Capacity and Preparatory Review Report

Prepared by the University of Hawai‘i at Mānoa for the Western Association of Schools and Colleges

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The University of Hawai‘i at Mānoa’s (“Mānoa”) Institutional Proposal established an ambitious plan for Mānoa’s reaccreditation designed to build a better sense of community among students, faculty and staff around a core set of values and objectives that help define the Mānoa Experience. The vision and import of these goals were acknowledged by WASC in their approval of our Proposal [1.9]. In developing our Proposal, Mānoa stakeholders not only examined the campus with respect to the WASC standards but also identified those areas that were in need of particular attention as we moved towards realizing the vision delineated in our Strategic Plan, Defining Our Destiny. After an extensive, participatory self-review process, Mānoa identified three themes to guide our Capacity and Preparatory Review (CPR) and the subsequent Educational Effectiveness Review (EER) [4.1]. Student success is the overarching focus of all three themes [2.4], each of which further examines a specific area (student learning, campus renewal, stakeholder involvement) and identifies initiatives that contribute to the Mānoa Experience.

Since WASC’s approval of our Institutional Proposal in January 2007, Mānoa has experienced a number of senior leadership changes. Dr. Virginia Hinshaw, former Provost and Executive Vice Chancellor of the University of California at Davis, was appointed Mānoa Chancellor on July 1, 2007 [3.10]. In May 2007, Vice Chancellor for Academic Affairs Neal Smatresk left Mānoa. After an extended search, Dr. Reed Dasenbrock, former Cabinet Secretary of New Mexico’s State Higher Education Department and former Provost of the University of New Mexico, was appointed Vice Chancellor for Academic Affairs effective April 6, 2009. Dr. David McClain, President of the University of Hawai‘i System, announced his retirement, effective July 2009, and in May 2009, the Board of Regents appointed Dr. M.R.C. Greenwood, Chancellor Emerita of the University of California at Santa Cruz, as the new President of the UH System, effective August 2009 [1.3]. Throughout these transitions in leadership, Mānoa’s commitment to the initiatives set forth in the Proposal has remained consistent and strong. These transitions are now behind us and we have a leadership team in place and hard at work.

The Vice Chancellor for Academic Affairs-appointed WASC Steering Committee (“Steering Committee”), initially charged with overseeing the development of the Institutional Proposal, has since been tasked with providing oversight for the CPR and EER, as well. To prepare for the CPR, six teams were formed during Spring 2008 consisting of Steering Committee members and faculty, staff, and students, to draft reflective essays focusing on each of the six objectives and related initiatives identified in the Proposal. A smaller team of administrative staff and faculty was formed to organize and provide staff support for the CPR and visit. The draft essays were reviewed by the entire Steering Committee, discussed at a campus-wide forum in November 2008, and shared with the Mānoa Executive Team and the Faculty Senate Executive Committee. A complete draft of this report was circulated for input to the full Faculty Senate, the Kuali‘i Council (a Native Hawaiian advisory group), the Associated Students of the University of Hawai‘i, the Graduate Student Organization, and the entire Mānoa community in late Spring 2009 before approval by the Vice Chancellor for Academic Affairs and the Mānoa Chancellor [3.11].

Our progress in achieving each of the six objectives in the Institutional Proposal is discussed in the reflective essays that comprise the narrative portion of this report. The first theme explores Building a Mānoa Community in Support of Student Success. Fostering the Development of a Mānoa Identity (Essay 1) addresses the mission and character of our University and discusses the unique aspects of the Mānoa Experience and how Mānoa values and culture, i.e., creating a Hawaiian place of learning, are communicated and reflected in our curriculum and the wider student experience. Enabling and Ensuring Student Learning Success (Essay 2) examines Mānoa’s efforts to improve student success. It also reviews our progress toward becoming a fully integrated self-learning institution by building an assessment infrastructure and program that informs curricular decision making.

The second theme, Campus Renewal to Support the Mānoa Experience, illustrates our commitment to stakeholder involvement in planning, to improving data-gathering systems in the management of our facilities, and to using data to inform decisions regarding campus planning and repair and maintenance. Both Essay 3, Constructing an Approach to Campus Master Planning and Facilities Management that Fosters Community Engagement and Student Learning, and Essay 4, Expanding and Renovating Student and Faculty Housing and Improving Areas of Student Interaction, discuss Mānoa’s efforts to build and maintain a physical plant that supports student learning and student life.
Reforming Campus Governance to Promote Communication and Student Success, the final theme selected for our reaccreditation process, reflects our efforts to reform and regularize communication processes to increase access to information and regularize its flow such that meaningful participation of stakeholders is achieved. Essay 5, Forging Meaningful and Long-Term Relationships Among Stakeholders, addresses long-range planning and communication between constituency groups that will foster meaningful stakeholder participation. Fostering Student Success Through Enhanced Student/Faculty Engagement (Essay 6) focuses on efforts to improve student success by enhancing faculty development and expertise and improving student learning through discipline-appropriate assessment and evaluation.

Each of the six essays incorporates WASC Criteria for Review that are of particular importance to Mānoa. Essays 2 and 6 address the new 2008 WASC requirement that a study and analysis of student success be included in the CPR report [1.9]. The links between our thematic essays and the WASC Criteria for Review (CFR) are bracketed. In addition,

- **Appendix A** provides a crosswalk table that tracks each CFR to our CPR report, data exhibits, and stipulated policies.
- **Appendix B** provides an evidence guide that documents Mānoa’s policies, procedures, and activities that further support the four WASC standards and 42 CFR.
- **Appendix C** contains the data exhibits specified by WASC.
- **Appendix D** contains a list of web links for all Mānoa policies and regulations identified in Appendix 1 of the WASC Handbook (Stipulated Policies).
- **Appendix E** contains Mānoa’s response to previous concerns identified by the WASC Commission in its action letter and major recommendations of the last visiting team.

The report ends with a Concluding Essay that connects our progress in implementing our Proposal to the WASC standards, and summarizes our preparedness for the EER. In combination, the CPR Report and its appendices demonstrate that Mānoa “functions with clear purposes, high levels of institutional integrity, fiscal stability, and organizational structures and processes to fulfill its purposes.” (WASC’s Core Commitment to Institutional Capacity)
Building a Mānoa Community in Support of Student Success

Essay 1: Fostering the Development of a Mānoa Identity

The Mānoa Strategic Plan identifies Mānoa as a premier research institution that celebrates its diversity and uniqueness as a Hawaiian place of learning and strives for excellence in teaching, research, and public service while recognizing our kuleana (responsibility) to honor the indigenous people, culture, and values of our island community [1.1]. While celebrating our international reputation for excellence in oceanography, astronomy, Pacific Islands and Asian area studies, linguistics, cancer research, international business, and tropical agriculture, our commitments and core values clearly identify aloha, diversity, fairness, equity, institutional integrity, and service alongside more traditional academic values like academic freedom and intellectual rigor [1.4, 2.5]. These values communicate to students, faculty, and staff that Mānoa seeks to set itself apart from typical research institutions through the adoption of key cultural values and practices unique to its location; Mānoa is a university embedded in a unique environment of key cultural values and practices that are informed by a diverse community that has grown out of the history of Hawai‘i [1.5]. We are one of only 13 universities designated as a land-, sea-, and space-grant research institution; we are also classified by the Carnegie Foundation as a Research University with “very high” research activity. The National Science Foundation ranks Mānoa among the top 30 public universities, and 49th overall among public and private universities, in federal research expenditures for engineering and science.

Mānoa’s commitment to creating a “Hawaiian place of learning” has served as the basis for the creation of new programs including Hawaiian Studies and Hawaiian Language master’s degrees and the School of Hawaiian Knowledge; as a rationale for portions of the Mānoa budget; as a crucial part of the design of the General Education core; and as a touchstone for campus discussions regarding Mānoa’s academic programs and research strategic initiatives [1.1]. Mānoa’s commitment to Native Hawaiian values continues to create an important conversation, understanding, and tension that is integral to the Mānoa identity and experience [1.4, 1.5].

The Institutional Proposal identifies two major initiatives to foster the development of a Mānoa identity: raising awareness and practicing community. By raising awareness about the Mānoa identity through public imaging and outreach, faculty and student induction, and improved communication, students, faculty, staff, and the broader community will understand, engage with, and contribute to the unique identity of the Mānoa campus [1.7, 4.1]. Through a combination of infrastructure improvement, curricular innovation, and intellectual support, Mānoa is investing in and acting upon an emerging identity that revolves around our core values. This essay discusses our progress in creating capacity to achieve these initiatives.

RAISING AWARENESS

In 2002, the University came together in a highly successful manner to generate a strategic plan, Defining Our Destiny. The Mānoa Strategic Plan crafted a vision for the campus and along with a set of core commitments reflected the values-based community on the Mānoa campus. More recently, developing the Institutional Proposal provided an opportunity for the campus community to ask: “what is the Mānoa Experience?” We have sought to operationalize this thematic question by asking: “what makes the Mānoa Experience unique relative to other university experiences?”, “in what distinctive and fundamental manner should students be changed by virtue of their experience with Mānoa?”, “what core values and competencies should students develop via their Mānoa Experience?”, and “how can we increase student, faculty and staff opportunities to engage with and contribute to the Mānoa Experience?” [4.1]

The values, responsibilities, and outcome indicators contained in the Proposal are consistent with the vision articulated in the Strategic Plan and, in fact, draw heavily from it. Key among the six Proposal objectives is fostering the development of a Mānoa identity by raising awareness through expanded and upgraded communication efforts aimed at increasing opportunities for community engagement by key stakeholders and improving the campus climate.

The need to improve communication at every level and between every constituency has emerged as a clear mandate for the new administration [1.3, 1.7, 3.8, 4.1, 4.6, 4.7]. Mānoa’s capacity to build community and shape our identity has been significantly strengthened through the formation of a new University Advancement Team consisting of Director of Communications, Public Information Officer, Vice President of the University of Hawai‘i Foundation, Broadcast Manager, Web Content Coordinator, and Director of Marketing. This new team is helping to create a more coherent image of Mānoa.
to local, national, and international communities [1.7, 3.1]. A marketing survey has been completed; results from the survey have been used to develop a marketing plan for 2009–2011. Weekly meetings are now being held to coordinate communications and advancement efforts.

In addition, the Mānoa web site was overhauled in summer 2008, creating a more streamlined, integrated face in the digital world, well in advance of the Institutional Proposal’s 2010 timeline for this initiative. An increasing number of departments are revamping their web pages to produce a more unified presence on the Web and have expanded their web presence to encourage student use and paperless department procedures. The College of Social Sciences has developed web sites for their service learning and internship programs and the sustainability work done in the College. The College of Education improved its web site to include an online application and online advising. In addition to launching a new web site, the Law School has established several Ning social network groups, one for incoming students and one for current students. These groups allow students to connect and interact with each other, building community even before they arrive. The Law School has also launched a Twitter micro-blog that enables the School to inform the community about what is happening at the School. Shidler College of Business links its web site to all student clubs to support student engagement with the College. In 2008, the Athletics Department created a new web site with the goal of increasing student engagement in Athletics activities. The new Athletics web site includes a link to an online ticketing system for students [1.7].

In 2008, A College Planning Guide was prepared and distributed by the Chancellor’s Office. It provides potential students with information about selecting a college, how to apply for financial aid, campus housing, and information regarding preparing for and succeeding as a student. A Newly Admitted Students web site was launched in Fall 2009. It provides new students with a single point of entry to vital information including financial aid, housing, placement examinations, getting an ID card and email account, etc. By Spring 2010, individual portals will be created for each newly admitted student. In 2009, a Parents and ‘Ohana web site and an electronic newsletter, ‘Ohana Update, were launched to keep parents informed about services available to students and about Mānoa’s programs and events. In addition, the Chancellor hosts a welcome dinner for parents at the start of the Fall semester [1.7, 2.13].

Our Facebook initiative was created on September 24, 2008, with the page going “live” and interacting with fans on October 9, 2008. We reached the 1,000 fan mark on February 10, 2009 and exceeded the 2,500 fan mark in early August 2009. Facebook allows current and prospective students, their families, and others interested in Mānoa to post questions about Mānoa’s programs and procedures. A Mānoa blog is expected to launch in Fall 2009 on the web site of the largest daily newspaper in Hawai‘i [1.7].

The Mānoa Experience, an annual campus-wide open house, provides students and their families the opportunity to visit the campus to experience all that Mānoa has to offer. Attendees learn about academic opportunities, meet faculty and students, learn about student life and campus organizations. Mānoa Aloha, a festive welcoming event for new Mānoa students was launched in Fall 2008. The successful Chancellor-hosted Celebration for Graduates in Spring of 2008 will be incorporated into the schedule of annual student welcoming and graduation celebrations. These events signal a renewed commitment to regularizing practices that celebrate and facilitate student success.

New Student Orientation sessions are offered regularly for first-time and transfer students. These programs assist students as they transition to college from high school or their former college campuses by providing information about academics, campus resources, and student and campus life. The Warrior Welcome Week for New Students is offered specifically for neighbor island, continental U.S., and international students. In addition to providing information about academic advising, campus resources, and the new campus environment, the Warrior Welcome Week provides information about living in Hawai‘i and provides students extra time to meet and interact with other new students. Specific sessions during Warrior Welcome Week are offered for parents and transfer students [1.7, 2.12].

The Library offers orientation tours for students as part of New Student Orientation. In addition, most schools/colleges hold student orientation sessions at the beginning of each academic year. Many of these sessions are held in conjunction with Mānoa’s new student orientation sessions and Warrior Welcome Week for New Students. The Music, History, Theatre, and Speech programs hold new student orientation sessions for undergraduates. Both the Schools of Medicine
and Law conduct one week orientations for new students. The School of Medicine’s orientation is capped by a white coat ceremony witnessed by family members and faculty. The College of Engineering holds an Incoming Freshmen and Transfer Student Orientation Luncheon to assist incoming students to meet upperclassmen, faculty, and staff; 100-150 students and their families normally participate in the luncheon. The Athletics Department holds an annual welcoming event for new student-athletes and their parents to inform the student-athletes of their academic responsibilities and the assistance that is provided to them to support their success in the classroom. In Fall 2009, Facilities Management personnel initiated an “Aloha, Ask Me” campaign during the first two weeks of the semester. Members of the Facilities Management front line staff—custodians and groundskeepers—wore “Aloha, Ask Me” buttons to encourage students to ask for help. Participating staff were given pocket maps and a list of frequently asked questions to assist them in answering questions or directing students to appropriate units [2.13].

The Office of Faculty Development and Academic Support regularly offers New Faculty Orientation workshops to acquaint new faculty with resources and options available on the campus and to apprise them of the diversity of Mānoa’s student body and the challenges of teaching in a multicultural academic environment. The University’s Information Technology Services division participates in both new faculty and new student orientations by holding sessions on teaching and learning with technology or by providing a welcome table with teaching resources. Many schools, colleges, and departments also hold their own new faculty orientation and welcome gathering. The College of Tropical Agriculture and Human Resources holds a Faculty and Staff Welcome Back Luncheon every summer and a Faculty Orientation session every other summer. The Colleges of Arts and Humanities; Social Sciences; Languages, Linguistics and Literature; the Shidler College of Business, and the School of Nursing and Dental Hygiene hold welcoming receptions where new faculty are introduced and recipients of teaching and other awards are recognized. The Law School holds an annual faculty orientation and has also developed a Faculty Handbook [3.4, 3.6, 3.7].

The increase in town hall meetings and presentations/open discussions involving senior administration and the campus community has proven to be a sustainable model for raising awareness and practicing community at Mānoa. Since the success of the strategic planning process of 2002, Mānoa has made use of town hall events to facilitate communication from the Chancellor’s Office to the campus community, to bring the campus community together to articulate needs, goals, concerns, and to celebrate campus accomplishments. Data Exhibit 9.1 provides a list of the various town hall meetings and presentations/discussions conducted by the Chancellor’s Office since September 2001. In addition, the Chancellor regularly communicates with the campus through quarterly email updates and periodic electronic messages regarding major issues facing the University [4.1].

Schools and colleges also engage in conversations regarding student success and learning and the student experience. The School of Hawaiian Knowledge sponsors focused dialogues with other schools and colleges on issues that impact the quality of learning experiences for students as well as increases the number of Native Hawaiian students at Mānoa. Issues discussed include land and resource management, Native Hawaiian healing, health, and well-being, ocean health, Hawaiian Language immersion, and Native Hawaiian student success. The College of Social Sciences holds an annual retreat for chairs to discuss issues affecting the programs in the College. Issues discussed at Arts and Humanities chairs’ meetings have included mentoring, advising, social interaction, welcoming new students, tracking departing students, and ensuring timely graduation. The School of Pacific and Asian Studies sponsors a UH system-wide retreat bringing together faculty from the various campuses who teach Asian Studies and Pacific Studies to discuss new developments in the field as well as strategies to coordinate programs across the campuses. The School of Medicine holds regular faculty meetings to discuss topical issues. The College of Tropical Agriculture and Human Resources (CTAHR) holds college-wide conferences to discuss areas for improvement. To improve communications within the College, CTAHR installed polycom systems in every major CTAHR building on the Mānoa campus and in their county offices and recently established eXchange which provides a mechanism to exchange ideas and information within the College community through forums and blog posts. Improvements made to the University’s technology infrastructure have increased the ways that students, faculty, and staff interact. Information Technology Services supported MyCourses, WebCT, and has standardized Laulima which replaced WebCT and MyCourses. A Laulima (Saka) Learning and Collaboration site is now created for each section of every Mānoa course and available for students and faculty to share information, communicate, and interact online. Several schools and colleges provide a Laulima discussion board for faculty to discuss issues and
development in their fields and many schools/colleges publish regular newsletters which are distributed to faculty, students, alumni, and community members [3.6, 3.7, 4.6, 4.7, 4.8].

As communication efforts have expanded and Mānoa’s self-concept as a Hawaiian place of learning has achieved curricular substance through Foundation and Focus hallmarks in our General Education Program, we have become concerned with two further questions: 1) Are students affected by the Mānoa Experience in meaningful ways? and 2) What mechanisms are in place to enable students to practice values and concepts central to the Mānoa Experience? [2.4, 4.7]

The National Survey of Student Engagement (NSSE) reports on several indicators of student and faculty engagement in both first-year and senior-year academic experiences. Students respond to questions about their frequencies of speaking with faculty about career plans and classroom assignments. NSSE also captures frequency of students’ work with faculty outside of the classroom environment. Those survey responses are categorized into “Student-Faculty Interaction” weighted average student-level scores. Mānoa’s NSSE benchmark scores show a slightly increasing trend of student-faculty interaction in the first year from 30.3 in 2001 to 35.4 in 2008, with a similar slight increase in senior-year scores from 40.2 in 2001 to 43.5 in 2008. To raise awareness of these improvements further, NSSE scores will be analyzed to determine if these initiatives are having a positive impact on student engagement [4.3].

PRACTICING COMMUNITY
The University’s motto, “Above all nations humanity,” grounds the Mānoa identity in the social ideals upon which the University was founded and that shaped its early years [1.1]. The campus was founded in 1907 as the College of Agriculture and Mechanical Arts, established as a University in 1919, and as a land-grant institution in 1959. Mānoa has long possessed a discordant identity in which a colonial plantation economy that viewed the university principally as a resource for development of an educated workforce co-existed with the upwardly mobile and liberal student body that attended [1.6].

The State and Mānoa have both celebrated ethnic and cultural diversity and normalized them, emphasizing peaceful coexistence and insisting that the sharing of aloha—respect and consideration—must always be understood as a reciprocal responsibility. While State and University have experienced powerful demographic changes during the past several decades, the desire to hold fast to “local” values of humility, fair play, community, and teamwork generated over more than a century of accommodating one another often contextualizes the academic and research excellence that Mānoa pursues [1.5].

Mānoa’s strategic plan includes commitments to support advanced research and scholarship on Hawaiian language and culture; recognize our kuleana to honor the indigenous people and promote social justice for Native Hawaiians; promote an understanding of the Native Hawaiian ahupua’a concept by restoring and managing the Mānoa stream and ecosystem; creating a Hawaiian sense of place on campus through improved landscaping, architectural design, signage, and the creation of gathering spaces; respect indigenous intellectual and cultural property rights; and promote the study of Hawaiian language, culture, and education. These commitments define and shape the Mānoa Experience for our students, faculty, and staff. Scrutiny and protest that have marked the campus’ reaction to certain university policies and practices with environmental and/or Native Hawaiian cultural implications have mobilized students, faculty, and staff. An important facet of the character of Mānoa is the willingness of stakeholders to engage in vigorous campus debate over issues of justice, sustainability, and quality of life without surrendering an inherent respect for one another. Among Mānoa’s most complex relationships are those between stakeholders who justifiably celebrate Hawai’i’s multiculturalism and those who defend the very specific indigenous rights of the Native Hawaiians [1.1, 1.4, 1.5, 4.8].

A particularly unique aspect of our University’s identity is a recognition of and facility with language. Mānoa is a place where speakers of dozens of languages from Asia and the Pacific converge and where the Native language, once threatened with extinction, has become a vibrant living language once again. Here indigenous protocols of chant and dance are presumed requirements in which to commence institutes, conferences, and other campus activities, and there is a genuine desire among cultural practitioners and Mānoa leadership for these protocols to be understood and valued by non-resident students and others new to the islands. Formal ceremonies of the host culture and of visiting cultures confer
not simply a Hawaiian identity on the campus but also an identity of welcome and participation in the traditions of a world community. These practices communicate and reinforce important values to all participants [1.5].

Mānoa’s Hawai‘i‘nuiākea School of Hawaiian Knowledge and its three centers (Kamakakūokalani Center for Hawaiian Studies, Kawaihuealani Center for Hawaiian Languages, and Ka Papa Lo‘i o Kāne‘wai), the School of Medicine’s Department of Native Hawaiian Health, the College of Education’s Ho‘okūlāwiki Center for Native Hawaiian and Indigenous Education, the School of Pacific and Asian Studies, and the Law School’s Ka Huli Ao Center for Native Hawaiian Law are examples of our unique programs grounded in a commitment to creating a Hawaiian place of learning and to honoring native cultural values. Mānoa has unique academic programs and specializations including ethnobotany, Hawaiian, Pacific Islands and Asian language studies, and indigenous politics, as well as areas of research excellence in astronomy, oceanography, cancer research, and tropical agriculture, that contribute in important ways to the Mānoa Experience by showcasing our exceptionalities in locally relevant coursework and research [1.5]. Engaging potential students in considering the value of these programs will draw more talented students to our campus who recognize a Mānoa education as ideal preparation for global citizenship [2.5].

The goals articulated in the Institutional Proposal not only build on the strategic plan but also clarify its vision [1.1]. For example, while the concept of a “Hawaiian place of learning” has become common currency at Mānoa, the meaning of the phrase has typically remained implicit and unarticulated. The Institutional Proposal gives shape to a Hawaiian place of learning by clarifying what is unique about the Mānoa Experience—a focus on developing an awareness of and sensitivity to diversity and commonality, on global awareness and local responsibility, and on sustainability and renewability—and identifying outcomes and indicators that will enable the campus to assess new sets of goals for student learning and engagement [1.2, 1.5, 2.4].

The challenges of creating a sense of community in a diverse urban research university where most students commute should not be underestimated. However, key to our commitment to our Hawaiian sense of place is the notion of ‘ohana (family). The design of our general education core helps create an intellectual, Mānoa-wide dimension to community.

Mānoa’s general education program is a key strategy for reflecting a Hawaiian place of learning with global awareness inherent to the curriculum. The commitment to a Hawaiian sense of place and the humanistic charge of our campus motto, “Above all nations humanity,” are reflected in Mānoa’s General Education core which was revised in 2002. The revision was, in part, driven by the need to facilitate the completion of the baccalaureate degree in four years, while maintaining the standards of a rigorous education [2.5]. A concomitant values shift reflected in the revised General Education core moved from institutional practices reinforcing department and program aggrandizement to establishing educational hallmarks for Foundation, Focus, and Diversity that encourage a campus-wide commitment to General Education hallmarks and values [1.2, 2.2, 2.4].

As such, general education at Mānoa provides a modern, flexible, diverse, and multicultural curriculum. Mānoa’s global distinction is found in its Hawaiian, Asian, and Pacific orientation. The University has committed itself wholly to the stories of humanity and has determined that these stories must include regions and places not found in a history of western civilization. The Global and Multicultural Perspectives requirement makes up half of the Foundations core. The insistence that a “variety of perspectives” and “cross-cultural interactions” are an essential part of the hallmarks for this requirement reflects Mānoa’s commitment to understanding and respecting cultural diversity and investing in the emerging campus identity, core values, and competencies of the Mānoa Experience [1.2, 1.5, 2.2, 2.4, 2.5].

Likewise, the Hawaiian, Asian, and Pacific (HAP) Focus requirement is one of four Focus requirements for undergraduates. The HAP hallmark requires an examination of the intersection of either Asian or Pacific Island cultures with Native Hawaiian culture and provides all undergraduate students an important opportunity to learn from the cultural perspectives, values, and world views rooted in the experience of peoples indigenous to Hawai‘i, the Pacific, and Asia [1.2, 1.5, 2.2, 2.4, 2.5].

The development of the Ka Huli Ao Center for Excellence in Native Hawaiian Law in the Law School is typical of the kind of community/academic partnerships that root important disciplines and research in Native Hawaiian concerns. The various centers for the School of Pacific and Asian Studies have similar outreach efforts that connect Mānoa with local
Asian and Pacific residents as well as their home nations. Other intriguing partnerships include Ethnic Studies, Urban and Regional Planning, and Social Work in a dynamic attempt to record community histories and assist them in creating development plans for the future. The School of Social Work, with the support of its Kupuna Council, is reconsidering the relevance and fit of traditional human behavioral paradigms and practices in relation to the existing socio-cultural realities in Hawai‘i and the Pacific Rim. The School of Nursing and Dental Hygiene’s ‘īke Ao Pono program assists Native Hawaiian and Pacific Island students to apply to, succeed in, and graduate from the School. At the core of the program is ‘īke Ao Pono’s uniquely Hawaiian approach to wellness. The College of Engineering offers a special cohort program, the Native Hawaiian Science and Engineering Mentoring Program, that allows Native Hawaiian and Pacific Island students to obtain mentorship from the time of acceptance to UH Mānoa; there are currently 100 students in the program and with a retention rate of over 80% [1.5].

Other curricular innovations that revolve around the core values and competencies of the Mānoa Experience include the development of a special pre-calculus course by the Mathematics Department to bring students with limited mathematics background into the regular calculus sequence. Mānoa participated with the National Center for Academic Transformation on their project to redesign large courses to improve student outcomes while reducing costs through the thoughtful application of technology. In collaboration with Information Technology Services, Information and Computer Science 101 was successfully redesigned using podcasting and increased online testing. The School of Pacific and Asian Studies (SPAS) works with the Study Abroad Center to develop short-term study abroad experiences where faculty lead students on field trips or study tours to Asia and/or the Pacific. In collaboration with the College of Languages, Linguistics and Literature, SPAS has introduced a floor in Frear Hall, one of our student dormitories, which is dedicated to the study of Japan and the speaking of Japanese. The College of Education offers all its elementary, early childhood, and distance programs in a cohort model to create learning communities and reduce attrition. The use of the cohort structure is currently standard practice for all Business graduate programs with the exception of the part-time Master of Business Administration program. “Teaching Library Essentials” is now in almost all English 100 sections. The Library co-designed LILO (library information literacy online) with UH System librarians which provides a tutorial for conducting research, creating bibliographies, guiding the research progress, and assessing research. In addition, the Library established MAGIS (maps geospatial information systems) to work with students and faculty on their research and projects and to develop GIS content [4.6].

Community building events sponsored by the schools and colleges include the orientation and welcome sessions discussed earlier and periodic events throughout the year. For example, the College of Tropical Agriculture and Human Resources (CTAHR) sponsors ceremonies and events throughout the year to build a sense of community among students, faculty, and staff. These events include an ice cream bash, a holiday luncheon and food drive, a spring event, and an annual awards banquet. CTAHR’s Student Ambassador program involves students in reaching out to the broader community as they network with students, faculty, staff, alumni, and the community and become knowledgeable about CTAHR programs [2.9].

In addition, we are striving to create more localized intellectual communities on campus. The First Year Programs, expanded Honors/Selected Studies Program, and Undergraduate Research Opportunities discussed in Essay 2 are efforts designed not only to support student success but also to provide students with more focused interactions with each other thereby building a sense of community. The Faculty Lecture Series sponsored by the Office of the Vice Chancellor for Research and Graduate Education, the Office of Research Relations, and the Mānoa Libraries also build a shared academic experience and sense of community. The Mānoa Fund provides grants for programs with a positive impact on the Mānoa community. The Colleges of Arts and Sciences sponsor a continuing series of symposia on “Greater Expectations and Liberal Education and America’s Promise” which seeks to improve Mānoa’s liberal education program [2.5, 2.9, 4.7].

Finally, community has a physical dimension. In addition to campus master planning efforts discussed in Essay 3, the building and renovation of student housing, the creation of a Student Success Center, and the renovation of the Campus Center to create more spaces for student interaction outside of the classroom are discussed in Essay 4. Periodic Mānoa Makeover events provide the opportunity to work with students, faculty, and staff to improve the physical environment of the University. Through the collaboration of the School of Ocean and Earth Science and Technology and Facilities...
Management, the Hawai’i Institute for Geophysics courtyard was recently landscaped and an awning, tables, chairs, and WiFi were installed to provide students and staff with a community “hot spot” and gathering place. The College of Education created a College Collaboration Center in Wist Hall to serve as a meeting and working space for students and includes a Technology Help Desk. The College of Social Sciences funded collaborative faculty, staff, and student work that landscaped the area around Saunders Hall; tables and chairs constructed by students for the ground floor of Saunders Hall are used daily by students, staff, and faculty. The History, Philosophy, and Speech Departments have created indoor student social spaces; the Music Department has created several additional outdoor gathering spaces as part of its overall building renovation. In addition, wireless (WiFi) capability has been installed in all general purpose Mānoa classrooms. The Library has partnered with ITS to consolidate and expand computer access in both Hamilton and Sinclair libraries, expand hours of access, and share resources that enabled the closing of the computer labs in Keller Hall. In addition, Hamilton Library is repurposing spaces for group study and student digital productions and presentations. The creation of the Sustainability Courtyard, the Sustainable Saunders initiative, improvements to Shidler College of Business and Ching Field are all examples of recent community improvement/building initiatives [3.5, 3.6, 3.7].

**CONNECTION WITH EDUCATIONAL EFFECTIVENESS REVIEW**

The ways that communication takes place between administration, faculty, and students will be measured and evaluated to ascertain how effectively different media communicate with different constituents. Ongoing assessment, analysis, and review of students’ Mānoa Experience is key to our long-term success in providing a rigorous education that stands apart from that offered by our peer and benchmark institutions [2.2, 2.5]. With assessment and institutional research in place, Mānoa has the capacity to collect data necessary to enable faculty, staff, administrators, and external reviewers to examine historical trends, successes, and failures of academic and co-curricular programs and services, and related communication efforts [2.10, 4.3, 4.6].

Among the tools of modern curricular assessment are rubrics or matrices of expectations that enable instructors to identify whether a course or curriculum is making the expected impact. The evaluation of the General Education Core involves identifying and quantifying key understandings nested in the Foundation and Focus hallmarks. Assessment of the Foundation and Focus areas is currently underway and will be reported in our Educational Effectiveness Review [2.3, 2.4, 2.6, 4.6].

As Mānoa has expanded assessment efforts across the curriculum and increased our sophistication in using various forms of assessment on campus, we not only evaluate student learning but use assessment data for academic planning consistent with the Mānoa Experience and use the assessment process to contribute to students’ identification with our values and understandings [2.2, 2.4, 4.3]. At the same time, opportunities for students, faculty, staff, administrators, and alumni to learn from one another at town hall meetings, focus groups, and campus presentations and embrace, through their engagement, a shared vision of their campus has come to include a broader range of community participation activities than in the past [4.1]. Assessment of these activities is also in place. (See Essays 2 and 6 for further discussions regarding assessment efforts.)

By our 2011 EER visit, a robust web and media presence will be fully operational, faculty and student orientation programs discussed earlier in this essay will be refined and offered on a regular basis, and an information-communication campaign will be underway. Alumni have been identified as an untapped resource that can help communicate the strengths of Mānoa and the Mānoa Experience. Mānoa is reaching out to alumni in new ways, and encouraging more active leadership and participation as we vision and plan [4.8]. Some specific suggestions for new modes of communication to further our goal of raising awareness about Mānoa and the Mānoa Experience include a weekly column in the local dailies featuring ongoing discussions about university policy, reorganizations, and capital improvements [1.7, 3.6, 3.7]. In addition, initiation of more community building activities will be evident. Through the building of the Mānoa community in the general education curriculum and other curricular innovations, student success initiatives, and improvements in the physical plant, a sustained increase in student and faculty engagement (e.g., in NSSE and Faculty Survey on Student Engagement [FSSE] scores) and in retention are anticipated. These improvements will be reported in the Educational Effectiveness Report.
Building a Mānoa Community in Support of Student Success  
Essay 2: Enabling and Ensuring Student Learning Success

With an Assistant Vice Chancellor for Undergraduate Education (established in 2005) and operational Mānoa Institutional Research and Assessment Offices (established in 2008), Mānoa is poised to broadly and effectively enhance student support services and institute campus-wide assessment of student learning [3.8]. A cohesive approach is underway to align assessment of all units, student learning outcomes, program review, and resource allocation. This alignment creates capacity for Mānoa to become fully evidence based and self-learning and will contribute significantly to improvements in student learning success (see also Essay 6) [4.2, 4.3, 4.4, 4.6].

As noted in the Institutional Proposal, Mānoa is committed to developing our student academic support structure such that learners enter into, progress through, and graduate from their programs in deliberate, well-considered, personally-enriching, and intellectually-expanding ways. Mānoa is also committed to using a variety of assessment practices to understand the extent of student learning and to articulate needed educational improvements. In response to concerns regarding student success, Mānoa has significantly increased capacity in student support by redirecting some existing resources and directing new resources toward advising, student academic support, the first-year experience, and enhanced opportunities for undergraduate research [2.8, 2.12, 2.13]. In addition, Mānoa has established an infrastructure to support the assessment of student learning. This essay reports on our efforts with these initiatives.

**Enhance Student Support**

Improving Advising. In the period since the Institutional Proposal was developed, Mānoa has moved purposefully in terms of organization and staffing, policy, and technology to address historical challenges in advising. In the past, undeclared students and new students (first-time and transfer) were advised by Arts and Sciences advisors who were also responsible for General Education advising of students with declared majors in the arts and sciences. These students could also visit the First Year Advising Center (FYAC), a walk-in service, staffed part-time, with oversight provided by a single Colleges of Arts and Sciences advisor. Departments and schools/colleges have been responsible for advising within the major [2.12, 2.13].

In June 2008, the FYAC became the Mānoa Advising Center (MAC); staffing and scope of responsibility were increased to address earlier weaknesses and gaps in advising for undergraduates. MAC’s mission is to serve all undeclared and pre-major students. It serves as the first point of contact for incoming freshmen and transfer students, as well as for prospective students and their parents [2.12, 2.13, 2.14], and as the initial campus-wide contact, MAC coordinates its efforts with college and school advising offices, first year programs, and other resources on campus. MAC also facilitates orientation for students who have been accepted to Ka‘ie‘ie, a degree pathway dual enrollment/admission program between Mānoa and Kapi‘olani Community College. An agreement to expand Ka‘ie‘ie to include all University of Hawai‘i community college campuses has been formalized and when funding becomes available for its implementation MAC will serve Ka‘ie‘ie students system-wide [2.14].

Since the creation of our Institutional Proposal, Mānoa has hired eight new advisors—three for the Mānoa Advising Center, two for Student Athlete Academic Services, and one each for Pre-Health/Pre-Law Advising Center, Honors/ROTC, and the School of Ocean and Earth Science and Technology. At least one more advisor will be hired in 2009-2010. Schools and colleges are also improving their advising efforts. Shidler College of Business offers small group presentations to students about the College’s admission requirements at New Student Orientation and to Access to Excellence cohorts of first semester freshmen students in the Fall. In Fall 2009, Shidler will launch its Shidler Scholars Pre-Business program for incoming students which will enable academically qualified students to engage with the College beginning in their freshman year. Shidler will also begin regular group advising sessions for freshmen. The School of Travel Industry Management (TIM) works closely with MAC to provide information for undeclared students and provides advising to pre-TIM students. The College of Social Sciences is developing a plan for transitioning students from Arts and Sciences advisors to Social Science mentors. In addition, Student Success Fellowships are being initiated. These fellowships will provide financial aid to students working in centers devoted to student success such MAC and the Learning Assistance Center. Student Success Fellows will assist with peer tutoring, advising, and supplemental instruction. Student peers are particularly important in staffing offices focused on student success because the student
employee can be a much more cogent model for other undergraduates. Further, providing on-campus employment for greater numbers of students advances our efforts to improve student engagement and success [2.12, 2.13].

Mānoa encourages students to take active roles in planning their academic careers. We are increasing student access to academic advisors, implementing new advising and academic progress policies, and improving the use of user-friendly academic planning/advising technology (e.g., STAR) [2.12, 2.13, 3.6]. In Fall 2008, Mānoa implemented mandatory advising for all undergraduates during each semester of their first two years [1.7, 1.8, 2.12]. Students will also be required to declare a major by their junior year and, by creating and following a fully informed academic plan supported by more accessible academic advising and career counseling, students will be better prepared to graduate in four years and successfully enter the job market, or to pursue graduate studies [1.2, 1.7].

In an effort to unify advising policies and practices across individual colleges/schools, the Council of Academic Advisors, composed of a head advisor from each college/school, has begun developing consistent campus-wide college/school academic advising policies [1.7, 1.8]. The Council also initiated new workshops in Summer 2008 to train academic advisors to deal with challenges they and their students face at Mānoa [3.1, 3.4]. Starting in Fall 2009, the Mānoa Advising Center and the Learning Assistance Center will pilot a collaborative program for at-risk students [2.12, 2.13]. The result of this infusion of resources will be delivery of more sophisticated and better networked advising that reinforces campus academic policies and priorities.

In addition to face-to-face advising, Mānoa developed an online academic advising/degree audit aid which went live in 2004. The Student Tracking and Reporting System (STAR) Academic Journey provides students and advisors with transcripts, lists of requirements, and instant, real-time feedback on students’ progress to degree, including transfer credit evaluation reports [3.6, 3.7]. Students can log on at any time to check their progress toward their degree, and review their own academic planning. STAR Academic Journey is now available to students throughout the University of Hawai‘i System, enabling community college students to run a “what if I transfer to Mānoa” scenario and discover how their University of Hawai‘i courses apply toward a particular degree at Mānoa. Students transferring credits from a campus outside the University of Hawai‘i System can use the Admissions and Records Transfer Credit Search for information on how specific courses transfer to Mānoa [2.12, 2.14]. STAR usage reports demonstrate increasing use by students, faculty, and staff (STAR Advisor Beta: STAR Usage Reports) suggesting this resource is useful and valued [2.10, 2.13, 3.7].

Student Success Center. Mānoa’s 2005 Year of the Student survey showed that the campus was not providing enough quiet, comfortable space for studying or enough academic help. We responded by opening up additional student study space in the Campus Center (see Essay 4) and creating a Student Success Center (SSC) located in Gregg M. Sinclair Library, in Fall 2006 [2.13]. On the ground floor of the library, study and presentation space has increased and students can reserve private or semi-private, collaborative study spaces for their own use. Collaborative study spaces in the Commons area are also available. The SSC’s study areas in the library are now open 24/7 (except for holidays and semester breaks), food and beverages are allowed (with free coffee service in the evening/early morning), and security guards are on duty. With comfortable study chairs, upgraded study carrels, increased hours, and additional electrical outlets for laptops, the number of students in the library/SSC increased from 158,000 visitors in Spring 2006 to 204,195 in Spring 2008 [2.10, 2.11, 2.13, 3.6].

The SSC partners with various offices on campus, including the Sinclair Library librarians and Learning Assistance Center, to offer classroom support services, tutoring, and supplementary instruction support services [3.1]. A tutor certification program was initiated by the Learning Assistance Center in Fall 2008 to prepare students to serve as tutors and provide them with a tutoring credential that may be listed on their resumes [2.13].

First-Year Experience. Mānoa has long offered learning support programs to first-year students through learning communities, the College Opportunities Program, and the Selected Studies/Honors Program. Students interested in a learning community can choose from two types: Access to College Excellence (ACE) and Freshman Seminars [2.9]. The College Opportunities Program (COP), designed to increase the number of under-represented students at Mānoa, oversees the new Manawa Kupono project that encourages and provides financial support for Native Hawaiians to attend
Mānoa [1.5, 2.13]. Additionally, high-performing students are invited to apply for the recently expanded Selected Studies Program (lower division) or Honors Program (upper division) [2.5]. First year programs regularly survey students; ACE and Freshman Seminar students’ written assignments are analyzed to assess students’ transition to college and identify resources and support services that students found most helpful; ACE students participate in focus groups. Faculty are now using these assessment data to improve programs (e.g., in written assignments, first-year students identified transitional issues, and the first-year program is being revised to address these issues in the upcoming year) [3.11, 4.7].

The English Department began offering a unique first-year program, Writing Mentors in English 100 (ENG 100), in 2007. Graduate students and selected upper-division undergraduates are trained to help first-year students excel in English Composition and the program also partners with other first-year programs such as ACE, COP, and Manawa Kupono so students enrolled in these programs experience a mentored ENG 100 section as part of their first-year program. A related initiative, Foundations in Written Communication (FW) in the First Year, guarantees seats in required FW courses (e.g., English Composition) for all incoming students [2.3, 2.5, 2.8, 3.11]. The Writing Mentors program assessment data (Trans/Per Forming First Year Composition presentation) show 93% of faculty, 93% of mentors, and 88% of students are “highly satisfied” or “satisfied” with this initiative. Students with a mentor outperformed students who did not have a mentor (see Appendix D of the project report); and new teaching materials have been created for instructors of Writing Mentor courses [2.10, 4.7].

A special feature of the new student dormitory, Frear Hall (described more fully in Essay 4), is its residential learning programs. Student Housing Services has partnered with academic departments to establish Residential Learning Programs that foster a greater connection between the in-class and the out-of-class learning experiences [2.11, 2.13]. Students with similar majors or interests live together on selected residential floors and thus are able to study together, work together, and learn from each other. In addition, the (student) Resident Advisor selected for the community, majors in the same or a related field as the residents. Hall staff focus programming elements to connect classroom learning with out-of-class experience. In 2008-2009, Residential Learning Programs were offered in Frear Hall and Hale Aloha in Japanese culture and language, honors, wellness, study intensive, first-year experience, and outdoor recreation. Offerings for 2009-2010 may be found on the Residential Learning Programs web site [2.5].

**Research Opportunities for Undergraduate Students.** As illustrated in the Inventory of Undergraduate Research and Creative Opportunities, Mānoa offers a wide range of opportunities for undergraduate students to engage in research and creative activities. Opportunities range from participation in traditional research projects, anthropology field studies, annual business plan competitions, and fashion shows to internships. In addition to offering courses designed to introduce students to research methodologies and expectations in their specific fields, student participation in research is encouraged through directed research courses offered by most majors. The Spring Symposium for Undergraduate Research and Creative Work, open to all undergraduate students conducting faculty-supervised research or creative projects, provides students with important experiences presenting their work in a manner that mirrors the format and style of professional conferences. Faculty judges evaluate the quality of projects and presentations and formally recognize the best work with research awards. Individual colleges/schools and units also provide support for undergraduate research. For example, the College of Tropical Agriculture and Human Resources recently presented its 21st Annual Student Research Symposium, and the University Research Council, Associated Students of the University of Hawai‘i, Vice Chancellor for Research and Graduate Education, Marine Options Program, Honors, Global Environmental Sciences, Shidler College of Business, and Zoology all provide support, funding and awards for undergraduate research [2.5, 2.8, 2.9].

**LEVERAGING ASSESSMENT**

During the last decade, Mānoa improved its capacity for assessment and data-driven decision making by increasing access to data and educating the campus about student outcomes assessment. In 2006, Mānoa began using STAR Data Metrix to aid data-driven decision making [2.10]. Data Metrix is an online, dynamic, self-service reporting tool that gives users the ability to analyze and filter data sets to meet their needs. Data Metrix contains real-time information on course enrollment, student graduation and retention rates, financial aid, and department and campus trends. The STAR Executive Console provides overall campus fiscal expenditures and department-level data. Soon an abstracted data dashboard will be available to provide a graphical representation of key indicators. Both Data Metrix and Executive...
Console are proving to be effective tools to assist campus staff—from department chairs to the Chancellor—in making decisions that incorporate historic and current data [3.7, 4.3].

The number of faculty conversant with assessment has increased since 2001, however, some remain unfamiliar with outcomes assessment at the program level. Others continue to question whether engaging in assessment activities is the best way to improve student learning. The Faculty Senate approved the creation of a standing Mānoa Committee on Assessment in January 2009; the committee members will be appointed at the beginning of the Fall 2009 semester. Accepting debate as part of a healthy and vibrant intellectual community, it is expected that faculty ownership of assessment, as evidenced by engagement and collaboration between the Mānoa Committee on Assessment and the Assessment Office, will continue to increase as both gain traction [2.4, 3.4, 4.6, 4.7].

Capacity for Mānoa faculty members to take ownership of assessment has increased through assessment training workshops, funding to attend conferences, and attention to the value of assessment by the Office of the Vice Chancellor for Academic Affairs [3.2, 3.3, 3.4]. A recent faculty report, Envisioning Useful Academic Assessment at the University of Hawai‘i at Mānoa, reaffirmed assessment as a faculty responsibility, and also noted the need for a meaningful commitment of resources from the administration [3.11, 4.6, 4.7]. The new Mānoa Institutional Research and Assessment Offices reflect Mānoa’s commitment to meeting that need [4.5]. Annual assessment reports are now submitted to the Assessment Office through an online system and are publicly available while our 2008 revision to program review processes more clearly incorporates assessment into the review [2.1, 2.7, 2.8].

Data from student learning outcomes assessment are regularly reviewed by faculty, departments, and units and reported annually to the Office of the Vice Chancellor for Academic Affairs [1.2, 2.6, 2.10, 3.11, 4.4, 4.6]. Recent undergraduate curricular changes resulting from the review process include:

- Establishment of a working group to address general education foundations courses with high drop, fail, and withdraw rates;
- Additional general education sections and courses;
- Identification of the characteristics of successful students in difficult general education foundations courses;
- A new preparatory course for students unable to pass the pre-calculus assessment test [4.7].

Data Exhibit 7.1 summarizes the assessment efforts of Mānoa’s programs; Exhibit 7.2 details activities and support provided for assessment by the Assessment Office in the past year [2.3, 2.4, 2.10, 4.6]. In addition, the Institutional Outcomes Committee was created in April 2009 to draft and propose institutional educational outcomes for Mānoa’s undergraduate programs. It is anticipated that these draft outcomes will be reviewed with appropriate faculty committees in the Fall [1.2].

Mānoa Institutional Research and Assessment Offices. Mānoa is continuing to develop its institutional research capacity to meet staffing needs and goals. A University of Hawai‘i System-level Institutional Research Office produces reports on various issues for all of the ten campuses in the System. Initially staffed with an interim academic affairs program officer, an administrative reassignment in Fall 2008 provided an institutional analyst to the Mānoa Institutional Research Office. In Spring 2009, a senior analyst was loaned to Mānoa from the UH System and in March 2009, Mānoa was able to hire a full-time institutional researcher [4.5].

The Assessment Office is now fully functioning, with two full-time faculty assessment specialists hired in June 2008, and a faculty director appointed in January 2009 [4.6]. The Assessment Office communicates, consults, shares, and educates the Mānoa community on how to assess, what to assess, and how to act on the results. It provides training and advice to departments, programs, and individual faculty, develops web resources, and evaluates annual program assessment updates and assessment plans that are submitted as part of new program proposals. Data Exhibit 7.2 details the services and workshops provided by the Assessment Office. In addition, the Office of Faculty Development and Academic Support provides workshops for faculty on assessment of student learning. A long-awaited benefit of the Institutional Research and Assessment Offices is the capability of combining data from multiple sources to form a more complete picture of the Mānoa student body [2.4, 2.10]. The collaboration among institutional research analysts, assessment specialists, STAR
developers, and specialists in Student Affairs has improved our capacity to collect and analyze data from multiple sources and to make timely decisions [2.10, 4.3, 4.4].

**General Education Assessment.** The Faculty Senate’s General Education Committee and the Vice Chancellor for Academic Affairs assumed shared responsibility for general education assessment in 2006 [3.11]. In 2007, Dr. Mary Allen, a noted consultant on assessment and accreditation, conducted an intensive two-day workshop focused on the assessment of Mānoa’s general education program. The workshop resulted in student learning outcomes being identified for the global and multicultural perspectives, contemporary ethical issues, and oral communications areas and the development of preliminary assessment plans for those areas [2.3, 4.7]. Formal assessment of two general education areas, written communication and contemporary ethical issues, began in 2007-2008. The first two general education assessment projects will serve as models for future assessment of general education if they prove effective. In addition, student learning outcomes and assessment plans have been identified for all the general education areas—symbolic reasoning, diversification, Hawaiian or second language, Hawaiian, Asian, and Pacific Issues [2.2, 2.4].

**Connection with Educational Effectiveness Review**
Mānoa has developed capacity in assessment and student academic support infrastructure that enables us to make data-driven curricular decisions and produce evidence of educational effectiveness [2.10]. We collect and evaluate evidence of student success at regular intervals and in many areas these practices have been regularized. We have integrated assessment plans and results into our program review process [2.1, 2.7]. In the Educational Effectiveness Review, we will demonstrate our ability to use this data to make evidence-based decisions that improve the quality of academic programs, student life, and student success [3.8].

While Mānoa continues to generate a lot of assessment data, use of this data for program improvement is not consistent across all programs [4.4, 4.6]. Through their review of annual assessment updates, the Assessment Office is identifying programs that are having problems “closing the loop” and will work with them to develop viable assessment plans. In addition, program review procedures were modified to formally integrate assessment into the process; piloting of a revised program review procedure occurred in Spring 2008. As a result of this integration, the Assessment Office used the program review findings to circle back to certain departments to assist them in strengthening assessment activities. For example, the Assessment Office continues to work with the College of Social Sciences to improve departmental assessment of student learning in response to their 2008-2009 program review. The Assessment Office is now utilizing the program review schedule to prepare units for upcoming reviews, and identifying programs in need of assistance prior to the review. During the summer of 2009, the Assessment Office and the Office of the Vice Chancellor for Academic Affairs (OVCAA) reviewed the program review reports across schools and colleges to identify cross-cutting issues in regards to assessment and support [2.7].

Program review procedures for Fall 2009 include the integration of questions regarding learning outcomes into the student survey. In addition, the Assessment Office and OVCAA developed a supplemental program review outline to better address the review and assessment of distance-delivered programs. Also in Fall 2009, the Mānoa Institutional Research Office (MIRO) will begin providing data in support of program review, a function previously handled by the UH System Institutional Research Office. It is anticipated that through close collaboration, programs under review will become more familiar with MIRO, and more Mānoa-specific data needed for reviews can be provided and standardized [2.1, 2.5, 2.7].

First-year programs are now working directly with the Institutional Research and Assessment Offices to improve data collection on student characteristics and assess student learning. The Access to College Excellence (ACE) program has reached its full capacity for reserved seats in courses [2.10, 2.11], and the general education program that went into effect in 2001 includes a plan for the integration of general education foundations courses into learning communities. The Assistant Vice Chancellor for Undergraduate Education has been charged with the development of an implementation and assessment plan for this effort [1.3].

Efforts to expand undergraduate students’ research and research presentation opportunities continue. As noted earlier, an inventory of undergraduate research opportunities has been compiled. Programs that do not currently provide
support for undergraduate research are being encouraged to do so. In addition, many programs are being encouraged to consider incorporating capstone projects into their assessment plans. In 2010, we will launch a campus-wide undergraduate research process, creating a one-stop shop where students can learn about research opportunities on campus and an office which can pursue cross-cutting funding opportunities. This office will also directly fund undergraduate research projects across the campus chosen through a competitive process [2.5, 2.8, 2.9, 4.7].

The success of the Student Success Fellowships will be analyzed as part of the Educational Effectiveness Review. While the Spring 2011 EER report will be limited to information on the number of employment opportunities provided to students, Mānoa will continue to review the impact of these fellowships on the retention and eventual graduation of these students. Both the Mānoa Institutional Research Office and the Mānoa Advising Center (MAC) remain understaffed. At present, three full-time MAC advisors and six peer mentors are responsible for advising 4,400 students. The Student Success Fellowships will provide additional support this year for MAC and for other student support offices in future years. In addition, partnerships between MAC and school/college advising offices are being strengthened with many offices indicating a willingness to advise pre-major students and conduct general advising sessions. It is possible that mandatory advising and required declaration of major by the junior year will begin to reduce the number of undeclared majors serviced by MAC. Our goal is to have more than 90% of our students declare their major by the junior year before our EER review. Efforts will continue to fund new advisors and additional institutional analysts by the 2011 EER visit; however, realizing this goal may be difficult in light of the current financial difficulties facing the University and State [2.12, 2.13].

We also hope to provide additional investments in the Student Success Center (SSC) so it can reach its potential in the areas of tutoring and supplementary instruction. Given students' difficulties in so-called "killer courses," the SSC Advisory Board recommended aggressive recruiting and training of tutors, and a tutor coordinator hired in 2008 has begun work in that area. It is expected that a number of the Student Success Fellows will be hired to assist with efforts in the Student Success Center. Other planned additions to SSC include expanding the computer lab, adding a digital media studio, and bringing in a satellite site of MAC. The full range of activities of the Student Success Center and assessment of these efforts will be reported during our EER visit [2.13].
Campus Renewal to Support the Mānoa Experience

Essay 3: Constructing an Approach to Campus Master Planning and Facilities Management that Fosters Community Engagement and Student Learning

Island learning communities are special places. As noted in our Strategic Plan, “Hawai‘i is singularly unique in its location...having the most rare plant and animal species in the world.... It is unique in its geological and oceanic makeup.” As an island community, resource constraints at Mānoa create unique challenges and opportunities in planning and operations. Problems with deferred maintenance were noted in the 1999 WASC Reaccreditation Report and the 2007 Special Visit when the visiting team noted Mānoa’s need for a “larger operating budget for repairs and maintenance” [1.9]. Today Mānoa finds itself with aging facilities, rising facility costs, and a budget crisis that limits our options as never before.

The Institutional Proposal reported that physical improvements of the campus were needed to support student learning and an improved sense of community. The two initiatives identified in the Proposal in this area were: 1) to engage the campus community in the development of a campus master plan which would embed sustainability in capital projects and embody a Hawaiian sense of place and 2) to improve facilities management by implementing a management process with priorities aligned to campus needs.

The experiences and cultural values of the indigenous Hawaiian people provide instrumental lessons in sustainable stewardship. The “Hawaiian sense of place” is not simply a cultural label, but an inherent guiding principle that continues to inform the ongoing processes that shape the environment of the campus and its relationship to the larger community [1.1]. The incorporation of these lessons of sustainability is vital to the future of Mānoa. We are facing unprecedented fiscal challenges, and the long-term sustainability practices of the indigenous host culture are key to informing the campus planning and facility processes in a myriad of key areas such as energy usage, water conservation, community participation, design features, and appropriate landscape environments. It is our goal that indigenous values and techniques will be incorporated into the planning and facilities management processes as pedagogical exemplars that emphasize these unique cultural values of stewardship as integral parts of our institutional mission [4.2, 4.3].

Campus master planning to guide the development of Mānoa’s physical plant, capital improvements, and improved facilities management are essential elements in the future success and long-term sustainability of Mānoa as a world-class research and educational institution. Capacity for a dynamic, engaged, and flexible master planning process exists and the 2009-2010 process will engage the campus community in an alignment process that will match available financial resources to programmatic objectives [4.1, 4.2]. Improvements in facilities management have made the process of facilities repair and maintenance more transparent and responsive to the needs of the campus community and provide the campus a sense of ownership and participation in the management of their learning environment.

In the Mānoa Strategic Plan, “place” is a core commitment built around a vision of Mānoa as a “globally-connected Hawaiian place of learning.” Major imperatives within this core commitment include: creating a Hawaiian sense of place on campus through improved landscaping, architectural design, signage, and the creation of gathering spaces; creating a green campus and promoting stewardship of natural resources; making the campus bicycle and pedestrian friendly; working with the community to develop a vibrant college town surrounding the campus; and maintaining exceptional campus facilities to service the diverse social needs of students, faculty, families, and persons with disabilities [1.1]. Achievement of these goals necessitates a responsive approach to master planning and facilities management that fosters both community engagement and student learning.

Over the past decade, Mānoa, like many public research universities, has been faced with increasing resource constraints and leadership continuity challenges that have impacted our ability to undertake campus planning that fosters community engagement and student learning. The Mānoa campus, serving more than 20,000 students, encompasses 308 acres, and is comprised of roughly 320 buildings and over 9.2 million gross square feet. During the prior decade, the physical plant of Mānoa had been underfunded in staffing, operational expenses, repair and maintenance, and capital renewal. Moreover, in October 2004, Mānoa experienced a devastating flood that shut down the campus for two days. Approximately 35 buildings were affected and repair costs are expected to exceed $60 million. Many of the repairs have been completed and repairs to Mānoa’s major library are expected to be completed in December 2009.
The declining condition of the Mānoa campus physical plant has been a recognized problem for several years. Concerns about the condition of the physical plant were documented during the self-review process, the 1999 WASC report, and more fully described in the February 2006 Association of Physical Plant Administrators (APPA) Facilities Management Evaluation Program report on the Mānoa campus. Our response has been a series of specific initiatives to address both short and long-term planning and facilities management issues the most important of which, according to the APPA report, was hiring of a new permanent Chancellor, Vice Chancellor for Administration, Finance and Operations, and Assistant Vice Chancellor to increase management capacity and to reduce organizational uncertainty resulting from the large number of vacant and/or interim positions [3.8, 3.10].

Since 2007, the Mānoa Facilities Department has participated in the Association of Physical Plant Administrators Facilities Performance Indicators study from which two key indicators stand out: 1) Mānoa is facing an increasing Facilities Condition Index (Deferred Maintenance/Current Replacement Value) which indicates a decline in the condition of the physical plant, and 2) Mānoa is experiencing dramatically increasing energy costs per gross square foot. In the 2007 study, Mānoa had energy expenses over 225% higher per square foot than peer institutions. Efforts to reduce energy consumption to meet the 20% reduction stated in our strategic plan have been compounded by rising energy costs [4.3].

In April 2008, an internal review of the physical plant determined that the combined Mānoa campus deferred-maintenance backlog and five-year renewal costs exceeded $350 million in current dollars. Over the next five years, it is estimated that Mānoa will require an average annual capital investment of $75 million dollars per year to maintain and repair its existing physical plant.

DEVELOPING A CAMPUS MASTER PLAN

In 2007, Mānoa completed the update of a Long Range Development Plan (LRDP). The 2007 LRDP is considered a transitional document to provide near-term planning objectives that will be developed in detail by the future Mānoa Master Plan that integrates the existing LRDP with revised and updated academic goals and objectives [4.2]. The Campus Planning function is currently undergoing a reorganization and is creating a broadly based and community-inclusive planning process by establishing a Campus Facilities Planning Board rather than relying on a specialized Campus Planning Department. Implementation of the LRDP is underway, including design charrettes to implement major themes such as “Outdoor Spaces for Living and Learning,” to be designed by School of Architecture students with assistance and oversight by faculty members and administrators [4.1].

In March 2009, a new Assistant Vice Chancellor for Financial and Physical Management was hired to oversee the campus planning function [3.8]. The Campus Facilities Planning Board has begun meeting to review, and provide input on, critical campus planning issues such as requests for expansion of existing laboratories, policies and procedures for improvements on campus, and other issues that impact department goals and objectives, aesthetics, and the physical plant. The role of the Board is to advise the Chancellor on new construction projects, selection of architects for capital projects, space renovations and alterations, and biennium and supplemental capital improvement programs. The Board will also develop, recommend, and maintain policies and make budget requests related to the development and utilization of campus facilities and grounds [4.1, 4.2, 4.3].

In accordance with the LRDP, a Design Advisory Panel has been established to provide input and advice to the design teams for various campus improvement projects and to the Campus Facilities Planning Board. The Panel is convened by the Assistant Vice Chancellor for Financial and Physical Management and its membership includes architects, real estate developers, planners, and faculty members [4.3].

IMPROVING FACILITIES MANAGEMENT

The condition of Mānoa facilities has been a longstanding concern. Maintaining exceptional campus facilities and spending on repair and maintenance were among the imperatives in Mānoa’s Strategic Plan and Mānoa’s 2006 self-review survey (WASC Survey) identified physical resources as an area of “high importance” that “needs significant development” [3.5, 4.1]. As a consequence, a major focus of our Institutional Proposal involves campus planning and
improving facilities management. Recognizing that Mānoa campus facilities management required additional leadership capacity, the Mānoa campus created and staffed a new position of Assistant Vice Chancellor for Campus Services in September of 2007 [3.8, 3.10].

Several key activities were undertaken to realize this goal. In addition to the annual Facilities Performance Indicator survey, in January 2008, Facilities Management performed an additional plant condition assessment utilizing Pacific Partners Facilities Renewal Resource Model. As a consequence, Mānoa was able to measure, evaluate, and compare its performance with other peer institutions. These new objective measurements were used to provide critical initial facility condition assessments to the campus community and State Legislature in new ways [4.3].

Funding for repairs and maintenance continues to be a major priority for the campus. During the 2007–2009 biennium, Mānoa received a special appropriation of $200,000 to upgrade 24 classrooms in Moore Hall. The funds were used to equip the classrooms with projectors, new screens, keyboards, control panels, DVD and CD players, and computers. Mānoa’s Supplemental Budget Request for FY 2009 listed restoring the base budget for repairs and maintenance as Mānoa’s top priority and requested an additional $3 million for this purpose. For the upcoming biennium, $76 million has been provided for repairs and maintenance. Efforts to reduce energy consumption continue. In December 2008, Mānoa implemented a voluntary initiative called Mānoa Green Days to “power down” certain buildings on campus during the holiday season. The schools and colleges that fully participated in the initiative showed significant reduction in energy use. As a result, Mānoa is launching a series of Mānoa Green Days in which air conditioning to selected buildings is turned off during weekends, holidays, and certain non-instructional days to conserve electricity [1.8, 3.5].

During the same period, Facilities Management created a web presence to communicate budgetary information and goals to improve transparency of the decision making process [1.8, 3.5]. Parallel with these efforts, Facilities Management created mission, vision, and goals statements to reflect a new commitment and direction to its own staff and for the larger community. One of the key outcomes is to “serve Hawai‘i’s goals to develop needed intellectual resources through the effective involvement of our campus facilities and environment as active teaching spaces and laboratories [through] direct engagement with instructional programs” [4.2]. Following the principle of focusing on what you already do well, Facilities Management further strengthened the activities of one of its campus advisory committees by allocating additional resources and increasing communication with the Landscape Advisory Committee. In July 2008, funds were allocated to develop an Interim Landscape Design program to integrate the overall campus landscape design and develop a campus-wide sustainable irrigation program that conserves Mānoa’s water resources. These initiatives speak directly to imperatives in the Mānoa Strategic Plan noted above [4.1].

The Institutional Proposal lists specific outcomes associated with improving campus master planning and facilities management. Most of the outcomes scheduled for 2008 have been achieved: a campus planner (Assistant Vice Chancellor for Financial and Physical Management) has been hired, the Campus Facilities Planning Board was created, the update to the Long Range Development Plan was completed, an Assistant Vice Chancellor for Campus Services was hired, a Facilities Management web site was created, and plans are underway to implement a computerized maintenance system software [3.1, 3.10]. Work is underway to fulfill the outcomes proposed for 2010 and 2012.

Progress is also being made in meeting the benchmarks in the Mānoa Strategic Plan for campus planning and facilities: student housing availability is increasing; repair and maintenance expenditures are greater than $20 million annually; energy consumption has declined 14% from 2003 (Strategic Plan Benchmarks Five-Year Progress Report). In responding to the strategic data elements listed in the Institutional Proposal, the campus is developing a Campus Master Plan and has made significant strides toward improving facilities management [4.1].

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1 This is a life-cycle approach that predicts the cost and timing of facilities renewal based on building sub-system and infrastructure life cycles and costs. The approach combines a high level mathematical view of facilities renewal with institution specific information on buildings, renewal dates, and infrastructure. The cost data used to estimate renewal requirements are derived from a database developed by Pacific Partners which includes actual project costs for more than ten million gross square feet of educational space. These costs are benchmarked against industry standards, adjusted for regional costs and evaluated against actual new construction or renovation experience at our institution.
**Connection with Educational Effectiveness Review**

Improved master planning and facilities management that is engaged with the campus community will assist in the alignment of programmatic objectives with the underlying physical plant. This alignment will in turn lead to a decision making process that focuses available resources into programs that are critical to student learning [3.6, 4.2]. Use of the assessment programs described earlier will provide comparative data to improve facilities management decision making [3.8, 4.1, 4.2, 4.3]. Our 2011 Educational Effectiveness Review will focus on efforts to complete the Campus Master Plan and to continue improvements in facilities management.

**Developing a Campus Master Plan.** The master planning process will be led by the newly hired Assistant Vice Chancellor for Financial and Physical Management, in coordination with the newly established Campus Facilities Planning Board (CFPB) which is comprised of ten to fifteen members drawn from the stakeholder community of students, faculty, staff, local community members, sports and extracurricular groups, and alumni, parents, and friends of Mānoa. The core mission of the CFPB will be to align academic goals with facility capabilities; communicate and explore choices with the stakeholder community; and develop plans that achieve a sustainable learning environment integrative with the host culture. A key objective of the campus planning process is to transform the current model into an outward facing model that uses campus facilities as an interdisciplinary teaching and learning environment, bringing students, faculty, staff, and community together to explore and solve real-world problems. These problems include aligning academic goals and facility capacities in a resource-constrained environment; understanding what on-campus and off-campus stakeholders imagine the future campus to be; developing meaningful connections between the Hawaiian culture and campus as a whole to reflect and reinforce the Mānoa Experience (see Essay 1); and creating, measuring, and sustaining a dynamic, coherent planning process drawn from a mosaic of voices [4.1, 4.2, 4.3].

**Improving Facilities Management.** There are two fundamental challenges facing Facilities Management in implementing a more transparent process to align priorities to campus needs. The first challenge is establishing a data-driven, empirical understanding of the physical plant, and the second challenge is communicating that understanding and its implications more clearly to stakeholders on campus and in the community [3.6, 4.1, 4.2, 4.3]. Facilities Management is addressing the first challenge by installing a large-scale, facility-specific Computerized Maintenance Management System (CMMS) to administer the physical plant, with full implementation projected for 2009. This new system will allow Facilities Management to dramatically improve the control and measurement of its available resources—both labor and material—and allow stakeholders online access to request and check the status of ongoing projects. A key outcome of the CMMS process is the ability to accurately measure work performed against work needed. Too often we state the facility requirements in terms of what is available rather than what is actually needed, thereby masking the real underlying need. The CMMS initiative parallels a campus-wide sustainability project to publish online monthly electrical usage for each major campus building to promote conservation. Both of these types of facility improvement programs provide real-world learning tools as stakeholders become better informed about the real resources needed to accomplish physical tasks, and the impact of individual and group efforts to conserve energy [3.7, 4.2, 4.3, 4.4, 4.6].

New processes and tools will help Mānoa recognize and succeed in meeting existing and future challenges. Encumbered with an aging physical plant in an era of skyrocketing energy and construction costs and a current state of financial crisis, Mānoa is facing extraordinary challenges. These tools should allow us to successfully plan, operate, and monitor our physical plant priorities so that they are aligned with the priorities of our educational and research missions [3.6, 3.7, 4.2, 4.3]. The increased capacity enables Mānoa leaders to possess information with which to better inform the stakeholder community of the available choices before them. While change is inevitable and necessary, to the extent that the planning process and facilities operations are transparent, participative, and responsive, the process of change can be a positive learning experience for the campus and its stakeholders [1.8, 3.5, 4.2]. Outcomes of these new processes will be reported in our EER report.
Mānoa is committed to creating a more vibrant campus life to support our academic mission. Our Institutional Proposal includes initiatives to create additional student and faculty housing, improve campus life by expanding the Campus Center, and build a one-stop center for student services [2.10, 2.11]. Over the history of the University, various strategic plans have reflected these needs as well as the obstacles to meeting them. Recent surveys of faculty and students have indicated a critical need for additional and improved housing. Other surveys indicate that students are largely unsatisfied with the space available for extra-curricular and academic support activities. As Mānoa approached the beginning of its second century, we refocused both staff and budget to the renewal, renovation, and creation of additional space to accommodate housing, extra-curricular, and academic support activities. This essay examines Mānoa’s progress in creating capacity for these initiatives.

EXPAND AND RENOVATE STUDENT HOUSING
The University of Hawai'i 1991 Master Plan stated that, “apart from contributing to a change in the composition of the student body, housing per se appears directly linked to the bettering of academic performance.” While the campus recognized the need for additional student housing, the lack of funding for new projects delayed construction of a new residential unit until 2008.

Examination of surveys of students who did not enroll or who did not complete their degrees at Mānoa reveal the lack of adequate campus housing as a primary influencing factor. Students also revealed dissatisfaction with campus housing in their responses to surveys conducted by outside agencies. In 2002, the campus began to develop a long range plan for additional student housing directed by housing consultants and including campus constituencies and system-wide staff members. The objective was to increase the number of student beds by 3,500 to 4,000 by 2010 and include new configurations of residential halls, projected rents, and renovations [4.6].

Completed in Fall 2008, Frear Hall is the first completely new housing on the Mānoa campus in over 30 years. The building houses over 800 students and has four room types. Mānoa opened Frear Hall at 90 to 95% capacity; on-campus housing is now available for 3,859 students.

An additional project is the renovation of the Hale Aloha complex which has a capacity of 1,100 beds. The first phase of the renovation focuses on two residence halls, Hale Aloha ‘Ilima and Hale Aloha Mokihana, and will include modernization of community bathrooms, upgrades to electrical systems, replacement of windows, and replacement of student room and exterior door locks. The first phase of the renovation will be completed by Fall 2009.

The 2007 update of Mānoa’s Long Range Development Plan fully integrates development of additional housing for students and faculty into the overall development plan for the campus. Among the Category I projects proposed to be either started or completed by 2017 are replacement dorms for Johnson Hall and Hale Noelani, both are roughly 45 years old, and new housing for faculty on Wa‘ahila Ridge. Additional housing for students in the current Hale Wainani parking lot is proposed to begin after 2017. Each of these developments will contribute to a Hawaiian place of learning with a focus on indoor and outdoor spaces for gathering, studying, and recreation and will be linked to other parts of the campus with new or renovated gateways and paths.

The success of Student Housing efforts will be assessed through focus groups, annual satisfaction surveys, and ongoing surveys focused on key elements of housing services. For Fall 2008, the Student Housing Office developed specific online survey instruments to measure use and satisfaction levels with new initiatives. Regular assessments of residential learning programs, discussed in Essay 2, are being conducted to improve learning programs and set learning outcomes with academic units. Further, assessment of student perception of the hall environment will ensure staff efforts have a definable and discernable impact. Residential students’ academic attainment will be analyzed to determine if the environment is having a positive impact on student behavior and study habits, and ultimately whether we are able to enhance student retention, grade point averages, and student satisfaction. The dual approach of focusing on facility
improvements and the connection between housing and learning will address student demands, but more importantly will meet student needs [3.6].

Measures of success will be obtained through comparison of satisfaction levels, overall renewal rates, renewal rates for specific buildings or student classifications, occupancy, academic data comparisons between on- and off-campus students, and academic and satisfaction data of individuals enrolled in residential learning/non-learning programs. The Student Housing Office developed surveys for AY 2008-2009 to collect the necessary data [2.10, 2.11, 4.6]; those data are currently being analyzed.

**EXPAND FACULTY HOUSING**

In 1960, the University of Hawai‘i constructed its first faculty housing rental project for its Mānoa faculty. The one-year maximum rental term provided sufficient housing for its short-term, visiting, and temporary faculty. At that time, adequate long-term rental housing was provided by the private sector in the surrounding neighborhoods of the campus.

In April 1990, the University contracted KPMG to compile a Faculty Housing Assistance Master Plan to support the recruitment and retention of highly-qualified faculty (see Essay 6). The plan revealed that a lack of housing assistance was the greatest hindrance in the recruitment and retention of faculty to the University. For Mānoa to compete successfully with our peer institutions, we needed to establish a housing assistance program.

In April 1991, the State Legislature established the UH Housing Assistance Revolving Fund. The Fund provided Mānoa with the means to establish the Faculty Housing Development and Assistance Program in 1992 through which two new faculty housing projects, one for rent and one for sale, were developed. Loans were also provided to assist faculty with down payments for home purchases. Information, counseling, and referral services to University-owned and private sector housing were offered to faculty. The 170 new units constructed under the program housed 240 faculty members annually, with a waiting list of approximately 150 applicants, while the lending program provided 28 loans totaling $1.5 million.

Between 1996 and 2001, Mānoa was able to supply housing to the majority of high-priority applicants under a policy that limited residency to three years. In 2001, due to Mānoa’s decision to grant all lease extension requests, the waiting list became longer and fewer units became available for rent. The marked decline in the turnover rate of residents in faculty housing since 2001 has contributed to Mānoa’s inability to offer adequate housing to new tenure-track employees and visiting or temporary faculty. Faculty work-life studies conducted in 1998, 2002, and 2006 showed Mānoa faculty growing increasingly concerned about the availability of faculty housing [4.6]. A Faculty Senate resolution in 2006 asked the campus administration to review faculty housing policies and work toward increasing the housing options for faculty.

The need for faculty housing has increased significantly as the market rate for housing rose more steeply than faculty salaries, especially new faculty salaries, and offering affordable housing is an ongoing challenge in today’s real estate market. Hawai‘i’s median housing prices are significantly higher than the national median. The increase in housing costs frustrates both Mānoa’s ability to provide additional faculty housing at affordable rates and our ability to recruit competitively for faculty from outside of Hawai‘i. The wait time for high priority faculty applicants to faculty housing now averages four to six months, middle priority applicant wait time is ten to twelve months, and the low priority faculty applicants are on the list for two to three years. A survey of an estimated 2,032 faculty members showed that both affordable faculty housing and financial assistance for home purchase are major concerns for faculty.

To address this problem, the Board of Regents and Executive policies that govern the faculty housing program are being revised; new Faculty Housing Rules and Regulations were adopted in September 2007, and in the summer of 2008, Mānoa contracted Helber, Hastert & Fee/Eva Klein & Associates to conduct a Faculty Housing Feasibility Study [3.9]. The feasibility study evaluated two important issues: 1) three University-owned properties were examined as potential faculty housing sites, and 2) data from deans, directors, administrators, and faculty, regarding hiring trends and projected retirements. Klein & Associates analyzed anticipated retirement and other departure estimates and concluded that as many as 954 faculty will need to be recruited to replace estimated departures through 2013. The study estimates that with the current number of faculty housing units, a shortage of up to 450 units by 2013 can be anticipated [4.3, 4.6]. It is unclear how the current global financial crisis and UH hiring freeze will affect these numbers, but the data remain
important in guiding us toward our ultimate goal of meeting the housing needs for all incoming and current faculty to address recruitment and retention efforts [3.2, 4.6].

The 2008 consultants’ reports provided useful information to help Mānoa decide the best way to address the housing needs of both incoming faculty and current residents of faculty housing. Surveys of current faculty and current faculty housing residents will provide necessary feedback about current and future needs [3.2, 3.3, 4.6]. Our ultimate goal is to eliminate housing as a barrier to our success in recruiting and retaining talented faculty to support our academic and research vision [3.2].

Mānoa continues to explore options for expanding faculty housing. We are examining three possible sites for new faculty housing development, as well as options to purchase existing buildings and convert them to faculty housing. Some type of financial program helping faculty to purchase their own homes is also a critical element to recruiting and retaining faculty. In July 2009, a pilot faculty mortgage assistance program, the Mortgage Assistance Guaranty Program, was announced which will provide mortgages with lower down payments, lower closing costs, and favorable interest rates and loan fees for the purchase of a “first” home [3.3].

**Centralized Academic Support Services**

An increasing need for academic support services to meet the needs of a growing student enrollment, combined with the absence of a plan for accommodating expanded and new services, led to a dispersal of services throughout the campus. By the 1990s, the campus had realized the need to provide centralized student academic support services [2.13].

The newly-created Student Success Center (described in Essay 2) provides academic support services in a centralized location, Sinclair Library. The center was developed at the initiative of the librarians within Sinclair Library who saw the need for expanding their library services to include more academic support. The Center also houses the campus Learning Assistance Center which provides tutoring, peer-mentoring, study strategies workshops, and resources for instructors to improve their courses [2.9].

In order to accommodate these new services, the Library relocated some of its stacks and moved offices to different floors. The Library also used campus funds to renovate old storage areas into group study space, create a videoconference room, and established a digital media studio. Additional renovations improved computer access areas. The Library is open to students around the clock, seven days a week, except for holidays and semester breaks. Food is allowed throughout the first floor, and there is free coffee available after 9:30 p.m. [2.11, 3.6].

The efficacy of the Student Success Center effort is monitored through the collection of usage data, tracking of student performance in individual support service activities, and student satisfaction surveys. Various methods are already used to monitor use of different areas in the Student Success Center including sign-in sheets, log-in data for the computer center, and roll-calls at support service sessions. These data will confirm whether the services provided are widely used by students at different times in their academic endeavors. Preliminary data tracking laptop usage in the Center led to the installation of new furniture with more outlets for students to plug in their laptops. We will also monitor the success rate of group tutoring sessions, academic skill-building sessions, and instructional workshops. The campus already administers satisfaction and use surveys to students to assess the productivity of different campuses offices. Questions pertaining to Student Success Center activities have been added to the survey to establish baseline data as well as provide input for staff tasked with improving services [2.11, 4.6].

In 2007, the Assistant Vice Chancellor for Undergraduate Education, the Arts and Sciences Advising Office, the Mānoa Advising Center, and Pre-Health/Pre-Law Advising Center were moved to the Queen Liliʻuokalani Center for Students Services to create a one-stop center for student services. Student services already located in the Center included Admissions and Records, Financial Aid, Career Development and Student Employment, and Service Learning [2.13].

**Expand the Campus Center**

The University’s first student union/student center was dedicated in 1938. Hemenway Hall was originally used exclusively for student-operated and student-governed programs, activities, and services but as student enrollments grew after World
War II, students voted to tax themselves and initiated a legislative campaign for State funding of a new student center. Students in the Associated Students of the University of Hawai‘i and the Campus Center Board successfully lobbied for support for a new complex. With legislative authorization to borrow two million dollars, the campus built a new Campus Center facility in 1978 that serves the campus community as the primary location for campus events, dining, and meetings.

Over the past 25 years, the aging facilities and increased use of the Campus Center created a need for renovation and expansion. By 2000, student leaders of the Campus Center Board, a student governance group with oversight of the student union/student center facilities, saw the need for additional improvements. The group engaged in a planning process using architects to develop a comprehensive facility master plan for Campus Center renovations and future expansion to create spaces for interpersonal learning outside the traditional classroom [2.11]. Student surveys indicate that students also want additional space to increase the size, frequency, and quality of concerts, presentations by major speakers, and entertainment on campus. Other surveys indicate growing needs for additional recreational space for health and wellness including individual and group exercise activities [4.6].

Mānoa’s Long Range Development Plan envisions a “livable urban campus” that houses more students with supporting commercial entertainment and cultural amenities that support a globally connected Hawaiian place of learning, leadership, and service. The 24-hour “live, learn, work, and play” environment will include mixed-use retail centers with nightlife, venues for cultural, social, and artistic interaction, dining in multiple locations, a fitness and wellness center, and enhanced wireless capabilities. The focal point of this development theme is the Campus Center. In 2007, Mānoa received Board of Regents approval to increase mandatory student activity fees to finance the renovation and expansion of Campus Center facilities, provide additional programs and services to meet changing student needs, and enhance campus life as indicated in Mānoa’s Strategic Plan and Long Range Development Plan [3.9, 4.1].

The improved physical settings are designed to encourage students to gather and meet; student leaders from campus governance organizations are also located in this centralized space. Phase I of the Campus Center’s improvement project commenced in May 2008 with the expansion of an interior area to add considerable open space for more student interaction, and restrooms were renovated to ensure Americans with Disabilities Act compliance and the incorporation of sustainable concepts such as water conservation, improved ventilation, and lighting.

Phase II of the planned construction in the Campus Center area will add almost 56,000 square feet to Campus Center facilities and provide recreational facilities conveniently located on upper campus. Late night operations will include a coffee shop, lounges, meeting rooms, and other informal gathering spaces to extend campus life beyond the current times of 8:00 a.m. to 4:30 p.m. This additional space will provide physical fitness options including basketball, volleyball, aerobics, an indoor jogging track, as well as convenient locker rooms and showers. Design of Phase II is currently underway. Construction will be in two phases. Phase IIA is the renovation of Hemenway Hall auditorium to provide working space for the Board of Publications as part of their relocation into the student union. Phase IIA will begin in November 2009 with completion projected for July 2010. Phase IIB is the construction of recreation facilities, including the recreation center and multipurpose rooms which is scheduled to begin in May 2010 and be completed in December 2011. Initiation of Phase III of the Campus Center’s improvement project will depend on the amount of bond financing the Campus Center’s governing board is able to secure from the University and the Legislature [2.11, 2.13].

The renovation/construction of the Campus Center will add significantly to the benefits provided by the Student Success Center. The renovated Campus Center will provide complementary services to students who use the services of the Student Success Center during evening study hours. Students will be able to take breaks from their studying by using the recreation and dining facilities adjacent to the Center [2.13].

Measures of use and satisfaction will continue to guide staff responsible for oversight of recreational, leisure, fitness, and educational needs of students outside of the traditional classroom. Enrollments in non-credit recreation, leisure, and fitness classes are being monitored for relevancy and student satisfaction, and student satisfaction surveys will determine the level of interest in different Campus Center activities. Mānoa will also use NSSE and Cooperative Institutional
Research Program data to monitor student interest trends, level of student use, satisfaction of use, and additional needs of students [2.11].

Additionally, the number of transactions processed at the different service areas of the student union, including ticket sales, information inquiries, identification cards processed, patrons use of the game room, use of the fitness center, and use of computer labs will be monitored for trends in student demand and need. We will monitor use at different hours of the day for each area to determine patterns for best services, and expenditure patterns in food service areas and product sales to determine the best offerings at the best times. The Campus Center staff will also meet regularly with student user groups, student organizations, and student government for additional input [2.11].

**CONNECTION WITH EDUCATIONAL EFFECTIVENESS REVIEW**

The Educational Effectiveness Review will focus on initiatives that incorporate a stronger educational role in residential life and on continuing renovations of existing dormitories. The high level of interest students have expressed in some of the learning programs indicates a need to further develop and define student housing as a place not only to live, but also to learn. Student Housing is increasing its efforts to incorporate an educational role in residential life, and emphasize student learning and academic skill enhancement in all residential environments. Emphasis will be placed on bringing study skills, enhanced in-hall faculty and advisor interactions, and improved student understanding of campus resources such as the new Student Success Center [2.13].

The renovation of the Hale Aloha Complex which has a capacity of 1,100 beds began in 2009 and will continue. The first phase of the renovation focuses on two residence halls, Hale Aloha 'Ilima and Hale Aloha Mokihana, and will be completed by Fall 2009. Phase II of the Hale Aloha renovation, scheduled for Spring 2010, will extend the renovations to Hale Aloha Lehua and Hale Aloha Lokelani.

Efforts to expand faculty housing options will be reported in the Educational Effectiveness Review and initial results from the mortgage assistance program will be presented. Current financial problems may hinder our ability to bring these efforts to fruition by 2011. However, our commitment to finding solutions for the faculty housing problem is strong.

Academic Support Services continues to explore ways to streamline and personalize services delivered to students. An ongoing project is to cross train academic services and student services staff to better provide point of need information to our students [2.13]. In addition, efforts to better link student services with academic advising and student enrollment services through Student Success Center initiatives will be reported in our EER report.

Our Institutional Proposal established a 2008 deadline for completion of plans to renovate the Campus Center with renovations to be completed by 2012. The first goal has already been achieved: Phase I of the Campus Center renovation has been completed, and Phase II has begun with completion scheduled for 2011. **Phase III** of the Campus Center's improvement project involves more than a dozen projects designed to achieve five goals: 1) improving common areas as gathering spaces; 2) upgrading technology in spaces; 3) creating flow and fusion between services and buildings; 4) creating openness to existing buildings while improving energy efficiency; and 5) improving traffic ingress/egress within and around the facilities. The extent to which these renovations can be completed is a function of the amount of financing the Campus Center's governing board is able to secure. The renovations will be financed through a combination of general obligation bonds, revenue bonds, private underwriting, and Campus Center operating funds [2.11]. Progress on completing these initiatives will be reported in our EER report.
Governance is more than managing resources, people, or institutions; it involves nurturing relationships among different stakeholders that impact the health and well-being of the institution. Effective stakeholder-institution partnerships are characterized by transparency, mutual accountability, and respect. The key to effective partnerships lies in mutual respect and a commitment to empowering broad participation. Partners and participants—students, their parents, faculty, staff, and other stakeholders—engaged in planning at an institution become more invested in its success [4.8].

Stakeholders contribute to the mission of the University and benefit from their association with it. Within the Mānoa community, stakeholders include students, faculty, staff and alumni; outside of the University, stakeholders include employers of graduates, families of students and prospective students, donors, community neighbors, local, state, and federal government bodies, and international partners. Stakeholder groups contribute to governance and planning through department and school/college planning councils, membership on committees that review and update the Mānoa Strategic Plan, and by offering regular feedback and recommendations to the university administration through formal and informal channels [4.1].

By actively consulting with and listening to stakeholders on a regular basis, Mānoa has worked to address the interests and needs of diverse campus stakeholders, balancing interests in an evolving process that encourages the exchange of ideas with the ultimate goal of improving the educational experience of our students [1.6, 4.2]. Mānoa’s Institutional Proposal identifies two initiatives for forging meaningful and long-term relationships among stakeholders: Institution of long-range planning and fostering broad stakeholder participation in governance. This essay discusses Mānoa’s efforts in both these areas.

**INSTITUTE LONG-RANGE PLANNING**

The Mānoa Strategic Plan promoted governance and communication objectives that have been implemented through several strategic imperatives, namely the creation of an undergraduate Student Success Center, expansion of freshman academic and service programs, creation of additional positions devoted to overseeing student life issues following the reorganization of the Mānoa Chancellor’s Office, and the formalization of articulation agreements between Mānoa and other campuses (see Essay 2) [2.11, 2.13, 3.1, 3.8]. These actions involved stakeholder groups working together and the process of formal consultation with deliberative faculty and student governance bodies [3.11]. Assessment of the implementation of these goals is underway through data gathering, campus planning days, and consultation with stakeholders.

The 2002-2010 Mānoa Strategic Plan identified core commitments while specific benchmarks laid out important goals that reflect values central to the continuing evolution of the Mānoa campus community. These goals were identified through a remarkably successful process that involved more than 1,400 stakeholders. Implementation of the Strategic Plan is documented in the Strategic Plan Benchmarks: Five-Year Progress Report [1.1, 4.1].

The mandate for the next strategic planning process requires that the Strategic Plan and Campus Master Plan (see Essay 3) conform to companion financial plans. In Fall 2008, the Chancellor appointed a representative group of thirteen faculty, deans and directors, representatives from professional schools, administrative staff, and students to form the Process Committee. The Process Committee was charged with identifying principles and priorities of the Mānoa campus and to develop a process for meeting those principles and priorities. In December 2008, the Process Committee issued a draft report, *Principles, Prerequisites, Criteria, and Instructions for a Prioritization Process and a Review of the UHM Strategic Plan*, The report, which was finalized in February 2009, outlined a process for prioritizing Mānoa programs that was implemented shortly thereafter. The results of the Prioritization Process will be the starting point for review and update of the Mānoa Strategic Plan beginning in 2009–2010 [4.2].

While the Prioritization Process is intended as a continuing process of reviewing Mānoa units, institutional priorities are ultimately reflected in the allocation of resources in the annual and biennium budgets [3.5]. To ensure that decisions regarding the budget meet the planning goals identified through the efforts of the Prioritization Process, the Chancellor

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*University of Hawai‘i at Mānoa Capacity and Preparatory Review Report*

*Essay 5*
also established a Budget Workgroup to recommend budget allocation strategies so Mānoa can respond to potential short- and long-term budget reductions and/or internal reallocation opportunities in a data-driven consultative manner. The Budget Workgroup, which is led by the Vice Chancellor for Administration, Finance and Operations, consists of the vice chancellors and a representative group of deans, faculty, and staff [1.8, 3.5, 4.2].

A longstanding need widely identified on campus has been the lack of strategic planning concerning enrollment; this surfaced again in the Prioritization Process. In response, the Vice Chancellor for Academic Affairs and the Vice Chancellor for Students have formed a Committee on Enrollment Planning (CEP). On August 5, 2009, members of the committee, Mānoa deans, and faculty representatives from the Senate Executive Committee and other groups, met to develop high-level enrollment goals for the University. These goals will be presented to the campus for discussion and comment early in the Fall semester, after which implementation plans will be developed by the CEP and additional task forces and working groups focused on specific goals [4.1].

The Institutional Proposal espoused a long-range planning process initiated by 2008, with full documentation of broad campus participation by organized campus groups and individual/organization stakeholders and responsible efforts to shape units that are viable for the long term. As described above, the Prioritization Process was the first step in a planning process that will result in the update of Mānoa’s Strategic Plan. It is occurring with the broad participation of stakeholders across all levels of the campus. The process is producing a priority classification of Mānoa’s programs that will guide decision making, budget allocations, and the development of our next strategic plan [4.1, 4.6].

**Fostering Broad Stakeholder Participation in Governance**

WASC findings of 1999, 2003, and 2007 all emphasized the importance of improving management, planning, and shared governance at Mānoa [1.9]. Efforts to increase stakeholder participation since the 1999 WASC visit have included the 2000-2002 strategic planning process, campus planning days, town hall meetings on issues of broad campus concern, focus group meetings on constituency concerns, and increased consultation on matters including reorganization, accreditation, the University Affiliated Research Center, and budget/facilities planning. These initiatives complement ongoing consultative processes pertaining to the development of new programs, program review, and development of academic policies [4.1, 4.4, 4.8]. Several communication challenges related to these key issues and to the goals articulated in Themes 1 and 2 have required an active approach:

- **Chancellor’s Office Reorganization.** The reorganization of the Mānoa Chancellor’s office, following the 2001 separation of the Mānoa Chancellor position from that of President of the UH System, proved a particular challenge for the campus. Both consultation and implementation of the 2003 reorganization have been controversial but have served as catalysts for improvement as they highlight the importance of effective consultation in matters with academic, programmatic, fiscal, or other impact [1.3].

- **Administrative Turnover.** The Mānoa Chancellor’s Office has experienced administrative turnover in several key positions including those of Chancellor and Vice Chancellor for Academic Affairs. The lack of continuity in these positions exacerbated communication challenges for stakeholders. Fortunately, broad campus and community commitment to the continued improvement of the Mānoa campus has helped ensure ongoing accountability to Strategic Plan initiatives and benchmarks by incoming administrators. With the hiring of the new Chancellor in 2007 and the new Vice Chancellor for Academic Affairs in 2009, the senior administrative team is complete, with permanent people in all key positions for the first time since 2005 [1.3, 3.10, 4.1, 4.2].

- **Institutional Research and Assessment.** To implement assessment strategies in academic programs, the Mānoa administration convened a Mānoa Academic Assessment Council of administrators and faculty to study assessment of learning outcomes. This committee was followed by a Mānoa Faculty Senate Assessment Task Force that recommended creation of what are now the Mānoa Institutional Research [4.5] and Assessment Offices. The Mānoa Faculty Senate, in collaboration with Academic Affairs, has also coordinated the updating of learning outcomes for courses that are listed as core General Education courses (see Essay 2). Consultation and implementation are ongoing [2.2].

- **Development of WASC Institutional Proposal.** The development of the Institutional Proposal enjoyed a participative and consultative process modeled on the process that produced the Mānoa Strategic Plan. The WASC Steering Committee met regularly to develop themes and outcomes for the proposal. Data from surveys...
sent to students and faculty were collected and analyzed, formal consultation with campus constituency groups was conducted, and town hall meetings were organized for faculty, staff, students, and community members to help identify key objectives and concerns. The Institutional Proposal themes have regularly generated discussion among campus stakeholders since that time [4.1].

- **Arts and Sciences Reorganization.** In Fall 2007, the Chancellor began a series of discussions with Mānoa faculty, including two campus-wide meetings, regarding an organizational structure that would best support academic excellence for the programs in the arts and sciences. In early 2008, the Chancellor announced her intention to have a single Dean of the College of Arts and Sciences. Two teams were constituted—a Chancellor’s Working Group and the Arts and Sciences Transitional Committee—to consult with the appropriate governance groups and to explore the various options. Based on their recommendation, a hybrid model of an Arts and Sciences dean supported by academic leaders of key units within the college was chosen and a search was scheduled to begin in Spring 2009 to select a new dean to lead the unit. Due to the launching of the Prioritization Process, as well as in response to concerns raised by faculty calling for more discussion on the plan and Mānoa’s current financial uncertainties, the Chancellor announced in February 2009 that the reorganization efforts, including the dean search, were being “paused.” The five deans of the component unit of Arts and Sciences will present a reorganization model that addresses the concerns raised by faculty at the start of the 2009–2010 academic year; a final decision is expected to be made by the end of the Fall semester [4.1].

Establishing and maintaining positive stakeholder relationships requires a long-term consistent strategy of participatory governance and communication. Mānoa has experienced challenges in this area due, in part, to administrative turnover, so we have recently invested in building an Advancement Team, described in Essay 1, to help communicate a more coherent picture of Mānoa to all stakeholders [1.7].

In addition to town hall meetings, Mānoa has regularized a variety of communication strategies that engage stakeholders, e.g., one-on-one meetings, surveys, collaboration, corporate membership and other forms of dialogue and involvement. Since 2001, a continuing series of town hall meetings and focus group sessions as well as presentations to the Mānoa Faculty Senate, undergraduate and graduate student governance groups, Mānoa and Mo’ili’ili neighborhood boards, departments, schools, colleges, professional organizations, etc., have occurred regularly. The Chancellor now provides regular email updates to the campus on priority issues and activities. These efforts encourage participation in governance by stakeholders, assist in identifying emerging issues and concerns, and ensure that Mānoa is in touch with evolving stakeholder expectations [1.3, 1.7, 4.1].

Many schools and colleges work with advisory boards to increase community involvement with their programs. Shidler’s College Advisory Council, composed of CEOs from major local industries, meets three times during the year to discuss the College’s progress and direction. CTAHR’s Board of Advisors provides stakeholder input on the College’s education, research, and extension programs. The School of Social Work’s Advisory Board members fulfill a similar function. The Colleges of Engineering and Education and the Schools of Nursing and Dental Hygiene and Travel Industry Management also work actively with advisory councils or boards [4.4, 4.8].

To facilitate student stakeholder input, the Dean of the Shidler College of Business meets with the Inter-Business Council three times each semester to discuss issues of concern to undergraduate students. Shidler undergraduates also complete an annual survey with results shared with faculty. The College of Languages, Linguistics and Literature (LLL) pioneered an online exit survey for graduating seniors in Spring 2009 to assess the quality of the education received by LLL majors in order to make appropriate curricular improvements. The School of Travel Industry Management and the School of Ocean and Earth Science and Technology conduct individual exit interviews with undergraduate and graduate students at the end of their programs. The Athletics Department has an active Student-Athlete Advisory Committee, consisting of two members of each team that advises the Department on the student-athlete experience. Exit interviews are conducted with every student-athlete who leaves the program to learn about his or her experience at Mānoa [2.10, 4.4].

The 2008-2009 Prioritization Process has resulted in broad participation from faculty, staff, and students across all levels of the University. All Mānoa units and programs were required to assess themselves using established rubrics regarding
centrality and alignment, quality and integrity, critical mass, external and internal demand, productivity, and specialized niche/competitive advantage. These self-evaluations were then discussed at the department and school/college levels to determine the “priority classification” of each program. These priority classifications were reviewed at the vice chancellor level, in consultation with advisory groups for each area, and then by the Chancellor, in consultation with her advisory group. The results of the process are guiding organizational, academic, and budget decisions as we move into the next year and will inform the process of updating Mānoa’s Strategic Plan [4.2, 4.3, 4.8].

The building of Mānoa’s assessment and institutional research efforts has also involved wide participation. As improvements in data access are made (see Essay 2 regarding institutional research and assessment), stakeholders are being apprised of, and encouraged to participate in, campus-wide projects of evaluating and improving General Education and discipline specific assessment [4.8]. The significance of our increased capacity for assessment and data gathering at Mānoa cannot be overstated. Evidence-based decision making has become the norm [4.4, 4.5]. It remains unclear how the current budget crisis will affect timelines for further capacity building within these areas.

The Institutional Proposal called for the implementation of monthly town hall meetings, student forums, and faculty forums with the goal of significantly increasing representation of stakeholders at meetings and improving communication with stakeholders throughout the campus. Mānoa has successfully achieved this outcome. While meetings and forums are not occurring every month, communication between and among constituency groups and stakeholders is facilitated with the regular use of town hall meetings, focus group sessions, presentations, and email updates [1.3].

As we continue these initiatives, we anticipate greater participation in and appreciation for planning activities as evidenced through participation figures; a sustained increase in student and faculty engagement via NSSE, FSSE, and internal surveys; media coverage; and institutionalization of regular communication and exchange among stakeholder groups. A major focus for Mānoa rests in the full and successful implementation of the next strategic and campus master planning processes and the degree to which they respect and reinforce the Mānoa Experience, incorporate program review and assessment data, and reflect broad stakeholder input [4.1, 4.3, 4.4].

CONNECTION WITH EDUCATIONAL EFFECTIVENESS REVIEW

Mānoa has developed evidence-based standards for performance indicators monitored under our Strategic Plan—all of which are regularly cross-checked to ensure continued compatibility with evolving WASC standards and criteria for review. Program review and assessment data that accurately portray the experiences of students will enable recommendations that feed back into policies, practices, program review, budget preparation, and planning processes [4.2, 4.6, 4.7]. The use of evidence-based criteria ensures consistent progress toward meeting goals and benchmarks, and provides transparency and broad constituency engagement in decision making. Achievement-focused monitoring will ensure programs and intended outcomes are aligned [4.6].

The framework for ensuring full capacity for stakeholder engagement resides with the Prioritization procedures which will inform the review and updating of Mānoa’s Strategic Plan. The results of the first Prioritization cycle will be combined with a data-driven strategic planning process, with particular emphasis placed on ensuring broad and high-quality representation [4.2, 4.3]. Results of the first Prioritization Process will be reported to and incorporated into program reviews scheduled for the next few years. Additionally future cycles of the Prioritization process will be informed by the results of program review. These processes—assessment, program review, and prioritization—will continue with wide stakeholder involvement [2.7, 4.1].

The Mānoa Strategic Planning process will begin in Fall 2009. Mānoa must continue to expand stakeholder engagement in academic and student service delivery systems via strategic planning. Regular review by stakeholders of assessment of the Mānoa Experience, general education, and other core functions will enable the campus to pinpoint how each change enhances or detracts from the overall student experience. While the new University Advancement Team coordinates the communication of core Mānoa values and objectives and institutional developments to a broad array of community stakeholders, the strategic planning process will engage stakeholders in meaningful ways as Mānoa continues to evolve as a “destination of choice” [4.1].
Reforming Campus Governance to Promote Communication and Student Success
Essay 6: Fostering Student Success Through Enhanced Student/Faculty Engagement

A key aspect of the Institutional Proposal is the recognition that faculty development and student learning outcomes are intimately connected and that retention plans must treat the campus as an integrated whole consisting of faculty, students, and staff, each of whose satisfaction and success contributes to a unique Mānoa identity and the overall sustainability of the Mānoa Experience and ultimately the institution.

Mānoa’s commitment to improving student success and increasing the involvement of faculty members in that success is clear. As seen in greater detail in Essays 2 and 4, the re-establishment and staffing of the Chancellor’s Office has led to the creation of an office of Undergraduate Education headed by an Assistant Vice Chancellor, Mānoa-exclusive Institutional Research and Assessment Offices, the new Student Success Center, and the Mānoa Advising Center, to name just a few. These innovations were driven by recognition of the local need to improve the educational experience of our students while they are undergraduates, and also the national mandate to demonstrate that college graduates have effectively acquired the skills and knowledge that will allow them to prosper in life and in the workplace [2.13, 3.1, 3.10, 4.5]. A focus on student learning outcomes has become central to the missions of universities and colleges across the nation, and Mānoa is no exception [2.3].

Enhancing student learning through assessment and improving student/faculty retention are initiatives identified in the Institutional Proposal to foster student success through enhanced student/faculty engagement. This essay focuses on these two initiatives.

Enhance Student Learning/Assessment
Inherent in the history and evolution of the field of faculty development nationally is the conviction that professional development of faculty correlates directly to the academic achievement of students. Since 1986, Mānoa’s Office of Faculty Development and Academic Support (OFDAS) has provided programs and services to promote a climate of collegial engagement among and between faculty and students [3.3, 3.4, 4.7]. Under the umbrella of OFDAS, the Center for Teaching Excellence, the Center for Instructional Support, and the Faculty Mentoring Program honor a commitment to promoting best practices of teaching and learning. OFDAS takes as one of its founding principles the belief that student and faculty success are interlinked. Its mission, while focused in name on faculty development, is in actuality the engagement of faculty in improving their own and their students’ success [2.9]. Among the many services offered are the following: new faculty orientations, teaching assistant trainings, mid-semester teaching evaluations and feedback, panels and workshops on best practices in teaching and learning, publications on teaching and learning and on student culture, technology support for teaching and learning, mentoring for junior faculty, and tenure/promotion workshops [2.8, 3.3, 3.6].

The Institutional Proposal called for the expansion of OFDAS capabilities and support programs for faculty in order to improve access to resources necessary to support faculty efforts in the enhancement and assessment of student learning. Initially, two positions were allocated to provide additional professional staff to OFDAS to focus on assisting faculty with assessment efforts. Prior to the filling of those positions, it was decided to separate the assessment support function into its own office and create the Mānoa Assessment Office. Consequently, the two positions became the core assessment specialists in the Assessment Office when it was established in 2008. With the appointment of the faculty director, the establishment of the Assessment Office was completed. Since its establishment, the Assessment Office has offered a variety of services to individual faculty, programs, and departments by providing workshops and consultations, assessment events, and instrument critiques. Data Exhibit 7.2 provides a complete listing of the Assessment Office activities. The establishment and activities of the Assessment Office are discussed earlier in Essay 2 [2.3, 3.4].

While primary responsibility for providing support for faculty assessment initiatives rests with the Assessment Office, OFDAS collaborates with the Assessment Office in conducting workshops on student learning assessment [3.4] and continues to facilitate faculty engagement with assessment and the improvement of student learning [3.3]. For example, 259 faculty members over the last two academic years have attended OFDAS-organized events on topics, including redesigning, implementing, and evaluating undergraduate programs, student plagiarism, teaching research ethics, and assessment of academic programs [2.5, 3.4, 4.7]. In addition, schools/colleges routinely offer faculty development...
opportunities. The School of Medicine faculty receive instruction in problem-based learning; CTAHR offers funding support to faculty participation in workshops aimed at strengthening pedagogical skills and developing innovative teaching techniques; the College of Business supports faculty development through summer research support and faculty endowments. TALENT (Teaching and Learning with Electronic Networked Technologies) is a faculty development program offered by ITS. It provides instructional sessions and resources to faculty and staff throughout the year. Faculty learn not only how to use tools but use the tools as they explore the pedagogical issues related to teaching and learning with technology. The Library ScholarSpace (open access institutional repository) provides a virtual place to hold faculty and student scholarship (includes online journals, theses, and dissertations) and provides wider access to it [3.4, 3.6, 3.7].

**IMPROVE STUDENT/FACULTY RETENTION**

The 1999 Report gave Mānoa high marks in the section “Undergraduate Education” for the teaching environment (e.g., the absence of large lecture courses and the presence of tenure-track faculty in lower-division instruction), for the writing intensive program, and for the “substantial levels of student satisfaction with their experiences at Mānoa.” The Report also recommended several improvements such as the hiring of an Undergraduate Administrator, additional “faculty development resources as well as greatly improved student advising,” a faculty committee on undergraduate academic policies, the hiring of an enrollment management specialist, and perhaps most importantly, the development of “formalized assessment.”

Mānoa’s graduation and retention rates need improvement. In the June 2008 report “Graduation and Retention Rates Peer and Benchmark Group Comparisons, University of Hawai‘i at Mānoa, Fall 1990 to Fall 2005 Cohorts as of 2006,” prepared by the UH System Institutional Research Office, an average of 36% of students drop out within a six-year period: 20% in the first year, 8% in the second year, and 8% in the third year or later. Mānoa’s average one-year retention rate is 79%, compared with 85% of the peer group, and 88% for the benchmark group. Women have slightly higher first-year retention rates than men; Asian and non-resident aliens have the highest first-year retention; Pacific Islanders, Caucasian, and Hawaiian/Part Hawaiian have the lowest first-year retention [1.2, 2.10].

Mānoa’s average six-year graduation rates have remained stable for the past five years at 54% with an additional 10% still enrolled after six years. This compares with a 66% average graduation rate for peer institutions and a 70% rate for benchmark institutions. The gap for the six-year success rates (six-year graduation plus retention rates) between Mānoa and its benchmark and peer institutions is 64% compared to 70% for peer institutions and 73% for benchmarks. While the gap in student retention and graduation rates between Mānoa and its benchmark and peer institutions is of concern, it should be noted that student profiles of those comparison institutions are not similar to those of urban minority-serving universities like Mānoa. The socio-economic makeup of Mānoa’s student body differs significantly from those of many flagship research universities. While our research and academic profile is similar to the peer and benchmark institutions, our student body is not. The 2008 Student Academic Success: Highlights of Retention Data and Surveys prepared by the Office of the Vice Chancellor for Students examines factors that affect student retention and provide the information necessary for Mānoa to systematically revise enrollment management policies and practices [1.2, 1.7, 2.10].

Mānoa’s Strategic Plan and our Institutional Proposal reflect a commitment to improvement in graduation and retention rates. Our core commitment to educational effectiveness includes imperatives to facilitate timely student progress towards degree completion and to improve retention and degree completion for highly qualified undergraduates [1.2, 1.7]. The strategic plan reflects Mānoa’s attention to educational effectiveness, addresses concerns raised by WASC in 1999 and anticipates those raised in the 2003 Special Visit; the 2006 Institutional Proposal addresses implementation of these strategic imperatives [1.9, 4.1].

The work of the Committee on Enrollment Planning described in Essay 5 is the beginning of the development of a comprehensive student retention plan noted in our Institutional Proposal. The enrollment goals developed by the committee will not only focus on the recruitment and admission of new students but also on the retention and graduation of current students. Development and implementation of a comprehensive plan will be well underway by our Educational Effectiveness Review [2.10, 4.1, 4.3].
Several specific initiatives to ensure student learning success have been implemented and are detailed in Essay 2. In order to provide students with additional opportunities to focus on their academic endeavors, the campus has reallocated financial aid resources, derived from additional tuition revenues, to provide more merit-based and need-based financial aid to Mānoa students. We will increase our return-to-aid percentage by 1% each year of the next six years to achieve a return-to-aid percentage of 21%, which will be significantly above the minimum required by Board of Regents policy [3.9]. In addition, high-achieving freshmen, both resident and non-resident, are eligible to receive renewable merit scholarships. The Student Success Fellowships, also described in Essay 2, will not only provide financial aid and employment opportunities to students but will also involve students in a concrete way in Mānoa’s student success efforts [2.13].

New academic policies call for mandatory academic advising for all students in their first two years, and mandatory declaration of a major by the junior year for incoming freshmen, and by the second semester on campus for transfer students [2.12, 2.14]. Beginning June 2008, the Mānoa Advising Center began serving undecided and pre-major students and will also assist students with meaningful academic engagement (see Essay 2).

Along with indicators of student success and faculty development activities posted by departments and programs, National Survey of Student Engagement (NSSE) data are similarly posted and used to gauge the effectiveness of our academic and co-curricular programs and to set attainable goals for improvement. The September 2006 Farnum report on student retention provided useful retention related benchmark data as have two recent Mānoa housing surveys. The February 2008 report, prepared by the Office of the Vice Chancellor for Students, titled Student Academic Success: Highlights of Retention Data and Surveys has also aided the campus in providing meaningful benchmarks [2.10, 4.6].

Faculty retention has also arisen as a subject that requires serious attention. A 2006 survey of Mānoa faculty members by their union, the University of Hawai‘i Professional Assembly (UHPA), demonstrated that more than a third of those responding were thinking of leaving or retiring from Mānoa in the next five years: twenty percent (101) contemplated leaving; seventeen percent (87) planned to retire; of the non-retirees, 63% said low salaries and the high cost of living in Hawai‘i were the chief reasons for seeking work elsewhere; 40% cited poor administration/management; and 32% cited lack of resources that support their work as reasons for leaving.

Of central importance to faculty retention is Mānoa’s ability to become competitive in offering suitable housing to its faculty [3.1]. Essay 4 provides a fuller discussion of Mānoa’s initiatives in faculty housing, including the new faculty mortgage assistance program to assist faculty in purchasing their own homes.

Faculty salaries have grown considerably over the last three years, with across the board collective bargaining increases of 5% (AY 2006-2007), 9% (AY 2007-2008), and 11% (AY 2008-2009). As reported in our Strategic Plan Benchmarks: Five Year Progress Report, faculty salaries at Mānoa were at the 30th percentile of peer institutions prior to the 2003–2009 UHPA contract. Over the 2003–2008 period, Mānoa faculty salaries increased slightly above average faculty salaries for public doctoral institutions—average salaries of assistant professors in 2008 were approximately $68,000 compared to $64,000 for public doctoral institutions, average associate professor salaries were $81,000 compared to $77,000 for public doctoral institutions; average full professor salaries for Mānoa and public doctoral institutions were both $110,000. Special salary adjustments based on merit and equity are possible through the collective bargaining agreement, and while they have helped ease salary compression problems in some departments and schools/colleges, their impact has been diffuse and haphazard for most faculty members [3.5].

Attention to the internal development of faculty leaders is another strategy for improving faculty retention. In 2007, the UH System instituted the President’s Emerging Leaders Program which selects faculty and staff from across the ten campuses who have demonstrated leadership potential for management training, skill building, and mentorship. Participants are nominated by senior faculty, staff, and administrators and take part in a year long introduction to the key issues facing both this University and higher education in general. The first twelve selectees, half of whom were from the Mānoa campus, were paired with mentors and met monthly in a discussion group. The second and third rounds of emerging leaders were selected in the summer of 2008 and 2009. While the program is focused on developing academic leadership for the University’s campuses, this program could improve faculty retention by encouraging faculty to see new career opportunities in higher education administration [3.4].
Measures designed to address staff retention have also been inaugurated. Chief among them have been professional development opportunities and merit raises for staff members, classified as Administrative, Professional and Technical (APT) employees. APTs are eligible to receive financial support from the Chancellor’s Office for conferences and workshops that advance their professional skills [3.4]. In addition, APTs who exceed expectations in their job performances can receive one-time bonuses or salary adjustments. Clerical workers, who are represented as a separate bargaining unit, are in the process of negotiating merit raises for themselves as well. In 2009, the UH Commission on the Status of Women initiated the Professional Administrative Summer Institute program, a six week, one-day-a week professional development program for 24 clerical staff from across the University System. The program encourages newer clerical professionals to learn more about the University as well as their important role in contributing to the State’s only public system of higher education. Topics include budget and fiscal processing, conflict management, the Hawai’i Legislative process, protocol, and human resources.

In addition, the Chancellor annually recognizes staff members (APT, clerical, and buildings and grounds) for outstanding service. The Chancellor’s Award for Outstanding Service honors Mānoa staff members who demonstrate outstanding work performance, service, and leadership. Criteria include record of competence and efficiency, exceptional contribution in the attainment of program objectives, creative solutions to difficult problems, integrity, and dedication to the mission of a program.

**Connection with Educational Effectiveness Review**

One of the seven pillars of the Mānoa Strategic Plan is educational effectiveness. Among its several strategic imperatives are: 1) improve recruitment, retention, and degree completion for highly-qualified undergraduates; 2) increase faculty involvement in advising and mentoring students; 3) enhance educational effectiveness with an office of undergraduate studies; and 4) create a culture of evidence whereby every academic program is improved or discontinued based on measurement of student outcomes. Mānoa has seen and continues to see the connections among assessment, retention, graduation rates, and faculty engagement as key to educational effectiveness [2.9].

Our strategic plan updating process and assessment and program review processes provide opportunities to evaluate academic program success, student retention and graduation rates, and faculty recruitment and retention benchmarks through a data driven process involving stakeholders. We will be able to make decisions on curriculum content, design, and requirements, as well as address questions of student expectations and achievement, infrastructure choices, and faculty compensation. From the broadest philosophical question (“what constitutes an appropriately educated graduate?”) to the most nuts-and-bolts question (“should we invest resources in renovating old buildings?”), we will be guided by the empirical evidence we amass as we strive to make the most informed decisions about our future [2.1, 2.6, 2.7, 2.10, 4.1, 4.4, 4.6].

The Office for Faculty Development and Academic Support has been in place for over 20 years. Its Center for Teaching Excellence (CTE) is dedicated to building a culture of teaching that impacts positively on student learning outcomes [2.8]. The recent creation of the Institutional Research and Assessment Offices offers an opportunity to collect data on the connection between faculty excellence and student learning and to track the necessary programmatic changes that will make the connection stronger and more successful. In the coming years, both CTE and the Assessment Office will need continued support to maximize their capacity to reach the potential envisioned in the Institutional Proposal—no less than to alter the culture of Mānoa so that faculty excellence, student learning, and the assessment of both are woven deeply into the institutional fabric [2.8, 3.4, 4.7].

The need to improve the retention rate of students has been recognized as an official goal of the Mānoa campus since at least the creation of the Strategic Plan and examples of the initiatives that have been undertaken recently to address student retention are summarized above and in earlier essays. Faculty retention has also begun to be addressed, with the housing, compensation, and other initiatives indicating a commitment to this priority. Staff retention has received less focused attention but will be included in a comprehensive retention plan. Evidence of our effectiveness in addressing strategic objectives pertaining to faculty engagement in student success, as well as faculty, staff, and student retention will be presented in our EER report.
CONCLUDING ESSAY

Mānoa has made strong progress toward creating the capacity prioritized in our Proposal. The six essays in this report, the accompanying data tables, and appendices document that Mānoa “functions with clear purposes, high levels of institutional integrity, fiscal stability, and organizational structure and processes to fulfill its purposes” (WASC’s Core Commitment to Institutional Capacity) and shows Mānoa’s strength in all four WASC standards:

Standard 1. Defining Institutional Purposes and Ensuring Educational Objectives. Mānoa is a premier research institution that celebrates its diversity and uniqueness as a Hawaiian place of learning. Through campus-wide, inclusive processes, our goals and objectives are delineated in our Strategic Plan and reinforced in our Institutional Proposal. Mānoa’s commitment to diversity is celebrated by our multicultural student body, faculty, and staff, in our specialized programs (e.g., ethnobotany, Asian and Pacific languages, indigenous politics), in the Global and Multicultural Perspectives Foundations requirement and Hawaiian, Asian, and Pacific focus requirement of our general education program, and our commitment Native Hawaiian values (Essay 1). With the appointments of Virginia Hinshaw as Mānoa’s Chancellor and Reed Dasenbrock as Vice Chancellor for Academic Affairs, Mānoa’s leadership team is in place. (Introduction)

Standard 2. Achieving Educational Objectives through Core Functions. Student success data (retention and graduation) is regularly provided by the UH System’s Institutional Research Office, the Office of the Vice Chancellor for Students, and Mānoa’s Institutional Research Office. Informed by this data, initiatives have been mounted to improve student success including the designation of the Mānoa Advising Center as the point of contact for incoming students, the establishment of the Student Success Center, and the development of an online aid to academic advising. Efforts to increase undergraduate research opportunities and recognize student research and creative activities are continuing. The newly-created Mānoa Assessment Office is working with faculty and departments to refine assessment plans including the establishment of student learning outcomes, development of curriculum maps, development or selection of assessment instruments, and gathering and analysis of assessment data. Annual assessment reports are publicly available and incorporated into the program review process (Essays 2 and 6).

Standard 3. Developing and Applying Resources to Ensure Sustainability. Mānoa is governed by an independent Board of Regents (Essay 4) and employs a full-time Chancellor and Vice Chancellor for Administration, Finance and Operations (Introduction and Essay 3). Mānoa sustains its operations and supports the achievement of its educational objectives through its prioritization and budgeting processes (Essay 5) and investments in facilities management and campus planning, student and faculty housing, and administrative leadership (Essays 3, 4, 6). Faculty orientation and development opportunities are provided regularly by the Office of Faculty Development and Academic Support and the Mānoa Assessment Office. Staff development opportunities are provided by the Office of the Vice Chancellor for Administration, Finance and Operations and the Chancellor’s Office (Essays 2 and 6).

Standard 4. Creating an Organization Committed to Learning and Improvement. Mānoa conducts sustained, evidence-based, and participatory based discussions about how effectively it is accomplishing its purposes and achieving its outcomes in our strategic planning and prioritization processes (Introduction and Essay 5), in the development of the campus master plan (Essay 3), in the development of initiatives to support student success, and in our assessment and program review processes (Essays 2 and 6).

This report and its accompany data tables and appendices demonstrate Mānoa’s capacity to fulfill its purposes and objectives, accomplish the initiatives outlined in our Institutional Proposal, and meet WASC standards. In our Educational Effectiveness Review, we will report on how effectively we have accomplished the goals identified in our Institutional Proposal. In addition, we will examine the effectiveness of our assessment and program review processes and efforts. As revealed in this report, much has already been accomplished in developing a culture of evidence at Mānoa. Our goal is to have 100% of our departments using student learning assessment data for program improvement by 2010 and to continue to focus on student retention and graduation evidence to guide the development and implementation of student success programs. In preparing for the Educational Effectiveness Review, Mānoa will advance its plan for improving the
academic experience of undergraduate students and establishing a better sense of community for students, faculty, and staff delineated in our Institutional Proposal.

As we move towards our Capacity and Preparatory Review visit and Educational Effectiveness Review, we find ourselves facing substantial budget cuts. In April 2009, planning was underway to accommodate reductions in state funding of approximately 13% in the next fiscal year (approximately $34 million). On June 1, the Governor, in response to continuing projections of declines in state revenue, announced her intention to furlough state workers three days a month for each of the next two fiscal years and to restrict the budget of the University of Hawai‘i by an equivalent amount. These reductions amount to $52.1 million for FY 2010 and $54.7 million for FY 2011 for the University of Hawai‘i System. Mānoa’s share of these reductions, which are in addition to the initial $34 million already imposed, is projected at $37 million.

As this Capacity and Preparatory Review report is being finalized, the final determination of Mānoa’s budget has not been made. Major budget decisions are unlikely to be made by the time this CPR report is submitted. Consequently, we will prepare a supplemental report to WASC and the CPR visiting team in the Fall to update the status of our financial situation. While financial difficulties may impair our ability to meet certain timelines set forth in our Institutional Proposal, our commitment to them remains strong.