

HAWAI'I PACIFIC UNIVERSITY



HPU 2010 PLANNING

EDUCATIONAL EFFECTIVENESS PLANNING REPORT

**Submitted to President Chatt G. Wright
December 2003**



February 9, 2004

To Faculty, Staff and Students:

I am pleased to introduce this strategic planning report from Hawai'i Pacific University's Educational Effectiveness Planning Committee.

The University launched its first formal strategic planning process—HPU 2010 Planning—in the Fall of 2000. A participatory strategic planning process was used to develop this plan, which integrates the ideas and views of faculty, staff and students. The planning process resulted in the definition of ten strategic priorities that will help to chart the future progress of the University.

This report was approved by the University's Board of Trustees in January 2004. I look forward to the continuing success of our strategic planning process.

Sincerely,

Chatt G. Wright
President

Table of Contents

Presentation of Report to the Trustees	1
Introduction	3
The Strategic Planning Process	4
Strategic Priorities and Objectives	5
Summary List of Strategic Priorities	10
List of Goal Areas and Goals	13
Appendices:	
Educational Effectiveness Planning	
Committee Reports to the Campus	



HAWAI'I PACIFIC UNIVERSITY

Educational Effectiveness Planning Report

Presentation to the Board of Trustees, January 14, 2004

by Dr. Nancy Hedlund, Associate Vice President of Planning and Assessment

- I. The Strategic Plan -- The Educational Effectiveness Planning Committee presents its report, the strategic plan, to the President and to the Board of Trustees.

Ten Strategic Priorities are at the heart of the plan.

Derived from goals originally defined through input from faculty, staff and students.

For each Strategic Priority, institutional-level objectives have been defined

In addition, the Strategic Priorities have been used to guide planning by academic programs and staff departments

The plan is the culmination of many steps and interim achievements that represent a dynamic and increasingly effective strategic planning process

Strategic planning is more than the plan – it is an evolving process through which a university charts its course, aligns resources to support its mission and educational goals, and in ongoing fashion regularly evaluates its progress and updates its plans

Pages 9-11 show a summary of the Strategic Priorities and objectives

II. Background & Development Of The Plan

1. The Higher Education Vocabulary: Two words have been added to our vocabulary: organizational learning and educational effectiveness. These are the rationale for why HPU launched 2010 Educational Effectiveness Planning
2. Organizational Learning means the organization changes its behaviors to adapt to changing internal and environmental conditions. It is a new way of speaking to say that organizations can LEARN and to talk about collective learning and organizational change
3. Strategic Planning Permits Learning - *Through progress with strategic planning*, HPU has formalized the long-standing tradition of this university to respond favorably to the imperatives of higher education and the opportunities and challenges in the global environment. This sets the stage for continuing the forward progress of HPU's *organizational learning* that is mandated by society and expressed in principles of the new WASC standards.

4. How Did We Implement Strategic Planning? Through implementation of a participatory strategic planning model designed for universities, (a) we are now using formal and institutionally-created priorities to chart the university's future; and (b) we have access to and are using university data/ evidence about educational quality that exceeds any idea of institutional research that we might have had five years ago.

Strategic planning is a Western concept of learning that is based on an assumption that there IS an organization, a UNIVERSITY... and the assumption--*even commitment*-- that it has a dynamic future to plan for.

5. How Does Planning Produce Learning....

Participatory strategic planning creates organizational learning because...

- 1 - the idea about what is to be achieved is *collectively created*
- 2 - the assumption is *shared* -- that new ways of thinking, acting will be required
- 3 - commitment -- intention -- is developed at all levels

6. Key Elements of HPU's strategic planning model, Educational Effectiveness Planning, that are creating HPU's changes and improvements:

- ▶ The HPU 2010 Educational Effectiveness Plan
- ▶ Annual planning -- annual commitments to the university's future at multiple levels: One year-three year planning for programs, faculty hiring, plus institutional level planning
- ▶ Academic Program Review and Learning Assessment. In place for more than 5 years.
- ▶ Academic Support Council - newly formed Council to review proposals for new initiatives and provide advisement to President on proposals that best support the strategic priorities
- ▶ Periodic gatherings to focus on challenges/opportunities, such as the Retention workshop
- ▶ Academic Program Planning -- Most recent undertaking requested by the President, to look at the long-term challenges and opportunities with regard to best programs (flagship programs) to promote and the most important challenges to address.

Introduction

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.

(Mission approved by the Board of Trustees, January 2003)

This report is presented to President Chatt G. Wright and the Board of Trustees to summarize the process and results of three years of intensive participatory and collaborative strategic planning. This work was undertaken by the Educational Effectiveness Planning Committee from Fall 2000 to Fall 2003. The report presents work accomplished to define strategic priorities and chart the course for implementing an integrated strategic planning process designed to guide the University in the years to come.

Hawai'i Pacific University is an independent, coeducational, career-oriented, comprehensive university with a strong foundation in the liberal arts. The history of Hawai'i Pacific University has been a story of change and growth and forward momentum. The change from Hawai'i Pacific College to Hawai'i Pacific University, the merger with Hawai'i Loa College, and the growth in the size of the student body, staff, and faculty are all milestones along the way. Most recently, the University forged an important affiliation with The Oceanic Institute to enhance learning and research opportunities in the natural sciences.

In September 2000, President Wright launched HPU 2010 Planning, the University's first formal strategic planning process to be implemented to guide its future growth and development. The President formed the Educational Effectiveness Planning Committee as one of two committees to develop the University's plan. Administrators, faculty, and staff were named to this Committee to ensure a cross-university planning process. The President charged this Committee with providing for the analysis of the University's effectiveness as a learning institution, including ways of acting upon the conclusions of assessment and reporting actions taken by various divisions of the University as a result of this process. The second committee formed by the President for the HPU 2010 plan was the Trustees' Long Range Planning Committee.

The Strategic Planning Process

Since Fall 2000, HPU Educational Effectiveness Planning has used a participatory strategic planning model designed especially for university strategic planning. The model creates a series of campus-wide activities that work from the “grass roots” to build a plan by induction. This model creates a broad base of institutional support because it cuts across multiple constituencies. More traditional “top down” planning models carry the risk of not having this solid base of support. Implementation of the participatory model was facilitated by two consultants: Dr. Louanne Kennedy (former Provost and Academic Vice President, California State University at Northridge; also President of the WASC Commission); and Dr. John Marvel (former President of Adams State University, Chancellor of the Colorado State College system, and President of Hawai‘i Loa College).

Descriptions of the structure, processes, and outputs of the planning process have been disseminated in two campus reports to the University community in December, 2001, and October, 2003 (appended to this Report). The highlights of the planning process and our achievements are as follows:

First Year 2000-01 Defined participatory planning methods. Conducted SWOT analyses (strengths, weaknesses, opportunities, threats) using focus groups. Conducted external environmental scan.
Defined key performance indicators to assess University outcomes (such as retention rates; time-to-graduation and graduation rates). Committee retreat.
Summer '01, conducted campus-wide workshop to review mission and define goal areas.

Second Year 2001-02 Defined 25 specific goals and goal areas. Completed WASC Proposal for 04-05 reviews.
Staff and faculty completed first year of program/department plans.
Produced and disseminated statistical reports on performance indicators.
Committee started work on budget analyses and comparison schools.

Third Year 2002-03 Disseminated HPU mission. Defined 10 Strategic Priorities from 25 goals to guide planning.
Deans and managers integrated area plans with Strategic Priorities.
Staff and faculty completed second year of program/department plans.
Summer '03, conducted second campus-wide workshop with a focus on retention.

In Fall 2003, the Vice President of Academic Administration convened the new Academic Support Council, which will address alignment of resource proposals with strategic planning through shared governance. In addition, the Committee has begun work on Academic Program Planning to develop criteria for addressing the University's mix of academic programs. The Committee is, in addition, seeking to integrate the final components of the planning model including enrollment management planning, faculty hiring planning, and academic program reviews.

The Ten Strategic Priorities and Objectives

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.**

<u>Objectives Defining Proposed Initiatives & Programs</u>	<u>Resources</u>
1. Expand available data reports to HPU community. Develop trend analyses (over time) and disseminate. Demonstrate full use of trend data as basis for improvement and change. Develop data on alumni outcomes.	Current
2. Conduct special studies to address questions about retention, student engagement, and student learning. Begin participation in two national student surveys: National Survey of Student Engagement (NSSE) and Noel-Levitz Satisfaction survey.	Current ✓ New
3. Expand use/review of data on KPI’s (key performance indicator data on graduation and retention rates, enrollment and faculty data, studies of special topics) by placing reports on agendas of all relevant HPU meetings/groups.	Current
4. Begin participation in National Student Clearinghouse to track choices of graduates and students who leave HPU before graduation.	✓ New

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

<u>Objectives Defining Proposed Initiatives & Programs</u>	<u>Resources</u>
1. Achieve a gathering place on Hawai‘i Loa Campus for students, faculty and staff.	✓ New
2. Increase support and infrastructure for parking on both campuses, bicycle/motorcycle parking downtown, and between-campus transportation. <u>Long-Term</u> : Recommend development of a parking structure at Hawai‘i Loa campus, better transportation between campuses. See Priority #10	✓ New
3. Conduct an assessment to evaluate use of the Sea Warrior Center and future needs.	Current
4. Propose a timeline for developing facilities that consolidate work areas for programs/departments that are scattered across various work areas on campus.	✓ New
5. Propose development of a recreation area (modified gym/workout space/showers) on either campus. <u>Long-Term</u> : Achieve development of a second recreation area, so there is one on each campus with workout space and showers. See Priority # 10	✓ New

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

Objectives Defining Proposed Initiatives & Programs

Resources

- | | |
|---|-------|
| 1. Strengthen HPU work to address staff development and morale; define a rewards and recognition structure, and write a philosophy statement that affirms HPU's respect for staff and commitment to practices designed to enhance morale, development, and retention. | ✓ New |
| 2. Implement a Staff Development Fund to increase support for staff development; administrative guidelines to be developed. | ✓ New |

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

Objectives Defining Proposed Initiatives & Programs

Resources

- | | |
|---|---------|
| 1. Conduct annual (or more frequent) student symposiums on Global Citizenship. <u>Longer-Term</u> : Expand scope of student symposiums and other forums and events within colleges and majors. | Current |
| 2. Develop and disseminate ideas and publications describing models for global citizenship and HPU learning opportunities to develop global citizenship. | Current |
| 3. 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 the General Education program. | ✓ New |
| 4. Assess and report findings on extent of learning relating to global citizenship through student self-reports. | Current |

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

<u>Objectives Defining Proposed Initiatives & Programs</u>	<u>Resources</u>
1. Implement Academic Support Council for advisement to the President on decision-making relating to alignment of academic and co-curricular resource requests with university priorities and needs.	Current
2. Request Faculty Council to conduct assessment of effectiveness of Faculty Assembly/shared governance as input for strategic planning.	Current
3. Implement Faculty Hiring Planning process and integrate into Educational Effectiveness Planning.	Current

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.

<u>Objectives Defining Proposed Initiatives & Programs</u>	<u>Resources</u>
1. Begin revisions to General Education program that will provide choice and breadth and integrate concepts of global citizenship into the curriculum as preparation for global citizenship.	Current
2. Implement learning-community initiatives. Pilot test in Spring 04, expand in 04-05 year (support for faculty through course releases).	✓ New
3. Develop a strategic plan and strategies for addressing rigor and excellence in Honors Program, and assess effects by self report and retention analysis.	✓ New
4. Expand concept and practice of student orientation to HPU and to majors; create ongoing orientation experiences.	✓ New

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

Objectives Defining Proposed Initiatives & Programs

Resources

- | | |
|--|-------|
| 1. Increase HPU access to and success with extramural funding by proposing university development of infrastructure to support grants management and grant finding. <u>First priority</u> : grants manager to administer/manage funding on grants. | ✓ New |
| 2. Update proposal on faculty sabbaticals to include estimates of cost and planned phases of implementation, and resubmit. Implement a faculty sabbatical policy. | ✓ New |
| 3. Support HPU affiliations at institutional and college levels to achieve intended opportunities in research and education with expanded TSEP or other forms of funding for these special initiatives: OI (Natural Sciences), Native Hawaiian community (Anthropology). | ✓ New |
| 4. Develop new faculty teaching grants to be awarded to create new curriculum/teaching initiatives, such as distance learning, linked courses, learning communities. Administer through Faculty Assembly. | ✓ New |

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

Objectives Defining Proposed Initiatives & Programs

Resources

- | | |
|--|-------|
| 1. Provide each member of the HPU community with convenient, secure and reliable access to information over the data network from both on campus and off campus. | ✓ New |
| 2. Develop a replacement plan for technical equipment and software. | ✓ New |
| 3. Assist and encourage members of the HPU community in their use of technology to improve student learning. | ✓ New |
| 4. Create a “self-service campus” (using technology to enable students to independently obtain more services and resources electronically). | ✓ New |

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

Objectives Defining Proposed Initiatives & Programs

Resources

- | | |
|--|---------|
| 1. Educational Effectiveness Planning Executive Committee to collaborate with Academic Support Council (ASC) to develop guidelines for proposing and reviewing new programs (including development of criteria for excellence or “flagship” programs; and proposal requirements, such as needs assessments, curriculum, capacity available and requested, and assessment plans). | Current |
| 2. Educational Effectiveness Planning Committee to 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 ready to mobilize if opportunities arise. | Current |

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

Objectives Defining Proposed Initiatives & Programs

Resources

- | | |
|---|-------|
| 1. Educational Effectiveness Planning Committee to collaborate with the Trustees’ Long-Range Planning Committee to address facilities development by developing a “master plan” for the Hawai‘i Loa campus. | ✓ New |
| 2. Priorities recommended by Educational Effectiveness Planning Committee: | |
| • Academic building with classrooms, faculty offices, labs, conference rooms . . . | ✓ New |
| • Technology, in accordance with the IT strategic plan | ✓ New |
| • Expanded dormitories. | ✓ New |
| • Increased parking and between-campus transportation | ✓ New |
| • Recreation facilities (gym, pool, showers) | ✓ New |
| • A center for the arts and performances. | ✓ New |
| • A “gathering place” on Hawai‘i Loa Campus | ✓ New |

Summary List of Strategic Priorities and Objectives

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.

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

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

1. Achieve a gathering place on the Hawai'i Loa Campus for students, faculty and staff.
2. Increase support/infrastructure for parking and between-campus transportation.
3. Conduct an assessment to evaluate use of Sea Warrior Center and future needs.
4. Propose a timeline for developing facilities that consolidate work areas for programs/departments that are scattered across various work areas on campus.
5. 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.

1. Address staff development and morale; define a rewards and recognition structure and a philosophy statement that affirms HPU's respect for and commitment to staff.
2. Implement Staff Development Fund that parallels Faculty Development Fund.

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

1. Conduct annual (or more frequent) student symposiums on Global Citizenship.
2. Develop and disseminate ideas and publications describing models for global citizenship and HPU learning opportunities to develop global citizenship.
3. Promote adoption of the concepts of Global Citizenship in the curriculum and co-curriculum. Integrate Global Citizenship into the curriculum, especially General Education.
4. Assess and report findings on extent of learning about global citizenship through student self-reports.

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

1. Implement Academic Support Council for advisement to the President on decision-making relating to alignment of academic and co-curricular resource requests with university priorities and needs.
2. Request Faculty Council to conduct an assessment of effectiveness of Faculty Assembly and shared governance as input for Educational Effectiveness Planning.
3. Implement Faculty Hiring Planning process and integrate into 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.

1. Begin revisions to General Education program that will provide choice and breadth and integrate concepts of global citizenship into the curriculum as preparation for global citizenship.
2. Implement learning-community initiatives.
3. Develop a strategic plan and strategies for addressing rigor and excellence in Honors Program, and assess effects by self report and retention analysis.
4. Expand concept and practice of student orientation to HPU and to majors; create ongoing orientation experiences.

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

1. Increase HPU access to and success with extramural funding by proposing university development of infrastructure to support grants management and grant finding.
First priority: grants manager to administer/manage funding on grants.
2. Update proposal on faculty sabbaticals to include estimates of cost and planned phases of implementation, and resubmit. Implement a faculty sabbatical policy.
3. Support HPU affiliations at institutional and college levels to achieve intended opportunities in research and education with expanded TSEP or other forms of funding for special initiatives, such as OI (Natural Sciences) and Native Hawaiian community (Anthropology).
4. Develop new faculty teaching grants to be awarded to create new curriculum/ teaching initiatives, such as distance learning, linked courses, learning communities. Administer through Faculty Assembly.

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

1. Provide each member of the HPU community with convenient, secure and reliable access to information over the data network from both on campus and off campus.
2. Develop a replacement plan for technical equipment and software.
3. Assist and encourage members of the HPU community in their use of technology to improve student learning.
4. Create a “self-service campus” (using technology to enable students to independently obtain more services and resources electronically).

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

1. Educational Effectiveness Planning Executive Committee to collaborate with Academic Support Council (ASC) to develop guidelines for proposing and reviewing new programs (including development of criteria for excellence or “flagship” programs; and proposal requirements, such as needs assessments, curriculum, capacity available and requested, and assessment plans).
2. Educational Effectiveness Planning Committee to 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 ready to mobilize if opportunities arise.

10. Facilities Development

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

2010 Educational Effectiveness Planning Goals

[Developed at August 2001 Campus-Wide Workshop - The Ten Strategic Priorities Were Selected From These Goals]

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 & disseminate a University definition of "global citizenship" that provides students with a framework within which to develop, practice, and refine 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 role of the Satellite program in overall mission of 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 & criteria for reorganization of divisions.
7. Address HPU's activity in distance learning and web-enhanced courses.
8. Implement an Office for Planning and Assessment that reports to Academic Dean

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 & 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 & concentrate people & resources on specific areas; dormitory expansion]
4. Achieve participation and collaboration in the global network