

EDUCATIONAL EFFECTIVENESS PLANNING COMMITTEE

SUMMER 2009 CAMPUS REPORT



Hawaii Pacific University

MESSAGE FROM PRESIDENT WRIGHT



The last Educational Effectiveness Planning Committee Report in 2008 described HPU's planning process, listed accomplishments, and outlined challenges for the future. Much has happened since then, and this report provides an update for the HPU community as we look toward 2010.

During the past two years, HPU has made good progress addressing WASC's 2005 recommendation to decentralize the budget process and integrate the various forms of planning taking shape throughout the University. This recommendation

acknowledged HPU's commitment to working within a culture of evidence, which is foundational to organizational effectiveness. At the same time, WASC also recommended that the University make significant improvements in developing and analyzing evidence and in using the results of these analyses to strengthen planning processes.

As a result of this progress, University departments have steadily increased their engagement with completing formal assessments, analyzing evidence, and planning. A broad-based series of organizational changes were implemented, beginning in the fall of 2008. And the first phase of decentralized budgeting has complemented these changes. The overall goal of these initiatives has been to create a more responsive and efficient organization.

This report highlights improvements associated with assessment and planning activities from different parts of the University. It shows the progress made by various areas with the use of analysis and planning. In some cases, the report describes specific initiatives associated with the planning process.

Some may look at our current economy and want to think only about our current situation. But that is not the HPU way. As our motto makes clear, HPU is about moving forward. This report outlines significant planning processes that are converging to enable us to reach the goals we have set for ourselves. I commend it to everyone in the HPU 'ohana.

HAWAI'I PACIFIC UNIVERSITY MISSION STATEMENT AND 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 University's commitment to working within a culture of evidence, including the use of learning assessment techniques in all areas related to student learning.
2. Create "gathering places" for students, faculty, and staff.
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.
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.

7. Strengthen University commitment to excellence in scholarship, service, and teaching.
8. Maintain responsiveness to progress in technology that enhances and supports learning-related activities and institutional functions.
9. Foster responsiveness to opportunities for continued development and enhancement of the reputation of the University.
10. Address facilities development by developing a master plan for the Hawai'i Loa campus.



MILESTONES

Milestones in HPU's Educational Effectiveness Planning

2000–2001

- Defined methods, conducted SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis, and completed external environmental scan.
- Committee drafted components for HPU mission statement and defined five goal areas.
- Held campus-wide workshop in summer 2001 to review mission statement and generate specific goals.

2001–2002

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

2002–2003

- Trustees approved new HPU mission statement, which was then disseminated to campus community.
- Identified Strategic Priorities to guide planning.
- Conducted a second campus-wide planning workshop in summer 2003, at which students, faculty, and staff addressed challenges and opportunities related to student retention.

2003–2004

- Collaborated with Trustees' Long-Range Planning Committee on Hawai'i Loa Campus development.
- Convened Academic Support Council to address resource alignment, strategic planning and shared governance.
- Completed HPU 2010 Plan, which was accepted by President Wright and Board of Trustees.
- Successfully completed WASC (Western Association for Schools and Colleges) Preparatory Visit (first of two visits) in March 2004.
- Carried out Noel-Levitz retention assessments in spring 2004.

2004–2005

- Held Faculty Retention Workshop to review retention data and plan retention initiatives.
- Upgraded University's computer systems based on IT strategic planning.
- Academic Support Council supported alignment of University resources with strategic planning priorities and launching new graduate programs 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.

2005–2007

- Undertook major facilities infrastructure projects on Hawai'i Loa Campus.
- President Wright convened a committee to develop the Hawai'i Loa Campus Concept Plan to provide the basis for campus master planning.
- WASC approved HPU's application for Online Systems Review to support growth in distance education opportunities and expedited review of new programs.
- Trustees approved new graduate programs in Science and Communication.

2007–2009

- Hawai'i Loa Campus Master Plan completed by Group 70 architects and approved by Trustees.
- Began Distance Education strategic planning to create basis for vision and scope of programs.
- Implemented new Five-Themes-based General Education curriculum and Global Learning Program, including Global Learning First-Year Seminars and First-Year Programs in Student Affairs.
- Reorganized Academic Affairs in Spring 2009, with new structure of four colleges with academic programs grouped in departments.
- Implemented decentralized budget process.

HOW PLANNING IS WORKING AT HAWAI‘I PACIFIC UNIVERSITY

Decentralization of Budgets and Financial Planning

A prime focus in HPU's planning process has been developing ways to promote the alignment of fiscal planning with University priorities. Both the University's administration and the WASC accreditation process have identified the decentralization of budgets as a crucial step toward realizing this alignment.

The University began its first round of decentralized budget development with the 2009 fiscal year (FY 2009, which covered 7/1/08–6/30/09). The University adopted a zero-based budget model as the foundation for formal financial planning. This model requires organizational units to define costs and revenues for the coming year, based on the best estimates that can be made from the available data.

An alternative budget model could have built the budget based on past expenditures and revenues. However, this model encourages units to predict regular incremental increases that might not be linked with either strategic priorities or expected revenues. On the other hand, because the zero-based model bases financial decisions on University and program priorities, it should help the University establish a solid financial planning process. This model challenges departments to forecast the resources necessary to accomplish the work of the next year. This process both holds directors and deans accountable for the work to be accomplished and allows them to manage financial resources to achieve stated goals and purposes.

The budget development process is, in effect, an organizational development and financial planning process for the University, in which analysis and decision-making progress to higher levels of institutional maturity as individuals and departments gain experience with the process. Because this budget and planning process leads logically to strategic planning, it provides the University with a "roadmap" for where we are going.

In the past, HPU has relied primarily on an enrollment perspective in which the number of students was the primary key performance indicator (KPI) for measuring the University's success. Shifting to a financial planning perspective will deepen everyone's understanding of how the allocation of financial resources relates to the accomplishment of strategic

priorities and paves the way for strategic planning that utilizes a range of KPIs as indicators of strength or weakness. The model utilizes a more complex and meaningful analysis of enrollment that includes head count, course registrations, and variations in tuition for different registration categories. A direct benefit of this approach will be the availability of more sensitive indicators for estimating or measuring revenue gains or losses.

The new budget process is building a financial plan for the University that provides for annual operations, capital needs projected ahead for five years, and increased options for the margins needed for savings (endowment) and credit available to a viable, healthy organization. The process for introducing this new budget model allows for increasingly sophisticated alignment of resources with strategic priorities as managers become more familiar with the new budget process.

Here is a brief description of the process over the past year and into the near future:

- During the first year of budgets for FY 2009 (7/1/08–6/30/09), the process was about costs and revenues. Because of the steep learning curve for deans and directors, the first series of budgets were not complete until early spring 2009.
- For FY 2010, budget preparation began early enough that budgets were ready for the beginning of the fiscal year on July 1, 2009. This round of budgets will enable the University to move beyond merely projecting costs and revenues to analyzing variances in individual budget categories. Since the FY2010 budget was set, we have been able to make comparisons between FY2009 and FY2010 and look at variances, based on the assumptions and financial plans in those budgets.
- During FY2010, we will have the opportunity to invest in extending and deepening the University's ability to operate within this form of financial planning. This will be achieved through a variety of activities that will increase individual and collective understanding of the process and by linking Educational Effectiveness Planning with development of FY2011 budgets in March of 2010.

Reorganization of Academic Affairs

The last year has seen a number of organizational changes designed to contain costs and increase efficiency for improved planning. This section introduces the changes within Academic Affairs.

In the summer of 2008, the Office of Institutional Research, under Vice President Les Correa, was made a free-standing office in order to better serve the data needs of the entire University. Among other accomplishments, the office has enhanced comparative enrollment reports to show student enrollment rates by major within the colleges (a KPI for student retention) and made Oracle-based enrollment reports available on a real time basis.

Beginning in the fall of 2008, a reorganization plan was developed for the Office of Academic Affairs. The reorganization was designed to reduce management costs and bring renewed integration and efficiency to Academic Affairs. The changes included the following:

- Military Campus Programs and Distance Education were integrated into the Center for Off-Campus Programs.
- Most programs in the Colleges of Liberal Arts, Communication, and International Studies were integrated into the College of Humanities and Social Sciences.

- Three graduate programs in the College of Professional Studies were integrated into the College of Business Administration.
- Undergraduate programs in mathematics and computer science and the graduate program in Global Leadership and Sustainable Development were integrated into the College of Natural and Computational Sciences.

The plan has been implemented in phases to complete the reorganization by July 1, 2009. For most of the colleges, the planning and budget processes have been challenged by the need to take the old and new boundaries into account and the pace at which the process has moved forward. Formal college planning, including planning within degree programs, will commence in Fall 2009.

At the same time, Military Campus Programs and Distance Education were combined into one organization, the Center for Off-Campus Programs. Both organizations already had formal planning processes in progress and have produced improvements in educational effectiveness, which will be described in the next two sections.

Military Campus Programs

The Military Campus Programs (MCP) delivers the programs associated with the University's participation in the Servicemembers Opportunity College (SOC) Consortium, a diverse group of more than 1750 institutional members who pledge to support the educational endeavors of military students and veterans at the post-secondary level. Consistent with SOC aims, MCP has conducted strategic planning exercises and formulated a mission statement that commits the University to flexibility in programming, quality of education and services, and expanding opportunities for servicemembers to pursue higher education goals.

As with the Educational Effectiveness Planning model, the MCP process has defined strengths that can be leveraged to seize opportunities and avoid threats. This SWOT analysis has allowed MCP to identify goals, objectives, strategies, and performance measures to ensure that the organization is on course. The initiatives described below illustrate the success of the MCP planning process in both responding to both perceived weaknesses opportunities to grow enrollments.

Early in the MCP planning process, issues of comparability between MCP and the main campuses emerged as a key concern. In response, Curriculum Area Liaison (CAL) faculty positions were created in 2004 to establish a back-and-forth communication process between main campus faculty and the faculty teaching at MCP base locations. Through active participation with program faculty groups, CALs have increased collaboration about course changes and consistency, revisions in course and degree requirements, and completion of learning assessments. The CAL organization ensures fulfillment of the key SOC commitment to servicemembers by promoting comparability of off-campus and on-campus courses while recognizing and accommodating programs to the particular needs of the adult learner.

Distance Education

Strategic planning in Distance Education started in Spring 2009 with the charge to create an integrated planning approach to address two opportunities for the University: growth in distance education programs and expansion of recruitment opportunities. The planning activity was fast-tracked in response to short-term opportunities that needed to be addressed in a strategic and timely manner within a context of shared governance. The planning committee included stakeholders from the faculty, administration, Information Technology, Academic Planning and Assessment, Distance Education, Enrollment Management, Center for Graduate and Adult Services, and Military Campus Programs.

A comprehensive SWOT analysis was completed to assess internal strengths and weaknesses and identify external opportunities and threats for HPU distance education planning. The short-term goal was to respond to a proposal to outsource one or more components of recruitment and student support for graduate distance education programs. Accordingly, the SWOT analysis considered the gaps between potential outcomes of outsourcing and internal resources available to address those outcomes.

Among other results, this planning process proposed a demonstration project in which HPU would partner with a company to perform selected enrollment management and retention services for two distance education programs. One goal of the demonstration project is to evaluate the effects of this approach on recruitment and retention. The three-year demonstration project model allows the University to consider solutions to long-term HPU distance education program challenges within a culture of evidence.

In addition to their response to this short-term opportunity, the planning committee considered a range of issues that will be addressed as part of

MCP's SWOT analysis also identified several opportunities through increased enrollment:

- *Increasing the range of online learning opportunities available to military servicemembers and their families*—Collaboration with main campus programs has gradually increased opportunities for courses and degree completion regardless of the student's location.
- *Growing in distance education with a foundation of quality and careful analysis of needs and opportunities*—The University received approval from WASC in 2007 to review and implement newly-online baccalaureate degrees. MCP has offered strong support and encouragement to this approach.
- *Expanding access to HPU courses and degrees beyond Oahu and Hawai'i*—The University applied and was accepted for participation in the Navy College Program Distance Learning Partnership (NCPDLP) program in 2008 when the Navy announced it was expanding the number of partner academic institutions to 30 schools. The goal of the NCPDLP is to support the educational goals and quality of lifestyle of the mobile sailor.
- *Responding to the Post-9/11 GI Bill, which makes military education benefits available to a service member's dependents*—President Wright authorized HPU's participation in the Yellow Ribbon Program, a matching scholarship program between the Department of Veterans Affairs and universities to help bridge the gap between the benefits of the Post-9/11 GI Bill and the higher cost of private education.

Further recognition of the successful work of the MCP was recently provided by *Military Advanced Education magazine*, which for the second year in a row named HPU one of the top 30 colleges and universities for military servicemembers.



the strategic plan for Distance Education. Since assuring the quality of programs, student services, teaching, and student learning is an overarching theme for all aspects of distance education, the SWOT analysis addressed both short-term and longer-term aspects of this concern. It should also be noted that the process is taking place within a shared-governance context which means there will be additional campus discussions involving faculty, staff and students, before any strategic plan is finalized.

Student Affairs and Enrollment Management



In an effort to better align the University's structure with the needs of HPU students, Student Affairs and Enrollment Management were merged into one division in July 2008. The new Division of Student Affairs and Enrollment Management (SAEM) includes Academic Advising, Admissions, Graduate and Adult Services, Student Life and First-Year Programs, International Center, Athletics, Residence Life, Financial Aid, Marketing, and Off-Campus Housing.

The new division initiated a major Strategic Enrollment Management (SEM) planning process in Winter 2008 to set the stage for more formalized strategic planning and assessment in the 2009–2010 academic year. During the first step of SEM planning, division directors and staff members conducted preliminary analyses of their respective departments' strengths and weaknesses (SWOT analyses) focused on academic quality and student success. Primary considerations of the analyses included the University's return on investment in staff time and financial resources, as well as the importance of using a more formalized strategic planning model in the years ahead.

Departmental reports were subsequently consolidated into a single report and major priorities and performance indicators were identified. From this process, SAEM identified three initiatives for the current academic year with great potential to impact the student experience:

- **Financial Aid Leveraging**—With the help of an outside consulting firm that specializes in financial aid distribution, Hawai'i Pacific University has begun to use financial aid leveraging and predictive modeling to better shape its incoming cohort of students. By allocating financial aid more strategically, HPU is working to alleviate one of the greatest barriers to student enrollment and retention—a student's ability to afford and pay for a high-quality, private education. By following processes developed in the 2008–2009 academic year, HPU will continue to invest its defined resources in a greater number of students. Rather than awarding large scholarships to fewer students, for example, the University will award smaller scholarships to a greater number of students.

This data-driven approach of financial aid distribution will increase enrollment and net tuition revenue while maintaining a discount rate that meets the fiscal realities of our University. This process has already had an impact on Fall 2009 enrollments. In the second year of this effort, the University will further refine this leveraging model so that financial

aid awards better meet the needs of all domestic, first-year, and transfer undergraduate students.

- **International Bridge Program**—The SEM study identified a significant gap in services for international students who fall short of the University's English proficiency requirements. The International Bridge program was developed in collaboration with Academic Affairs to provide a path to full University matriculation for international students. This program will also increase HPU's return on investment by generating higher tuition revenues.

The International Bridge program allows qualified students to enroll in a foundational semester of content-based courses (both non-credit and credit-bearing) that are supplemented with formal and informal cultural components. Beginning in Fall 2009, International Bridge students will enroll in a cohort-based curriculum that immerses them into the American higher education system while they interact with HPU's diverse student body and explore the unique wonders of the island of Oahu.

- **China-focused Student Recruitment Strategy**—The SEM study demonstrated that some of the services provided to international students were not structured as effectively as they might be. In an ongoing effort to improve services and increase the number of students from abroad, position descriptions of each staff member in the University's International Center were reviewed and actions were taken to better align staff strengths with student needs. The reorganization of the International Center has allowed the International Center to strengthen ties with foreign institutions and agents, resulting in the matriculation of students from previously untapped international markets.

During the SWOT analysis of the International Center, the People's Republic of China was identified as an area of significant opportunity. With the objective of increasing HPU's presence in the growing Chinese market, as well as to enhance current HPU students' opportunities to study and learn in and about China, a comprehensive China-based student recruitment strategy was created and implemented in the summer of 2008. Ongoing assessment and implementation of the China-focused Student Recruitment Strategy will continue during the 2009–2010 academic year.

Information Technology

Information Technology (IT) at HPU is organized into two separate units: Applications and Operations. The Applications Group includes Data Services, Web Services, and Information Security. The systems employed by the Applications Groups rely on the availability and proper functioning of servers, operating systems, and networks provided by the Operations Group, which includes Network Services and Client Services (Help Desk).

The strategic planning challenge facing IT is to meet the University's needs through a combination of human resources and technology. In budget terms, this means planning through operational and capital budgets to support educational effectiveness by being responsive to rapid—and possibly expensive—changes in technology. This strategic planning process requires effective management or balancing of the expertise of IT professionals, the needs and goals of users groups across the University, and institutional resources. This balance is especially important for the Applications Group because user groups (such as students, faculty and staff) bring relevant knowledge and expertise relating to the specific applications they work with and the perceptions of the individuals with whom they interact.

The Applications Group tracks “good ideas” from users and then regularly implements the best initiatives, which may include new uses of current systems, upgrades to current applications, or new applications. For each initiative, the Applications Group considers its stated rationale along with the strategic or regulatory environment and “best practices” imperatives behind the initiative. Although this planning process is driven by goals and strategic priorities, it is also a “rolling” process that is regularly updated in response to current University issues, resources, and opportunities.

Here are some examples of important initiatives being implemented by the Applications Group:

- **Banner**—Banner, which is the University's core application and main data repository, includes many capabilities, not all of which are currently in use at HPU. The Banner initiative seeks to increase the functionality of Banner through projects such as the Banner 8 upgrade, Self Service Banner, building a complete test environment, and fsaATLAS.
- **Websites**—Because the HPU website is the University's face to the world, and Pipeline is its face to students, faculty, and staff, the availability and effectiveness of the messages of these websites are crucial. The Web Steering Committee and the Pipeline Advisory Board advise this initiative to upgrade both content and use of the websites. Examples of



projects under consideration for this initiative include updates to provide current information relating to the reorganized Colleges and academic programs, revision of the metrics and analytics used to track usage of the websites, and the Luminis 4.2 upgrade.

- **Outsourcing Services**—The Applications Group aims to increase the use of services hosted externally by outsourcing large-scale institutional services such as the learning management system. Over the past year, a joint planning process has considered a next-generation learning management system for the University. These discussions included stakeholders from the faculty, administration, IT, Academic Planning and Assessment, Distance Education, Enrollment Management, and Military Campus Programs. This group first defined the capacities HPU will need for both classroom and online course management (portfolio management, learning assessment tracking, institutional planning and reporting, and so on). After a process of onsite demonstrations and follow-up discussions, the group narrowed consideration to three potentially acceptable systems: Blackboard (an upgrade to the current system), eCollege, and Angel. A recommendation will be made to the president following a review of budget implications.

Hawai'i Loa Campus Expansion

Formal consideration of ideas for the Hawai'i Loa Campus expansion began with Educational Effectiveness 2010 Planning in 2000. Throughout this period, faculty and staff campus workshops and conversations have demonstrated remarkable consistency with regard to the desired vision elements for the campus: expanded residence halls and academic space, a campus center, a field house, and a theatre, all supported by expanded parking, technology, and amenities to enrich the campus community.

An Educational Effectiveness Planning Committee subgroup created a concept plan in 2007 to guide this next step in the University's development. The concept plan set forth the following vision that was accepted by the Trustees:

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 com-

munity 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.

In 2008, the University issued a request for proposals for the master plan and subsequently selected Group 70 International architects. Working from the concept plan and through a charrette process with representatives of the HPU 'ohana, Group 70 developed the master plan for the campus expansion. Artist renderings from the plan are on the front and back covers of this report, and the entire plan is available on the “President's Message” page of the HPU website.

During the 2009–2010 year, President Wright and the Trustees will be reviewing the master plan with potential supporters and preparing the way for a wide-ranging financial campaign to realize the concept for Hawai'i Loa that has been developed through the participation of the whole HPU 'ohana.



Moving Forward

During the coming academic year, the University will move into a new level of planning that will establish the foundation for linking annual planning with budget development. This important work will represent a maturing of Educational Effectiveness Planning. This phase of planning will challenge departments—such as colleges and the respective degree programs—to develop plans for the 2011 fiscal year that are responsive to one or more HPU strategic priorities as well as to goals defined for the department or program. The work will include completion of a SWOT analysis, review of enrollment and other performance indicators, analysis of data relating to student outcomes, and formulation of goals for the 2011 fiscal year. The annual plans will be reviewed and updated as needed depending on varia-

tions in costs and/or revenues.

At the same time, Institutional Research will be carrying out improvements in reporting enrollment-related key performance indicators to better guide planning throughout the University.

This work aligns well with the recommendation from the WASC Commission in their 2005 reaffirmation of HPU's accreditation that steps be taken to align strategic planning with resource allocation. HPU is scheduled to address this recommendation in a report to WASC in Fall 2010. Successful completion of this planning and budgeting cycle will demonstrate significant next steps in the University's maturation as a learning organization.

Educational Effectiveness Planning Committee

Valentina Abordonado, Ph.D., Director,
Teacher Education Program

Guilherme Albieri, Senior Associate
Director, Strategic Enrollment and
Divisional Communication

Deborah Baker, Ph.D., Assistant Vice
President, Center for Graduate and Adult
Services

Randy Caine, Ed.D., Dean, College of
Nursing and Health Sciences

Steven Combs, Ph.D., Dean, College of
Humanities and Social Sciences

Leslie Correa, Ed.D., Vice President of
Institutional Research and Academic Support

Robert Cyboron, Associate Vice President
of Off-Campus Programs

ReNel Davis, Ph.D., Professor of Nursing
Marites Fiesta, Dean of Students

John Hart, Ph.D., Professor of
Communication

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

Brenda Jensen, Ph.D., Associate Dean,
College of Natural and Computational
Sciences

Linda Kawamura, Vice President of Human
Resources

John Kearns, Ph.D., Vice President of
Academic Affairs

Teresa McCreary, Ph.D., Assistant
Professor of Music; Director of
Instrumental Programs

Janet Moelzer, Library Instruction
Coordinator

Stephen Phillips, Instructor of Management

Jeffrey Philpott, Ph.D., Vice President
of Student Affairs and Enrollment
Management

J. William Potter, Associate Dean, College
of Humanities and Social Sciences

Larry Rowland, Ed.D., Assistant Professor
of Information Systems

Joseph Schmiedl, Assistant Vice President of
Academic Affairs and Academic Programs

Kenneth Uemura, Vice President and Chief
Financial Officer

Eric Vetter, Ph.D., Associate Professor of
Marine Biology

William "Hal" Warren, Ph.D., Associate
Professor of Geography

Warren Wee, Ph.D., Associate Dean,
College of Business Administration

Hawai'i Pacific University
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