REPORT OF THE WSCUC TEAM

FOR REAFFIRMATION OF ACCREDITATION

HAWAI'I PACIFIC UNIVERSITY

February 2 – 5, 2016

Team Roster

Michael L. Jackson, Vice President Emeritus and Professor of

Higher Education, University of Southern California; Chair

Richard C. Giardina, Trustee, California Institute of Integral Studies and

Notre Dame de Namur University; Assistant Chair

Janna Bersi, Professor, Division of Graduate Education, College of Education,

California State University, Dominguez Hills

Elizabeth Griego, Principal, Elizabeth Griego and Associates

Peter A. Michell, Vice President of Finance, Saint Mary's College of California

Eleanor Dantzler Siebert, Professor Emerita, Mount Saint Mary's University

Richard Osborn, Vice President, WSCUC; Staff Liaison

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Introduction

Institutional Context: Hawai'i Pacific University is an independent, not for profit, co-educational, comprehensive University with a liberal arts emphasis. It is located on the island of O'ahu in Hawai'i with more than 6,000 undergraduate and graduate students. It received full accreditation from the WASC Senior College and University Commission (WSCUC) in 1973 and has remained continually accredited. An independent Board of Trustees comprised of community and business leaders governs it.

Originally founded as Hawai'i Pacific College in 1965, it achieved University status in 1990 with additional academic programs and an increase in student enrollment, faculty, and staff. In 1992, Hawai'i Loa College merged with Hawai'i Pacific University. Shortly thereafter, the University entered into an affiliation with the Oceanic Institute (OI), thereby providing HPU with the opportunity to strengthen its academic and research opportunities in the fields of marine biology and ocean studies. OI became integrated into HPU as of January 2014 as a research and teaching unit. Additionally, academic programs are offered at six military bases on the island through a Service-members Opportunity Colleges (SOC) designation. HPU has several leased buildings in downtown Honolulu in the business and government district and a rural campus on the windward side of the island.

As quoted from the University's own words, HPU's mission is to be:

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

HPU's vision is to be:

> "...consistently ranked among the United States's top ten 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."

The University has had four presidents, including Chatt Wright, who served in this role for 38 years. Geoffrey Bannister, who was appointed in January 2011, followed him. John Gotanda, the current dean of the Villanova University Law School in Philadelphia, will succeed Dr. Bannister in July 2016.

In January 2013, the Aloha Tower Development Corporation (ATDC) consented to the University's ownership and management of the Aloha Tower Marketplace (ATM). The approvals passed by ATDC were essential to Hawai'i Pacific's plan to move forward in redeveloping the Marketplace into a mixed-use property featuring a central location for its administrative operations, student housing, retail and dining businesses, community gathering spaces, classrooms, student support services, lounges, classrooms, and bookstore.

HPU offers undergraduate degrees including Associate of Arts and Associate of Science degrees in six areas, a Bachelor of Arts with majors in 16 areas, a Bachelor of Science with majors in 13 areas, a Bachelor of Social Work, and a Bachelor of Education in Elementary Education. In addition, HPU offers 14 graduate degrees including Master of Arts and Master of Science degrees in ten areas of study, a Master of Business Administration, a Master of Social Work, a Master of Education in both Elementary and Secondary Education, as well as joint graduate degrees [MSN/MBA], and graduate and undergraduate certificates. Courses are delivered face-to-face, hybrid, and online at the main downtown campus, Hawai'i Loa campus, the Oceanic Institute, and the various military bases.

Enrollment and enrollment-related revenues are the lifeblood of HPU. Net tuition and fees revenue has consistently comprised approximately 80% of the University's total operating revenues over the past five fiscal years. Changes in enrollment and enrollment-related revenue, therefore, have significant impact on the University's long-term financial sustainability.

Operating deficits that have followed the University's declines in enrollment over the last five years are evidence of this impact. At the same time, non-operating activities have been negatively impacted by declines in investment market values, costs associated

with the Oceanic Institute, and costs related to the purchase, renovation, and operation of the Aloha Tower Marketplace campus.

These dynamics have resulted in significant layoffs, the elimination of unfilled positions, and other cost cutting measures that have severely stressed the University community. Administrative leaders, deans, faculty, and staff are now working to restore institutional stability within an overall organization that has been reduced by almost one-quarter since 2012. Not surprisingly, however, communication and trust issues have surfaced at the University as a result of the swift executive actions to cut the budget. Despite these financial challenges, the institution has been using the 2012-2017 Strategic Plan and a Campus Master Plan that was established in 2014 to help guide its institutional decision-making.

Accreditation History: The accreditation of the University was last confirmed in 2005 for a ten-year period. A November 1, 2010 interim report was requested to address the recommendations of the 2005 Commission action letter, including addressing presidential and leadership transitions and implementation of the then Strategic Plan. The report was submitted to WSCUC, and the Interim Report Committee panel commended HPU for its work in preparing the University for the transition to the leadership of President Bannister. The president at the time, Chatt Wright, felt that the development and implementation of a new Strategic Plan should fall under the purview of the new president. The Commission agreed and requested that HPU provide another interim report in spring 2013 that focused on the development and implementation of the new plan. The interim report was submitted to WSCUC on March 15, 2013. It described the new Strategic Plan for the University and the implementation of that plan.

Component 1: Response to Commission Recommendations and Team Process

Response to Commission Recommendations: The Commission made five recommendations related to the Strategic Plan and asked that HPU respond to these recommendations in the self-study for the Reaffirmation of Accreditation Offsite Review that was held in spring 2015. The recommendations centered on requesting HPU to provide more details about metrics for the goals and objectives under the "pillars" of the

Strategic Plan; the costs, and both the sources and the plans, for acquiring the necessary resources (human, technological, physical, and financial); how the Oceanic Institute and military programs fit into the long-term planning for HPU and their respective relationships with undergraduate and graduate education; strengthening institutional research and information technology functions; and stronger delineation of admission, enrollment, retention, and graduation goals in both qualitative and quantitative terms. The institution responded directly to each recommendation. The responses were provided in the context of the severe financial problems that were being confronted by the University.

     Team Process. The team conducted an off-site review on April 20, 2015, which included a phone conversation with HPU's president, provost, and other administrative leaders. The team developed lines of inquiry based on the WSCUC template and focused on evaluating the institutional report in terms of the WSCUC Standards and Criteria For Review.

     The off-site review was based on the Institutional Report for Reaffirmation of Accreditation provided by the institution and supplementary information regarding finances (including audited statements and reports to bondholders), academic programs, enrollment, budget cuts, staff layoffs, and off-site and distance education programs. The report, while written under the auspices of the president, provost, and ALO, involved contributions from faculty, staff, and deans as appropriate. The team found the report to be in close alignment with its findings from in-depth conversations with various University constituencies during the on-site visit.

     The report described in detail the University's progress as well as challenges in academic and administrative areas. It also reviewed the financial challenges and budget deficits the institution has been coping with since 2012, and the steps it has taken to stabilize the budget, increase enrollment, and move the focus of the University from a more isolated campus in a rural part of the island to a downtown Honolulu location near government offices, the business community, and major transportation routes. The report also identified significant problems with communication and the morale of the faculty and staff as a result of the budget cutting and layoffs.

The on-site review occurred on February 2-5, 2016 and included tours of HPU's main sites for teaching and research. The team visited the Oceanic Institute, the Hawai'i Loa campus, a military base, the Aloha Tower Marketplace (ATM), and programs offered in nearby downtown office buildings. Over the course of three full days, meetings were held with University executive leaders, program and office administrators, trustees, faculty, staff, students, deans, and department chairs. The team also reviewed several emails sent to the confidential email account. It concluded with an exit meeting that was attended by nearly two hundred members of the University community.

Component 2. Compliance with the Standards
Review under WSCUC Standards and Compliance with Federal Requirements

Standard 1: Defining Institutional Purposes and Ensuring Educational Objectives. The institution is in compliance with Standard One with respect to Trustee-approved statements of purpose and expression of values and character that are appropriate for an institution of its type in higher education. They are published on the institutional website. Its academic areas and related programs are appropriately organized for HPU to fulfill its stated purpose. While staffing issues present difficulties in improving how it evaluates and makes public relevant data about student achievement, the institution has made appropriate information public. It has clearly articulated statements on academic freedom for faculty and students and a mission statement that describes the purposes of the institution and how it contributes to the public good. It is a very diverse academic community, as its faculty, staff, and students come from Hawai'i, the mainland of the United States, and different countries around the world. (CRFs 1.1, 1.2, 1., 3 1.4)

Even though HPU has contractual relationships with state government and the military, it is autonomous from those entities and carries out its functions and purposes independently. The institution's academic goals, programs, services, and costs to students and to the larger public are transparent. Academic programs can be completed in a timely fashion. During the last couple of years, while the University has been struggling financially and has had difficulty providing some courses students need to graduate, it has allowed

exceptions to some requirements so students could complete their programs on a timely basis. (CFRs 1.5, 1.6)

An independent and qualified accounting firm audits HPU's finances regularly.   The University has struggled lately, because of financial problems, to be as efficient, transparent, and open as some faculty and staff would like, because it has laid off many staff, eliminated open positions, and reduced other non-personnel administrative costs. Some of this had to do with legal procedures, protecting the privacy of individuals, and the timing and the fluid nature of the decisions, particularly personnel ones.

The University provided WSCUC with all requested information on a timely basis. It has updated WSCUC staff and the team on the challenges it is facing with institutional finances, enrollment, planning, facilities relocations, etc.   (CFRs 1.7, 1.8)

Standard 2: Achieving Educational Objectives Through Core Functions. HPU has appropriate standards of performance for the three levels of academic degrees it offers: associate, bachelor's, and master's. (CFR 2.1, 2.2) These programs conform to WSCUC policies and are subject to regular peer review on a five-year cycle. They ensure the development of core competencies, which have been adopted as Institutional Learning Outcomes. These ILOs are being aligned with Program Learning Outcomes (PLOs) and are in the process of being assessed through a new, redesigned program of General Education. (CFR 2.2a, 2.2b)

Expectations for student learning have been developed by faculty and are published in the Catalog as well as on the HPU website. (CFR 2.3, 2.4, 2.5) Program learning outcomes, as well as course learning outcomes, are embedded in course content and assessed by faculty. (CFR 2.5, 2.6) The program review process includes analyses of student learning and retention and graduation rates. All academic programs undergo an external review during the formal review process. (CFR 2.7)

Faculty development opportunities have recently been expanded despite institutional fiscal restraints. Paid professional leaves, reduced teaching assignments for scholarly activities, and (limited) travel support for professional conferences are now being provided. In addition, HPU has supported the attendance of its faculty at WSCUC

workshops and conferences. (CFR 2.8, 2.9) The Oceanic Institute provides expanded research opportunities for both faculty and students.

HPU disaggregates data and benchmarks its retention and graduation rates against its own aspirations and those of peer institutions. It assesses academic as well as co-curricular programs in order to provide for continuous improvement. (CFR 2.10, 2.11)

Information about admissions, degree requirements, course offerings, and costs are published in the Catalog and/or on the website. While the Catalog needs to be updated in terms of courses that are no longer being taught, students have access to all other relevant information. (CFR 2.12) Part of this information is conveyed to students through centralized academic advising services. While these services are now centralized through the Advising Office, trained advisors from that office are embedded within programs. Recent changes in GE and program requirements have made accurate advising of students difficult. These centralized advising services are critical for transfer students so the transfer process does not unduly disadvantage them. (CFR 2.14)

Learning and student support services include tutoring, career counseling, and job placement services. HPU provides both online and face-to-face tutoring services, and in 2012 HPU launched a Peer Academic Coach Program as part of its Student Success initiatives. The institution provides internship opportunities to give students hands-on learning and to enable them to build professional networks.

Standard 3: Developing and Applying Resources and Organizational Structures to Ensure Quality and Sustainability. HPU is a tuition-dependent institution with over 80% of its total revenue generated from tuition and fees. Diversification and identification of new revenue streams coupled with increasing enrollment levels, especially for first-time freshman students, as well as development of selected graduate programs, remains the primary focus. Such efforts include identifying synergies from the Oceanic Institute (OI), strengthening fundraising, developing new programs, and leveraging the Aloha Tower Marketplace (ATM) development which some consider contentious and problematic. Effective implementation of these or other alternatives, however, is essential to ensuring future financial viability and sustainability. HPU's self-review of Standard 3 and further discussion in the Sustainability section of this report confirm that the institution

needs to continue exercising deliberate and diligent fiscal discipline and overall institutional planning to achieve long-term financial sustainability. (CFR 3.4, 4.6, 4.7)

Formation of the Budget Priority Task Force in 2015 resulted in a new structure for an engaged and collaborative decision-making process, as well as a process for dissemination of budget and financial information to the campus community. (CFR 4.6) However, all of the shared governance committees, including the Budget Prioritization Committee (formerly Budget Priorities Task Force) are in their infancy and have only had some preliminary meetings with no specific actions this year. The primary focus of the resource allocation process is currently on improving the student experience and increasing enrollment levels. Lack of sufficient financial resources at this time mandates an approach of prioritization and reallocation of existing resources rather than allocation of new funding.

The HPU Board of Trustees exercises appropriate oversight over institutional integrity, polices, and ongoing operations, including hiring and evaluating the chief executive officer. (CFR 3.9, 4.6) During the last five years, the Board demonstrated that it is fully engaged with and versed in the institution's issues and challenges. (1.5, 3.4, 4.6) Its decisive actions have resulted in a number of substantive improvements, including the relocation to ATM, the merger with OI, and the timely completion of the presidential search, to name a few. The Board's continuing role in implementing the strategic and master plans remains essential to the University's ability to achieve long-term institutional and financial stability. As the Board membership continues to expand, it is also important to increase its diversity to ensure an appropriate response to the increasing diversity in the institution and the Honolulu community and reflect its guardianship of the institution's mission. (CFR 1.4)

Implementation of the new Faculty Handbook in 2014 allowed for some substantive improvements in faculty recruitment, workload, incentives, evaluation practices, and shared governance. (CFR 3.2, 3.7, 3.10, 4.3, 4.4, 4.6) For example, faculty teaching workloads have been adjusted to allow for contribution to scholarship and creative activities, thereby strengthening the institutional focus on the teacher-scholar model. (CFR 2.8, 2.9) In addition to the existing end-of-term student evaluation of teaching, a

department-based peer review evaluation process has been implemented. Faculty in each unit also developed specific reappointment and promotion criteria. The Office of Sponsored Projects has become more proactive in assisting faculty with their grants and research efforts.

Throughout the visit, the HPU community, and especially its staff members, expressed anxiety about the financial position of the University, lack of clear information and communication about past and future directions, and lack of opportunities to engage in collaborative planning, consultation, and decision-making. (CFR 3.4, 3.7, 4.6) A high level of layoffs and voluntary leave-taking within many University areas (e.g., human resources, information technology services, institutional research, finance, advising, student services, etc.) has also contributed to low morale, increased workloads, inconsistent and unclear business practices, and a sense of instability. (CFR 1.7, 3.1, 3.2, 3.8) As HPU attempts to make substantive improvements to stabilize and strengthen all of its strategic areas and functions, achieving financial stability remains paramount. It will thus be necessary for the institution to accelerate its existing strategies and formulate new ones to accomplish and maintain long-term financial sustainability at the same time that it addresses the campus climate of fear and uncertainty. (CFR 3.4, 4.7)

Although in its infancy, a system of shared governance encompassing six committees to engage faculty, staff, students, and administrators in Strategic Planning and institutional decision-making has been established. A Staff Council to "provide a voice for HPU's staff to address their concerns," with a special focus on staff retention and issues related to employee job satisfaction was created in February 2015. Based on conversations with staff and others, it appears that this Staff Council, although still developing, is on a path to make some substantive improvements in these areas. It is clear, however, that much work remains to be done in order for HPU to develop systems and processes that will ultimately result in an organizational culture of timely, consistent, and transparent communication engaging all University stakeholders. (CFR 3.7, 4.6)

The *Self-Review Under the Standards* document completed by HPU indicated that faculty and staff development activities, designed to improve teaching, learning, and assessment of learning outcomes, and information and technology resources are among those items designated as being most in need of improvement. (CFR 3.3, 3.5) Funding for

staff professional development and training is limited, given HPU's current financial constraints exacerbated by high staff and administrator turnover. (CFR 3.3, 3.4) The University, however, makes an effort to offer competitive grants for research and creative activity to faculty. Although some faculty indicated that funding for travel to participate and present in conferences and symposia has been reduced, the Faculty Development Grants budget has been recently increased by approximately $30,000. Some staff members indicated that they have been able to participate in some professional development opportunities on a limited basis. As HPU's financial position improves, such opportunities should be made more available to both staff and faculty, especially in areas of strategic importance. (CFR 3.3)

The University library was impacted by the financial downturn. Although, HPU states that its previous library staffing levels were unreasonably high and required optimization of resources, students have expressed a concern about library hours. Extended library hours are presently being offered as a pilot. The importance of library services and resources, including availability of electronic databases for faculty and students, is essential in supporting the educational mission of the University. (CFR 2.13, 3.5) HPU is encouraged to carefully and deliberately evaluate its library functions and resources to ensure sufficient and adequate support to the campus community.

Standard 4: Creating an Organization Committed to Quality Assurance, Institutional Learning, and Improvement. As will be seen in later sections of this report, HPU clearly has developed a set of quality assurance processes to collect, analyze, and interpret data, track results over time, and make improvements. It has also developed a functioning institutional research capacity to provide high-quality data for planning and decision-making. However, this has not always been the case, since the University's planning, and the institutional research to support that planning, seemingly did not catch the seriousness of the enrollment and subsequent financial downturn. Data collection, analysis, and dissemination appear to have improved significantly, though a more comprehensive assessment of the effectiveness of the institutional research endeavor still needs to be undertaken. (CFRs 4.1, 4.2, and 4.3)

It was obvious to the team that the institution has engaged in a serious Strategic Planning endeavor and even more serious master planning endeavor. These endeavors were focused on responding to the changing higher educational environment. The University is attempting, through its Strategic Plan and its Campus Master Plan, to develop several special niches for itself as a major institution of higher learning in the heart of downtown Honolulu; as an "anchor" institution meeting the needs of military personnel and their families; and as a University engaged in serious research, teaching, and learning in marine biology, fish breeding, and aquaculture.

There have, however, been two major problems with the institution's strategic planning. First, it has not, heretofore, fully involved all relevant constituencies in a collegial, collaborative, and transparent fashion in the discourse to shape and implement strategic planning goals. Second, to some extent various planning endeavors in the academic, enrollment, faculty staffing, physical, fiscal, and University advancement and fundraising arena appear to be undertaken somewhat independently of each other—if at all—with the dots between and among them and to the overall Strategic Plan not being well connected. Comprehensive academic planning as well as comprehensive advancement and fundraising planning appear lacking.

With the serious effort to now engage in meaningful shared governance, appropriate committees have been established to oversee and monitor the strategic and master planning processes. These committees are only just beginning to function. A great deal of committee professional development will be needed. The newly selected University president has made it clear to the team that he considers the "rebooting" of robust, collaborative, strategic planning to be one of the priorities of his new presidency. It is essential that this planning process be a collegial, inclusive, and transparent endeavor that is data-driven and takes into account all relevant external and internal factors. Both the new Strategic Plan and all of the subsidiary plans that will flow from it need to have measurable goals that are publically reported to the University community. (CFRs 4.5, 4.6, and 4.7)

Component 3. Degree Programs

Meaning, Quality, and Integrity of the Degree and

Inventory of Educational Effectiveness Indicators

HPU offers degrees at three levels: the associate, bachelor's and master's degree levels. Associate degrees are offered only to military service personnel and their families; bachelor's degrees are offered on the Hawai'i Loa campus, at the downtown campus, and on O'ahu's six military bases. Master's degrees are offered at the Hawai'i Loa and downtown sites and online, and a face-to-face MBA also offered on a few of the bases.

The Institutional Report describes attainment of an HPU undergraduate degree as evidence that a student has 1) gained a foundation in the liberal arts, 2) developed higher order thinking abilities, and 3) attained specific content knowledge and skills that will prepare the graduate for the next step in her or his professional development. Specific content knowledge and skills for professional development are developed and assessed primarily through the academic program. In order to assess the first two of these characteristics of an HPU degree, faculty developed Institutional Learning Outcomes that were passed by the Academic Council and Faculty Assembly in 2014. (CFR 1.1, 1.2, 2.4) At the associate and bachelor's degree levels, the ILOs specify competency in critical thinking, information literacy, written communication, quantitative analysis and symbolic reasoning, and oral communication. These ILOs are in alignment with the five WSCUC core competencies.

The first three competencies are common for the master's degree level as well, with a fourth competency on scholarly or creative mastery. Expectations for learning at each degree level have been articulated using the Degree Qualification Profile. (CFR 2.1)

Undergraduate degrees are developed around a common core of General Education. There are five themes in which the core competencies spelled out by the ILOs are embedded. The five themes are addressed in twelve courses across eleven curricular areas. In addition to four courses (Critical Thinking and Expression, Quantitative Analysis and Symbolic Reasoning, Communication, and Information Literacy) that mirror ILOs, there are three courses based on cultural and historical themes that spring from HPU's strategic

geographical position on the Pacific Rim (Hawai'i and the Pacific, Traditions and Movements that Shape the World, and Global Crossroads and Diversity). Additional GE areas include technology and innovation, creative arts, the natural world, and sustainability.

Admission and achievement policies for graduation are articulated. Learning outcomes are well advertised, with course learning outcomes published in course syllabi. Program learning outcomes are listed in the Catalog as well as on many course syllabi. Institutional outcomes are published in the Catalog as well as on the HPU website. (CFR 2.2-2.3)

HPU assures the integrity of its degrees in several ways, but three ways in particular: 1) assessment of institutional outcomes and learning, 2) course and program reviews which include an assessment of student learning and how those results are utilized, and 3) a supportive faculty that maintains an active connection to their professions.

ILO Assessment through General Education (GE).   Widespread assessment of ILOs is just beginning, since they were approved in summer 2014. However, the plan is that the bulk of this learning assessment will be carried out through assessment of the General Education core. An assistant dean for GE and a faculty General Education Curriculum and Learning Assessment Committee (GECLAC), with faculty representatives from each college, have primary responsibility for developing the assessment schedule, tools, analysis, and timeline for institutional reflection on the results. In 2015, an Assessment Day was held to share and celebrate assessment results; this is now planned as an annual event.

Program Review. The program review process was evaluated in 2011, with new features introduced to enhance the robustness and meaning of the review. The comprehensive five-year program review process is based on annual report data on program enrollment/majors; program capacity in terms of curriculum, faculty, and resources; student learning; student satisfaction; initiatives that address the Global Citizenship emphasis of HPU; educational improvement since the last review; and a section

with recommendations and actions for the future. (CFR 2.7) An external review is carried out and the comprehensive document is reviewed by faculty and deans with an eye to institutional planning to meet verified needs.

The program review process has been inconsistent in quality and incomplete in recent years, as HPU has prioritized the meeting of other challenges. At the time of the institutional self-study, the Inventory of Educational Effectiveness Indicators listed fourteen program reviews in process.   However, an updated version of the Inventory supplied to the Team at the time of the visit shows that all academic program reviews are now up-to-date. The institutional research capacity was strengthened by implementing software (Taskstream) to bring the process back on track. (CFR 3.1, 3.10) Actions based on the data are beginning to emerge in terms of curricular changes and student success initiatives. (CFR 2.10)

Role of the Faculty.   Faculty across the institution have been responsible for developing student outcomes at the institutional, programmatic, and course levels. (CFR 2.4) HPU has supported faculty in these tasks by providing funds for attending WSCUC workshops and reassigned time for development of outcomes and for reflection on the results. Program review narratives speak to the commitment of faculty in developing learning outcomes and their commitment to designing and implementing strategies for assessing student learning.

The new Faculty Handbook (approved in 2014) indicates that teaching accomplishment shall be based on "review of syllabi, peer faculty assessment, and student evaluations." While there is no mention of the necessary role of faculty in learning assessment or course/program improvement, conversations with faculty and an examination of program reviews on file that detail how and why changes have occurred, indicate that faculty take this responsibility seriously. (CFR 2.4, 4.3) Rubrics have been developed that clearly differentiate the expectations for student learning at each degree level. (CFR 2.1, 2.2) These expectations are based on the Degree Qualifications Profile.

<p style="text-align:center;">**Component 4: Educational Quality**</p>

<p style="text-align:center;">**Student Learning, Core Competencies, and Standards of Performance at Graduation**</p>

In 2014 the HPU Faculty Assembly (now Senate) adopted institutional learning outcomes (ILOs), which are aligned with WSCUC core competencies for its three levels of its degrees. (CFR 2.2, 2.2a, 2.2b) Establishment of the ILO Assessment Committee allowed HPU to develop a plan for assessing the core competencies utilizing the Association of American Colleges and Universities (AACU) rubrics as the basis. Subsequent revisions were made to the four rubrics based on the results of "norming sessions." The revised rubric for quantitative analysis and symbolic reasoning, for example, was used to pilot assessment of five math courses and determine that approximately 60% of the students were meeting expectations of this competency. The institutional report states, "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 assignments—to improve competency." (CFR 2.1, 2.2, 2.2a, 2.3, 2.4, 4.1, 4.3)

Implementation of the new General Education (GE) program in fall 2015 resulted in a common core of courses in 11 curricular areas (CFR 2.2a). The revised GE program, aligned with the WSCUC core competencies and incorporated HPU themes of global crossroads and diversity, Hawai'i and the Pacific, and sustainability. The 2015-17 Strategic Plan for General Education developed by the Strategic Planning Committee addressed its essential components, including the GE vision, mission, goals, curriculum areas, program objectives, and student learning outcomes. Although it appears that faculty were broadly engaged and led the GE revision process, some faculty noted that the oral communication competency, for example, was not adequately addressed within the GE/core curriculum. The visiting team reminds the University that it is essential that all review, revision, and/or planning of any academic and curriculum-related matters include broad and representational faculty participation. (CFR 2.2, 2.4, 3.7, 3.10, 4.4, 4.5, 4.6)

 GE program learning outcomes have been mapped to the ILOs, and a curriculum map was developed to demonstrate the alignment. (CFR 2.2a) The revised GE program reduced the credit requirements from 57 to 36 credits and provided more opportunities

for students to pursue a double major or a minor, as well as engage in high-impact practices including research, internships, and study abroad. (CFR 2.5) As part of the GE redesign and the reduction of units required for graduation, the Undergraduate Curriculum Committee reviewed all degree programs and minors. Approximately 40 programs have been completely revised, and program improvements in other degrees have been implemented. Many programs streamlined their major requirements to 45-72 credits by reducing the number of pre-requisite courses; and total degree credits for all programs, but one, were reduced to 120 credits.

Perhaps the most notable accomplishment has been made in integration of GE outcomes, program learning outcomes, and ILO assessments. Common assessments of GE outcomes aligned with ILOs (i.e., critical thinking, information literacy, oral communication, quantitative analysis and symbolic reasoning, and written communication) have been developed by the faculty and will be evaluated in the future based on a common rubric. Utilization of Taskstream is expected to assist faculty in completion of this process. (CFR 2.2, 2.2a, 2.2b, 2.3, 2.4, 4.1, 4.3)

The ILO Assessment Plan for 2014-15 outlines specific assessment goals, including procedures, timelines, and required training. It also raises questions related to institutional support, including software, faculty and staff levels, and data availability and tracking. To-date some of these issues have been resolved or are in process, while others remain to be addressed. (CFR 2.7, 3.4, 4.1) Implementation of the annual Assessment Day in August 2015 allowed faculty, for example, to engage in developing common assessments of the ILOs in GE, the major, and the capstone. Ongoing implementation of Taskstream software to be utilized for annual assessment of student learning and program reviews is another example of HPU's efforts to ensure its educational effectiveness.

Based on the updated information provided by HPU, more than 20 programs have completed their reviews during 2014 and 2015 resulting in a number of improvements. (CFR 2.7, 3.10, 4.1, 4.5) While examples of curricular-related improvements resulting from the program review recommendations abound, requests for additional resources remain outstanding, as new funding is limited. As acknowledged by HPU, the University "has attempted to incorporate the program review evaluations into institutional planning processes, but unfortunately has done so with limited success" [Appendix 32, Evaluating

HPU Program Review, p. 7]. HPU is strongly encouraged to identify ways of supporting evidence-based requests for resources resulting from completed program reviews. In addition, assessment and program review of co-curricular areas is in its early stages (e.g., Library and Student Services) and needs to be developed further. (CFR 2.11, 4.3) Implementation of Taskstream should assist in this process.

Strengthening of the Faculty Senate academic committees (e.g., the GE Curriculum and Learning Assessment Committee) and the Academic Assessment and Program Review Task Force infrastructure is an important component of the institutional focus on educational quality and assessment efforts. (CFR 2.3, 2.7, 3.7, 3.10) As noted previously, resources and support for faculty to engage in teaching/learning, scholarship, and assessment-related development opportunities are essential in order to continuously strengthen institutional assessment efforts. (CFR 2.8, 2.9, 3.3)

In sum, HPU has made substantive progress and improvements in developing and aligning ILOs, core competencies, and GE; redesigning GE; completing program reviews; implementing Taskstream; and developing a support infrastructure. The team commends the University for its efforts and encourages HPU to maintain a continuing focus on them.
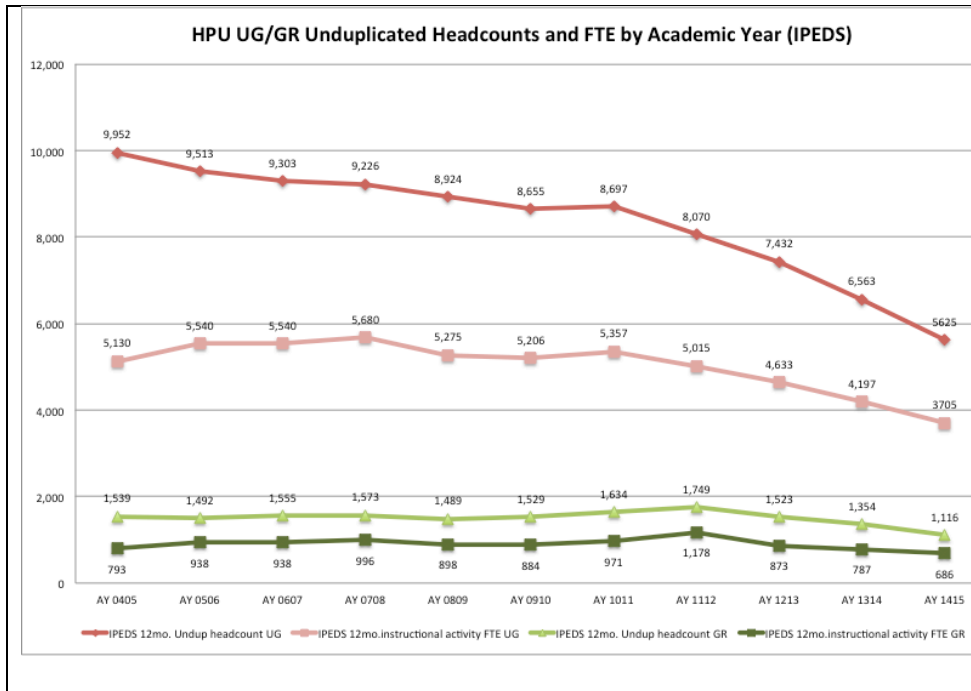
Component 5: Student Success

Student Learning, Retention, and Graduation

As has been stated previously, there has been a steady decline in HPU student enrollments since the last WSCUC visit in 2005, with precipitous declines in the last five years. Those shrinking enrollments have significantly impacted the HPU budget that is 80% tuition-driven. The resulting financial challenges have negatively impacted every area of the University. Yet, the enrollment declines received curiously little attention in the HPU *Institutional Report for Reaffirmation of Accreditation,* except for the discussion on retention. The decline in entering student enrollments was largely unaddressed in the report. The team had the sense that the University had somehow missed the seriousness of the enrollment downturn. This perception was partially confirmed by the University's own statement [p. 61]:

"…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, and those projections led to misinformed decisions to add costs to the institution."

The team asked for further explanation of the enrollment declines and the implications for student experience and success in its *Lines of Inquiry* response following the Off-Site Review. The University provided a much more thorough evaluation of the perceived reasons for the declining trends, and further inquiry during the team visit elicited additional information from University analyses that have been underway over the last year.

A perfect storm of factors impacted the decline in enrollments over the last decade. HPU's historic mix of student feeder markets—the part-time, distance learning, active military, and working students—has proven particularly vulnerable to state, national, and international economic trends as follows: (a) The recession and changes in the economy have caused the devaluing of the U.S. Dollar, making travel to Hawai'i more financially difficult for international students and students from the mainland, exacerbated by the bankruptcy of two major airlines serving Hawai'i; (b) HPU is encountering significantly increased competition from for-profit and distance learning competitors relocating in Hawai'i; (c) The number of Hawai'i high school graduates is declining, causing more competition among universities on the island. The less expensive University of Hawai'i at Manoa flagship campus has captured more of the college-going students who do not want to go to the mainland to study; (d) Perhaps most significant, declines in federal funding earmarks and the patterns of active duty military deployment have negatively impacted the enrollments in the distance learning programs at the six on-island military bases that have been a mainstay of HPU enrollment for many years.

HPU UG/GR Unduplicated Headcounts and FTE by Academic Year (IPEDS)

IPEDS 12mo. Undup headcount UG: AY 0405: 9,952; AY 0506: 9,513; AY 0607: 9,303; AY 0708: 9,226; AY 0809: 8,924; AY 0910: 8,655; AY 1011: 8,697; AY 1112: 8,070; AY 1213: 7,432; AY 1314: 6,563; AY 1415: 5625

IPEDS 12mo.instructional activity FTE UG: 5,130; 5,540; 5,540; 5,680; 5,275; 5,206; 5,357; 5,015; 4,633; 4,197; 3705

IPEDS 12mo. Undup headcount GR: 1,539; 1,492; 1,555; 1,573; 1,489; 1,529; 1,634; 1,749; 1,523; 1,354; 1,116

IPEDS 12mo.instructional activity FTE GR: 793; 938; 938; 996; 898; 884; 971; 1,178; 873; 787; 686

Enrollments show declines over the 12 month enrollment period since 2005, especially for undergrad students. Most of the declines were in part-time students, so the FTE declines were not as significant.

In light of these trends, and in support of HPU's new 2012 -2017 Strategic Plan goal to become a top-ten western private regional University, HPU benchmarked its aspirational peers to compare practices. One of the findings was that HPU's peers have a much stronger mix of first-time, full-time students. The University subsequently made the consequential decision to shift toward first-time, full-time freshmen and away from its traditional mix of part-time, working, visiting, online, and international students. This shift is a far-reaching decision that will require additional financial investment to support an on-campus, traditional-aged, residential student population that expect services and programs to build community and campus life—at the very time that HPU is experiencing its budget downturn. University faculty and staff, and especially leadership and the Board of Trustees, understand the implications of making this student cohort shift. As articulated to the team by the Board Chair, if HPU does not succeed in attracting full-time freshmen, the long-term viability of the University will likely be further jeopardized. (CFR 4.7)

In just the last few years, the University has embarked on the strategy to re-center the campus to the downtown Honolulu Aloha Tower Marketplace property that would provide a full-service campus site with residence facilities and related student services

close to public transportation in the heart of the business community and government district. The University hopes that retention and graduation rates will improve with longer periods of enrollment and stronger connections to the University. It also hopes that these students will develop stronger alumni connections that will afford increased support to HPU in the future. The team's tour of the property confirmed that the property has beautiful, contemporary architecture, with excellent meeting rooms, multi-purpose rooms, and a learning commons. The converted residence hall lofts are also attractive and spacious.

In 2015, the University turned to a trio of enrollment management consultants for help in revising enrollment strategies and deploying new resources and approaches to admissions and the awarding of financial aid. Flow charts to guide admissions staff, new messaging, outreach publications, communications, and website strategies have all been redesigned over the past year. For the first time, goals were established for inquiries, applications, and registrations from segmented markets. This data-informed, analytical approach to enrollment is largely new to HPU. The University is encouraged to pursue this important and necessary approach. (CFR 3.4, 4.3)

The good news is that the entire admission process has been redesigned. The University upgraded its equipment and technology and launched Project SCORES to streamline National Student Clearinghouse reports, recode Banner's admission module, and other improvements. The early admission action dates were pushed a month earlier and incentives were added for merit awards and housing priority. Year-to-date applications for fall 2016 are up. New graduate programs will be targeted to seek new enrollments and new student markets. Programs being considered include doctorates in Nursing Practice and Physical Therapy, master's degrees [or concentrations] in Public Health, Creative Writing, Public Administration, Bio Sciences [pre-med], Health Care Administration, and Educational Leadership, and bachelor degrees in Engineering, Nutrition, and Integrative Arts. A new experienced director of financial aid was hired recently and a search is underway for an experienced vice president for enrollment management. The leadership provided by these professionals will be critical to the ongoing success of enrollment management. (CFR 3.1, 3.2, 3.4, 3.6)

It should be noted that, while admissions strategies were being revamped, the process has been slowed by the financial climate that has mandated reductions in admissions as well as in all other areas of the University. The University believes the reductions further impacted enrollments negatively, particularly graduate enrollments. Only in the last few months has the number of recruiters been increased. Admissions counselors are now embedded within the colleges, with the result that academic deans and department chairs are more engaged in admission and retention processes and staff is better informed about faculty and curricula.

The approach to data-driven analysis for the recruitment and admissions processes has not fully extended to the other components of enrollment management—retention and graduation. The University does know that its freshman-to-sophomore attrition rate of 33% is comparatively high and its IPEDS six-year graduation rate of 40% is comparatively low, and attributes these to the student body mix that it enrolls. Still, in a small sample survey of the reasons students leave, student dissatisfaction with their felt connection to HPU, dissatisfaction with social life and co-curricular opportunities, uncertain valuing of their education, quality of academic advising, academic challenges, and quality of instruction are all issues for HPU to understand better so they can be addressed. Students told the team that their questions and complaints were not being responded to, and they often did not know to whom they should turn to address their concerns. The University believes that the development of the Aloha Tower Marketplace campus will help ameliorate some of these concerns, but a better understanding of what segments of students are being retained and which are leaving, and why, remains a high priority. (CFR 1.7, 2.10, 2.13, 4.2) The University's goals of 85% freshmen retention and 70% six-year graduation rate are extremely ambitious and not yet supported by data-driven plans to achieve these increases.

The Student Success Committee at HPU is designated to provide leadership to address student success and retention. The Committee has coalesced without an experienced enrollment management leader. Strategic admissions decisions are currently being made at the level of the president; so without the same level of attention to retention and without the same data-driven analysis and leadership that could drive retention, the

committee has evolved into a large information sharing and problem solving communications body – which definitely has merit in improving communication and modifying some practices and processes, but is without the information and analysis that is needed to effect the understanding and strategies to address student retention most directly. Without this support, the committee will not be able to fulfill its charge of supplementing the *University Success Plan* with accompanying outcome metrics, timelines, and benchmarks. Finally, it is the expectation of WSCUC that retention and graduation data be one of the elements that is made public as an indicator of student achievement. There is no evidence that this information is shared with the public and likely awaits the arrival of a new enrollment management leader.

The team met with students and student leadership and found, perhaps inevitably, that budget reductions and the staff and faculty layoffs have caused uncertainty and frustration. Students have picked up on the campus climate of fear and mistrust. Some layoffs particularly impacted the student experience: Students reported that many courses listed in the Catalog are not available, or were available at a semester later than their graduation date. They reported that substitute courses were found that would permit them to progress and graduate on time, but they were not always courses students wanted. In the past, the Catalog had not been published every year. The provost indicated that, in the future, the Catalog would be published annually. Concerns mentioned most often by students surrounded academic advising. While advisors have now been embedded in the colleges, students felt that advisors were not always well informed about courses or the online plan-of-degree program. The team felt that training, or additional training, for academic advising should be an important goal to impact retention positively.

Students indicated that not all of the student services promised in the Aloha Tower Marketplace have materialized and they have instead witnessed new commercial tenants moving into vacant spaces, which are a revenue-generating necessity for the University at this point in time. Facilities most often mentioned as being missing were a dining commons, fitness facility, and health clinic. Students expressed desire for more communication from the University in general and more communication through social media in particular. Perhaps inevitably, the campus climate of sadness and anger

engendered by faculty and staff layoffs has migrated to students, resulting in considerable expressed dissatisfaction. While there is acknowledgement that HPU is working to make things better for students, and that these years are a transition period while the University rebuilds, these current students feel they have been disadvantaged. (CFR 1.6, 1.7)

As HPU further develops the ATM campus and begins the enrollment turn-around, it will be important to map additional services and co-curricular learning opportunities intended to support students' personal and professional development and to communicate when and where these will be offered and how they will be integrated with academic programs and into the further development of space at the ATM campus. Knowing the intended dates for implementation of enhancements would help student understanding of the trajectory of anticipated development. (CFR 2.11, 3.1)

Some positive notes to mention include the fact that the multinational diversity of the student body has been recognized by *U.S. News and World Report* and is receiving new emphasis in the Strategic Plan. University goals and new approaches to educating professionals with intercultural skills to work effectively with others are being targeted. These approaches and curricula will further HPU's positioning as a resource for the sustainability and diversification of the Pacific region. The University also strongly supports the Yellow Ribbon Program, which helps former military personnel obtain college degrees and develop marketable skills for future employment. In 2015, HPU was ranked in the top 10% of military-friendly schools by *Military Advanced Education Magazine*.

It should also be noted that the new *Peer Academic Coach Program* has had documented success in increasing retention for participating students. In this program, academically successful upperclassmen coach freshmen in transitioning to college life, living on O'ahu, and focusing on their academic endeavors. Also deserving commendation for improved retention rates is the HPU Athletics Program. The last cohort reported to NCAA shows the 2008-2009 class having 57% retention to graduation for student athletes as compared to 42% for all students. Finally, among other innovative programs, HPU's University Scholars Program deserves special mention for bringing the most highly academically qualified students together in special honors section courses, facilitating their

engagement with intellectual peers. An expansion of the program to begin fall 2016 will target 25 to 50 high achieving students to live in residence.

Component 6. Quality Assurance and Improvement
Program Review, Assessment, and Use of Data and Evidence

Program review at HPU occurs on a five-year cycle. At the current time, all academic program reviews are current.   While the review process of co-curricular programs appears to be in a beginning stage of development, reviews of some student services and the library are currently underway.

The program review process has been evolving since 2005, when the last comprehensive evaluation of HPU was held. In 2011, a full investigative evaluation of HPU's program review process was undertaken. As a result of the process, a *Guide to Academic Program Review, 5th Edition,* was developed; this Guide outlines program review components and good practices by taking program faculty and personnel through a 12-step review process. The process begins with faculty reflecting on the strengths and weaknesses of the program. A compilation of five years of data on program enrollment/ outcomes (also reported on an annual basis) provides one quantitative basis for this reflection and provides some evidence for program sustainability. (CFR 4.1-4.2)

An important aspect of the program review process is the collection and analysis of data measuring student learning. These data are collected at the course level, with one or more PLOs also scheduled for assessment each term. Faculty—including adjunct faculty— are reminded at the beginning of each semester which PLOs are being assessed in the courses they are teaching, and these are embedded in course assignments. (CFR 2.5, 2.6) Faculty use common tools and rubrics in the assessment of a PLO. While faculty are expected to examine their CLO and PLO results at the end of each course, program faculty holistically review and reflect on the quality of the program at the time of the program review. At the time of reflection during the program review, needed changes to curriculum, pedagogy, and outcomes that lead to program improvement surface. (CFR 2.4, 2.10, 4.1, 4.3, 4.4, 4.5)

Many changes in program curricula have occurred recently—primarily as a result of reducing the overall units necessary for graduation from 124 to 120 semester units and

from a recent complete change in the General Education program. Assessment and program review have led to a number of curriculum changes:

- The BS in Business Administration redesigned its curriculum map in order to understand how to better support program learning outcomes.
- The MS in Nursing assessments of learning led the program to incorporate additional information into existing courses and to supplement papers and class presentations with a multiple-choice exam on key concepts.
- The Department of History used student assessment results to determine that a standardization of citation was needed for research papers.
- Analysis of student learning at the course level led the Biology Department to increase the coordination of multiple sections of General Biology to provide more, but shorter, class meetings and introduce small discussion group sections into the course.
- The Department of Communication consolidated its degree programs in advertising/public relations and journalism into a single mass communication major providing students with a more integrated skill set designed to increase their competiveness in the marketplace.

External review is an integral part of the program review process. Then, as final steps, an action plan based on the five-year enrollment/success data, student learning achievements, and an examination of how resources are being allocated is developed. (CFR 2.3, 2.7, 3.1) The program review is shared with the dean so that recommendations can be used in planning to meet future needs. (CFR 4.1) It is not clear to faculty how the specific needs for additional academic support outlined in the action plan and appearing as recommendations in the program review are integrated into planning at the institutional level. A clearer channel of communication between deans and faculty on how budget priorities are established would strengthen the meaning of the program review process.

The implementation of the process depends on sufficient administrative leadership and support, and this is provided in the form of an Academic Assessment and Program Review Task Force coordinated by the assistant dean of general education and assessment. Extensive data are collected in each program and the data have informed decisions made in each program. Most of the recent action plans resulting from academic program reviews

include a need for greater human, physical, and/or technological resources. During these times of financial jeopardy, HPU has eliminated faculty and administrative support positions, in effect diminishing its support of the academic infrastructure. While faculty are generally committed to finding alternative ways to improve programs and address program review recommendations so that students do not suffer, their own workload has increased and overall morale has decreased. It appears to be the case that, while HPU continues to struggle to meet the financial challenges and to implement enrollment strategies by introducing new programs, there will continue to be limited expansion of resources for existing programs.

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Component 7. Sustainability

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Financial Viability and Preparing for the Changing Higher Education Environment

 Financial Sustainability: As discussed in detail in Component 5, enrollment revenues continue to drive the HPU budget, as tuition and fees consistently comprise approximately 80% of the University's operation revenues. Changes in enrollment and enrollment-related revenue, therefore, have significant impact on the University's long-term financial sustainability.

 Operating deficits have followed the University's declines in enrollment over the last five years, including decreased enrollment in 2015 of 109 students or 11.5% from fall 2014. New graduate enrollment, in turn, dropped by 59 students or 19.1% from fall 2014. At the same time, non-operating activities have been negatively impacted by declines in investment market values, costs associated with the Oceanic Institute (OI), and costs related to the purchase, renovation, and operation of the Aloha Tower Marketplace (ATM). (CFR 3.4)

 In regard to enrollment trends, HPU has been impacted by a number of local and global challenges that have negatively impacted its enrollment and enrollment-related revenues. University records show that enrollment declines at HPU started as early as 2004 and became more prominent in 2008 with the Great Recession and credit crisis. The unique composition of HPU's student body, which includes part-time, distance learning, active duty military, and international students, meant that the University was more

severely impacted and impacted over a longer period of time by the recession and credit crisis. It was noted by the University that its enrolment mix more closely resembled that of for-profit institutions than of its aspirational peers among the top ten western private regional universities. It was also noted that deficiencies in HPU's enrollment data collection, reporting systems, and decentralized infrastructure masked the direction and impact of the enrollment trends in each of its constituent student populations. (CFRs 3.5, 4.1, 4.2)

In regard to non-operating activities, the merger with the Oceanic Institute has resulted in the University assuming operating losses, including a loss of $1.2 million in FY 2015. Hawai'i Lifestyle Retail Properties (HLRP), which encompasses the ATM, is also generating operating losses, including a loss of $1.7 million in FY 2015. [CFR 3.4]

The strategic purchase and renovation of the ATM, which dramatically transformed the University's Downtown Campus, also resulted in the assumption of $74.7 million of bonded debt with maturities through 2043. This bonded debt is secured by a leasehold mortgage and by a pledge of gross University revenues. The bonded debt also comes with restrictive covenants including maintaining assets available for debt coverage at a specific level. (CFR 4.6)

The purchase and renovation of the ATM gave the University significant amounts of downtown space, where it is consolidating its other leased properties, providing 277 new student housing beds, and generating commercial and retail rental income, with additional vacant space to be leased and/or converted to University uses. The purchase and renovation of ATM has also caused the University to incur additional operating expenses, including debt service on the bonded debt, and of depreciation expense which, if funded, can be used to maintain the facility over time. (CFR 3.5)

All of the aforementioned factors have caused the University to experience significant operating and non-operating deficits every year since FY 2012, when a $6.5 million operating loss was incurred. Since FY 2012, these deficits have contributed to a reduction in operating revenues of 15.7% or $15.8 million, a reduction in operating expenses of 20.8% or $22.4 million, and a reduction in unrestricted net assets of 25.4% or

$25.2 million through FY 2015. It should be noted that the $25.2 million reduction in university net assets is somewhat overstated by the ATM acquisition which commenced in 2012. Using FY 2011 as the base year, unrestricted nest assets declined by $15.4 million or 17.2% through FY 2015. (CFR 3.4)

Recent University projections indicate that these deficits are likely to diminish, but persist, through FY 2019 or beyond. These projections also indicate that the University's unrestricted net assets ($73.9 million as of June 30, 2015) would be further diminished and therefore further limit HPU's ability to react to new opportunities or threats that could occur. (CFR 3.4)

Alignment with Institutional Priorities. HPU's 2012 – 2017 Strategic Plan and 2014 Campus Master Plan have provided important guideposts to help assure the University is aligning its fiscal, human, and physical resources with its institutional priorities. Major initiatives that are funded and underway to implement the strategic and master plans include the reengineering of enrollment management, the addition of targeted new academic programs, the development of revenue streams related to the ATM and the OI, and enhanced fundraising. (CFRs 4.6,4.7)

As discussed in Component 5, the reengineering of enrollment efforts included a review of existing practices by consultants and the resultant development and implementation of recommendations that focus on first-time, full-time, undergraduate students, more targeted and data-driven search strategies and financial aid awards, redeployment of recruiting personnel to targeted markets, enhanced accountabilities, and improved marketing collateral. Reengineering efforts also include plans to hire a new vice president for enrollment management, with a national search currently underway. (CFR 4.6)

Efforts to expand academic program offerings include the creation of a new academic unit, the College of Extended and Interdisciplinary Education, effective fall 2015. This new college is an extension of the former Off-Campus/Military Campus Programs and it is offering new undergraduate degree programs in public administration and criminal justice, as well as several pre-existing majors, associate degrees, and certificates. The academic programs offered by this new college are being delivered in a variety of formats

including on-base, hybrid, and online.   The offerings are focused on military clientele (active duty and retired), military family members, and other non-traditional students. (CFR 4.7)

Other efforts to expand academic program offerings include the planned launch of a residential honors program, the development of a B.S. program in engineering (HPU currently has 40 students in a 3 - 2 engineering program), and at least six new and targeted graduate degree programs. The ATM is currently providing non-tuition revenue generation possibilities, including revenues from student housing, retail leases, parking income, conferences, and events. University-generated projections of revenues, which assume certain levels of occupancy and utilization rates, and projections of expenses, indicate that the ATM may not generate net income back to HPU until FY 2019 or beyond. (CFRs 4.7, 3.4)

The OI represents another source of non-tuition revenue, and efforts are underway to expand these revenues so that OI can achieve financial self-sufficiency. Efforts include increased technical contracting, increased grant and fundraising activity, the exploration of potential degree programs in aquaculture, and educational tourism initiatives that promise to leverage both OI's cutting-edge research and its proximity to Sea Life Park, a popular tourist destination. The University's projections, however, indicate that OI may not achieve financial self-sufficiency until FY 2019 or thereafter. (CFR 3.4)

Finally, fundraising efforts to diversify revenue streams have focused on the recent launch of a capital campaign. The capital campaign coincides with and complements the University's 50th anniversary celebration. The campaign is to be focused on providing resources for the "repositioning" of the University through the implementation of the 2012 – 2017 Strategic Plan and the 2014 Campus Master Plan. (CFR 3.4)

Infrastructure and Continuous Planning. As noted previously, HPU's strategic and Campus Master Plans have functioned as important guideposts for efforts to adapt to an evolving higher education landscape. Efforts to build the infrastructure necessary to implement these plans in a data-informed manner and to prepare for a likely new Strategic Plan in 2017 have focused on improving and expanding the University's institutional research (IR) and information technology (IT) infrastructure. Efforts have also included the creation of shared governance committees to help provide broader campus community

input and perspectives into continuous improvement and planning efforts. (CFRs 4.2, 4.6, 4.7)

In regard to IR infrastructure, the University recently appointed a director of University strategic initiatives to organize and validate data used for decision-making purposes. The director is also leading the effort to implement the Cognos platform at HPU and to train staff members and administrators to develop reports using the system. The director appears to have made progress in standardizing the methodology by which data are extracted for both external and internal reporting needs. These efforts are expected to continue so that the University can have confidence in the quality of student data and in its ability to expand the use of data in decision-making. (CFR 4.2)

It was noted by the team that the IR function at HPU was recently consolidated into the CFO's organizational structure in order to support and integrate with the budget and planning activities of the institution. The current IR Department consists of the director of University strategic initiatives and a data specialist. (CFR 4.2)

HPU's IT Department has been focused on improving the core software system, Ellucian's Banner, through the recent implementation of four new Banner modules to increase efficiency and data consistency. This effort has allowed the University to decrease its dependence on many different software products and to consolidate data in one place—Banner. (CFR 3.5)

Other IT initiatives have included the deployment of new servers and storage systems to assure stability of data and systems; the upgrading of the University's Wide Area Network (WAN) to increase speed and provide a "redundant" backup system to improve reliability and uptime; and the relocation of the University's core data center to a modern, secure, co-location facility to group hardware systems for ease of operations and maintenance. Current IT initiatives include projects for identity management, degree path management, and facility scheduling. (CFR 3.5)

It was noted by the team that a national search is underway for a new vice president and chief information officer. It was also noted by the team that staff turnover and vacant positions related to significant and multi-year operating budget cost reductions have hampered the University's ability to continue to advance its IR and IT infrastructure and to implement its strategic initiatives. Finally, it was noted by the team that the new shared

governance committees are still in their formative stages and need to continue to meet and evolve to become effective in continuous planning efforts. (CFRs 3.5, 4.5)

Conclusion

Selected Comments on the State of the University

The Strategic Plan, Campus Master Plan, audited financial statements, reports to HPU bondholders, enrollment reports, and other information provided helped the team understand better the institution's strengths and the myriad challenges it faces. The meetings and conversations with faculty, staff, students, administrators, and trustees were enlightening. The team appreciated the comments shared about the University's academic programs, administration, planning, student support services, governance, assessment, facilities, sense of community, and hopes for the future, while coping with the frustrations, tumult, and dislocation caused by the significant budget cuts and staff layoffs that HPU recently experienced.

It seems clear that drastic budget cutting was unfortunately needed to preserve the University's future. As noted, there is still a lot of anger and sadness amongst faculty and staff about how the cuts were implemented. There is mistrust and uncertainty about the future.

It is evident that there is strong desire for better on-going communication about plans that are under consideration with respect to the full implementation of the Master Plan. This was also discussed in the institution's self-study and it must be addressed.

Some in the University community describe themselves as still traumatized by the University response to the financial challenges. In some cases, they are struggling to integrate additional responsibilities for which they have not been trained into their work. They are grieving the loss of friends, colleagues, and mentors who were laid off or sought positions elsewhere. The team encourages the University to recognize this dynamic directly and to address it in ways that help members of the community move on with the work of helping the University achieve the bold vision that has been set forth as part of the Strategic Plan.

All of this turmoil has created an on-going challenge to the important HPU values of *Pono*, *Kuleana*, and *Aloha*. The question for the HPU community going forward is: How will it live out these values as it works hard to take HPU to another level in the service of educating students who come to it to learn, grow, and develop as productive, caring, and contributing global citizens?

Hawai'i Pacific University is again at a pivotal point in its history. It is still in transition from a president of long-standing (38 years), to a president who will have served a five-year term, and to a new president who will take office in July 2016. The University is still trying to merge several educational cultures at different sites (Hawai'i Loa Campus, military bases, Oceanic Institute, and downtown) into a more cohesive and unified institution centered around the Aloha Tower Marketplace in the heart of Honolulu's core government and business district and major transportation routes.

The institution has been severely challenged by the financial troubles described in this report, which has affected its ability to stabilize the recruiting, hiring, and retention of key senior leaders, faculty, and staff, particularly at the middle management level. This has impacted its ability to improve faculty and staff salaries, institutional research, information technology, enrollment management, and overall University infrastructure. The new president and his leadership team will need to focus on improving institutional morale, timely and transparent communication about plans and decisions, and fundraising that can support University initiatives.

The key to the stabilization of the University is better recruitment, enrollment, and graduation of its students, particularly first-time, full-time freshman, and keeping expenses in line with income. This will require discipline, execution, and evaluation of plans that have been made and realistic and conservative budgeting. Once enrollment management becomes more sophisticated and the strategies employed provide solid results, the University can move even more aggressively to support its employees and develop the facilities it needs to sustain its future.

Commendations

1. The team appreciated the preparations for the visit through the submission of a well-conceived institutional self-study. All of the arrangements for the visit were expertly handled, including transportation, lodging, meals, setting up of team rooms at the hotel and on campus, and developing a detailed schedule for the visit. The team also appreciated HPU's commitment to fulfilling the WSCUC Standards, participating in the peer review process, and responding to team requests for further information before and during the visit.

2. The University is commended for the Strategic Planning efforts that resulted in its **first** institution-wide Strategic Plan dated 2012 - 2017 and a related Campus Master Plan in 2014. These initial planning documents have helped guide and inform decision-making and the development and implementation of strategies that are transforming the University. These documents also provide an emerging foundation for future Strategic Planning efforts as the University continues to adapt to the continually changing higher education environment. (CFRs 4.6, 4.7)

3. The University is to be commended for starting to build a culture and infrastructure that support data-informed decision-making and continuous planning efforts. These endeavors are beginning to be integrated into University resource allocation, quality assurance, and institutional learning and improvement activities. The University is encouraged to continue to build and improve upon this data-informed culture and infrastructure. (CFRs 4.1 - 4.6)

4. The team commends HPU's commitment to and active engagement in the development of a shared governance model involving faculty, staff, and students. The team recognizes that the new governance model is in the nascent stage of development. The key is that the institution has started on a path that should serve the University well in the future.

5. The team commends the University on the improvement of its program review process, completing reviews that had not been completed, developing institutional learning outcomes based on WSCUC's core competencies, revamping the General Education program, and implementing Task Stream.

6. The team commends the University for being a strong supporter of the Yellow Ribbon program, which helps former military personnel obtain college degrees and develop marketable skills for future employment.

7. The team commends the Board of Trustees for becoming more knowledgeable about how HPU operates, financially, academically, and programmatically. Also to be commended is its active leadership, support, and engagement in helping to strengthen the institution's future and for the timely completion of the search for the new president.

8. Lastly, despite the financial crisis that befell the University, the president, the Board of Trustees, other campus leaders, faculty, and staff are to be commended for taking bold steps to try to create a more cohesive and dynamic sense of place and community for HPU in the heart of the Honolulu business community, government district, and major transportation routes. Had the University not begun re-centering the institution on recruiting, enrolling, and graduating more first time, full-time, freshman students, the long-term viability of the institution would have been further damaged and jeopardized.

Recommendations

1. The University continues to experience significant turnover among senior and mid-level administrative positions (e.g., president, vice president for enrollment management, vice president and chief information officer, chief of staff, college deans, directors of various programs) at a critical time when numerous strategic initiatives important to its future are being implemented. The absence of this leadership cadre is significantly hampering the ability of the University to develop a fully functioning staff with appropriate leaders who can help the University achieve its goals. Additionally, efforts to reduce operating expenses over the last five years have resulted in faculty and staff reductions, turnover, and vacant positions that are impeding the University's ability to adequately support its programs and operations. This also has a direct impact on HPU student success and, ultimately, on its educational and institutional effectiveness that cannot be underestimated. **It is therefore recommended that the University complete its hiring processes at the senior administrative level as soon as possible and stabilize its faculty and staffing levels to allow it to adequately**

support, improve, and advance its programs, operations, and educational mission. (CFR 3.1)

2. The University has experienced significant operating and non-operating deficits since FY 2011 that have contributed to a reduction in its unrestricted net assets by 17.2% or $15.4 million through June 30, 2015. This is a significant reduction that occurred during a time period when other private higher education institutions were increasing their unrestricted net assets. Recent University projections indicate that these deficits are likely to diminish, but persist, until FY 2019 or beyond. These deficits, and the resulting decline in the unrestricted net assets, are seen by the team as threats to the University's ability to continue to meet its bond covenants and to support and advance its programs and operations. **Therefore, to achieve fiscal stability, it is recommended that the University accelerate existing strategies and formulate new ones to achieve financial stability.** (CFR 3.4)

3. Throughout the visit the issue of inadequate communication in a variety of areas was raised, including the process for laying off staff and faculty, development of charges for new committees and their subsequent leadership and functioning, process to hire new faculty and staff, decisions about space allocations, and process for making decisions about the future of the Hawai'i Loa campus, to name a few. **Therefore, the team recommends that HPU develop systems and processes that will result in an organizational culture of timely, consistent, inclusive, and transparent communication engaging all stakeholders.**

4. Addressing the enrollment declines of the last several years may be the most urgent issue for the University to confront as it strives for financial viability. The University has identified the recruitment, enrollment, retention, and graduation of first-time, full-time undergraduate students as its highest enrollment priority to stabilize its finances and restore a healthy population of students and community. **As the new vice president for enrollment management comes on board, the team recommends that vigorous efforts be made to establish and track disaggregated data to understand student markets and potential pipeline schools. It will be important for this vice president to work immediately with the Student Success Committee to bring this same data-driven approach to understanding and improving student retention**

and graduation. Working across organizational lines to collect timely, reliable, and consistent information, address student concerns, and improve processes and programs that directly impact the educational experience will all be essential in improving retention and graduation rates.

5. Given that the present Strategic Plan is nearing its end-point; given the fast paced changes occurring at the institution; and given the anticipated arrival of a new president, **the team recommends that campus leaders begin preparing for the development of a new comprehensive Strategic Planning process. This process would include subsidiary University plans in regard to academic programs, enrollment management, financial management, facilities, faculty and staff hiring, marketing, development and fundraising, and the Oceanic Institute, as well as college specific plans, that are all in alignment with each other and with the overall Strategic Plan. This planning process should be a collegial, inclusive, and transparent endeavor that is data-driven and takes into account all relevant external and internal factors.   All of these plans should have measurable goals that are publically reported to the University community. The role of the newly established Strategic Planning Oversight Committee should be clarified to further institutionalize the emerging shared governance structures and processes that have recently been established.**

6. The Student Advising Program has gone through several organizational iterations over the last several years. The current system has resulted in some improvements; and, as some have said, "It's way better than it used to be." However, student dissatisfaction with a significant portion of the advising at the University is still high. It is in need of great improvement. **The team recommends that a high priority be placed on making special efforts to improve training programs for advisors and related student support personnel, with the goal of establishing a first-rate advising program that meets students' needs.**

APPENDICES

A. FEDERAL COMPLIANCE FORMS

    1. CREDIT HOUR REVIEW
        COMPLETED BY JANNA BERSI   2/4/16

    2. MARKETING AND RECRUITMENT REVIEW
        COMPLETED BY PETER MICHELL   2/2/16

    3. STUDENT COMPLAINTS REVIEW
        COMPLETED BY ELIZABETH GREIGO   2/3/16

    4. TRANSFER CREDIT POLICY REVIEW
        COMPLETED BY RICHARD GIARDINA   2/4/16

B. OFF-CAMPUS LOCATIONS REVIEW
        COMPLETED BY FULL TEAM   2/2/16

C. DISTANCE EDUCATION REVIEW
        COMPLETED BY ELIZABETH GRIEGO   2/3/16

CREDIT HOUR REVIEW
COMPLETED BY JANNA BERSI   2/4/16

CREDIT HOUR AND PROGRAM LENGTH REVIEW FORM

Material Reviewed	Questions/Comments (Please enter findings and recommendations in the Comments sections as appropriate.)
Policy on credit hour	Is this policy easily accessible? *x* YES ❑ NO
	Where is the policy located? *http://hpu.edu/Academic%20Catalog/docs/2015-2016_Catalog.pdf*
	Comments: Addressed in Report and Appendix 8
Process(es)/ periodic review of credit hour	Does the institution have a procedure for periodic review of credit hour assignments to ensure that they are accurate and reliable (for example, through program review, new course approval process, periodic audits)? *x* YES ❑ NO
	Does the institution adhere to this procedure? *x* YES ❑ NO
	Comments: *Addressed in Report and Appendix 8*
Schedule of on-ground courses showing when they meet	Does this schedule show that on-ground courses meet for the prescribed number of hours? *x* YES ❑ NO
	Comments: *Addressed in Report and Appendix 8*
Sample syllabi or equivalent for online and hybrid courses *Please review at least 1 - 2 from each degree level.*	How many syllabi were reviewed? *8 (Addressed in Report Appendix 9)*
	What kind of courses (online or hybrid or both)? *both*
	What degree level(s)? *undergraduate and graduate*
	What discipline(s)? *finance, marketing, economics*
	Does this material show that students are doing the equivalent amount of work to the prescribed hours to warrant the credit awarded? *x* YES ❑ NO
	Comments: *Addressed in Report and Appendix 9*
Sample syllabi or equivalent for other kinds of courses that do not meet for the prescribed hours (e.g., internships, labs, clinical, independent study, accelerated) *Please review at least 1 - 2 from each degree level.*	How many syllabi were reviewed? *3*
	What kinds of courses? *labs*
	What degree level(s)? *undergraduate*
	What discipline(s)? *biology, chemistry, environmental sciences*
	Does this material show that students are doing the equivalent amount of work to the prescribed hours to warrant the credit awarded? X YES ❑ NO
	Comments: *Addressed in Report*
Sample program information (catalog, website, or other program materials)	How many programs were reviewed? *50*
	What kinds of programs were reviewed? *both*
	What degree level(s)? *undergraduate and graduate*
	What discipline(s)? *business, liberal arts, nursing and health sciences, education, public service, natural and computational sciences*
	Does this material show that the programs offered at the institution are of a generally acceptable length? X YES ❑ NO
	Comments: *Addressed in Report. Current catalog at:* *http://www.hpu.edu/Academic%20Catalog/docs/2015-2016_Catalog.pdf*

Review Completed By:
Date:

MARKING AND RECRUITMENT REVIEW

MARKETING AND RECRUITMENT REVIEW
COMPLETED BY PETER MICHELL   2/2/16

MARKETING AND RECRUITMENT REVIEW FORM

Under federal regulation*, WSCUC is required to demonstrate that it monitors the institution's recruiting and admissions practices.

Material Reviewed	Questions and Comments: Please enter findings and recommendations in the comment section of this table as appropriate.
**Federal regulations	Does the institution follow federal regulations on recruiting students? *x* YES ❑ NO
	Comments: Addressed in Report (p. 20)
Degree completion and cost	Does the institution provide information about the typical length of time to degree? *x* YES ❑ NO
	Does the institution provide information about the overall cost of the degree? *x* YES ❑ NO
	Comments: Addressed in Report (p. 20)
Careers and employment	Does the institution provide information about the kinds of jobs for which its graduates are qualified, as applicable? *x* YES ❑ NO
	Does the institution provide information about the employment of its graduates, as applicable? *x* YES ❑ NO
	Comments: Addressed in Report (p. 20)

*§602.16(a)(1)(vii)

**Section 487 (a)(20) of the Higher Education Act (HEA) prohibits Title IV eligible institutions from providing incentive compensation to employees or third party entities for their success in securing student enrollments. Incentive compensation includes commissions, bonus payments, merit salary adjustments, and promotion decisions based solely on success in enrolling students. These regulations do not apply to the recruitment of international students residing in foreign countries who are not eligible to receive Federal financial aid.

Review Completed By:
Date:

STUDENT COMPLAINTS REVIEW
COMPLETED BY ELIZABETH GREIGO   2/3/16

STUDENT COMPLAINTS REVIEW FORM

Under federal regulation*, WSCUC is required to demonstrate that it monitors the institution's student complaints policies, procedures, and records.

Material Reviewed	Questions/Comments (Please enter findings and recommendations in the comment section of this column as appropriate.)
Policy on student complaints	Does the institution have a policy or formal procedure for student complaints? *x* YES ❏ NO
	If so, Is the policy or procedure easily accessible? Where? *Student Handbook*
	Comments: Addressed in Report and Appendix 10
Process(es)/ procedure	Does the institution have a procedure for addressing student complaints? *x* YES ❏ NO If so, please describe briefly: *Depending on the nature of the complaint it is filed with the Dean of Students, Academic Department, or College Office*
	If so, does the institution adhere to this procedure? *x* YES ❏ NO
	Comments: Addressed in Report and Appendix 10
Records	Does the institution maintain records of student complaints? *x* YES ❏ NO If so, where? *Dean of Students Office or department or college office depending on the nature of the complaint*
	Does the institution have an effective way of tracking and monitoring student complaints over time? *x* YES ❏ NO If so, please describe briefly: *Annual review of complaints*
	Comments: Addressed in Report and Appendix 10

*§602-16(1)(1)(ix)

See also WASC Senior College and University Commission's Complaints and Third Party Comment Policy.

Review Completed By:
Date:

TRANSFER CREDIT POLICY REVIEW
COMPLETED BY RICHARD GIARDINA   2/4/16

TRANSFER CREDIT POLICY REVIEW FORM

Under federal regulations*, WSCUC is required to demonstrate that it monitors the institution's recruiting and admissions practices accordingly.

Material Reviewed	Questions/Comments (Please enter findings and recommendations in the comment section of this column as appropriate.)
Transfer Credit Policy(s)	Does the institution have a policy or formal procedure for receiving transfer credit? *x* YES ❐ NO
	Is the policy publically available? *x* YES ❐ NO If so, where? *http://hpu.edu/Academic%20Catalog/docs/2015-2016_Catalog.pdf*
	Does the policy(s) include a statement of the criteria established by the institution regarding the transfer of credit earned at another institution of higher education? *x* YES ❐ NO
	Comments: Addressed in Report and Appendix 11

*§602.24(e): Transfer of credit policies. The accrediting agency must confirm, as part of its review for renewal of accreditation, that the institution has transfer of credit policies that--

(1) Are publicly disclosed in accordance with 668.43(a)(11); and

(2) Include a statement of the criteria established by the institution regarding the transfer of credit earned at another institution of higher education.

See also WASC Senior College and University Commission's Transfer of Credit Policy.

Review Completed By:
Date:

OFF-CAMPUS LOCATIONS REVIEW
          COMPLETED BY FULL TEAM   2/2/16

HPU offers courses at six military base institutions across the island of Oahu: Hickam AFB, Pearl Harbor, Marine Corps Base Hawaii (MCBH) Camp H.M. Smith, Schofield, MCBH Kane'ohe, and Tripler AMC. Through its College of Extended and Interdisciplinary Education, students who are primarily military and military-affiliated can take courses leading to one of eight associate degrees or one of ten bachelor's degrees. In addition, the College of Business makes its programs available at the same military bases.

As part of its comprehensive visit, the WASC Team visited MCBH Kane'ohe where it met with the Director of the Base Education Center, the HPU advisor who is onsite, and the Asst. Dean of the College of Extended and Interdisciplinary Education. There are three anchor colleges located at MCBH Kane'ohe, with HPU offering the largest number of courses.

Fit with Mission:

HPU is fully committed to being a full-service University meeting the higher education needs of the entire O'ahu island community. This includes native Hawaiians, others living on the island, and military forces [and their families] serving their country on the island. HPU's programs at the military bases are aimed at preparing military men and women to ultimately become well-functioning, fully-employed members of civilian society either on-island or elsewhere.

Curriculum and Delivery:

All programs offered by the College of Extended and Interdisciplinary Education (College X) are approved by the University's Curriculum Committee. While College X offers a few unique programs, it serves as host to several programs and courses housed in other colleges. In addition, the College of Business makes all of its programs available to those on military bases. Regardless of where the program is housed and how it is delivered, programs are designed by qualified faculty.

Where College X delivers programs and courses anchored in other colleges, an Area Content Liaison is named to ensure that courses are comparable regardless of location or modality of delivery. All Business courses are the same with respect to content and learning outcomes regardless of location or delivery method. All programs offered at off-site locations are regularly reviewed using the University template in order to assure comparable content, outcomes, and quality to those offered on the main campus. (CFR 2.1, 2.2, 2.3, 4.6)

Student Learning:

All programs unique to College X are new and are at the beginning of their five-year assessment cycle. Learning outcomes are in place for each program and at the

course level. Assessment data are disaggregated to compare performance of off-site students to the performance of more traditional students, with results showing the non-traditional students to have comparable learning achievement. (CFR 2.6, 4.6, 4.7)

Faculty:

The recent establishment of the new College of Extended and Interdisciplinary Education allowed HPU to combine all of its Military Campus Programs and its School of Education under one umbrella. Eight AA/AS, ten BA/BS, and two master's in education degrees are offered to military service members, their families, veterans, U.S. Government civilians, and other non-traditional students. In addition, two business degrees (AS and BSBA) are delivered by the College of Business. All degrees are offered in the classrooms at MCBH Kane'ohe and five other military bases, as well as online to meet the needs of military personnel and their families. The base library and its resources are available to enrolled students and HPU faculty. HPU's Information Technology Services department located at ATM provides the necessary technology support to students and faculty of College X.

Eleven full-time, as well as a number of part-time, faculty provide instruction to enrolled students. Faculty teaching at MCBH and support staff are physically located at the base. Dr. Justin Vance currently serves as the College's Interim Dean. Creation of College X allowed HPU to formalize and strengthen its academic oversight, including curriculum development, assessment of student learning, and program review processes under the auspices of one academic college. All programs offered by College X are subject to University assessment and program review requirements. Learning outcomes for all courses and programs have been established and linked to institutional learning outcomes. Program reviews for ongoing programs have been completed by faculty or are currently in the process of being completed.

Quality of the Learning Site:

The facilities on the base are provided and well maintained by the US Marine Corps. They are also appropriately appointed and conveniently located for the student Marines served by HPU. Support staff to manage the site are provided by both HPU and the Marine Corps and appear to be adequate.

DISTANCE EDUCATION REVIEW

COMPLETED BY ELIZABETH GRIEGO   2/3/16

Distance Education Review-Team Report Appendix

Institution: Hawaii Pacific University
Type of Visit: On-site visit
Name of reviewer/s:
Date/s of review:

A completed copy of this form should be appended to the team report for all comprehensive visits to institutions that offer distance education programs[1] and for other visits as applicable. Teams can use the institutional report to begin their investigation, then, use the visit to confirm claims and further surface possible concerns. Teams are not required to include a narrative about this in the team report but may include recommendations, as appropriate, in the Findings and Recommendations section of the team report. (If the institution offers only online courses, the team may use this form for reference but need not submit it as the team report is expected to cover distance education in depth in the body of the report.)

1. Programs and courses reviewed (please list)

    Associate of Science in Supervisory Leadership
    Associate of Science in Computer Science
    Associate of Science in Criminal Justice
    Associate of Science in Health Professions
    Associate of Science in Homeland Security
    Associate of Science in Mathematics
    Associate of Science in Military Studies
    Associate of Science in General Business
    Associate of Arts in General Studies

    Bachelor of Science in Business Administration with a Concentration
    Bachelor of Science in Computer Science
    Bachelor of Science in Criminal Justice
    Bachelor of Science in Diplomacy and Military Studies
    Bachelor of Arts in Human Resource Development
    Bachelor of Arts in Psychology

    Master of Business Administration (MBA)
    Master of Arts in Organizational Change (MAOC)

A list of courses offered online is attached.

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[1] See Protocol for Review of Distance Education to determine whether programs are subject to this process. In general only programs that are more than 50% online require review and reporting.

2. Background Information (number of programs offered by distance education; degree levels; FTE enrollment in distance education courses/programs; history of offering distance education; percentage growth in distance education offerings and enrollment; platform, formats, and/or delivery method)

Current:

As of 2015-16, HPU offers 9 Associate Degrees, 6 Bachelor Degrees, and 2 Masters Degrees that may be completed online. The bulk of these programs were developed to assist in the student success and opportunity for graduation for active duty military students, a portion of Hawaii's population that is significantly larger than in most regions.   Historically these students were served almost exclusively via HPU's seven military base campuses on Oahu.

The transitional nature of active duty (e.g., frequent deployments, being transferred to other duty stations off-island) called for strategies that would assist in allowing this demographic enhanced success for degree completion. And although the modality presents some engagement and operational challenges, HPU strives to deliver this option with consideration for academic integrity and comparability to face-to-face options.

In Fall of 2015 the full responsibility for the online undergraduate business program transitioned to the College of Business, so at present the majority of the online programs and offerings reside under the College of Extended and Interdisciplinary Education (formally known as Off-Campus Programs) and the College of Business.

The graduate level online programs, the Master of Business Administration in 2009 in partnership with Greenwood and Hall. As a part of HPU and the College of Business' strategic planning process, it was determined that transitioning to high-quality, blended formats for College of Business graduate programs was important to achieve the goal of providing high-quality, market-relevant program offerings (COB Strategic Goal #1). As such, the process of moving toward transitioning to a more blended model with teach-out pathways for existing students began and continues at present.

For the College of Business, trends in students participating in distance education programs has strategically been reduced in order to focus efforts on academic rigor and relevance. Online and on-base military students have been integrated into the college portfolio of programs; course delivery, curriculum and faculty responsibilities have all been transferred to the College of Business as well. The College still offers online and on-base programs, but has mindfully reduced the concentration offerings to accommodate a transitioning population, and highlights a more hybridized model, offering courses in a combined fashion with seated and online options. As part of this process, modality mapping, assessment, research and piloting of online engagement approaches are being integrated into online programs and courses.

The COB also identifies current online course offerings within the context of the most engaging modality and course-sequence options that provide strategic flexibility without diluting rigor, and ensuring that online courses to not cannibalize the existing offerings. Additionally, the COB continues to identify the necessary learning design knowledge and best practices from aspirant and peer institutions to identify and explore the key variables necessary to ensure high quality delivery of DE and technological tools.

Although the College of Extended and Interdisciplinary Education and the College of Business are the major players in distance education for the University at present, in the other colleges, online and hybrid courses are also being used to supplement and compliment traditional delivery methods to help support HPU's goal of delivering innovative undergraduate and graduate programs that anticipate the changing needs of the community and global society.

History of Distance Education at HPU:

HPU has grown a comprehensive online schedule with limited resources. HPU started offering its first online courses in the late 1990s. During the 2000s, HPU started delivering select programs totally online. Course and program development and planning was largely due to individual faculty and department initiative, although some support was available from HPU's Center for Distance Education during those years. For the most part, the programs developed for online delivery were not part of a university level planning effort but were based on student demand. For example, after September 11th occurred, military deployments increased in duration and frequency which led to HPU's large military student body. Along those lines, online degree programs were primarily offered through HPU's Military Campus Programs (MCP). Even though online degree programs are available, HPU has not normally actively recruited students outside of Hawaii to complete their degrees totally online. The programs are primarily online for students who must leave the island before completing their degrees or whose work schedules prevent them from attending face-to-face courses. Online growth slowed in 2009 and has remained relatively flat since ebbing and flowing with overall university enrollment trends. From 2009-2011, a committee led by the Associate VP of Off- Campus Programs (OCP)/Military Campus Programs (MCP) made up of administrators and faculty assembly representatives met as part of a Distance Education Strategic Planning Committee at HPU which culminated in the creation of HPU's Distance Education Policy (DEQA-Appendix F) which was approved by the College Deans and the Faculty Assembly in the Fall of 2011. The Center for Distance Education became the Center Advancement of Innovative Teaching (CAIT) in 2012. Then in 2014, the Faculty Teaching Fellow office took over the duties for professional development and training for distance education.

Beginning in 2012, the College of Business faculty teaching business courses through DE were subject to the same program review process as those in seated classrooms, required to use the same Student Learning Outcomes developed by faculty, and were required to contain the same syllabus requirements. In fall of 2015 with the transition of all undergraduate business students to the College of Business, the integration of the preceding assessment and quality standards was enhanced, with direct involvement and participation across all modalities from COB faculty.

Data Summary:

During the three academic years, 2010-11, 2011-12, 2012-13 the ratio of in-class to online courses remained steady. 24% of courses at HPU were online. 14% were online at the main campus and 54% were online in OCP/MCP. Since class averages was higher in online sections, 29% of credit hours taken at the university were online (main campus, 19% and MCP, 59%). In 2012-13 there were 47,700 online credit hours delivered at HPU: Main Campus, 22,800 credit hours and OCP/MCP, 24,900 credit hours. (See Appendix B of *Distance Education Self Study and Recommendations* for full data analysis and raw data available upon request). Trends for College of Business student behavior has already shown a shift with an increasing trend of online coursework most likely from the military business transitioning students taking fewer classes on base, and more classes online and on the downtown campus.

Additionally, MBA and MAOC online programs were integrated into a cohesive course schedule with seated courses, to offer a strategically more flexible option for the diverse student body served by the College to include working professionals, military affiliated individuals, and opportunities for International students to come to Hawaii for a residency experience that in the past would not have been available through a solely online program.

3. Nature of the review (material examined and persons/committees interviewed)

Observations and Findings

Lines of Inquiry (refer to relevant CFRs to assure comprehensive consideration)	Observations and Findings	Follow-up Required (identify the issues)
Fit with Mission. How does the institution conceive of distance learning relative to its mission, operations, and administrative structure? How are distance education offerings planned, funded, and operationalized?	HPU's Mission Statement: *Hawai'i Pacific University is an international learning community set in the rich cultural context of Hawai'i. Students from around the world join us for an American education built on a liberal arts foundation. Our innovative undergraduate and graduate programs anticipate the changing needs of the community and prepare our graduates to live, work, and learn as active members of a global society.* HPU's Distance Learning Programs help support HPU's goal of delivering "innovative undergraduate and graduate programs" that anticipate the changing needs of the community and global society. All programs that HPU offers via distance education are also offered in	

	face-to-face format. As such, they are developed and proposed by the faculty like any other curriculum program. In addition, permission must be attained by the Department, College, Provost, President, and WASC to offer a program online. They are also funded the same way as other new programs. The approval process includes a section of the program proposal form which outlines the additional resources needed. The Department/College develops and implements the specific plan for operationalization.	
Connection to the Institution. How are distance education students integrated into the life and culture of the institution?	As noted above, the vast majority of online course takers also take face-to-face courses and even the ones that do not are generally on-island for all or some part of their HPU career and still come to our campuses and may participate in events. They also receive "Ohana This Week", a bi-weekly e-newsletter that goes out to the HPU community as well as other updates from the University.	
Quality of the DE Infrastructure. Are the learning platform and academic infrastructure of the site conducive to learning and interaction between faculty and students and among students? Is the technology adequately supported? Are there back-ups?	HPU's learning platform is Blackboard 9.1. It is hosted by Blackboard for HPU, which has resulted in a stable learning environment the past few years. The platform is conducive to interaction between faculty and students and among students. In	

	addition to the text-based discussion tools, since 2013, HPU has provided every HPU course with Blackboard Collaborate which is a live audio and video tool that faculty may use for learning outcomes that require or are enhanced by live interaction. Below is a full list of applications HPU provides for faculty use. All faculty use Blackboard unless a third party program is clearly better for a particular discipline and approved by the Academic Dean. -Blackboard Learn (Learning Management System) -Blackboard Collaborate (Virtual Classroom) Google Apps for Education -iSpring Pro (available by request to faculty) -Respondus (available by download for faculty -iClickers -Microsoft Office -Virtual Desktops	
Student Support Services: What is the institution's capacity for providing advising, counseling, library, computing services, academic support and other services appropriate to distance modality? What do data show about the effectiveness of the services?	The College of Extended and Interdisciplinary Education and the College of Business have Academic Advisors that are especially trained and made regularly available for advising by email, telephone or for virtual advising via Skype. HPU offers online tutoring through *Smartthinking.* HPU Library provides a large collection of online scholarly journal databases and ebooks with special attention and	

	resource guides for the disciplines offered at HPU.	
	HPU provides virtual Desktops to all students with common software they need for class including Microsoft Office. The HPU IT Help Desk call center is live Mon-Thur. 7am-10pm, Friday 7am-6pm, and Sat. 9am-6pm, and Sun. 11am-10pm. Students can leave a message any time.	
	Help Desk hours are based on the data collected from students contacting the Help Desk and are adjusted accordingly as appropriate.	
	NSSE Data shows a relatively high level of satisfaction for Military Campus Programs students who more commonly seek their degrees online. The College of Business consistently receives high ranking feedback from distance education students on Course Evaluation Surveys in areas of Organization and Student Engagement, Online Course Deliver, Course Content and Workload, and Skill Development.	
Faculty. Who teaches the courses, e.g., full-time, part-time, adjunct? Do they teach only online courses? In what ways does the institution ensure that distance learning faculty are oriented, supported, and integrated appropriately into the academic life of the institution? How are faculty involved in curriculum development and assessment of student learning? How are faculty trained and supported to teach in this modality?	Faculty who teach online courses are typically the same faculty teaching in the classroom. Full-time and adjunct faculty teach online at HPU. Some faculty who teach online are currently living off-island but lived and taught on campus and then moved away and were retained if they were effective online teachers.	

| | Since the faculty who teach online for HPU are primarily the same as the ones that teach in the classroom, they are heavily involved in curriculum development and assessment of student learning. Each college and/or department is ultimately responsible for the quality and assessment of their faculty. The university provides the Faculty Teaching Fellow (FTF) office which provides training opportunities and is available for one on one instructional designer consultation. It currently has 2 staff members. The office has also provided online modules to cover many topics and a self-paced online course in Blackboard faculty may go through which trains them to teach online. Since the College of Extended and Interdisciplinary Education home of Military Campus Programs offers many of HPU's online credits, it has two faculty members who serve as *Online Curriculum Liaisons* who in addition to the FTF office, provide training and instructional design assistance to every new faculty member teaching online and those continuing teachers who need help or are teaching a new class online.

In addition to utilizing the FTF Office, the College of Business consistently holds training sessions at the College and Department | |

	levels. All multi-section courses have full-time faculty members who act as Course Coordinators, ensuring that student learning outcomes are aligned across sections as well as the use of common artifacts utilized for assessment purposes. Additionally, the College of business faculty have requested the opportunity to use a common syllabus and common Blackboard course template to aid in course development and to maintain high levels of consistent standards across all online and seated sections.	
Curriculum and Delivery. Who designs the distance education programs and courses? How are they approved and evaluated? Are the programs and courses comparable in content, outcomes and quality to on-ground offerings? (Submit credit hour report.)	All course and programs that HPU offers via distance education are also offered in face-to-face formats. As such, they are developed and proposed by the faculty like any other curriculum program. For the College of Business, Course Coordinators are responsible for ensuring that all learning outcomes are consistent across sections of each course. HPU ensures comparably of on-ground an online offerings. All syllabi for online courses taught for the first time are approved by Department Chair of discipline. HPU's program review process includes using assessments from all modalities. For instance, degrees offered on the main campus, military base, and online, include artifacts from	

	all 3 modalities in their learning assessment activities. Contact hours and homework guidelines in HPU online courses reflect HPU's credit hour policy.	
Retention and Graduation. What data on retention and graduation are collected on students taking online courses and programs? What do these data show? What disparities are evident? Are rates comparable to on-ground programs and to other institutions' online offerings? If any concerns exist, how are these being addressed?	HPU looks at retention and graduation rates regularly but does not systematically evaluate either outcome by modality. (However, it should be noted that HPU has relatively few exclusively online students.) Data from student success over three academic years 10-11, 11-12, and 12-13 showed online courses have an 11% failure rate versus a 5% failure rate for in-class courses. GPA over the same time period in online courses was 2.88 versus 3.05 for in-class courses (See Appendix B of *Distance Education Self Study and Recommendations* for full data analysis and raw data available upon request). One of the initiatives undertaken by HPU is the . development of optional orientation modules for online students. This is inline with research demonstrating that when students know how to navigate the requisite LMS and receive online learning tips their success increases.	
Student Learning. How does the institution assess student learning for online programs and courses? Is this process comparable to that used in on-ground courses? What are the results of student learning assessment? How do these compare with learning results of on-ground students, if	HPU's program review process includes using assessments from all modalities. For instance, degrees offered on the main campus, military base, and	

applicable, or with other online offerings?	online, include artifacts from all 3 modalities in their learning assessment activities. Learning assessments over the years have shown learning is comparable in online courses to seated courses.	
	HPU will continue to assess this important aspect of distance learning as HPU moves forward with a more uniform system of learning assessment and program review since it has recently implemented the software system *TaskStream.*	
Contracts with Vendors. Are there any arrangements with outside vendors concerning the infrastructure, delivery, development, or instruction of courses? If so, do these comport with the policy on *Contracts with Unaccredited Organizations?*	HPU does not have any significant contracts with outside vendors concerning distance education. HPU has explored this option and will continue to monitor the industry.	
Quality Assurance Processes: How are the institution's quality assurance processes designed or modified to cover distance education? What evidence is provided that distance education programs and courses are educationally effective?	The Faculty Teaching Fellow office coordinates general faculty professional development related to online teaching and use of Blackboard and other teaching technologies. The HPU Distance Education Quality Assurance Policy (Appendix F of *Distance Education Self Study and Recommendations*) had been fully implemented for online courses delivered by OCP/MCP from 2012-2014. In addition, in 2007 OCP/MCP implemented minimum requirements for online instructors (respond to students within 24/48 hours & etc.) which has proved	

	helpful for setting a baseline for online course quality in that area (link to current edition below*). Changes in HPU's organizational structure including the replacement of CAIT by the FTF office has made the HPU DEQA Policy somewhat limiting with Quality Matters (QM) as the assessment tool that is currently in use by HPU in terms of course design. For College of Business programs, as part of the curriculum and pedagogical mapping process, modality mapping is included, results from previous assessments are looped into curricular changes, and research and piloting of online engagement approaches are being integrated into online programs and courses. The COB also identifies current online course offerings within the context of the most engaging modality and course-sequence options that provide strategic flexibility without diluting rigor, and ensuring that online courses to not cannibalize the existing offerings. Additionally, the COB continues to identify the necessary learning design knowledge and best practices from aspirant and peer institutions to identify and explore the key variables necessary to ensure high	

	quality delivery of DE and technological tools. HPU also uses the following forms of ensuring educational effectiveness in online courses: Direct: Each Academic Department includes online courses (if offered) in their regular Learning Assessments and Program Review cycles. Indirect: QM course design reviews for courses taught the first time by new faculty. Peer Reviews once per year for adjunct faculty, End of Course Evaluation in every course, Course Readiness Check in every course (in CEIE). Passive Assessment: *National Survey of Student Engagement (NSSE)* survey	

*http://www.hpu.edu/Military_Campus_Programs/MCP_Docs/MinimumExpectations.pdf

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