-course evaluation data and student self-reports to evaluate the capstone course. They decided to have faculty jointly supervise the capstone experience, and expose students to a wider range of ideas and experiences.

Summary of Progress on Addressing the Strategic Priorities – 2004, continued

P R I O R I T I E S

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

    A c c o m p l i s h m e n t s :

    - 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.

    - Requested Faculty Council to conduct an assessment of the effectiveness of Faculty Assembly and shared governance as input for strategic planning.

    - The process for developing Faculty Hiring Plans has been put in place, and each school or college has developed its own plan.

    F u t u r e   P l a n s :

    - In spring 2005, the hiring plans from each school and college will be reconciled into an OAA Faculty Hiring Plan. This OAA process will be integrated into the next round of Educational Effectiveness Planning.

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.*

    A c c o m p l i s h m e n t s :

    - A workshop was held on August 8, 2003, to identify challenges and solutions related to student retention at Hawai'i Pacific University.

    - Established a Concierge Desk in spring 2004 within the Office of the Registrar. The Concierge Desk is a 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 for them.

    - Began 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. Information about issues related to General Education is on page 10 of this report.

    - Held a Faculty Retention Workshop oni August 30, 2004, to respond to the report from Noel-Levitz on student engagement at HPU. A description of this event is located on pages 11 and 12 of this report.

    F u t u r e   P l a n s :

    - Implement learning-community initiatives.

    - Expand concept and practice of student orientation to HPU, and to majors, in order to create an ongoing and consistent orientation experience.

Student Symposium on Global Citizenship • October 30, 2004

ALL THREE OF THE symposia have been joint faculty and staff ventures, drawing especially on staff from the Student Life Office and faculty from both international studies and liberal arts. Each symposium has been hosted by new combinations of faculty and staff.

PARTICIPANTS IN THE first two symposia agreed that a person does not become a citizen of the globe simply by living in a multicultural environment. Rather, it is necessary to go beyond personal zones of comfort and familiarity in order to see the world through another's eyes, to learn from differences, and to acknowledge shared commonalities. Discussion in the first two symposia centered on the concepts of "global citizenship" and "globalization."

GROWING OUT OF THE first two symposia, the third symposium on October 30, 2004, involved approximately 120 students, staff, faculty, and administrators in both individual and group work. Students and facilitators (a graduate student and a staff/faculty/or administrator) worked in groups and shared personal observations and stories on one of 12 themes: love, courage, hope, compassion, negotiation, choices, strength, transformational change, health, spirituality, epiphany, or human relationship to the land/environment. The groups discussed how a particular theme is essential to being a global citizen and collaborated to represent their group's findings in tangible ways: skits, paintings, poetry, stories, masks, or dance. The exercise is based on the concept that developing an individual sense of global citizenship requires the ability to see beyond oneself, to empathize with others who are different, and to recognize commonalities as human beings, such as a desire for social justice. The third symposium served as a kick off for longer-term collaborative projects to be planned, designed, and executed as extracurricular school projects. Plans are underway for students to sign up to collaborate with other students and mentors to work on a project that best reflects their own idea of what it means to be a global citizen here at HPU. The spring 2005 symposium will be an opportunity for student groups to present these projects and be evaluated by their peers.

Summary of Progress on Addressing the Strategic Priorities – 2004, continued

<div style="writing-mode: vertical">**PRIORITIES**</div>

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

Accomplishments:

- The affiliation with Oceanic Institute increased scientific research opportunities and future educational opportunities.

- 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.

- OAA administers faculty grants from the National Oceanic and Atmospheric Administration, the National Science Foundation, and Campus Compact.

Future Plans:

- Increase HPU access to and success with extramural funding by developing infrastructure to support grants management and grants funding.

- Update proposal on faculty sabbaticals and implement a faculty sabbatical policy.

- Support HPU affiliations at the 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.

Student Symposium on Global Citizenship · October 30, 2004, continued

EVALUATIONS FROM each symposium have asked participants to write personal definitions of global citizenship. These responses are being analyzed to create informational materials that will provide examples of definitions of global citizenship and ideas about how to study and learn at HPU in a wide range of interest areas, such as world peace, environmental issues, politics, history, human behavior (such as conflict resolution), and many other areas that students will help develop.

New General Education Requirements • GE Program Review Committee
GE Task Force • GE Learning Outcomes

RECENT CHANGES IN General Education (GE) requirements, which were approved in January 2004 and take effect in fall 2005, will increase the number of choices students will have to fulfill their GE requirements. Under the new requirements, students will choose from among a list of courses which meet most GE requirements. For example, the current requirements for COM 1000 and WRI 1100 will be replaced with COM 1000 or 2000 and WRI 1100 or 1150, respectively.

THESE CHANGES came about as part of the GE program review. Growing out of this process, the GE Program Review Committee and now the GE Task Force have developed learning outcomes for GE, which are essentially learning outcomes for the Five Themes. A major reward has been the realization that global citizenship can frame the learning within a number of these curriculum themes.

WORKING UNDER the principle that "strong general education programs embody institutional mission" (from *Strong Foundations: Twelve Principles for Effective General Education Programs,* published by the American Association of Colleges and Universities), the GE Task Force has also sought to strengthen connections with HPU's mission statement. Although global citizenship is not explicit in the mission statement, it is strongly implied. By embracing a mission for GE that fosters, in students, the ability to "develop, practice, and refine a personal definition of global citizenship and personal responsibility," HPU can create a distinctive undergraduate experience while at the same time, become a leader in extending the idea of global citizenship. This also fits in with another principle from *Strong Foundations,* that "strong general education programs are self-consciously value based and teach social responsibility."

DISCUSSION OF GE learning outcomes produced debate about how specific disciplines would fit into the new model for GE. A proposal now under consideration is to align GE courses under specific themes, probably through an application and review process for each course and the learning outcomes it proposes to address. Some challenges of this model include developing ways to structure enrollment so students would complete courses in some, but not all, disciplines. The Task Force circulated an early draft of the new model in August 2004. A revised draft based on faculty input will be presented to faculty at the end of spring 2005, aiming for the new curriculum to start in fall 2007. The current vision for this new curriculum will lead to even greater choice for students.

> " …strong general education programs embody institutional mission… "

> " …strong general education programs are self-consciously value based and teach social responsibility. "

> *Strong Foundations: Twelve Principles for Effective General Education Programs*

Summary of Progress on Addressing the Strategic Priorities – 2004, continued

P R I O R I T I E S

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

A c c o m p l i s h m e n t s :

- 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.

- Significant backup capacity was added to the University's computer systems during the summer of 2004. As a result, each member of the HPU community now has secure and reliable access to information over the on-campus data network.

- The ITS strategic plan (available through the "Information Technology Services" channel under the "Academic Admin" tab of Campus Pipeline) was approved by President Wright in December 2004.

F u t u r e P l a n s :

- 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.

FACULTY RETENTION WORKSHOP AUGUST 30, 2004

DURING SPRING 2004, HPU contracted with Noel-Levitz to administer their Student Satisfaction Inventory (SSI) to a cross section of our students and their Institutional Priorities Survey (IPS) to a cross section of faculty, staff, and administrators. In August, Teresa Farnum, vice president for Retention Services at Noel-Levitz, visited our campuses to consult with HPU and present a workshop for faculty that included discussion of results of the SSI and observations and recommendations on retention.

MS. FARNUM BEGAN by reviewing HPU's retention situation. The national average for institutions like HPU (MA-granting, average SAT of 950-1070) is 74% retention, but HPU's five-year average is 59% (15% below the national average). At the same time, the average BA graduation rate for similar institutions is 52%, while HPU's is 38% (14% below the average). This indicates that our retention issue is largely one of the retention of first-time, full-time freshmen.

Ms. Teresa Farnum of Noel-Levitz (center), Dr. Nancy Hedlund (left), and Dr. John Kearns (right) at the Faculty Retention Workshop held on August 30, 2004.

11

Summary of Progress on Addressing the Strategic Priorities – 2004, continued

<div style="writing-mode: vertical">PRIORITIES</div>

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 doctoral programs at HPU.
- The Johns Hopkins Center for Talented Youth Summer Program took place at the windward Hawai'i Loa campus during summer 2003 and 2004.
- The Frear Center opened in September 2003.
- The International Chorus and Chorale, HPU Dance and Cheer teams, and *Kalamalama* 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.

FACULTY RETENTION WORKSHOP • CONTINUED

Ms. **Farnum then** discussed the results of the SSI and IPS. Both surveys asked questions about the importance of certain qualities and satisfaction in those areas, so items with high importance scores and high satisfaction scores are institutional strengths, while those with high importance scores and low satisfaction scores are challenges.

She **focused attention** on areas where perceptions shown in the SSI and IPS concurred and differed and then discussed various myths related to retention, such as "retention will improve without changing our behavior," "retention means lowering standards," "finances and 'personal' are the sole reasons students drop out," and for faculty, "retention is not my job." In the afternoon, attendees participated in breakout sessions.

In **her follow up** report to the administration, Ms. Farnum suggested several specific strategies for HPU. She also commented that the workshop and other meetings were productive and that staff and faculty were *unusually* (her emphasis) open and positive.

Among HPU's strengths were:	Among HPU's challenges were:
valuable content in major courses	inadequate parking space
excellent instruction in major fields	questionable value for tuition paid
excellent instruction in most classes	uncomfortable student center
knowledgeable faculty	inadequate library resources
clear major requirements	few channels for complaints
approachable faculty and advisors	unreasonable billing policies
caring campus personnel	inadequate computer labs
good reputation in the community	"run-around" when seeking information
commitment to racial harmony on campus	inaccurate portrayal of campus by admissions

Summary of Progress on Addressing the Strategic Priorities – 2004, continued

P R I O R I T I E S

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 that priorities include academic facilities, technology, dormitories, parking, recreation facilities, space for the arts and performances, and a gathering place.

What's Ahead?

LOOKING AT THE accomplishments and plans outlined under each of our strategic priorities, we can see that the Educational Effectives Planning process has channeled efforts on the part of many segments of the HPU community into clear progress on a number of fronts. This process has enabled different work areas to contribute to the accomplishments of our University priorities in ways that match their interests and further their own goals.

OUR UPCOMING WASC Educational Effectiveness visit on March 16, 17, and 18 will give us an opportunity to talk with the visitors about what we have accomplished and what is to come. Their report and the subsequent WASC Commission recommendation will provide us with an outside assessment of our planning process.

AS WE WROTE IN the introduction to this report, this summer brings us to the end of the first planning cycle. Towards the end of summer, we will convene another faculty-staff workshop to draft elements of a vision statement and goals for the next planning cycle. The accreditation results will also be disseminated and integrated into the goals.

What's Ahead?

NEW PLANNING CYCLE

WASC VISIT

SUMMER 2005

SPRING 2005

Where We Are Today
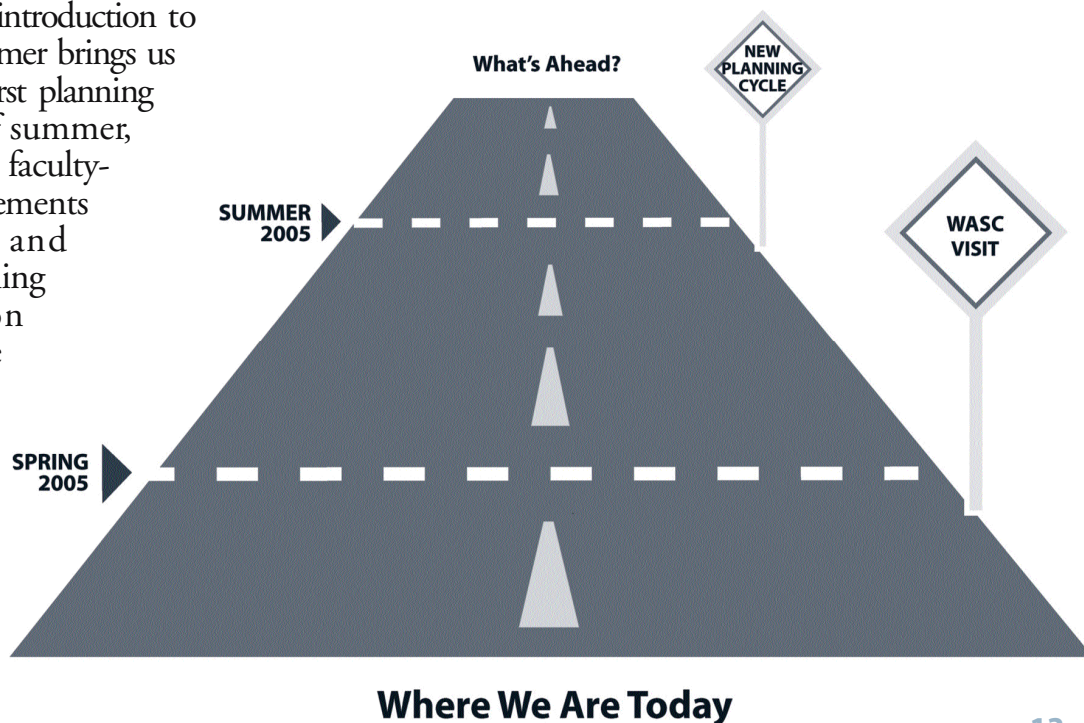
Appendix A: Members of the Educational Effectiveness Planning Committee

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

MEMBERS
- **Valentina Abordonado, Ph.D.,** Director, Teacher Education Program*
- **Leslie Correa, Ed.D.,** Associate Vice President of Academic Administration; Dean, College of Liberal Arts*
- **Bob Cyboron,** Dean, Military Campus Programs
- **ReNel Davis,** Associate Professor, Nursing
- **Nancy Ellis,** Vice President and Dean of Student Support Services*
- **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.,** Interim Dean, College of Business Administration; Associate Dean for General Education*
- **Patricia Lange-Otsuka, Ph.D.,** Associate Dean, School of Nursing*
- **Lianne Maeda,** Director, Career Services Center
- **Janet Moelzer,** Reference Librarian
- **Steve Phillips,** Instructor, Management*
- **J. William Potter,** Dean, Center for English Language Programs
- **Saundra Schwartz, Ph.D.,** Associate Professor, History/Classical Studies
- **Joe Schmiedl,** Dean, Distance Education
- **Micheline Soong, Ph.D.,** Assistant Professor, English
- **Eric Vetter,** Associate Professor, Marine Biology
- **Hal Warren, Ph.D.,** Associate 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
- **Larry Zimmerman,** Assistant Professor, Management

* Members of the Educational Effectiveness Planning Executive Committee as of: January 1, 2005

Appendix B: 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.

CommentsSuggestions**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.

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, HL-226

Hawai'i Pacific University

Educational Effectiveness Planning Committee
January 2005 Interim Report