



Confidential Draft

Institutional Report for Reaffirmation of Accreditation

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Note: table under development

13.0

Table 1: Quick Reference of Criteria for Review (CFR) Location in Institutional Report		
This table is provided to help the reviewer locate where CFRs are specifically addressed in the institutional report. All CFRs are addressed in the Self-Review exhibit (CRF 1.1-1.8, 2.1-2.14, 3.1-3.10, & 4.1-4.7)		
<i>Essay</i>	<i>CFR Addressed</i>	<i>Addressed on Pages</i>
1	1.1, 1.4, 1.5, 1.8	X
2	1.1, 1.4,	X
3	1.2, 2.2-4,2.6,2.7,4.3	X
4	2.2,2.4,2.6,2.7,4.3	X
5	1.2, 2.7, 2.13	X
6	2.4,2.6,2.7,2.10,4.1-4.7	X
7	3.4,3.7,4.1,4.3-4.7	X
8	X	X
9	X	X

1.0 Essay 1: Introduction to the Institutional Report: Institutional Context; Response to Previous Commission Actions

1.1 Institutional Context:

Hawai‘i Pacific University (HPU) is a private, not-for profit, independent, coeducational, comprehensive university, with more than 6,000 undergraduate and graduate students from all 50 U.S. states and nearly 80 countries located on the island of O‘ahu in Hawai‘i. Chartered in 1965 as Hawai‘i Pacific College, the University received full accreditation from the Western Association of Schools and Colleges (WASC) in 1973 and has remained continuously accredited. The institution is governed by an independent Board of Trustees comprised of community and business leaders (CFR 1.5, 3.9).

HPU is the largest private university in the Pacific region, most noted for its diverse student body and international learning community (CFR 1.4). The university has three major campuses. The downtown campus, located in Honolulu, serves most of the business, liberal arts, and other general programs, and is home to the College of Business Administration and the College of Humanities and Social Sciences. The Hawai‘i Loa Campus, located in Kāne‘ohe, houses the nursing, science, and social work programs and the residence halls. This campus is home to the College of Natural and Computational Sciences and the College of Nursing and Health Sciences. HPU’s third campus, the OI, provides research opportunities for undergraduates and graduates in marine biology, marine aquaculture, biotechnology, and ocean resource management. A shuttle bus system operated by the University provides transportation between the campuses.

HPU also delivers courses on seven military installations, including Hickam Air Force Base, Marine Core Base Hawai‘i Camp Smith Education Center, Marine Core Base Hawai‘i

Kāne'ohe Education Center, Naval Station Pearl Harbor, Schofield Barracks, Coast Guard Sand Island, and Tripler Army Medical Center. HPU's Off-Campus Program serves military service members, their families, Veterans, and Department of Defense civilian personnel. For the sixth consecutive year, HPU was ranked by *Military Advanced Education Magazine* for the 2015 *Guide to Top Military-Friendly Colleges and Universities* in the top 10% of military friendly schools based on the quality of its academics and the advice and support it provides to veterans and their families.¹

HPU offers undergraduate degrees including an Associate of Arts and Associate of Science degrees in 6 areas, Bachelor of Arts with majors in 16 areas, a Bachelor of Science with active majors in 13 areas, Bachelor of Social Work, and Bachelor of Education in Elementary Education. In addition, HPU offers 14 graduate degrees, including a Master of Arts and Master of Science in 10 areas of study, a Master in Business Administration, a Master of Social Work, a Master of Education in Elementary Education, and a Master of Education in Secondary Education, as well as joint graduate degrees, and graduate and undergraduate certificates. Courses are delivered face-to-face, hybrid and online at the main downtown campus, Hawai'i Loa campus, at the OI, and on the seven military bases to better support the needs of its diverse student population.

On July 1, 2011, Dr. Geoffrey Bannister became the fourth elected president of HPU (CFR 3.8), and followed the third president, Mr. Chatt Wright, who had served the university for over thirty years. Dr. Bannister was president of Butler University for 12 years, and has over 30 years of university leadership experience at other universities including Boston University. The Board of Trustees recently announced that Dr. Bannister will continue to 2017.

¹ Military Advanced Education Magazine (2015). Retrieved January 30, 2015 from www.kmimediagroup.com/mae

In addition to new leadership, a new strategic plan (CFR 1.1, 4.7) and campus master plan (CFR 1.1, 4.7) have been developed positioning the university for transformative change. Our aspirational goal is to become one of the “Top Ten” comprehensive institutions in the Western region. The strategic plan emphasizes concepts of “quality over quantity”, “academics first” and “student success.” Progress on our journey of transformative change is exemplified in this report through descriptions of shared governance, student success initiatives, campus improvements and alignment of the budget to the strategic plan (CFRs 1.1, 2.10, 2.11, 3.4, and 4.6). The management of the university is focused on increasing educational quality, paying close attention to student success and developing a data driven system to assist decision-making. The HPU Strategic Plan 2012-2017 (Appendix 1) was described in the HPU Interim Report 2013 (Appendix 2) submitted to WASC on March 15, 2013.

1.2 Response to Previous WASC Senior College and University Commission Actions:

The accreditation of the university was last confirmed in 2005 for a ten year period. A November 1, 2010 progress report was requested to address the recommendations of the 2005 Commission letter including addressing presidential and leadership transitions and implementation of the 2010 Strategic Plan. A report was submitted to WASC on November 1, 2010, and the Commission commended HPU for their work in preparing the university to transition to new leadership with the appointment of Dr. Bannister as the next president. The president at that time, Mr. Chatt Wright, felt that the development and implementation of a new strategic plan should be under the purview of the new president. The Commission agreed and requested that HPU provide an interim report in spring 2013 that focused on development and implementation of a new strategic plan. The interim report was submitted to the Commission on March 15, 2013. It described the new strategic plan for the university and implementation of that

plan. The Commission made five recommendations related to the strategic plan and asked that HPU respond to these recommendations in the self-study for the Offsite Review scheduled for spring 2015. The recommendations have been addressed in the self-study, and a summary of the response to each recommendation is included in Essay 2.

1.3 Process for Preparing for the Review:

Preparation for HPU's reaffirmation of accreditation was initiated in spring of 2013 with the formation of a WASC Executive Committee, WASC University Committee and eighteen sub-committees. HPU's Executive Leadership provided guidance and input for the preparation process and our Board of Trustees had continuing involvement through the Academic Affairs committee and regular reports to the full Board of Trustees. A full day training session on WASC was presented by the WASC Executive Committee to the WASC University Committee and Executive Leadership of HPU in July 2013. In addition to this training, a consultant who worked on the new re-affirmation process was invited for a full day presentation and workshop on the new process and assessment in September 2013. In August 2014, a half-day WASC update was open to all students, faculty and staff where the WASC sub-committees presented their progress during the previous year. In September 2014, Dr. Richard Osborn came to HPU and provided training to the HPU community, executive, administrative, student and faculty leaders on the re-affirmation process and their roles in the process. Documentation of the timeline, committees, committee members and initiatives can be found in Appendix 3.

The WASC Executive Committee was co-chaired by the Accreditation Liaison Officer (ALO) and Chair of the Faculty Assembly, and included key administrators, faculty and staff leaders. The University WASC Committee was comprised of students, faculty, staff and administrators. Sub-committees included individuals from the Executive and University

Committees as well as additional students, staff, faculty and administrators as appropriate for each committee. The WASC Executive Committee met weekly beginning in the spring 2013. After an initial kick off and training event in July 2013, sub-committees were formed, assigned a lead or co-leads, met regularly, and provided updates to the WASC Executive Committee on their progress. The sub-committees worked on different institutional initiatives, and the nine essays for the Institutional Report. Updates of the institutional initiatives and essays were due to the WASC Executive Committee in November 2013, and final progress reports and essay drafts were submitted October 2014. The ALO constructed the institutional report from the submitted essays, and solicited feedback on the entire report from the University executive leadership, WASC committees, faculty, students and staff. The report continued to be refined until submitted on March 3, 2015.

1.4 Organization of the Report:

HPU's institutional report includes nine essays as described in the 2013 Handbook of Accreditation. HPU has decided to include the optional institution-specific theme: "Hawai'i and the Pacific" in the institutional report as the theme helps to define the university's unique value to its students (see Essay 8). This theme will be highlighted throughout the report to help clarify the valued-added nature of obtaining a degree through HPU. While different sub-committees were responsible for drafting the nine essays, the report was edited by the WASC Executive Committee to increase consistency in style and presentation.

2. Essay 2: Compliance with the Standards: Self-Review Under the Standards; the Compliance Checklist

2.1 Background:

For the past four years, HPU has undertaken a comprehensive self-study and evaluation in conjunction with the formation and implementation of its new strategic plan (CFR 1.1) and HPU Campus Master Plan 2014 (Appendix 4). HPU's efforts in developing a new strategic plan started in 2011 and led by the president included two distinct phases of work. In phase 1 seven university-wide task forces were formed that drew upon earlier work on "Educational Effectiveness Planning" and tackled the topics of 1) Student Experience; 2) Strategic Academic Infrastructure; 3) Market, Programs and Places; 4) Connections to a Sustainable Community; 5) Internal Effectiveness; 6) Financial Health and 7) Reputation and Branding. The task forces were comprised of administrators, faculty, staff and students. Phase 2 focused on development of strategic goals and objectives with timelines, metrics and champions for each of the aforementioned task forces. In addition, three special studies were launched: Educational Effectiveness (based on HPU's report of the 2010 process), Information Technology (Kaludis Consulting) and Student Housing (Anderson & Strickler). All the work described above went into developing HPU's new strategic plan.

In 2013, HPU took the next step of operationalizing the strategic plan by developing a Campus Master Plan that is guided by four principles: Leverage location, Sustainable Means and Methods, Mission-Driven and Community-Minded. The Campus Master Plan also outlines the process for continuous planning and improvement for the university. Development of the Strategic Plan and Campus Master Plan required that HPU thoroughly review all aspects of the university which helped us identify our strengths and highlighted challenges for the university, and most importantly, provided a roadmap for the university to attain its goals and vision for the future. The strengths and area of improvement identified during this process were consistent with those identified in the Self-Review under the Standards in the next section.

2.2 Self-Review Under the Standards Process:

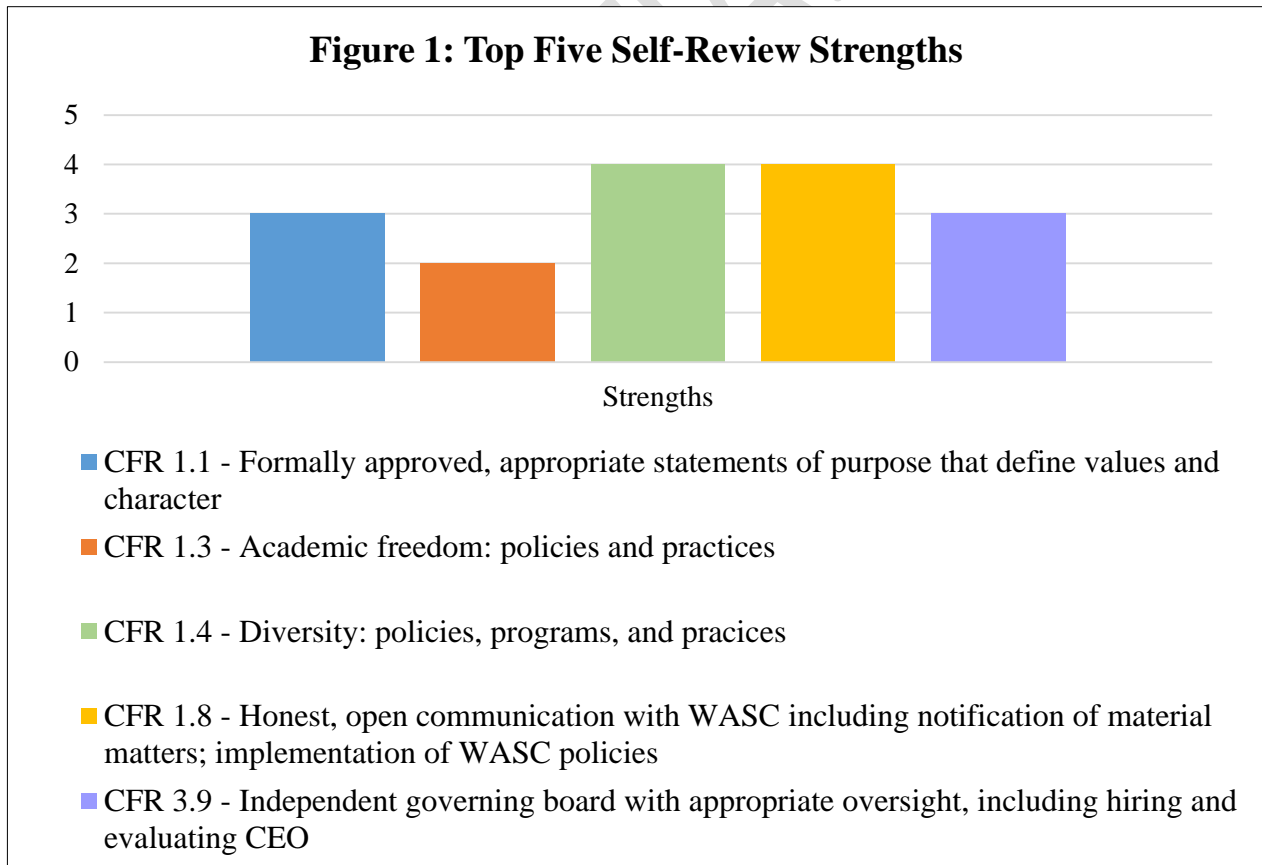
In addition to using the information developed during the strategic and master planning processes, the Self-Review Under the Standards criteria were evaluated by the WASC Executive Committee, the WASC University Committee and by faculty, students (in focus groups), administrators and staff of the larger HPU community. The WASC Executive Committee members (see Appendix 3) each individually rated the university and then came together to discuss the meaning of the standards and criteria for review before coming up with consensus ratings for the group. Members of the WASC Executive committee included faculty, staff, administrators, and represented a broad breadth and depth of university knowledge. Individuals on the WASC University Committee individually or in small groups rated the university and submitted their review to the ALO for compilation of the data. The WASC University Committee included administration, faculty, staff, and students, the majority of whom were leaders in their respective areas. Rating of the university was extended to the general HPU community of faculty and staff with the development of an online survey that presented simplified forms of the CFRs as presented in “Standards at a Glance”. The survey required that the respondents indicate whether they were primarily faculty, staff, or administration so the data could be analyzed by group.

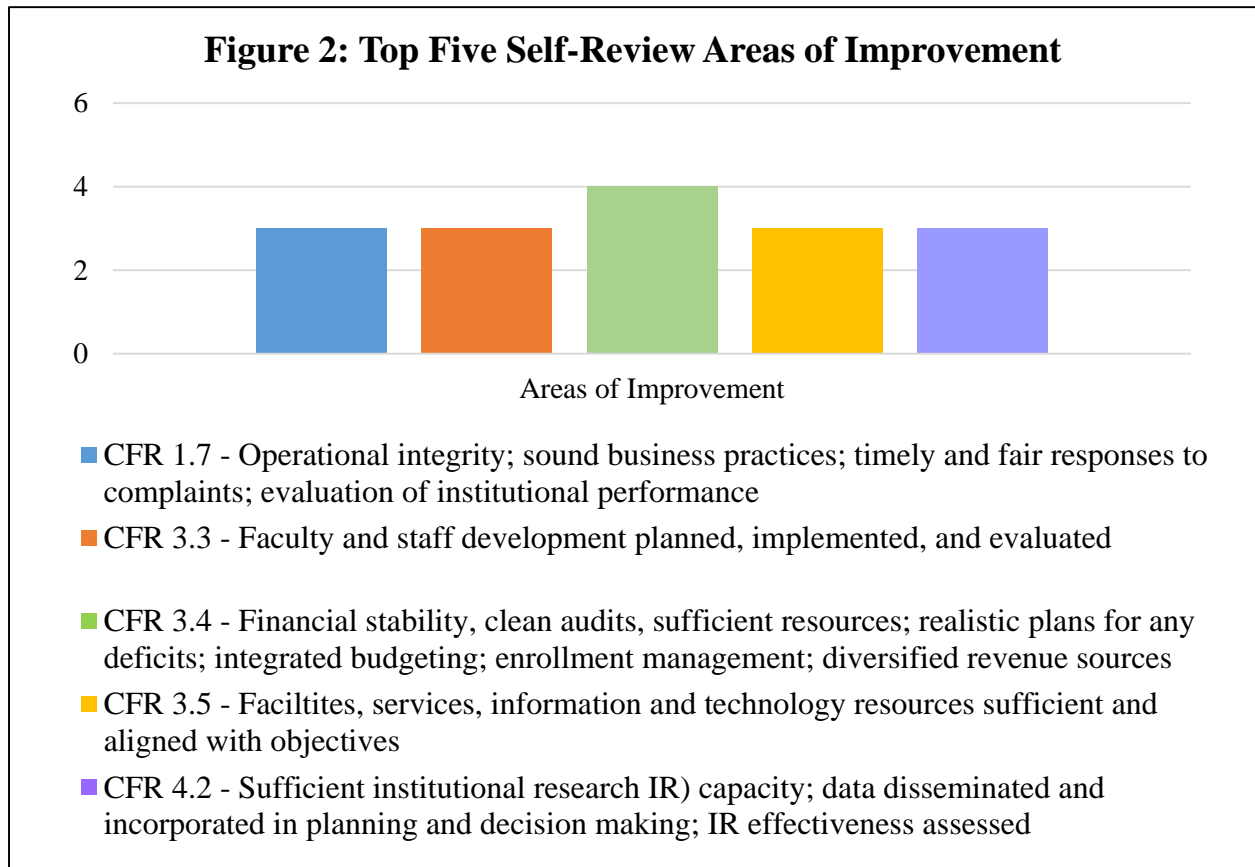
2.3 Self-Review Results Summary:

A comparison of the top five strengths (CFRs predominantly rated as 1 – we do this well and C – low priority) and areas of improvement (CFRs predominantly rated as 3 – needs significant development and A – high priority) identified by each group are summarized in the following table:

Table 2: HPU Summary of Self-Review Strengths and Areas of Improvement		
<i>Rating Group</i>	<i>Strengths (CFR)</i>	<i>Areas of Improvement (CFR)</i>
WASC Executive Committee	1.1, 1.5, 1.8, 2.2, 2.4	1.7, 3.3, 3.4, 4.2, 4.6
WASC University Committee	1.1, 1.4, 1.5, 1.8, 3.9	3.2, 3.3, 3.4, 4.4, 4.5
HPU Administration Survey	1.1, 1.3, 1.4, 3.8, 3.9	2.13, 3.3, 3.4, 3.5, 4.2
HPU Faculty Survey	1.4, 1.8, 2.2b, 2.4, 2.14	1.6, 1.7, 3.5, 3.7, 4.2
HPU Staff Survey	1.2, 1.3, 1.4, 1.8, 3.9	1.7, 3.4, 3.5, 3.6, 3.7

A summary of the cumulative strengths and areas of improvement from the WASC Executive Committee, WASC University Committee and disaggregated HPU community groups (administration, faculty and staff) are presented in the following graphs, respectively. The x-axis shows the CFRs identified as the top five strengths or areas of improvement by the five groups overall, and the y-axis show the number of times the CFR was cited in the cumulative group (n = 5 groups total).





The groups perceived HPU's top five strengths as diversity (CFR 1.4), honest and open communication with the Accrediting Commission, academic freedom and policies and practices, sense of purpose and an independent governing board. HPU's perceived top five areas of improvement include improving financial stability, increasing integrity and transparency in our operations, increasing of resources for staff and faculty development, increasing technology resources to support our academic offerings and increasing institutional research capability.

The top five perceived areas of improvement identified during the Self-review are consistent with the detailed evaluation of the university's financial situation in the past year and the university's efforts to develop a balanced budget (see Essay 7). The transformative change called for by our Strategic Plan and Campus Master Plan is unsettling and creates a tension with

faculty, staff and administrators that is apparent with the comments collected with the self-review surveys. The need to reduce administration, faculty and staff and cut back resources to support our operations has taken a toll on the entire HPU community. A description of how we are address our financial situation, provide technology resources for academic operations and address our institutional research capability can be found in Essay 7. We have attempted to address allocation of resources for faculty and staff development by suggesting ways to increase knowledge within our financial constraints such as participating in webinars; by attending local and in-house conferences, and developing university-sponsored faculty development days.

Four out of five groups also identified the lack of integrity and transparency in operations as an area for improvement. The comments convey a sense of apathy, instability, fear and distrust that is reflected across administration, faculty and staff. This identified area of improvement is a serious concern and likely reflects the university's need to make quick decisions that have significant financial impact without the ability to adequately include stakeholders. HPU is addressing the concern by increased communication including; initiating meetings with the President in small group settings and in large town hall forums with the CFO, regular coffee hours with the Provost open to faculty, students and staff, faculty forums, and regular college level meetings with the deans. A new director of communication has been recently hired to help ensure that the HPU community is kept up-to-date on pertinent news. Other initiatives include the formation of a budget priority task force to allow more of the HPU community to provide input into financial decision making and the formation of a Shared Governance Task Force to further stimulate communication, increase transparency, integrity and collaborative decision making.

2.4 Student Groups Self-Review Data Summary:

In addition, four student focus groups were convened and were comprised of two undergraduate groups, members of the Student Government Association (SGA) which has undergraduate and graduate representatives, and one graduate student group. All current students on the university were invited to participate in these groups. The SGA group focused on CFRs 2.2a, 2.2b, 2.10, 2.12, 2.13 and 2.14. The undergraduate student groups focused on CFRs 2.2a, 2.10, 2.12, 2.13 and 2.14, and the sessions were recorded to capture qualitative data that is considered in the analysis below. Graduate students were provided an online survey that covered CFRs 2.2b, 2.10, 2.11, 2.12, 2.13 and 2.14.

Areas of improvement highlighted by the student groups, in particular the SGA and undergraduates groups, were the need for accurate information with respect to degree plans, better informed advisors and more communication with the students as well as between the universities operations (e.g. among program chairs, department chairs and advisors). The inability to graduate in the time the student expected was raised as a concern by some. A need to improve campus climate was also identified as an area that needed improvement with a concern that the university was spread around the island and did not have a clear presence downtown. The graduate student group, in general, felt HPU meet the identified CFRs well although did voice some concerns that paralleled the other groups.

HPU has started to address concerns with advising by launching a new model of advising/mentoring where advisors/mentors are embedded in the colleges and faculty take on the role of advisors/mentors particularly for graduate students. This new model is expected to aid communication and the delivery of accurate information to the students which should help improve HPU's retention and graduation rates. Campus climate has been a priority with the

university and is addressed in the strategic plan, campus master plan and the move to develop Aloha Tower Marketplace as the focal point for the downtown campus.

2.5 Response to Past Recommendations in 2013 Interim Report:

In the Commission's response letter to HPU's 2013 interim report, five recommendations were made, and HPU was asked to address these recommendations in this institutional report. The five recommendations with respect to the self-review are discussed individually below.

2.5.1 Recommendation 1: *The plan should be expanded to include more details about and metrics for the goals and objectives for each Pillar accompanied by assignments of accountability and timelines for completion, supplemented by the relative priorities for the various goals and objectives.*

The Campus Master Plan includes detailed goals and objectives, metrics for those goals, timelines, and priorities and addresses the Pillars of the strategic plan: university positioning, academic culture and student success (Appendix 4). The Strategic Plan was appended with a task document (appendix shared at earlier executive meeting) that tracks the assignments of accountability, timelines for completion, metrics, and relative priorities. Senior administrators are currently reviewing and updating the status of all goals and objectives of the strategic plan. The Strategic Planning committee will meet in the winter of 2015 to review the status of the goals and objectives of the strategic plan, and revise priorities as appropriate.

2.5.2 Recommendation 2: *The plan should be expanded to include the costs and both sources of and plans for acquiring the necessary resources (human, technological, physical and financial) to fund the goals and objectives.*

Most of the university strategic plan items are accomplished by working into the regular duties of various staff, or governance committee charges. For those with major cost

considerations, the plans are addressed through the master planning process and the budget prioritization process.

2.5.3 Recommendation 3: *Similarly the plan should provide a more complete explanation of how the Oceanic Institute and the military campus fit into the long term plans of HPU generally and their respective relationships with and impact on both undergraduate and graduate education.*

The campus master plan goes into detail about the positioning of Oceanic Institute (OI) and military campus unit in the long term strategy of the university to support a higher quality of undergraduate and graduate education. The university leadership reviewed strategic options for the military campus unit throughout the fall of 2013 and spring of 2014 and decided to recommit to the extended education model of the overall Off-Campus Programs division (OCP) that includes the military campus unit. The dean's council held two days of retreats in the summer of 2014 to discuss the broad parameters of what would be unique to this unit, and what would still be included in the existing colleges. Faculty affiliated with the OCP developed a faculty governance system for the degree-granting division of this unit, and we are currently in the process of establishing OCP as an academic unit by the fall of 2015. On December 2, 2014 the Academic Affairs committee of the Board of Trustees reviewed the proposed plans for OCP and agreed to pursue this direction.

OI formally merged with and into HPU in January of 2014. OI is a directed research unit of HPU (www.oceanicinstitute.org). Currently faculty conduct research at OI that supports their development, and both undergraduate and graduate students have the opportunity to participate in cutting-edge research conducted by OI scientists and HPU Marine Science faculty working at OI. For undergraduate students these opportunities are in the form of volunteer internships or 1-

credit courses. Graduate students conduct research in support of their Masters of Marine Science degree and benefit greatly by the diverse areas of research and researchers that OI has to offer.

A comprehensive business and strategic plan and formal mission statement is currently under development for OI. This plan will describe the vision for OI's role within HPU, and is expected to include plans for increased student opportunities such as participating in research abroad and increased participation of faculty from all of the colleges in collaborative research with OI which will benefit faculty as well as students.

2.5.4 Recommendation 4: *Evidence should be presented that a stronger institutional research and information technology capability exists along with evidence that substantial progress toward a more evidence-based campus planning and decision-making model has been made.*

The university is challenged by a long-standing lack of investment in IT and research infrastructure and resources. Although we have made substantial progress towards improving its research, information technology, and planning capabilities, we still have considerable ground to cover. HPU has instituted an integrated planning process (Appendix 5) that supports continuous planning at an increasing level of sophistication and speed over time. Going forward, it is anticipated that the planning cycle will be shortened allowing the university to adjust to changing circumstance more rapidly, but currently, the pace of change is slow.

One of the most significant recent accomplishments in the planning cycle was the completion of the University's Campus Master Plan (Appendix 4). HPU's unique footprint consisting of leased space downtown, recent acquisition of the Aloha Tower Marketplace by term leasehold, campus in Kāne'ohe, a historic long term land leasehold in Waimanalo, and instruction occurring on seven military bases, warranted in depth study to set forth plans for future campus development and optimization.

With a strategic plan and a Campus Master Plan now in place, HPU has two critical infrastructure components to guide efforts for the future. Several other infrastructure elements are being developed or enhanced including: a) enhancements to financial planning and analysis resources and infrastructure, and b) enhancements to HPU's IT capabilities.

2.5.4.1 Enhanced Financial Planning and Analysis Resources and Infrastructure:

HPU historically has not had the tools or resources for effective long-term financial planning and scenario analysis. To remedy that deficiency, the institution is adding a Director of Financial Analysis and partnering with PFM (Public Financial Management, Inc.) to add a financial modeling tool (their FuturePerfect application). The Director of Financial Analysis will be tasked with conducting long-term financial modeling through the FuturePerfect tool while also serving as an internal consulting resource to departments across the university. The FuturePerfect application will provide the ability to project out future results by modeling various scenarios and adjusting assumptions on key revenue, expense, facility, and capital variables. This will allow the university improved insight into the bottom line impact of differing enrollment levels, investments and initiatives.

2.5.4.2 Improvements to HPU's Informational Technology Capabilities:

In February 2013 a seasoned Chief Information Officer was brought on board to address deficiencies in the university's technology capabilities. In addition to certain infrastructure enhancements that improved the network, upgraded equipment, and improved security, a multi-year initiative was launched. Project SCORES (Strategically Consolidates, Optimizes, and Re-Engineers Services) is a transformational effort focused on overhauling and optimizing a number

of administration functions, services, business processes, supportive technologies, and operations that touch almost every member of the university community (Appendix 6).

Enhancements have been realized including many tasks associated with increasing efficiency and service as well as initiatives targeted at student success. Specific enhancements that support increased evidence-based campus planning and decision making include the following:

- Launched an HPU data dictionary (2,403 documented definitions) to provide consistency and accuracy in report terminology.
- Overhauled the fundamental coding structures within Banner Student to enhance HPU's understanding of students within particular groups (e.g. colleges, campuses).
- Corrected a considerable number of errors in legacy student data.
- Streamlined the generation of National Student Clearinghouse reports.
- Launched the Human Resources Information System replacement project which led to the implementation of Banner HR/Payroll and eliminated reliance on third party systems/providers.

While the initiatives and efforts mentioned have moved the university forward in regards to its planning capabilities and supporting infrastructure, more progress is needed. Recruitment of an experienced IR Director is underway to provide guidance to remaining staff who remain after significant turnover. Senior administration is contemplating the skill sets and resources necessary to support the university long-term and will look to add to existing resources as financing circumstances allow. It is still early into the SCORES project, with more work to be done in coming years. Resource constraints limit the University's ability to address this concern as quickly as would be desired. The integrated planning cycle embodied in the Virtuous Circle of Planning will continue to guide efforts at HPU towards evidence-based planning and decision

making. Improving financial circumstances will allow accelerated progress on remaining challenges.

2.5.5 Recommendation 5: *Consideration should be given to a stronger delineation of admission, enrollment, retention, and graduation goals in both qualitative and quantitative measures.*

The university has strategically focused to build a stronger residential and degree-seeking student population, supplemented by part-time and visiting students. This follows from the 2012 Strategic Plan, and has been informed by the 2014 Campus Master Plan. This shift has driven changes in admissions, which results in changes of enrollment, retention, and graduation rates. One element of transformational change is to move from headcount to developing long-term admissions goals that support the overall institutional mission and a data-driven budget. A current financial model is currently being built in order to move forward with this plan. Admission goals are now built around the ideas of increasing student quality, coupled with enhancing student support services and maintaining a student population so that its composition reflects one-third mainland, one-third Hawai'i and one-third international. Attaining a diverse mix of students within the United States and internationally is also desired. Further discussions are currently taking place to capture more qualitative data. Tracking student quality outside of grade point average (GPA) and test score is a challenge due to the way information is stored in Banner. Due to significant influence of visiting students who enroll at HPU, qualitative and quantitative measures are being developed as well. The visiting population of short-term students make up a significant population of the student body and enhance the diversity amongst degree-seeking international students.

Historically the university had focused on enrollment growth, with a tacit overall goal of exceeding a 10,000 student headcount. Through our strategic planning and master planning process the university has focused on enhancing the traditional student experience with a greater emphasis on residence life, and a downtown undergraduate student location. From these considerations, and the costs of transitioning from part-time to full-time students for that more traditional experience, we are currently looking at various scenarios of tuition and costs to shape our ideal undergraduate traditional student population, our part-time undergraduate population (especially at is relates to our Off-Campus programs), and our full-time and part-time graduate programs. The financial scenarios are currently being evaluated and we will finalize our idealized university size shortly. We expect the overall headcount to be approximately 6000, but the mix of students is the more important issue to be resolved.

For retention and graduation rates, we aspire to rates that are much more in line with the top 20 private regional universities in the Western United States: 85% freshmen retention and 70% six-year graduation rate. For the state of Hawai‘i, we have some of the highest freshmen retention rates and graduation rates of all universities, but congruent with the dynamics of higher education in our state the majority of our students graduate within eight year rather than four or six. Over the last decade we have improved approximately 1% per year for both freshmen retention and graduate rates. Our Peer Academic Coaching program has had significant impacts on freshmen cohorts (a difference of up to 10%) and we expect it to have a positive impact on the graduation rate, as well as the enhanced student life experience with the opening of the Aloha Tower property.

2.6 Compliance Checklist Summary:

HPU is in compliance with the federal requirements referenced in the checklists including; Credit Hour and Program Length, Marketing and Recruitment, Student Complaints, and Transfer Credit Policy. Included in Appendices 7-13 are additional materials provided to enable the review team to complete the four Federal Compliance Checklists.

2.6.1 Credit Hour and Program Length:

HPU'S Credit Hour policy (HPU Policy # 4.6.10) incorporates the federal definitions under 34 CFR 602 (see Appendix 8). Under CFR section 602.16, traditionally offered degree programs are “generally approximately 120 semester credit hours for a bachelor’s degree, and 30 semester credit hours for a master’s degree.” HPU has recently undertaken a comprehensive review of its bachelor’s degree to reduce the required credits for each bachelor’s degree to 120 credit hours.

2.6.1.1 Process and Procedure for Periodic Review of Credit Hour:

To ensure compliance with the credit hour policy, the data specialist, using an excel sheet, enters the dates of the term and totals per day for each course offered. For example, a Monday, Wednesday, Friday 3 credit class would typically add up to a total of approximately 39.75 (days times hours). In addition, 2.25 hours for the final exam is added to the total to bring it to a total of 42 hours during the fall/spring terms. The winter and summer terms use just the days times hours to equal 42 hours.

Compliance is also taken into account when a new course is designed and proposed and is part of the review process by the undergraduate and graduate curriculum committees for new courses. In addition, through the syllabus review process, each college reviews the course content, duration and activities to make sure the course complies with the credit hour policy.

The current course schedule is available on HPU's website

(https://bweb.hpu.edu:4443/hpud/bwckschd.p_disp_dyn_sched), and each degree program learning outcomes, requirements, and sample degree plans are available on individual program websites (www.hpu.edu/academic_catalog/majors_we_offer.html). Course syllabi are archived and available to students through their Pipeline account, as well as their Blackboard Learn course site (see Appendix 9 for sample syllabi and sample program information).

2.6.2 Marketing and Recruitment:

In compliance with Section 487(A)(20) of the Higher Education Act (HEA), HPU does not provide incentive compensation to employees or third-party entities for success in securing student enrollments (other than third-party entities recruiting international students residing in foreign countries who are not eligible to receive federal financial aid). Information about the typical length of time to complete a degree and the overall cost of the degree are provided to prospective students in marketing materials (Appendix 10) and on our website at (www.hpu.edu/About_HPU/Tuition_and_Related_Expenses.html). Information about the kinds of jobs for which our graduates are qualified and information about the employments of our graduates are provided to students and prospective students in marketing materials (Appendix 11) and on our website at www.hpu.edu/CareerServices/index.html.

2.6.3 Student Complaints:

There are four formal policies and procedures for student complaints contained in the Student Handbook including:

- Academic Grade Appeal Procedures for Students
- Academic Grievance Procedures for Students
- Code of Student Conduct

- Student Complaint Procedures

The policy is easily accessible to students via the HPU website under the Student Life tab, Student Services section (<http://www.hpu.edu/Studentlife/student-handbook.pdf>), and a hard copy of the Student Handbook is provided to students at the start of the academic year.

2.6.3.1 Process and Procedure and Records for Student Complaints:

The Dean of Students Office keeps a file of complaints involving the Code of Student Conduct (which is then documented on the judicial disciplinary file on Nexus). For complaints regarding grades and academic grievances, since there are many levels to address the complaint, the file may reside with the academic department chair and/or the college dean's office. If a complaint goes through the appeal process via the Provost, the Dean of Students Office maintains a file.

More general complaints (e.g. temperature of a building, better food in the Dining Commons) are handled with the student and documented via email regarding the response or resolution; if the complaint is sent to comments@hpu.edu, the Dean of students will typically address individually if an email is provided or post on www.hpu.edu/comments if appropriate for the website. If the complaint is filed by a student against an employee, the complaint is sent to Human Resources to address and is then filed within the department.

The guidelines for retention and destruction of records related to student complaints is attached as Appendix 12. For records maintained by the Dean of students which involve Code of Conduct issues, the records are typically destroyed after seven years.

2.6.4 Transfer Credit Policy:

HPU has a formal Transfer Credit Policy (Appendix 13). In addition to the formal policy, detailed information regarding transfer credits is publicly disclosed and available on our website

at (www.hpu.edu/Undergraduate/transfercredits/index.html). In general, HPU will consider all courses completed with a grade of C- or better from regionally accredited colleges or universities. Transcript evaluators have already determined transfer credits applicable to many courses and HPU maintains this data in a database that prospective students can search to determine transferability of credit.

2.7 Conclusions:

As mentioned at the beginning of this essay, HPU initiated a comprehensive self-study in 2011 for the development of the strategic plan, which continued and led to the development of a campus master plan in 2014. Most recently the entire university community including students, faculty and staff were given the opportunity to rate the university according to the WASC standards. It is interesting to note the congruence of identified strengths and areas of improvement among the students, faculty and staff.

Faculty, staff and administrators all identified HPU's diversity and honest and open communication with WASC as top strengths followed by our mission/vision, HPU's independent Board of Trustees and academic freedom policies and practices. Many of the areas of improvement identified during the self-review were linked to the transformative change the university is undergoing, and HPU's need to realize a balanced budget. For example, lack of resources to support the university were cited as areas of concern shown by the groups identifying CFRs 3.3, 3.4, 3.5 and 4.2 as areas that need improvement. HPU has systematically addressed how it will operate efficiently in the future with diminished resources and a defined budget through the development of the strategic plan and campus master plans. As the university operationalizes these plans to transform the university, another area of improvement identified by all university groups that will need to be improved; namely transparency and communication

must be addressed by the university. Steps have been taken to improve in these areas through the hiring of a Director of Communications, increased opportunities to meet with executive leadership, the formation of shared governance task forces, and providing the entire HPU community opportunities to help shape the university through exercises such as the self-review and providing comments on the draft of this institutional report before submission. HPU has come a long way in the transformation of the university into one of the leading private universities in the western region; but also realizes we have a long way to go that will require us all to evolve as we go to meet the needs of our students, faculty, and staff.

3.0 Essay 3: Degree Program: Meaning, Quality and Integrity of the Degrees

3.1 Mission, Vision & Degree Learning Outcomes: (CFRs 1.1)

A HPU degree is far more than simply a series or cluster of courses brought together to deliver content knowledge. A degree at HPU is a purposeful experience from which a student can expect to gain: 1) a foundation in the liberal arts, 2) development of higher order thinking that occurs throughout their major, general education, and co-curricular experiences, and 3) specific content knowledge and skills that will prepare them for the next step in their professional development. The educator and the student together dictate the value of a degree. Thus, it is important to understand who HPU students are, and their expectations for their educational experience. Most importantly, our students have chosen us: a medium-sized liberal arts university with no church affiliation, no football team, no Greek system, and located on the small island of O‘ahu in the Central Pacific Ocean, which is part of the most remote island chain in the world. This means that our students are adventurous and resourceful, using HPU to pursue an education in a very unique setting, as well as a launch pad to go further – to study abroad, pursue outdoor activities, see the world, and make a difference. Students have also chosen us over a Research I university, perhaps because of our commitment to teaching, small class size,

and undergraduate opportunities to participate in research. Most of our degrees provide close interactions with faculty and hands-on experiences. Together these factors indicate that our students have chosen a well-rounded, hands-on, experiential learning experience instead of the elements that might be available at a state-funded university.

HPU has a long track record of ongoing assessment at the program and course level. Each degree program has Program Level Outcomes (PLOs) that are linked to Course Level Outcomes (CLOs) (also known throughout the university more generally as student learning outcomes or objectives (SLOs)). The PLOs are communicated to all current and future students, and advertised on the HPU website under each program’s degree requirements, as well as the Academic Catalog (CFR 2.1). CLOs are linked to PLOs in curriculum maps that are continuously evaluated and updated as a part of the Program Review Process, and these links are often communicated to the students in the course syllabi (CFR 2.1). For detailed information about each degree program’s PLOs, please see the Inventory of Educational Effectiveness Indicators (IEEI).

HPU is now taking assessment to the next level by identifying Institutional Learning Outcomes (ILOs)(see Table 3 below). These ILOs are specific to the associate, bachelor, and master’s degrees. They were inspired by the WASC “Core Competencies,” developed by our faculty, and passed by the Academic Council and Faculty Assembly in August 2014. These ILOs are communicated to all current and future students, and advertised on the HPU website, as well as the Academic Catalog. (For more information explaining each competency, please see Essay 4 and Appendix 14).

Table 3: HPU Institutional Learning Outcomes

<i>Associate</i>	<i>Bachelors</i>	<i>Masters</i>
1. Critical Thinking 2. Information Literacy 3. Written Communication 4. Quantitative Analysis & Symbolic Reasoning 5. Oral Communication	1. Critical Thinking 2. Information Literacy 3. Written Communication 4. Quantitative Analysis & Symbolic Reasoning 5. Oral Communication	1. Critical Thinking 2. Information Literacy 3. Written Communication 4. Scholarly or Creative Mastery

3.2 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.

3.3 Vision:

Hawai'i Pacific will be consistently ranked among the United States' top 10 Western, independent, comprehensive universities, leveraging its geographic position between the Western and Eastern hemispheres and its relationships around the Pacific Rim to deliver an educational experience that is distinct among American campuses.

3.4 HPU Degrees:

We offer associate, bachelor and masters level degrees. Our associate degrees have particular meaning because they are offered only to military service members, their families, and Veterans, and Department of Defense civilian personnel. Bachelor and associate degree recipients accomplish all of the institutional learning outcomes, but the associate's degree is assessed at a single point per outcome. The meaning of a master's degree is highly specific to the discipline, and at HPU students achieve a level of mastery that prepares them to be an active contributor in a professional community (see Essay 4).

The bachelor's degree at HPU is the most common degree, and the most diverse. The value of the end product is greater than the sum of the individual parts. Students who are a part of a program interact with faculty and staff mentors for approximately 4 years as their development is observed and tracked. Degrees are crafted primarily by faculty and other subject matter experts as a sequence of planned learning events, and these plans are often revised as the discipline changes and professional needs change.

When students complete their degree, they have achieved both broad-based and specific content knowledge and skills that are much needed in the workforce of a specific discipline. These program outcomes follow very similar themes across HPU's programs: strong knowledge of the foundational concepts in a field, the ability to integrate higher order concepts specific to the discipline and across disciplines, use critical thinking to solve complex problems, communicate these solutions with written and oral communication skills of a professional, be service oriented, and carry out these skills ethically.

3.5 General Education Program:

Degrees at HPU are unique experiences that develop around a common core. For the associate and bachelor's degrees at HPU, the heart of this common experience is the general education (GE) curriculum. This curriculum is built around five themes (communication skills, global systems, and research and epistemology, global systems, values and choices, and world cultures) which are rich in common core competencies such as critical thinking, written and oral communication skills, and quantitative reasoning skills.

Our university has undertaken a multi-year revision process and has successfully passed a new GE program to begin in fall 2015. Beginning in fall 2015, our students' common core will include courses in the following 11 curricular areas (for more information and descriptions of each curriculum area, please see HPU's General Education Program Proposal Appendix 15).

Table 4: HPU General Education Program (36 credits – 12 courses)
<ol style="list-style-type: none">1. Written Communication & Information Literacy I & II (6 Credits – 2 Courses)2. Hawai'i & The Pacific (3 Credits – 1 Course)3. Quantitative Analysis & Symbolic Reasoning (3 Credits – 1 Course)4. Critical Thinking & Expression (3 Credits – 1 Course)5. Technology & Innovation (3 Credits – 1 Course)6. Creative Arts (3 Credits – 1 Course)7. The Natural World (3 Credits – 1 Course)8. Traditions & Movements That Shape The World (3 Credits – 1 Course)9. The American Experience (3 Credits – 1 Course)10. Global Crossroads & Diversity (3 Credits – 1 Course)11. The Sustainable World (3 Credits – 1 Course)

Aligned with the WASC core competencies, the new GE program takes advantage of our position as the gateway to the Pacific Islands and Asia by incorporating themes, such as global crossroads and diversity, Hawai'i and the Pacific, and sustainability. It also significantly improves the students' academic experience by introducing students to different ways of knowing, challenging them to become creative and innovative both within their chosen career fields and in their wider lives, and preparing them for the challenges and opportunities of the 21st century. Diverse courses are intended to inspire lifelong learning and will feature multidisciplinary approaches, applied learning, and experiential learning, rooted in a tropical island community. Curricular areas such as the American experience, creative arts, the natural world, and technology and innovation will introduce students to ideas, perspectives, and values relevant to their lives.

The new GE Program was designed to be easier for students to navigate, and because it reduces the credit requirements from 57 to 36 credits. It will provide more opportunities for students to pursue a double major or a minor and engage in high impact experiences, such as research, internships, and study abroad.

The new GE Program also facilitates ILO and PLO assessment. Beginning with the WASC core competencies, a strategic plan is being implemented to assess student learning in this new program by ensuring alignment of student learning outcomes with program objectives, ILOs, student support services, and co-curricular activities, such as the first year programs, the common book program, and the Viewpoints film series. In addition, work is underway to develop rubrics and common assessments, curriculum maps, and to seek out an electronic tool to facilitate the assessment of student learning in this program. Pilot testing of rubrics and assessments for the HPU ILOs is slated to begin in fall 2015, followed by a continued period of data collection, analysis, interpretation, and planning for program improvement. For more information, please refer to the General Education Program Strategic Plan (Appendix 16).

3.6 Degree Evaluation: (CFR 2.1)

Integrity of the HPU degree is assured by traditional assessment with course grades for examinations, papers, journals, projects, presentations, and performances, as well as assessment of student learning outcomes at the course, program and institutional level. It is also assured by supporting faculty who stay active in research, keep current in the literature of their respective disciplines, and share that insight in their classes and mentor our students. We can create opportunities for students by hiring adjuncts who can bring theory and practice together so that students can have firsthand knowledge of their chosen concentration. Student experience and

preparation for professional progress is evaluated by a formal program review conducted by program faculty.

The complete program review consists minimally of a comprehensive self-review of 5-year institutional data, assessment of program outcomes using student work artifacts, and a summary of future directions by program faculty, and an independent external review by a representative from outside of the College. Recent progress on institution-wide program review procedures is detailed in Essay 6.

3.7 Uniquely HPU:

The HPU degree prepares job-ready graduates across disciplines by using Hawai‘i’s natural assets as a living laboratory and providing “hands on” experiences to enable students to use their knowledge outside the classroom. For example, in our marine science program, a faculty member reports:

“One of the unique characteristics of our program is the availability of diverse nearby marine environments for doing fieldwork. We have shallow Kāne’ohe Bay, which can be used under almost any weather conditions, and we have deep water very close to shore that we can access under the right weather conditions. Our 42-foot research vessel, Kaholo, allows us to utilize these diverse marine environments as natural laboratories.”

(Eric Vetter, Program Chair, Marine Science)

This is also applicable to programs that are not necessarily tied to the unique physical environment. Computer Science faculty explain:

“Our classes are hands-on, with small number of students, so students get theory and

hands-on experience while working closely with faculty. Our Computer Club and Association for Computing Machinery (ACM) Student Chapter are very active - facilitating networking, collaboration and education. These activities promote opportunities for internships and employment, as students gain skills and get introduced to commercial and government organizations that facilitate and attend these events. Students are also encouraged to participate in programming challenge competition as well as undergraduate research in collaboration with full time faculty. Our students have scored high in programming competitions and have given research talks at Faculty Scholarship day, HPU's Annual Capstone Symposium, HPU exhibitions, and conferences that accept student papers."

(Stewart Crawford, Department Chair, Computer Science)

In the words of a student:

"I think a key professional skill that I have learned is how to interact with colleagues, researchers, and students....HPU provides a lot of unique hands on research experience for both undergraduate and graduate students. There are very few schools where the marine biology majors get to spend one day a week in lab on a boat... I really enjoyed working on the Kaholo, and being able to apply the information learned during lecture to actual experiments to collect real data that can be presented at conferences."

(Jessica Jacob, MS Marine Science class of 2012)

Employers also find HPU graduates to be particularly well prepared for the workforce:

"All HPU students from the MSW [Masters of Social Work] program we have worked with so far have been open and eager to learn as much as they could possibly absorb."

They are great team players and well-liked by both staff and clients not only because of their attitude of gratitude but also due to their high degree of professionalism and ability to relate to a multitude of diverse individuals and groups on various levels. HPU students have been maintaining an A+ standard even when presented with challenges to be worked through. They are consistently self-motivated, accountable, ethical, hardworking and reliable. We have hired former practicum students who prove to be valuable employees across Hina Mauka programs. MSW graduates from HPU represent the profession in the most favorable manner. With a sense for the "real" competing needs of an agency, HPU students and graduates have been able to blend in, prioritize, meet situations as well as clients where they are at, and at the same time operate on a clinical level that wouldn't compromise any professional standards. Not only are they capable to get the job done efficiently but they also contribute to a motivating, enthusiastic and stimulating interdisciplinary work environment!"

(Irene Wong, Manager of Adult Services, Hina Mauka)

"I take enormous pride in being an alumni of Hawai'i Pacific University and thankful every day for the world-class education I received. The professors are top-notch and are experts in their fields. Learning from professionals currently working in my field of study was invaluable and their willingness to always help whether it is for research or internships was key. Combining real-life classroom experience, meaningful internships, fellowship opportunities, and a strong peer network enabled me to jumpstart my career in a highly competitive way. HPU offers a personalized learning experience and if it wasn't for my professors personally emailing me with various opportunities I would not have a rewarding career in the Foreign Service today. Thank you HPU."

(Patrick Branco, BA International Relations/BA Political Science class of 2009)

Finally, one of the more reliably reported, yet difficult to quantify descriptions regarding the integrity of an HPU experience that faculty and students both note is that “HPU faculty truly care about the students.” (Anonymous student course evaluations)

4.0 Essay 4: Educational Quality: Student Learning, Core Competencies, and Standards of Performance at Graduation

4.1 Introduction:

While HPU has operated with *program* and *course-level* student learning outcomes within degree programs and general education requirements, Institutional Learning Outcomes (ILOs) are a new concept for our University. Over the last 2 years, HPU has established a goal to define ILOs that align with WASC-defined Core Competencies. We have outlined a plan of action and completed key steps toward implementation of ILOs and assessment of Core Competencies university-wide. This essay is a report on our progress to date.

4.2 Process to Incorporate ILOs and Core Competencies and WASC Assessment Trainings:

An ILO Subcommittee was established and charged to develop a plan for and lead assessment in each of the core competencies across each of the degree types offered by HPU. The committee was comprised of one member of the WASC executive team, one administrator, and seven faculty members (Appendix 17). All members of the ILO Subcommittee had the opportunity to attend as many as three WASC conferences. These included *the Meaning and Integrity of the Degree* (Hawai‘i, January 2013), *Critical Thinking and Information Literacy* (California, September 2013), and *Quantitative Reasoning and Assessment in Majors* (California, October 2013). All were instrumental for providing us with initial context for developing and revising our university-wide strategy.

4.3 Establishing Institutional Learning Outcomes:

The ILO Subcommittee was charged with establishing procedures for conducting university-wide assessment of the newly established WASC core competencies. It was decided quickly that this task could and should be integrated with the establishment of Institutional Learning Outcomes for each degree level that HPU offers: Associates, Bachelors, and Masters Degrees.

In August 2014, the HPU Faculty Assembly formally adopted ILOs for all HPU Associate, Bachelor, and Master-level degrees that align with the newly published WASC core competencies (Appendix 14). In addition, over the past year, the ILO Subcommittee has developed rubrics for each ILO, generated pilot data for ILO assessment, and has generated recommendations for ILO assessment procedures.

The ILO assessment plan calls, for student learning to be assessed at 1 point during the Associates degree program, and 2 points for the bachelor's degree. The first point should be early, such as at the end of a freshman level writing class, and the second point should be late, such as at the end of a senior level capstone course. All master's degree learning outcomes will be assessed once at the end of the program. While we are new to the process of assessing ILOs, we have program level experience assessing all of the Core Competencies. At this point we are considering strategies for integrating program and university-level assessment and planning. For example, it is important that these new ILO assessment efforts are streamlined with general education assessment and program review efforts as much as possible.

Table 5: HPU Institutional Learning Outcomes Points of Assessment			
Institutional Learning Outcome (ILO)	Point of Assessment: A= Associates B= Bachelors M= Masters		
	Lower division	Upper division	Masters
1. Critical Thinking	A & B	B	M
2. Information Literacy	A & B	B	M
3. Written Communication	A & B	B	M
4. Quantitative Analysis and Symbolic Reasoning	A & B	B*	M
5. Oral Communication	A & B	B	M
6. Scholarly or Creative Mastery	--	--	M
* Plan for assessment at upper division/capstone level still in development since not all majors require these skills in upper division			

4.4 Developing Rubrics for ILO Assessment:

Over the past year the ILO assessment committee has worked to develop a clear plan of action for assessing the core competency-driven ILOs. Subgroups in 1) Critical Thinking, 2) Information Literacy, 3) Written Communication, 4) Quantitative Analysis and Symbolic Reasoning, and 5) Oral Communication created rubrics to assess core competencies (Appendix 14). Each group started with the Association of American Colleges and Universities (AACU) rubric related to their assigned core competency, and then the groups adapted the rubric to the specific needs of the assessment as the committee thought appropriate. In some cases the changes were minor, and sometimes the rubric was completely replaced.

4.4.1 Graduate Level Assessment:

HPU's ILO Committee subgroup on Graduate ILO Assessment was formed in fall 2013 and was comprised of the elected representatives of the HPU Graduate Policies Committee, which is a Standing Committee of the Faculty Assembly tasked with overseeing graduate academic policies and procedures. The subgroup discussed possible ways to assess ILOs at the graduate level. It explored and discussed the meaning of scholarly and creative mastery at the

graduate level across the disciplines, and examined and provided feedback on the draft rubrics generated by the other subgroups of the ILO Committee. It also agreed upon and recommended to the ILO Committee that the assessment of ILOs at the master's degree level will include: 1) Critical Thinking, 2) Information Literacy, 3) Written Communication, and 4) Scholarly or Creative Mastery. They also agreed that these ILOs are to be assessed once at the culmination of HPU's graduate student learning experience via assessment of graduate student capstone experience work. Capstone experiences vary quite widely across HPU's graduate programs (including theses, portfolios, professional papers, etc.) and the subgroup planned to initiate assessment of graduate student capstone artifacts in fall 2015. In particular, the subgroup recommended against the creation of separate graduate assessment rubrics or the addition of an extra 'creative and scholarly mastery' ranking score on the existing assessment rubrics. Instead it recommended to the ILO Committee utilization of the already developed rubrics with explanatory language to provide guidance on the appropriate application of the rubrics for graduate assessment purposes.

4.5 Piloting the ILO Rubrics:

In December 2013, faculty teaching WRI 1200: Research, Argument, and Writing and capstone courses in all majors submitted term papers as an artifact for pilot assessment across majors. HPU's ILO Committee conducted table sessions in spring 2014 to pilot, normalize, and suggest revision to rubrics and the ILOs themselves.

After rubric drafts were developed, "norming sessions" were conducted to test the rubrics for Written Communication, Critical Thinking, Information Literacy, and Quantitative Analysis & Symbolic Reasoning (QASR). These sessions informed further development of the rubric and information that must be added to help ensure consistent application of the rubric. As an

example, the QASR subgroup conducted an excellent pilot of their rubric which included 5 courses: MATH 1115: Survey of Mathematics; MATH 1130 and 1140: Pre-Calculus I and II; and MATH 2214 and 2215: Calculus I and II (see Table 6). The preliminary assessment data is presented in detail in Appendix 18.

Table 6. Summary of Mean Student Scores for each Quantitative Reasoning & Symbolic Reasoning Competency by Mathematics Course						
	<i>n</i>	<i>Interpret</i>	<i>Representation</i>	<i>Calculation</i>	<i>Analysis</i>	<i>Communication</i>
MATH 1115	35	3.1	--	3.4	2.9	2.8
MATH 1130	97	2.7	3.1	2.4	3.0	3.1
MATH 1140	54	3.4	3.5	3.3	--	--
MATH 2214	47	2.5	3.1	3.1	2.5	--
MATH 2215	46	3.0	3.2	2.5	2.5	--
Average		2.9	3.2	2.8	2.8	3.0
Total %		65%	55%	60%	65%	70%
Each course issued a common assessment designed to test aspects of the QASR competency. Student work (<i>n</i> = number of artifacts) was scored independently by 2 faculty members using the HPU QASR rubric (see Appendix 14). A score of 3 or higher indicates that the desired level of competency was met.						

Combining all classes, the percent of students meeting or exceeding expectations in QASR (scoring a 3 or higher) by category are as follows: *Interpret 65%, Calculate 55%, Analyze 60%, Represent 65%, and Communicate 70%*. When these category scores are averaged and a single score is assigned for the student, the number of students meeting expectations in QASR (a combined average score of 3.0 or higher) is approximately 60%. This information allowed us to reflect on the mathematics courses in the pilot, and begin to discuss evaluation of the courses including curriculum goals, lesson plans, and student assignment to improve competency. This pilot provided significant insight about the challenges involved in this type of assessment, and the committee is still interpreting the results.

4.6 ILO Committee: Next Steps for 2015:

Moving forward, the ILO Committee will develop HPU's ILO Assessment Plan, including procedures, timelines, and trainings for faculty and academic administrators (see Appendix 18 for an outline). ILOs at the master's degree level will be assessed, and a plan for oral communication assessment will be developed in conjunction with the IT department. The subgroups will carry out norming exercises and pilot assessments rubrics in 2015.

The ILO Committee is still working out questions related to institutional level support, including software, faculty and staff levels of support for ongoing assessment. Importantly, this committee will be working closely with a new Assistant Dean of General Education position to lead Program Review and General Education Assessment, so there is opportunity for synergy with this new organizational structure as the new General Education program rolls out in fall 2015. In addition, there are important data-related questions related to tracking students throughout programs to improve graduation rates, the meaning of 2-point assessment with and without paired data, sampling coverage, data presentation, desired/expected percentages of students meeting expectations, etc.

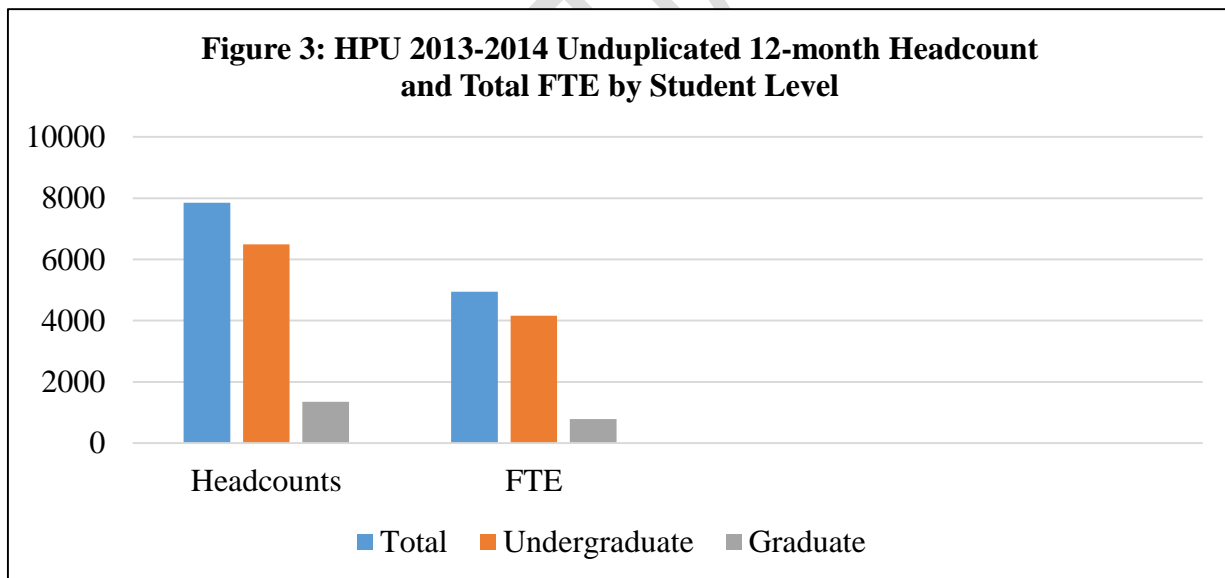
Results from all institutional-level assessments will be collected and distributed to stakeholders annually. Eventually, Colleges, Departments, and Programs will be able to see how students in their programs compared to others within these core competencies. Programs will consider whether action needs to be taken to assist student in particular areas. This might involve a curriculum adjustment, retooling of teaching approaches in certain courses, or even rethinking the artifact choice if inappropriate for the assessment. ILO assessment reports will become a part of HPU's regular reporting procedures. Programs will report results and related activities in annual and 5-year program review reports. Deans will have the responsibility to make sure that required actions are carried out and supported.

HPU has focused a great deal of resource and effort into improving program review and assessment and implementing the assessment of ILOs. Progress has been made and will continue as we gather experience and information to better assess quantitative reasoning at graduation and continue to improve our rubrics to ensure accurate measurement of outcomes is occurring.

Essay 5: Student Success: Student Learning, Retention, and Graduation

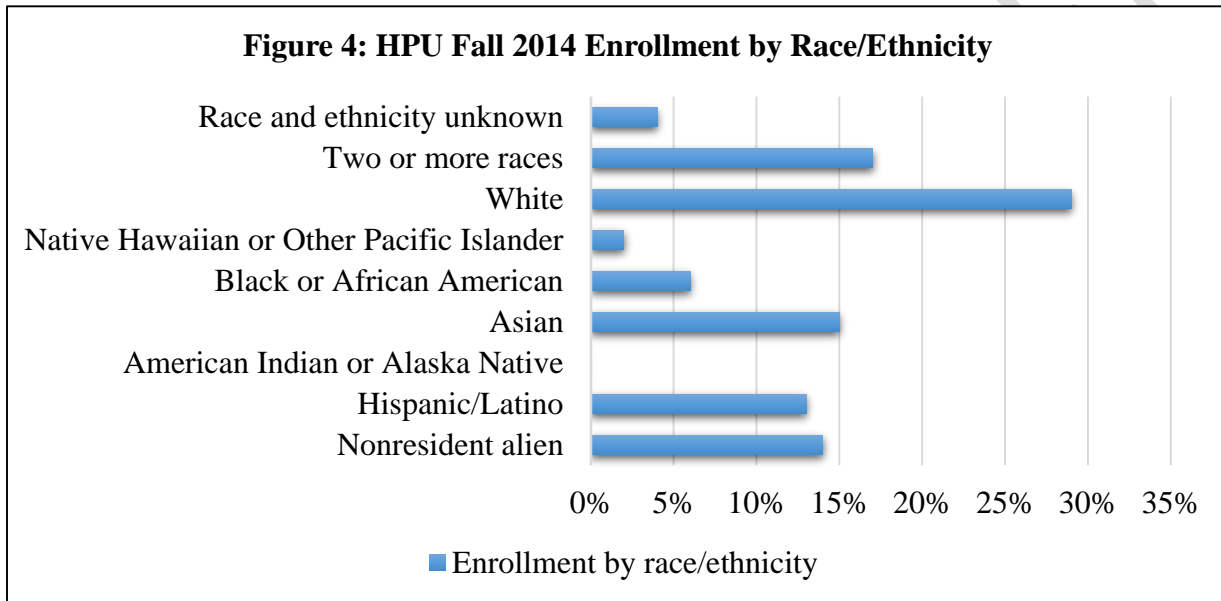
5.1 Background and Definition of Student Success:

HPU's diverse student population is derived from all 50 states and nearly 80 countries, and have access to study abroad in more than 65 different countries. HPU has more than 6000 undergraduate and graduate students with a total enrollment (FTE) of 4,159 undergraduates and 787 graduate students from fall 2013 to fall 2014 (see graph below), comprised of 46% men and 54% women.



HPU was ranked as America's No. 1 university for diversity (CFR 1.4), according to a 2013 online study conducted by College Factual which included metrics on student ethnicity,

gender, age, and geographic location². HPU's fall 2014 student enrollment included 14% international, 17% two or more races, 15% Asian, 13% Hispanic/Latino, 6% Black or African American, 2% Native Hawaiian or Other Pacific Islander. HPU truly does provide an American education in an international setting in the state of Hawai'i and center of the Pacific Rim. Figure 4 depicts the overall ethnicity of students enrolled in fall of 2014.



Besides being culturally diverse, HPU's student body is unconventional due to the large number of military students (31%), transfer students (36%), part-time students (43% undergraduate and 38% graduate), and visiting students who attend HPU for a semester or a year to experience school in Hawai'i (14%) and, in particular, to gain more cultural competence with diverse ethnic groups in their field of study. These unconventional populations effect conventionally defined graduation and retention rates in a negative way even though HPU may be successfully serving these student populations. As a result, HPU's definition of student success is not dictated solely by traditional definitions of retention and graduation rates.

² U.S. News & World Reports (2014). Retrieved January 30, 2015 at <http://college.usatoday.com/2014/08/07/top-10-most-diverse-colleges-in-the-united-states/>

HPU defines success as the achievement of a student's educational goals, with an emphasis on degree attainment, marked by improved performance and timely academic progress. In addition, successful students engage in local and global learning communities, integrate socially into the university, and balance personal with professional development. From students to alumni, they are prepared to “live, work, and learn as active members of a global society” and will reside in various parts of the world in their chosen careers.

5.2 Retention and Graduation Rates:

There are two different methods of examining retention and graduation rates. The typical method as defined by the Integrated Postsecondary Education Data System (IPEDS) examines rates by cohort, assuming that students finish within 4 to 6 years (100-150% of time).

An alternative method, the WASC Pilot Absolute Graduation Rate (AGR), estimates the proportion of degree-seeking students entering into an institution, who eventually graduate from that institution. The AGR measures for transfer students, first-time, part-time and full-time students. It does not require graduation to occur within a fixed time period from the initial date of enrollment. HPU, over the past 8 years (AY 2005-2012), has an AGR of 54.3% (Appendix 20). This number is more representative of HPU's overall student population. In comparison, HPU's IPEDS 6-year graduation rate is 40%, because of how the rate is calculated. The data is limited to new students who are full-time and who enter into the fall semester only, representing approximately 20% of our yearly student population. The IPEDS metric does not consider HPU's rolling student enrollment, and non-traditional students who are part-time, military status, or students who transfer from other institutions.

5.2.1 Retention and Graduation Rates for Undergraduates:

The university's retention rates include all bachelors and associate degree-seeking students from 2005-2013. The greatest student attrition rate at 33% occurs after the freshman year, consistently for all cohorts from 2005-2013 (see Table 7). HPU's overall graduation rates average appear below the norm when compared to other like universities (western region, private, not-for-profit), however, HPU's student population besides being diverse in ethnicity is heavily populated with part-time, transfer, military and visiting students which is dissimilar to student populations from other universities and does skew graduation data towards the lower percentages.

Entry Year (AY)	Cumulative % of Cohort Retained or Graduated by Year 1	Cumulative % of Cohort Retained or Graduated by Year 2	Cumulative % of Cohort Retained or Graduated by Year 3	Cumulative % of Cohort Retained or Graduated by Year 4	Cumulative % of Cohort Retained or Graduated by Year 5	Cumulative % of Cohort Retained or Graduated by Year 6	Cumulative % of Cohort Retained or Graduated by Year 7	Cumulative % of Cohort Retained or Graduated by Year 8
2005	65%	51%	45%	43%	42%	41%	41%	41%
2006	68%	52%	46%	43%	42%	42%	41%	N/A
2007	65%	50%	44%	42%	42%	40%	N/A	N/A
2008	66%	54%	50%	46%	44%	N/A	N/A	N/A
2009	73%	59%	54%	50%	N/A	N/A	N/A	N/A
2010	67%	51%	45%	N/A	N/A	N/A	N/A	N/A
2011	67%	51%	N/A	N/A	N/A	N/A	N/A	N/A
2012	65%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2013	68%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3 Year Average	67%	54%	50%	46%	43%	41%	41%	41%

Graduation rates of full-time, first-time, degree/certificate-seeking undergraduates within 150% of normal time to program completion by race/ethnicity is presented in table 8. Unlike other universities on the mainland, HPU retains and graduates more culturally diverse

undergraduate students within six years, primarily as identified by two or more races (50%), non-resident aliens, also known as international students (40%), Hispanic/Latino (34%), White at 33%, and 33% identified as Asian Pacific Islander.

Table 8: HPU Graduation Rates Disaggregated by Race/Ethnicity	
<i>Race/Ethnicity</i>	<i>Rate</i>
Total	41%
American Indian or Alaska Native	50%
Asian	53%
Black or African American	40%
Hispanic or Latino	34%
Native Hawaiian or Other Pacific Islander	33%
White	33%
Two or more races	50%
Race/ethnicity unknown	0%
Nonresident alien	40%

5.2.2 Retention and Graduation Rates for Graduate Students

Graduation and retention rates for graduate students are presented in table 9. Both retention and graduation rates are higher for graduate students compared to undergraduates.

Table 9: HPU Graduation and Retention Rates – Graduate Students (2005-2013)						
Entry Year (AY)	Cumulative % of Cohort Retained or Graduated by Year 1	Cumulative % of Cohort Retained or Graduated by Year 2	Cumulative % of Cohort Retained or Graduated by Year 3	Cumulative % of Cohort Retained or Graduated by Year 4	Cumulative % of Cohort Retained or Graduated by Year 5	Cumulative % of Cohort Retained or Graduated by Year 6
2005	80%	68%	63%	63%	64%	63%
2006	81%	72%	71%	71%	69%	69%
2007	81%	77%	71%	69%	69%	69%
2008	82%	74%	67%	65%	66%	N/A
2009	81%	74%	71%	69%	N/A	N/A
2010	81%	73%	70%	N/A	N/A	N/A
2011	84%	73%	N/A	N/A	N/A	N/A
2012	79%	N/A	N/A	N/A	N/A	N/A
2013	90%	N/A	N/A	N/A	N/A	N/A
3 Year Average	82%	73%	69%	67%	67%	67%

5.2.3 Retention and Graduation Rates of Off-Campus Program Students:

Graduation and retention rates of our off-campus program (OCP) degree seeking students are presented in table 10. Our OCP students are most often part-time and have diverse goals in terms of their pursuit of furthering their higher education so measuring their graduation timelines with the same metric as full-time traditional students may not be the best measure of their success. For instance, the winter 2013 Valedictory Speaker from OCP, Peter Zuaner, completed his degree in BA Human Resource Development with a GPA of 3.95 over a 14 year period during his Coast Guard Career. Note the steep drop in 1st year retention in 2013 was due to the fact that many active duty military students took two or more terms off due to the government sequestration and shutdowns that academic year which limited tuition assistance funding.

Entry Year (AY)	Cumulative % of Cohort Retained or Graduated by Year 1	Cumulative % of Cohort Retained or Graduated by Year 4	Cumulative % of Cohort Retained or Graduated by Year 5	Cumulative % of Cohort Retained or Graduated by Year 6
2008	47.62%	10.83%	13.10%	15.28%
2009	44.50%	13.10%	16.34%	19.05%
2010	52.11%	16.91%	20.24%	N/A
2011	47.83%	18.05%	N/A	N/A
2012	44.11%	N/A	N/A	N/A
2013	38.46%	N/A	N/A	N/A
3 Year Average	45.77%	14.72%	16.56%	17.17%

5.3 HPU's Student Success Data

Retention and graduation rates (see above) for undergraduate students may appear below the norm for HPU in comparison to other similar universities partially due to our unique student populations. HPU focused on understanding retention and graduation issues confronting our undergraduate population of students first. To better understand retention and attrition among

this population, a task force was formed and asked the question: “Why Did HPU’s Non-Graduating, Degree-Seeking, Undergraduate Students Enrolled in Spring 2013, Not Enroll in Fall 2013?” From the 413 non-graduating population, 45 students (16%) completed the exit survey, and the top three personal, financial, and academic reasons that affected their decision to leave HPU are included in table 11 (Appendix 21 for full report) below. Of the 413 non-graduating population, 29% did not meet academic requirements (121 out of 413) and 2 students did not meet HPU’s code of student conduct requirements. The students who did not meet academic requirements were predominantly in nursing followed by the natural sciences.

**Table 11:
Survey Results: Why Student’s Leave Beyond Academics & Code of Conduct Reasons**

The 45 students (which represent only 11% of the original cohort of 413) reported via the exit survey (with a 16% survey response rate)...

The overall top 7 reasons that affected their decision to leave HPU:

	<i>Rating Average</i>	<i>Rating Count</i>
1. Did not feel connected to HPU	.80	36
2. Overall education and services were not worth the cost	.78	35
3. Quality of academic advising	.64	29
4. Dissatisfaction with social life of the University	.62	28
5. Unexpected family financial hardship	.60	27
6. Uncertain of the value of the education	.56	25
7. Underestimated the total cost of attendance	.56	25

The top 3 personal, financial, and academic reasons that affected their decision to leave HPU:

Personal:

1. Did not feel connected to HPU
2. Dissatisfaction with social life of the University
3. Uncertain of the value of the education

Financial:

1. Overall education and services were not worth the cost
2. Unexpected family financial hardship
3. Underestimated the total cost of attendance

Academic:

1. Quality of academic advising
2. Not academically challenging enough
3. Quality of instruction

NOTE: Due to the low sample size, please interpret the survey data results with caution.

Not feeling connected to the campus environment scored the highest at 80%, and being dissatisfied with the social life at the University (62%) were some of the top reasons for student attrition at HPU. Other reasons included financial issues (56-60%), and 53% missed their family feeling homesick, contributing to the attrition rate at HPU.

5.4 Improving Student Success – Initiatives:

As one of the most culturally diverse universities in the United States, supporting student success takes strategic and intentional planning from both the university and the student. While the environment is naturally rich of multicultural values, customs, traditions, and principles, HPU's academic curriculum and co-curricular experiences, led by and supported by faculty and staff, sets the stage for student success. At HPU, we are starting to identify and track student success through a variety of initiatives such as the *Student Success Initiatives Report* (2012), the development of the *University Student Success Committee (USSC)*, and the launch of the Peer Academic Coach program.

The *Student Success Initiatives Report* (Appendix 22) was a comprehensive report developed and widely disseminated throughout university with the new HPU Strategic Plan 2012-2017 outlining recommendations for improvement. Student Success Initiatives that have been implemented or are underway include:

- Revised developmental mathematics and writing course sequencing for improved student success, academic progression, and reduced time-to-degree (implemented fall 2013).
- Developed new GE Program reducing credits from 51-57 to 36 to streamline first year core and reducing time-to-degree to begin fall 2015.
- Reduced bachelor's degree credits from 124 to 120 credits to begin fall 2015.

- Created minimum and maximum credit standards on majors (42-69 credits) and minors (12-20 credits) to begin fall 2015.
- Required all programs to publicly list what semester/term course are offered (and include in academic catalog and department websites), offer major courses at least once a year or have students select from a group of courses, and provide an up-to-date sample 4-year degree plan to begin fall 2015.
- Created additional housing (300 beds) and Learning Commons through the new Aloha Tower Marketplace (ATM) development that is expected to open in August of 2015.

The development of the *University Student Success Committee* (USSC) has provided a unique avenue for students, faculty, and staff to collaborate with one another on matters that impact the student experience. The USSC is intended to grapple with short and long term problems and challenges relating to student success and retention for HPU. Membership is comprised of individuals from the student government, faculty assembly, all colleges, and major departments and offices that have regular interactions with current and prospective students, and others appointed by the President (see USSC Charter Appendix 23). As part of USSC's work, the *University Student Success Plan* (Appendix 24) was developed in 2013 that focused on four priority areas: first-time full-time freshmen (Appendix 25), transfer students, gatekeeper courses, and data collection/institutionalizing reporting. Subcommittees for each of the four areas were established and these groups are working to implement their section of the plan.

Peer Academic Coach (PAC) Program was launched in August of 2012 and seeks to improve retention and success of first-time, full-time freshmen by partnering freshmen with academically successful upperclassmen to provide academic support, motivation, and mentorship throughout a new students' first year (Flyer – Appendix 26). PACs aid new students in transitioning to college

life, living on O‘ahu, learning about student leadership and academic opportunities. In addition, PACs connect with new students weekly to provide peer advisement, resources, and referrals to impact a new student's academic, cultural, social and personal needs. In the first two years, HPU piloted the program by randomly selecting a group of first-year students, utilized an electronic data collection system (Adaptium), and trained 30 PACs to enter data weekly. By January 2013, analyzed and reported data on PAC Program. Reports include:

- *Student Retention Study 2012: The Impact of Peer Academic Coaches (PACS) on Retention* (Appendix 27)
- *Student Retention Study 2013: The Impact of Peer Academic Coaches (PACS) on Retention* (Appendix 28)

The data showed an increase in retention of 10% and 9% in the 2012 and 2013 study, respectively. By August 2014, the success of freshmen who participated led to a full expansion of the program. All new all new first-time, full time freshmen who registered (439 students for registration due date 9/2) were partnered with a PAC.

Student Exit Survey (discussed above) was piloted in 2013 to get information from degree-seeking, undergraduate students who left the university prior to completing their degree at HPU. Student university withdrawal information provides insights into why students leave HPU, and offers feedback for institutional changes to prevent additional students from leaving as well as encourage students to re-enroll in a future term (Appendix 21).

Gatekeeper courses are defined as courses that students must successfully complete in order to obtain their degree that have high rates of students that are unsuccessful (students completing the course with a D, F or W grade). These courses can be general education courses or upper division courses in a major. By June 2013 the USSC, provided the Academic Affairs

Vice President & College Deans with a list of 35 fall term (15-week) courses that had a 25% or higher nonsuccess rate (analysis included a 5 year review of courses fall 2007 to fall 2012). Results included: MATH 1101, MATH 1130, WRI 1100, CHEM 2050, and BIOL 2030. By December 2013, each college reviewed the courses identified and prioritized action steps for improvement in teaching effectiveness, course content, course delivery, course pre-requisites and/or providing free student academic assistance or co-requisite labs.

The last subcommittee to focus on first-time, full-time freshmen focused their work on improving *Early Alert/Faculty Feedback* system. The Early Alert process only tracked early non-attendance problems and did not track faculty recommendations, student action on recommendations, or student contact with a provided resource (e.g., Academic Advising, Tutoring, etc.). Patterns of student action or inaction allow for program and student services modification. To gain more information to improve student success, the BANNER module “*Faculty Feedback*” was piloted in January 2014 with 5 courses in the spring 2014 15-week term and confirmed it was a viable option for Early Alert. Since August 2014, the HPU’s Teaching Fellow and HPU’s Pedagogy Expert/Blackboard Instructional Designer trained faculty and fully implemented the new system for fall 2014.

An estimated half of HPU undergraduate students are transfer students, and accurate transfer student data is essential for making improvements to student persistence and graduation. Work continues to ensure HPU consistently applies transfer credits to student’s majors accurately and HPU has received access to the National Student Clearinghouse Data (tracks students who transfer to other schools) to gain information on the student’s success even when they do not graduate from HPU.

While many of the student success initiatives are new, and we have not had sufficient time or data to assess the impact of the initiative on student success, we do have a concrete example of success. The Peer Academic Coach program has clearly shown benefit in retention of first time full time freshman two years running; so much so that the program has been expanded to provide a coach for each incoming freshman in fall 2014. HPU is considering expanding the program to other student populations in the future. Other programs will continue to be monitored to evaluate their impact on student success.

5.5 Personal Development & Student Engagement:

Integral to the student success at HPU is the opportunity for student development and student engagement. In the co-curricular realm, students have opportunities to explore and develop their knowledge, interests, competencies, skills, and experiences. At HPU, there are a variety of ways to learn, develop, and grow in a challenging and supporting environment.

Additional leadership development opportunities at HPU are in the form of student clubs, honor societies, training, and workshops, and are coordinated by HPU's Student Life staff. One example is through the Leadership Development Program. In an experiential learning environment, students learn more about themselves as young leaders, discover their leadership potential, prepare their professional portfolio, and practice their leadership skills and competencies. Students get support through leadership training workshops and seminars, and have access to resources (e.g., leadership library, inventories such as the Myers-Brigg Typology Inventory and Strong Interest Inventory) that develop who they are both personally and professionally.

To meet the needs of exceptionally well-prepared students at HPU, qualified students have the option to participate in the University Scholars Program. Qualified students in each

entering class (fall and spring semesters) are invited to join this unique cohort to participate in special honors section courses. The honors sections bring together the best students at the university. These classes, which emphasize discussion and academic rigor, are usually smaller than non-honors sections and allow students to stretch the limits of their knowledge while developing intellectual connections with their classmates. University Scholars also engaged outside the classroom and have unique experiences to engage with others.

The last program to highlight that not only prepares a student for success, but also transforms their HPU experience is the International Exchange and Study Abroad program. Students from all majors can study abroad in more than 65 different countries, and can enrich their career preparation and foster commitments to global citizenship. The program builds upon the university's international context and challenging learning opportunities to support and inform students and faculty engaged in study and learning abroad. There is tremendous value in learning abroad and students who took advantage of this opportunity spoke highly of their experiences. Examples of personal growth in students participating in study abroad include:

- *“The Vietnam Study Abroad Program expanded my knowledge about this diverse South East Asian country. I gained a critical and wide understanding about the Vietnam War, and about the price of certain political decisions. Moreover, I grew as a young professional by listening to the professors of the Vietnam National University, both in Hanoi and Ho Chi Minh City, who presented the Vietnamese perspective on heterogeneous aspects of two Indochinese Wars, "two" Vietnams, ongoing revolution, on Vietnamese people and their culture. I improved as a student of Diplomacy and Military Studies (DMS), because I got a tremendous chance to be in the cradle of the history, which I read before only in books. I understand better the substance of peace, because I*

learned so much about the havoc of war. That is the goal of the DMS program – combining diplomacy and military to gain critical knowledge on the flat world we live in and in our global political, social, economic interdependence.”

Gintare Janulaityte, graduate student in Diplomacy and Military Studies, Vietnam National University

- *“I had the best time during this summer traveling throughout Europe and my stay in Seville, Spain. It made me consider maybe moving to Europe for a couple of years after I am done with my bachelors at HPU. I even came to realize potential businesses that I could get into or establish if I do move there, and also some ideas that I can establish back home in the Philippines. I could honestly tell you that this decision to study abroad has been the best learning experience for me not just about my career, business, culture, etc., but I really learned a lot about myself. Thank you very much for all the help, advice and knowledge that you have given me.”*

Faustino Dy, International Business major, Internship with Global Education Programs, Seville, Spain.

5.5.1 Evaluation of Student Satisfaction and Engagement:

We monitor student success and program effectiveness through a variety of ways, including the National Survey of Student Engagement (NSSE), end-of-term student course evaluations, student mid-term pulse surveys, undergraduate degree-seeking exit survey, and campus climate survey.

- *National Survey of Student Engagement (NSSE)* was administered in 2010, 2012, and spring 2014 (see results in Appendices 29-31).

- *End-of-Term Student Course Evaluations* were transitioned from paper to online in the fall 2013 through a collaborative process between students, staff, faculty, and administrators (two year project began spring 2012 with updating questions and format, selection of new online system, and a year of pilot testing). The resulting university data is disaggregated and cross tabulated by residency, college, major and gender and race. The new system allows college deans and faculty members to add questions, enhanced reports include benchmark comparisons, student comments were tagged to specific courses and faculty, and report dissemination was reduced from 3-6 months to 2 weeks for effective interventions and improvements. For fall 2013, the student response rate for face-to-face courses was 75%, and online was 73% (Appendix 32).
- *Student Mid-Term Pulse Survey* (piloted in spring 2014) (Appendix 33)
- *Student Exit Survey & Report* (piloted in fall 2013) (Appendix 21)
- *Campus Climate Survey* (to pilot in spring 2016)

HPU continues to review current assessment efforts, data and subpopulations to determine what areas need improvement and how to measure such progress. There are initiatives in place that contribute to student success, and HPU needs to continue to work on gathering the data and communicating results to the community. This will not only extend program awareness, but more importantly, retain students as they work towards achieving their academic, personal and professional goals.

5.5.2 Student Success:

HPU has over 41,000 alumni living globally in 121 countries including the United States, and alumni have done well in landing competitive salaries upon graduation. Results from the PayScale website (www.payscale.com) for HPU alumni show the overall college ROI Rank is

511 out of 1312 schools and 188 out of 476 for private not-for-profit universities. According to PayScale's 2014 College Return on Investment (ROI) Report, Hawai'i Pacific University is ranked best in Hawai'i for return on investment. HPU graduates are reported to have a 20-year return on investment of \$250,500, which is more than \$65,000 above its closest in-state peer. The report also indicated that an average graduate from HPU earns \$44,700 as a typical starting salary, the highest in the state of Hawaii:

<http://www.payscale.com/college-roi/full-list/by-state/Hawaii>

Notable alumni hail from the technology, government/politics, telecommunications, business and cyber-security fields (www.hpu.edu/alumni/HPU_Alumni_in_the_news.html) and include Congresswoman Tulsi Gabbard, President of the Marshall Islands, Christopher Loeak and renowned cyber-security expert Billy Rios.

HPU has identified issues with student retention and graduation and has launched many initiatives to support student success such as the new general education program. In addition to the initiatives mentioned in this essay, each college strategic plan has identified college-specific objectives and goals to aid student success. Efforts to recruit and retain faculty who are educationally and experientially prepared to help HPU achieve student success goals are ongoing. HPU will continue to monitor the initiative to assess the success of each in aiding student retention and graduation.

6.0 Essay 6: Quality Assurance and Improvement: Program Review; Assessment; Use of Data and Evidence

6.1 Background:

HPU is committed to quality assurance and improvement efforts through program review, assessment of student learning, and data collection and analysis. The program review and

learning assessment process is integral to academic planning at the department, college, and university levels, and improves the quality of academic programs offered by HPU. It provides an organized opportunity for faculty to synthesize data about the meaning of the degree, the quality of student learning and performance, student retention, graduation, and overall student success. It aligns academic program needs and campus priorities with the planning and budgeting processes, and ensures that program priorities are consistent with the University's mission and strategic directions, particularly the priorities identified in HPU Strategic Plan (see Appendix 1).

6.2 HPU's Learning Assessment & Program Review Process & Structure:

Degree programs submit an annual assessment report which includes: 1) assessment of student learning outcomes, 2) analysis of student demographics, enrollment and academic progression, 3) review of program capacity and program quality areas, and 4) discussion of education improvements from the past year and their relationship to strategic priorities. Annual assessment reports culminate in a comprehensive program review that takes place every five years. Key stages in the program review process include the program's development of a detailed self-study, external review and resulting report, discussion of the findings, the development of an implementation plan by the program and administration, implementation of agreed improvements and budget, and evaluation. University guidelines and instructions for annual learning assessment and 5-year program review are provided through the *Guide to Learning Assessment* and *Guide to Program Review* (Appendices 34 & 35), templates (Appendices 36 & 37), and reports are collected and archived at the institutional level (see Appendix 38 for the Assessment & Program Review Status Chart).

The Assistant Dean of General Education within the Office of the Provost oversees General Education and Academic Assessment and Program Review for the university, and each

college has a point person who coordinates college-level learning assessment and program review efforts. In addition, HPU has an *Academic Assessment & Program Review Task Force* comprised of 12 faculty members and academic administrators representing each of the 4 colleges. The Assistant Dean of General Education oversees the *Academic Assessment & Program Review Task Force*, and each member is appointed by the Provost to assist programs with training and mentoring faculty for the preparation and completion of their annual assessment and program review. Furthermore, HPU has a faculty led *Faculty Assembly Learning Assessment Committee* comprised of 7-10 faculty and staff members, which lead academic initiatives, such as assuring each degree program has identified and implemented a Capstone Course, and developing and implementing the *Annual Student Capstone Symposium* which hosts innovative research and culminating projects from graduating seniors and graduate students throughout the university.

6.3 Periodic Assessment of Program Review:

In September 2011, HPU conducted an assessment of the effectiveness of their program review process, highlighted in the report: *Evaluating HPU Program Review on Educational Effectiveness: The Review of the Program Reviews* (see Appendix 39). This assessment included the evaluation and analysis of eight program review reports, review of current student data collection, and an external review report. Recommendations included: establishing a program review committee to make improvements to the reports and process, additional coordination and support at the college-level to mentor new program chairs and complete reports, and include in program reviews disaggregated demographic student data and graduate school and job placement information. To date many of the recommendations have been implemented.

Periodic assessment of HPU's program review process continues through the leadership

of the Assistant Dean of General Education overseeing academic assessment and program review for the university, in collaboration with the *Academic Assessment & Program Review Task Force*. The Task Force reviews the quality and consistency of program reviews to assess program learning outcomes, and follow-up after program reviews to assure recommendations are integrated into planning and budget. A new assessment of the program review process and current guidelines is scheduled for 2015-2016. Currently the *Academic Assessment & Program Review Task Force* is researching and planning for the purchase and implementation of a centralized platform to facilitate assessment planning, data collection, curriculum mapping, reporting, and benchmarking and evaluation for quality improvement.

6.4 Addressing Challenges & Highlighting Achievements:

6.4.1 Improving Access to Data & Benchmarking: (CFR 3.5, 4.2)

From 2011 to 2014, there have been multiple staff layoffs and turnover in the areas of Institutional Research, as well as Assessment and Program Review at HPU. This coincides with budget cuts due to the reduction of student enrollment and the changeover in academic leadership with an interim Vice President of Academic Affairs in June 2012, and a new Provost and Vice President of Academic Affairs in July 2013. As a result, consistent access to data and continual leadership in these areas has been limited.

In January 2014, under the leadership of the new Provost the *Academic Assessment & Program Review Task Force* was appointed by the Provost, joined in July 2014 by the internal hire of the Assistant Dean to oversee Academic Assessment and Program Review for the university. In September 2014, the Director of University Strategic Initiatives developed a new comprehensive student database and trained academic administrators and department, program and program review chairs on how to access and use the database to complete annual assessment

and program review, and benchmark program and student success. The excel database contains data spanning 10 years and includes program, department, college, and university level metrics. The database will be updated annually and with accurate comparison data, programs can properly analyze data and facilitate evidence-based decisions for program improvement, investment, and planning. Furthermore, a working group of institutional research and information technology staff, led by the Director of University Strategic Initiatives, has convened to use the data points from the excel student database to create automatic reports and dashboards through HPU's Cognos Reporting System. Since report development is time-consuming this enhancement of data dissemination is expected to be implemented in 2016-2017. Additionally, to improve on-going internal resources and infrastructure, a new Director of IR and an additional Academic Systems Analyst are currently being hired.

6.4.2 Increasing Assessment Quality and Consistency through Faculty Training & Mentorship:

There was inconsistency in conducting and completing annual assessment and program review reports due to confusing procedures and lack of training for faculty on how to complete assessments and program reviews. First, the *Academic Assessment & Program Review Task Force* simplified HPU's annual assessment and program review reporting requirements into clear steps and templates to improve consistency and quality across the university (see Appendices 36 & 37). Breaking the process down into steps helped guide faculty doing program review in an easy-to-follow process. This has facilitated getting program reviews completed for many programs that were due or overdue. Second, the *Academic Assessment & Program Review Task Force* worked with department, program, and program review chairs in their own colleges and individually trained and mentored faculty on how to access data, conduct analysis, and complete reports. Third, all academic assessment and program review guidelines, templates, and resources

were collected and advertised in a central location (internal intranet) to facilitate access for all faculty and staff. As a result, there has been a large improvement in assessment quality and consistency with the additional infrastructure, training, and mentorship provided to our faculty.

6.4.3 Improving Instruction and Student Learning Outcomes:

Results from annual assessment and comprehensive program reviews are used to inform decision-making and improve instruction and student learning. Several programs that have achieved accreditation status within their discipline have conducted robust program reviews that have external validity benchmarked nationally with similar programs, credentialing, and licensing exams. These programs include the School of Social Work (B.S.W. and M.S.W.), the College of Nursing & Health Sciences (B.S.N. and M.S.N.), and Education (B.Ed. and M.Ed.). Furthermore, the Psychology Department is in the process of seeking outside accreditation for its Master of Arts in Clinical Mental Health Counseling this year, and the College of Business is preparing for AACSB International (Association to Advance Collegiate Schools of Business) accreditation in the near future for its M.B.A. degree.

Examples of improving instruction and student learning outcomes through assessment and program review include:

- The Bachelor's in Nursing degree program collects data on first-time pass rates for undergraduate students, and compares admission GPA, admission test scores, and RN Comparative Exam scores. A drop in pass rates combined with faculty feedback in course learning assessments provided evidence to necessitate an increase in admission and progression GPA. As a result, applicants to the nursing program are required to have a minimum 2.75 cumulative GPA in all college courses, as well as in science and mathematics pre-requisites. In addition, applicants must score a minimum composite

score of 60th percentile on the Test of Essential Academic Skills (TEAS®), a scholastic aptitude test consisting of four content areas (Math, Reading, English, and Science).

Nursing students must maintain a minimum HPU and nursing courses GPA of 2.75 to progress to the next level. And two course failures lead to dismissal from the nursing program. Students may repeat the initially failed nursing course, only once, to obtain a grade of C or better.

- The School of Education found through their portfolio assessments that they had inconsistencies in evaluating student work across faculty members and were able to take steps to increase their inter-rater reliability. This was accomplished by the three full-time faculty members meeting together, and all grading the student's key assessment. If they notice that one faculty member has graded more than +/- 5% on a given assessment than the other two, then they revisit the item being evaluated and analyze why.
- The Master of Arts in Clinical Mental Health Counseling program recently modified the way they teach about cultural competency because their students were not meeting the program learning objectives. They made changes to two courses so students would learn about cultural competency in different contexts. In the PSY 6701: Therapeutic Interventions II: Practice course, they placed more emphasis on the required textbook (Ivey, A. E., Ivey, M. B., & Zalaquett, C. P. (2014). *Intentional interviewing and counseling: Facilitating client development in a multicultural society* (8th ed.). Pacific Grove, CA: Brooks/Cole), and added a supplemental text (Sue, D. W. & Sue, D. (2008). *Counseling the culturally diverse: Theory and practice* (5th ed.). Hoboken, New Jersey: John Wiley & Sons, Inc.). In the PSY 6330: Psychology of Diversity and Social Psychology course they updated the required text (Blaine, B.E. (2013). *Understanding the*

Psychology of Diversity (2nd ed.). Thousand Oaks, CA: Sage.). Both courses now use required texts that are more relevant, and include specific lessons that help students understand, apply, and practice skills in cultural competency to better serve various populations and individual clients.

- Both the Bachelors of Social Work (BSW) and Masters of Social Work (MSW) programs in the School of Social Work assess the Core Competencies and Practice Behaviors as required by the Council on Social Work Education (CSWE) to all the Social Work courses and link it to program review. The BSW and MSW Curriculum committees regularly utilize the data from each semester to adjust, change and improve course offerings, develop new courses and improve strategies for student success.

In programs that have not sought accreditation, or if no external accreditation exists, annual assessment and program reviews have at times been inconsistent or conducted with less rigor. Historical inconsistency has made it difficult to conduct program comparisons over time, track budgetary implications of recommendations, and follow up with programs to assure plans were implemented, evaluated, and outcomes achieved. Though, with the new Assistant Dean of General Education and *Academic Assessment & Program Review Task Force* the university has in place strong leadership, experienced faculty for peer training, and additional infrastructure to provide organization, oversight, and support for programs to develop a culture of rigorous program evaluation.

In addition to program-level improvements to faculty instruction and student learning assessment, university-level advances include: 1) a new Faculty Handbook (approved in 2014 – see Appendix 40) which updated academic policies and procedures for teaching and evaluation,

and faculty-student advising, and 2) a new web-based student course evaluation system (launched 2013). The new 2014 Faculty Handbook states “teaching accomplishment shall be based on review of syllabi, peer faculty assessment, and student evaluations.” Evaluation of instruction occurs through department review of course syllabi, peer-to-peer faculty teaching evaluations (required annually for adjunct faculty, and periodically or upon request for full-time faculty to be included in reappointment and promotion portfolios), and web-based student course evaluations (implemented for all courses with 4 or more students). Previously student course evaluations for in-person courses were challenging since reports were delayed 3-6 months, and online course evaluations had a very low response rate of 20-25%. Student course evaluations moved in fall 2013 from “pencil and paper” to a comprehensive web-based system that improved student learning assessment questions for online learning, allows faculty to add their own questions, and receive within 2 weeks of submitting their grades a benchmarked report with comparisons to their program, department, college, and university. The initial implementation of the web-based system yielded a 75% student response rate (73% for online courses).

In addition to a University Teaching Fellow and Instructional Design & Technology Specialist who work with faculty individually to improve their face-to-face and online instruction and teaching effectiveness, faculty regularly conduct informal inquiries into teaching methodologies and student learning outcomes, discussing these with colleagues to determine how to improve curricula, pedagogy, and methods of assessing learning. Faculty regularly share ideas that work, they review student evaluation comments, and strive to address any concerns about course content and teaching and testing methods. Evidence of this process is reflected in faculty and course committee meeting minutes, changes and updates in syllabi, and in student evaluation comments that are tracked over time.

7.0 Essay 7: Financial Viability; Preparing for the Changing Higher Education Environment

7.1 Introduction:

As has been the case across the whole higher education sector, HPU has been dealing with local and global economic challenges, increased competition, a reduced population of graduating high school seniors entering the higher education system, increased regulatory and political pressure and scrutiny, while also dealing with some challenge more specific to the institution. Changeover in administration and gaps in certain administrative infrastructure elements made it more difficult for the institution to recognize and react timely to the challenges noted above. As a result, the University endured a few years of unfavorable financial results and would have faced a significant cash flow problem if corrective action had not been taken. Senior administration, working in concert with the Board of Trustees, did take decisive action to address the challenges and issues at hand while also taking necessary steps to develop and implement strategic plans to secure the institution's future. The financial viability and sustainability of the University and actions taken in preparing for the challenges of tomorrow are discussed below.

7.2 Current State of Financial Viability:

FY 2012 and FY 2013 proved to be difficult years for HPU as the University experienced significant operating deficits (see Appendix 41, Financial Analysis Slides, page 1 – Net Operating Income and Operating Margin %). The perfect storm of events led to the operating deficits recorded in that period. Enrollment was declining driven by local and global factors, yet the institution's planning infrastructure was not robust enough to predict the lower enrollment base. In fact, internal projections suggested continued enrollment and tuition revenue growth which led to misinformed decisions to add costs to the institution (see Appendix 41, page 2 –

Divergence of Revenues and Expenses). At the same time, senior leadership was in transition with many key leadership positions turning over. Temporary vacancies, interim backfills and then the learning curves of new leaders also did not facilitate the University's ability to deal timely with the challenges at hand. The magnitude of financial problems encountered was a surprise to the Board of Trustees and the new administration. Consultants were engaged to assess the situation, and a mounting cash flow crisis was identified (see Appendix 41, page 3 – Available Cash and Cash Equivalents Without Borrowing).

Armed with clarity concerning the financial position of the University, leadership and the Board launched a two-year cost reduction effort to bring the University's cost base in line with revenues and yield break-even operating income. While an initial goal of a \$15 million expense reduction for the University was identified, ultimately \$18 million of costs (almost 20% of the University's cost base) were reduced to allow a budgeted operating surplus at the University and break-even operating results for the consolidated organization (see Appendix 41, page 5 – University Only FY 2015 Operating Budget and page 9 – Consolidated FY 2015 Operating Budget).

Expense reductions of this magnitude achieved in a short period of time are not without very difficult decisions. As would be expected, given that personnel costs make up almost two-thirds of total University expenditures, much of the savings came with impacts to faculty and staff. In fact, personnel costs were trimmed by almost 28% since FY 2013 largely driven by headcount reductions with total staff and faculty down 21% from the middle of FY 2013 (see Appendix 41, page 6 – HPU Headcount Summary). The University has been careful to minimize impacts on student services and the student learning experience from cutting costs. Reductions have largely been to back office support functions, in areas where benchmarking indicated

staffing overages (such as in the library where staffing was more than double standard levels), and through optimization of course scheduling allowing elimination of courses with low enrollment levels.

In addition to headcount reductions, savings were achieved through a variety of initiatives. Benefits costs were trimmed by reducing the University's retirement contribution from 11% to 6%; the in-house operated book store was outsourced to Barnes and Noble turning an unprofitable enterprise into a guaranteed revenue share arrangement; vendors were asked to reduce pricing and general cutbacks in spending were made on various controllable expenditures (such as supplies and travel).

Despite a few years of operating losses and use of institutional reserves for strategic investment in the University, HPU's balance sheet remains healthy. Total cash and investments at the end of FY 2014 were \$68 million (see Appendix 41, page 7 – Total Cash and Investments). Even after reflecting the University's planned incremental debt to complete strategic investment in the Aloha Tower Marketplace, long-term debt will be just slightly above total cash and investments (approximately \$75 million of planned debt vs. \$68 million of institutional reserves). The University has committed to maintaining reserves of at least 40% of long-term debt through its debt agreements. With a healthy balance sheet and right sizing of operating costs, HPU has reestablished sound financial footing to allow focus on the future and provide a greater ability to address the rapid changes affecting the higher education sector.

A recent external objective review of the University, performed by Standard and Poor's (S&P) rating agency (see report Appendix 42), validated actions taken by the University while also highlighting challenges impacting the rating. S&P affirmed the University's existing BB+ debt rating, though did accompany that rating with a negative outlook consistent with their view

of the higher education sector as a whole. The agency noted several positive factors in their rating decision including: refocus of strategic direction on a downtown priority and development of a residential campus; good financial resources; low tuition discount rate; and professional, though relatively new, senior management team. Areas of opportunity included: declining enrollment trends; weakening demand; financial challenges (though efforts to trim costs were noted); and construction and operational risks related to the Aloha Tower Marketplace and shift towards a traditional residential campus. The University was pleased with the rating decision and believes the analysis shared by S&P to be fair and objective.

7.3 Alignment to Institutional Priorities, Academics & Student Success

Actual FY 2014 audited results, which reflect the mid-point of the University's two year cost reduction plan, demonstrate resources remain aligned with the institution's priorities. The table below indicates the allocation of costs across functional categories, both for consolidated results and results for the University alone (excluding the OI and Hawai'i Lifestyle Retail Properties). In both instances Instruction and Academic Support account for just under or just over 40% of total expenditures. Instruction and Academic Support combined with Student Services account for over 50% of expenditures.

Table 12: Cost Allocations Across Functions				
	<i>Consolidated</i>		<i>HPU-Only</i>	
<i>Operating Expenses</i>	Amount \$	% of Total	Amount \$	% of Total
Instruction	27,253,168	27.0	27,467,771	30.6
Research & Development	3,818,918	3.8	1,347,649	1.5
Academic Support	11,441,140	11.3	11,441,140	12.8
Student Services	12,074,560	12.0	12,074,560	13.5
Institutional Support	20,414,410	20.2	17,709,461	19.8
Auxiliary Enterprises	5,289,519	5.2	1,190,219	1.3
Plan Operation & Maintenance	8,784,765	8.7	8,234,102	9.2
Information Technology	7,065,577	7.0	7,025,174	7.8

Other Support Services	4,781,838	4.7	3,149,917	3.5
<i>Total Operating Expenses</i>	100,923,895	100.0	89,639,993	100.0

In the midst of cutting costs by almost 20%, human and financial resources have continued to be deployed on strategic efforts. Just a few examples include: free 1-credit labs for developmental mathematics and writing courses; peer academic coach (PAC) program, faculty-student mentoring and academic advising, web-based student course evaluations; revision of program review with improved access to data for analysis and evaluation; revision of bachelor's degrees – reduction of total degree credits (124 to 120 credit), general education program (57 credits to 36 credits), and adopting minimum (42 credits) and maximum (75 credits) for majors. Potential new academic initiatives may include Degree Works for academic advising and Task Stream program review. Many of these initiatives as well as others will be touched on further in other essays.

7.4 Planning for the Future

While the University has taken steps to address recent concerns driven by enrollment declines and an imbalance of costs to revenues, many initiatives are also underway to effectively prepare the organization for the challenges of the future.

First and foremost, HPU is focused on enhancing student learning and success. As recent trend data indicates (see Appendix 41, page 8 – Retention and Graduation Rates), the University's retention and graduate rates are not at desirable levels. The first to second year retention rate of full-time, first-time, degree seeking undergraduate students (fall 2012 cohort) was 69%. The bachelor's degree graduation rates of full-time, first-time, degree-seeking undergraduates (2006 cohort) within four years was 23% and six years was 40%. The University Administration believes a more appropriate goal for the freshmen retention rate is 80% and six-

year graduation rate should be at minimum 60%. This is comparable to the national average in which 79% of first-time, full-time students that enrolled at four-year degree-granting institutions in 2011 returned the following fall (in 2012). The graduation rate for first-time, full-time students (2006 cohort) who completed a bachelor's degree at a private non-profit institution within six years was 66%, and for institutions with a 50-74.9% acceptance rate, the six-year graduation rate was 60% (HPU has a 64% acceptance rate).³

It is worth noting though, that HPU's current student success metrics are not very different from those of other universities in the state. The most recent available data from IPEDs indicates freshmen retention rates of 69% for Chaminade University, 70% for University of Hawai'i – Hilo and 67% for University of Hawai'i – West O'ahu. Six-year graduation rates were 39% for Chaminade, 33% for UH-Hilo, and not available for UH-West O'ahu given the short history of the institution. University of Hawai'i – Mānoa did perform somewhat better with a 79% retention metric and a six-year graduation rate of 50%.

While there are many efforts underway to drive improvement on these metrics, the lack of student housing, student leaning and community space and competitive facilities represent current barriers. The University's acquisition and \$56 million renovation of the iconic Aloha Tower Marketplace (ATM) on the waterfront in downtown Honolulu is one of the most significant and ambitious initiatives underway to enhance student learning and success. With only 200 existing beds to serve approximately 3,800 full time undergraduate students in a very high cost of living city, adding almost 300 incremental beds will be a substantial improvement for students. Additionally, the first floor of the property, will house a student lounge, learning

³ [U.S. Department of Education, National Center for Education Statistics. \(2014\). *The Condition of Education 2014* \(NCES 2014-083\). Institutional Retention and Graduation Rates for Undergraduate Students.](#)

commons, welcome center, several multi-purpose rooms, a fitness center, a dining facility, among other university space. The ATM will also importantly serve as a true campus center in downtown Honolulu allowing enhancement of the undergraduate experience that would be difficult, if not impossible, to accomplish presently given the University's existing leased space. Recognizing a remaining deficiency in bed spaces even upon the completion of the ATM project in summer/fall 2015, the University also issued a solicitation to developers requesting creative solutions to student housing needs downtown near the ATM property. Several developers have expressed interest, and we are having preliminary discussions.

As a tuition dependent institution (over 86% of total revenue is from tuition and fees per the University's FY 2013 stand-alone financial statements Appendix 44), diversification of revenue streams is an important element of ensuring future financial viability and sustainability. Several actions have been taken or are in process to address this concern.

- The University's most visible and impactful steps regarding revenue diversification involve expansion through mergers and acquisitions. In January 2014, the Oceanic Institute (OI) was merged into HPU bringing not only new revenue streams from technical service contracts and grants but also adding about \$7.5 million of liquidity to the consolidated entity's balance sheet. Acquisition of Hawai'i Lifestyle Retail Properties, which owned and operated the facilities constituting the Aloha Tower Marketplace, also added parking and retail revenues to HPU. While the retail portion of the property will be diminished as the majority of the ATM will be repurposed for University use, approximately \$3 million of retail and parking revenue is still expected annually. The FY 2015 budget demonstrates that these two additions have reduced tuition

and fees from the 86% referenced above to just under 81% of total revenues (see Appendix 41, page 9 - Consolidated FY 2015 Budget).

- Fundraising needs to be a more sizeable contributor to the University's portfolio of revenues and resources. In HPU's almost 50 year history, the institution has never launched a capital campaign. As the University gears up for its 50th anniversary, steps are being taken to launch a coinciding capital campaign. Leadership with strong local connections has been put in place in the advancement division and an experienced major gifts officer has been added. Benefits are already being realized, including a \$1 million grant from the Ulupono Initiative (a social enterprise organization created by e-Bay founder Pierre Omidyar), and several recent corporate gifts from Bank of Hawai'i, Hawaiian Electric Company, Dell and EMC.
- A variety of other new revenue opportunities that target improved utilization of the University's Hawai'i Loa and OI campuses are under development. The OI sub-leases about half of their land to Sea Life Park, a popular tourist venue. Plans are in process to tap into that tourist market by offering an educational excursion to the Institute allowing visitors to learn about the sustainability initiatives and research at the Institute. As HPU shifts core academic operations from the Hawai'i Loa Campus to downtown as called for in the University's Campus Master Plan (see Appendix 4), the Hawai'i Loa Campus can be repurposed to create a variety of incremental revenues for the University. Several concepts are under review including using the campus as a bridge program for international students who are not yet sufficiently proficient in English to matriculate directly to the University, hosting conferences, short-term destination education offerings and certification programs, and hosting collaborative research endeavors.

While new, diverse revenue sources are important, the institution also remains focused on the core academic enterprise and ensuring competitive, in-demand academic offerings.

- Each College at HPU has an individual strategic plan that links to the University's comprehensive strategic plan. As part of that planning process, tweaks to current programs and development of new programs are being contemplated. Administration believes that the undergraduate population is at about the correct size for the future, but graduate enrollment is a bit undersized. Among the fields contemplated for additional graduate programs are health sciences, marine technology, and sustainability/resiliency.
- One specific strategic initiative regarding academics that is expected to be particularly helpful in improving the competitive position of the University for the future, is seeking Association to Advance Collegiate Schools of Business (AACSB) accreditation. Lack of AACSB accreditation is considered a barrier to growing international enrollment – a key element of the University's strategic plan. While it will take a few years to achieve accreditations, the University is on track to apply in the near future.

Key to the University's ability to anticipate and adapt to the changing ecology of higher education though, are enhanced supporting infrastructure and planning tools. As noted previously, lack of such an infrastructure prevented the University from recognizing and addressing timely enrollment declines over the past few years.

- The University is enhancing its planning and analytical abilities by hiring a Director of Financial Analysis and adding a financial modeling tool. HPU is partnering with PFM to implement their FuturePerfect tool specifically developed to assist higher education institutions in creating long-term financial projections. This robust tool will allow the

University to conduct scenario analyses and determine impacts of changing variables on enrollment levels, expenses, and financial results.

- The University is taking substantial steps to enhance data mining, reporting, internal controls and management abilities through the Banner enterprise resource planning system. Now in the second year of the SCORES project, the Cognos reporting tool is being rolled out, implementation of the HR/Payroll module will be completed, degree audit is in the works, and a host of other important improvements in the information technology arena are helping the University be more efficient and make real-time, data-driven decisions though much work remains.
- A critical component to planning for the future was completed this past year. The University now has a comprehensive Campus Master Plan which is guiding decisions on consolidating the academic enterprise, strategies for addressing expiring facilities leases over the next 5 years amounting to about 200,000 square feet in the downtown areas, location of future development and how to optimize the footprint of three distinct and unique campuses (downtown, Hawai‘i Loa and the OI).

Lastly, the University is reaching out to engage students, faculty and staff in planning for the future. The inaugural Budget Prioritization Advisory Task Force (consisting of three students, three faculty, and three staff appointed by the President from at-large nominations) was established and launched in fall 2014. In the words of the President, the charge to the Task Force was as follows:

“While maintaining focus toward funding the most important priorities for an institution should always be a primary goal, budget prioritization is that much more critical when funding is limited. For this reason, I am appointing a budget priorities advisory task force.

The group will be tasked with assisting administration by recommending short-term budget priorities for the FY 2016 Budget.”

The Task Force completed its work in November 2014, and provided a prioritized list of initiatives for administration to consider depending on funding availability. While the full ranking sheet noting the top 15 recommended initiatives in prioritized order is included in the appendix (see Appendix 43 – Budget Prioritization Task Force Ranking Sheet), the top themes clearly centered on improving the student experience, making investments to enhance revenue generating opportunities, and taking steps to retain (and recruit) faculty and staff. At the time of this writing, the FY 2016 budget is in the process of development; however, the insight from this group of University constituents will be valuable to that process.

7.5 Conclusion:

HPU has weathered the storm of recent enrollment and financial challenges while continually staying focused on strategic planning for the future. Though difficult, the 20% reduction to the University’s cost base was necessary to avoid a significant potential cash flow crisis. However, no organization can solely use cost cutting to ensure financial viability and sustainability for the future. Securing the future will require steady growth and diversification of revenues. HPU is taking steps to do so while managing costs effectively until new initiatives begin to yield benefits.

The next few years hold much promise for HPU with the opening of the Aloha Tower Marketplace, celebration of the University’s 50th anniversary, launch of the capital/fundraising campaign, and continued progress on the University’s strategic plan (supplemented by the College Strategic Plans and the Campus Master Plan). Administrative infrastructure

enhancements already in place or in process will aid the University in making informed and timely adjustments as necessary. While work certainly remains to fulfill the vision of the ambitious strategic plan, HPU is taking steps forward and becoming a stronger institution in the process.

8.0 Essay 8: Hawai'i and the Pacific (Institution – Special Theme)

Hawai'i Pacific University (HPU) is pleased to have the opportunity to participate in WASC's process to allow for a special essay. HPU chooses this avenue because of the special circumstances arising from its 2,500 mile off-shore location within an island community in the center of the Pacific Ocean. In this time of rebalancing to the west, the United States faces a considerable challenge of establishing its full and accepted presence as a Pacific Rim nation. The nation needs a cadre of young professionals who know how to work with the diversity of cultures found around the rim of the Pacific.

HPU values assessment tools in addressing its relative success with students, and has found that one survey in particular shows some interesting results. In the "2014 National Survey of Student Engagement," (NSSE) we asked for a comparison of our students' "Engagement Indicators," measured against an aspirational peer group, "Top Western Private Universities." HPU is pleased with its progress in several areas measured against this strong peer group and is working hard to shore up revealed weaknesses, but notes that one area of critical engagement saw HPU standing out. In the area "Discussions with Diverse Others," HPU scored significantly higher than its aspirational peers. This category covers such experiential indicators as:

- Understanding people of other backgrounds, and
- Working effectively with others.

As we look at the NSSE results, a primary value of the HPU student experience is clear: The ability to learn to work with people from other cultures. And yet, there is no particular curricular experience that generates this strength. A narrow look at this might conclude that it results from the diversity of the student body; HPU has twice been ranked America's #1 diverse university. But, while Harvard is #2, our near neighbors at the University of Hawai'i at Manoa and Chaminade University rank third and fourth. The inevitable conclusion is that the islands of Hawai'i are special learning laboratories for intercultural experience.

HPU's principal home is the island of Oahu, whose name translates to "The Gathering Place." Hawaii has been that since its earliest settlement by Polynesian navigators. Modern Hawai'i is the product of both a rich host culture and over a century of immigration, integration, and adaptation into an evolving cultural and economic landscape. Waves of immigrants have produced a polyglot culture with strong Asian, Polynesian, Hispanic and European elements. Hawaii's largest ethnic minority is Filipino, but the largest racial classification is "More than one." The traditional Hawaiian culture with its emphasis on the multidimensional spirit of "Aloha" both absorbed and helped fuse the waves of new culture into a new and stronger blend, which provides a unique learning environment that has great value for a future world of increasing complexity.

HPU has adopted Hawai'i and the Pacific as its special theme not merely because it reflects our geographic location, but because the university has pledged in its new strategic plan to embed Hawai'i, its values, and its diversity into our students' experience. The vision of the university states that it will leverage its position astride the axis of the eastern and western hemispheres and its relationships around the Pacific Rim to deliver a very distinct educational experience. HPU's values statement further underlines its commitment to deliver a unique

perspective by asserting that the university community aspires to embrace and practice core Hawaiian values of *pono* (righteousness), *kuleana* (responsibility), and *aloha* (peace, compassion and mercy). Hawai‘i and the Pacific is thus central to the university’s identity and mission.

While HPU has always emphasized involvement in the Hawai‘i and Pacific community, the new administration has challenged the university to develop these ideals in a purposeful and concrete manner. Pillar 1-C of the strategic plan, for example, requires targeted projection of the university to the Hawai‘i and Asian markets. Pillar 1-D calls for enhancing the university’s presence in the community of Hawai‘i through faculty outreach into the community and developing the university as a resource for the sustainability and diversification of the islands and the region. Key to fulfilling this promise has been the merger with the Oceanic Institute (OI), whose mission statement summarizes it best: To develop and transfer economically responsible technologies to increase aquatic food production while promoting the sustainable use of ocean resources. OI works with community, industry, government and academic partners, and non-governmental organizations to benefit the state, the nation, and the world. OI researchers in collaboration with many HPU faculty and students serve not only the Hawaiian Islands but the greater Pacific as well. Of recent note have been the efforts to establish a feed mill in Hilo to facilitate the development of experimental feeds both for aquaculture and for land based agriculture in Hawai‘i and around the Pacific, and special breeding projects which will protect fish on Hawaii reefs.

Sustaining the community means many things at HPU, ranging from practical ecological sustainability projects—such as that led by Dr. Regina Ostergaard-Klem and Dr. Steven Allen in creating a rain garden on the Hawai‘i Loa Campus in Kaneohe to protect the water shed by reducing polluted runoff into Hawai‘i’s streams and oceans—to intellectual sustainability, such

as the expert commentary on local, national, and international politics for the local media provided regularly by members of the Diplomacy and Military Studies and Communications faculties. HPU has also been designated as one of the leading Military Friendly schools in the nation, serving the large community of servicemen and servicewomen in the islands both on base and on the main campus. These illustrate the breadth of service that HPU aspires to provide for the region.

Beyond the community and economic positioning aspects of this theme, however, the university seeks to deliver a distinct academic curriculum with a focus upon Hawai‘i and the Pacific. The WASC subcommittee on Hawai‘i and the Pacific surveyed courses and programs offered across the university to discern where this theme is currently being emphasized. Most notably, the university currently offers an interdisciplinary B.A. in Asian and Pacific Studies and is in the process of approving a Hawaiian Studies Minor. The survey revealed that there are many faculty and programs that incorporate modules or emphases on Hawai‘i and the Pacific into their individual classes or courses of study; nursing, for example, offers a Transcultural Nursing Certificate with courses and modules on cultures in Hawai‘i and in other Pacific cultures. However, at the moment these offerings remain scattershot and uncoordinated. Extra-curricular, faculty-led programs have endeavored to promote this theme and to coordinate with academic programs and individual instructors to develop a culture of knowledge regarding Hawai‘i and the Pacific. The HPU Reads/Common Book program, for example, has adopted works on Hawai‘i for common reading and incorporation into largely introductory survey courses: the 2012-2013 choice was *The Value of Hawai‘i: Knowing the Past, Shaping the Future*, by Craig Howes, which outlines the origins of Hawai‘i and discusses contemporary and future issues. Similarly, the Viewpoints Film Series, which screens independent, documentary,

and international films with co-curricular themes, has promoted the work of local artists and filmmakers in its programming. While there are opportunities for students to become familiar with some aspects of the place in which they have chosen to live and study, the sub-committee concluded that a systematic, interdisciplinary, and university wide academic emphasis on Hawai‘i and the Pacific, has yet to materialize at HPU.

The faculty, recognizing the importance of place at HPU and responding to the new pillars of the strategic plan, is moving forward on developing Hawai‘i and the Pacific as a core academic area for the university by positioning it in the new General Education program, to be implemented in the fall of 2015. The new program consists of 12 curricular areas from which students will choose to take courses. One of these areas and part of the first year core is entitled Hawai‘i and the Pacific. All students will have to take a course in this area and must take the course from HPU. Offerings in this curricular area will range from languages to art, history and biology. This reform was in part stimulated by 2012 surveys conducted of students regarding General Education and other academic issues that revealed that students at HPU felt that they were not identifying with the place in which they had chosen to live and to study, and that HPU was deficient in promoting courses which would provide them with a “sense of place.” Thus, a new general education curriculum was developed to remedy these shortcomings. In addition to the Hawai‘i and Pacific curricular area, sustainability and civic engagement outcomes are also built into the General Education program, which means that students will be engaging with the local community across a wide array of courses. General Education courses will be used as gateways for expanding student interest in Hawai‘i and the Pacific and as a method of encouraging faculty and programs to expand their emphases on local and regional studies. In this manner, the General Education program will serve as a cornerstone of a new systematic

initiative to expand HPU’s distinctive academic offerings as well as being a way of serving the community and preparing students for a Pacific future.

Hawaii Pacific University is evolving to meet these challenges. Distinctively urban, global, practical and multicultural, its profile embraces real estate from the downtown and waterfront, to the quintessentially Hawaiian campus at Hawaii Loa, and the “*Makai*” (seaward) setting of The Oceanic Institute. HPU’s programs will continue to have a strong element of “Gathering Place” attributes. Already, with hundreds of Northern European students coming for a semester of study abroad, and a latent interest from Asia in hybrid graduate programs with shorter-term residency requirements and distance education delivery, we are seeing new possibilities for HPU that arise from its unique location and its signature diverse and multicultural character. Equidistant from East and West, it may provide an optimal meeting ground for higher education experiences and international leadership training. That is why HPU’s strategic plan also calls for a mix of undergraduate students that is one-third local, one-third Mainland U.S., and one-third international. A multinational student body in a multicultural location in a Pacific setting will produce a unique alumni body, equipped for global success.

In conclusion, Hawaii Pacific University is on the threshold of developing a distinct and for the first time systematically planned identity, which is embedded in its strategic and unique location. While the building blocks of the identity are already in place, the structure will fully emerge over the next few years as secondary and tertiary level planning is enabled. As programs reform and redevelop their majors in light of the redesign of the General Education program and the strategic plans of the university and its colleges, they must do so with a mind to developing corresponding and linked experiences on this theme with other initiatives across the curriculum. Extra-curricular activities must also be strategically planned and assessed in order to complement

this new special theme of the university. With these programs in place, it will then be possible to assess the planned additional Institutional Learning Outcome, which requires students upon graduation to demonstrate their knowledge of Hawai‘i and the Pacific and analyze different issues and viewpoints related to the unique place in which they have chosen to live and study. Students equipped with this knowledge and steeped in the rich diversity that is the hallmark of the campus and its surroundings will then well position the university to achieve the other arms of the strategic plan: To be a resource for Hawai‘i and for Pacific communities.