SUMMARY OF LINES OF INQUIRY: OFFSITE REVIEW

REPORT TO INSTITUTION

> **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 and a response will be sent back from the institution to the team in advance of the Accreditation Visit to the institution.

OFFSITE REVIEW (OSR)
Institution under Review: University of Hawaii-Hilo _____ Date of Review: November 21, 2013 _____ Team Chair: Leroy Morishita _____

> **The Offsite Review team recommends the following actions be taken**:
>
> _X_ Proceed with the Accreditation Visit scheduled in: ____October 2014_____
>
> ___ Reschedule the Accreditation Visit to: _____
>
> The reason(s) the Team recommends rescheduling the visit is/are:
> _____
>
> _____

Comments and follow-up for the Accreditation Visit:

I.   **The team makes the following comments and observations about the institutional report:**

The institutional report and all supporting documentation was well developed and organized, making review of UHH a clear and concise process. The team is especially appreciative of the online site with links to each of the needed documents and policies. As new information is added to that site, it allows the team ready access to requested documentation.

The UHH report is remarkably transparent and forthcoming regarding the challenges faced by the institution. The team feels this effort represents the institution's desire for a collaborative and engaged accreditation review.

II.   **The team has identified the following areas of inquiry for the Accreditation Visit:**
   a. *Essay One: Meaning, Quality and Rigor of the Degree*
      i. What does it mean to have a UH Hilo degree?
      ii. Provide an update on the activities of APLEX and plans to assess the effectiveness of the institution's community engagement activities/programs and their contributions to student learning.
      iii. How are interns supervised? Do they receive credit? How is credit awarded?
      iv. How do UHH faculty know that the quality of instruction is comparable to that of similar mainland institutions?
      v. Next steps in implementation of GE assessment? Is the tentative schedule for assessment being followed? What results can the team expect to see by the time of the campus visit?
      vi. Update on Program Review. An update on the implementation of the new guidelines developed in Spring 2013: what is happening now? What does UHH expect to accomplish by Fall 2014? An update on the MOU re-writing process piloted by the Math Department.
   b. *Essay Two: The Core Competencies*
      i. Closely intertwined with the issues mentioned for Essay One, the team will want to see continued progress and efforts made in the understanding and assessment of the Core Competencies
      ii. The team would appreciate a schedule for planned assessment of the competencies and progress toward that target schedule.
   c. *Essay Three: Defining and Promoting Student Success*
      i. Update report on retention: which of the many initiatives are working and how does the faculty and staff of UHH know?

    ii. What does student success mean to the UHH community? What are the elements UHH uses to define student success in addition to retention/graduation rates? (Careers, alumni, satisfaction)

    iii. Additional data the team would like to see includes: climate data (NSSE, CIRP, PAR Predictive Analytic Reporting Grant PAR Project); Exit data (WHY losing mainland, international, LDTF); How does UHH position itself for marketing?

d. *Essay Four: Ensuring Institutional Capacity and Effectiveness; planning for changing environment for higher education*

    i. Enrollment is one of many financial strategies available to the campus, whether it be through growth or increasing retention. The report identifies several strategies to increase retention. Is the campus also seeking to increase its enrollment, minimally to offset the lower enrollment experienced in the current year, or to increase overall?   Please describe the strategies the campus is taking to address this aspect of enrollment? Based on Fall 2014 enrollment, how productive are those efforts?

    ii. The School of Pharmacy is a significant resource for the campus. How serious is the lack of a building to the prospect of accreditation? How is the campus accommodating the teaching and laboratory needs of the School?

    iii. What strategies are being employed to be more efficient and reduce operational costs? Is the effort proving successful? Is the campus able to mitigate some costs by taking advantage of services provided by the system wide office?

    iv. How are efforts to increase additional sources of revenue working? What is being done to improve research/funding efforts?

    v. How are resources aligned to the mission and academic strategies to ensure success of key programs?

    vi. What are UHH efforts to define niche programs and strategies related to enrollment management strategies and program development?

    vii. The campus has two major planning groups – enrollment and long range budget planning. Describe how the role of these committees plays, and has played, to help the campus address the nearly 25% loss in State funds, the lack of funding for capital projects, and the decline in enrollment?

viii. The campus has noted difficulties in recruiting and retaining faculty and staff, and has seen significant turnover in leadership positions. What strategies are the campus pursuing to address these concerns?

III. **The team has identified additional areas of inquiry under the Standards/Criteria For Review:**
    a. **Standard One:**
        i. What is the status of the faculty governance structure, specifically regarding the two-tiered system and roles of each governance organization in decision-making processes?
        ii. What efforts are being made to ensure quality and rigor in the online courses? Describe faculty training/development efforts for those who teach in the distance learning format? What processes are in place to insure there is no program "drift" in relation to distance learning and the substantive change process? How are those processes working?
    b. **Standard Two:**
        i. What efforts are being made for co-curricular assessment/program review? What are the plans specifically for program review and assessment of the Student Affairs division?
    c. **Standard Three:**
        i. The WASC institutional survey indicated a high perceived need for additional staffing: how is university leadership addressing this?
    d. **Standard Four:**
        i. Who is the designated onsite lead/coach for creating a learning and assessment community to begin to decrease the reliance on offsite workshop attendance?

IV. **The team requests that the individuals holding the following positions be available for the Accreditation Visit:**
    a. VP Academic Affairs
    b. Chair of Faculty Congress
    c. Administrator in charge of APLEX
    d. Faculty members on the GE certification committee
    e. Head of Academic Planning Committee
    f. Faculty Development leadership
    g. Assessment Committee leadership/membership

h. Faculty groups who were engaged in assessment – both those who have completed but also those who will have future core competency efforts. Shared group to see if 13-14 group has/will connect with 14-15 group.
i. IR Team/Resources
j. Enrollment Management team and leadership – VC of Student Affairs and VC of Enrollment Management
k. Students
l. Academic Deans
m. Student Affairs Group/Staff
n. Living/Learning Team (planned)
o. VC of Administration – budget process
p. VC of Enrollment Management and Committee members
q. IR Office
r. Faculty and their engagement in budget/finance decisions
s. Long Range Budget committee
t. Chief Technology Officer
u. Chair of the Distance Learning Advisory Committee

V. **The team requests that the institution supply the following additional documents or information and/or respond to these questions before the Accreditation Visit. Note: 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 report.**
a. Completed "Integrated Essay" for the Institutional Report
b. Completed or ongoing Program Review documentation
c. Marketing materials for student and faculty/staff recruitment
d. Policies regarding criteria for service-learning courses and placement and assessment of student interns
e. When available, Rubrics or criteria developed by APLEX to assess Collaborative Skills and Civic Participation
f. A report on the results of the assessment of Written Communication conducted during 2013-2014
g. Plans for the assessment of Quantitative Reasoning
h. Copies of MOU's signed during 2013-2014 as a result of the Program Review process
i. Update on assessment efforts in BBA and Communications, particularly
j. Progress report on recently implemented programs
k. Student affairs learning objectives and examples of assessment of co-curricular programs (such as report-referenced use of CAS Standards) and any plans for instituting program review

VI. **The team commends the institution for the following accomplishments and practices:**
   a. A clear and inspirational mission statement and aspirational goals from the 2011-2015 Strategic Plan
   b. Articulation of the meaning of the degree in relation to the institution's mission statement
   c. Exemplary commitment to the community and focus on community engagement and service learning
   d. Establishment of the APLEX Center
   e. Development of new GE guidelines, GLOs and ILOs
   f. Development of "universal" rubrics for several GLOs
   g. Development of new Program Review Guidelines
   h. Impressive to see the extensive list of core competencies included in outcomes – the identified group from the WASC CFRs plus scientific reasoning, human interaction and cultural diversity, and collaborative skills and civic participation
   i. Planned timeline appears comprehensive and excellent work on the communications competency has been started – work integrating direct and indirect assessment in attitudes and habits of writing; work with PK-12 Common Core effort
   j. Team is beginning to understand the challenges of the students who choose to attend Hilo. Good efforts and additional IR system wide support has allowed collection and analysis of disaggregated student retention data (CFR 2.10)
   k. Development of initiatives designed to support students need through Native Hawaiian Student Organization, Pacific Islander Student Organization, REIO, Minority Access Achievement Program, Office of International Education
   l. Support to improve secondary schools curriculum and instruction
   m. Efforts to implement student success initiatives such as Intrusive Advising and plans to establish a living learning community (FR Village)