University of Hawai`i at Hilo

STRATEGIC PLAN
2002-2010

November, 2002

Strategic Plan Review Committee
Helen Rogers, Chair
Susan G. Brown
Bill Chen
Normand Dionne
Margaret Haig
Harry Hennessey
Robert Z. Knight
Andrew Levin
Gail Makuakane-Lundin
Rebecca Ostertag
William S. Sakai
Kenith L. Simmons
Lynne Stamoulis
William H. Wilson
# Table of Contents

- Introduction from the Chancellor .......................................................... ii
- Vision and Mission ................................................................................ 1
- Situation Analysis .................................................................................. 2
- Goals, Objectives, and Strategies ......................................................... 12
- Strategic Initiatives .............................................................................. 20
- Critical Success Factors ...................................................................... 22
- Key Performance Indicators ................................................................. 23
Introduction from the Chancellor

This strategic plan will guide our evolution as we strive to realize an exciting vision for the university. UH Hilo is poised to flourish in the coming century. The plan communicates the ways in which we intend to fulfill our distinctive mission and achieve our full potential through the year 2010.

The plan was developed over the 2001-2002 academic year in a collaboration involving faculty, students, staff, administrators, and members of the public. In developing the plan, the Strategic Plan Review Committee relied on input from surveys, forums, and other means, including close contact with the UH Hilo Faculty Congress. I was very pleased to see the high degree of interest and participation on campus.

This planning effort could not have come at a more auspicious time. The 1997 strategic plan was due for its regular review. The campus had just drafted a comprehensive self study in preparation for an accreditation visit, so we had the benefit of a great deal of recent institutional research and reflection. And, as luck would have it, the UH system’s new president, Evan Dobelle, just at this time called for a systemwide planning process, challenging each campus to develop new plans aligned with the system’s emerging priorities.

The committee reported to the UH Hilo Faculty Congress, which approved the draft plan in May of 2002. I would like to acknowledge the hard work done by everyone involved and extend my thanks to all who participated. The strategic plan, with supporting documents, can be found on the web at http://www.uhh.hawaii.edu/uhh/strategic.

Plans of this nature are always works in progress. In this rapidly changing world, we will continue to be challenged to find the best possible ways to focus our effort and resources to fulfill our mission. I look forward to working regularly with faculty, students, and the community to refine our plans and feel confident that, through communication, foresight, and careful attention to all of the plan’s objectives, we will be able to make our aspirations real.
The Vision and Ultimate Goal

Over the next eight years, the ultimate goal for the University of Hawai‘i at Hilo is to become the premier residential campus in Hawai‘i, while also providing an exemplary education, with aloha, to commuting students, non-traditional students, and distance learners. Already known for our success in Hawaiian language revitalization and for using the island as a learning and research laboratory, UH Hilo will become noted for:

- Academic excellence in liberal arts, professional, and agricultural programs
- A vibrant, enriched campus life
- Leadership in studies of Hawaiian, East Asian, Pacific, and indigenous cultures
- Leadership in studies of the tropical environment
- Active learning in research, internships, and community service
- Scholarship in theoretical and applied areas
- Commitment to community development

The Mission

The University of Hawai‘i at Hilo is a comprehensive, primarily baccalaureate institution on the island of Hawai‘i, offering a rigorous education in a caring, personalized atmosphere. As a regional, state-supported university, UH Hilo serves students from Hawai‘i Island and from around the state. Additionally, UH Hilo enrolls students from the U.S. mainland and from many other nations, especially from Asia and the Pacific islands.

The primary mission of UH Hilo is to offer high quality undergraduate liberal arts and professional programs. Selected graduate degree programs are also offered where need warrants and the university has strong expertise. UH Hilo offers "hands-on" learning, service, and leadership opportunities and especially encourages close student-faculty interaction and collaboration on research projects. The university encourages theoretical and applied research, and benefits Hawai‘i Island and the state through resource centers, community partnerships, continuing education, and distance learning programs.

Hawai‘i’s incomparable natural and cultural environment serves as a learning laboratory, the setting for many teaching, research, and service activities. The university also offers unusually rich opportunities for intercultural exchange, since we are located in the most ethnically diverse county in the U.S. and attract students from around the world. Providing an environment that is responsive to the needs of a diverse student population is central to the UH Hilo philosophy. As the university’s housing capacity grows, increasing numbers of students will benefit from immersion in our stimulating, diverse, and supportive residential environment.
Situation Analysis

Along with other institutions in the UH system, UH Hilo is well positioned to flourish in the coming years. Since our 1997 Strategic Plan was approved by the Board of Regents, we have been striving toward our guiding vision, to become the premier residential campus in Hawai‘i, providing a high quality education in an environment that nourishes students’ intellectual and social development.

Strengths

Faculty Resource
UH Hilo’s faculty is the bedrock of our strength. They are hard-working, productive, and committed to teaching, scholarship, and service. Full-time, tenure-track faculty are recruited internationally from excellent universities, and approximately 90 percent have doctorates.

UH Hilo takes pride in its faculty’s research and scholarly accomplishments; in the academic year 2000-01, faculty extramural grant activity totaled $14.2 million. Our faculty are also fine teachers who excel at integrating teaching and research. Because of their dedication and because of UH Hilo’s relatively small student body and small class size, UH Hilo is able to promise close student-faculty interaction, and there are numerous opportunities for students to work side by side with faculty on research projects.

UH Hilo faculty also model good citizenship for students by providing professional expertise to the larger community of the island and state. Among the many ways faculty serve the community is through collaboration with colleagues at local schools, museums, and other institutions for the sharing of expertise and the betterment of education at all levels.

Locational Advantage
Faculty members routinely take students outside the traditional classroom and into the local environment for hands-on learning. Quite apart from our island’s extraordinary beauty, its unusually diverse natural and sociocultural environments make it a natural “learning laboratory” for fieldwork, internships, and research projects. Researchers come from all over the world to study the pristine areas in the Hawaiian island chain:

Those are places that are like no other places on earth. They are unique. They express Hawai‘i in a way that changed systems can't express Hawai‘i. And they are resources for understanding how the world works that the global scientific community certainly wants very much to make use of….And in terms of appreciating how the world works, evolutionarily, ecologically, culturally - there's nothing like Hawai‘i.¹

Almost twice the size of the other major Hawaiian islands combined, the island of Hawai‘i has been described as a continent in microcosm, comprising environments ranging from coastal strand to desert to tropical rainforest to alpine conditions. Our island is blessed with intact

ecosystems that are relatively accessible for study, endemic plants and animals, exceptional conditions for astronomical viewing, one of the world’s most active volcanoes, large tracts of agricultural lands, rich cultural resources, and unique social institutions.

Stressing programs and services which capitalize on the natural and cultural environment has been a successful strategy for UH Hilo. Local students benefit from an education anchored in the home environment, yet Hawai‘i Island is varied and distinctive enough to attract students from all over the world. Through our unique programs and diverse environment, UH Hilo serves students who literally could not fulfill their educational aims anywhere else.

**Diversity**

UH Hilo values its diverse campus community as an essential component of our distinctive learning environment, and we are committed to maintaining a community that instills respect for differences of all sorts. According to the 2000 U.S. Census, Hawai‘i County is the most ethnically diverse county in the country, so it is no surprise that UH Hilo enjoys an unusually diverse student body, with no one ethnic group in the majority. In addition, our many international students help us to offer truly extraordinary opportunities for intercultural exchange.

**Capital Improvement Projects**

Physical facilities on campus are being expanded and renewed. In Fall 2001, UH Hilo opened a new Marine Science Building, and this Fall, we just opened our new classroom building, which will provide 86,000 square feet of space, six classrooms equipped with interactive television systems for distance learning, and five computer labs. We are midway through our improvements for disability access, and numerous other CIP projects are also planned. A new science and technology building is in the planning stages, as is a student life and activities complex, with no commitment yet for actual construction.

UH Hilo is catching up on needed facility repair and improvement. In 2000-2001, the university had $80 million in CIP projects fully funded and either underway or scheduled for the next few years. The September 11th attacks have led to a statewide economic downturn, which prompted the university to accelerate its repair and maintenance schedule in order to help stimulate the economy.

**Enrollment Growth**

Between 1997, when UH Hilo’s Strategic Plan went into effect, and Fall 2001, enrollment grew 10.4 percent. Moreover, by Fall 2001, we had increased our enrollment of nonresident students to 31 percent. Tuition dollars from out-of-state students help shore up UH Hilo’s budget, where, after paying increases for utilities and salaries, there is presently little room to maneuver.

We have also targeted transfer students in recruitment, because we have had space in upper-division courses to accommodate them. Between Fall 1997 and Fall 2001, we increased the number of transfers to UH Hilo by 33 percent. Many of these transfers are from outside the state.

UH Hilo can develop as the statewide, high-quality provider of a residential undergraduate experience outside of O‘ahu. With our strengths in undergraduate teaching, student-faculty interaction, and caring, personalized service, together with our remarkable natural setting and cultural diversity, we offer a truly one-of-a-kind educational experience.
Weaknesses

Underfunding
The state revenue decline throughout the 1990s (and its resumption after September 11, 2001) has led to a crisis in resources for UH Hilo. For some years, UH Hilo has been underfunded by about $3 million per year.\(^2\) For 2000-2001, UH Hilo’s expenditure per FTE student was over $1,000 less than the average of its peer institutions. Moreover, this figure doesn’t take into account what UH Hilo pays for upkeep and services to Hawai‘i Community College, or for the difference in cost-of-living between Hawai‘i and the mainland.

Infrastructure deficiencies are getting harder and harder to compensate for: support staff shortages, declining instructional support, library funding cuts, opening new buildings without funding for additional cleaning staff, lack of funding for recruiting and retaining students and faculty, new faculty start-up costs, institutional matching for external grants, etc. In addition, underfunding caused us to give up the management of the UH educational center in West Hawai‘i and to postpone our plans to bring higher education to the rest of the island.

Housing Capacity and Amenities
UH Hilo does not presently have enough dormitory space or nearby housing to meet student demand, and this lack of housing capacity has limited our ability to increase our enrollment. Campus housing presently has space for only 620 students. However, we share the dormitory space with Hawai‘i Community College, whose students presently comprise about 15 percent of students housed. In Fall 2000, only 18.5 percent of UH Hilo’s students resided on campus.

For Fall 2001, the University negotiated agreements with two off-campus apartment complexes to provide additional housing space for 150 students, but we still lack suitable housing nearby. Transportation to and from campus is presently provided by the Student Housing Office, which is having difficulty covering the cost of the service.

If the proposed China-U.S Center becomes a reality, another 600 spaces will be developed on university land and the new amenities planned for the Center will create more of a college-town environment around UH Hilo. However, more housing will be needed, and we badly need to upgrade the housing facilities we now provide.

Our campus is not within walking distance of businesses catering to college students. County bus service to downtown Hilo, shopping centers, and recreational areas has been cut back, and students without cars often feel stranded on campus.

Retention
In its assumptions for the 1997 Strategic Plan, the university pinned some of its hope for growth on improved retention. Instead, our retention figures have declined somewhat since 1997:

\(^2\)Figure cited by Interim Vice Chancellor for Academic Affairs Bill Chen. See also consultant Linda M. Campanella’s report that an “external review of UH System finances relative to peers in 2000 found UH “unfunded by $60M (unadjusted for inflation).” Powerpoint presentation: University in Transition: Key Management Issues and Challenges Confronting the University of Hawaii System’s New President, November 15, 2001.
Our six-year graduation rate was 30 percent in 2001.

**Relationship with Hawai‘i Community College**
The 1997 Strategic Plan assumed that Hawai‘i Community College would soon have its own campus. This has not happened, and it now seems unlikely that it will. Both institutions have accommodated. UH Hilo pays for utilities, upkeep, and other expenses of Hawai‘i Community College, including library materials and services.

In the early 1990s, after UH Hilo separated from Hawai‘i Community College, the community college was to deliver remediation for UH Hilo students, while it was understood that UH Hilo would “not directly undertake remedial offerings.” As it has turned out, it has been difficult for UH Hilo students to obtain the targeted remediation that many of them need. There should be better coordination between the community college and the university to place students in the best courses available for their educational needs.

**Our Position Vis-à-Vis Peer Institutions**
The following institutions were selected as Peer Institutions by the UH System Institutional Research Office in consultation with UH Hilo. Comparison figures are based on FY 2000 IPEDs data.

- University Of Arkansas At Pine Bluff
- Arkansas Tech University
- Delaware State University
- Fort Valley State University
- Savannah State University
- University Of Maryland-Eastern Shore
- Bemidji State University
- Lincoln University

- SUNY, Purchase College
- University of North Carolina at Asheville
- Cameron University
- University of South Carolina at Aiken
- Coastal Caroline University
- University of Wisconsin-Parkside
- University of Guam
- California State University-Monterey Bay

Enrollment at UH Hilo Fall of 2000 was 2,874. Enrollment at the peer institutions ranges between 2,166 and 4,970, with a mean enrollment of 3,559. UH Hilo is classified by the Carnegie Foundation as a Baccalaureate College—Liberal Arts, but has plans in the near future to add several graduate degrees to its existing masters degrees in Hawaiian Studies and Education. Four of the peer institutions are classified by Carnegie as Baccalaureate Colleges-Liberal Arts, two as Baccalaureate Colleges-General, seven as Masters Colleges and Universities I, and two as Masters Colleges and Universities II. All are public institutions.

The peer institutions vary in their diversity of student body. Ten of the sixteen have more than 50 percent Caucasian students. Four have more than 50 percent African American students. One, the University of Guam, has 87 percent Asian/Pacific Islander students. UH Hilo, with less than one

---

3 "Refined Implementation Plan for the Separation of Hawaii Community College from the University of Hawaii at Hilo,” accepted by the UH Board of Regents January 1991, p. 6.
percent African American students, but one percent American Indian/Alaskan, two percent Hispanic, and 55 percent Asian/Pacific Islander, has a very diverse student body.

UH Hilo admitted 59 percent of its applicants for Fall 2000, while its peer group admitted applicants in a range of 33 percent to 95 percent, with an average admission rate of 65 percent. UH Hilo requires that its applicants supply their high school GPA, their high school record showing a college preparatory program, and admissions test scores. High school rank is recommended. Of the twelve peer institutions that answered IPEDs questions about entry requirements, all require admissions scores, but only ten require high school GPA, only seven require or recommend high school rank, ten require a secondary school record, and only six require a college preparatory program.

Twenty-fifth and 75th percentiles of Verbal and Math SAT scores for UH Hilo are below the average of the seven peer institutions that reported these figures.

<table>
<thead>
<tr>
<th>SAT Verbal and Math 25th and 75th Percentiles</th>
<th>UH Hilo</th>
<th>Peers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>25th %ile</td>
<td>75th %ile</td>
</tr>
<tr>
<td>Verbal SAT</td>
<td>420</td>
<td>540</td>
</tr>
<tr>
<td>Math SAT</td>
<td>430</td>
<td>540</td>
</tr>
</tbody>
</table>

UH Hilo’s in-state tuition in Fall of 2000 was $2,304. Peer institution in-state tuitions ranged from $1,196 to $3,690, with the mean at $2,681. UH Hilo’s out-of-state tuition was $7,872. Peer institution out-of-state tuitions ranged between $4,319 and $11,288, with the average at $7,584.

UH Hilo’s six-year graduation rates tend to be somewhat lower than the rates of its peers:

<table>
<thead>
<tr>
<th>6-Year Graduation Rates</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Year of Graduation</td>
<td>UH Hilo</td>
<td>Mean Rate of Peer Institutions</td>
</tr>
<tr>
<td>1997</td>
<td>24.7%</td>
<td>30.7%</td>
</tr>
<tr>
<td>1998</td>
<td>29.7%</td>
<td>30.0%</td>
</tr>
<tr>
<td>1999</td>
<td>27.7%</td>
<td>30.8%</td>
</tr>
</tbody>
</table>

UH Hilo receives less in revenue and expends less per FTE student than its peer institutions:

<table>
<thead>
<tr>
<th>Revenues of UH Hilo Compared to Peer Institutions, FY 2000-2001</th>
<th>Total Current Funds Revenues</th>
<th>Tuition and Fees</th>
<th>State Appropriations</th>
<th>Revenues per FTE Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>UH Hilo</td>
<td>$38,922,129</td>
<td>$6,874,785</td>
<td>$17,344,131</td>
<td>$15,398</td>
</tr>
<tr>
<td>Peer Institutions (Average)</td>
<td>$52,099,828</td>
<td>$10,595,608</td>
<td>$22,394,741</td>
<td>$18,720</td>
</tr>
</tbody>
</table>

4 Average revenues per student is calculated by first calculating the revenue per student of each peer institution, then averaging those averages.
Expenditures of UH Hilo Compared to Peer Institutions, FY 2000-2001

<table>
<thead>
<tr>
<th></th>
<th>Total Educational and General Expenditures</th>
<th>Expenditure Per FTE Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>UH Hilo</td>
<td>$38,188,207</td>
<td>$15,117</td>
</tr>
<tr>
<td>Average Peer Institution Expenditures(^5)</td>
<td>$45,635,206</td>
<td>$16,474</td>
</tr>
</tbody>
</table>

**Opportunities**

**Need for Public Residential University**
Our ultimate goal is to become the premier residential campus in Hawai‘i, while also providing an exemplary education to commuting students, non-traditional students, and distance learners. With all of Hawai‘i's state universities operated primarily as commuter campuses, the niche for a residential campus has not yet been filled. Residing on campus positively affects student engagement in their education; it’s important for Hawai‘i students to have this choice. And, since UH wants to strengthen undergraduate education, UH Hilo — its flagship undergraduate university — is the place to start.

**Need for Higher Education on Hawai‘i Island**
The sugar plantations are gone. The local economy is diversifying, and so is agriculture, calling for a more educated workforce. UH Hilo has responded by evolving from a liberal arts college to a comprehensive university which offers liberal arts and professional programs, and which is beginning to offer graduate programs. In this, we are moving with the times, to serve students wishing to study the liberal arts as well as subjects that will advance them in their businesses, farms, and careers.

Only 18.5 percent of the Hawai‘i Island populace age 25 and over has a bachelor’s degree,\(^6\) compared to 22 percent statewide and about 25 percent nationwide. With the dramatic advantage in earning potential that a four-year degree offers,\(^7\) there is clear potential for attracting in-state students to UH Hilo. Moreover, our island is growing much faster than the state as a whole — 23.6 percent as opposed to 9.3 percent, and West Hawai‘i is catching up with East Hawai‘i:

<table>
<thead>
<tr>
<th>Hawai‘i County Population</th>
<th>Numbers and % of total in 1980</th>
<th>Numbers and % of total in 1990</th>
<th>Numbers and % of total in 2000</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>East Hawai‘i:</strong> Puna, N. Hilo, S. Hilo, Hamakua</td>
<td>60,836 (66%)</td>
<td>72,506 (60%)</td>
<td>86,549 (58%)</td>
</tr>
<tr>
<td><strong>West Hawai‘i:</strong> North and South Kohala, North and South Kona, Ka‘u</td>
<td>31,217 (34%)</td>
<td>47,811 (40%)</td>
<td>62,128 (42%)</td>
</tr>
</tbody>
</table>

---

\(^5\) Average expenditures per student is calculated by first calculating the expenditure per student of each peer institution, then averaging those averages.


\(^7\) Anthony P. Carnevale, in *Help Wanted: College Required* states that “the degree to which earnings vary with education has increased dramatically in the last two decades.” (ETS Leadership Series, 2000: http://www.ets.org/research/dload/Help Wanted.pdf)
In the 1990s, Puna in East Hawai‘i was the fastest-growing district on the island; it grew 50.8 percent in that decade. With a current population of 31,335, it is the second most populous district, behind Hilo (with 47,386 people) and just ahead of North Kona (28,543 people).

**Distance Learning Technology and Special Populations**

Information technology is changing how higher education is delivered. Recognizing that many Hawai‘i Island residents wish to pursue baccalaureate education but do not live within driving distance of Hilo, we plan to expand our service to educational centers on the island and offer programs through distance learning using such delivery modes as the Web, interactive television, and streaming video.

When we ask island communities how we can serve their educational needs, they have been extremely responsive and supportive. Programs may be offered throughout the state and even beyond, where UH Hilo can provide unique expertise. We are identifying special, underserved populations where our programs could have significant impact: rural populations, Pacific Islanders, men and women in military service, and indigenous groups.

UH Hilo is currently delivering upper-division courses for four baccalaureate degree programs to sites around the state via distance learning technology. The new classroom building, set to open in Fall 2002, will increase the capacity for delivery of courses through interactive television. In addition, there are telecommunications systems already in place in local agencies and government offices, which, if linked, could be used to deliver courses to geographically isolated populations.

**Building a “Culture of Evidence”**

UH Hilo is developing better means to demonstrate that it does offer the high quality undergraduate liberal arts and professional programs promised in our mission statement. Previously, in order to gauge the university’s quality, we measured our resource levels (“inputs”). Indicators such as the number of faculty with Ph.D.’s, the student-faculty ratio, library materials, etc., were used. As long as these were sufficient, quality was presumed.

Our accrediting organization, the Western Association of Schools and Colleges (WASC), now requires us to consider outcomes for students as our primary indicators of quality. We must begin to set measurable standards of student attainment for our programs and to demonstrate that they have been achieved. Moreover, we need to use this information to improve our programs. WASC has termed the shift to this approach as building a “culture of evidence.” To facilitate the change, a comprehensive plan to assess student outcomes is making its way through the faculty approval process, and new program review guidelines have been finalized.

Many in higher education see this trend toward assessment as potentially very favorable to smaller public universities. When measured by resources alone, such institutions often appear at a disadvantage; however, when student outcomes are the primary indicators of quality, they have the opportunity to out-perform larger, better-known institutions.
Threats

Declining In-State Enrollments
In Fall 2000 (figures aren’t yet available for 2001), only 1.8 percent of all Hawai‘i high school graduates that year enrolled at UH Hilo, down from 2.1 percent in 1997. On Hawai‘i Island, the “going rate” of public high school graduates declined from 10.4 percent to 8.5 percent over that period.

It appears likely that Hawai‘i students are leaving the state to obtain the type of undergraduate experience that UH Hilo provides. In the words of the Hawai‘i Education Policy Centers report to the UH administration:

Tuition effects are more likely to operate indirectly through students’ assessments of the net benefits of attendance at the University of Hawai‘i versus those at postsecondary institutions in more prosperous mainland economies …. Hawai‘i is less attractive to our in-state, 4-year eligible (and economically able?) students than it used to be. We should presume many of these students to be our state’s brightest and best prepared.\(^8\)

Moreover, the number of public high school seniors throughout the state will decline somewhat between now and 2003 and then increase only modestly through 2008. The UH Institutional Research Office predicts that the number of high school seniors entering UH Hilo directly after graduating will remain unchanged.\(^9\)

On the other hand, the state’s unstable economic condition could lead to greater numbers of in-state students enrolling in college in Hawai‘i. The BOR approved need-based tuition waivers for Spring 2002 to those who lost their jobs after the September 11\(^{th}\) attacks. This may help us attract students who ultimately stay to take degrees.

Poor Public Perception of Hawai‘i Universities
In 2000, the State-by-State Higher Education Report Card published its broad attempt to assess public satisfaction with the knowledge and skills of typical college graduates.\(^10\) While this survey did not specifically ask about UH Hilo, it does present one piece of evidence as to the level of satisfaction the public feels with respect to higher education in Hawai‘i:

---

\(^8\) Study of “University of Hawai‘i Enrollment Decline,” prepared by Scott L. Thomas, Hawai‘i Education Policy Center, August 17, 2001, p. 17.

\(^9\) UH Institutional Research Office, Enrollment Projections: University of Hawai‘i at Hilo, Fall 2002 to Fall 2008 (February 2002), p. 3.

This could be regarded as a warning signal, evidence that the people of Hawai‘i do not believe that Hawai‘i universities produce well-educated graduates, quite possibly discouraging Hawai‘i students from enrolling in Hawai‘i universities. UH Hilo, together with all institutions in the UH system, must address the questions in the public’s mind as to the quality of public higher education in order to improve public confidence in the quality of our degrees.

Are we well positioned to respond?
UH Hilo’s vision and mission are clear and attainable. We want to offer a comprehensive range of high quality programs to a growing student body in a vibrant residential setting. We have highly qualified faculty and some excellent programs. Our smaller class sizes, student-faculty collaboration, and hands-on approach to education create a learning community that students ought to want to join.

We have created an assessment plan to monitor and improve the effectiveness of all our programs. Our recently-hired director of institutional research, as well as a core of faculty and staff, are experienced with outcomes assessment. In recent years, we have also been surveying graduating students and alumni as to their satisfaction with the quality of our programs.

In addition, we have started to consider “process” indicators of quality, such as those provided by the National Survey of Student Engagement, which we first administered to freshmen and seniors in Spring 2001. It asks questions about the extent to which the students actually engage in the educational practices shown by research to lead to student learning. Benchmarks are reported on five dimensions of the educational experience:

- Level of academic challenge
- Active and collaborative learning
- Student interactions with faculty members
- Enriching educational experiences
- Supportive campus environment

Such efforts give us the opportunity to demonstrate our effectiveness and will allow us to improve where we find areas of weakness, but we need to be sure we can fund our growing range of assessment activities.
Urgent Challenges to our Strengths or our Ability to Achieve our Mission

Impacts of Underfunding
Our relative poverty has constrained us in many ways. The university community often lacks confidence that resources will be available to support vital functions, such as assessment. Lack of support also damages our credibility with our students, who know that other institutions have better facilities, more programs, more information resources, and more services to help them learn.

It has been clear for many years that the number of our professional staff, clerical staff, and administrators has not kept pace with UH Hilo’s growth and complexity. Most of UH Hilo’s professional staff are full-time personnel with college degrees appropriate to their areas. Among the areas supported are: networked personal computer laboratories open to all students and programs; an electron scanning microscope; high speed fiber optic LAN systems; Internet connected multimedia classrooms; the state-wide interactive television system; career counseling; and athletic training. UH Hilo has a shortage of such staff and also of its clerical support staff, who are regularly called upon to “do more with less.” For Fiscal Year 1999-2000 (the most recent available), the ratio of BOR appointees to clerical positions at UH Hilo was considerably higher than at UH Mānoa: 6.41 at UH Hilo as opposed to 4.54 at UH Mānoa.

In the very near future, a large, new classroom building will open with no budget for additional technical support. This will leave several new distance learning classrooms unsupported by staff, affecting UH Hilo’s ability to provide education and training to the many outlying areas of Hawai‘i.

We are also concerned about the cuts extending into our signal strength, our faculty. In 2000, the student-faculty ratio stood at 13.2:1, which compares favorably with many excellent liberal arts colleges. This year, however, the campus has been concerned about the number of faculty vacancies that may not be able to be filled, given the present state of the university’s budget. Vacancies are already causing course availability problems, and students will continue to suffer if we cannot hire faculty for these open positions. In order to address shortfalls in instructional faculty, the University has increased the percentage of non-tenure-track faculty relative to tenure track faculty, who must have terminal degrees in their field and are required to do service activities and research.

Insufficient resources could scuttle our attempts to extend service to other areas around the island. Moreover, although offering selected graduate programs is part of UH Hilo’s mission, lack of funding has postponed the implementation of several programs that are well advanced in the planning stages.

If we do not make up the annual shortfall in our budget, it will greatly affect the quality of the educational experience as perceived by our students, even as the physical facilities on campus are expanded and improved.
Goals, Objectives, and Strategies

I. Maintain a well-rounded mix of liberal arts and professional programs, while distinguishing ourselves by taking full advantage of the extraordinary natural environment and cultural diversity afforded by our island setting.

As a comprehensive, state-supported, regional university, UH Hilo helps ensure that the people of Hawai‘i have access to opportunities for personal growth and career advancement through programs of higher education appropriate to our unique location.

A. Objectives

1. Emphasize studies of the environment, cultures, and societies of Hawai‘i, the Pacific, and East Asia and make full use of Hawai‘i Island, from the tops of the mountains to the bottom of the ocean, for hands-on learning and as a research laboratory.

2. Emphasize programs that help meet the needs of the island and state for professional and pre-professional studies.

3. Offer selected graduate programs in areas with sustainable student and job market demand and where UH Hilo has strong expertise.

4. Excel at using research and other scholarly endeavors to provide learning opportunities for students, enabling them to use the knowledge gained in the classroom and apply the methods and tools of the disciplines.

5. Support knowledge creation and transfer in both theoretical and applied research, with special emphasis on studies that advance knowledge of the island, the state, the Pacific, and East Asia.

B. Strategies

1. Establish a stronger process for approval of new programs, with clear requirements for demand analysis, budget plans, and relevance to the university mission and strategic plan goals, but flexible enough to allow UH Hilo to take advantage of opportunities as they arise. (Obj. I.A.1-3)

2. Create opportunities for students to showcase their research. (Obj. I.A.4)

3. Establish a system for encouraging, rewarding, and tracking faculty research projects involving students as researchers as well as senior-level courses requiring student research projects. (Obj. I.A.4)

4. Make more space available to support the integration of teaching and research. (Obj. I.A.4)

5. Resolve liability issues regarding student participation in fieldwork. (Obj. I.A.4)

6. Establish a system for encouraging and tracking faculty grants, publications, and conference presentations that involve studies of the environment, cultures, and societies in Hawai‘i, the Pacific, and East Asia. (Obj. I.A.5)
II. Continue to refine and strengthen efforts to fulfill our primary mission to offer high quality undergraduate liberal arts and professional programs.

The quality of our programs is reflected in the knowledge and skills of our graduates. Our goals are to enable the student to become broadly educated with the skills for continuing self-education, to take ownership of a body of knowledge in an academic discipline, and to freely explore academic areas outside the major.

A. Objectives

1. Strengthen the commitment of every facet of UH Hilo to foster in our students the qualities that distinguish educated people in the 21st century.
2. Continue the dialogue within the university community as to what these qualities are and how best to develop them, recognizing that the answers to these questions are and should remain dynamic. This dialogue should be an ongoing aspect of life at UH Hilo.
3. Ensure that the general education curriculum prescribed for students offers them the opportunity to develop the knowledge and skills expected of an educated person.
4. Continue to raise the level of academic challenge in courses and programs, in order to improve the quality of the educational experience and the value of our graduates to graduate programs, their professions, and communities.
5. Develop a “culture of effectiveness” by making assessment of program quality part of the regular functioning of the university and using the results of assessment to improve our programs.

B. Strategies

1. Evaluate every decision made in the university against the effect that particular decision will have on the core function of the university, the delivery to our students of the highest quality educational experience possible. (Obj. II.A.1)
2. Provide faculty development opportunities that promote the improvement of student learning as well as opportunities for faculty and staff to discuss questions related to the education of our students. (Obj. II.A.1-3)
3. Continue to discuss and refine our general education goals and infuse them throughout the university curriculum, ensuring that all students have the opportunity to develop the abilities described in those goals (Obj. II.A.3)
4. Develop and foster partnerships with secondary schools on Hawai’i Island to help refine and communicate expectations for high school graduates with ambitions to attend college. (Obj. II.A.4)
5. At the department level, regularly review course content in existing courses and grading standards to ensure that stated expectations for student learning determine the criteria for evaluating student work. (Obj. II.A.4)
6. For all educational programs, including general education, explicitly state our educational intentions, set standards for student achievement, and present evidence that these standards have been attained. Assessment results will figure in improvement efforts and budget decisions throughout the campus. (Obj. II.A.5)

7. Perform regular program reviews, involving outside evaluators where appropriate and including a prominent component on student learning, as well as the program’s continuing impact on the university’s primary mission. Link results to planning and budgeting. (Obj. II.A.5)

8. Use such assessment means as the National Survey of Student Engagement, professional credentialing examinations, Graduate Record Examinations, student satisfaction surveys, graduate school admission rates, etc., to compare our educational practices and outcomes against those of similar institutions and use the results to inform improvement efforts. (Obj. II.A.5)

9. Share results of institutional research with the campus in a systematic way, so that accessing and using the results of institutional assessment is common practice. (Obj. II.A.5)

III. Build a learning environment that facilitates student development and success.

We will design our services so that all our students – residential, commuting, and distance learners – may take maximum advantage of a learning environment truly conducive to educational effectiveness.

A. Objectives

1. Add residential capacity adequate to meet demand and better serve our student body.

2. Develop a campus atmosphere that cultivates lasting intellectual, aesthetic, and recreational interests.

3. Increase our capacity to serve commuting students, non-traditional students, and distance learners.

4. Improve crucial services for all students, especially those that affect student learning and the successful transition to life after college.

5. Create a positive, healthful, resource efficient, and sustainable physical environment on the campus.

6. Maintain a multicultural campus community characterized by respect and an appreciation of differences of all types and create educational opportunity for students from underrepresented groups.

7. Improve our freshman-to-sophomore retention rate and our six-year graduation rate.

8. Deliver selected, high quality distance learning programs to improve access to higher education statewide and beyond, where UH Hilo can provide unique expertise.
9. Make careful and effective use of technology and adopt new technologies where they enable us to improve teaching effectiveness, extend programs beyond East Hawai‘i, or otherwise achieve our mission.

B. Strategies

1. Pursue state funding and private partnerships in order to increase the housing inventory on and near campus. This includes partnering with nearby apartment owners so that sufficient residential space is available in safe, accessible, and well-maintained apartment complexes. (Obj. III.A.1)

2. Increase the number of cultural, social, and athletic events on campus as well as the rate of student attendance at such events. (Obj. III.A.2)

3. Provide access to intramural athletic opportunities, facilities, and equipment to enable students to acquire habits and skills conducive to lifelong health. (Obj. III.A.2)

4. Assess the special needs of our commuting students, non-traditional students, and distance learners and make plans to address these needs. (Obj. III.A.3)

5. Improve course availability through careful review of enrollment patterns and increased staffing in high demand areas. (Obj. III.A.4)

6. Ensure that the library holds, or provides access to, sufficient information resources to support the university curriculum and faculty scholarship. (Obj. III.A.4)

7. Establish a mechanism to contact students after graduation, using it to track employment rates of graduates and job placements through University Career Services. (Obj. III.A.4)

8. Improve advising with respect to graduate and professional schools, and increase opportunities for test preparation. (Obj. III.A.4)

9. Maintain campus facilities to ensure the safety of the people who use them. (Obj. III.A.5)

10. Ensure a campus atmosphere conducive to education by promptly addressing instances of substance abuse, excessive noise, etc., in the dormitories and around the campus (Obj. III.A.5)

11. Make campus beautification and building and grounds maintenance a priority (Obj. III.A.5)

12. Develop a sustainability plan for the campus that will lead to the careful stewardship of resources and enhance the campus experience (Obj. III.A.5)

13. Strive to maintain an extremely diverse student body. (Obj. III.A.6)

14. Continue through the Office of Student Affairs to provide support for student groups likely to need special services in order to achieve their educational objectives. (Obj. III.A.6)

15. Analyze the factors affecting student retention to obtain a better understanding of how we can meet the varying needs and expectations of our student body and use this analysis as the basis for sustained and
coordinated action involving every venue across the university. (Obj. III.A.7)

16. Develop satellite facilities on the island of Hawai‘i to receive programs and serve as base facilities for research. (Obj. III.A.8)

17. Provide programs using such delivery modes as the Web, interactive television, and streaming video, throughout the state and beyond, in response to demand or where the university has unique programs to offer. (Obj. III.A.8)

18. Explore with the UH system models that will allow us to cover the costs of distance education programs with revenue generated by the programs themselves. (Obj. III.A.8)

19. Incorporate assessment of distance learning programs into the regular evaluative processes of the university. (Obj. III.A.8)

20. Update and implement the campus technology plan, ensuring that adequate resources are put into hardware and software upgrades, maintenance, and training. (Obj. III.A.9)

IV. Obtain sufficient resources to support enrollment growth, high quality programs, and enhanced services.

Enrollment and student body composition at UH Hilo must be consistent with our mission, campus size and infrastructure, and revenues from the state general fund and tuition. We recognize the optimal size for an institution such as ours is probably about 5,000. If carefully planned and supported with resources, growing to such a size will enable the University to diversify its programs so as to offer more choice to our students.

A. Objectives

1. Work with the UH system to place UH Hilo on a sound financial footing, where both revenues and expenditures per FTE student will rise to the average of our peer institutions (with additions for services to Hawai‘i Community College and cost of living in Hawai‘i).

2. Address deficiencies in our level of support staff and resources for service units.

3. Aim for continued growth in student numbers, always consistent with resources available, while maintaining the “caring, personalized” aspect of our mission.

4. Increase recruitment of students from Hawai‘i Island and the state, who are at the core of our mission.

5. Maintain the percentage of students from the Pacific islands and recruit students from other indigenous groups.

6. Aim for the maximum proportion of out-of-state enrollment allowable by BOR policy, using recruitment to maximize tuition revenues.
B. Strategies

1. Much is expected from the restructuring of the UH system as a whole as new sources of funding are identified and a more equitable allocation of general funds is developed under President Evan Dobelle’s stewardship. (Obj. IV.A.1)
2. Expand our resource base through increased external funding — endowment drives, private gifts, federal government support, corporate gifts, foundation grants, and research grants — as well as through tuition increases. (Obj. IV.A.1)
3. Explore with the UH system and state legislature the possibility of establishing a state scholarship program for students in lieu of the university tuition waivers now in use. (Obj. IV.A.1)
4. Assess the need for and begin to add support staff and resources. (Obj. III.A.2)
5. Continue to grow in enrollment while ensuring that our class sizes continue to allow for a caring and personalized education. (Obj. IV.A.3)
6. Increase recruitment activities in Hawai‘i high schools and take full advantage of programs that allow qualified high school students to enroll in college classes. (Obj. IV.A.4)
7. Recruit in the Pacific islands and the Pacific Rim and identify indigenous groups who would be served by our programs. (IV.A.5)
8. Analyze the flow of out-of-state, tuition-exempt, and exchange students and use the information to design a recruitment program that will enhance tuition revenues. (Obj. IV.A.6)
9. Recruit out-of-state students who will pay full non-resident tuition and explore with the UH system the desirability of raising the ceiling on non-resident enrollment. (Obj. IV.A.6)

V. Embrace opportunities for dynamic community involvement.

UH Hilo exists in an island ecosystem, with an island’s interconnected web of close social relationships, economic pressures, and natural forces. Beyond providing education to our students, we hope to help build a community offering economic and cultural opportunities to residents, as well as opportunities for lifelong intellectual development.

A. Objectives

1. Develop community service opportunities that help students attain new knowledge and skills.
2. Provide services to the people of the island and state that are natural products of our educational and research programs.
3. Use community partnerships to encourage “college-town” development, high-quality residential areas for students near campus, enriched
educational opportunities for our students, and economic development on
the island of Hawai‘i.

4. Connect university and community with continuing-education course
offerings.

5. Develop certificate and training programs to address the professional
development needs of the community.

B. Strategies

1. Increase internships related to academic disciplines to provide students
with practical job experience in community-based organizations,
government offices, educational and scientific institutions, and private
enterprise. (Obj. V.A.1)

2. Continue to develop our service learning component to meet specific
needs of the community while, at the same time, providing students with
opportunities to use the knowledge and skills they gain at the university in
real-life situations. (Obj. V.A.1)

3. Increase recognition for faculty service to the community in their field of
expertise by increasing recognition in promotion/merit raise decisions.
(Obj. V.A.2)

4. Continue to reach out to the community to attract housing and businesses
that will cater to students. (Obj. V.A.3)

5. Utilize the facilities in the University Park of Science and Technology to
enhance UH Hilo’s academic programs.

6. Continue to develop community partnerships designed to foster local
economic development. (Obj. V.A.3)

7. Track the growth and impact of continuing education opportunities
sponsored by the university. (Obj. V.A.4)

8. Explore possibilities for entrepreneurial, fee-based certificate and training
programs. (Obj. V.A.5)

VI. Establish a more effective organization and invest in human capital.

In order to shape our future and sustain the changes to come, UH Hilo needs the
contributions of many people in different capacities: administrators, faculty, staff,
students, alumni, fellow educators, and well-wishers in the community. The university
will fully engage the energies of our constituencies in the service of our mission by
maintaining an open, inclusive, and supportive work environment, developing clear
priorities, directing resources appropriately, and regularly charting progress toward
university goals.

A. Objectives

1. Improve organizational communication, trust, and understanding.

2. Within the principles of shared governance, develop transparent and
consultative planning and budgeting processes, with clear and consistent
linkages between the two.
3. Use performance data to guide decision-making, including resource allocation.
4. Promote faculty and staff development in ways that support the achievement of our mission.
5. Ensure that administrators, faculty, and staff are satisfied with the university as a workplace.
6. Clearly delineate and publicize the roles of administrators and governance bodies.
7. Develop a closer relationship with Hawai‘i Community College to ensure coordinated and seamless higher education services on Hawai‘i Island.

B. Strategies

1. Use the university Web site as the central campus information vehicle for communication among administration, faculty, and staff – where the results of planning and budgeting are reported and where policies, procedures, plans, and forms are available. (Obj. VI.A.1)
2. Increase recognition for faculty service to the university in promotion/merit raise decisions. (Obj. VI.A.1)
3. Hold open budget hearings annually to explain current resources and to receive input on future budget priorities. (Obj. VI.A.1 and 2)
4. Convene planning and budgeting meetings of administrators and members of the UH Hilo Congress’s Budget Committee to discuss priorities and consult on campus-wide budget requests. (Obj. VI.A.2)
5. Establish a tracking system that measures mission performance indicators, regularly publicize progress toward these goals, and use the data to inform planning and budgeting decisions. (Obj. VI.A.3)
6. Develop as part of the budget process an allocation for faculty, staff, and administrator development and establish a clear and well-publicized procedure whereby faculty, staff, and administrators can request and receive funding for professional development and training. (Obj. VI.A.4)
7. Periodically survey members of the university community about workplace satisfaction and make improvements where warranted. (Obj. VI.A.5)
8. Maintain Web sites describing each administrator’s duties as well as the functional areas for which they are responsible. These Web sites should provide links to key plans, policies, forms, and other useful documents. The UH Hilo Congress should also maintain an informative Web site. (Obj. VI.A.6)
9. The Committee on the Future of Higher Education on the Big Island will make recommendations to the campus as to changes in the relationship with Hawai‘i Community College. (Obj. VI.A.7)
Strategic Initiatives

As the draft goals, objectives and strategies were undergoing review by the UH Hilo Faculty Congress, the vice chancellor for academic affairs solicited initiatives for fulfilling the plan from the campus community. In May 2002, the resulting compilation of suggestions was announced to the campus. The many initiatives are evidence of a high degree of aspiration and energy that can be harnessed for university development. The current, complete list of potential initiatives may be found at the vice chancellor’s website: [http://www.uhh.hawaii.edu/~vcaa](http://www.uhh.hawaii.edu/~vcaa).

Although the document addresses a broad range of issues, including housing, student affairs, distance learning, and resource development, most of the potential initiatives concern new academic programs and centers. The following have not yet been subject to the campus review process:

### Potential Undergraduate Programs

- BBA Technology Management
- BBA Accounting
- BBA Sustainable Tourism
- BS Vet Technology
- BS Forestry and Natural Resource Management
- Certificate Program in Environmental Writing
- Certificate in Teaching English as a Second Language
- BA and BS Environmental Science/Studies
- BA Journalism
- BFA Studio Art
- BA Performing Arts
- BS Electronics and Information Engineering
- BA and/or certificate programs in Chinese, Filipino, Japanese, Spanish, other languages

### Potential Post-Baccalaureate Programs

- Executive MBA
- MS Animal Science
- MS Plant Science
- MA in Indigenous Language and Culture Education
- MS Conservation Biology and Environmental Sciences
- MA Cultural Resource Management
- Alternative Teacher Education Program
- MA, PhD in Cross-Cultural Studies
- MA Social Work
- MPA
- MS Tropical Fisheries and Aquaculture
- PhD in Hawaiian and Indigenous Language and Culture Revitalization
- MS Observational Astronomy
- Pharmacy D
- Teacher Education Program in Special Education

### Potential Research and Service Centers

- Joint UH Hilo-UH Manoa Center for Cross-Cultural and Diversity Studies
- Rural Health Science Center
- North Hawaii Education and Research Center
- Kalakaua Marine Laboratory in Puako
In the strategic planning process, we have been instructed to “dream big” and yet be realistic. If all the potential initiatives were to gain campus and system approval, the cost would break down to $12.6 million from the state, $26.4 million from grants, $65.4 million from donations, $0.8 million from income and $0.7 million from reallocations, for a total of $105.9 million in investment.

Of course, not all of this investment would be directed at new academic programs; the total figure also includes $60 million in donor funding for a housing-conference-commercial plaza near campus. However, it is important to note that new programs must be supported with resources. As it stands, our situation analysis suggests that UH Hilo is underfunded and can barely afford to sustain existing programs. New programs will require appropriate, stable, ongoing support.

The Strategic Plan’s first strategy under Goal I is for UH Hilo to “establish a stronger process for approval of new programs….” It remains to us to develop and maintain campuswide processes for sifting, prioritizing, and balancing program initiatives to ensure that UH Hilo ultimately brings to the Board of Regents the best programs to fulfill our mission and strategic goals—those with all likelihood of delivering a high standard of quality and contributing meaningfully to the total UH system portfolio of programs.

With appropriate faculty, student and community input, we will ask ourselves the hard questions about each proposal, applying such criteria as:

- Hawai‘i’s need for the program
- Demand for the program and enrollment projections
- Balance of revenues against costs
- Likely quality and outcomes
- Centrality to mission
- Integration with existing programs
- Special advantages afforded by our unique location.

Above all, the campus will evaluate every decision’s effect on our core function—the provision of high quality educational experiences, mindful that our challenge is to serve the state with wider program offerings without compromising quality.

As these program initiatives are accepted or rejected in campus and system reviews, new proposals will cycle into the continuous process of innovation and renewal. With adequate campus processes and structures to ensure quality, we are confident that initiatives to fulfill all objectives of the Strategic Plan will greatly enhance the university’s value to the region and state.
Critical Success Factors

Critical success factors are those conditions that must exist in order to achieve our strategic goals. These are the things that must go well if our plan is to succeed:

- University-wide commitment to implementing the plan demonstrated through communication, cooperation, and coordination
- Commitment to sharing and using the results of institutional research for improvement
- Willingness to make financial support for UH Hilo a UH system priority
- Maintenance of the appropriate fit and balance of instructional programs
- Support units and support staffing which grow along with university growth
**Performance Indicators**

**Goal I: Maintain a well-rounded mix of liberal arts and professional programs, while distinguishing ourselves by taking full advantage of the extraordinary natural environment and cultural diversity afforded by our island setting.**

As a comprehensive, state-supported, regional university, UH Hilo helps ensure that the people of Hawai‘i have access to opportunities for personal growth and career advancement through programs of higher education appropriate to our unique location.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Indicator</th>
<th>Data Gathering/Reporting Means</th>
<th>Current Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensure … people of Hawai‘i have access to … higher education</td>
<td>The % of people 25 and over on the island of Hawai‘i with a bachelor’s degree rises to the national average by 2010</td>
<td>Decennial U.S. Census</td>
<td>Latest figure reported in the <em>State of Hawaii Data Book</em> is for 1990: 18.5% (national average is 25%)</td>
</tr>
<tr>
<td>Emphasize studies of the environment, cultures and societies of Hawai‘i, Pacific, East Asia</td>
<td>% of classes and programs offering studies of the environment, cultures and societies of Hawai‘i, the Pacific, and East Asia</td>
<td>Syllabus survey. For each course, ask for focus: Hawai‘i, U.S., Pacific, Asia, international</td>
<td>This information is not presently collected</td>
</tr>
<tr>
<td>Student-faculty collaboration on research</td>
<td>Higher than average percentage of seniors report engaging in research with faculty</td>
<td>This is an item in the National Survey of Student Engagement (NSSE) and in the Graduating Senior Survey</td>
<td>In the 2001 NSSE, a higher than average percentage of seniors reported engaging in research</td>
</tr>
<tr>
<td>Using the island as a learning laboratory</td>
<td>% of graduating seniors who report participating in a course offering hands-on learning at an off-campus location</td>
<td>Graduating Senior Survey</td>
<td>This is a new question in the survey. In Spring 2002, 43% of graduating seniors say they did.</td>
</tr>
<tr>
<td>Faculty using the island as a learning laboratory</td>
<td># of faculty grants, publications, and conference presentations involving Hawai‘i, the Pacific or East Asia; at least semi-annual news releases or other publicity publicize such research locally.</td>
<td>UH Hilo Annual Report</td>
<td></td>
</tr>
<tr>
<td>Theoretical and applied research</td>
<td>Document UH Hilo research activities</td>
<td>UH Hilo Annual Report</td>
<td></td>
</tr>
<tr>
<td>Establish a stronger process for approval of new programs</td>
<td>Complete this strategy by the end of AY 2002-2003</td>
<td>Post process on the website of the Vice Chancellor for Academic Affairs</td>
<td></td>
</tr>
</tbody>
</table>
Goal II: Continue to refine and strengthen efforts to fulfill our primary mission to offer high quality undergraduate liberal arts and professional programs.

The quality of our programs is reflected in the knowledge and skills of our graduates. Our goals are to enable the student to become broadly educated with the skills for continuing self-education, to take ownership of a body of knowledge in an academic discipline, and to freely explore academic areas outside the major.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Indicator</th>
<th>Data Gathering/ Reporting Means</th>
<th>Current Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>High quality liberal arts and professional programs</td>
<td>% of graduating seniors’ who say the quality of their UH Hilo education is above average rises to 75%</td>
<td>Graduating Senior Survey</td>
<td>Now at 47.6%</td>
</tr>
<tr>
<td>General education curriculum offers students the opportunity to achieve knowledge and skills expected of an educated person</td>
<td>UH Hilo can demonstrate that its curriculum affords all students the opportunity to achieve the university’s stated GE goals</td>
<td>Syllabus survey will indicate the GE goals addressed in each course</td>
<td></td>
</tr>
<tr>
<td>UH Hilo curriculum offers students the opportunity to achieve knowledge and skills expected of an educated person</td>
<td>Graduating seniors’ satisfaction with abilities gained in general education courses</td>
<td>Graduating Senior Survey</td>
<td></td>
</tr>
<tr>
<td>Raise level of academic challenge</td>
<td>Responses from students to level of engagement should meet or exceed the level expected by NSSE for institutions of our type</td>
<td>NSSE</td>
<td>Per the 2001 survey, UH Hilo exceeds the expected level for seniors but not for freshmen</td>
</tr>
<tr>
<td>Develop a culture of effectiveness</td>
<td>Programs undergo reviews according to a fixed schedule</td>
<td>VCAA prepares annual report to the UH system</td>
<td></td>
</tr>
<tr>
<td>Develop a culture of effectiveness</td>
<td>By Spring 2004, all academic departments will have formulated mission statements and student learning objectives; half will have identified assessment criteria; a third will have thorough documentation of student achievement</td>
<td>WASC institutional review</td>
<td></td>
</tr>
<tr>
<td>Faculty development to promote student learning</td>
<td>UHH annually hosts at least two professional development workshops, open to all faculty, on teaching issues and/or assessment of student learning</td>
<td>Report on them in the UH Hilo Annual Report</td>
<td></td>
</tr>
</tbody>
</table>
**Goal III: Build a learning environment that facilitates student development and success.**

We will design our services so that all our students – residential, commuting, and distance learners – may take maximum advantage of a learning environment truly conducive to educational effectiveness.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Indicator</th>
<th>Data Gathering/ Reporting Means</th>
<th>Current Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caring, personalized atmosphere</td>
<td>Track the relevant questions in university-wide surveys</td>
<td>Graduating Senior Survey; College Student Experiences Questionnaire (CSEQ) or in house survey</td>
<td></td>
</tr>
<tr>
<td>Facilitating student success</td>
<td>Increase freshman to sophomore retention to 65% by 2007</td>
<td>Data collected by UH IRO</td>
<td>Currently 59%</td>
</tr>
<tr>
<td>Facilitating student success</td>
<td>Increase 6-year graduation rate to 35%</td>
<td>Data collected by UH IRO</td>
<td>Currently 30%</td>
</tr>
<tr>
<td>Facilitating student success</td>
<td>Increase in % of total enrollees graduating from UH Hilo</td>
<td>UH Hilo Institutional Research Office</td>
<td></td>
</tr>
<tr>
<td>Facilitating student success</td>
<td>Exceed expected levels in the NSSE of students who say UH Hilo provides the support they need to help them succeed academically</td>
<td>National Survey of Student Engagement</td>
<td>Slightly under the expected level for freshmen; UH Hilo exceeds it for seniors.</td>
</tr>
<tr>
<td>Add residential capacity</td>
<td>By 2007, improve the # of students receiving on-campus housing (or housing with community partners) as a % of the # of requests received</td>
<td>UH Office of Student Affairs, Student Housing (this is reported to the State of Hawai‘i)</td>
<td></td>
</tr>
<tr>
<td>Stimulating, supportive campus atmosphere</td>
<td>Track the # of cultural, social, and athletic events on campus</td>
<td>UH Office of Student Affairs/University Relations</td>
<td></td>
</tr>
<tr>
<td>Stimulating, supportive campus atmosphere</td>
<td>Track responses to questions in campus surveys about quality of campus life</td>
<td>Graduating Senior Survey; CSEQ or in-house survey</td>
<td>New question on the GSS asks students to rate quality of campus life and availability of things to do</td>
</tr>
<tr>
<td>Increase capacity to serve commuting, nontraditional, distance learning students</td>
<td>Assess special needs of commuting, nontraditional, distance students</td>
<td>Extra questions in the CSEQ or in-house survey</td>
<td>Awaiting results of first CSEQ</td>
</tr>
<tr>
<td>Improve crucial services</td>
<td>Track #s of students who say that they graduated late because of problems with course availability</td>
<td>Graduating Senior Survey</td>
<td></td>
</tr>
<tr>
<td>Improve crucial services</td>
<td>Student evaluation of the quality of academic advising is at or above the national mean</td>
<td>National Survey of Student Engagement</td>
<td>Freshman advising is under the mean for total NSSE institutions; senior advising exceeds the mean</td>
</tr>
</tbody>
</table>

25
<table>
<thead>
<tr>
<th>Objective</th>
<th>Indicator</th>
<th>Data Gathering/ Reporting Means</th>
<th>Current Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve crucial services</td>
<td>Percentage of graduates who participated in an a) internship related to the major, b) service learning</td>
<td>Graduating Senior Survey</td>
<td>New question on the survey</td>
</tr>
<tr>
<td>Maintain a diverse student body</td>
<td>Track % of student body by ethnicity, gender, place of residence, other relevant dimensions</td>
<td>UH IRO already provides data</td>
<td></td>
</tr>
<tr>
<td>Responsiveness to needs of diverse student body</td>
<td>Track average graduation rates by ethnicity 6 years after entry</td>
<td>UH IRO already provides data</td>
<td></td>
</tr>
<tr>
<td>Responsiveness to needs of diverse student body</td>
<td>Track relevant questions in regular student surveys by ethnicity and other factors</td>
<td>NSSE, CSEQ or in-house survey, Graduating Senior Survey</td>
<td>E.g., new question in GSS asks how well a student’s primary objective in attending UHH has been achieved.</td>
</tr>
<tr>
<td>Technology</td>
<td>Total # of microcomputers for student use</td>
<td>Office of Technology and Distance Learning</td>
<td></td>
</tr>
<tr>
<td>Distance learning programs</td>
<td>Track #’s of programs, courses offered via technology or in-person but off-site</td>
<td>UH Hilo Office of Technology and Distance Learning</td>
<td></td>
</tr>
</tbody>
</table>

**Goal IV: Obtain sufficient resources to support enrollment growth, high quality programs, and enhanced services.**

Enrollment and student body composition at UH Hilo must be consistent with our mission, campus size and infrastructure, and revenues from the state general fund and tuition. We recognize the optimal size for an institution such as ours is probably about 5,000. If carefully planned and supported with resources, growing to such a size will enable the University to diversify its programs so as to offer more choice to our students.
Objective | Indicator | Data Gathering/Reporting Means | Current Status
---|---|---|---
Enrollment growth | Increase the “going rate” of recent Hawaiʻi high school graduates enrolling at UH Hilo by at least 5% per year | Data collected by UH Institutional Research Office | Fall 2000, the going rate to UH Hilo was 1.8%

Goal V: Embrace opportunities for dynamic community involvement.

UH Hilo exists in an island ecosystem, with an island’s interconnected web of close social relationships, economic pressures, and natural forces. Beyond providing education to our students, we hope to help build a community offering economic and cultural opportunities to residents, as well as opportunities for lifelong intellectual development.

Goal VI: Establish a more effective organization and invest in human capital.

In order to shape our future and sustain the changes to come, UH Hilo needs the contributions of many people in different capacities: administrators, faculty, staff, students, alumni, fellow educators, and well-wishers in the community. The university will fully engage the energies of our constituencies in the service of our mission by maintaining an open, inclusive, and
supportive work environment, developing clear priorities, directing resources appropriately, and regularly charting progress toward university goals.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Indicator</th>
<th>Data Gathering/Reporting Means</th>
<th>Current Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Administrators maintain websites describing their duties as well as the functional areas for which they are responsible, with links to key plans, policies, forms, and other useful documents</td>
<td>WASC Institutional Review</td>
<td>Partially in place</td>
</tr>
<tr>
<td>Communication</td>
<td>UH Hilo Congress maintains a useful website</td>
<td>WASC Institutional Review</td>
<td>In place</td>
</tr>
<tr>
<td>Satisfaction with UH Hilo as a workplace</td>
<td>Overall morale of the faculty, on a scale of 1 to 10 (“1” is low, “10” is high) exceeds 7 by 2005</td>
<td>UH Faculty Worklife Survey</td>
<td>Morale was 6.26 for UH Hilo faculty in 1999 report (In the 2001-2002 HERI survey, 66.7% of FT faculty said “overall job satisfaction” was satisfactory or very satisfactory.)</td>
</tr>
<tr>
<td>Faculty participation in planning and budgeting</td>
<td>A faculty budget committee exists and advises administration</td>
<td>WASC Institutional Review</td>
<td>Standing committee formed by UH Hilo Congress</td>
</tr>
<tr>
<td>Professional development</td>
<td>An allocation for development exists and is used</td>
<td>UH Hilo Vice Chancellor for Academic Affairs</td>
<td>Not yet established</td>
</tr>
</tbody>
</table>