Hawai'i Pacific University

Campus Meeting for Educational Effectiveness Planning, 2011-12
Cooke Academic Center, Hawai`i Loa Campus – June 22, 2010

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8:30 -9:00 AM   **Continental Breakfast**

9:00   **Welcome**
                              Nancy Hedlund, Associate Vice President for Planning and Assessment

9:00 – 9:45   **Who is the HPU Graduate?**
                              John Kearns, Academic Vice President

9:45 – 11:10   **What are HPU's Strengths, Weaknesses, Opportunities, Threats?**
                              Discussion groups have the same agenda; review survey data, discuss
                              questions, and complete straw poll.
                                  #1 - AC 102A – Lisa Doyle / Bill Potter
                                  #2 - 201 – Deborah Baker / Ken Rossi
                                  #3 - 202 – Malia Smith / Carlos Juarez
                                  #4 - 203 – Brenda Jensen / Joseph Barrientos
                                  #5 - 204 – Teresa McCreary / Justin Vance
                                  #6 - 205 – Valentina Abordonado / Richard Yount

11:15 – 12:10   **Surprise!**

12:00 – 1:00 PM   **Lunch and Talk at Tables about HPU Scenarios**
                              How do we coherently plan for uncertainty?
                              Do something and hope? Or create scenarios and be prepared?
                              Create some way-out ideas about how HPU's future might unfold!
                              (And would someone jot down a few notes, please?)

1:00 – 3:00 PM   **Who Are Our Students – Today and Tomorrow?**
                              Panel and Large Group Discussion to Include:
                              Distance Education / Military Campus Programs / Adult Education /
                              Technology / Campus Facilities Improvements

3:00   **Adjourn after Closing Comments**
                              John Kearns

Hawai'i Pacific University Mission,
Strategic Priorities and Vision for Hawai'i Loa Campus

2002 – Mission Statement

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 (embrace retention within this priority).
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.

(Approved by the Board of Trustees 2002.)

2008 – Vision for the Hawai'i Loa Campus

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.

(Approved by the Board of Trustees, May 2008.)

Educational Effectiveness Planning Campus Meeting, June 22, 2010

GUIDE FOR MORNING DISCUSSION GROUPS, 9:45 – 11:15:
REVIEW OF SURVEY QUESTIONS RELATING TO STUDENT LEARNING,
QUALITY OF LEARNING, AND ORGANIZATIONAL EFFECTIVENESS
Nancy Hedlund, Associate Vice President for Planning and Assessment

The task of the morning discussion groups is review of 5 sets of survey responses and completion of the **"straw poll"** form that relates to these questions.

Group facilitators will lead the discussion of each set of responses with attention to such questions as what the results might mean, what seems to be important, whether the results look like the way you expected, and/or whether you agree/disagree with the results. Review the results with an eye to what captures attention or <u>stands</u> <u>out</u> most in the results under each question? Comments/questions are included with each set of results to add to the discussion.

The **straw poll** counts taken at various points in today's meeting will help develop convergence about the most important factors that HPU needs to address. We are moving from "open-ended" dialogues to discussions and convergence on the most important ideas to consider. This is the suggested description of the 2010 process we are following:

Past year – Open-ended surveys and notes from meetings
May – **Straw poll** surveys soliciting open-ended information on opinions and priorities
June 22 – **2nd round of straw polls** through discussion of data so far
July – Review and refinement of meeting discussions and **straw poll** data
August – Second summer campus meeting to review/revise draft of 2011-12 plan
September/October – Colleges, programs, departments develop plans
December/January – Budget development that aligns plans with resources

This GUIDE contains survey results for five areas (with selected responses from the student survey), beginning with a table showing information about the survey samples:

1. Student Learning & Student Success - Strengths & Weaknesses (p.2-3)
   a) Overall strengths & weaknesses
   b) Highest ranked strengths & weaknesses
   c) Separate question to choose top 2 strengths & weaknesses

2. Student Learning & Student Success - Opportunities & Threats
   a) Overall opportunities & threats
   b) Highest ranked opportunities & threats
   c) Separate question to choose top 2 opportunities & threats

3. Quality & Organizational Effectiveness: Demonstrating Accountability to the Public by Addressing Academic Rigor

4. Quality & Organizational Effectiveness: Student Engagement, the Learning Environment, and Student Learning

5. Quality & Improving Learning Through an "Across-The-Campus" Initiative
   a) Respondents' results
   b) Related results from the Student Survey

Demographic Data on Survey Samples

What is your role relative to HPU?	Frequency	Percent	Valid Percent	Cumulative Percent
Alumni – Master's Degree, Downtown/HL Student	53	18.0	18.0	22.4
Alumni – Master's Degree, MCP Student	6	2.0	2.0	24.4
Alumni – Undergrad. Degree, Downtown/HL Student	76	25.8	25.8	50.2
Alumni – Undergraduate Degree, MCP Student	18	6.1	6.1	56.3
Faculty aligned with Downtown/Loa campuses	45	15.3	15.3	71.5
Faculty aligned with Military Campus Programs	18	6.1	6.1	77.6
Staff aligned with Downtown/Hawai'I Loa campuses	60	20.3	20.3	98.0
Staff aligned with Military Campus Programs	6	2.0	2.0	100.0
Not identified	13	4.4	4.4	4.4
Total	295	100.0	100.0	

Students (Note: students responded to a different survey with some overlapping items):
   n = 43   Undergraduates = 23, Graduate Students = 15   42 were DT/HL classroom-based students

1. SWOT: Student Learning & Student Success - Strengths & Weaknesses

Comment: This is the first part of the development of a SWOT matrix to analyze the University's strengths, weaknesses, opportunities and threats. Parts 1 and 2 of this set of results sheds light on what factors may most affect the University's success in fulfilling its mission and meeting its goals.

a) Respondents' Views of Selected Factors as Strengths/Weaknesses – All Responses
   Discussion Questions:
      1. Why are the factors high on "BOTH" viewed as both strengths and weaknesses?
      2. Why aren't there more weaknesses?

	Strength	Weakness	Both	Neither	Blank	Total
1. Small Classes	254	1	33	4	3	295
Row Percent	86.1	.3	11.2	1.4	1.0	
2. Mentoring	182	45	29	27	12	295
Percent	61.7	15.3	9.8	9.2	4.1	100.0
3. Early Alert	182	31	23	44	15	295
Percent	61.7	10.5	7.8	14.9	5.1	100.0
4. Courses Online	174	16	84	13	8	295
Percent	59.0	5.4	28.5	4.4	2.7	100.0
5. Degrees Online	92	21	123	51	8	295
Percent	31.2	7.1	41.7	17.3	2.7	100.0
6. Hybrid Courses	67	28	161	25	14	295
Percent	22.7	9.5	54.6	8.5	4.7	100.0
7. Grade Inflation	61	63	20	141	10	295
Percent	20.7	21.4	6.8	47.8	3.4	100.0
8. Academic Rigor	61	12	146	67	9	295
Percent	20.7	4.1	49.5	22.7	3.1	100.0
9. Internships	31	17	209	30	8	295
Percent	10.5	5.8	70.8	10.2	2.7	100.0
10. Advising	185	49	38	17	6	295
Percent	62.7	16.6	12.9	5.8	2.0	100.0
11. Student Orgs	34	23	204	27	7	295
Percent	11.5	7.8	69.2	9.2	2.4	100.0
12. Student Involvement	34	17	196	38	10	295
Percent	11.5	5.8	66.4	12.9	3.4	100.0
13. Tutoring Services	28	28	194	36	9	295
Percent	9.5	9.5	65.8	12.2	3.1	100.0
14. Enrollment Diversity	31	13	231	12	8	295
Percent	10.5	4.4	78.3	4.1	2.7	100.0

b) SUMMARY: Factors that are <u>high</u> for Strength, Weaknesses or Both

Strength	Both	Weakness
1. Small Classes 254	5. Degrees Online 123	
2. Mentoring 182		2. Mentoring 45
3. Early Alert 182		
4. Courses Online 174		
10. Advising 185		
	6. Hybrid Courses 161	
	8. Academic Rigor 146	
	9. Internships 209	
	11. Student Orgs 204	
	12. Student Involvement 196	
	13. Tutoring Services 194	
	14. Enrollment Diversity 231	

c) SUMMARY: Separate Survey Questions: What are the Top 2 Strengths & Weaknesses?

Discussion question: When the question is asked *differently,* "name top 2 strengths, weaknesses:"

     Only 1 strength gets high votes – small classes.

     Only 1 weakness gets modest votes – grade inflation – and none get high number.

Top Strengths & Weaknesses	Strength 1	Strength 2	Weakness 1	Weakness 2
1 Small Classes	**142**	17	8	1
2 Mentoring	11	14	28	7
3 Early Alert	4	6	15	16
4 Courses Online	**37**	22	22	7
5 Degrees Online	8	26	**24**	**26**
6 Hybrid Courses	13	16	10	8
7 Grade Inflation	20	2	**80**	**39**
8 Academic Rigor	11	30	**26**	**40**
9 Internships	3	**38**	14	22
10 Advising	5	18	17	22
11 Student Organizations	4	4	9	5
12 Student Involvement		16	4	20
13 Tutoring Services	20	8	3	11
14 Enrollment Diversity			2	9

Comment: This is the first half the SWOT matrix – looking at internal factors.

              The next step is to look at external or environmental factors –

                    OPPORTUNITIES and THREATS.

2. SWOT: Student Learning & Student Success - Opportunities & Threats

a) Respondents' Views of Selected Factors as Opportunities/Threats

	Opportunity	Threat	Both	Neither		Total
1. Enrollment Diversity	245	1	38	4	7	295
Percent	83.1	.3	12.9	1.4	2.4	100.0
2. Unemployment	29	170	78	8	10	295
Percent	9.8	57.6	26.4	2.7	3.4	100.0
3. Success Data Alums	205	13	35	31	11	295
Percent	69.5	4.4	11.9	10.5	3.7	100.0
4. Success Data on Grads from Employers	211	11	38	26	9	295
Percent	71.5	3.7	12.9	8.8	3.1	100.0
5. Global (Health, Peace, Env)	129	43	87	28	8	295
Percent	43.7	14.6	29.5	9.5	2.7	100.0
6. Global (Economic)	71	106	99	5	14	295
Percent	24.1	35.9	33.6	1.7	4.7	100.0
7. Hawai'i's Economy	48	119	108	8	12	295
Percent	16.3	40.3	36.6	2.7	4.1	100.0
8. Other Hawai'I Schools	51	110	86	39	9	295
Percent	17.3	37.3	29.2	13.2	3.1	100.0
9. HPU Residence Halls, Housing	87	101	49	44	14	295
Percent	29.5	34.2	16.6	14.9	4.7	100.0

b) SUMMARY: Factors that are <u>high</u> for Opportunity, Threat or Both

Opportunity	Threat	Both
1. Enrollment Diversity 245		
	2. Unemployment 170	
3. Success Data Alums 205		
4. Success Data Grads (Emp) 211		
5. Global (Health, Peace, Env) 129		
	6. Global (Economic) 106	
	7. Hawai'I's Economy 119	7. Hawai'I's Economy 108
	8. Other Hawai'I Schools 110	
	9. HPU Residence Halls, Housing 101	

c) Separate Survey Questions: What are the 2 Top Opportunities & Threats?

Top Opportunities & Threats	Opportunity 1	Opportunity 2	Threat 1	Threat 2
blank	26	35	28	36
0	1	1	2	1
1 Enrollment Diversity	**169**	**15**	**97**	**16**
2 Unemployment	5	14	6	6
3 Success Data from Alums	**38**	**58**	5	7
4 Success Data on Grads from Employers	19	61	15	3
5 Global (health, peace, env.)	16	43	**55**	**55**
6 Global (economic)	5	19	**42**	**79**
7 Hawai'i's Economy	4	22	21	55
8 Other Hawai'i Schools	2	9	23	37
9 HPU Residence Halls, Housing	10	18		

SUMMARY of SWOT Results:
Two Ways to Look at the Combined SWOT Results

a) From the first question on rating factors as to SWOT

Strengths	Both	Weaknesses
1. Small Classes 254	14. Enrollment Diversity 231	2. Mentoring 45
2. Mentoring 182	9. Internships 209	
3. Early Alert 182	11. Student Orgs 204	
4. Courses Online 174	12. Student Involvement 196	
10. Advising 185	13. Tutoring Services 194	
	5. Degrees Online 123	
	6. Hybrid Courses 161	
	8. Academic Rigor 146	

Opportunity	Both	Threat
1. Enrollment Diversity 245	7. Hawai'i's Economy 108	2. Unemployment 170
3. Success Data Alums 205		6. Global (Economic) 106
4. Success Data Grads (Emp) 211		7. Hawai'I's Economy 119
5. Global (Health, Peace, Env) 129		8. Other Hawai'i Schools 110
		9. HPU Residence Halls, Housing 101

b) From the second question asking what are the TOP SWOT factors?

Comment: Note that some factors that have high ratings in one column have strong ratings in the other column. This suggests recognition of the <u>potential</u> of many of these factors to serve HPU <u>well</u> if they are addressed and <u>adversely</u> if they are not.

Top Strengths & Weaknesses	Top Strengths 1 + 2	Top Weaknesses 1 + 2
1. Small Classes	**1. Small Classes 159**	9
2. Mentoring	25	28
3. Early Alert	10	31
4. Courses Online	**4. Courses Online 59**	29
5. Degrees Online	34	**5. Degrees Online 50**
6. Hybrid Courses	29	18
7. Grade Inflation	22	**7. Grade Inflation 119**
8. Academic Rigor	41	**8. Academic Rigor 66**
9. Internships	**9. Internships 44**	36
10. Advising	23	39
11. Student Organizations	8	14
12. Student Involvement	18	24
13. Tutoring Services	28	14
14. Enrollment Diversity		11

Top Opportunities & Threats	Top Opportunities 1 + 2	Top Threats 1 + 2
1 Enrollment Diversity	**1 Enrollment Diversity 184**	**1 Enrollment Diversity 113**
2 Unemployment	19	12
3 Success Data from Alums	**3 Success Data from Alums 96**	12
4 Success Data from Grads	**4 Success Data from Grads 80**	18
5 Global (health, peace, env.)	59	**5 Global (health, peace, env.) 110**
6 Global (economic)	24	**6 Global (economic) 121**
7 Hawai'i's Economy	26	76
8 Other Hawai'i Schools	11	60
9 HPU Residence Halls, Housing	28	

<u>NOW</u>: After discussion, complete the SWOT portion of the STRAW POLL! – page 14

3. Quality & Organizational Effectiveness: Demonstrating Accountability to the Public by **Addressing Academic Rigor**

What approaches would best address academic rigor at HPU, assuming an organized and funded approach to assure quality?

	No Response	Do Not Rec-ommend	Might Recommend	Recommend	Highly Recommend	Recommend + Hi Rec	Total
1. Writing requirement, upper division	16	10	44	91	134	**225**	295
Percent	5.4	3.4	14.9	30.8	45.4		100.0
2. Quantitative requirement, up. div.	16	10	44	91	134	**225**	295
Percent	5.4	3.4	14.9	30.8	45.4		100.0
3. Address grade inflation	21	31	85	92	66	**158**	295
Percent	7.1	10.5	28.8	31.2	22.4		100.0
4. Stronger approach to academic honesty	18	18	61	94	104	**198**	295
Percent	6.1	6.1	20.7	31.9	35.3		100.0
5. Student research requirement	18	13	62	101	101	**202**	295
Percent	6.1	4.4	21.0	34.2	34.2		100.0
6. Better learning assessments, using standards	17	22	74	100	82	**182**	295
Percent	5.8	7.5	25.1	33.9	27.8		100.0

<u>NOW</u>: After discussion, complete this section of the STRAW POLL! – page 14

4. Quality & Organizational Effectiveness: Student Engagement, the Learning Environment, and Student Learning

HPU Should:	Blank	No opinion	Disagree	Agree	Strongly agree	Agree + Strongly agree	Total
1. Raise the bar so incoming students meet higher academic standards.	11	45	52	121	66	**187**	295
Percent	3.7	15.3	17.6	41.0	22.4		100.0
2. Assure continuing international diversity of student enrollment	10	21	7	122	135	**255**	295
Percent	3.4	7.1	2.4	41.4	45.8		100.0
3. Enlarge its enrollment to 10,000 or more	12	85	**107**	67	24	91	295
Percent	4.1	28.8	36.3	22.7	8.1		100.0
4. Assure that students have a strong sense of connection and identity with HPU	12	32	4	111	136	**247**	295
Percent	4.1	10.8	1.4	37.6	46.1		100.0
5. Expand first-year seminars to include all freshmen	10	93	24	105	63	168	295
Percent	3.4	31.5	8.1	35.6	21.4		100.0
6. Expand study abroad opportunities without requiring exchange	11	94	19	100	71	171	295
Percent	3.7	31.9	6.4	33.9	24.1		100.0
7. Require internships in all undergraduate majors	12	65	72	86	60	146	295
Percent	4.1	22.0	24.4	29.2	20.3		100.0
8. Focus University growth on graduate programs over undergraduate programs	11	81	**118**	62	23	85	295
Percent	3.7	27.5	40.0	21.0	7.8		100.0
9. Maintain a transcript for students that includes academic and co-curricular achievements.	11	72	32	121	59	180	295
Percent	3.7	24.4	10.8	41.0	20.0		100.0

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NEXT:
Review the next 2 pages of responses from the student survey. The results relate to improvements HPU should make to increase educational effectiveness and to help students succeed.

READ THIS!
Related Results from the Student Survey: Opinions About HPU Futures (p 9-10)

1 or 2 Improvements HPU Should Make to Increase Educational Effectiveness

Graduate Students
improve online classes
professors need real worl experience
faculty should have the same standards
integrity of the teachers; get more teachers motivated
study skill improvement workshops
transparency in how to succeed, not hindered by tons of paperwork
increase standards
limit use of AC
24 hr. library hours
raise the bar on rigor
web ct/campus pipeline
better professors

Undergraduates
quality of education
evaluation of professors
book discounts
Increase admission standards
More full time teachers; adjunct teachers are often stressed about pay and therefore less effective than they would be if pay were not a concern
Our language program is extremely weak. It is vital, in order to compete with UH, to rapidly develop this department with more languages and classes, and pressure our international studies and international business students to closely minor in one or two languages.
Elimination of in-class final systems that puts intense strain on students; instead, allow students to submit some sort of work that will replace an in-class final
try to encourage more classroom participation
State of the Arts Library
Wow-- how about make the students attend class and buy the book? Start Small.
Make School of Social Work, School of Education, and School of Nursing separate entities.
Take a hard look at current faculty. Just from personal experience, there are some upon whom the falling numbers in certain courses can be blamed.
Require a capstone course or thesis course for seniors
higher standards for teachers, most teachers care, some are wasting time
better off campus housing facilities.
Focus less on general education and more on specific major courses
No comment - there are lots of resources for students (library, tutoring)
better teachers
Longer class periods than an hour.
Screen the lesson plans of professors to make sure they are actually teaching what is on the syllabus.
Pay heed to course evaluations
The classrooms are too cold, less AC
hold students to the standards of mainland schools

usage of advanced technology in education
need to teach what you set with your major
get TA's so teachers can focus on designing the class and not spending so much time grading
stress improvement workshops
continues attracting great professors
get rid of BAD professors
improve student-professor relationships
keep up with technology
increase academic standards
get teachers who follow their syllabus; or warn students that teachers don't
encourage out of class activities and learning abilities

more engagement on online courses
Hire excellent instructors
Connect teachers with Career center; the purpose of education is to get work, but teachers do not seem to know what job are currently hot in their feilds
Our programs, especially in business, should lead our students down a critical road. from the most basic accounting courses to advanced managment courses, there must be a link to guide them in their success. Case studies for undergrads, and journal writing with graduate students
Implementation of a course curriculum that takes place outside the classroom rather that inside a class room
State of the Arts Classroom facilities
Hiring a More Qualified and Diverse Faculty in the School of Social Work.
Theoreticians have their place. Unfortunately, some are unable to relate to practical hands on classes. The video production classes come to mind. Students in those courses are being done a grave disservice. They will graduate only to find themselves unemployable in the industry because of a lack of industry necessary skills.
increased study areas downtown
Highering more teachers so classes can be offered more frequently
Make sure tteachers have a strong command of the english language
More group work
ask professors to stop using powerpoint for so many lectures
Look at UH/DOE continuing community educ. model
college should not always be about a numbers game.
expand the number of databases, online journals, etc accessible through the library
Education is not the same as issuing degrees - please rephrase this question.
align student affairs and academic affairs programs
better facilities, elementary school desks and stifiling hot rooms (i.e. A/C systems that turn off before night classes are over) do not promote learning.

READ THIS!
Related Results from the Student Survey: Opinions About HPU Futures (cont)

The Next Big Improvement HPU Should Make to Help Students Succeed

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Graduate Students:
enhance and improve curriculum and online classes
an iphone/ipad app for the university
make registration process more accessible for nursing students
make every class challenging, some professors are just "useless"
more individualized program
help students find more financial resources
student life, improving student capacity
to create one campus
become a member of AASHE, become sustainable
better facilities/resources
improving what is functional and getting rid of dead staff
strengthen tutoring assistance
facilities upgrade
stop the idiotic scholarship requirement (only first year at transfer)
address curriculum

Undergraduate Students:
get more good professors
bridge gap between downtown and windward campus
Increase the rigor of the curriculum so they are challenged to learn
Increase pay, and therefore, quality of tutors at Center for Academic Success
Make our courses more dynamic to what is happening now, not yesterday. A great managment school will teach
   their students valuable tools to be ever more adaptive to rapid changing environments, and tools that prepare
   our students to be extremely competitive in their fields of study
Elimination of in-class finals and the implementation of a finals system whereby students can apply their
   knowledge rather than wasting their time sitting in a desk and writing about what was spoonfed to them in class
mandatory meetings to make sure progress towards graduating and future planning is being made by the student
have the option of online vs classroom instruction for each course
How about updating your learning "tutoring" center. The tutors are CLUELESS and absolutly no help for people
   with learned disabilities. One tutor referred me to a "specialist" where I had to PAY $50.00 an hour in order to
   get the help I needed. Nice, HPU...really nice.
Improve Student Services. Provide counseling services to meet students' needs.Build a Graduate Level
   Research Library similar to Hamilton Library at UH Manoa.
If students who do not meet the school's admission criteria are going to continue to be admitted, then a stronger
   support system needs to be implemented to support these students until they can better support themselves.
Better Student center/comfortable gathering place
make classes harder
to fire instructors who don't teach and are rude and unavailable for help or questions.
Assist students in planning their future.
more assistance with career development or a realistic idea of what their career is
maybe a better study area than the nursing annex?
provide more scholarships
impliment standard grading system that every class follows such as curves, % of finals in overall grade, etc.
A larger tutoring center
Advisors!!!
Integrating sustainability into curriculum
Restrict parent involvement =D
Firing all the ancillary or support staff that have negative attitudes and provide poor customer service--no union is
   in place, so get people in there who actually want to help your paying customers
Underwriting leases for laptops
More services for students. i.e. parking and multipurpose student center
expand downtown facilities, provide more career fairs and professional development and not just first year,
   undergrad type stuff

5. Improving Learning Through an "Across-The-Campus" Initiative

A leading trend in higher education is the use of **high-impact learning experiences** in "across-the-curriculum" programs for all students – to increase learning and demonstrate educational excellence. Assuming there was funding and direction, what are your <u>first, second and third choices</u> for implementing a common learning strategy across the curriculum for all students?

Comment: First - review comments from the student survey:

a) **Highest ranked knowledge and abilities to be demonstrated by the college graduate:**
Practical skills (oral, writing/communication, research)
Critical Thinking

b) **How HPU graduates should learn these things – major themes were:**

| Hands-on learning | Mentoring / relationship with faculty |
| Outside-classroom experience | Networking opportunities |

Graduate Students	seminars
networking opportunities = 2	by interacting with students from around the world
a hands on approach--actually doing = 2	by having a staff that exudes integrity
learn about the issues	seeking help
ask questions	interdisciplinary courses
instructor's/professors demonstrate these qualities	incorporating sustainability & hawaiian culture in courses
students need to have the ability to be self driven	better resources (libraries, computers, printers, etc.)
emphasize the education of languages	personal expression (oral)
emphasize the improtance of RIOs	work shops/seminars
better professor.student communication	student life
more/better opportunities outside of classroom:	internships
research practicums	professors advice help; mentoring
Undergrad Students	Take Computer Science courses
Participate in class	Workshops and guest speaker from professionals in
internships or hand on opportunities = 3	the industry
Internships/Co-Op/Practicum = 3	Make debate more common, use street smart and
spend time with international students	book smart scenerios
intense writing classes	Application of subject matter toward goal of employment
be held to these standards in common areas SWC	Base some grading aspects on respect & responsibility
write papers and give presentations.	Case Studies, top management schools have many
Group projects	of them. Nothing long but thorough focuses of their
HPU needs more very good professors	academic knowledge in analytical situations
challenge students	Proficiency requires maintaining higher standards at
attend school-sponsored events	earlier core level courses (NOT gen eds.)
speak-up and speak out	Learning how to manage own affairs (financial aid,
professors who utilize their own personal	tuition payments, housing pmts, food shopping, etc)
experience and relate to class	clinical (real-world) experience
real life projects/assignments	strict enforcement of deadlines and uni
Learning from professors (mentors)	standards/policies/rules
Learning from friends/peers about the world	Understanding different cultures
Less paper assignment and more in class	greater accountability
discussions, because students often take	take time off between high school and college to be
advantage, do not write a paper on their own.	refreshed and develop maturity
Integrating sustainability into every class, major	Mandatory classroom attendance would be a good
Getting involved with campus sustainable efforts	place to start
Lessons in time management	LIberal Arts within a Multicultural Context
Addict students to learning	Community service projects in the communities
Instill curiosity	Assignments that demonstrate the abilities to critically
Take more Political Science courses	analyze information and assimilate it into his or her
study	world view.
fully utilize resources and opportunities available	Join the Debate/Reason Club
Classroom dialogues (Instructor to student and	Presentations (live, video and online discussions
student to Student)	and assignments)

Now consider improving learning with an "Across-The-Campus" Initiative:

The final discussion item invites your consideration of approaches to learning that are endorsed and made the focus of hands-on projects at leading universities by the American Association of Colleges and Universities (AACU). HPU is a member school of the AACU, which partially supported our development of the Global Learning First-Year Seminars that have now been integrated in the General Education program. This work was a key element in the formation of HPU's Global Learning Program.

The AACU has endorsed the use of **high-impact learning experiences** in "across-the-curriculum" programs that address institutional-level student learning outcomes. These initiatives increase learning and create important opportunities for the University to demonstrate excellence.

Assuming an organized funded approach, what are your <u>first, second and third choices</u> for implementing a common learning strategy across the curriculum in every degree?

Results: The results below are ranked by **total choices** – the first column of numbers shows the <u>total</u> accumulated choices (the total of the 1st, 2nd and 3rd choices).

a) The first part of the results show <u>**learning outcomes**</u> (critical thinking, writing/presenting) separate from the across-the-curriculum learning initiatives. These learning outcomes could result from a wide array of teaching-learning methods.

	RANKED BY TOTAL	#1 Choice Frequency	#2 Choice Frequency	#3 Choice Frequency
Critical thinking	166	99	49	18
Writing/presenting	137	56	57	24

c) The second part of the results shows ratings of **10 possibilities for an across-the-curriculum learning initiative.** The <u>total</u> column is the total of first, second, third choices.

Ranked in order:	Total	#1	#2	#3
4. Collaborative/integrative learning	**78**	14	34	30
2. Effectiveness working in teams	**71**	12	30	29
8. Leadership	**69**	20	15	34
6. Service Learning, Community-Based Learning	60	8	23	29
7. Internships	60	17	16	27
10. Study abroad	45	10	12	23
1. Quantitative learning	43	19	12	12
5. Undergraduate Research	40	11	11	18
9. Capstone Courses and Projects	39	8	10	21
3. Learning communities	24	5	10	9
Add: Writing Across the Curriculum				

Comment: Discuss the strengths and weaknesses of these types of learning methods, all of which might create learning opportunities for improving critical thinking and/or writing and presenting.

<u>**NOW**</u>**: After discussion, complete this last section of the STRAW POLL! – page 14**

STRAW POLL: PUT <u>ONLY</u> THE NUMBER OF YOUR CHOICE IN THE BLANKS
(Shaded area - to make it easier to count!)

VOTE:	VOTE FOR 3 STRENGTHS & 3 WEAKNESSES	Strengths & Weaknesses	
	3 STRENGTHS	1. Small Classes 2. Mentoring 3. Early Alert 4. Courses Online	9. Internships 10. Advising 11. Student Organizations 12. Student Involvement 13. Tutoring Services 14. Enrollment Diversity 15. Other_____
	3 WEAKNESSES	5. Degrees Online 6. Hybrid Courses 7. Grade Inflation 8. Academic Rigor	

VOTE:	VOTE FOR 3 OPPORTUNITIES & 3 THREATS	Opportunities & Threats
	3 OPPORTUNITIES	1. Enrollment Diversity 2. Unemployment 3. Success Data from Alums 4. Success Data from Grads 5. Global (health, peace, env.)
	3 THREATS	6. Global (economic) 7. Hawaiʻi's Economy 8. Other Hawaiʻi Schools 9. HPU Residence Halls, Housing 10. Other _____

VOTE for 2:	VOTE FOR 2 BEST WAYS TO ADDRESS ACADEMIC RIGOR (ITEM # ONLY PLEASE!)	
1.	**Choices:** 1. Writing requirement, upper division 2. Quantitative requirement, upper division 3. Address grade inflation	4. Stronger approach to academic honesty 5. Student research requirement 6. Better learning assessments, using standards
2.		

VOTE for 2:	VOTE FOR BEST 2 WAYS TO INCREASE STUDENT ENGAGEMENT, IMPROVE THE LEARNING ENVIRONMENT & STUDENT LEARNING
1.	**Choices – HPU should:** 1. Raise the bar so that incoming students meet higher academic standards. 2. Assure the continuing international diversity of the student enrollment 3. Enlarge its enrollment to 10,000 or more 4. Assure that students have a strong sense of connection and identity with HPU
2.	5. Expand first-year seminars to include all freshmen 6. Expand study abroad opportunities without requirements for exchange 7. Require internships in all undergraduate majors 8. Focus University growth on graduate programs over undergraduate programs 9. Maintain student transcript that includes academic and co-curricular achievements.

VOTE for 2:	VOTE FOR BEST 2 WAYS TO ADDRESS Critical Thinking / Writing & Presenting ACROSS THE CURRICULUM - With HIGH-Impact Teaching-Learning Strategies	
1.	**HIGH-Impact Teaching Strategies:** 1. Quantitative learning 2. Effectiveness working in teams 3. Learning communities 4. Collaborative/integrative learning 5. Undergraduate Research	6. Service Learning, Community-Based Learning 8. Leadership 7. Internships 9. Capstone Courses and Projects 10. Study abroad 11. Writing Across the Curriculum 12. Other _____
2.		

Are you: Staff___   Student___   Faculty ___ // based: MCP___   DT/HL___

Educational Effectiveness Planning Campus Meeting, June 22, 2010
SELECTED SURVEY DATA RELATING TO AFTERNOON DISCUSSION, 1 – 3

1. FROM REVIEWED IN MORNING DISCUSSION GROUPS:
SWOT: Student Learning & Student Success - Strengths & Weaknesses
a) Respondents' Views of Selected Factors as Strengths/Weaknesses

	Strength	Weakness	Both	Neither	Blank	Total
4. Courses Online	174	16	84	13	8	295
Percent	59.0	5.4	28.5	4.4	2.7	100.0
5. Degrees Online	92	21	123	51	8	295
Percent	31.2	7.1	41.7	17.3	2.7	100.0
6. Hybrid Courses	67	28	161	25	14	295
Percent	22.7	9.5	54.6	8.5	4.7	100.0

b) Factors that are rated high for Strength, Weaknesses or Both

Strength	Both	Weakness
1. Small Classes 254	5. Degrees Online 123	
2. Mentoring 182	6. Hybrid Courses 161	2. Mentoring 45
3. Early Alert 182	8. Academic Rigor 146	
4. Courses Online 174	9. Internships 209	
10. Advising 185	11. Student Orgs 204	
	12. Student Involvement 196	
	13. Tutoring Services 194	
	14. Enrollment Diversity 231	

c) Separate Survey Question about what are the Top 2 Strengths & Weaknesses?

Top Strengths & Weaknesses	Strength 1	Strength 2	Weakness 1	Weakness 2
1 Small Classes	142	17	8	1
2 Mentoring	11	14	28	7
3 Early Alert	4	6	15	16
4 Courses Online	37	22	22	7
5 Degrees Online	8	26	24	26
6 Hybrid Courses	13	16	10	8
7 Grade Inflation	20	2	80	39
8 Academic Rigor	11	30	26	40
9 Internships	3	38	14	22
10 Advising	5	18	17	22
11 Student Organizations	4	4	9	5
12 Student Involvement		16	4	20
13 Tutoring Services	20	8	3	11
14 Enrollment Diversity			2	9

Results from selected separate survey questions (also reviewed in morning groups):

HPU Should:	Blank	Agree	Disagree	No Opin.	Str.Agree	Total
1. Raise the bar so incoming students meet higher academic standards.	11	121	52	45	66	295
Percent	3.7	41.0	17.6	15.3	22.4	100.0
2. Assure continuing international diversity of student enrollment	10	122	7	21	135	295
Percent	3.4	41.4	2.4	7.1	45.8	100.0
3. Enlarge its enrollment to 10,000 or more	12	67	107	85	24	295
Percent	4.1	22.7	36.3	28.8	8.1	100.0
4. Assure that students have a strong sense of connection and identity with HPU	12	111	4	32	136	295
Percent	4.1	37.6	1.4	10.8	46.1	100.0
8. Focus University growth on graduate programs over undergraduate programs	11	62	118	81	23	295
Percent	3.7	21.0	40.0	27.5	7.8	100.0

Questions about HPU activity in distance education and online learning:

	Yes	No	No	Blank	Total

			Opinion		
1. Should HPU continue to expand opportunities to students by offering entirely online programs?	160	90	35	10	295
Percent	54.2	30.5	11.9	3.4	100.0
2. Would expansion of purely online students to the HPU community enrich the global nature of the HPU experience?	108	138	37	12	295
Percent	36.6	46.8	12.5	4.1	100.0
3. Should HPU expand evening and online program opportunities to the Hawai'i community?	230	17	38	10	295
Percent	78.0	5.8	12.9	3.4	100.0
4. Should HPU continue to expand delivering courses in a Hybrid format (with 30-70% of a course delivered online)?	194	42	49	10	295
Percent	65.8	14.2	16.6	3.4	100.0
5. Should HPU limit the total enrollment in online courses to a certain percentage of the overall HPU enrollment?	108	109	66	12	295
Percent	36.6	36.9	22.4	4.1	100.0

If you said "YES" Limit Enrollment, What % Should Be the Limit? (n=120 responded)

What % should be the limit?	# respondents	Percent	Valid Percent	Cum. Percent
blank or "no"	175			
0-5%	8	2.7	2.7	11.7
10%	9	3.1	3.1	14.8
15%	7	2.4	2.4	17.2
20%	14	4.7	4.7	21.9
25%	15	5.1	5.1	27.0
30%	18	6.1	6.1	33.1
35-40%	19	6.5	6.5	45.9
45-49%	3	1.0	1.0	55.9
50%	21	7.1	7.1	63.0
60-90%	6	1.9	1.9	100.00
Total	295	100.0	100.0	

Crosstabulation: Respondent Role by Whether to Limit HPU Online Enrollment

		LIMIT ONLINE ENROLLMENT			
What is your role relative to HPU?	Total	Yes	No	No Opinion	Blank
Total	295	108	109	66	12
Blank	13	3	3	1	6
Alumni - Master's Degree, Downtown/HL Student	53	26 (about 1/2)	17	10	0
Alumni - Master's Degree, MCP Student	6	1	3	2	0
Alumni - Undergraduate Degree, Downtown/HL Student	76	29 (about 1/3)	26	19	2
Alumni - Undergraduate Degree, MCP Student	18	4	9	5	0
Faculty primarily aligned with Downtown/Hawai'i Loa campuses	45	16 (about 1/3)	16 (about 1/3)	12	1
Faculty primarily aligned with Military Campus Programs	18	6 (about 1/3)	10 (Sl. over 1/2)	2	0
Staff primarily aligned with Downtown/Hawai'i Loa campuses	60	22 (about 1/3)	21 (about 1/3)	14	3
Staff primarily aligned with Military Campus Programs	6	1	4	1	0

STRAW POLL FOR AFTERNOON SESSION

Should HPU enrollment composition change to accommodate changing patterns in who our students are, how they want to learn, and how we fulfill HPU's obligation as a university to Hawai'i and to society?
Please rate each item:

For each item below, CHOOSE ONE ➜➜➜	a) Stay at current level	b) Make modest effort to increase	c) Make significant efforts to increase
1. Traditional student; recent HS graduate			
2. Adults who are gainfully employed in Hawai'i & who seek more education			
3. Adults who are gainfully employed on the mainland or elsewhere & who seek online degrees (and will not be on HPU campus)			
4. Adults who have not worked recently and want to reenter the workplace			
5. Military personnel located in Hawai'i for part of their HPU education, completing some or all of their degree online			
6. Military personnel located anywhere in the world seeking online degrees (and will not be on HPU campuses).			
7. Other:			

GROWTH OF DISTANCE EDUCATION – Course Registrations: Campus discussions suggest there are varying ideas about HPU offerings in distance education (DE) degrees, courses and hybrid courses, such as whether to keep increasing the scope of DE as long as demand and faculty interest keep increasing. Note that that hybrid courses (also called blended; combine classroom and online time) are considered to be "online" courses.

Is there any balance that should be reached or maintained as "optimal" for HPU?
What is a "best ratio" for HPU to aim for, regarding **total student enrollments (registration)** of classroom to online/hybrid courses? *Use this example of how the balance might range from high classroom % to high online % course registrations:*

Classroom 90% / Online 10%	80 / 20%	70 / 30%	60 / 40%	50 / 50%	40 / 60%	30 / 70%	20 / 80%	10 / 90%

8. What is the **optimal** balance for **MILITARY CAMPUS** registrations: Classroom____% Online____%

9. What is the **optimal** balance for **ALL OTHER** registrations: Classroom____% Online____%

10. What is the **optimal** balance for **HPU TOTAL** registrations: Classroom____% Online____%

HPU GLOBAL DIVERSITY – Head Count of Students Enrolled at HPU:

11. What is the **optimal** balance for **HPU diversity** relative to our mission to be an **"international learning community?"** (note - responses should add to 100%)

International Students ____%   Military Campus Programs Students____%

Hawai'i Students ____%   US Mainland Students ____%

Are you: Staff___   Student___   Faculty ___ // based: MCP___   DT/HL___