

EDUCATIONAL EFFECTIVENESS PLANNING COMMITTEE

SPRING 2008 REPORT



Hawaii Pacific University

MESSAGE FROM PRESIDENT WRIGHT



Introducing the first report of the Educational Effectiveness Planning Committee (EEPC) in December 2001, I wrote that HPU “has been a story of change and growth—of moving forward.” This has never been truer than in recent years.

When the process of “2010 Planning” began, the staff and faculty on the EEPC were charged with “the assessment of the University’s effectiveness as a learning institution, including ways of acting upon the conclusions of assessment.” Working with

you, they developed a process that actively involved a wide range of University stakeholders and worked alongside a parallel planning process undertaken by the Trustees’ Long-Range Planning Committee.

The term “educational effectiveness” focuses attention on academics as the heart of our University, and so our planning process was initially linked with reaccreditation preparations, but these two processes were given separate leadership during the years leading up to our reaccreditation by the

Western Association of Schools and Colleges (WASC) in 2005.

Following our very successful reaccreditation visit, it was appropriate for the University to take stock of its planning process, especially with regard to meeting the University’s strategic goals. In fall 2007, I named a review team to recommend “more effective ways to connect our vision, mission, and strategic priorities with the ongoing operations and planning of colleges and departments.”

As your President, I know that this is the time to capitalize on the momentum generated by these planning initiatives. We need to continue our focus on the key priorities that will strengthen our University: retention and enrollment, enhancement in students’ understanding of global citizenship, and responsiveness to opportunities, including new program initiatives.

It is crucial that all of us in the HPU ‘ohana know where we have been so we can move forward together and achieve our goals. This report traces what has been accomplished in our planning process and lays out the challenge for us in the years between now and 2010. I commend it to you.

A handwritten signature in black ink that reads "Craig S. Wright".

THE RENEWED MISSION STATEMENT AND TEN STRATEGIC PRIORITIES:

MISSION

Hawai‘i Pacific University is an international learning community set in the rich cultural context of Hawai‘i. Students from around the world join us for an American education built on a liberal arts foundation. Our innovative undergraduate and graduate programs anticipate the changing needs of the community and prepare our graduates to live, work, and learn as active members of a global society.

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.

Example: *Annual and trend data reports on enrollment and retention.*

2. Create “gathering places” for students, faculty, and staff.

Example: *Sea Warrior Center.*

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

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

Example: *Student Symposium and speaker events to create campus conversations.*

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

6. Maintain managed enrollment growth and diversity in the origin of students with respect to Hawai‘i, U.S. mainland, and international students (embrace retention within this priority).

Example: *Continuing diversity represented in the University’s student community.*

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

Example: *Funding for faculty development and scholarship; Golden Apple awards.*

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

Example: *Enhanced support for distance education and assessment tracking methods.*

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

Example: *Affiliation with Oceanic Institute.*

10. Address facilities development by developing a master plan for the Hawai‘i Loa campus—currently underway.



MILESTONES

in HPU'S Educational Effectiveness Planning 2000 - 2005

Year 1: Fall 2000 – Summer 2001

- Defined methods.
- Conducted SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis through focus groups.
- Held a committee retreat to draft components of the HPU mission statement and five goal areas.
- Completed an external environmental scan.
- Conducted a campus-wide workshop in summer 2001 to review the 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 proposal for reaccreditation by WASC.
- Completed first year of plans for the five major goal areas through work done by staff and faculty.
- Disseminated Key Performance Indicators (KPIs).
- Began 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 (see page 2).
- Completed second year of area plans, which were integrated with the Strategic Priorities by deans and directors.
- Conducted a second campus-wide workshop in summer 2003, at which students, faculty, and staff served as panelists and discussion group participants to address 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 in collaboration with the Trustees' Long-Range Planning Committee.
- Convened the new Academic Support Council to 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.
- Successfully completed WASC Preparatory Visit (first of two visits) in March 2004.
- Carried out Noel-Levitz retention 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 called for by the Information Technology strategic plan.
- 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.
- Successfully completed WASC Educational Effectiveness Visit (second of two visits) in March 2005.
- Received reaffirmation of accreditation from WASC—for a full ten-year term—in July 2005.

HIGHLIGHTING

Enrollment Management and Retention



During the summer of 2005, faculty and staff began discussion focused on Strategic Priority 6, which addresses retention within the larger context of enrollment management (see list of Strategic Priorities on page 2). Preliminary analyses revealed that the greatest opportunities for the University to retain more students involved freshmen, especially during their transition from the first to the second year. President Wright convened a Retention Task Force of faculty and staff in September 2005 and charged the group with increasing freshman retention by 6% by Fall term 2007.

A consultant was engaged to work with staff and faculty representing Student Affairs and Academic Affairs. Analysis of retention data was followed by development of action plans, implementation activities, and review of work accomplished. Student Affairs and Academic Affairs implemented a series of well-designed initiatives to improve the flow of communications and operational efficiency at every level, from admissions to registration to course completion.

The Retention Task Force served as a problem-solving and advisory group to support actions to address specific aspects of the retention picture. Key institutional communications within Student Affairs and Academic units enabled the University to move retention initiatives forward in an effective and productive manner that demonstrated a high level of individual and group commitment. Staff, faculty, middle managers, and deans in Student Affairs and Academic Affairs deserve high praise for leadership and for high-quality and enthusiastic work on this strategic priority.

Retention Results as of Fall term 2007

Retention increased by 4% in the two-year period following Fall 2005. Overall, freshman retention rates have varied from 62% to 69% between

2003 and 2007, with even greater variation over the period since 1993. The evaluation of this increase in the two years since 2005 requires consideration of two factors. First, since the consultancy was in the active phase of implementing strategies during the first year of the data analysis, improvements would not yet be achieved. Second, the long-term variation in retention rates for previous years suggests that a larger increase for a more sustained period is needed for the increase to be considered meaningful. This evaluation of the current retention picture suggests that the University should continue to advance a culture of evidence, convene the retention Task Force to consider next steps, consider use of the National Survey of Student Engagement (NSSE), and continue institutional research activities to identify student characteristics that might explain retention.

Enrollment Management

Beyond retention, Strategic Priority 6 has also been supported by strengthened marketing initiatives designed to attract students to HPU. Particular attention was focused on making connections between HPU admissions staff around the world and Academic and Student Affairs initiatives on the HPU campuses. Admissions staff regularly meet with a wider range of faculty and staff when they return to HPU for campus meetings at the beginning of the fall and spring semesters. On a second front, additional exchange opportunities have been created. Although often initiated as marketing efforts, these exchanges have had an equally, if not more, important impact on global citizenship. HPU students now have more options than ever for studying abroad, and there is a strong commitment to continuing to increase these opportunities.

HIGHLIGHTING Programs for First-Year Freshmen

The University's broad-based commitment to increase freshman retention led to the development of significant initiatives designed to focus resources and create opportunities for positive student-faculty and student-staff interactions through more integrated programs and services for first-year students. These included establishment of the Office for First-Year Programs, designation of a First-Year Advisor, and implementation of first-year seminars.

Office of First-Year Programs and First-Year Advising

A First Year Programs office and related initiatives were launched in Student Affairs in 2006 to more effectively address the challenges faced by

students when they first attend college. The mission of this program was to develop and implement comprehensive programs and services that support and enhance the academic and co-curricular experiences of first year students at HPU. This initiative was designed to create partnerships across the University among Academic Affairs, Student Affairs, and other departments to provide academic and student support services, foster learning communities, develop students' leadership skills, acclimate first-year students to University life, and connect new students to returning students, faculty, and staff. The initiatives generated by these partnerships have successfully improved new student orientation, increased co-curricular and extra curricular

ular activities, and enhanced the integration of Student Affairs services to meet the needs of first-year students.

A new position was created in Academic Advising to focus on first-year advising and give better leadership to advising services provided to first-year students. The Assistant Director has worked to streamline advising services to new first-year students, serve as a key liaison to Admissions, and create and implement initiatives designed to help at-risk freshmen get back on track. Collaborative initiatives have been implemented to enhance first-year student success at all levels, from advisement on course selection and registration, to choosing a major, and to assisting students who encounter difficulty in their studies. The first-year advisor has become well integrated into the larger scope of advising services provided to students throughout their studies at HPU.

Global Learning First-Year Seminars

Global Learning First-Year Seminars were offered in the Fall semesters of 2006 and 2007 to address two University strategic priorities: Priority 4, relating to engaging students in global learning to support global citizenship, and Priority 6, focusing on freshman retention. The Seminars were created as a demonstration project by a faculty team who participated in a national initiative to promote global learning in general education: the Shared Futures proj-

ect sponsored by the American Association of Colleges and Universities.

The University's global citizenship priority is a commitment to offer students opportunities to gain world perspectives and commit to actions growing out of their respective ideas of citizenship by engaging in global learning experiences. First-Year Seminars have the potential to increase retention by helping freshmen make the change from high school to college. The Seminars not only link global learning with orientation to college life and study but also fulfill first-year requirements, such as anthropology, biology, communication, classical studies, computer science, humanities, oceanography, psychology, and writing.

These courses combine small classes, highly-engaged professors, global topics, serious learning, lively discussions, and extra help getting connected with college life. They have created important points of collaboration between faculty and Student Affairs staff members who promote student success by supporting course-related activities and by visiting classes to talk about how to connect with school services, student organizations, and campus activities. Students in Seminars have gone on various field trips, taken walking tours through downtown Honolulu, and visited places like Chinatown, the nearby State Capitol, or the 'Iolani Palace. The first-year seminar model is now being integrated into the new general education curriculum.

HIGHLIGHTING Global Citizenship

Strategic Priority 4, which focuses on global citizenship, has continued to be a major theme for curricular and co-curricular events through which HPU offers students opportunities to develop personal definitions and commitments. Instead of guiding students toward a specific definition of global citizenship, staff and faculty have continued to increase forms of collaboration and interaction to create a wide range of student opportunities to engage with global issues. The suggestion to "Think global—act local" has become an increasingly meaningful principle on HPU campuses through engagement with student organizations, participation in field trips in Hawai'i, and pursuit of degrees with global career goals. Highlights of HPU success in addressing this priority include Intercultural Week, the Viewpoints Film Series, the Global Citizenship Student Symposium, and "HPU Reads," the Common Book Project.

Intercultural Week

The University has showcased its multi-ethnic diversity since 1984 by celebrating Intercultural Week in the Spring and Intercultural Preview Day in the Fall semester. Over the years, the activities associated with these events have not only become more numerous but have also grown in quality, duration, and sophistication as applications of the University's global citi-

zenship priority have continued to increase. As a result, the name of the event was changed from Intercultural Day to Intercultural Week. Various student clubs and organizations volunteer their efforts to present a range of cultural activities. The Council of Countries, an HPU student organization, sponsors the event which is organized and directed by the International Center and student volunteers. Intercultural Day, held in downtown Honolulu on Fort Street Mall, is open to the public. Exhibits from different countries give students the opportunity to share interesting artifacts that define their cultures as well as their countries. An international parade includes music, chants, and traditional dress. Student performances offer the music, dance, traditional chants, and ethnic songs of their respective cultures.

Viewpoints Film Series

The Viewpoints Film Series shows films on a weekly schedule across a wide range of political, cultural and social themes. Each semester, a series of films is planned that includes documentaries and feature films relating to global themes. These have varied across themes to include dimensions of sustainability, human rights issues, themes associated with world cultures, and interrelationships between economic, sociocultural, and political fac-



HIGHLIGHTING Global Citizenship continued



tors. Discussion leaders encourage comment and dialogue after the Friday film showing each week in addition to two daytime showings each week. The series contributes to the Strategic Priority 6 relating to campus community as well as global citizenship. Faculty have taken turns leading the series and defining themes and clusters of films to provide a rich array of film choices. The series also supports the general education objective of creating campus events that offer both social and intellectual engagement and expression.

The Global Citizenship Student Symposium

Every semester since Fall 2003, the University has held a Global Citizenship Student Symposium to bring students together for presentations and discussions about a global topic that connects with citizenship. Each semester's event has had its own distinct character and format. At some events, speakers have addressed a formal topic or shared personal experiences with global citizenship to generate topics for group discussions. In other semesters, students have organized the event and presented ideas for group analysis and action. The goal has been to create a path to global citizenship commitments by offering opportunities for global learning and student interaction. For example, one speaker described her work with a human rights organization carrying out projects around the world. Another speaker shared how her training in development geography connected with research with women in India who received micro loans for small businesses. A student-led symposium engaged other students in analysis of sustainability concepts and work groups for development of campus actions plans. Overall, the

Symposium series has employed a range of distinctive formats for creating student engagement with global problems and issues.

Common Book Project

In 2007, the University launched "HPU Reads," the first common-book initiative for the campus, which is designed to support global learning and provide opportunities for involvement across a wide range of courses and activities. That fall copies of *The Bookseller of Kabul*, by Anne Seirstad, were provided for all first-year students as well as full-time faculty and interested staff. The 2008 book will be *The Omnivore's Dilemma: A Natural History of Four Meals*, by Michael Pollan. The larger goals of the Common Book are to (1) develop a sense of community by providing a shared experience for new first-year students and encourage retention by means of a common book and related academic experiences; (2) explore, think critically and creatively, and communicate ideas effectively about the many dimensions of human problems, historical issues, and natural phenomena, as well as expose students to foreign cultures and social conditions; (3) provide a place for students to engage with others and voice and hear different perspectives, interests, and concerns from members of the university and community; and (4) add an academic component to fall new student orientation. In addition to contributing to Strategic Priority 4, which addresses global citizenship, the Common Book Project contributes to Strategic Priority 2, which relates to the development of the HPU campus community through promotion of creative thinking and nurturing an academic dialogue that cuts across students' curricular and co-curricular experiences.



MOVING FORWARD

with HPU Educational Effectiveness Priorities

Enhancing the University's Reputation

The University has created important initiatives that support Strategic Priority 9, which calls for responsiveness to opportunities for continued development and enhancement of the reputation of the University. Founded on the principle of quality, this priority has guided planning and actions to create significant new directions that increase the capacity and promise of existing programs.

The last few years have seen a number of developments in support of this priority. The affiliation with Oceanic Institute has led to the development of the Master of Science in Marine Science Program and created opportunities for teacher education in the sciences. The International Vocal Ensemble has achieved international recognition with performances in Salzburg and Vienna, Austria in 2006 and will be joined by the Chamber Orchestra for upcoming performances in Beijing and Xi'an, China, this summer. The Entrepreneurship Center, dedicated in Fall 2007, will advance entrepreneurship at HPU and in Hawai'i through education, outreach, and applied research and will continue to uphold HPU's entrepreneurial foundations and culture.

Hawai'i Loa Campus Planning

Strategic Priority 10, which involves facilities development of a master plan for the Hawai'i Loa campus, was added to the nine strategic priorities generated by the Educational Effectiveness Planning process in 2003. Over many years, staff and faculty have developed a number of vision elements, and in 2007, a team of four members of the Educational Effectiveness Planning Committee created a concept master plan for this much-anticipated step in the University's development. In 2007, the Trustees approved this campus vision statement:

The Hawai'i Loa Campus for the Future will be a memorable and uplifting campus that demonstrates Hawaiian sense of place and serves the highest purposes of learning. The campus will reflect the University's spirit of aloha, commitment to global connections, and sense of community within and beyond the borders of the campus. The Hawai'i Loa learning campus will protect and enhance the natural environment and resources of the land, air and sea, and will actively contribute to the retention of students who come to study at Hawai'i Pacific University.

The elements most frequently envisioned for Hawai'i Loa and included in the concept plan are new residence halls, new academic facilities, a recreation center, the Paul and Vi Loo Theatre, a campus center with dining facilities, and upgrades to existing facilities and connections. These elements reflect three planning principles defined for the expansion: (1) enhance the quality of education and scholarship at Hawai'i Pacific University, (2) create a vibrant campus community with residential life that supports excellence in teaching and learning, and (3) establish Hawaiian Sense of Place as the basis for sustainable campus development.

Educational Effectiveness Planning

President Wright called for a review of the Educational Effectiveness Planning process in 2007. He named a team to examine the adequacy of

the current approach with respect to meeting the strategic goals of the University. The review is in progress, and the team will make recommendations on whether the planning structure needs to be revised. Specifically, recommendations will be developed for more effective ways to connect our vision, mission, and strategic priorities with the ongoing operations and planning of colleges and departments. The President additionally asked the review group to continue to focus on the priorities relating to strengthening University: retention and enrollment, enhancing students' understanding of global citizenship, and showing responsiveness to opportunities, including new program initiatives. Finally, the Key Performance Indicators (KPIs), will be updated and reviewed for their relevance to the planning process.

At the same time as this university-level review is underway, colleges and departments will continue the work of preparing their own strategic plans. These unit plans will continue to be based on program review and to connect with one or more of the strategic priorities. Thus, the unit plans will be central building blocks of HPU's planning process.



Members of the Educational Effectiveness Planning Committee

- Valentina Abordonado, Ph.D., Director, Teacher Education Program
- Leslie Correa, Ed. D., Associate Vice President of Academic Affairs; Dean, College of Liberal Arts
- Bob Cyboron, Dean, Military Campus Programs
- ReNel Davis, Ph.D., Professor, Nursing
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- Carlos Juarez, Ph.D., Dean, College of International Studies
- Linda Kawamura, Vice President, Human Resources
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- Janet Moelzer, Information Literacy Librarian
- Steve Phillips, Instructor, Management
- Jeffrey L. Philpott, Ph.D., Vice President of Student Affairs and Enrollment Management
- J. William Potter, Associate Dean, College of International Studies
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- William A. Sodeman, Ph.D., Chair, Faculty Assembly
- Micheline, Soong, Ph.D., Associate Professor, English

- Eric Vetter, Ph.D., 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
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Members of the 2007-08 Educational Effectiveness Planning Review Group

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