

OFFSITE REVIEW (OSR) SUMMARY OF LINES OF INQUIRY

Directions: This form is to be completed by the team at the conclusion of its daylong Offsite Review of the institutional report and supporting materials. The form will be sent to the institution within one week by the WSCUC liaison, and a response to section IV will be sent back from the institution eight weeks in advance of the Accreditation Visit. This form can be in a bulleted list, outline or narrative format. Please do not delete this first page, i.e., this cover page. Instead complete information as requested and submit it with the Lines of Inquiry.

OFFSITE REVIEW (OSR)

Institution under Review: **University of Hawaii at Hilo**

Date of Offsite Review: **May 10-11, 2021**

Team Chair: **Judy Sakaki, Ph.D.**

The Offsite Review team recommends the following actions be taken:

Proceed with the Accreditation Visit scheduled in: **October 6-8, 2021**

Reschedule the Accreditation Visit to: _____

The reason(s) the Team recommends rescheduling the visit is/are:

Due date for institutional response to Section IV (specify exact date):

August 31, 2021

I. Overview of the Lines of Inquiry

This document identifies nine lines of inquiry for the Accreditation Visit (AV) that are derived from the institution's report. In addition, this document includes questions or issues

the team discussed during the Offsite Review (OSR) that may be pursued during the visit. The team does not expect or invite a written response to these questions before the Accreditation Visit. The only written materials that the team expects from the institution before the visit are those listed in Section IV: “The team requests that the institution supply the following additional documents and information before the Accreditation Visit.”

II. Commendations

The team commends the institution for the following six accomplishments and practices:

- a. The team commends UH Hilo for its strong sense of place and the mindfulness with which it respects the institution’s historical, cultural, and situational context.
- b. The team commends UH Hilo for clearly articulating the unique meaning of a degree from its colleges.
- c. The team commends UH Hilo for building and maintaining strong programmatic connections to the community, and grounding the institution’s work in the region’s cultural background and scientific needs.
- d. The team commends UH Hilo for its emphasis on high-impact practices, including service learning, Hawai‘i Pan Pacific courses, and Global and Community Citizenship integrative requirements.
- e. The team commends UH Hilo for the transparency with which it makes information available to the public on its website.
- f. The team commends UH Hilo for its broad engagement of the campus community on the Long Range Budget Planning Committee.

III. Lines of Inquiry

The team has identified the following nine lines of inquiry for the Accreditation Visit:

- a. Given the importance of program reviews, and previous Commission recommendations, the team would like a detailed update regarding the assessment of student learning at UH Hilo. For example, what data are being gathered and how are these data being used? How and when are academic and co-curricular programs reviewed, including distance education programs? How have these reviews contributed to institutional decision-making?
- b. The team would like to know more about the plans UH Hilo has to address the challenges that have become evident between advancing science and the promotion of indigenous language and culture.
- c. The team seeks more information about the campus climate and the inclusivity and success of student subgroups. How does UH Hilo define these subgroups? What equity gaps has UH Hilo identified and what actions are being taken to remediate these gaps? How is the Committee for Excellence in Diversity, Equity, and Inclusion leveraging the diversity of UH Hilo and advancing the institution?
- d. The team would like more information regarding the current and projected enrollments for each academic program, the resource implications for those

- programs, and the evidence that is available to indicate that the programs are meeting their objectives and the needs of the community.
- e. The team seeks more information about the engagement of UH Hilo faculty, including: the role of faculty in service, student success, and shared governance; perceptions among lecturers and tenure-line faculty regarding retention and promotion; and the degree to which faculty engage with colleagues in other disciplines and the campus community in general.
 - f. The team seeks a better understanding of staffing levels in relation to the number of students served, and the stability and continuity of leadership at UH Hilo.
 - g. The team would like a better understanding of the infrastructure provided by UH Hilo to ensure the delivery of high quality instruction and services to students, including opportunities for professional development, supports for distance learning, and availability of critical resources.
 - h. The team seeks more information about long-term planning at UH Hilo. This includes the integration of institutional data in decision-making processes, enrollment projections and methods for achieving those projections, budget planning, the state of strategic planning, and the institution's sustainability moving forward.
 - i. The team seeks to understand what UH Hilo has learned from its history and self-reflection (including the impact of the pandemic), the vision it has for the future, and how the new administrative leadership plans to achieve this vision.

IV. Request for Additional Documents and Information

The team requests that the institution supply the following additional documents and information before the Accreditation Visit. The requested documents are to be uploaded to the WSCUC Box account no later than August 31, 2021. Upon inspection of these documents the team may request additional documents; these may be supplied during the Accreditation Visit.

The only written documents and information the team expects before the visit are listed in this section. The team does not expect or invite a written response to any of the questions posed or issues raised in other sections of this form.

- Documents relating to current strategic plan
- Documents relating to capital planning and long-term infrastructure costs, including IT
- FY2021 budget and budget vs actual reports
- Most recent independent auditors' report and financial statements
- Most recent enrollment projections
- Documents relating to student success initiatives
- Summary of the most recent campus climate survey
- Documents summarizing previous and planned efforts related to diversity, equity, and inclusion
- Documents associated with the well-being and learning outcomes of marginalized communities, including summaries of relevant data

- Curriculum maps and assessment rubrics for program learning outcomes for all majors, and for the undergraduate and graduate learning goals
- Policies concerning expected faculty involvement in assessment activities
- Examples of how assessment data were used in course or program revision
- Graduate program assessment plan and schedule
- Co-curricular/Student Life schedule of assessment and resource planning (fiscal, personnel) to support these efforts
- Summary of student complaints and disposition since the 2017 Interim Report, by year
- Data related to post-graduate student and alumni outcomes, disaggregated by student characteristics, including instructional modality
- Summaries of any faculty, staff, or student surveys conducted since the 2017 Interim Report (excludes external surveys such as NSSE and FSSE)
- Agendas for orientations for new students, staff, and faculty
- Staff handbook(s)
- Access to course sites in Lulima for two courses in each distance learning program

V. **Individuals and Groups to Meet During the Visit**

The team requests that the following groups and individuals holding the specified positions be included on the schedule for the Accreditation Visit. The schedule should also include a campus tour for all team members.

In developing the schedule for the visit, the team may identify additional individuals or groups with whom they wish to speak. Unless otherwise indicated, each meeting will be attended by two or three team members. Meetings should be scheduled at hourly intervals, with sufficient time between meetings to change venues as needed (e.g., meetings lasting 45-50 minutes, with 10-15 minute transition periods between meetings). A single meeting should be scheduled for all groups listed in the same bullet.

Morning Day 1

- President of the UH system (Judy – could precede the AV)
- Chancellor (entire team)
- Council of Vice Chancellors (entire team)
 - Vice Chancellor for Academic Affairs
 - Vice Chancellor for Student Affairs
 - Vice Chancellor for Administrative Affairs
 - Director of University Relations
 - Executive Director, Budget and Business Management
- Vice Chancellor for Academic Affairs (entire team)
- WSCUC Working Group and Accreditation Liaison Officer (entire team)
- Campus tour (entire team)

Afternoon Day 1

- Long Range Budget Planning Committee and Faculty Congress Budget Committee (Tricia, Joe)

- Director of Office of Mauna Kea Management, and key personnel who manage Mauna Kea (Judy, Harold, Gloria)
- Faculty Congress leadership (Judy, Gloria)
- Leaders or representatives of committees relating to degree quality and integrity (Joe, Harold, Tricia)
 - Accreditation Liaison Officer
 - Academic Policy Committee
 - Assessment Support Committee
 - General Education Committee
 - Curriculum Review Committee
 - Academic Program Review Advisory Committee
- College Deans/Director (team)

Morning Day 2

- Student success meeting (Gloria, Harold)
 - Director of Institutional Research
 - Student Success and Admissions Committee
- Student Association leaders (Judy, Joe)
- Student Affairs leaders (Tricia, Gloria)
 - Career and Academic Advising Center staff
 - Counseling Center staff
 - Disability Services
- Diversity, equity, and inclusion meeting (Harold, Judy)
 - Committee for Excellence in Diversity, Equity, and Inclusion
 - Diversity Center director and staff
- Distance learning and instructional support personnel (Gloria, Joe)
 - Faculty, staff, and administrators for distance learning programs
 - Distance Learning Advisory Committee
 - Faculty Development Committee
 - Office of Campus Technology staff, including Instructional Technology and User Services
 - Library staff

Afternoon Day 2

- Open meeting with students (Harold, Joe)
- Open meeting with staff (Tricia, Gloria)
- Open meeting with faculty (Joe, Harold)
- Open meeting with alumni and community members (Judy, Gloria)

GUIDELINES

For Teams

By the end of the Offsite Review (OSR) evaluation team members will have begun plans for the Accreditation Visit (AV). A resource to help the team with the planning process is the *Summary*

of Lines of Inquiry: Offsite Review. This form reflects issues for follow-up and questions to pursue during the AV, and requests additional information or documentation before the visit.

Teams are asked to:

- a) Review the form at the start of the Offsite Review to be reminded about the expected outcome for the day.
- b) Avoid preparing a Summary of Lines of Inquiry that could trigger a narrative response, particularly anything lengthy, or other kind of extensive report from the institution.
- c) Use the process of completing the form to make sure that the requested information and/or documentation are not already addressed in the institutional report and supporting materials.
- d) Record the lines of inquiry for the Accreditation Visit that surfaced during the Offsite Review in section III of the form. Describe each area and the specific aspects that will be pursued during the visit. If helpful and relevant, the team may want to organize the lines of inquiry by the institutional report components (though, this is not required). The lines of inquiry can be in a bulleted list, outline or narrative format.
- e) Reinforce with the institution, during the OSR video conference and on the form, that while institutions may be tempted to address the lines of inquiry from section III in an institutional response, they should not do so (typically the chair fulfills this role).
- f) Use section IV of the form to request that the institution supply additional documents or information. If helpful and relevant, the team may want to organize these requests by the institutional report components (though, this is not required). The form should clarify which documents and information will be needed in advance of the visit and which may be made available when the team is onsite.
 - Request information directly (e.g., "Please provide the process and timeline for developing the new Strategic Plan") or use a question to solicit the information from an institutional response (e.g., "What was the process you used to develop your new Strategic Plan and what was your timeline?").
 - Keep in mind that this process should not invite a narrative, particularly anything lengthy, or other kind of extensive report from the institution.
- g) Use section V of the form to request the groups and individuals holding the specified positions be included on the schedule for the Accreditation Visit. This will likely be a bulleted list but can include a brief explanation, i.e., one or two sentences describing the reason(s) for wanting to meet with those listed. If helpful and relevant, the team may want to organize this section by the institutional report components (though, this is not required).

- h) Complete the form no later than one week following the Offsite Review. It is most useful if the form can be completed at the end of the daylong Offsite Review. Please submit the completed form to the WSCUC liaison who will distribute it to the institution.

In Summary:

- a. The team will send the *Summary of Lines of Inquiry: Offsite Review* form to the WSCUC liaison preferably at the end of day of the Offsite Review, but no later than one week following the Offsite Review;
- b. The form should not trigger any kind of lengthy narrative or report by the institution;
- c. The form will include:
 - i. Commendations;
 - ii. Lines of Inquiry for the AV;
 - iii. Requested additional documentation and information, clarifying which is due in advance of the AV and which may be made available during the AV;
 - iv. Requested groups and individuals to be included in the schedule for the AV.
- d. The only written documents and information the team expects before the visit is listed in section IV. The institution should not provide a written response to any of the questions posed or issues raised in other sections of the form;
- e. Documents and information required in advance are submitted through box.com eight weeks before the start of the AV.

For Institutions

- a) The Lines of Inquiry form can serve as a planning tool for the institution as they prepare for the Accreditation Visit.
- b) The only written documents and information that the team expects in response to the Lines of Inquiry are listed in section IV. The team does not expect or invite a written response to any of the questions posed or issues raised in other sections of the form, even though institutions may be tempted to do so.
- c) The institutional response is due eight weeks before the start of the Accreditation Visit.
- d) Institutional responses are submitted through box.com. About ten to twelve weeks before the visit, the institution will be provided with a link to a folder on box.com. The institution's response to the Summary of Lines of Inquiry can be uploaded to the folder. Once the response has been uploaded, WSCUC staff will share the materials with team members.