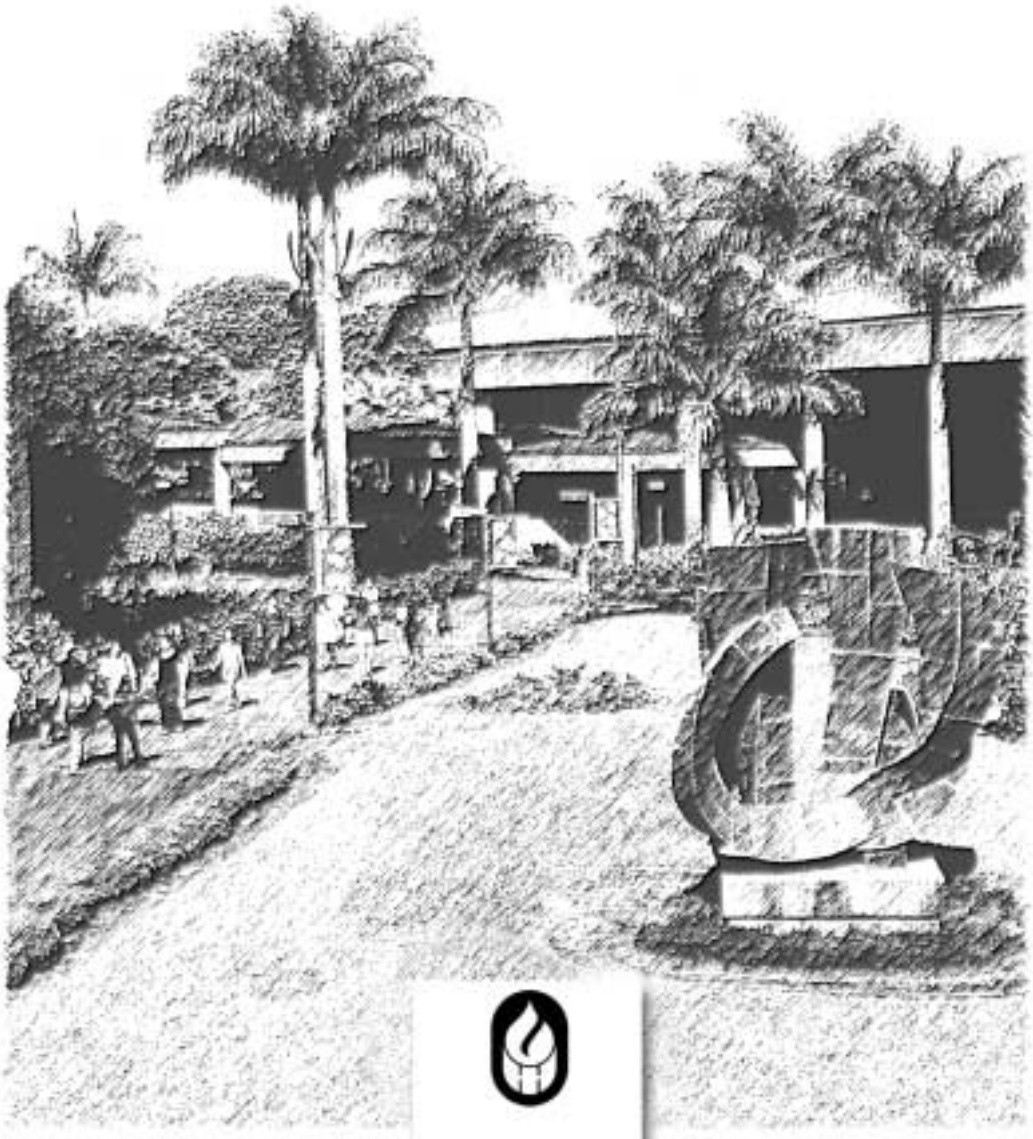

UNIVERSITY OF HAWAI'I
HILO

D R A F T

SELF-STUDY REPORT

SUBMITTED TO THE WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
FOR REAFFIRMATION OF ACCREDITATION

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Table of Contents

Page

Chapter One: Context for the Review

1.1 Introduction 1
1.2 The Mission and Strategic Plan 2
1.3 The Island of Hawai'i 3
1.4 A University in Transition 7
1.5 Characteristics of Students 9
1.6 Diversity 10
1.7 Self Study Organization 13
1.8 What We Have Learned 15
1.9 Responses to Prior WASC Recommendations 16
Case History: UH Hilo and Mauna Kea 19

Chapter Two: Educational Effectiveness

2.1 Introduction 22
2.2 Undergraduate Academic Programs 23
2.3 Student-Faculty Collaboration in Research 29
2.4 General Education 34
2.5 Other Academic Matters 44
2.6 Contributions of Academic Departments to Student Retention 48
2.7 Graduate Programs 49
2.8 Faculty 53
2.9 The Library, Technology, and Distance Learning 60
2.10 Advising, Orientation, Other Student Services 69
2.11 Assessment of Student Learning 77
2.12 Conclusion 86
Case History: Marine Science 87
Case History: Support for Students from Other Cultures 89
Case History: Assessment in Computer Science 90
Case History: Assessment in Nursing 92

Chapter Three: Institutional Capacity and Effectiveness

3.1 Introduction 94
3.2 Clarity of Purposes 94
3.3 Strategic Planning at UH Hilo 95
3.4 Enrollment Growth and the Strategic Plan 97
3.5 Pillar One of the Strategic Plan: Academic Excellence 102
3.6 Pillar Two of the Strategic Plan: The Island as a Hands-on Learning Laboratory 106
3.7 Pillar Three of the Strategic Plan: Development into a Premier Residential Campus 107
3.8 Pillar Four of the Strategic Plan: Community Partnerships 116

3.9 Pillar Five of the Strategic Plan: Resource Development 118
3.10 Future of Strategic Planning at UH Hilo 124
3.11 Other Aspects of Institutional Effectiveness 127
3.12 Governance and Administration 128
3.13 Faculty/Staff Resources 138
3.14 Student Services and Co-Curricular Resources 140
3.15 Institutional Integrity 144

Chapter Four: Summary and Actions

4.1 Summary 153
4.2 Looking Ahead: The 2001 WASC Standards 153
4.3 Actions Suggested by the Findings of the Self Study 155

Tables and Figures

Table 1.1 Population of the State and County by Ethnicity 4
Table 1.2 Enrollment by College, Fall 2000 10
Table 1.3 UH Hilo Student Body: Ethnic Make-Up, Fall 2000 11
Table 1.4 UH Hilo Faculty, Administrators and Staff by Ethnicity 12
Table 1.5 UH Hilo Employees by Gender 13
Table 1.6 Resolved Issues 17
Table 1.7 Concerns Being Addressed 18

Table 2.1 Average Class Size and Student/Faculty Ratio: UH Hilo 1996-2000 28
Table 2.2 Research/Scholarly/Creative Activity 1999-2000 57
Table 2.3 Library Instruction 1999-2000 63
Table 2.4 Library Materials Expenditures 1999-2000 63

Table 3.1 Fill Ratio in Lower Division Courses 1993-2000 103

Figure 1.1 UH Hilo Enrollment, 1991-2000 9

Figure 2.1 UH Hilo Degrees 24
Figure 2.2 College of Arts and Sciences Departmental Awards 26
Figure 2.3 UH Hilo General Education Core 36

Figure 3.1 Combined General Funds, Tuition, and Fees 1992-2001 119
Figure 3.2 All Sources of Revenue 1992-2001 120
Figure 3.3 Grants, Contracts, Gifts, Endowment Income 1992-2001 121
Figure 3.4 Changes in Key UH Hilo Administration Since January 1997 131

Chapter One
Context for the Review

1.1 Introduction

The University of Hawai'i at Hilo is located in the city of Hilo and on the island of Hawai'i, the southernmost and largest island in the Hawaiian archipelago. Organized in 1970 as part of the University of Hawai'i's ten-campus system of public higher education, UH Hilo is one of three public, baccalaureate-degree-granting institutions in the state. We are the only accredited, four-year educational institution on the island of Hawai'i.

UH Hilo's signal strengths are its small classes, low student/faculty ratio, diverse student body, island "learning laboratory," increasing research activity, service to the community and, perhaps most importantly, the "aloha spirit" that epitomizes our student-centered approach.

UH Hilo presently enrolls 2,874 students and is comprised of the following colleges:

- College of Arts and Sciences (CAS),
- College of Agriculture, Forestry and Natural Resource Management (CAFNRM)
- Ka Haka 'Ula O Ke'elikōlani College of Hawaiian Language (CHL)
- College of Continuing Education and Community Service (CCECS)

From 1970 through 1990, UH Hilo also included Hawai'i Community College among its units. In the Fall of 1990, Hawai'i Community College became a separate entity, although both institutions continue to share campus facilities and many services. Additionally, UH Hilo was responsible for the governance and administrative operations of the UH Center at West Hawai'i until July of 1997, when the responsibility was transferred to Hawai'i Community College.

Since the Mission and Strategic Plan were adopted in 1997, UH Hilo is coming into its own as a major force in the community—we are a much more complex and dynamic institution than ever before. A relatively young institution, but one with big plans, we experience our share of growing pains as we develop and diversify. But high expectations and enthusiasm are carrying us forward through a period of important change.

As a developing institution, we are learning to embrace WASC's emphasis on student outcomes as measures of quality. We are optimistic that universities will be rated in the future, not merely by reputation or by the amount of resources they have, but by the amount of learning their students gain there. We know our students grow in knowledge and skills during their time with us. The new standards challenge us to present authentic evidence of the quality of our educational programs. We are moving quickly

to adopt assessment methods and expect to use the evidence we gather to continuously improve.

Through its Mission and Strategic Plan, UH Hilo is establishing a distinct identity as the UH system's premier undergraduate institution. Other important units of the UH system are the University of Hawai'i at Mānoa (a Research I institution, with a headcount enrollment of 17,263); the seven-campus community college system (enrollment 23,777); and the University of Hawai'i at West O'ahu (offering upper division courses and with an enrollment of 665 students).

1.2 The Mission and Strategic Plan

The 1997 Mission and 10-year Strategic Plan provide the outline of the organization we want to be. The Mission clearly explains UH Hilo's purposes and the constituencies we serve:

The Mission

The University of Hawai'i at Hilo is a comprehensive, primarily baccalaureate institution on the island of Hawai'i, offering a residential, campus experience to students who welcome close interaction with faculty. UH Hilo functions within the University of Hawaii system as a regional university, serving the State of Hawai'i as well as students from the U.S. mainland and from many nations in the Asian/Pacific region.

The primary mission of UH Hilo is to offer excellent undergraduate liberal arts and professional programs. In fulfilling its teaching, research and service activity, Hilo uses the remarkable geographic features of Hawai'i as an island-learning laboratory. Select master's degree programs are offered at UH Hilo in response to unmet regional needs, especially in areas where existing expertise and natural resources afford students unique opportunities.

UH Hilo stresses rigorous education in a caring, personalized atmosphere; encourages student-faculty interaction and collaboration on research projects; and offers "hands-on" learning and leadership opportunities. Providing an environment that is responsive to the needs of a diverse student population is central to the UH Hilo philosophy.

In its mission, UH Hilo encourages both theoretical and applied research, promotes activity that inspires further inquiry, and enhances instructional excellence. The university benefits the community and region by developing and implementing resource centers, community partnerships, and distance education programs.

Building on the Mission, the Strategic Plan provides the clarity, impetus and direction to grow in defined areas and to dream in new ways. It projects a doubling of enrollment (to 5,000 students) between 1997 and 2007 and formulates five themes or "pillars" to guide the development of the institution over the period from 1997 to 2007:

- Academic excellence
- Use of the island as a learning and research laboratory
- Enhancement of the campus' residential character
- Community partnerships
- Resource development

1.3 The Island of Hawai'i

The island of Hawai'i, often referred to as "the Big Island," is over 2,000 air miles from the mainland United States, and 200 air miles from Honolulu, the capital of the state of Hawai'i located on the island of O'ahu.

1.3.1 A Natural Laboratory

Twice the size of the other major Hawaiian islands combined, Hawai'i Island has been described as a continent in microcosm, comprised of environments ranging from coastal strand to desert to tropical rain forest to alpine conditions. With the world's most active volcano, a readily accessible marine environment, an array of endemic species, and a pristine astronomical viewing site, the island is a magnet for scientists.

Near Hilo are Hawai'i Volcanoes National Park and the Mauna Kea astronomy site, with 13 major multinational observatories. Our University Science and Technology Park, adjacent to the campus, is the location of land-based support facilities for several of these observatories and for agricultural research and extension complexes.

Many growing UH Hilo programs take advantage of the island's natural environment. Among them are Biology, Agriculture, Geography, Astronomy, Geology, and Marine Science.

1.3.2 Vulnerable to Natural Disasters

Hawai'i's fascinating natural environment has its disadvantages. This island is subject to periodic devastations by:

- Flood — Hilo had a record-setting 29 inches of rain in one 24-hour period last November, and the island of Hawai'i was declared a federal disaster area. The flooding caused $1,000,000 in damage to UH Hilo, all now repaired.
- Tsunamis
- Earthquakes— Hawai'i Island is the most seismically active place on earth.
- Lava flows

- Hurricanes and strong winds
- Landslides and coastal erosion

On islands everywhere, environmental degradation is a huge concern. Hawai'i is known as the "endangered species capital of the world." Human activities must be carefully planned and scrutinized for possible adverse environmental impacts.

1.3.3 A Diverse Island Population

Hawai'i's unique history and geography have contributed to its rich cultural heritage, which includes a tradition of cooperation and sharing among ethnic groups. While some tensions exist, Hawai'i still presents a model to the world for intercultural appreciation and respect for differences. UH Hilo is committed to carrying forward that tradition.

Table 1.1 Population of the State and County by Ethnicity

Ethnicity	State	Hawai'i County
All groups	1,151,990	139,165
Caucasian	250,742 (21.8%)	35,077 (25.2%)
Black	10,455 (.9%)	206 (.1%)
Japanese	219,855 (19.1%)	21,905 (15.7%)
Chinese	44,787 (.4%)	1,331 (1%)
Filipino	145,248 (12.6%)	12,956 (9.3%)
Korean	11,737 (1%)	584 (.4%)
Samoan/Tongan	13,693 (1.2%)	130 (< .1%)
Mixed (except Hawaiian)	232,281 (20.2%)	28,780 (20.7%)
Hawaiian/Part Hawaiian	223,193 (19.4%)	38,197 (27.4%)

We find that many aspects of our island's cultures are likely to differ from the expectations of our mainland and foreign students: the language, the food, the festivals, the arts, the traditions. The reasons are historical and geographical. The Native Hawaiian culture developed over hundreds of years of seclusion in the islands. Successive waves of immigrants from all over the world settled here after the islands were rediscovered in 1778, and each brought its own distinctive cultural practices.

Moreover, the Hawaiian islands are the world's most isolated land mass, and Hawai'i Island is separated by water from the state's main centers of government, commerce, culture, and education. Most of the island's residents live in communities of fewer than 10,000 people. Consequently, traditional cultural practices tend to survive here—affected by the outside world surely, but still a vital part of island life.

The County of Hawai'i has the largest and fastest growing population of Native Hawaiians of any county in the state. At 27.4 percent of the county population, Native Hawaiians are the most populous ethnic group here. The Hawai'i Island school district has the largest number of Native Hawaiians of any school district in the state, and, in 1998, 55 percent of the births in the county were listed as Native Hawaiian. The Hilo vicinity includes several Hawaiian Home Lands areas, reserved for persons whose ancestry is at least half Hawaiian.

The Native Hawaiian community in Hawai'i has a lower economic, health, and social profile than that of the state's other ethnic groups. In 1989, nearly 19 percent of the Native Hawaiian families in Hawai'i County were below the poverty level. The profile is especially low in the Hilo area, where 20.5 percent of Native Hawaiian families are below the poverty level.

1.3.4 Slowly Improving Economic and Social Conditions

According to the 2000 Census figures, the rate of population growth on Hawai'i Island over the last 10 years has greatly exceeded that of the state as a whole. The island's growth rate was 23.6 percent, while state population growth was only 9.3 percent. As a regional institution, UH Hilo expects to grow along with the needs of a growing island community.

In June 2001, the U.S. Bureau of Economic Analysis released a report underscoring the economic stagnation in Hawai'i that spanned the decade of the 1990's. For the period 1992-1999, Hawai'i's gross state product shrank at a rate of 0.3 percent per year, while the national average was a 4 percent per year increase. Ours was the only state whose economy declined over that period.

Hawai'i Island's economic base, formerly dominated by sugar cane production (the last sugar mill closed in 1996), is now in diversified agriculture and tourism. The former sugar lands are not fully utilized, although a nascent forestry industry exists. Hawai'i Island fared worse than the state as a whole during the 1990s, with growing unemployment rates and slow reallocation of land and labor from the sugar industry to other industries.

The state's economy has been in slow recovery since December 1999, fueled primarily by the growth in westbound tourism and an increase in construction activity. On Hawai'i Island, the economic picture is mixed, with the east side of the island, where the University is located, making only marginal gains.

Our island has:

- The lowest per capita income of any county in the state ($19,686 compared to the state's average of $26,759)
- The lowest median household income ($29,712) of any county in the state

- The highest rate of unemployment of any county in the state. (Rates fluctuate, but Hawai'i County's annual average usually runs at least 4 percentage points higher than O'ahu's.)
- 21 percent of the state's food stamp recipients, while comprising only 12 percent of the state population
- 15.5 percent of all residents 18 years and older with an income below poverty level, the highest rate in the state
- The largest percentage of children living in poverty--at 22.1 percent, almost twice as high as any other county in the state
- An estimated 10 percent of the working-age population with a disability

In addition to low economic status, Hawai'i Island residents also suffer from relatively low educational attainment. Twenty-two percent of those 25 years or older do not have a high school diploma, and only 18.5 percent of those 25 years or older have earned a bachelor's degree or higher. In the state as a whole, 18.1 percent do not have a high school diploma, and 22.9 percent have a bachelor's degree or higher.

We believe it is imperative to address the island's persistent socioeconomic problems in a number of ways, most importantly by providing access to higher education to Hawai'i Island citizens, including areas of learning pertinent to island needs. More than that, however, we are mindful of the fact that we exist on an island, and we therefore take an "ecosystem" view of our responsibility as a regional university. On islands, no institution has the luxury to neglect the interconnecting web of social relationships, economic pressures and natural forces — they contribute to a unified whole which inevitably affects UH Hilo and its mission.

We therefore reach beyond the provision of education to our students to building a community that can offer economic and cultural opportunities, as well as opportunities for lifelong intellectual development. We see the necessity to act as an "economic engine" for the island, working with the community to nurture the local economy so that our graduates can obtain challenging and remunerative employment, commensurate with their university degree. Our hope is to minimize the present "brain drain," whereby educated young people leave the state to follow employment opportunities unavailable in Hawai'i.

Our efforts to improve the local economy include the following major partnerships:

- The statewide Small Business Development Center Network is housed on campus. Federally funded, it provides management consulting, training, and research services to businesses around the state.
- University Science and Technology Park is the site of base facilities for the Mauna Kea observatories and of agricultural extension centers.
- The China-U.S. Center, to be located across the street from the campus, is being planned jointly by UH Hilo and a Taiwanese investment group. The Center will eventually provide up to 600 student housing spaces, a conference center, commercial and recreational space, and other amenities.

- UH Hilo now has the responsibility to manage the 11,000-acre Mauna Kea Science Reserve. We are also working with many other organizations to develop the $20,000,000 Mauna Kea Astronomy Education Center, which will include a planetarium and will interpret the discoveries of the Mauna Kea observatories. (See Case History: UH Hilo and Mauna Kea, p. 19.)
- The Bank of Hawai'i donated to the University a building in downtown Hilo. It is being renovated as a "smart building" for service as a business incubator.

These types of partnerships help us to fulfill our educational mission, as they enrich the intellectual environment at UH Hilo. Local scientists give lectures and serve as affiliate faculty members and role models. Stimulating internships, part-time jobs, and service learning opportunities have opened up, giving students the chance to explore the world of work in many sectors of the economy. Lessons in the real-world work environment have the power to change students' lives as much or more than anything learned in the classroom.

In addition, students wishing to remain here after graduation often look to our island's rich natural environment for employment opportunities in such areas as forestry, agriculture, natural resource management, astronomy, volcanology, and eco-tourism--areas with potential in the local economy. The UH Hilo Strategic Plan seeks to build on the University's solid liberal arts foundation by emphasizing programs focusing on the incomparable local environment.

The loss of indigenous languages is an accelerating problem all over the world. The perpetuation of the Native Hawaiian culture through its language is therefore an important responsibility, carried forward by Ka Haka 'Ula O Ke'elikōlani College of Hawaiian Language.

Last but not least, UH Hilo develops professional programs for which local service needs have been identified, and our College of Continuing Education and Community Service also offers outreach classes and certificates in areas of community need.

1.4 A University in Transition

The Mission and the Strategic Plan are guiding UH Hilo through a number of important changes:

In 1997, UH Hilo's mission statement was changed to reflect our status as a comprehensive, regional institution emphasizing both liberal arts and professional programs. UH Hilo awards baccalaureate degrees in 29 different fields and certificates in 12 programs. Students wishing to prepare for a career at UH Hilo can choose from a number of professional programs including Agriculture, Business Administration, Computer Science, Education and Nursing.

UH Hilo's transition also involves the addition of selected master's degree programs. In 1998, UH Hilo began offering the master's program in Hawaiian Language and

Literature, the only graduate program in an indigenous language in the United States. In addition, a master's program in Education has just welcomed its first students. Selected additional master's degree programs will be offered in response to unmet regional needs, especially where existing expertise and natural resources provide students with unique opportunities. Programs currently under development are China-U.S. Studies and Counseling Psychology.

More than ever, UH Hilo is also reaching out to prospective students in Hawai'i by offering programs using interactive television and other distance learning technologies. Computer Science and Marine Science degrees are presently being offered this way to other islands. English will begin offering a degree program to Maui and Kaua'i in Fall 2001, and Psychology is planning to begin in Fall 2002. In addition, Hawaiian Language instruction is offered to sites in Hawai'i, and plans are in place to expand to the U.S. mainland. Our involvement in distance learning significantly improves access to higher education throughout our island state.

At the same time, UH Hilo is looking beyond local demographics to become a truly international institution. We are drawing increasing numbers of students from the U.S. mainland and foreign countries. In fact, they have been the major source of our enrollment growth the last few years.

Indeed, the Strategic Plan envisions UH Hilo as a considerably larger institution. The plan's goal is to grow to 5,000 students by 2007 (though this figure is widely debated, and this fall's Strategic Plan review will reconsider it). To ease present overcrowding and better serve our students, we are now constructing two new classroom buildings. A science and technology building as well as a multi-purpose sports and recreational complex are in the planning stages. Additional campus housing is being planned in cooperation with the private sector. Renovation and renewal are taking place all around the campus.

We are also changing our approach to resource development by becoming much more entrepreneurial in pursuing resources to support student learning, research, and programmatic expansion. The University has been expanding modestly with the faith that the resources will be forthcoming—and, to a large extent, they have.

The University's chancellor, Dr. Rose Y. Tseng, who arrived in August of 1998, is working to realize the Strategic Plan by directing her energies toward growth, resource development, community partnerships, and raising our public image as a quality educational institution.

To do this, she has resurrected the administrative infrastructure that was dismantled under the prior chancellor (during the period of budget cuts within the UH system). Once again, we have a development officer, a revitalized recruiting program, a dean of continuing education and community service, a chancellor's executive assistant, and an English language institute. Additionally, we have hired a director of institutional research, a marketing director, an ADA coordinator, and support staff. The Office of Technology and Distance Learning has also been created as well as a Hilo satellite office

of the Research Corporation of the University of Hawai'i for grant management at UH Hilo.

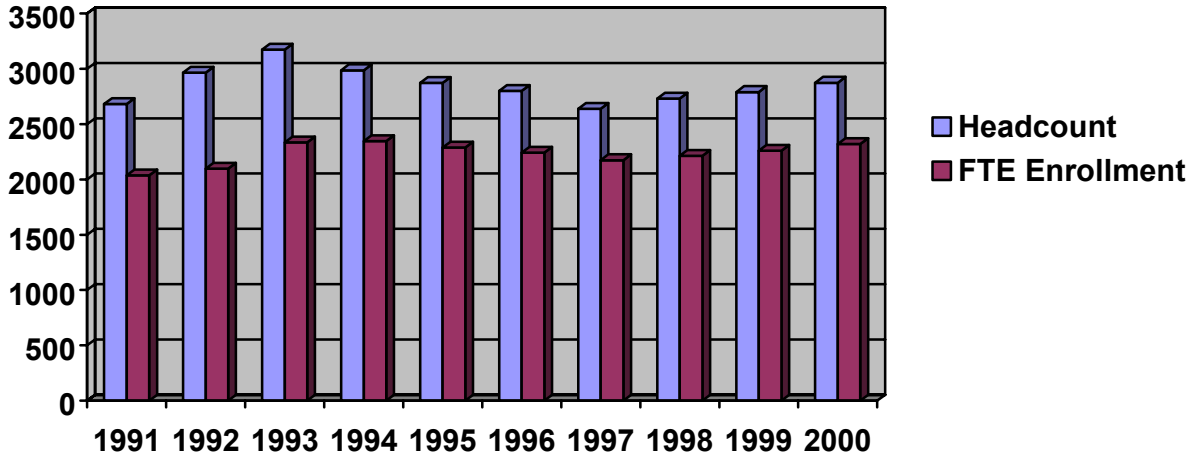
Most importantly, Chancellor Tseng established administrative stability by appointing permanent hires to administrative posts which had been filled on an interim basis. During the past year, she has hired a permanent vice chancellor for academic affairs, vice chancellor for student affairs, dean of CAS, and athletic director.

The UH Hilo faculty responded to the increases in UH Hilo's size and complexity by forming a University-wide faculty governance organization, the UH Hilo Congress, in 1998. The Congress serves as an important vehicle for faculty and the new administration to communicate and collaborate for the betterment of the University.

1.5 Characteristics of Students

In Fall 2000, UH Hilo enrolled a total of 2,874 students, with a full time equivalency (FTE) of 2,320. FTE enrollment has increased almost 14 percent since Fall 1991, but is 1.1 percent below the peak FTE enrollment attained in Fall 1994. We expect to exceed 3,000 head count in Fall 2001.

Fig. 1.1 UH Hilo Enrollment



The following is a statistical profile of UH Hilo students as of Fall 2000:

- 74.8 percent are full-time students; 25.2 percent part-time.
- Of classified students, 45.2 percent are lower division; 52.6 percent upper division; 2.2 percent are graduate students.
- The mean age is 26; 64.8 percent are between the ages of 18 and 24.
- 61.3 percent are female; 38.7 percent male.
- 73.6 percent are residents of the state of Hawai'i.
- 89.2 percent are U.S. citizens.
- Average high school GPA is 3.01.

- Average SAT scores for freshmen were 478 for the verbal test and 488 for mathematics.
- For ethnicity, please see p. 11.

In Fall 2000, 65.5 percent of total applications processed were accepted. Of the accepted students, 59.1 percent actually entered.

The great majority of UH Hilo students are enrolled in the College of Arts and Sciences:

Table 1.2 Enrollment by College, Fall 2000

College	Undergraduate	Graduate	Total
Arts and Sciences	2,251	54	2,305 (80.2%)
Agriculture, Forestry and Natural Resource Management	135		135 (4.7%)
Hawaiian Language	82	2	84 (2.9%)
Unclassified	350		350 (12.2%)

While access to higher education offers opportunity to island youth, it also presents formidable challenges. Unfortunately, under-preparedness and lack of economic support remain imposing barriers for some. Persistence for currently enrolled students is often difficult because of the absolute necessity to work. Many struggle to make ends meet with one or more part-time jobs.

Retention of students is an important issue at UH Hilo. UH Hilo's persistence rate for new first time students was 60.1percent from Fall 1999 to Fall 2000. Only 29 percent of UH Hilo's students had graduated six years after entry (1991-94 cohorts), and 5 percent were still enrolled.

It is important to remember, however, that many freshmen enter UH Hilo fully intending to transfer after two years, and they do. The newly appointed director of institutional research has already begun to analyze data on the factors affecting persistence at UH Hilo, so that we may better understand and respond to factors affecting student retention. We have also undertaken a number of initiatives to improve retention, which are more fully described later on in this report.

1.6 Diversity [1]

UH Hilo strives to foster and perpetuate the values of intercultural understanding and appreciation. We are committed to maintaining a learning environment that instills respect for differences of all sorts.

[1] Standards 1.B.3, 5.B.4, 5.D.4

The UH Hilo Task Force on Diversity was formed in 1991 and in 1993 presented its recommendations on ways to foster diversity with respect to the student body, faculty, the curriculum and in campus life. The Task Force's work has been carried forward by the UH Hilo Diversity Committee. In furtherance of the Task Force's recommendations, we engage the issue of diversity in a number of ways.

1.6.1 The Mission

Diversity figures prominently in the UH Hilo Mission, which states plainly that "Providing an environment that is responsive to the needs of a diverse student population is central to the UH Hilo philosophy." Moreover, our mission calls for a "caring, personalized atmosphere." Our Mission makes it clear that the University values a diverse campus community as a vital contribution to our distinctive learning environment. In a student-designed Marketing Research Survey conducted in the fall of 1998, the most frequent responses to an open-ended question asking students how they would "describe UH Hilo in three words" were: *small, friendly, comfortable, affordable, multi-cultural, close, and diverse.*

1.6.2 Student Body

The UH Board of Regents has stated that, "it is the basic purpose of the State University System In Hawai'i to afford all qualified people of Hawai'i an equal opportunity for quality college and university education" [BOR Policy 4-1(c)]. Given the ethnic makeup of the state, and given UH Hilo's responsibility to serve as the means to opportunity for the people of the state, it is no surprise that UH Hilo enjoys an unusually diverse student body.

Table 1.3 UH Hilo Student Body: Ethnic Make-Up, Fall 2000

Asian/Pacific Islander		**50.8%**	**Hispanic**		**1.9%**
Japanese	14.8%		Puerto Rican	0.4%	
Chinese	1.9%		Other Hispanic	0.3%	
Filipino	6.4%		Mixed Hispanic	1.1%	
Hawaiian/Part Hawaiian	17.8%		**Caucasian**		**32.3%**
Pacific Islander	5.6%		Portuguese	1.6%	
Other Asian	1.9%		Other Caucasian	30.7%	
Mixed Asian/Pacific Islander	2.5%		**African American**		**0.7%**
American Indian/ Alaska Native		**0.6%**	**Mixed Ethnic Background**		**13.8%**

In Fall 2000, ethnic minority groups represented 68 percent of the total student population. Students of East Asian ancestry (Japanese, Chinese, and Korean) comprise about 19 percent of the student body, and are not considered underrepresented at UH

Hilo because their socioeconomic status and levels of educational attainment are among the highest in all ethnic groups in the state.

Hawaiians, Filipinos, other Pacific Islanders, African Americans, Hispanics, and Native Americans, who constitute 33 percent of all UH Hilo students, are the most socio-economically disadvantaged ethnic groups in Hawai'i in terms of educational achievement, income levels, and employment in skilled, managerial, and professional occupations. In addition, almost 14 percent of UH Hilo students identify themselves as belonging to a combination of ethnic backgrounds.

Given the large and growing numbers of Native Hawaiians residing on the Island of Hawai'i, the number of students of Hawaiian origin will continue to grow. The needs of Native Hawaiian students on campus reflect the social and economic conditions of the Native Hawaiian community as well as its cultural background. UH Hilo was awarded a Title III grant from the U.S. Department of Education in Fall 2000 in order to address our Native Hawaiian students' low persistence rates, low graduation rates, and high transfer rates.

Active recruitment in the Pacific Islands and Pacific Rim has increased the number of international students. In Fall 2000, 240 students from 40 foreign countries and U.S. affiliated nations were enrolled. Sixty-three students came from Japan, 58 from the Federated States of Micronesia, and 49 from other Pacific Islands. Other Asian countries contributed 37 students.

1.6.3 Faculty and Staff

The faculty are not as ethnically diverse as the student body; the staff is more representative of the local population:

Table 1.4 UH Hilo Faculty, Administrators and Staff by Ethnicity

Ethnicity	Faculty*	Admin	Staff	Ethnicity	Faculty	Admin	Staff
Asian/Pacific Islander	**33.0%**	**30.8%**	**67.6%**	**Hispanic**	**0.8%**		**0.4%**
Japanese	15.0%	15.4%	36.1%	Puerto Rican	0.4%		0.4%
Chinese	4.2%	15.4%	2.9%	Other Hispanic	0.4%		0.0%
Filipino	1.7%		6.2%	Mixed Hispanic			
Hawaiian/Part Hawaiian	9.6%		18.7%	**Caucasian**	**65.0%**	**69.2%**	**21.6%**
Korean	2.1%		1.2%	Portuguese	0.8%	7.7%	1.7%
Other Asian/Pacific Islander	0.4%		1.7%	White	64.2%	61.5%	19.9%
Mixed (Other than part-Hawaiian)	0.0%		0.8%	**African American**	**0.8%**	**0.0%**	**0.0%**
American Indian/Alaska Native	**0.4%**	**0.0%**	**0.8%**				

*Faculty figures include lecturers.

Table 1.5 UH Hilo Employees by Gender

Category	Male	Female
Full Time Faculty		
Instructors	10	20
Assistant Professors	32	22
Associate Professors	25	13
Full Professors	43	12
Total Full Time Faculty	**110 (62.1%)**	**67 (37.9%)**
Lecturers	**27 (42.9%)**	**36 (57.1%)**
Administrators	**7 (58.3%)**	**5 (41.7%)**
Staff	**122 (58.9%)**	**85 (41.1%)**

The University's policies on equal employment opportunity and affirmative action are well publicized and are adhered to. The University seeks diversity in the hiring of faculty, administrators, and staff.

In the recent UH system Faculty Worklife Survey, responses were delineated by ethnicity and gender; as an employer, the University wishes to know if these factors impinge on the quality of faculty worklife.

Please see Chapter Two for a description of the many ways diversity is fostered in the curriculum and the co-curricular learning environment.

1.7 Self Study Organization

As an institution with our WASC site visit scheduled for December 2001, we have been conducting a self study that examined our compliance with the nine standards of 1988 and that also set us on a course toward readiness to meet the expectations set out in the 2001 standards. While the institution has been in compliance with most of the 1988 standards, WASC site team recommendations of 1994 and 1997 and WASC action letters made it clear that we needed to work on institutional planning, communication, and assessment at all levels.

In our self study proposal, approved by WASC in June 2000, we set forth these broad goals:

> [B]y summer 2001, the institution as a whole will be moving toward a "culture of evidence" and a renewed focus on institutional accountability, in the service of educational effectiveness. In addition, the institution's compliance with the nine standards will be reviewed.

Seven self study committees were assigned different tasks. The Self Study Steering Committee has had the responsibility of overseeing the entire process, collecting documentation, and preparing the self study report. The Institutional Effectiveness Committee was to review compliance with Standards 1,2, and 3, and to review broad issues of institutional capacity and mission; the Assessment Committee was to address all assessment concerns.

The committees on Educational Programs, on Instructional and Human Resources, on Student Affairs and Co-Curricular Environment, and on Physical and Financial Resources were charged with reviewing how well we are meeting the intents of Standards 4, 5, 6, 7, 8, and 9, respectively, and with considering how performance in their assigned areas "impacts institutional effectiveness and educational effectiveness." All committees were also to recommend actions to improve institutional effectiveness, educational effectiveness, and consistency with the University's Mission and Strategic Plan. The committees included faculty, staff, students, and administrators; their members are listed in Appendix A.

Our Institutional Effectiveness Committee was given this charge:

1. Plan for review of the UH Hilo Strategic Plan 1997-2007, so that strategic objectives can be prioritized, valid indicators of progress selected, and more detailed implementation strategies developed. [Scheduled for Fall 2001.]
2. Set out guidelines for effective, open and participatory campus-wide planning processes and structures, consistently based on evidence and data, and integrating accountability, mission, assessment, and budgeting. [Completed in May 2001.]
3. Determine the extent to which the University complies with 1988 Standards One, Two, and Three. [Completed in April 2001.]

The Assessment Committee worked on these projects:

1. Educate the University community about academic assessment and continuous improvement and about the place of assessment in institutional decision-making and resource allocation. [Actions taken in 2000-2001 academic year, scheduled to continue.]
2. Ensure that each academic program has developed or is working on developing a workable plan for assessing student learning outcomes and student satisfaction on an ongoing basis. [In the Academic Assessment Plan, all departments will be implementing program assessment plans by Spring 2006.]
3. Formulate clear objectives for the General Education program in terms of measurable or observable student learning outcomes. [In the Academic Assessment Plan, a General Education assessment plan will be developed by the UH Hilo General Education Committee and the UH Hilo Assessment Support Committee.]

4. Establish plans to assess the University's co-curricular programs, with immediate emphasis on those affecting student recruitment and retention. [Completed in February 2001.]

1.8 What We Have Learned

As the committees went to work, they found that during the period 1997-2001 UH Hilo continued to comply with most of the expectations stated in the nine standards, and that we had responded to many of the WASC site team and Commission recommendations of 1994 and 1997. Compliance facts are integrated into Chapters One, Two and Three of this report; footnotes link campus conditions, initiatives, and achievements to specific standards. Chapters Two and Three recommend specific actions to improve compliance.

Beyond compliance, the institution has undertaken many new enterprises, our academic departments and programs have taken new and important directions, and faculty and students are working collaboratively in more departments. The Office of Student Affairs has undertaken many initiatives to improve campus life, to support the academic success of students, and to address student retention.

Our primary mission is "to offer excellent education in undergraduate liberal arts and professional programs," so Chapter Two "Educational Effectiveness" describes the ways in which UH Hilo strives to achieve and maintain academic excellence in terms of academic programs and faculty, by drawing on the island as learning resource, and by connecting with the larger community. We have made much progress since 1994. In many of our programs, students can work with faculty on research projects; in many, they intern with agencies and other community groups. The recent revision of our General Education core offers us the opportunity to revisit what "an excellent liberal arts education" should be and to ensure that students continue to grow as thinkers and agents throughout their years at UH Hilo and their careers and personal lives. Our Office of Student Affairs has been very productive, often taking leadership in promoting the welfare of students in academic advising, orientation, institutional research, and numerous support programs.

The self study committees also determined that in each of their areas, the Strategic Plan had had the positive effect of focusing the various units on the institutional mission, the vision and ultimate goals set by the plan and the plan's five pillars.

We therefore chose to organize the core of Chapter Three "Institutional Capacity and Effectiveness" around the Strategic Plan's five pillars. These are: achieving academic excellence, becoming the University system's premier residential campus, using the island as a unique learning laboratory, establishing productive community partnerships, and developing resources.

Our strengths and achievements can provide guidance and inspiration as we address those areas where improvement is needed.

All committees found evidence that we continued to need strong, decisive, and continuing action on planning and assessment. Chapter Two describes the progress of academic assessment at the institution and the steps that are gradually transforming us into the "culture of evidence" and "institutional accountability in the service of educational effectiveness" that we envisioned in our self study proposal. Chapter Three makes recommendations to establish more participatory and transparent planning procedures and structures at all levels of the University. Both Chapters Two and Three also recommend actions to bring us closer to realizing our mission, vision, and goals.

Chapter Four of this report shows how UH Hilo has set a course toward readiness to meet the expectations set out in the four standards WASC approved in 2001 and summarizes the actions suggested in Chapters Two and Three.

The self study has built a web site to support self study activities. At present the URL is: http://www.uhh.hawaii.edu/~accred. When the final report and substantiating data portfolio are complete, they will be mounted on a new website at a URL to be announced.

1.9 Responses to Prior WASC Recommendations

Concerns expressed by the Commission since 1994 have been in the following areas:

1994:

- Redefining the University's mission
- Planning and developing the means for institutional effectiveness
- Leadership and Communication
- West Hawai'i

1998 and 2000:

- Alignment of planning objectives with fiscal constraints
- Institutional effectiveness
- M.A. in Hawaiian Language and Literature
- Legislative involvement in setting planning priorities
- Institution-wide governance and policy making
- Interim appointments in administrative positions
- Acceptance of gifts and their maintenance, upkeep and support

Commission concerns which have been resolved are laid out in the chart on the following page. Issues we are continuing to address are included in the chart on p. 18.

Table 1.6 Resolved Issues

Issue	Resolution
Redefine mission	The mission was revised in the 1997 Strategic Plan.
Institutional research office	Director of Institutional Research was hired February 2001.
Absence of a university-wide faculty governance body	UH Hilo Congress, comprised of faculty from all three academic colleges, the Library and Student Affairs, was formed in 1998.
West Hawai'I	Governance and administration of West Hawai'i was transferred to Hawai'i Community College in July of 1997.
Excessive legislative involvement in setting planning priorities	Legislation was passed and the state constitution was amended to grant autonomy to the UH system.
Support for the M.A. in Hawaiian Language and Literature	The Library has the resources necessary to support this degree program. Materials added for this program will enhance the existing bachelor's degree program.
Interim administrators	All of the key administrative positions formerly filled with interim appointments now have permanent hires.
Separation from Hawai'I Community College	The institutions have been separated for ten years. Any new HawCC campus appears to be many years away. We have accommodated.
Elimination of off-island travel for faculty development.	Off-island travel has been reinstated.

UH Hilo is continuing to address the Commission's concerns below. The last column refers to the sections of this report dealing more fully with the issues.

Table 1.7 Concerns Being Addressed

Issue	Progress	Sections for Elaboration
Develop effective planning mechanisms	Budget is linked to Strategic Plan. Principles and processes to better engage the institution, especially faculty, in ongoing planning are being established.	3.10
Strengthen program review process as a means of improving individual programs and informing institutional planning; include external reviewers	Program review process was amended this year to include outcomes assessment, feedback loops, etc. Reviews will continue in fall of 2001.	2.11.5.2; 3.11.2
No educational assessment plan; lack of institutional support for assessment	The campus assessment plan goes before the UH Hilo Congress in fall of 2001. UH Hilo now provides substantial monetary support for assessment.	2.11
Align planning objectives with fiscal constraints	A full review of the Strategic Plan is set for Fall 2001 through Spring 2002.	3.4; 3.5.3
Need for better role delineation	All key administrative posts have been filled. Roles are being communicated.	3.12.3
Need structures for better communication	UH Hilo Congress has been formed, routine communication among top administration and deans and directors exists, and other avenues are being pursued.	3.12.6
Need to ensure gifts do not entail unduly burdensome maintenance and upkeep	UH Hilo accepts gifts which it will be able to maintain.	3.15.5
Ensure that programmatic expansion does not affect the quality of existing programs	Expansion has not exceeded resources.	3.5.3
Retention requires planning and coordination.	Retention efforts are planned, systematic and comprehensive.	3.4.1

Case History: UH Hilo and Mauna Kea

The city of Hilo is set against the backdrop of majestic Mauna Kea, one of the five volcanoes that form the island of Hawai'i. Mauna Kea's eruptions (the last occurred 4,500 years ago) formed the highest point in the Pacific Basin and the highest island mountain in the world. Measured from the ocean floor, Mauna Kea rises 32,000 feet to an altitude of 13,796 feet above sea level, placing the summit above 40% of Earth's atmosphere.

The summit of Mauna Kea is widely recognized as the Northern Hemisphere's premier site for astronomical observations due to a combination of advantageous conditions: a very dry atmosphere with stable temperatures and air flow, dark skies far from city lights, and an average of 240 cloud-free nights a year. These perfect conditions, which allow for excellent quality images, have attracted the world's finest collection of astronomical observatories, including eight major optical/infrared telescopes and four radio/submillimeter observatories.

The observatories atop Mauna Kea were built by many nations, including Japan, Canada, England, France, Brazil, Chile, Argentina, Australia, and the United States. But the development and management of this astounding scientific community is not without controversy.

The land on which the observatories sit, the Mauna Kea Science Reserve, was taken from the Hawaiian Monarchy in the overthrow of 1893. Leased from the state by UH, which has managed the site since the 1960s, the science reserve quickly became home to an impressive astronomical community, while local cultural and environmental concerns were largely ignored.

Several years ago, community groups began to demand a voice in the management of the area. Native Hawaiians who consider the mountain sacred are calling for its preservation so that cultural practices and beliefs are ensured. There is also a call for the many archeological sites on the mountain to be preserved. Additionally, environmental groups are asking stewards of the mountain to protect the sensitive habitat harboring such species as the Wekiu bug, which has declined in population in recent years.

Responding to this outcry, the UH Board of Regents approved a Master Plan for future uses of the Mauna Kea Science Reserve in June of 2000. They also approved the new Office of Management of Mauna Kea and placed it administratively under the UH Hilo Chancellor. In partnership with the advisory Mauna Kea Management Board, UH Hilo has assumed the responsibility of implementing the educational, cultural, and environmental components of the plan.

The comprehensive Master Plan confines astronomical development to a 150-acre site within the science reserve, with the remaining 11,000 acres set aside as a natural and

cultural preservation area, ensuring for the first time that the vast majority of Mauna Kea summit land will never be developed.

UH Hilo's involvement with Mauna Kea is an excellent example of how social, economic, and natural resource issues can all converge to impact the future of student learning at the University. Since the mountain is easily accessible, and most of the observatories have their base facilities at University Science and Technology Park, adjacent to the UH Hilo campus, astronomical activity on the island presents UH Hilo with unique opportunities.

A New Astronomy Major

UH Hilo started a Bachelor of Science degree program in astronomy in 1998. It is the only undergraduate astronomy major offered in the state, a unique opportunity for students. The program emphasizes observational astronomy, physics, mathematics, and computer skills, using the resources of Mauna Kea observatories to provide select students with direct observation of modern astronomical instrumentation and research. Graduates of the program are well prepared for entry into graduate study or immediate employment as observatory technical support staff.

There are currently three UH Hilo students working as interns at Mauna Kea observatory facilities: one at the Infrared Telescope Facility (NASA), and two at Northern Gemini Telescope (7-nation consortium headed by the National Optical Astronomical Observatories).

Research Opportunities for Students

Selected UH Hilo students also have the opportunity to assist with research conducted on Mauna Kea by University astronomy professors. Michael West, associate professor of astronomy, routinely takes one or two of his advanced students on his Mauna Kea observation runs and includes them -- from the collection of the first photon all the way through data analysis and publication of results in astronomical journals. Students are also encouraged to use the data for their own senior theses.

Professor West was recently granted time on the Subaru Telescope atop Mauna Kea. This is no small feat. Since Subaru came on line in 2000, the amount of requests for observing time has been six times the time available. All telescopes on Mauna Kea are required to give 15 percent of observing time to UH astronomers, and this time is won through a competitive selection process. The award indicates that West's research proposal ranked as one of the top projects submitted, worthy of the estimated $3 per second cost of a 12-hour observing run (or $129,600).

Moreover, UH Hilo has been a Space Grant College since 1990 and receives funding for undergraduate space science activities through the Space Grant Fellowship Program. SBFP funds undergraduate research (with a faculty member) for junior and senior science majors.

NASA Grant for Education in Astronomy

In addition, two UH Hilo professors have been awarded a 3-year, $675,000 grant from NASA. Principal investigator Richard Crowe, professor of astronomy and physics, and Co-investigator Alice Kawakami, assistant professor of education, will manage the New Opportunities Through Minority Initiatives in Space Science (NOMISS) grant, the object of which is to increase educational opportunities for Hawai'i's students from kindergarten through undergraduate studies, while at the same time creating professional opportunities through partnerships with the observatories atop Mauna Kea.

Dr. Kawakami will work with K-12 teachers from both public and private schools to get students fired up about astronomy so that they are ready and excited when they enter high school. The cultural aspects of astronomy will be stressed in the programs in order to connect Hawaiian children with their heritage of celestial knowledge.

Meanwhile, Dr. Crowe will develop the undergraduate and scientific side of the project. He will also oversee the transfer of the Institute for Astronomy's 24-inch Air Force telescope to UH Hilo, to be used as an educational resource for astronomy curriculum and summer programs.

Both the Infrared Telescope Facility and the Northern Gemini Telescope support the NOMISS project. This grant will provide a new link—through the UH Hilo astronomy program—between the observatories and the community.

Connection and Collaboration

Partial funding has been secured for the $20 million Mauna Kea Astronomy Education Center, an interpretive and educational adjunct to the observatories of Mauna Kea to be located at the University Science and Technology Park. The project is a collaboration among NASA, W. M. Keck Observatory, Northern Gemini Telescope, the Institute for Astronomy, the Polynesian Voyaging Society, Bishop Museum, Space Grant College and others. The facility, to include exhibit space and a planetarium, will use advanced exhibit technology to present and interpret the discoveries of the Mauna Kea observatories.

Other links are being made as well. Dr. Keiichi Kodaira, former director of the National Astronomical Observatory of Japan, and his wife Uta gave the UH Hilo Canoe Club $18,000 for two new racing canoes. The Kodairas, both avid paddlers, made the gift to connect the astronomy community on Mauna Kea, the UH Hilo community, and the community at large. It's not unusual to see UH Hilo students, administrators, faculty and staff paddling out in Hilo Bay alongside scientists and technicians from the observatories.

Chapter Two
Educational Effectiveness

2.1 Introduction

Our primary mission--"to offer excellent undergraduate liberal arts and professional programs"– is one we share with many colleges. Like other mainly liberal arts institutions, we try to provide our students with "rigorous education in a caring, personalized atmosphere," and to "encourage student-faculty interaction and collaboration on research projects, and . . . 'hands-on' learning and leadership opportunities." In the multicultural and enlightened culture of contemporary America, colleges are expected to deal positively with diversity. We do that, too, and are blessed with a student body that is unusually diverse in ethnicity, age, and readiness for college-level study.

Those features that distinguish UH Hilo from other liberal arts colleges are set forth in our Strategic Plan. We are well along in the process of transformation from a liberal arts college to a comprehensive university, moving carefully into graduate programs and distance education. Our plan visualizes us becoming a university noted for using "the Big Island as a learning and research laboratory and for its academic quality in liberal arts, professional and agricultural programs." The plan calls for the University's academic programs to emphasize the study of Hawaiian and Pacific Cultures and the environment and to respond creatively to the educational and economic needs of the community. Our self study shows that the faculty of our three colleges and the staff of the Library, Office of Technology and Distance Learning, and Office of Student Affairs have been active in meeting these goals.

Our new General Education core, approved by the Board of Regents in summer 2000 and refined by the UH Hilo Congress in Spring 2001, raises important questions about how and to what extent we retain our liberal arts roots, about how we teach, and how well. Its arrival is well-timed, coinciding with a campus-wide movement for systematic student learning assessment. We can develop a plan to assess General Education from the outset.

In this chapter, we show the many ways in which we work to strengthen the quality education promised in our mission statement; to develop those gifts of culture and environment that make the institution unique and our programs valuable; to ensure continuing compliance with WASC standards; and to become an institution committed to continuous self-assessment and improvement.

2.2 Undergraduate Academic Programs

The University of Hawai`i at Hilo offers the Bachelor of Arts, Bachelor of Science, and Bachelor of Business Administration degrees in a variety of undergraduate majors and certificates. Figure 2.1 lists these. The University also has two post-baccalaureate programs that prepare students to qualify for licensing by the Hawai`i State Department of Education. It is gradually adding targeted graduate programs, presently offering the Master of Arts in Hawaiian Language and Literature and a Master of Education. The differences among these degrees and certificates are clearly stated and articulated in the General Catalog, which provides detailed descriptions of the structure of academic programs, degrees offered, and all major and graduation requirements.[1]

In the College of Agriculture, Forestry, and Natural Resource Management (CAFNRM), a student can earn the B.S. in any of seven areas of specialization: Agribusiness, Agroecology and Environmental Quality, Animal Science (subdivided into the Pre-Veterinary Curriculum and the Animal Production Curriculum), Aquaculture, Crop Protection, General Agriculture, and Tropical Horticulture. The mission of CAFNRM is "to provide quality education to prepare individuals for careers in agriculture or graduate study. The program blends comprehensive classroom instruction with practical, technology-based education . . . and graduates skilled agriculturalists who can further develop and promote agriculture in the state of Hawai`i" (*2000-2001 Catalog*, 49).

The College of Arts and Sciences (CAS) has 24 departments and offers the B.B.A., the B.S. in five fields, and the B.A. in 24, including six interdepartmental degrees. There are nine certificate programs as well. The mission of CAS is "to provide quality education in the liberal arts and sciences, as well as a select group of high quality professional and pre-professional programs . . . . The purpose of this traditional yet flexible liberal arts curriculum is to provide students with an opportunity to achieve a common basis for intellectual discourse so that they will be prepared to meet the demands of both profession and citizenship" (*2000-2001 Catalog*, 56).

Ka Haka `Ula O Ke`elik► lani College of Hawaiian Language (CHL), offers the B.A. in Hawaiian Studies with two options: Continuing the Culture, and Monitoring the Culture. Students can also choose to earn certificates in Hawaiian Language and in Basic Hawaiian Culture. In the college's Kahuawaiola Hawaiian Medium Teaching Certification Program, students can prepare to qualify for a teaching license issued by the State Department Education. The programs of study reflect the college's commitment to "the continued development of Hawaiian culture within a Hawaiian language context, and the monitoring of the direction of Hawaiian culture." The curriculum includes community interaction and classroom study directed toward "mastery of Hawaiian culture and its active use, particularly the Hawaiian language" (*2000-2001 Catalog*, 123).

[1] Standards 4.B.1,3; 4.H.10.

Figure 2.1 UH Hilo Degrees

	MA	BA	BBA	BS
College of Agriculture, Forestry and Natural Resource Management				
Agriculture				x
College of Arts and Sciences				
Anthropology		x		
Art		x		
Astronomy				x
Biology		x		x
Business Administration			x	
Chemistry		x		
Communication		x		
Computer Science				x
Economics		x		
Education	x			
English		x		
Geography		x		
Geology				x
History		x		
Japanese Studies		x		
Liberal Studies		x		
Linguistics		x		
Marine Science		x		
Mathematics		x		
Music		x		
Natural Sciences		x		
Nursing				x
Philosophy		x		
Physics		x		
Political Science		x		
Psychology		x		
Sociology		x		
College of Hawaiian Language				
Hawaiian Language and Literature	x			
Hawaiian Studies		x		

2.2.1 Recognition of Student Academic Excellence

The University recognizes student academic achievement in a number of ways. There are the traditional designations of Graduation with Honors at the December and May Commencements; the Dean's List, scholarships, and tuition waivers. The Athletics Department annually honors one male and one female athlete as Scholar-Athlete of the Year. Each semester CAS awards 43 CAS tuition waivers on the basis of academic performance, and 40 Pacific-Asian tuition waivers to outstanding students who are from that region or who have demonstrated a commitment to contribute to the region in their postgraduate careers.

The Honors Program offers enriched courses to students who have demonstrated exceptional motivation and academic promise. Among the considerations are overall academic record, SAT and other test scores, extracurricular activities, and work experience. The Honors Director invites entering freshmen with outstanding high school records to participate, and freshmen and sophomores with fewer than 45 college credits may apply to the Honors and Advisory Policy Committee for admission to the program. The program offers enriched and interdisciplinary Honors General Education courses and small group of one-on-one tutorials.

New graduates are recognized at special receptions such as those conducted by the CAS Nursing and Computer Science Departments and by the School of Business. Both the CHL Kahuawaiola Hawaiian Medium Teacher Education Program and the CAS Teacher Education Program honor their students with year-end ceremonies.

CAFNRM awards four of its annual tuition waivers to the freshman, sophomore, junior and senior with the highest GPA, and recognizes its Outstanding Senior Certificate and College Service Certificate in a May ceremony.

The most public celebratory event is CAS's annual Awards Convocation, held during the last week of classes in the spring semester. At the May 2001 convocation, CAS departments made 31 awards, presenting awardees with leis, certificates, and cash awards; these are listed in Figure 2.2.

2.2.2 The Island as a Learning Laboratory

While the university offers majors in such traditional disciplines as English, Philosophy, and Mathematics, it also features degree and certificate programs that focus on "the remarkable geographic features of Hawai`i as an island-learning laboratory" and cultures of the Pacific and Asia, for which Hawai`i serves as a geographic and commercial hub.

Figure 2.2. College of Arts and Science Departmental Awards 2000-2001

ANTHROPOLOGY	Outstanding Graduating Senior
ART	Annual Student Art Show Awards CAS Dean's Office Exhibition Series Honolulu Printmakers Association Award Annual Honolulu Printmakers Exhibition
BIOLOGY	Outstanding Graduating Senior Mae Mull Naturalist Award
BUSINESS ADMINISTRATION	Delta Sigma Pi Scholarship Key Business Administration Rising Senior Award Wall Street Journal Award Hawaii Island Chamber of Commerce Scholarship
CHEMISTRY	CRC Outstanding Freshman Chemistry Award
COMPUTER SCIENCE	Daniel G Fox Prize for Excellence in Computer Science Addison-Wesley Book Award for Outstanding First Year Computer Science Student
EDUCATION	Outstanding Elementary Teacher Candidate Outstanding Secondary Teacher Candidate
ENGLISH	Martin K. Doudna Memorial Scholarships Awards for Best Research Essay, Best Literary Analysis Essay, Best Creative Writing
GEOGRAPHY & ENVIRONMENTAL STUDIES	Geographer of the Year Captain Sir Richard Burton Award
GEOLOGY	Walther M. Barnard Geology Award
HONORS	Corona Honorum
MATHEMATICS	Outstanding Graduating Senior
NURSING	Dr. Hans & Clara Zimmerman Foundation Scholarship
POLITICAL SCIENCE	Outstanding Graduating Senior Outstanding Research Paper
PSYCHOLOGY	Outstanding Graduating Senior
WOMEN'S STUDIES	Award for Excellence in Research Yoko Okita Award

The College of Agriculture, Forestry, and Natural Resource Management draws on the tropical-subtropical island environment to provide students with material for classroom study and laboratory research. Forestry courses, for example, emphasize tropical aspects of ecology, forestry, and silviculture. In all areas of specialization, students gain field experience at the college's 110-acre agricultural farm laboratory in Pana`ewa and on trips to the island's numerous diversified agriculture and aquaculture enterprises.

The preservation, development, and monitoring of Hawaiian culture are the goals of Ka Haka `Ula O Ke`elik► lani College of Hawaiian Language. In addition to the B.A. and M.A. programs, the college includes a research and support division, the Hale Kuamo`o Center for Hawaiian Language and Culture through the Medium of Hawaiian, and the Kahuawaiola Hawaiian Medium Teaching Certification Program. In cooperation with the State Department of Education and the `Aha P► nana Leo, the college supports a Hawaiian immersion laboratory school program; the newest of the laboratory schools is N► wah► okalani`► pu`u, a model intermediate and high school where Hawaiian is the medium of instruction and communication, and the curriculum includes college preparation, environmental studies, and traditional Hawaiian agriculture.

In the *General Catalog*, several CAS programs refer in their mission statements to their use of the island as a learning laboratory, and/or offer a significant number of courses that draw on the island's natural resources:

- Astronomy: "emphasis on training in observational astronomy, thus building on the resources represented by the astronomical observatories atop Mauna Kea."
- Biology: "The Ecology, Evolution, and Conservation Track was created to take advantage of the Big Island's unique natural environment."
- English: "Literature on the Environment" course; occasional one-credit summer writing course on Midway Island.
- Geology: five courses on volcanology.
- Geography and Environmental Studies: "The Island of Hawai`i offers a setting of diverse natural and cultural environments ideal for geographic studies. Field excursions are an integral and enriching component of the student's geographic education at UH Hilo."
- Marine Science: "The Marine Science program . . . has been carefully designed to take full advantage of marine environments available for study on and around the island of Hawai`i. " (See "The Marine Science Story" on pages 84-86.)

Other programs focus on East Asian or Pacific cultures:

- Anthropology offers 13 upper-division courses in East Asian and Pacific cultures
- Art offers four art history courses are on the arts of Asia and the Pacific
- History offers eight upper-division courses in Asian and Pacific History.
- Japanese Studies offers "a program of significant multidisciplinary study in Japanese civilization centering on a core of language study."

- Pacific Island Studies "focuses on the Pacific as a complex region of island states and territories with common regional concerns and reviews the problems and prospects of Pacific Islands peoples in the contemporary world."
- Philosophy and Religious Studies offers six upper-division courses in Asian philosophy and religion.

2.2.3 Small Classes and Ready Access to Faculty

UH Hilo aspires to maintain "a caring, personalized atmosphere" for its students by maintaining small classes and encouraging faculty to be accessible to students. The most important and frequent contacts by far between teacher and student are those that occur in the classroom. Smaller classes, obviously, allow for more student participation in class discussions, and easier communication among classmates and between student and teacher. Over the past four school years, UH Hilo average class size has been about 16 in upper-division courses and 25 in lower division courses, with an overall average of 21. More impressive is UH Hilo's student/faculty ratio, which ranged between 12.9 and 13.2 between Fall 1996 and Spring 2000. In upper-division courses, the ratio ranged between 9.1 and 9.8.[2]

Table 2.1 Average Class Size and Student/Faculty Ratio
UH Hilo 1996-2000

UH Hilo: All Three Colleges	1996-97	1997-98	1998-99	1999-2000
AVG class size	22	21	20	21
LD	27	25	24	24
UD	16	16	15	16
Grad			9	9
Student/Faculty Ratio	14.2	12.9	13.0	13.2
LD	18.1	16.7	16.3	17.0
UD	9.8	9.1	9.3	9.3
Grad		2.9	6.7	7.5

Other indications of the university's emphasis on faculty accessibility to students include the following:

- In a student-designed Marketing Research Survey conducted in Fall 1998, the most frequent responses to an open-ended question asking students how they would "describe UH Hilo in three words" were *small, friendly*, *comfortable, affordable, multi-cultural, close*, and *diverse*.

[2] Fall Enrollment Report, UH Hilo, Fall 2000. Institutional Research Office, UH, October 2000.

- Full-time faculty must observe five hours per week in their offices for consultation and academic advising. Full-time and part-time faculty must post schedules showing their course and office hours at the beginning of each semester, and they are expected to be available to students as announced. Before division chairs and deans will approve faculty travel requests during the duty period, faculty must specify class plans and faculty supervisors for their classes in their absence.

- All advertisements for instructional faculty positions list "advising" as a primary responsibility.

- Of 412 graduating seniors surveyed, 76% reported having gotten to know three or more UH Hilo faculty well.[3]

- Most advertisements for instructional faculty include "demonstrated excellence in teaching" and "experience teaching in a multicultural setting" as minimum or desirable qualifications.

- In preparing their dossiers for personnel review, faculty are encouraged to describe such student-directed activities as advising, directed reading/directed studies courses and serving as faculty advisor of student organizations.

2.3 Student-Faculty Collaboration in Research

2.3.1 Special Programs

A number of programs have the explicit purpose of preparing students for research in graduate study and careers. These are focused on "the remarkable geographic and sociocultural features of Hawai`i as an island-learning laboratory."

The **Hale Kuamo`o Hawaiian Language Center**, staffed largely by faculty and students of Ka Haka `Ula O Ke`elik► lani College of Hawaiian Language, receives special funding from the State Legislature primarily to develop instructional materials for teachers in the state's Hawaiian Language Immersion Program, the first language immersion program in a Native American language in the U.S. Students also contribute to research on Hawaiian grammar and a monolingual Hawaiian dictionary.

Beginning in 1982, UH Hilo students regardless of major field of study, have been able to participate in the **Marine Option Program** (situated at the College of Arts and Sciences) under the direction of faculty in Geology, Biology, and Marine Science. These activities include snorkeling field trips, tide pool walks, diving workshops and

[3] *Graduating Senior Survey, [Compilation of] Spring 1999, Spring 2000, Fall 2000.*

checkouts; study on research vessels sponsored by Sea Grant Colleges, the National Science Foundation, and the National Oceanographic and Atmospheric Administration; and land-based field investigations and surveys of ocean life conducted in cooperation with the National Marine Fisheries Service. Students have presented reports at state MOP symposia, combined national meetings of the Minority Access to Research Careers and Minority Biomedical Research Support programs. Student membership averages over 200 annually.

An associated program, the **Kalakaua Marine Educational Center (KMEC)** supervises and coordinates the activities of the academic program in Marine Science, the Marine Science Summer Program, the QUEST (Quantitative Underwater Ecological Surveying Techniques) field training course, as well as the UH Hilo Marine Option Program. KMEC is headquartered at the UH Hilo campus, but operates and maintains a 53-foot catamaran and an 18-foot motorboat for training and near shore research, as well as having access to the scanning and transmission electron microscopes belonging to the Biology and Marine Science departments.

Since 1973, the federally funded UH Hilo **Minority Biomedical Research Support** (**MBRS)** Program has drawn together faculty from the Anthropology, Biology, Chemistry, and Psychology departments with students from such under represented ethnic minority groups as the Filipino, Hawaiian/part Hawaiian, Pacific Islander, Hispanic, Black, and Native American groups. Titles of the major current, multi-year MBRS research projects conducted by faculty and students are:

- Physiological Stress and Blood Pressure Among Filipino Immigrants
- Comparative Biology of Respiratory Tract Irritants
- X-Ray Study of Synthetic Dioxygen Carriers as Models of Oxyhemoproteins
- Genetic Dissection of Behavior in *Drosophila*

Students have presented papers at national MBRS symposia and co-presented at such national scholarly conferences as the American Association of Physical Anthropologists, the Human Biology Association, and the Animal Behavior Society. Students have co-authored papers with faculty in such journals as the *American Journal of Human Biology*, the *Journal of Zoology*, the *International Journal of Comparative Psychology*, *Ethology, the American Journal of Physical Anthropology*, and the *Journal of Herpetology*.

The MBRS Program maintains a small but appropriately equipped biochemical laboratory, as well as working space and equipment in the physical anthropology laboratory, and it draws on the laboratories of participating professors in Biology, Chemistry, and Psychology.

Beginning in the summer of 2001, UH Hilo will become a project site for NASA's **New Opportunities through Minority Initiatives in Space Science (NOMISS)**. Project leaders are two UH Hilo professors, one in Astronomy and one in Education. NOMISS is designed to develop programs and courses for teachers and students grades K

through 12, especially minorities, to inspire the study of space science that will eventually lead to undergraduate study of astronomy and use of Mauna Kea telescopes. The project includes paid internships for UH Hilo students specializing in astronomy. In the summer of 2001, two students are interning with the Gemini 8M Telescope Project and a third has been interning with the NASA Infrared Telescope Facility since March 2001.

The **Pacific Aquaculture & Coastal Resources Center (PACRC)** is presently being developed at a coastal site in Keaukaha adjacent to Hilo port facilities and at an inland site in Pana`ewa. PACRC is the result of the collaborative efforts of UH Hilo, the Sea Grant College Program, the Keaukaha Community Association, the County of Hawai`i, and the State of Hawai`i Aquaculture Development Program.

During the last year, seven students completed internships or directed work experiences, and twelve research and development projects used PACRC facilities. Projects have included developing aquaculture reference materials on CD-ROM, the quarantine of exotic shrimp, and research and training on cultivation of pearl oysters and ornamental fish.

Another development, **University Science and Technology Park**, promises to bring external researchers into some proximity to UH Hilo, to the benefit of faculty and students. The park was recently opened for development on the large tract of land to the west of the campus proper. It houses international scientific agencies from Canada, the United Kingdom, and Japan, among others, and will serve as a research center for astronomy, volcanology, space science, and agriculture.

2.3.2 Research in the Laboratory and the Field

At the CAFNRM, students work with faculty on research projects with practical applications in Hawai`i andthe Pacific area. The results of such projects regularly find their way into the practices of farmers and are often published by the college in the *Journal for Hawaiian and Pacific Agriculture* and to a somewhat lesser extent in national journals. Recently completed and ongoing projects include research on these topics:

- Small-scale aquaculture systems, including improved techniques for growing shrimp, sturgeon, black-lip pearls, and ornamental fish
- Effects of controlled environments on anthurium production
- Effects of hot water treatment on the shelf life of tropical cut flowers and foliage
- In vitro propagation and germplasm storage of anthurium plants
- Ecophysiology of tropical hardwoods and ohia
- Biological control of the Chinese rose beetle and of the white fly
- Development of a genetic transformation system for taro
- Effects of tree-species on soil fertility and sustainability in tropical tree plantations

- Management and production of hair sheep and swine in a wet, subtropical environment

CAFNRM course projects have led to publications; here are two recent examples:

- Students in Soils courses collected samples and performed analyses in research reported in several articles in the journal *Soil Science and Plant Analysis*. A student is a joint author of one of the articles.
- Students in the Tropical Silviculture course (For 350) assisted in collecting some of the data used in a paper to be presented at a Soil & Crop Science Society Conference in June 2001, on soil nutrient supply as influenced by *Eucalyptus*.

At CAS, student majors in the Biology Department's Ecology, Evolution, and Conservation Biology track participate in field activities including the use of instruments to measure environmental variables such as temperature, humidity, salinity, and oxygen content. Biological occurrences, such as the recent coqui frog invasion of the islands, are integrated into the curriculum so that students can observe directly the environmental impact of such events. In 2000, three students worked with a Biology professor on a study to be reported in an article in *Environmental Research*.

A Psychology professor has engaged a number of students in joint research projects which have resulted in presentations at regional or national conferences. Recent presentations by students and the professor were made at the Animal Behavior Meeting in Atlanta, Georgia in August 2000; and at the Western Psychological Meeting in Maui, Hawai`i in May 2001. All of these will be submitted for publication in the next six months.

A Business Administration major and professor have collaborated on a follow-up study of entrepreneurial intention among Computer Science and Business undergraduates in Ireland and the United States. They will present their findings at the Hawaii Conference on Business in June 2001.

Through the Center for the Study of Active Volcanoes, headquartered at UH Hilo, Geology majors have access to instruments and computers used for volcano monitoring, including Global Positioning System receivers, total field station and EDM instruments, precise leveling instruments, portable seismometers, and gas geochemical instruments. Geology students also have access to the department's electron microprobe and other state-of-the-art equipment.

2.3.3 Internships with External Agencies

Most internships are done as regular courses, and must go through the normal course approval process. Occasional internships can be offered as directed study courses. Here are some of the student internship programs in operation at UH Hilo:

- Psychology majors taking Psy 345 Practicum in Psychology: Field spend 6 hours a week working at one of many community agencies, including high school or middle school counseling centers (Waiakea High School and Hilo High School), Hawaii Behavioral Health, Veterans Affairs clinics, and Child Protective Services.

- Nursing students take 22 credit hours of practicum work as well as two capstone courses, NURS 457 and 457L, Advanced Health Care and Practicum. In 457-457L, pairs of students work with health agencies like the American Cancer Society and the Department of Public Health on projects of practical use to the community. (See "The NursingDepartment Case History" on pages 89-90.)

- A Marine Science major spent Spring 2001 at Shannon Point Marine Laboratory courtesy of the NSF-funded Minorities in Marine Science Undergraduate Program; the resulting paper was presented at the 2001 meeting of the Pacific Estuarine Research Society Conference and at the 2001 conference of the American Society of Limnology and Oceanography.

- UH Hilo faculty members from Aquaculture (CAFNRM), Marine Science (CAS) and Anthropology (CAS) as well as Student Affairs staff supervise UH Hilo student participation in the Micronesia and American Samoa Student Internship Program (MASSIP) and the UH Hawaiian Internship Program (UH-HIP). MASSIP is funded by the UH Sea Grant, the USDA Forest Service and partners in grants provided to the UH Sea Grant office located in Hilo. UH-HIP is funded by UH Sea Grant, U.S. Department of Agriculture Forest Service, U.S. Geological Survey Biological Division, The Nature Conservancy of Hawai`i, the Secretariat for Conservation Biology, and the host agencies.

  Between Summer 1997 and Summer 2001, MASSIP has sponsored a total of 24 UH Hilo student interns in American Samoa, the Marshall Islands, Palau, Kosrae, Yap, and Chuuk; hosts included local government agencies, the USDA Forest Service, USDA Natural Resource Conservation, and the Coral Reef Research Foundation. During the same period. UH-HIP has sponsored 25 internships on the islands of Oahu, Maui, and Hawai`i; host agencies included the U.S. Geological Survey, USDA Forest Service, Hawai`i Department of Land and Natural Resources, and the Hawaiian Islands Humpback Whale National Marine Sanctuary. In the future, MASSIP and UH-HIP internships will be based at the Pacific Aquaculture and Coastal Resources Center, and UH Hilo students, faculty and staff will continue to participate.

2.4 General Education[4]

Consistent with its primary mission, the university's goals for General Education have a strong liberal arts emphasis. These goals are stated in the *Catalog* and at the UH Hilo website.

> GOALS OF GENERAL EDUCATION[5]
>
> The General Education requirements are designed to provide balance and coherence to the baccalaureate, liberal arts education. General Education is conceived as providing a series of experiences which enable the student to become a broadly educated person, with the skills for continuing self-education. It is designed, specifically, to provide the liberal arts college student and graduate with the means to:
>
> 1 Think clearly and logically, communicate effectively, both orally and in writing; find, examine, and utilize information, and carry out fundamental numerical operations.
> 2 Gain knowledge of one's body and mind; understand how human societies develop and operate; learn about the natural world—its forces, principles and occupants; and develop a familiarity with the cultural heritage and contributions of world cultures including their art, music, literature, and science.
> 3. Develop an understanding and awareness of the principles, methods, and thought processes utilized in academic/intellectual inquiries.
> 4. Recognize and understand the interdependence between mankind's view of the biological and physical continuum and the development of culture, literature, and aesthetics.

For the purposes of this discussion, *General Education skills* are those specified in the first and third GE goals: "[To] think clearly and logically, communicate effectively, both orally and in writing; find, examine, and utilize information, and carry out fundamental numerical operations"; and "[To] develop an understanding and awareness of the principles, methods, and thought processes utilized in academic/intellectual inquiries."

[4] Standards 4.B.2, 4.B.4-7.

[5] The CAS Faculty Senate approved a modified statement of goals in Spring 2000; however, these have not been reviewed by the UH Hilo Congress, and the VCAA and Chair of the Congress agree that therefore the goals remain unchanged.

GE knowledge is defined in broad terms in the second and fourth GE goals, which bring together the fields of studies traditionally labeled the Humanities, the Natural Sciences, and the Social Sciences.

The present 40-credit General Education core was approved by the CAS Senate in May, 2000. In July of 2000, the UH Board of Regents approved in principle the request by the UH Hilo administration to implement the new GE plan for all its baccalaureate degrees, effective August 1, 2000. By March 2001, all three colleges had agreed to adopt the new program with modifications appropriate to their own missions, and the UH Hilo Congress passed the present campus-wide general education curriculum.

In addition to basic requirements in written communication, computational skills, and world cultures, the core includes requirements in the areas of Humanities, Social Sciences, and Natural Sciences. The rationale for the GE core of 40 credits in lower-division courses is that it provides students with a solid foundation for work in the respective disciplines. Thus, the courses which a student uses to satisfy General Education requirements must be at the lower division level. Once students have selected an academic major, they select GE courses in consultation with major advisors in order to maximize the coherence of their education.

Many programs at CAS and CAFNRM specify which lower-division courses in other disciplines—i.e., General Education courses—count as prerequisites for upper division courses in the major. The B.S. in Biology, for example, requires 65 GE credits; the B.S. in Geology, 67 to 69 GE credits; the B.S. in Nursing, 60 GE credits. In CAFNRM, a student will earn her degree with between 53 and 83 GE credits, depending upon the area of specialization.

The current UH Hilo General Education Core is displayed in Figure 2.2.

Figure 2.3. UH Hilo General Education Core

General Education Basic Requirements

1.English Composition Requirement (3 semester hours)

Eng 100, 100H, 100T or ESL 100

(All entering Freshmen, continuing or transfer students without English 100, and all students for whom English is not a native language must take the UH Hilo Writing Placement Examination.)

2. Quantitative Reasoning (3 semester hours)
Select from any Math course at the 100 or 200 level (except 199 or 299)

3. World Cultures (6 semester hours)
Select two courses from:
Agriculture: Ag 230
Anthropology: Anth 100, 170 (same as Mus 170)
English: Eng 253, 254
Geography: Geog 102
History: Hist 151, 152
KInd 240

General Education Area Requirements
4.Humanities Electives (9 semester hours)
Select from three different academic disciplines as listed below OR from two different academic disciplines plus one Interdisciplinary course which is eligible for Humanities credit.
Art
Communication
English
Hawaiian Studies and Indigenous Studies
Languages (*including Hawaiian and Indigenous*)
Linguistics
Performing Arts
Philosophy
Religious Studies
5. Social Sciences Electives (9 semester hours)
Select from three different academic disciplines as listed below OR from two different academic disciplines plus one Interdisciplinary course which is eligible for Social Sciences credit.
Anthropology
Business
Economics and Agricultural Economics
Geography
History
Political Science
Psychology
Sociology
Women's Studies
6. Natural Sciences Electives (10 semester hours, including 1 semester hour of laboratory)
Select from three different academic disciplines as listed below OR from two different academic disciplines plus one Interdisciplinary course which is eligible for Natural Sciences credit.
Agricultural Sciences (*Aquaculture, Animal Science, Horticulture, Food Science, Forestry, Plant Pathology, Soils)*
Astronomy
Biology
Chemistry
Computer Science and Engineering
Geology
Marine Science
Mathematics
Natural Science
Physics

2.4.1 General Education across the Curriculum

It is the University's position that the goals of General Education should be fostered in courses throughout the undergraduate curriculum, and not only in the core GE courses.[6]

A strong statement on this point is made by Ka Haka `Ula O Ke`elik► lani College of Hawaiian Language:

> Because our college uses Hawaiian as the medium of education in all upper division courses and all require writing, our program is especially strong in teaching students to communicate effectively in the Hawaiian language both orally and in writing.
>
> Because our college upper division courses are highly analytical, especially in the fields of linguistics and ethnomusicology, there is a strong focus on logical thinking and analysis.
>
> Because our college places much emphasis on the study and comparison of primary materials in the original language, students in our upper division courses learn to find and to critically examine and utilize information.
>
> Our student body is primarily of Hawaiian and Hawai`i origin, thus our program is focused on gaining knowledge about one's own body and mind as well as the culture with which students identify, a culture that has been poorly addressed elsewhere in their education. Our focus on a historical perspective toward Hawaiian culture and a comparative method of analysis with more commonly studied Western culture and multi-cultural Hawai`i provides students with a perspective on the world that is open to understanding other cultures and eras. Our focus on the artistic use of Hawaiian in literature, music, and dance provides student with intensive study of traditional Hawaiian beliefs regarding the natural world as well as the aesthetics of these art forms.
>
> The holistic nature of the study of Hawaiian culture based in original literary texts provides an interdependent view of humankind within a bound natural environment as expressed since primordial times into Hawai`i's historical period of rapid change[7].

2.4.2 GE Communication and Mathematical Skills

Some evidence that the General Education skills of written and oral communication and quantitative reasoning are promoted throughout the university curriculum, including

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[6] Standards 4.B.5, 4.B.6, 4.B.9. 6

7 Dr. Pila (William) Wilson, Professor of Hawaiian Language and Hawaiian Studies.

upper division and major courses, can be found in several sources. One is the Self Study Educational Programs Committee's Fall 2000 survey of 29 UH Hilo academic units concerning course requirements and program expectations; included are questions about communication and mathematical skills, but not critical thinking skills[8]. The Graduating Senior Surveys conducted in 1999 and 2000 provide additional data.

Reflecting on their academic careers, recent graduating seniors "feel their education . . . has been most effective in developing critical thinking, writing and oral communication skills," but that it has been "least effective in developing their mathematical abilities."[9] The academic unit survey supports this student assessment: both oral and written communication skills are fostered by almost all programs, while computational skills are essentially limited to programs in the sciences and business.

Most major programs require students to use oral communication skills in the form of oral presentations, group projects, and classroom debate. With the exception of Geography and Religious Studies, each program reported incorporating teaching oral communication skills as a part of their major curriculum. Generally, most of the upper division courses in each major at UH Hilo include oral presentations by students. Additionally, some of the 100-200-level courses also require oral presentations (e.g., AS 141, COMU 151, COMU 200, COMU 251; CS 215; PSY 214).

As evidenced by the 1999 survey of graduating seniors, 94 percent of students are satisfied with curriculum in terms of helping them to improve their oral communication skills (Special Report, 2000).[10]

The vast majority of programs emphasize written communication skills. Within every major except Chemistry and Performing Arts, a variety of upper division courses and some lower-level courses require course papers that assist students in developing writing skills. Most departments require far more writing than is stipulated in the general education requirement to complete three Writing Intensive courses. In most programs, virtually all upper division courses require writing assignments of at least five pages. Many upper division courses also require a research-based term paper of 15-25 pages. Among graduating seniors, 95 percent expressed a positive opinion about improvement in their writing skills at UH Hilo (Special Report, 2000).

The majority of undergraduate programs offer courses within their majors that require the development of quantitative data analysis skills within the context of learning a substantive area of the discipline. Overall, survey results show that our undergraduates

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7 The survey form and report are in App. 4.B of the Educational Programs Committee Report, May 2001.

9 Graduating Senior Survey, UH Hilo Office of the vice chancellor for Student Affairs, October 2000; analysis by Office of Institutional Research, Spring 2001.

10 Fall Enrollment Report, UH Hilo, Fall 2000. Institutional Research Office, UH, October 2000. Special Report: survey of Graduating Seniors. Spring 1999. Office of the vice chancellor for Student Affairs, UH Hilo & Office of the Vice President for Planning & Policy, UH. May 2000.

are significantly less satisfied with their training in mathematics than in other areas. Although most UH Hilo students express positive opinions about improvement in mathematical ability, 40 percent of graduating seniors rate the quality of their academic experience in this area as fair or poor (Special Report, 2000).

The fact that 40 percent of graduating seniors rated the category "improved mathematical ability" a rating of fair to poor might be reflective of the fact that only two quantitative courses were required by the old GE curriculum.[11] In a Fall 2000 survey conducted by the Self Study Assessment Committee, the Chairs of Geology, Chemistry, and Physics/Astronomy expressed strong support for a mandatory math placement test and prompt math remediation. As discussed elsewhere, the Mathematics Department has postponed requiring a mathematics placement test of all entering freshmen until there are sufficient resources to offer support courses to students who need them.

> **SUGGESTED ACTION:** The Mathematics Department should develop a measurable standard of mathematical knowledge that all graduates must attain. This standard should be approved by normal faculty governance procedures as part of the General Education requirements.

2.4.4 GE Skills in Critical Thinking and Information Gathering

In Spring 2001, the Self Study Assessment Committee funded a modest pilot study to determine how syllabus surveys might contribute to faculty understanding of how educational processes work at UH Hilo. The objective of the pilot survey was to learn how a syllabus survey might detail the extent to which and the manner in which GE skills were practiced and cultural diversity studied. Course goals, descriptions of assignments, grading policies, statements about academic honesty and teaching philosophy were reviewed. A total of 191 syllabi were examined from the CAS School of Business and three CAS divisions, covering the 2000-2001 academic year; of these, 119 were at the 300-400 level.

This preliminary study tends to confirm that in upper-division courses at CAS, written and oral communication skills are fostered widely, mathematical skills in very few. Quantitative skills were assumed or taught in 10.1 percent of the courses. Writing assignments (journals, reviews, case studies, summaries, response papers, biographical and autobiographical narratives, and research reports) were required in 77.3 percent of courses. Oral reports, group projects, seminar presentations, and performances were required in 58 percent.

The survey also suggests that skills in critical thinking and library/research/information retrieval are indeed promoted in a variety of forms in many upper-division courses:

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[11]The present GE curriculum requires only one quantitative course.

41. 2 percent required library research or field projects, while 64.7 percent emphasized analysis of theories, comparisons and applications of theories, problem-solving, and other variants. Most syllabi surveyed specified course goals and listed in at least broad terms the kinds of assignments expected.

As is often the case in such surveys, incidental findings were as valuable as the intended ones. All included statements of grading policies and the mandated statement that students with documented disabilities should identify themselves to the instructor and should contact the Student Support Services Program if additional help was needed. But the majority did not include detailed explanations of how the course linked to General Education knowledge or skills, what the course contributed to the curriculum or to the student's capacity for life-long learning, statements of policies regarding late papers and absences, or descriptions of major assignments, such as research reports and group presentations.

Plagiarism and academic honesty were not consistently treated in syllabi, although they might well be discussed in class or in written descriptions of assignments handed out later in the semester. As might be expected, plagiarism was defined and consequences were spelled out in every section of freshman composition and other English courses in which writing assignments were crucial.

One division and the School of Business collect syllabi with virtually complete consistency, one division less consistently, and one division (Natural Sciences) does not collect them at all. Syllabi for this last division were contributed by several faculty in the course of the survey. The results are therefore far from conclusive. The figure for mathematical skills is certainly lower than it should be because Natural Sciences is under-represented. And the figures for information retrieval and written communication might also be inflated: perhaps faculty who conscientiously turn in their syllabi are also more likely to give complex assignments.

Uniform standards should be observed for syllabi: a course syllabus is a contract between professor and student, should be referred to by both in the course of the semester, and is an important document in student grievance cases. Moreover, syllabi should be retained and made available for students as well as colleagues, for guidance in selecting courses, for questions that arise in transfer evaluations, and for orientation of new faculty.

For accreditation purposes, course syllabi are a ready and noninvasive source of data on teaching practices, the integration of campus and program goals in courses, and the pervasiveness of General Education skills and knowledge in the university curriculum.

> **SUGGESTED ACTION:** Department chairs and deans should maintain collections of current syllabi and a historical record of syllabi of courses not currently offered.

At the least, a syllabus should state course goals clearly; link course content to the goals of General Education and the program; state course policies regarding plagiarism, absences, late assignments, make-up work; and explain grading criteria and grading procedures, including how final grades will be determined.

A more thorough syllabus survey should be undertaken as part of General Education assessment, when more faculty from across the campus are preparing and submitting more complete and informative syllabi. One objective for a thorough survey is to investigate how upper-division courses foster in a cross-disciplinary manner the goals for GE knowledge that are traditionally linked to Humanities, Social Sciences, and Natural Sciences.

2.4.5 General Education Knowledge: Cultural Diversity

Most programs cultivate an appreciation of cultural diversity. (A list of Student Affairs diversity support programs begins on page 69 below.) GE Goal Two is that students should "develop a familiarity with the cultural heritage and contributions of world cultures including their art, music, literature, and science." The graduation requirement that students take at least one course in the cultures and/or environments of Hawai`i, Asia, and/or the Pacific is another indication of the commitment to cultural diversity.

Certificates are offered in a variety of interdisciplinary programs that study diversity and variation in culture, gender, and socioeconomic institutions and processes. These include Women's Studies, Pacific Islands Studies, Japanese Studies, and International Studies. The Department of English and the interdisciplinary Linguistics program are now working on a plan to share resources so that a certificate program in Teaching English as a Second Language can be offered.

The majority of UH Hilo programs offer courses that encourage the development of an understanding and appreciation of cultural diversity through at least one of the three common approaches to incorporating diversity issues into the curriculum:

1. Bringing attention to cultural diversity within the context of teaching a substantive course
2. Teaching courses that focus on cultural diversity
3. Presenting the contributions of various ethnic and national groups to the field

Although Goal Two acknowledges that the sciences as well as the arts and literature have benefited from diverse cultures, several departments--Animal Science, Biology, Chemistry, Computer Science, Geology, Mathematics and Physics and Astronomy--do not appear to offer courses that bring attention to issues of diversity. It may well be that at least some courses in these departments do recognize the contributions to science of women scientists and or non-Western, traditional cultures, or acknowledge the "interdependence between mankind's view of the biological and physical continuum

and the development of culture, literature, and aesthetics" (GE Goal Four).

The pilot syllabus survey found that both diversity in the sense of cultural diversity and in the broader sense of gender, race, ability, and sexual preference appeared in the syllabi of courses expressly designed to treat these themes, but not in syllabi of other courses. A future survey that includes informative syllabi from all departments might find that more faculty do in fact address diversity in their courses than the pilot survey suggests.

While most programs touch on cultural diversity, some programs focus directly on issues of cultural diversity: these are Agriculture, Anthropology, Communication, Linguistics, Nursing, Music, Philosophy, Political Science, Psychology, Religious Studies, and Sociology. Approximately half of UH Hilo programs also present contributions of various ethnic groups to the field.

As evidenced by the 1999 survey of graduating seniors, only 4 percent rate the quality of their educational experience in regards to increasing knowledge of other cultures as poor (Special Report, 2000). According to the Graduating Senior Survey, almost all CAS Humanities majors felt that their knowledge of other cultures was good to excellent compared to almost 85 percent of Social Science major; 67 percent of Business majors, and 63 percent of majors in the Natural Sciences.

Now that the new General Education plan is in place in all three colleges, the institution must develop a plan to assess its effectiveness and to promote the continued infusion of General Education skills and knowledge throughout the curriculum. The campus Academic Assessment Plan provides for the General Education Committee of the UH Hilo Congress to develop such a plan, drawing on its own resources and those of a campus Assessment Committee. A coordinator of General Education and Assessment may be appointed by the Vice chancellor for Academic Affairs to work with the GE Committee. The new Campus Assessment Plan, including its provisions for General Education Assessment, is discussed in section 2.11.1 below and is given in entirety in Appendix C.

> **SUGGESTED ACTION:** Coordination, evaluation, and assessment of the General Education Program must be directed in a manner that is central, campus-wide, and accountable.

The committee or individual so charged should begin by developing means of determining that GE core courses do in practice meet the criteria and rationale for general education courses; and that GE skills and knowledge are fostered in upper division and major courses as well as in lower-division courses. The committee or the coordinator must be given adequate resources to fulfill these responsibilities.

2.4.6 Writing Intensive Courses

Students work especially closely with instructors in Writing Intensive courses. To graduate from the College of Arts and Sciences, a student must complete three Writing Intensive courses, of which at least one must be upper division. WI courses are not graduation requirements at Ka Haka `Ula O Ke`elik► lani College of Hawaiian Language or at the College of Agriculture, Forestry, and Natural Resource Management; however, students are encouraged to take such courses.

WI courses are offered by most departments and interdisciplinary programs. Such courses employ a student-centered, process approach to writing, which assumes that writing can be used to promote learning, critical thinking, and retention of knowledge and understanding. In addition, students should become familiar with the writing modes and conventions in their major fields. Because of the frequency and intensity of interaction between faculty and students, enrollment in WI courses is limited to 20 students.

According to a survey conducted by the WI Coordinator, 587 WI courses have been offered since August 1995, when the Writing Intensive course requirements took effect. Each division and school at CAS has offered WI courses. Most disciplines have offered WI courses. Of the seven that have not, three are not degree programs (Dance, Engineering, Health and Physical Education), two others are performance programs (Art and Music), and one has become a major very recently (Astronomy, in 1998). The pilot syllabus survey suggests that many courses not designated as WI in fact would qualify on the basis of the quantity, nature and variety of required writing.

On the basis of the survey, the Coordinator makes three proposals to strengthen the WI program at UH Hilo:

- that an assessment plan for WI courses be developed and implemented;
- that faculty be actively recruited to teach WI courses; and
- that they be trained in effective WI teaching and assessment techniques; and that faculty be recognized and rewarded for teaching WI courses.

  SUGGESTED ACTION: The Writing Intensive Committee should continually recruit and train faculty to teach and assess WI courses in conjunction with assessment of General Education.

2.5 Other Academic Matters

2.5.1 Curricular Coherence, Progression, and Synthesis[12]

The Business Administration program, the Teacher Education Program, and Natural Sciences departments are rigorous in requiring specific prerequisites for advanced courses. The Business Administration curriculum follows the guidelines of the American Assembly of Collegiate Schools of Business, including the number of credits in areas other than business and the sequencing of courses from pre-business study through the senior year. Nursing students must master sufficient knowledge in Chemistry and Biology before they can safely move on to the applications of these disciplines in nursing practice.

Other programs maintain a simple two-level progression, limiting prerequisites to 300- and 400-level courses to a single introductory course or a combination of introductory courses in two or more disciplines. One Humanities department, English, has imposed a three-tier progression which goes into effect in AY 2001. The preference for simpler progression schemes appears to be the result of departments' attempts to cover General Education courses as well as major courses, while trying to ensure that students can complete GE, UH Hilo, and major courses within a four-year period.

Most CAS departments and CHL itself have four to six full-time faculty, and meeting all curricular responsibilities can be challenging. Upper division courses are usually offered over a two-year rotation. In some cases, however, students cannot meet program requirements through regularly scheduled courses. The early registration course schedule for Fall 2001, which was made available in April 2001, includes both the detailed course listing for the fall and a summary of courses to be offered in Spring 2002, so that students can plan their courses a year ahead. Henceforth, course schedules will follow this format.

As most departments update curriculum, they also weed out from the *General Catalog* those courses which have not been taught for several years and which are unlikely to be offered by current faculty. This practice ensures that students will find accurate and up-to-date information on departmental offerings in the catalog.

> **SUGGESTED ACTION:** Departments should continually review and revise their course offerings with the goal of improving curricular coherence and sequential progression of courses, and offering students opportunities to synthesize and apply what they have learned in the major program. Systematic and ongoing student learning assessment will aid in these efforts.
>
> **SUGGESTED ACTION:** Departments should continually update the catalog list of their own courses and their three-year course rotation document, offer

[12] Standards 4.A.4, 4.A.8, 4.A.9, 4.B.12.

major courses at a variety of times during the day, and infuse the goals of General Education throughout their curriculum.

2.5.2 Grading Standards

Faculty are expected to conform to general standards of fairness and objectivity. One element of the review of new course proposals is the requirement that the methods of evaluation to be used are clearly described and appropriate for the level of the course. At the level of specific course sections, every instructor is required to have a written syllabus that describes the evaluation standards and methods to be used for the course. The University's academic complaint policy provides a mechanism for students to register complaints about evaluation methods and standards that they are unable to resolve in person with the instructor.

Grade inflation has been noted as a continuing matter of concern at UH Hilo as well as nationally. Grade distribution data are distributed to deans and department chairs every semester. The modal grade given across the semesters since Fall 1996 at UH Hilo is an "A", and that the median grade is a "B." Mean grades reported have increased very slightly from 2.82 in the fall of 1996 to 2.91 in the spring semester of 2001. These mean grades are consistent with grades across the country.

The Self Study Educational Programs committee undertook a study of final grades and concluded that the phenomenon labeled as grade inflation reflects a number of factors[13]. If inflation is defined as "increasing average grade levels over time," then the evidence for the assertion that grade inflation exists is weak and mixed. This definition of inflation assumes that grades were awarded more "accurately" in the past, and that nothing has changed in the preparation and ability of the student body, and that faculty membership has not changed in composition or teaching methods. Since changes in both of these are ongoing, the actual differences observed could easily be attributed to either or both .

Moreover, UH Hilo has more stringent admissions standards today than it did seven years ago.[14] Rejection rates for first-time, first-year applicants was 40 percent for Fall 1999 and 37.5 percent for Fall 2000. In evaluating applications, SAT scores are used in combination with other, more predictive measures are used, in particular high school academic performance. Among freshmen enrolling at UH Hilo in Fall 2000, 87 percent were in the top half of their high school graduating class, 52 percent in the top quarter, and 19percent in the top 10percent[15].

Rather than examining "grade inflation" or grading practices per se, faculty could more fruitfully focus their attention on developing assessable student learning objectives for

[13] Data and analysis are presented in Appendix 4.I.3 of the Report of the Educational Effectiveness Committee, May 2001. The Self Study Educational Programs Committee conducted the analysis.
[14] The UH Hilo website details requirements: http://leka.uhh.hawaii.edu/uhhiloweb/stuserv/admissions.htm
[15] Figures provided by the vice chancellor for Student Affairs, June 2001.

major programs and for General Education, identifying appropriate measures for these, determining how well students are meeting these objectives, and working to improve student performance. In addition to increasing educational effectiveness, sound assessment should provide a rational foundation for examination and discussion of grading practices.

> **SUGGESTED ACTION:** Faculty should approach the issue of grading criteria and grading practices in the context of curricular goals and explicit statements of student learning outcomes.

At the campus level, the proposed standing Assessment Committee and/or the UH Hilo Congress might be the appropriate venue for sponsoring such discussions.

2.5.3 Placement Testing and Support Courses[16]

Entering students who are native speakers of English and have not completed a transferrable course equivalent to English 100 are required to take the Writing Placement Examination. Based on examination results, students are placed in English 100H - Expository Writing/Honors Section, English 100 - Expository Writing, or English 100T - Expository Writing with Tutorial Assistance for those students who need a bit of extra attention. Students who do not place in English 100H, English 100, English 100T, or ESL 100 are required to concurrently enroll at Hawai`i Community College to take the appropriate pre-100 level English course.

We have implemented a process for assessing the skills of all students who are nonnative speakers and who have either been admitted to UH Hilo or who lack the test scores necessary for admission. All non-native students entering UH Hilo for the first time are required to take the English Department's Writing Placement Test and the Michigan Test of English Language Proficiency. Students will then be advised early in registration week as to which English Language Institute (ELI) or English Department courses to take. The process will provide the ELI and the English Department with pre-test scores against which student progress can be measured, and which can help to validate our testing and placement procedures as well as the new admissions policy with respect to alternatives to Test of English as a Foreign Language scores. [17] (See "Support for Students from Other Cultures" on pages 86-87.)

The Mathematics Department is committed to continuing the option for students to take the mathematics placement test and is concerned that allowing students to enter courses in which they are unlikely to succeed has implications for retention as well as competency. The department received funds from the VCAA's Assessment Grants that will be used to continue to fund expenses associated with testing, such as site licensing fees. The Mathematics Department expects to make the mathematics placement exam a

[16] Standard 1.B.1.
[17] 2000-2001College Catalog, "Participation in Assessment Efforts," p. 36.

pre-requisite for Math 104, 104F, 104G, and 205 (the pre-calculus and calculus courses), effective Fall 2002. The General Advising Coordinator and Math faculty are working on this initiative.

> **SUGGESTED ACTION:** All entering freshmen should be required to take the Mathematics Placement Examination. Alternatively, all students planning to major in Business Administration or one of the Natural Sciences should be required to take the Mathematics Placement Examination.
>
> **SUGGESTED ACTION:** Students who do not place in a 100-level mathematics class should be required to satisfy pre-100 level inadequacies and successfully complete the Placement Examination before enrolling in 100-level math courses.
>
> **SUGGESTED ACTION:** Students should be guaranteed alternative means of acquiring needed math skills: computer-based instruction and tutoring should be offered as well as remedial courses.

2.5.4 Directed Reading Courses[18]

Individualized courses, known as directed study/directed reading courses (variable-credit courses numbered 299, 399, or 499) enable each student to work with an instructor in a course of reading and study which meets his or her own special interests or needs. Students can enroll for up to 12 credits in directed reading coursework during their academic career.

Together, student and professor complete a contract defining the study topic, specification of the work to be done and materials to be read, credit to be given, type and frequency of faculty-student contact, and a statement of the evaluative criteria to be used by the faculty member. In addition, the department must review and approve each directed reading course contract.[19]

At the junior and senior levels, such courses are occasionally used to enable a student to complete major requirements when the required course or courses cannot be offered during the semester or year when the student can take it. This is resorted to when departments have one or more faculty on sabbatical leave and/or have administrative duties involving reassigned time.[20]

Figures indicate the importance of 300-400-level directed reading/directed study courses: 314 such courses were recorded in 1996-1997, 261 in 1997-1998, 275 in 1998-1999, 279 in 1999-2000, and 269 in 2000-2001

[18] Data from UH Hilo Records Office, 6/3/2001
[19] Standard 4.I.2.
[20] Standard 4.A.9.

2.6 Contributions of Academic Departments to Student Retention

Chapter Three of this report reviews campus-wide efforts to improve retention, in particular those of Student Affairs. Program changes are being taken for primarily academic reasons which might also increase student retention.

- In Spring 2001, the vice chancellor for Academic Affairs established the practice by which all academic departments will publish three-year rotations of classes so students can know in advance how to plan their long range schedules and graduate. In addition, the fall course schedule will publish a synopsis of courses to be offered by departments in the spring, thus aiding in the scheduling, advising, and planning process. The course schedule for Fall 2001, published in April 2001, includes the Spring 2002 synopsis.
- All principal investigators of grants processed through the vice chancellor for Academic Affairs are asked to write funds to include undergraduate students in their research.
- Admissions standards have been reviewed to assess student success, and findings shared with the Admissions Committee of the CAS Faculty Senate. On the basis of such review, admissions standards have been evaluated and have been reaffirmed or changed. For example, the CAS Senate and dean approved a faculty Admissions Committee proposal for an adjustment to the admissions requirement in April 1999 eliminating the minimum verbal and math score on the SAT provided that students' high school GPA in college preparatory courses is at least 3.0. (Other factors may also be considered, such as rank in class, strength of high school curriculum, recommendations, and extracurricular activities.) This decision was based on multiple regression analysis using high school performance variables of GPA, verbal, and math success to predict college GPA. The category of "provisional admission," which was based on SAT scores, no longer exists.[21]
- Individual departments are adapting their curriculum to new research emphases and new career fields. For example, CAFNRM has added a specialization in Agroecology and Environmental Quality; English now offers majors both a Writing track and a Literature track; and Biology now has two B.A. options, the Cell and Molecular track and the Ecology, Evolution, and Conservation track.
- The School of Business is actively seeking to become the second institution of higher learning in Hawai`i to receive accreditation by the AACSB (American Assembly of Collegiate Schools of Business-The International Association for Management Education). The prestige of AACSB accreditation would make the UH Hilo School of Business more attractive to students heading for business careers and graduate school in business.
- The Education Department is accredited by the State; the commission is closely associated with NCATE (National Commission on Accreditation of Teacher Education) and now shares its standards. Preparation for state accreditation

[21] Admissions requirements are listed at http://leka.uhh.hawaii.edu/uhhiloweb/stuserv/admissions.htm.

review will strengthen department processes, and such accreditation attracts students to the Teacher Education Program and the Master of Education program.

- Sociology is continuing its successful Career Opportunities Seminar for Sociology majors.
- History is strengthening its History Club to allow students to interact with faculty outside of a formal classroom.
- Business has conducted several retention studies focused on business majors. They have held focus groups with high risk students and an active retention committee has made recommendations that have been implemented to enhance the retention of students in the School of Business.
- Math has installed instructional and testing software in the Math Learning Laboratory and has instituted tutoring to assist students having problems with Mathematics. In the 2000-2001 academic year, the Mathematics Department instituted an optional Math placement test to assure that students are placed in correct Math sections upon their arrival at UH Hilo. This step was taken after departmental research showed that many students were not academically prepared for the level of classes in which they were being placed. The department has since received a grant from the Assessment Committee to purchase licenses for Compass Math placement tests along with supporting materials and equipment.
- Geology has streamlined its course sequence to address the needs of transfer students that in the past has been a retention issue. Additional field experiences of also been added to the pedagogy of Geology.
- English Department faculty are communicating with their counterparts in several community colleges in Pacific nations with the goal of improving the English skills of students who transfer to UH Hilo.

2.7 Graduate Programs

UH Hilo is moving carefully into graduate programs, selecting those that most directly serve the mission of the University and the regional needs of the community. Two master's degree programs are in place: the Master of Arts in Hawaiian Language and Literature, and the Master of Education. Two more, the Master of Science in Counseling Psychology and the Master of Arts in China-US Relations, are in the review and approval process as of June 2001.

2.7.1 Master of Arts in Hawaiian Language and Literature

UH Hilo's first master's program was the Master of Arts in Hawaiian Language and Literature, approved by the Board of Regents and by WASC in 1998, and designed for in-service teachers and professionals. Because this is also the nation's first graduate degree in the study of an aboriginal language, the program serves as a model for other

groups seeking to develop undergraduate and graduate programs in the indigenous languages of their regions. As such, CHL has attracted many visitors, particularly from Native American and Pacific Island communities.

Most of the graduates will become (or remain) teachers in Hawaiian language immersion schools or be involved in government or agency work with Hawaiian communities. The degree program is primarily professional , but includes a strong research component: the study of primary texts in the language is central to the curriculum. The program draws on the University's major holdings in nineteenth-century Hawaiian texts and on oral materials provided by *kupuna*, community elders who embody the oral traditions of the culture. Students can choose between a thesis curriculum (33 semester hours) and a non-thesis curriculum (36 semester hours).

Having passed a rigorous examination in Hawaiian culture and met the other admissions requirements, including an earned bachelor's degree, the first cohort of nine students started in Fall 1998. All of the students are also working full time at Kamehameha Schools, the State Department of Education, or UH Hilo. Some of the cohort will complete their degrees in Fall 2001; more will do so in Spring 2002. The second cohort will start in Fall 2001.

The college and the graduate program receive fifty percent of their funding from the Office of Hawaiian Affairs (OHA), and the balance from UH Hilo. The five-year OHA contract is up for review in 2003; that same year marks the end of the graduate program's five-year probation, when it will be reviewed by the UH system. College faculty expect that four or five students in the first cohort will have completed their M.A. by then.

The graduate program is one of the college's major educational undertakings. The college is a pioneer in graduate programs, in teacher training, in research using primary texts, and in the monitoring and preservation of the Hawaiian language and culture. Hale Kuamo`o Center for Hawaiian Language and Culture Through the Medium of Hawaiian, develops textbooks and other teaching materials.

The rigorous Hawaiian Medium Teaching Program, Kahuawaiola, accepts students who have earned a bachelor's degree, and helps them to qualify for teaching licensure by the State of Hawaii. Students complete the program in two semesters and one summer and complete a combination of 400- and 600-level courses. There were ten students in the first cohort; none has left the program. The next cohort, for Fall 2001, will also include ten students.

Two of the college's full-time faculty have doctorates, one in ethnomusicology and the other in linguistics. An adjunct faculty has a doctorate in anthropology. There is, in short, a shortage of graduate faculty. Three of the full-time faculty have master's degrees; one has a bachelor's degree. Lecturers teach many of the lower-division courses.

SUGGESTED ACTION: Ka Haka `Ula O Ke`elik► lani should encourage faculty, full-time as well as lecturers, to earn graduate degrees.

2.7.2 Master of Education

The second of UH Hilo's graduate programs, the Master of Education, was approved by the Board of Regents and WASC in 1999. The M.Ed. replaced the Professional Certificate program. It responds to the needs of the local education community, which previously relied upon sporadic delivery of the M.Ed. by commuting faculty of the College of Education at UH M► noa. Admission to the program requires, among other qualifications, a baccalaureate degree and "evidence of eligibility for the Basic License to Teach as defined by the UH Hilo Education Department." The thirty-three credits required for the degree are spread over five semesters and two summers, accommodating the full-time teaching careers of the candidates.

The first cohort of 22 students began the program in Fall 2000; a second cohort will begin when demand is sufficient. This is an auspicious time for the program: the new contract between the State of Hawai`i and the public school teachers' union gives pay hikes to teachers who have earned graduate degrees.

The M.Ed. is a generalist, non-thesis program with a professional emphasis. In place of a thesis or comprehensive examination, candidates design, research, prepare, and present the results as a "cumulative experience."

Current faculty also maintain a post-baccalaureate Teacher Education Program and a set of undergraduate prerequisite courses. Using a cohort format, the TEP takes students preparing for elementary or secondary education through an intensive and challenging program of pedagogical theory and methodology, student observation, and student teaching in Hawai`i Island schools. Students must complete 36 credits within two semesters. All students must complete bachelor's degrees in other majors, and all must pass the basic skills Praxis exams at levels set by the State Department of Education. Students normally begin to prepare for application to the elementary education cohort of the TEP by their sophomore year in college, for there are specific course requirements in other departments as well as three 300-level Education courses. It is strongly recommended that students aiming for the secondary education cohort pass a standardized Praxis exam in their areas as well as completing prerequisite courses.

Teacher education programs in the state of Hawai`i are turning out graduates at a third of the rate necessary to keep classes adequately staffed; moreover, favorable teaching conditions and salaries are drawing our future teachers to other states. Recognizing the need to do better by our teacher education programs, the State Legislature has recently provided two additional tenure-track lines to the department, with an eye to both the graduate program and teacher preparation in two high-demand fields, Special

Education and Math/Science. The latest hire, in Special Education, brings experience teaching at the graduate level and is an important addition to the faculty, bringing to six the number of full-time Graduate Faculty available to teach the M.Ed. courses.

2.7.3 Proposed: Master of Science in Counseling Psychology

The proposed M.S. in Counseling Psychology is directed at training professionals to deal with some of the most severe and longstanding of the problems of Hawai`i County: high unemployment, spousal and child abuse, drug abuse, and emotional distress, consequences of the island's chronically depressed economy. The program will offer two tracks, family counseling and school counseling, and is designed to meet national accreditation standards in counseling psychology.

The proposal was enthusiastically received by the UH system Graduate Council and is now awaiting Board of Regents and WASC review. Assuming approval, the first cohort will start in Fall 2002.

The Psychology Department has a cadre of qualified faculty; in addition, UH Hilo has committed to hiring three or four new Psychology faculty at junior and senior rank who will be qualified for graduate faculty status. One of the hires will serve as graduate program director.

2.7.4 Proposed: Master of Arts in China-US Relations

The M.A. in China-US Relations has been many years in the making, and a revised proposal has now reached the UH system Graduate Council. It has passed subcommittee review, and the council is expected to make its recommendation in Fall 2001. If the proposal passes the Board of Regents, the UH president, and WASC, the first cohort will begin in Fall 2002.

The proposed program is associated with the development of a China-US Center, a complex of seminar and conference facilities, shops, and dormitories to be built adjacent to the UH Hilo campus. It also represents promise of better relations between the two Chinas, brokered by Hawai`i. It builds on existing summer programs linking UH Hilo, Peking University, and Taiwan University. Both the center and the degree program will be largely funded by private firms in Taiwan, while the architect of the center is from the People's Republic of China.

Featuring different aspects of the two cultures and their relationships, the program is interdisciplinary and modeled on the East-West Center at UH M► noa. It will enroll students from Taiwan, the People's Republic of China, the US, and other nations who will study together and share living space and perspectives. Students can also study at UH Hilo's English Language Institute. A director will be hired at the rank of professor,

and many courses will be taught by visiting professors from the People's Republic of China, Taiwan, and the US.

The Strategic Plans of both the UH system and UH Hilo call for service to students from "nations in the Asian/Pacific region." The graduate program in China-US Relations also links UH Hilo with local and mainland Chinese communities: Chinese laborers were among the earliest non-natives to settle in Hawai`i, and the history of Chinese on the mainland is emblematic of the histories of many immigrant groups in the US.

2.8 Faculty

In Fall 2000, UH Hilo employed 161 instructional faculty members (156.4 FTE) and 46 lecturers. Since the 1994 WASC site visit, the FTE instructional faculty has increased by 13 percent, while the number (headcount) of lecturers has decreased by 46 percent. Of fulltime, tenure-track faculty, 89.6 percent have doctorates, as do 20.8 percent of instructors (nontenureable full-time faculty), 24.6 percent of lecturers (adjuncts), and 22.2 percent of non-instructional faculty (librarians and Student Affairs specialists). All full-time faculty, as well as administrators and full-time staff, are listed in the *Catalog* and the college *Directory*. Titles of faculty, including professorial rank, "instructor," and "lecturer," are generally stated on the door cards of all faculty. [22]

The doctorate is required of all new tenure-track hires. In addition, the University draws on the teaching expertise of scientists and other experts in the community, so that a substantial number of lecturers have doctorates.

Fulltime faculty are expected to teach, advise students, conduct research and other scholarly or creative activities, and participate in departmental and university governance. Faculty advising is discussed in sections 2.7.3, 2.7.4, and 2.9.1; research and scholarship in sections 2.3 and 2.7.5; and service in section 2.7.6.

2.8.1 Faculty Peer Review

Faculty members are judged on their performance in the three areas of teaching, research, and service during the annual contract renewal procedures (each of the first four years), the application for tenure and promotion to the rank of associate professor (in the fifth year), the application for promotion to the rank of full professor (five or more years after the previous promotion), and the post-tenure review process (every five years). Expectations are specified for CAS faculty in personnel review instructions and in the *Faculty Handbook*, available in both hardcopy and CD ROM; and for CAFNRM on CD ROM. Until CHL develops its own faculty handbook, it continues to use the

[22] Standard 1.C.5.

procedures outlined in the CAS handbook as the basis for its personnel review. The CAS *Faculty Handbook* was most recently updated in 1999, and a new edition will be distributed in Fall 2001.[23]

To receive promotion and tenure, CAS and CHL faculty are expected to demonstrate excellence in teaching and in either research or service, and competence in the third area. At CAFNRM, the three areas are given equal importance. Entering faculty members' progress in these areas is monitored via annual contract reviews within the appropriate college. Within each faculty member's appropriate unit, these reviews are undertaken by the appropriate personnel committee and the dean. In the fifth year of employment, faculty apply for tenure and promotion to the rank of associate professor.

At CAS, application documents are reviewed by the Personnel Committee of each faculty member's division or school, the college-wide Tenure and Promotion Review Committee (constituted each year), the CAS dean, the vice chancellor for Academic Affairs (VCAA), and the chancellor who makes the final recommendation to the Board of Regents. CHL and CAFNRM have college personnel committees, with committees for tenure and promotion review constituted as needed.

Faculty members seeking promotion to the rank of full professor undergo the same procedures as those seeking promotion to the rank of associate professor. Tenured faculty undergo post-tenure review by their departments every five years. Implementation of this remediation plan is monitored over three years by the vice chancellor of Academic Affairs.

2.8.2 Recognition for Outstanding Teaching

Teaching excellence is recognized through annual teaching awards announced at the May Commencement ceremony. The Board of Regents Award for Excellence in Teaching goes to a tenured or tenureable faculty at UH Hilo and carries a cash award, a medal, and a place on a permanent plaque. The UH Hilo Chancellor's Award for Excellence in Teaching goes to an instructor or lecturer; the awardee receives a certificate, a medal, and a place on a permanent plaque. The Francis Davis Award for Excellence in Teaching goes to a junior tenure-track faculty; it is awarded at UH Hilo in alternating years. Faculty are nominated by colleagues and students and are judged on the basis of portfolios solicited by the UH Hilo Committee on Teaching Excellence.

What counts as excellence in teaching? At CAS, expectations vary from division to division. In the Humanities Division, faculty may document teaching excellence with course evaluations, reports from colleagues, syllabi and sample assignments, and examples of student work. In the School of Business and the Divisions of Social Sciences and Natural Sciences, considerable emphasis is placed on collaborative research projects

[23] Standards 5.B.1-9.

between faculty and students, performance in standardized national examinations as well as on course evaluations.

While faculty cannot, by union contract, be required to submit teaching evaluations for personnel review, virtually all CAS and CHL faculty, tenured and non-tenured, full-time and lecturers, do have students complete the CAS Perceived Teaching Effectiveness Test in the rating scale format or the written critique format. The former is standardized, and each faculty member receives evaluation reports with their own ratings for each item and division norms. The latter form elicits written open-ended comments from students; both instructors and reviewers often find these evaluations much more informative than the standardized forms. However, it is generally recognized that the rating scale form of the PTET does little to help instructors to improve their teaching, and that it elicits inflated ratings. The CAS forms were last revised in 1992.

The evaluation form for CAFNRM combines rating scales with space for students to write comments. The items are focused on specific and modifiable teaching behaviors, for example "returning examinations and other graded papers promptly and with written comments." The evaluation form reinforces effective teaching styles and strategies.

UH Hilo's move towards campus-wide competence in assessment should generate a more appropriate instrument for CAS, or replace some of the items with more meaningful indicators. In addition, teaching effectiveness of each instructor should be documented by a variety of measures. Teaching portfolios have been shown to encourage faculty to reflect on their teaching, to use student feedback to modify teaching strategies and materials, and to plan courses more carefully. They also provide reviewers with multiple forms of evidence of candidates' teaching effectiveness, including statements of teaching philosophy, samples of student work, representative assignments, detailed syllabi, descriptions of teaching innovations and new courses, reports of colleague observations of classroom teaching, and/or formative and summative student evaluations[24].

> **SUGGESTED ACTION:** The CAS Perceived Teaching Effectiveness [Rating] Form should be reviewed from the perspective of current teaching research and revised so that specific, effective teaching strategies are encouraged.
>
> **SUGGESTED ACTION:** In addition to course evaluation forms, departments should consider the use of teaching portfolios and other multiple indicators of teaching effectiveness.
>
> **SUGGESTED ACTION:** In their personnel reviews, departments and colleges

[24] Many sources; one is Froh, R.C., P.J. Gray, and L.M. Lambert, "Representing Faculty Work: The Teaching Portfolio," in R. M. Diamond and B.E. Adams (eds.), *Recognizing Faculty Work: Reward Systems for the Year 2000* (San Francisco, Jossey-Bass, 1993), 97-110.

should recognize the value of research in pedagogy and specify criteria by which excellence in teaching can be measured.

2.8.3 Workshops, Training, and Other Instructional Support

New faculty receive a warm and informative welcome. The Office of the Dean of CAS has held a series of orientation sessions for new faculty every fall for some years. At these meetings they are introduced to key people from all campus units; learn about campus policies and resources, faculty and student rights and responsibilities, General Education and advising, and the personnel review process, and are in general made to feel part of a productive and friendly community. The Library holds a reception each August for new faculty and their division chairs and deans.

Instructional workshops are conducted at intervals to orient faculty on the use of multi-media systems. Week-long faculty training institutes on the use of WebCT have been conducted in Honolulu for some years; since Spring 2001, abbreviated workshops are also being offered at each campus. These sessions are funded by the UH System through Information Technology Services. These WebCT training sessions have contributed to yearly increases in the numbers of web-enhanced courses.

In addition to Web training, faculty would benefit from a permanent on-campus mechanism to improve classroom instruction *per se*. Not only new faculty but also experienced faculty would benefit from regularly scheduled workshops on such important strategies as "the seven principles for good practice in undergraduate education," classroom assessment, development of student portfolios, informal writing assignments to promote learning and discovery, effective means of teaching critical reading.

> **SUGGESTED ACTION:** A Teaching Excellence committee should be established to arrange teaching workshops, identify model teachers and promote one-on-one mentoring to improve the pedagogy of individual faculty, and develop more effective methods of assessing teaching effectiveness.

Committee members might be previous recipients of the awards for excellence in teaching. The UH Hilo Congress would be an appropriate locus of such a committee.

2.8.4 Curriculum Development and Review and Other Academic Processes[25]

Curriculum planning is initiated by program faculty. Each program is charged with the responsibility for continuous review of its program offerings, and may propose changes to the program structure, course content, or course offerings at any time. Once approved by program faculty, proposed changes are forwarded through the administrative heads of the unit to the academic senates of the respective colleges, where the senate

[25] Standards 4.F.3, 4.F.6.

curriculum review committee evaluates it and recommends action to the full senate, which votes on the change. The dean of the college reviews, and passes approved requests to the vice chancellor for Academic Affairs has final approval for course and program changes. New programs require additional review and approval by the vice chancellor for Academic Affairs, the chancellor, and the Board of Regents.

Course and program changes, additions, and deletions are published in the annual revisions of the UH Hilo *Catalog*, and posted on the UH Hilo website. Additionally, advising fliers are prepared for distribution to all faculty advisers when the change is likely to affect students outside of a single program, as in the case of revisions to the general education curricular requirements.

The decisions made by the various deliberative bodies have always used program quality and resulting student welfare as their primary objectives in decision-making. Because systematic assessment has not yet been adopted by most departments, program quality has been defined in such terms as curricular coherence and transparency, and growth in numbers of majors and students served in General Education course.

2.8.5 Research and Scholarship

To model intellectual commitment and scholarly and creative productivity for their students, faculty must be active researchers, scholars, and creative artists[26]. Table 2.2 suggests the level of scholarly and creative activity among our faculty; it should be noted that in the AY 2000-2001, faculty extramural grants totaled $14.2 million.

Major changes have taken place in research administration and research support at the University of Hawai'i at Hilo recently. As of July 2000 the campus was given considerable autonomy over the administration of its own grants. Previously, all grants were administered by the University of Hawai'i system Office of Research Services, located on the UH Manoa campus. A branch office of the Research Corporation of the University of Hawai'i (RCUH) was opened on the UH Hilo campus during Spring 2000. This branch office of the Research Corporation has the announced purposes of assisting faculty in developing and writing grants, administering grants that have been awarded, and providing information for faculty about opportunities for research funding.

[26] Standard 5.A.4.

Table 2.2 Research/Scholarly/Creative Activity 1999-2000[27]

- Articles in refereed journals or book chapters: 105
- Presentations at professional meetings: 165, nearly all national or international
- Creative performances by faculty: 25
- Art exhibits: 32
- Extramural funding: approximately $6.0 million total, from a total of 71 grants and awards. These include grants from the National Institutes of Health, National Science Foundation, National Endowment for the Humanities, and the National Aeronautic and Space Administration
- Intramural funding: numerous seed money research and travel grants from the UH Hilo Research Council and the vice chancellor for Academic Affairs, using part of overhead funds from extramural grants
- Additional activities: numerous commissioned technical and consulting reports, ranging in scope from economics to geology; service on editorial boards of scholarly journals and elective offices in professional associations

In Fall 2000 a faculty member was appointed UH Hilo Research Coordinator and has worked with the vice chancellor for academic affairs to establish a UH Hilo Research Council, consisting of the coordinator and seven representatives of the four divisions of the College of Arts and Sciences, the two other colleges, and non-academic units.

The UH Hilo Research Council administers funding of research and other scholarly endeavors of faculty and professional staff. One program provides funds for travel to professional meetings. A second supports seed money grants and allows faculty to establish research programs that will eventually be competitive for extramural funding. A third program supports scholarly work in areas in which little extramural funding is normally available, such as English and Philosophy. The Council is also considering other programs, such as equipment matching awards and a bridge program for faculty who may have temporarily lost extramural funding but are likely to be refunded. We expect that these changes will encourage greater research activity among a greater number of faculty across the campus, as well as increase such activity among those whose research is already supported by extramural grants.

As members of the University of Hawai`i system, UH Hilo faculty are party to all commitments made by the University regarding the integrity and independence of research[28]. These include:

- U.S. Department of Health and Human Services regulations involving human and animal subjects in research and training activities. The University has formed the

[27] [27] Calculated from information in the *UH Hilo Annual Report 1999-2000.*

[28] Standards 4.D.1-6.

Committee on Human Subjects administered through the Office of Research Administration. The Committee is responsible for safeguarding the rights and welfare of humans involved in all research projects and training programs.[29]

- The National Institutes of Health regulations involving animals in research as suggested by *Guide for the Care and Use of Laboratory Animals* (NIH Publication No.85-23). The University also complies with the U.S. Department of Agriculture Animal Welfare Act (Public Law #89-544). The UH Hilo animal care policy is in compliance with the University-wide policy set and administered by the Animal Care and Use Advisory Committee, and the Vice President for Research and Graduate Division. Any proposals for vertebrate use in research must be reviewed and approved by the Animal Care and Use Advisory Committee.

- Patent and copyright policy as specified in Title 20, Ch. 3 of the Hawai`i Administrative Rules and Exec. Policy E5.500, "Administration of the Patent and Copyright Policy."

- The University of Hawaii's computing and data communication services adequately ensure security and privacy of data developed by faculty and students.

2.8.6 Community Service[30]

UH Hilo faculty model good citizenship for their students by providing professional expertise to the larger community of the Hawai`i Island and the state through a variety of activities:

- Faculty provide leadership in cultural, professional and business organizations, such as the Hawai`i Island Junior Achievement, Hawai`i Federal and State Employee Federal Credit Union, Hawaii Concert Society, Hawaii Literary Arts Council, Small Business Institute, Hawai`i Accounting Professional Association, Hilo Medical Center Ethics Committee, Western Regional Fishery Management Council, Big Island Recreation Tourism Association, Hawai`i Island Council International Reading Association, County Prosecutor's Office, Pacific Tsunami Museum, East Hawai`i Cultural Center, Lyman House Museum, Hawai`i Island Rural Health Association, Hawaiian Culture Advisory Committee for the Mauna Kea Science Reserve.
- Volunteer experts serve as judges and coordinators for local competitions, such as the Hawai`i District Science and Engineering Fair, Department of Education Annual Creative Arts Competitions, and the Math League.
- Faculty serve as guest speakers for civic organizations and schools on such topics

[29] Standard 1.B.8.
[30] Standards 4.J.1, 4.J.2, 4.J.4.

as computers, marine biology, math and science careers, archeology, and Hawaiian culture.

- Specific faculty conduct public seminars, musical and cultural performances. Faculty of Ka Haka `Ula O Ke`elik► lani and the CAS departments of Art and Performing Arts are especially active in this regard.
- Faculty serve on various state and local government task forces or boards, such as Hawai`i County Economic Opportunity Council, Hawai`i Teacher Standards Board, State Foundation on Culture and the Arts, and the School Industry Council.

Collaboration between UH Hilo and neighboring educational institutions has primarily been done by professors and staff in the Departments of Education, Languages, Geology, Physics and Astronomy, Marine Science, Biology, and Chemistry. Both Math and English Departments have worked with corresponding faculty at Hawai`i Community College to meet student needs, in particular those of students from Pacific Islands. (See "Support for Students from Other Cultures" on pages 89-90.)

The UH Hilo Education Department collaborates with elementary and secondary schools throughout the island. Teacher candidates are assigned to public and private school classrooms for their field experience, bringing State of Hawai`i Department of Education teachers and UH Hilo students together as pre-service and in-service teacher development occurs. Two Education faculty have been active in the Charter Schools movement in the state.

UH Hilo faculty provide elementary and secondary teachers with guest speakers and arrange seminars for the general public. They also serve on task forces and committees with other public and private educational institutions as strategic plans and priorities are identified. Several faculty have participated in grant and proposal writing to assist the public schools on the island of Hawai`i.

2.9 The Library, Technology, and Distance Education[31]

2.9.1 The Library

The Mookini Library supports the academic programs of both UH Hilo and Hawai'i Community College (HawCC) by storing print and digital resources, making them accessible, and teaching information-gathering skills needed for life-long learning. The Library collection includes approximately 260,000 volumes and 1,200 serial subscriptions. Its Hawaiian Collection of approximately 33,000 volumes is the largest open-stack collection of Hawaiiana in the state. The Library is also a partial federal depository library, presently receiving approximately 8% of all federal depository

[31] Compliance with Standard 6.A-6.E.

documents. There are about 350,000 documents in the Government Documents collection.

Library collections are sufficient in quality and quantity for the undergraduate programs and the graduate program in Hawaiian Language presently offered at UH Hilo. With the development of additional graduate programs and the extension of distance learning offerings, the Library collection will need further development and additional funding.

2.9.1.1 Access to Collections and Services

All members of the university community have access to the Library and its collections. Community users (those with no University affiliation) may use materials in the library and may obtain borrowing privileges by purchasing a UH system-wide community card.

- The Library is open 79.5 hours per week during the regular semesters:

Sunday	2:00 p.m. to 10:30 p.m.
Mondays through Thursday	8:00 a.m to 10:30 p.m.
Friday	8:00 a.m. to 5:00 p.m.
Saturday	12:00 p.m. to 4:00 p.m

- The Reference Desk is staffed 48 hours a week, including evening service. Reference staff received 12,989 reference and informational requests during the fiscal year 1999-2000.
- Printed informational guides covering basic library services and collections and selected subject bibliographies are readily available to all users of the Library.
- The Library's stacks are primarily open, with the exception of audiovisual material and expensive or difficult-to-replace materials kept in the Closed Shelves and Vault Collections. Non-circulating material can be photocopied or used in the Library. The Hawaiian Collection, while largely open stacks, is kept in a separate room, which is open for fewer hours.
- In December of 2000, all UH system libraries implemented a web-based catalog of their holdings. Called Hawai'i Voyager, it integrates shared catalogs, indexes, patron databases, library reserve system, and web access to other sites. Hawai'i Voyager enables users to search all UH system library catalogs at once or restrict their search to their home campus.
- In spring 2001, the Library began providing remote authentication allowing student and faculty off-campus access to most of the library's databases.
- The Library's home page (<http://library.UH Hilo.hawaii.edu>) is available 24 hours a day from any location. The website provides access to Voyager, library instruction, and a range of other sources, such as a virtual tour of the library, various general and subject indexes, including one with full-text; the Library's Periodical List; a link to the email reference "Ask-A-Librarian" Information about services and collections, and links to other useful websites. The Library

web log for 3/16/00-3/9/01 reports that the website received 544,391 hits during this period.

The Library provides the following facilities:

- An audiovisual playback area, which provides videotape, videodisc, DVD, compact disc, and cassette players for individual use.
- A preview room for group viewing of videos.
- Group study rooms (two to four available at various times of the day)
- 20 networked personal computers with internet access in the Library's reference area. Three "Voyager-only" stations are kept logged on for use by the general public, and one station is loaded with special software to provide access for the visually and hearing impaired. The PC's are networked to a printer for fee-based printing.
- A multimedia station for access to multimedia material owned by the Library.
- A PC Lab for students with 36 networked stations loaded with Microsoft Office and providing internet access. Networked printing is also available in the PC Lab.
- Four black and white photocopiers and one color photocopier.
- Microfilm and microfiche readers and three microfilm/fiche printers.
- The CAS Writing Center, which provides tutoring in writing.
- An automatic teller machine.
- Fax service for students.
- In Fall 2001, the Library will begin lending students laptops, with wireless access to the campus network, for use in the building.

Librarians provide support for distance learning courses. Cooperative arrangements with other libraries in the UH system (facilitated by the new Voyager system) have enabled the various campus libraries to improve services and to make collections better available to distance learners. Distance learners and faculty are also informed of reference assistance, and library instruction is offered through both their receive site libraries and the UH Hilo Library, using direct mailing, email, personal visits by site librarians, and the library web site.

A cooperative interlibrary loan agreement among the UH system libraries enables access to most materials housed in other UH libraries. In addition, the Library is a member of OCLC, the Online Computer Library Center, so that upper division students and faculty may request material available outside the UH system.

The Library's instruction program is active and well established. It is fully integrated into the English Composition course, English 100, a required general education course for all students. Based upon established American Library Association competencies for information literacy, the program involves hands-on instruction in a fully equipped classroom.

The heart of the program is "Introduction to Library and Online Information," a series of online modules using the WebCT program. This "mini-course" is primarily geared to English 100 students, but it is freely available through the library's Web site to all interested individuals. In addition to teaching students how to construct effective strategies to search the library's online catalog and periodical databases, students are also shown how information is created, evaluated, and disseminated. Instruction for upper level English courses and those from other disciplines is available upon request and is tailored to meet the needs of the particular class.

Table 2.3. Library Instruction 1999-2000

Class Sessions		Students	
English 100 sessions	56	English 100 students	789
Non-English 100 sessions	76	Non-English 100 students	1,174
TOTAL sessions	132	TOTAL Students	1,963

2.9.1.2 Budget

Materials selection takes place in accordance with the Library's Collection Development Policy, which is the library's promise to the UH Hilo community to build a coherent and cost effective collection centered on the University's stated mission and curriculum. Faculty input in the acquisition of material is strongly encouraged. We purchase extremely selectively in order to provide the broad range of information unique to each discipline taught at UH Hilo and HawCC.

The Library's Collection Development Policy details the responsibilities of the librarians and faculty in collection development and the areas of collecting emphases. In addition, the libraries of the UH system are committed to consortial purchasing of online information when this leads to cost savings.

Table 2.4. Library Budget: Operating and Materials, 1991-2001

1991-1992	$536,616
1992-1993	$536,616
1993-1994	$510,202
1994-1995	$525,883
1995-1996	$425,884
1996-1997	$500,000
1997-1998	$500,000
1998-1999	$489,300
1999-2000	$475,000
2000-2001	$549,000

2.8.1.3 Staff

The Library has a well trained, service oriented staff. Professional staff consists of eight faculty librarians and the interim Library Director, all of whom hold masters' degrees from accredited graduate programs. All UH Hilo librarians are 11-month positions, and the HawCC librarian is a 9-month position. In addition to the librarians, there are 11 classified staff positions and over 40 (10 FTE) student assistants.

2.8.1.4 The Library Building and Other Facilities

The Library is housed in a 93,000 square foot building, designed to hold 400,000 volumes and seat up to 700 students. The library has shared its space with other units as part of the campuswide effort to maximize space usage. Weeding of the periodical collection and government documents has provided space for some collection growth, and the new classroom buildings will mean less pressure for space all over the campus, including the Library.

In 1999, the campus completed renovations to the Library to accommodate the needs of persons with disabilities. The renovations ranged from the installation of new door handles and lowering of counter tops to the construction of areas of rescue and the complete remodelling of restrooms. Other initiatives include a specially equipped station for those with visual and hearing disabilities, printed library guides in alternate format upon request, and an accessible web site. The Head of Public Services serves as a liaison with other campus departments to coordinate services.

2.8.1.5 Library Assessment

The Library regularly compares its performance with that of similar institutions. Reports from the National Center for Education Statistics provide especially useful points of comparison. In addition, Library Administration monitors campus surveys that include questions about the Library:

- In the Spring 1999, Spring 2000, and Fall 2000 Graduating Senior Surveys, 13.4% of responding students were very satisfied, 37.3% were satisfied, 28% were somewhat satisfied, and 21.4% were not satisfied when questioned about the adequacy of the library collection related to their major.
- In Spring 2000, students in Marketing 319 conducted a research project which attempted to explain, from the students' perspective, what the Library could do to increase circulation and what student attitudes toward books and reading were. Survey respondents and focus group participants recommended collaborating closely with faculty in collection development, making books easier to locate by subject, highlighting books using themes, increasing hours and lowering fines, and having librarians more actively help students as employees in a store do.

In response to survey suggestions, librarians are creating theme book displays near the entrance and changing these regularly. The Library also weeded and updated certain areas of the collection, relaxed some circulation policies, and purchased more paperback books for recreational reading.

In keeping with the campus-wide effort to assess student learning, the library instruction program has expanded its use of assessment techniques to improve student learning. Students in English 100 are now given pre- and post-tests to assess the effectiveness of the program. The program also solicits student evaluations. The instruction librarians have made changes to the program on the basis of assessment data and continue to monitor their changes to see if they have the intended effect.

2.8.1.6 Funding Concerns

In the reports of the previous WASC site teams, the Library received very positive evaluations. However, in their 1997 report, the WASC team remarked on inadequate funding for support services like the Library. Later, after UH Hilo's Fourth-Year Report, a concern was raised regarding the "increase of library and bibliographic resources" for the MA in Hawaiian Language and Literature "without diminishing the pool of resources available to other programs at the University, in particular, the undergraduate program."[32]

UH Hilo has responded to the concern of inadequate funding for the Library. In staffing, a librarian position, unfilled for several years, was finally reinstated and filled in December 1998. New programs still have impact the Library's budget. However, the Library has historically collected heavily in Hawaiiana and is well able to support the MA in Hawaiian Language.

This is not to say that the Library can support all of the new programs now being planned. While funding was considerably augmented in Fiscal Year 2001, the additional funds were for one year only. The Library needs a predictable, stable increase in its base budget to purchase serials and subscriptions (in both print and online formats) to support program expansion. Although a one-time infusion of funds to the Library's budget may be sufficient initially to upgrade the present collection, serial holdings and subscriptions still need to be purchased and material acquisitions need to be ongoing in order for the Library to be truly adequate. Increasing the Library's budget appropriately is essential if acquisitions for other programs are not to be decreased. In addition, as our distance learning programs expand, we need to make sure that off-site students receive "library services and resources equivalent to those provided for students and faculty in traditional campus settings."[33]

[32] April 28, 2000 Letter from WASC addressed to Rose Tseng.
[33] Association of College and Research Libraries' *Guidelines for Distance Learning Library Services*.

SUGGESTED ACTION: The Library's base budget should be augmented to support new and continuing programs, on- and off-site. As each new program is planned, provision must be made for library materials and access to online information.

2.9.2 Information Technology[34]

UH Hilo has made significant and systematic improvement in providing student and faculty with access to computers, internet and software, through a combination of strong leadership, legislative support, and the rapid growth of computer competence and use among students and faculty.

In 1999 the Office of Technology and Distance Learning (OTDL) was formed to consolidate all technology related units. The Director oversees academic computing, media, the UH Hilo Hawai'i Interactive Television Service operation, the administrative computing center, campus network, and the UH Hilo Webmaster.

In 1997, the Academic Technology Advisory Committee (ATAC), comprised of faculty and staff, developed and updated campus policies on information and instructional technology and developed the current campus technology plan, "Educational Technology at the University of Hawai'i at Hilo – 1998-2001." ATAC prioritized faculty and staff proposals on the basis of such criteria as number of students and programs served and the centrality of technology to program objectives. The plan set these goals for educational technology at UH Hilo:

- Equip all classrooms with basic audiovisual equipment, and increase the number of classrooms and computer labs with multimedia, computer, and Internet capability;
- Increase opportunities for training in academic computing for faculty to improve teaching and research through educational software and hardware, the Internet, multimedia technology, and distance learning technology;
- Work toward universal access to hardware, software, and their appropriate educational uses, including connection to the campus network and to the Internet, and providing institutional support for student- and faculty-owned computers;
- Offer more courses and degree programs through distance technology to individuals and sites across the state and beyond.

To date we have 12 computer labs (223 PC's) for instruction and for student access when classes are not conducted in these labs. We have nine classrooms with full multi-media capability, and another 134 computers scattered throughout the campus for general

[34] Compliance with Standard 6.F.

access. Almost all campus computers have internet access through the campus ethernet and the UH UNIX system. MS Office is installed on most through licensing available through the UH system's Informational Technology Services. Normal upgrades and maintenance are also provided. PC labs used primarily by students in Computer Science, Business, and Math also offer statistical and/or mathematics packages. We have received enough funding from the state legislature to replace all student accessible computers within a three- to four-year cycle. All full-time faculty have in-office computers, as do many lecturers. The plan will need to be reviewed and updated.

All student and faculty email and network accounts are secured by a password system, and all lab computers are protected by virus checkers which are automatically updated. Most of the computers under the control of the Office of Technology and Distance Learning are networked with various local NT servers. Many faculty use WebCT to deliver course materials. Student access to the course materials are restricted by ID and password, which must be granted by individual faculty. Thus, course materials developed by faculty are protected. University practices regarding computer security and privacy are thoroughly addressed by UH Executive Policy 2.210, "Use and Management of Information Technology Resources."

Support units include: an academic computing unit, responsible for academic computer labs, general student access, and to a certain extent faculty support; and a multimedia development lab to support coursework development for distance learning and to maintain the UH Hilo website. Additional support personnel are being recruited in academic computing, networking, instructional material design and asynchronous courseware development. In the near future, we plan to establish a help desk, increase consultation in developing course material for Web access, and increase training opportunities.

To accommodate the tremendous increase in computer and internet usage at UH Hilo, major upgrades to the campus data infrastructure and off-campus bandwidth expansion (from current 2 T1 to an OC-3) will be completed in the summer of 2001.

> **SUGGESTED ACTION:** OTDL should move forward with its plans to increase support staff in order to better maintain hardware, manage software, and make consultation and training more available to the campus community.
>
> **SUGGESTED ACTION:** Now that UH Hilo has funding to replace student-accessible computers, the time is right to request funds to replace faculty/staff IT equipment on a three- to four-year cycle, with some on a shorter cycle and some on a longer cycle.

2.9.3 Distance Delivery of UH Hilo Degree Programs

The University of Hawai`i has one of the nation's most advanced distance learning systems, with University Centers on all of the major islands and satellite centers on the islands of Moloka`i and Lana`i. Responding actively to these resources, UH Hilo is using a combination of interactive TV system (Hawai`i Interactive Television System or HITS) and the Internet to bring degree programs to University Centers within the State. The facilities on Maui, Leeward O'ahu, and Kaua'i that receive UH Hilo's distance learning programs are appropriate to the programs delivered and provide an environment conducive to learning. As of now, UH Hilo's distance learning programs are transmitted to sites within the UH Community College system.

Currently, we are sending a B.S. in Computer Science to Maui, Kauai, and Leeward CC; a B.A. in Marine Science to Maui; a B.A. in Hawaiian Studies to Maui and Molokai; and, beginning in Fall 2001, a B.A. in English with emphasis in writing. The first cohort in Computer Science will graduate in Spring 2002; the first Marine Science cohort in Spring 2003; the first English cohort in Spring 2004.

Since 1982, a Distance Education Policy has been in place, governing all aspects of distance learning within the UH system. The latest revision to the policy, UH Executive Policy E5.204, "Distance Learning Planning, Policies, and Procedures" (May 1998), incorporates the Western Interstate Commission for Higher Education's Principles of Good Practices for Electronically Offered Academic Degree and Certificate Programs. Policy E5.204 requires that quality and standards of instruction in distance programs must be comparable to those of other instructional programs, and assigns responsibility for quality assurance to the campus conferring the credit and certificate or degree. Home campus faculty are responsible for program coherence, course content, and pedagogy.

Full-time UH Hilo faculty are responsible for scheduling program courses, as well as for teaching them. UH Hilo faculty also validate the qualifications of any onsite faculty who might teach in their program.[35] In addition to communicating with students via Hawaii Interactive Television System (HITS), the Web, email, and fax, faculty visit receiving sites at least once a semester to meet with students. A UH Hilo professional librarian ensures that libraries at the receiving sites have the books, videos, and reserve materials required for each course, and handles all copyright issues.

Even with email, excellent Web access, Web course development software, and the well-developed, the logistics of delivering the two science programs by distance technology are formidable.[36] The Chair of Computer Science reports an average of 53 hours per week were needed to teach her first C.S. course, including ten hours per week to

[35] Standard 4.B.13.

[36] See reports on the distance delivery of the CS degree in the Report of the Educational Effectiveness Committee, Appendix A.1.

respond to student emails and monitor the course Web bulletin hours, five hours for file management, 12 to grade assignments—work which will not diminish the second or third time the same course is offered. A student helper required another six hours per week to record and post audio files for the instructor's Web material[37]. For some Marine Science courses, UH Hilo professors commute to Maui for Friday classes throughout the semester; other Marine Science courses are offered in the summer, with students from other islands coming to UH Hilo for two intensive weeks of study and field work. (See "The Computer Science Case History" on pages 88-89 and "The Marine Science Case History" on pages 84-86.)

UH Hilo also receives programs originating elsewhere in the UH system. Among the programs offered via HITS in Fall 2000 were master's degrees in Library Science, Educational Administration, Business Administration, and Nursing.

The Computer Science Department has a well-established assessment program and has been able to compare the educational effectiveness of its distance delivery and Hilo programs. The other departments must develop systematic assessment methodology, a process which will benefit their on-site programs as well as their distance components. WebCT includes a range of data-gathering options that can be readily adapted for assessment purposes. All institutional assessment surveys, including entering student surveys, graduating senior surveys, and alumni surveys, must also be administered to students enrolled in our distance programs.

> **SUGGESTED ACTION:** Students in our distance degree programs must be included in departmental and institutional assessment.

2.10 Advising, Orientation, and Other Student Services[38]

2.10.1 Academic Advising

Over the past six years, there has been a considerable improvement in the availability and quality of advising and in the level of faculty involvement. Some of the major changes have included the addition of a permanent general advising coordinator, who is responsible for coordination of advising activities; an Advising Center; mandatory advising for incoming students; an advising website on the Internet; and online access for students to their own degree audits. The Advising Center is expected to have its own site on campus, readily accessible to students and faculty, by Fall 2001.

[37] Gersting, J. L. , Chen, B., Muraoka, K. T., "Web-Based Distance Education in Hawai`i", Proceedings of WebNet 99 World Conference, (1999)
[38] Standards 1.C.4; 4.B.10, 7.A.6; 4.A.1,3; 4.H.10.

Communication about advising had also improved. Advising materials developed by the General Advising Coordinator are made available to faculty, staff, and students in hard copy and also through the UH Hilo website. The coordinator regularly provides faculty with updated information on UH Hilo policies and regulations pertinent to undergraduates. All new students are sent the campus publication *A Guide for Students on Advising and Registration*. Other advising tools include the *Bachelor's Degree Handbook* plus a variety of information sheets and handouts. The University website has information on advising, including forms, frequently asked questions, and degree requirements.

Staffed by the advising coordinator and two peer advisors, the Advising Center provides for students who have not declared majors, while students with declared majors are advised by faculty in their major departments at CAS and by college faculty in CAFNRM and CHL.

New students are advised either in early advising sessions during the summer or as part of new student orientation, the week prior to the beginning of the semester. The advising coordinator is assisted during these periods by division chairs, selected faculty, and student affairs staff.

Continuing students are encouraged to make appointments each semester with an assigned advisor during the week before early registration begins for the following semester. They are also encouraged to meet with their faculty advisors at other times of the year for more in-depth assistance.

For students in academic difficulties, specifically those who have not maintained a cumulative grade point average of 2.0 and those who have been dismissed for academic reasons, much guidance is in place and additional support is being explored by the vice chancellor for Student Affairs, the CAS Dean's Office, and the advising coordinator. Because academic difficulties typically arise from larger problems—family, finances, physical or mental health—the advising coordinator and Student Affairs counselors are primary sources of guidance in the form of counseling sessions, signed contracts and plans, and workshops. Students also receive help from their instructors and their faculty advisors, who are often the first to notify counselors that their students are having difficulties.

A number of significant campus-wide efforts are directed towards improving advising; among these are the following:

- All departments in the College of Arts and Sciences are required to provide continual advising coverage during the week prior to the beginning of the semester to improve accessibility for students. The CAS Dean's Office maintains a master schedule of advisors, locations, and office phone numbers during advising weeks of each semesters.

- Faculty are regularly provided with current advising information: emails are sent out on the `ohana email listserv by the advising coordinator at least 3 times a month. Topics range from important dates and deadlines to academic policies and procedures as well as tips on building the mentoring connection between advisors and students.

- Advisor training is provided at the beginning of each fall semester for CAS faculty, and workshops are provided throughout the semester for new faculty to provide more in-depth training in various academic matters including advising.

- A new Outstanding Advisor/Mentor Award recognizes excellent faculty advising.

- The Dean's Council, College of Arts and Sciences, is considering means of assessing the quality of advising.

- The Administration is finalizing permanent funding and support for the Advising Center which will include clerical support, computing equipment, and student resources.

The Educational Programs Committee's survey of programs[39] included questions about academic advising. Analysis of the responses showed that all faculty are involved in advising except in cases where a faculty member serves as a division chair. The advising load ranges from an advisee/advisor ratio ranges from 5:1 to 35:1, depending on the number of majors and faculty. Faculty of departments with few majors advise undeclared students.

According to department responses, advising faculty are adequately prepared and informed. The advising faculty express considerable satisfaction with the general advising coordinator, who provides them with all the necessary information, materials, and help in a timely fashion.

In most departments, faculty advise students throughout the academic year as well as during the usual advising periods. Many departments reported that, although advising is available, students tend to not make use of available faculty and student services resources. Thus the extent to which advising helps students with making informed academic and career decisions is not clear. Student ratings indicate that in 1999 only 50percent of graduating seniors were satisfied with academic advising.

> **SUGGESTED ACTION:** All students should be required to meet with a major advisor prior to registering for the following semester; if they have not declared a major, they must meet with a general academic advisor prior to registering for the following semester.

[39] Commitee Report, Appendix 4.B.2, "Survey on Undergraduate Programs."

One effective means of ensuring this is to block registration for students who cannot document that they have been advising, for example, by issuing registration PIN's to students through advisors only. Also, faculty could work to make their own advising sessions more effective and useful for students.

> **SUGGESTED ACTION:** Faculty should do all they can to make advising sessions rewarding for students: prepare carefully for advising sessions with individual students, post hours when they will be available for advising, and be present during those hours.

2.10.2 Student Orientation

The mission of the orientation programs at UH Hilo is to have new students feel committed to and involved in our intellectually vital and caring community. Orientation involves close partnerships with the administration and faculties of the three colleges to provide students with a comprehensive introduction to the academic community and its many educational opportunities.

The hiring of a student life programmer in Spring 1999 with responsibility for new student orientation has given the program additional stability and vitality. Fall 1999 saw the introduction of an expanded and enriched five-day orientation week for freshmen and for transfer students; since then, more activities have been added, coordination among the various units and activities has been strengthened, and an increasing number of faculty and staff have participated.

The New and Transfer Student Orientation combines placement testing and academic advising with activities that bring people together from very different backgrounds and geographic locations. Using a native navigation theme, Hawaiian Wayfinding, orientation week activities on and off-campus use the island as a learning and research laboratory. A strong theme of the week is the celebration of our rich multi-cultural learning environment. Students belonging to specific groups (students with children, students 30 years and older, gay/lesbian/trans-gendered students, international students, students from under represented minority groups as well as other special need students) are invited to special receptions and orientation activities to help build early connections to the campus.

The Library has been staffing an information booth in the centrally located lanai area complete with refreshments. Excellent new signage has minimized confusion. Several offices have expanded hours during the week to facilitate service and to shorten waiting times. The Student Housing Office has been especially diligent in coordinating and supplementing orientation programming and activities with Student Life. In addition, student leaders play an increased role in the planning and implementation of orientation activities.

Partnerships with the community have resulted in enhanced programming such as activities and receptions coordinated with Volcano National Park, Prince Kuhio Plaza, Borders Books and Music, the Institute of Astronomy, the Subaru Telescope, the Hele-On Bus, and the Downtown Hilo Association. We are discovering that community support has been a relatively untapped resource for augmenting Student Affairs programming.

Focusing on retention, preliminary explorations are underway on the best way to design a comprehensive and on-going orientation program that will uniquely support the diverse needs of our students. For example, in Summer 2001 additional faculty will participate in mid-summer advising and registration sessions, and by Fall 2001, plans will be underway to develop an expanded parent orientation program for the Week of Welcome.

2.10.3 Meeting the Diverse Needs of Students

The ethnic make-up of our student population is detailed in Chapter One. Even a cursory review of the UH Hilo *Catalog* will reveal the ethnic diversity of students: all ethnically based programs and services are described in the Student Affairs section, and photographs show students of many different backgrounds. The University addresses the diverse needs of our student population through a variety of enrichment programs and services.[40] New appointments in this area include a full time ADA director, and a third Student Affairs counselor.

Disability support services are provided by the **Director of Disability Services** and the **Student Support Services Programs**. Students may receive pre-admittance advising, counseling, and faculty liaison support. Services include registration assistance, tutoring, note taking, readers, and interpreters, testing accommodation, designated parking, and access to adaptive equipment..

The **Student Support Services Program** is a Title IV Trio program designed to foster the academic achievement and success of students who are first generation college students, or who are considered low income, or who have a documented disability from the U.S. and the U.S.- affiliated Pacific Islands.

A five-year **Title III** grant from the U.S. Department of Education supports efforts to improve retention and graduation rates for Native Hawaiian students through tutorial assistance, advising and career counseling.

The **Hawaiian Internship Program** offers students of Hawaiian ancestry the opportunity to work with environmental groups and agencies in the state of Hawai'i for

[40] Standards 1B.1, 1.B.3, 4.A.7, 4.B.11, 7.A.1.

two months during the summer. Most internships provide full-time employment by the participating agency. Students earn academic credit the following fall semester through working with the faculty and staff.

Hawaiian Leadership Development Program recruits talented Native Hawaiians and facilitates their academic and leadership development. The program is designed to increase the number of Native Hawaiian leaders in professional fields and in the community.

The **Health Careers Opportunity Program** provides advising and support services for disadvantaged high school and college students interested in careers in the allied health and/or health professions. Activities include career shadowing, visitations to medical and health facilities, presentations by health professionals, and a summer residential enrichment program.

International Student Services facilitates the transition of international students into their new academic environment by conducting specialized orientations and workshops. Among services provided are passport and immigration assistance, cross-cultural programming, financial and personal counseling, and an array of campus-wide activities such as United Nations Day and International Night.

The **Micronesian and American Samoa Student Internship Program** was established through funding provided by the U.S. Department of the Interior and other sources. This program offers students from U.S.-affiliated Pacific Islands the opportunity to return home for the summer to work with environmental agencies and organizations. Students earn academic credit the following fall semester though working with the faculty and staff.

The **Minority Biomedical Support Program** is funded by the National Institute of Health to encourage students from minority groups which are under represented in the biomedical sciences to pursue research careers in medicine and the health-related professions. Page 29 above details projects conducted by MBRS students.

The **Minority Access and Achievement Program** works to improve the access and success of students from ethnic groups that are under-represented in higher education and the professions in Hawai'i. The Peer Assistant Linkages and Support Program provides academic, personal, and social support activities to first year minority students with the help of peer assistants who serve as role models.

The **Gay and Lesbian `Ohana** is advised by the director of the Women's Center, who works closely with the UH Task Force on Sexual Orientation to promote a safe, welcoming campus climate for gay, lesbian, and trans-gendered students. The director conducts "safe zone" training annually for faculty and staff to sensitize the University community to the needs of gay, lesbian, and trans-gendered students.

The **Women's Center** provides education, advocacy and assistance to all students but focuses on the needs of women. The Center sponsors a variety of activities and services throughout the year. Among these are counseling and support services, support groups, educational presentations, research on women's issues, and a library of resources regarding a variety of issues related to women and the gay, lesbian, and trans-gendered community.

Three other programs based at the UH Hilo campus are outreach efforts with the public and private school systems to recruit under-represented ethnic groups, which in Hawai'i include Hawaiian, Filipino, Samoan, and Indo-Chinese populations.

The **Center for Gifted and Talented Native Hawaiian Children (Na Pua No'eau)** is an effort on the part of UH Hilo to extend its educational resources to students in Kindergarten through 12th grade. It is consistent with UH Hilo's master plan to develop partnerships with the public schools to increase participation of native Hawaiian students in higher education.

Upward Bound recruits disadvantaged high school students in East Hawai'i and assists them to develop the necessary skills, motivation, and attitudes to pursue post-secondary school education. Summer Upward Bound offers assistance to high school students from the Pacific Islands as well as the state of Hawai`i.

Upward Bound Math/Science Regional Center was established to serve high school students from Hawai'i, Arizona, Nevada, California, Guam, American Samoa, the Federated States of Micronesia, the Commonwealth of the Northern Marianas, the Republic of Palau, and the Marshall Islands.

In addition, many of the registered independent student organizations support diversity on campus. These organizations enhance the co-curricular learning environment for our students by sponsoring educational and social events, as well as providing an important avenue for networking and the sharing of resources.

2.10.4 International Students[41]

Most international students at UH Hilo come from the Asia/Pacific region, primarily from Japan and the Pacific Islands. A total of 240 students from 40 different countries enrolled at the institution in Fall 2000. Consistent with the Strategic Plans of UH Hilo and the UH System, UH Hilo has undertaken active recruitment efforts abroad. A full time professional was appointed in Fall 2000 to coordinate and lead in the recruitment of international students.

International students are guided by the International Student Office (ISO), consisting of

[41] Standards 1.B.1, 4.A.7, 4.B.11, 4.H.9, 7.A.8.

one full-time professional staff member, a student employee, and a shared clerical worker. The Admissions Office also has a designated professional staff member to process applications for admission from international applicants but who is also assigned other general responsibilities. In addition, the Student Support Services Program assists qualified international students from Pacific Island nations with a wide range of academic support services.

As an institutional member of National Association of Foreign Student Advisors: Association of International Educators, the UH Hilo International Student Advisor and International Admissions Counselor keep apprised of changes, requirements, and standards within the field and adhere to the guidelines of good practice as established and advocated by NAFSA. The ISO facilitates the transition of international students into their new academic and social environment by conducting a specialized orientation during the New and Transfer Student Orientation week that opens each semester, and by conducting workshops throughout the academic year. The advisor also teaches a section of University 101: Freshman Year Seminar designed especially for new international students. The ISO also provides passport and immigration assistance, personal, academic and financial counseling, and cross-cultural programming such as United Nations Day and International Nights which are aimed at increasing cultural awareness and understanding on campus.

In order to engage students in co-curricular activities both on campus and in the community, the International Student Office advises the International Student Association (ISA) and coordinates the Becoming Culturally Aware Project (BCAP). BCAP provides training and supports students who go into schools, on campus, and into the community to make presentations about their home country and culture. In addition, International Night has become a very important venue for raising funds which are used to carry out activities to help international students enjoy the island, learn about Hawaiian culture, and achieve social integration.

In recent years, support for international students has been enhanced by a number of initiatives. For example, the UH Hilo website and e-mail have improved communications and enabled timely assistance with admission and preparation for international students coming to Hilo. The ISA and BCAP sponsor programs to increase cultural awareness and understanding on our campus and in the community, as well as to develop leadership skills. A satisfaction survey for International Student Services is scheduled for pilot testing in Spring 2002 and will be administered routinely in subsequent years. The International Student Service has ties to local Rotary Clubs, AAUW, public/private schools and other community organizations seeking cultural resources. It also serves as a clearinghouse for requests for tutors and court translators.

Services for international students are being expanded in a variety of ways. For example, the University registrar and the ISO will develop a set of routine reports which the program can generate from the student information system, including student retention figures, and expiration date on I-20's, passports, and visas. In Fall 2001, a two-

day retreat will bring together new students from other cultures, the mainland, and Hawai'i. And in Spring 2001, the English Language Institute was established at UH Hilo and a director hired, with courses scheduled to begin in June 2001. (See "Support for Students from Other Cultures" on pages 86-87.)

2.11 Assessment of Student Learning

Building on the expertise and success of programs that already practice sound planning and student learning assessment, the institution is seeking to involve a growing number of programs in student learning assessment and to integrate assessment into budgeting and planning, program review, and curricular development. An Academic Assessment Plan has been formulated and will be reviewed, revised, and implemented as appropriate.

2.11.1 A New Administration and the WASC Self Study

The University is progressing rapidly in developing a culture of assessment and evidence. Between the 1994 WASC Site Team visit and the 1997 visit, little forward movement had been made at the campus level. In preparation for the 1997 site visit, the then-dean of CAS was able to persuade all CAS departments to move forward in developing statements of student learning outcomes. Two other deans have occupied the position since then, and assessment ceased for a time to be a CAS-wide effort.

Campus energies and morale rose in Fall 1998, when our current chancellor joined us. Our current vice chancellor for Administrative Affairs arrived in August 1999. In June 2000, the then-acting vice chancellor for Academic Affairs paid conference fees for thirty UH Hilo faculty and professional staff to attend the Pacific Rim Conference on Assessment and Planning in Higher Education, held at UH Hilo on June 3 - 7, 2000. Many of these participants, inspired and encouraged by the conference presenters, became members of the Assessment Committee. July 2000 saw the appointment of a permanent vice chancellor of Academic Affairs, August 2000 a permanent vice chancellor of Student Affairs; both are committed to ongoing, systematic assessment and continuous improvement of academic programs.

Our new leaders are striving with faculty and staff to develop strategies to strengthen and clarify the institution's planning and budget processes. As changes are implemented and we undertake the revision of our *Strategic Plan 1997-2007*, we are building into our operations continuous review of our mission and continuous and systematic assessment of student learning.

Following a long search for a person with the right combination of professional and personal qualifications, the university recently hired a fulltime, permanent director of Institutional Research in February 2001. The position is attached to the office of the vice

chancellor of Administrative Affairs, and the DIR works with Student Affairs, Alumni Affairs, and the vice chancellor of Academic Affairs. Among other areas of concern, the director of Institutional Research will investigate retention and admissions issues and will work with the campus Assessment Committee, the UH Hilo Congress General Education Committee, the CAS Senate Admissions Committee, and with individual academic programs in program reviews.

The Self Study has accelerated the development of a culture of assessment and evidence at UH Hilo. Since June 2000, the Self Study Assessment Committee has taken stock of ongoing assessment practices, arranged for funding for assessment initiatives by 11 academic programs and three support units, arranged for five assessment workshops (two postponed to Fall 2001 because of the faculty strike in April 2001), revised UH Hilo's academic program review guidelines, and sent faculty and staff representatives to three national assessment conferences. UH Hilo administration has provided approximately $50,000 for these activities.

Most important for the future of UH Hilo as an institution of higher learning, the committee has developed a simple, feasible plan for campus academic assessment for the period 2001-2006. This academic assessment plan has received administrative commitment to ongoing support. It will be sent to the UH Hilo Congress in August 2001 for further review and action, then final approval by the VCAA.

The Academic Assessment Plan (AAP) for UH Hilo 2001-2006 assumes that student learning assessment must be integrated into the core processes of the institution and outlines a series of actions by which this broad goal can be accomplished[42]. At UHH, as at other institutions, academic assessment must be

1. included as a line item in the biennium budget;
2. assigned to specific administrators and faculty committees;
3. actively supported by faculty governance bodies;
4. practiced systematically and rigorously by all academic departments;
5. built into plans and proposals for new programs and courses;
6. be at the core of program review; and
7. linked to institutional planning and budgeting.

To carry these actions through, a standing campus Assessment Committee must be established and invested with appropriate authority and support.

> **SUGGESTED ACTION:** The university administration must continue to provide leadership and budgetary support for academic assessment into the foreseeable future.

[42] Standards 2.C.1, 2.C.3.

SUGGESTED ACTION: A standing campuswide faculty-based Assessment Committee should be appointed by the vice chancellor for Academic Affairs and charged with promoting and coordinating assessment activities.

2.11.2 Current Status of Departmental Learning Assessment [43]

In Fall 2000, the Self Study Assessment Committee conducted a series of interviews with representatives of the CHL and CAFNRM and with the chairs of departments and interdisciplinary programs at CAS. The objective was to determine the status and level of academic assessment practices at UH Hilo, so that a realistic timeline could be developed for campus-wide adoption of such practices. Results were promising.

Academic assessment is currently practiced by more UH Hilo departments than in 1994. Most of our degree programs—20 out of 27 surveyed—require a senior integrative experience: senior seminars, independent research, senior thesis or project, internships, and/or performances. [44] Of these, nine require or strongly encourage a senior seminar or capstone course; six a senior project or performance, and five an internship or practicum. Two programs give seniors a choice between two or three such experiences. Section 2.3 above describes some recent student internships, practica, and senior projects in a variety of major programs, some resulting in conference presentations and publications.

In 2000-2001, CHL and CAFNRM each offered one section of a capstone course, enrolling 20 and 15 seniors, respectively. In the same year, CAS's School of Business offered four sections enrolling 53 students; Humanities departments, five sections with 73 students; Natural Sciences departments, 15 sections with 140 students; Social Sciences departments 25 courses with 308 students. The Nursing Department offers a number of practica at both introductory and advanced levels.

Art majors develop portfolios and exhibit their works in campus and state shows, while Music and Drama majors present public performances. Student teaching is at the core of the CAS's postbaccalaureate Teacher Education Program and the Kahuawaiola Hawaiian Medium Teacher Education program. In both, students are prepared to qualify for teaching licenses issued by State of Hawai`i Department of Education.

The two-semester Senior Thesis project is one of two required options in the Marine Science program. (The other option is the senior internship.) Among the research topics investigated and reported on in senior theses are:

[43] Standards 4.A.3, 4.A.5, 4.A.6, 4.F.5.
[44] Standard 4.A.4, 4.I.2.

- "Growth rates and shell morphometrics of the limpets *Cellana exarata* and C. *sandwicensis,"*
- "Developmental comparisons and morphological differentiation of the radular structure and function of *Columbellidae* (Mollusca:Neogastropoda)" (presented at, tied for Best Research Paper at the Marine Option Program Student Symposium at Leeward Community College, 2001);
- "Shell Selection in Hawaiian Hermit Crabs"; "Diurnal and seasonal change of the abundance of humpback whales *Megaptera novaeangliae* inHilo Bay,Hawaii. "

Of the seven programs that do not offer an integrative course or experience, four spokespersons expressed an interest in developing one. In Spring 2001, two programs announced that a capstone course would be offered for the first time in the 2001-2002 academic year, with the expectation that such a course would become a major requirement.

> **SUGGESTED ACTION:** All baccalaureate programs should require a capstone course/experience of a format appropriate to the discipline.

Each program should make explicit the ways in which the capstone experience enables students to synthesize what they have learned in their major program and how the course relates to program learning goals; and the ways in which the experience can be used to assess senior students' learning, behavior, and attitudes as they complete their course of study.

On the other hand, there is a lack of documentation for the "value added" to students' education by major programs. Only eight programs evaluate the skills of beginning majors *per se*. At present, setting challenging prerequisites and/or introductory courses is the primary means by which programs determine whether an aspiring major is learning appropriately. Computer Science, for example, requires that students complete calculus and an intense survey of the Computer Science field in their first year.

Geology, Chemistry, and Physics/Astronomy would like to require prospective majors to pass a math competency exam. Such a test could serve as a pre-test for General Education computational skills and quantitative reasoning.

The Writing Placement Examination (WPE), administered to all freshmen and many transfer students to determine whether they should take English 100, ESL 100, English 100T (English 100 with special tutorial support), or a remedial writing course (offered by Hawai`i Community College) or a remedial English Language program (the English Language Institute). The WPE can also serve as a pre-test for English majors, in particular those who follow the Writing track of the major; it could also serve as a pre-test in the assessment of the Writing Intensive Program. If the examination were modified to provide data on skills in academic reading and critical thinking as well as writing, it could serve as a pre-test for General Education. WPE essays are routinely stored by student identification number for five years, and can be retrieved if needed.

Several departments uses multiple means of assessing student learning: these are the School of Business, Computer Science, Nursing, and Education. The School of Business links specific courses to program outcomes in content, behavior, and attitude; requires majors to take the Major Field Test and AACSB surveys and to complete the capstone course. Computer Science uses team projects in which students prepare oral presentations, both individual and team, written reports prepared by individuals and work groups, and the Major Field Test in Computer Science.

Nursing uses performances in practica, examinations, the senior community project, and performance in NLN and State Boards. The Education Department appraises student learning in the postbaccalaureate Teacher Education Program and in its prerequisite 300-level courses by reviewing student journals, portfolios, microteaching sessions, reflective essays, observations by professional teachers.

Most departments keep track of alumni informally, especially since the advent of email. The former dean of CAFNRM has maintained a current file of alumni, as does the coordinator of the B.A. in Liberal Arts/Drama. However, all respondents stated that UH Hilo ought to track all alumni systematically, in order to document the effectiveness of our programs in preparing students for careers and life success in general, as well as to solicit contributions in the form of expertise, scholarships and endowments. The UH Hilo Alumni Office has received funding to update alumni files and to begin regular correspondence with alumni, and the first comprehensive alumni survey is underway.

Assessment rests on clearly formulated statements of program mission, curricular goals, and assessable student learning outcomes. In the Assessment Committee interviews, all college, department, and program representatives were able to state broad program goals during the AC interviews. Career goals for student majors were mentioned 38 times during interviews, goals for service and General Education courses 15 times, and departmental development goals (positions, new directions) six times. In Fall 1997, all CAS programs formulated statements of mission and curricular goals at the request of the then-dean of CAS. In Fall 2001, most programs will need to update or revise these.[45]

In Fall 2000, the new vice chancellor for Academic Affairs asked all academic programs for one-year and three-year goals, and for three-year course schedules. Both HCL and CAFNRM have complied with all three requests. At CAS, all departments have provided the course schedules, almost all have provided the one-year plans, and a third have provided the three-year plans. The requests generated some complaints, but even resistant departments have now seen the advantages of planning. It is expected that the number of complying programs will increase when the vice chancellor makes the same requests in Fall 2001, accompanied by a revised schedule and guidelines for seven-year program review and a request that the three colleges prepare and submit five-year academic development plans by Spring 2002.

[45] Standards 4.A.3, 4.A.5

SUGGESTED ACTION: As the starting point for developing academic assessment, seven-year program reviews, annual and periodic plans and reports, each program should articulate current statements of mission, curricular goals, student learning outcomes, and appropriate means of assessment.[46]

Questions that should be addressed in these statements include:

- What is the program's mission? What are its broad academic and career goals for its majors? Its goals for students in its General Education and service courses?
- What are the program's assessable learning outcomes for its students?
- What teaching strategies are used to promote achievement of these outcomes?
- How is student learning assessed? The program should employ multiple means of assessment, as is appropriate for their multiple goals.
- Value added: How are student knowledge and skills tested at the beginning of the major/program? At the end: capstone course? Internship? Performance?
- By these measures, how well are students meeting learning objectives? How is this information used to improve the program?
- How does the program get feedback from students who drop out of the program? From alumni? From internship supervisors? From employers? How is this information used to improve the program?
- Curriculum: What does each course contribute to the student's achievement of program goals and specific learning objectives? What is the sequencing of courses within the program, and what is the justification for prerequisites?

The Self Study Assessment Committee—comprised of instructional faculty and Student Affairs and Library faculty-- has taken two tacks in involving more academic departments in assessment: incentives and education.

Its Assessment Grant program provided funding for departments to learn how to do assessment or to build on current assessment efforts. Of the fourteen units that applied for assessment funding, eight were assessment novices. Thus, during the self study, eight programs have begun new assessment activities, and six were encouraged to expand their involvement in assessment. To educate the campus community about assessment practices, all faculty and staff were invited to the five assessment workshops held between November 2000 and October 2001.

With incentives, education, and campus success stories, it seems very likely that academic departments can also reach agreement on standards and policies for

[46] Standards 2.C.1, 2.C.2, 2.C.3

evaluation of teaching, student outcomes, and program performance. As provided for in the Academic Assessment Plan, a faculty-based standing Assessment Support Committee reporting to the vice chancellor for Academic Affairs and working with all campus constituencies would appear to be the most likely means of achieving faculty acceptance of the centrality of student learning assessment and continuous program improvement.

2.11.3 Department Leaders in Learning Assessment

Several departments have been assessing student outcomes over the years and can serve as assessment models and mentors for other UH Hilo departments. "Doing assessment" has benefited these departments in terms of faculty morale and educational effectiveness.

The Computer Science Department and the Nursing Department have well-developed assessment systems in place. See details on the Computer Science and Nursing Departments on pages 89-91.

The School of Business has been preparing for accreditation review by the AACSB. Faculty have developed a detailed mission statement, program learning objectives, and an inventory of how each course contributes to these objectives. Assessment activities include the Major Field Test, which has been administered for several years, AACSB attitude surveys, development of course-embedded behavioral assessments, and revision of the capstone course. In addition, the process of learning how to assess and how to apply assessment results to program review and revision has revitalized faculty interaction and encouraged individual reflection on teaching and learning strategies.

The Education Department undergoes periodic self study and site visits to earn accreditation from the State Accrediting Board, which ensures that students who complete the department's one-year post-baccalaureate Teacher Education Program can become licensed by the Hawaii State Department of Education. The department plans to prepare for national accreditation in 2002.

Aside from self study for accreditation, Education Department faculty train students in classroom assessment and development and use of multiple assessment methods. They also teach students to design methods that objectify the State Department of Education's Content Standards for grades K-12. Department faculty are thus well trained in and strongly committed to ongoing systematic assessment, documenting performance, and ongoing program improvement. They are potential mentors and trainers in assessment practices.

> **SUGGESTED ACTION:** Faculty of the School of Business and the Departments of Computer Science, Nursing, and Education should provide guidance to other faculty as they work to develop mission statements, curricular goals and student learning objectives, and learning assessment plans.

2.11.4 Assessing the New General Education Curriculum

The Academic Assessment Plan provides for the UH Hilo Congress to develop and implement a plan for GE assessment, through its General Education Committee. In the meantime, as was pointed out earlier, two surveys suggest that GE skills are fostered in both upper division and lower division across the curriculum. However, they do not in fact measure the effectiveness with which faculty and programs are realizing this commendable intent.

> **SUGGESTED ACTION:** An assessment plan for the new General Education program must be developed and implemented; it must track GE skills and knowledge throughout the academic curriculum, including Writing Intensive courses.

The AAP proposes that responsibility for GE assessment should be assigned to the UH Hilo Congress' General Education Committee.

2.11.5 Assessment and Planning[47]

Responding to acts passed by the Hawai`i State Legislature in 1996 and 1998, which mandate institutional and program assessment and accountability, UH system and the UH Board of Regents issued UH Board of Regents Policy 4.5 "Institutional Accountability and Performance" (1999) and UH Executive Policy E5.210 "Institutional Accountability and Performance" (1999), which provide for ongoing, regular, and systematic assessment of programs and campuses. Moreover, the University's accrediting commission's new standards for accreditation, instituted in 2001, have strengthened long-standing expectations for student learning assessment and institutional planning directed towards improving student learning. Thus UH Hilo's assessment and planning activities will follow strongly and clearly defined guidelines.

2.11.5.1 College Academic Development Plans

UH Executive Policy E4.201 "Integrated Long-Range Planning" mandates planning at all levels of the institution, and meshing of these plans across levels. Chapter Three describes the imminent review of the Strategic Plan 1997-2007 and the move towards greater transparency and broader participation in campus planning processes, as well as scheduled departmental curricular planning and plans for ongoing learning assessment. Also mandated by E4.201 are college academic development plans.

[47] Standards 4.F.1-2, 4.F.4.

CAFNRM has drafted an academic development plan for 2001-2011, and CHL constantly updates its academic plan. The vice chancellor for Academic Affairs will request that all three colleges, including CAS, develop complete academic development plans and make these available to the university community. Consistent with the UH Hilo Strategic Plan and with UH long-range planning policy, these college plans will "provide, at a finer level of detail, specific priorities and action strategies for implementing both the more comprehensive [campus] and system plans. Academic plans guide the development of individual academic programs and are coordinated, as appropriate, with accreditation self studies."[48]

2.11.5.2 Revised Program Review Guidelines

The Board of Regents mandates systematic program review for baccalaureate and graduate programs on specified cycles (BOR Policies, Chapter 5, Sections 1a(2) and 1a(3)). New master's degrees are to be evaluated at the end of two years, and new baccalaureate programs at the end of the fourth year. Established programs are to be evaluated every seven years. The details and methods of implementation are not specified in the policy; each campus is responsible for designing these.

Consistent with the 1999 UH accountability and assessment policy and WASC 2001 guidelines, UH Hilo program review guidelines have been revised so that programs are required to assess student learning. In addition, the new procedures provide for scheduled feedback from college deans and from the vice chancellor for Academic Affairs, and for inclusion of program review findings in college and institutional planning or budgeting.

The previous program review guidelines include reference to external reviewers. In 1994 and 1997, WASC raised questions about the use of such reviewers: because of budgetary constraints, only two departments have used such reviewers; and it was not clear how a department might respond to reviewer's reports and recommendations.

It has been proposed that the University hire a single external consultant to review all of the programs within a CAS division such as Humanities or Social Sciences, with the charge of making specific recommendations for improving assessment methods as well as curriculum and pedagogy. This could be arranged quite easily, because program reviews for CAS are scheduled so that all departments within a division undergo review in the same year. The revised program review process allows for such an arrangement.

An excellent model of comprehensive, scheduled program review is already in place for other UH Hilo units to emulate. Under the leadership of the new vice chancellor for Student Affairs, the Office of Student Affairs has adopted a simple and comprehensive

[48] UH E.4.201, 5.

policy for periodic program reviews and annual program performance reviews[49].

The Student Affairs review policy provides for ongoing assessment, reflection, and consultation among the staff of each program; for consultation between the vice chancellor and directors of individual programs; and for communication among the various programs in Student Affairs. A key purpose of the processes is "to strengthen and improve programs and services to UH Hilo students, faculty, staff, and other constituents." The policy provides a model for planning, annual self-evaluation, and formal program review which could be adopted, with appropriate modifications, by each of the three colleges.

2.12 Conclusion

UH Hilo is in the midst of transformation. Without losing the warm and informal qualities of a small liberal arts college, we are becoming a regional comprehensive university with graduate and professional programs. Through careful planning and use of legislative funding, we have moved briskly into the age of high technology, bringing students and faculty worldwide connectivity and delivering degree programs across the state by distance technology. An increasing number of our programs and individual faculty are receiving extramural grants for research. Rather than moving away from the primary teaching mission of the institution, faculty are drawing more and more students into collaborative hands-on research and field work.

We must also complete the transformation to a culture of evidence and continuous improvement. Most academic departments have made some progress in student learning assessment, and some are already competent and committed assessors. We must move forward steadily in assessment, bringing more and more departments and faculty to the practices of systematic and continuous assessment, and linking assessment to planning and budgeting--on all fronts and at all levels.

[49] Standards 2.C.1, 7.B.4, 7.B.5.

Case History: Marine Science Program

The Marine Science Program at UH Hilo is an excellent example of how vision, planning, and collaboration among university faculty and administration members, along with the help of local community leaders and state politicians, can result in a premier learning program for students. From 1979, when the first oceanographer was hired, to the current construction of a $3 million state-of-the-art Marine Science building, the history of the program has involved dozens of individuals over many years working together with the spirit of aloha to ensure success.

The island of Hawai'i is the perfect location for a Marine Science program. Hilo is a city with cultural traditions tied to the sea by fish auctions, ika shibi fishers, ahi boats, mullet nurseries, surfers and paddlers, and an active seaport. The UH Hilo campus is less than thirty minutes from a variety of marine habitats, including coral reefs, estuaries, sheltered bays and open ocean. UH Hilo is the only school in the UH system that offers a degree in Marine Science. The combination of small class sizes, excellent faculty, and close proximity to the ocean make it an ideal learning environment for the 200-plus Marine Science majors.

Marine Science is an integrated science, and the program of marine study at UH Hilo is well rounded and multi-disciplinary with students studying biology, chemistry, geology, and physics. The Marine Science program is designed to take full advantage of the unique living laboratory of the island of Hawai'i, combining traditional education, marine recreation, internships, and field method workshops.

In 1980 the university started up a branch of the system-wide Marine Options Program (MOP), an ocean activities program that quickly outgrew the program at UH M► noa. At present there are 210 active students in MOP, who participate in activities including turtle tagging expeditions with the National Marine Fisheries Service, research cruises aboard a Japanese fisheries vessel, and camping and field trips with guest lecturers. The UH Hilo MOP has consistently produced award-winning students in system-wide marine science symposia.

In 1990, the Kalakaua Marine Education Center (KMEC) was created by the UH Board of Regents. The center coordinates marine activities and programs of the university, including MOP and the Marine Science program. KMEC currently operates a 53-foot catamaran, *The Four Winds*, which was donated to UH Hilo in 1998 by Maui Classic Charters, and is now used as a floating classroom and laboratory. The center also maintains an 18-foot Larson motorboat, SCUBA equipment for research diving training, and underwater video systems and a computer graphics facility.

In early 1990, then-Chancellor Kormondy asked Walt Dudley, Professor of Marine Geology and Oceanography, and Leon Hallacher, Professor of Biology, to start a Marine Science Summer Program. Corinne Tamashiro, Summer Session education specialist, worked closely with Dudley and Hallacher in creating this innovative summer session. In its first year the program won the prestigious "Award for Excellence of Program" from the Western Association of Summer School Administrators. It has continued to expand, most recently offering students the opportunity to study at Midway Atoll.

The Quantitative Underwater Ecological Survey Techniques (QUEST) course is team-taught during the summer by MOP faculty and staff from four different UH campuses (UH Manoa, UH

Hilo, Maui Community College and Windward Community College). In this respect, QUEST is unique in taking advantage of the expertise found at several different campuses in the UH system. QUEST is also unique in that it is the only course in the state of Hawai'i that teaches scientific diving techniques for students pursuing careers in environmental consulting, coral reef studies for state agencies, or post-graduate research. QUEST certification has now become a requirement for obtaining employment on certain state funded coral reef research projects.

In the fall of 1990, the Hawai'i Board of Land and Natural Resources granted UH Hilo a 65-year lease on property at Puako in North Kohala for a marine field station. A conceptual Master Plan for the Puako facility was produced at no expense thanks to an architecture school thesis project, and funding was sought through Rep. David Tarnas to build the facility. An environmental assessment for the site was successfully completed in 1997. The project awaits state funding.

In 1992 the B.A. degree program in Marine Science was approved by the UH Board of Regents. Since 1999, the department has offered its degree program to students elsewhere in the state through a combination of distance technology, regular trips of faculty to work with students in person at the Maui Educational Center, and bringing students to the Hilo campus for intensive summer coursework. The first cohort will graduate in Spring 2003.

The need for space on campus to accommodate the growing Marine Science Program was addressed by close cooperation among Natural Science departments. The Biology Department shared laboratory and classroom space. The Geology Department also contributed a lab, and the Chemistry Department provided office space for new faculty. Problems —such as accidental salt water and sand contamination of laboratory equipment—were addressed collegially.

The current construction of the $3 million high-technology Marine Science Building is due to the effort of dozens of people over many years. The state funds for the building were approved while former Chancellor Perrin headed the university, and Gerald DeMello, Director of University Relations, worked tirelessly with the State Legislature to secure the allocation. Once the building was approved, John Coney, MOP education specialist, worked closely with Dudley and Lo-lih Chih, chief architect at UH Hilo, on the site selection and the initial configuration of the building.

Karla McDermid, Associate Professor of Marine Science, has worked closely with the university planning office on the details of the building. And three new assistant professors of marine science, Marta deMaintenon, Mike Parsons, and Paul Haberstroh, along with Mike Childers, instructor of marine science and captain of *The Four Winds*, and Coney, have all worked collaboratively on selecting equipment for the new building. Completion of the building is targeted for the fall of 2001. Marine Science faculty plan to return the hospitality of their Natural Science colleagues by sharing classroom and laboratory space.

Case History: Support for Students from Other Cultures

Since Fall 1999, in response to the UH system's Strategic Plan goal of emphasizing service to Asia and the Pacific, students had been intensively recruited from Taiwan, Japan, Korea and the People's Republic of China. In addition, UH Hilo was attracting many students from Pacific Island colleges, all accredited by WASC and with several of whom UH Hilo had articulation agreements. Professional staff at Student Affairs were aware that many such students were doing poorly at UH Hilo for linguistic and cultural reasons. Although some services were already in place and functioning well, it was obvious that UH Hilo also needed to offer many of these students courses in English as a second language (ESL).

In 1999 UH Hilo did not have such courses, so we turned to the Intensive English Program (IEP) at neighboring Hawai'i Community College. During the 1999-2000 academic year, UH Hilo Coordinator of International Programs and representatives from the administration, the English Department, and Student Affairs worked on an agreement and contract with the IEP to provide ESL instruction to UH Hilo-bound students. The English Department and IEP teaching staff worked closely together to design curriculum and calibrate testing, aiming for a smooth transition for students into regular UH Hilo courses. The first "bridge courses" were offered in Fall 2000, serving students bound for UH Hilo as well as Hawai`i Community College students.

In August 2000, a group of 15 students transferring to UH Hilo from one of the Pacific Island colleges took UH Hilo's Writing Placement Exam on an experimental basis. Seven placed into English 100 or 100T or ESL 100, the variant of English 100 designed for nonnative speakers of English; eight placed into pre-100 level English courses. As the semester progressed, however, it became apparent that additional action was needed. In September, an English professor reported that a transfer from a South Pacific college was failing two literature classes because she was unable to write grammatical sentences. Social Sciences and Natural Sciences faculty were reporting that many Pacific Islands students were suffering the effects of poor reading, math, and study skills.

Not only was training in academic skills critically needed; students were also having trouble adapting to a new culture and to being far from home and family. During Fall 2000 concerned faculty, administrators, the IEP Director, and Student Affairs professional staff drew together into an *ad hoc* committee to work out ways of providing a broader range of support.

The committee's first step was to ensure that all students who needed additional work in ESL received it, regardless of courses they might have taken at other institutions. In Spring 2001, pilot ESL placement testing took place. It included the UH Hilo Writing Placement Exam, already required for all students who planned to take English 100 or ESL 100; and the Michigan Test of English Language Proficiency to gauge student competencies in grammar, listening, and reading comprehension.

Next the group drafted an admissions policy that was both more open and more truly supportive of students who were not native speakers of English. The main provisions are that alternative examinations to the TOEFL would be acceptable for nonnative speakers of English; such students could be admitted to the newly established ELI if they did not yet meet the UH Hilo admissions minimum of 500 in the TOEFL (or the equivalent in another exam). To assess the new admissions policy and check the validity of our placement testing, and to set performance baselines,

placement and proficiency testing have been made mandatory for all nonnative speakers, transfer students as well as entering freshmen, before they register for their first semester's courses.

In view of the anticipated growth in the number of students requiring ESL training, and to increase the services which UH Hilo could offer directly to potential students, in March 2001 the vice chancellor for Academic Affairs established an English Language Institute (ELI) as a component of the College of Continuing Education and Community Service. The ELI offers three levels of courses in English as a second language to students admitted to, or hoping to be admitted to, UH Hilo. Shortly thereafter, she hired a director for the ELI. Among the first tasks for the new director was to integrate the ELI into the operations of the university. By June 2001, when the ELI was enrolling its first students, a policy was in place defining the working relationships among the ELI, Student Affairs, and the UH Hilo English Department, and an assessment plan for ELI courses was being developed.

Also in Spring 2001, a group of Pacific Island administrators met with members of the *ad hoc* committee, where all agreed that students would benefit from prompt placement into the appropriate English language courses. In April, the CAS Faculty Senate Admissions Committee recommended approval of the new admissions policy, which then was approved by the CAS Senate, the CAS dean, and the vice chancellor. All applicants to UH Hilo have been notified of this policy, and it is included in the 2001-2002 *Catalog*. Articulation of English courses is being linked to performance on the placement tests.

In addition to academic support, students need social support, plus guidance in study habits, time and money management, and other survival skills. The Office of International Students and the Student Support Services Program, along with the Minority Access and Achievement Program, have for some time offered special sections of University 101 (Freshman Year Experience), for students from other countries. Faculty, in particular one of the assistant deans of CAS and a CAS Anthropology professor, have provided moral support and academic advising. The International Student Association brings together students from many cultures and countries for an array of events and service activities. The social support provided by fellow students is invaluable.

The events of 1999-2001 illustrate how people at UH Hilo come together from all parts of the organization to achieve important aspects of the UH Hilo mission. We expect many more students to come to UH Hilo from many parts of the world. We will work collaboratively, quickly, and continuously to give our international students a solid education and a healthy experience in Hawai`i.

Case History: Assessment in Computer Science

Because the Computer Science Department has been using outcomes assessment techniques for over ten years, CS faculty are accustomed to measuring how well they're teaching their students, can identify precisely where the curriculum needs to be tuned up, and can document program effectiveness with facts, figures, and historical trends. Assessment in this program begins with a

description of exactly what constitutes an excellent education and follows up by assessing what students know and are able to do when they graduate.

The department knows that the UHH student who graduates with a Bachelor's degree in Computer Science will have an excellent education in the major aspects of the field—and in problem-solving, team projects, and communication. The department uses multiple means of assessment and does so continuously.

- Computer Science seniors and juniors have taken the ETS's Major Field Achievement Test each spring since 1988, usually performing at or above national norms on the test overall and on each of the four subareas. In 1999, UHH student scores put UHH in the 94th percentile of the 131 institutional scores making up the national norm.
- For the past six years, the department has corresponded with individual graduates. Alumni hold good positions in companies like Hewlett Packard and IBM, as well as newer outfits like the Maui High Performance Computing Center. Alumni credit their strong preparation in theory, problem-solving, and teamwork with enabling them to compete successfully with graduates of larger, better-known universities.
- Computer Science faculty continuously review and revise the curriculum to make sure that it conforms to the national curriculum recommendations of the Association for Computing Machinery and Institute for Electrical and Electronic Engineering-Computer Society. Adjustments are also made in response to input from alumni and to student performance in the Major Field Test.
- As juniors or as seniors, CS majors take CS 460-461, a yearlong course in Software Engineering. Working in teams, students develop a project from conception and design through implementation, management, and presentation in both oral and written forms.

In CS 460-461 students bring their skills and knowledge together in a setting as close as CS faculty can make it to the actual setting and relationships encountered in the working world.

The CS Department is also offering students statewide the opportunity to earn a BS in Computer Science via distance technology. The first cohort will graduate in 2002, the second cohort (now beginning its second year) in 2004.. Distance programs require a tremendous amount of work , time, and commitment from faculty as well as students—but because the department has integrated assessment into all of its operations, it's able to compare the learning success of onsite and distance students, and will soon be able to determine the cost-effectiveness and value to students of such programs.

It's clear that the department takes very seriously the first of its two primary goals: to produce majors qualified to enter the workforce at a good level with good companies. The department is also committed to meeting primary goal two: to meet the Computer Science needs of those UHH programs whose students require computer training. It offers CS 100 for students seeking a general understanding of computer technology and software, CS 101 for Business majors, and CS 102 for students in the Natural Sciences.

In these courses, students acquire discipline-specific software skills by solving problems appropriate to their fields. In CS 101, they master components of Office 2000 by playing roles in a simulated shopping mall; in CS 102, as members of a simulated research vessel.

The Computer Science Department presents a textbook case of how assessment methods promote continuous program improvement. Department faculty are happy to share what they've learned about assessment with their colleagues, who can examine the department's planning and assessment documents; detailed, course-by-course plan for student outcomes assessment; mission statement, advising worksheet, and annual report to the Chancellor.

Case History: Assessment in the Nursing Department

Accreditation efforts have prompted the Nursing Department to continually assess their curriculum and the performance of their students-to the benefit of their programs, their students, and UH Hilo. Recruitment of faculty and students is aided by accreditation. And accreditation of programs by prestigious professional organizations adds to the overall academic status of UHH.

From the day the Bachelor of Nursing program opened its doors in Fall 1991, Nursing Department faculty have shaped their curriculum to the requirements of the National League of Nursing, the Hawaii State Board of Nursing, and the Hawaii State Licensing Board. NLN accreditation is more than the profession's stamp of approval for a program. The federal government, the US military, and many hospitals require that nurses earn their B.N.'s at NLN-accredited instititions.

The Nursing Department earned its NLN accreditation in 1997, under the leadership of then-Chair Gennie Kinney. The department's community Advisory Board, comprised primarily of Big Island health care professionals, has provided critical support to the program, including accreditation efforts.

NLN accreditation needs to be reaffirmed every five years, so the department cannot rest on its laurels. The department is already preparing for the next NLN site visit in two years, an effort involving the active participation of the four full-time Nursing faculty meet weekly to monitor courses--and students--to be sure that the knowledge and skills are getting transmitted effectively.

The Nursing Department must also be certified annually by the State Board of Nursing, a process that requires submission of a program report every year. If the program is certified, its graduates can be certified. Students who pass the State Licensing Board exam are credentialed in all the 50 states.

External expertise can contribute substantially. Beginning in Fall 2000, the department contracted with Educational Resources, Inc. to provide testing materials and prompt feedback that can be used to test the efficacy of teaching methods and curriculum.

Nursing students take many rigorous courses, including 22 credit hours of practicum work, which translates into months of actual hands-on training. The students pull together the many strands of learning in their integrative senior courses, NURS 457 and 457L, Advanced Health Care and Practicum.

In 457-457L, pairs of students work with health agencies like the American Cancer Society and the Department of Public Health on projects of practical use to the community. Among the

projects have been the development of a campus immunization program, an educational video on Shaken Baby Syndrome, and improved nutrition in a school lunch program at a local school.

Each project performs a real service and requires students in a number of activities, like conducting surveys of need, budgeting, coordinating with administrators from a number of agencies or institutions, as well as delivering health services like immunization. In this capstone course, student nurses try out their leadership skills and their ability to envision new and better ways of doing things.

The Nursing Department demonstrates how an energetic and committed faculty uses assessment to meet the rigorous standards of external agencies—and of ensuring through a richly varied and practical curriculum that their students will be able to deal successfully with life-and-death situations.

Chapter Three
Institutional Capacity and Effectiveness

3.1 Introduction

As the previous chapter illustrates, UH Hilo's academic enterprise is fully focused on our primary mission to offer excellent undergraduate liberal arts and professional programs. The present chapter will discuss the many ways UH Hilo combines governance, planning, and budgeting to maximize its resources in the service of this mission and the UH Hilo Strategic Plan.

In this chapter, we first examine the Self Study's theme of "Institutional Effectiveness" with a discussion of our progress in building the "five pillars" of the UH Hilo Strategic Plan. Then we examine our compliance with additional WASC standards relating to institutional capacity.

3.2 Clarity of Purposes[1]

UH Hilo faculty, staff, and administrators know what the University stands for: excellent undergraduate liberal arts and professional programs. The UH Hilo mission statement, which was developed during the strategic planning process and approved by the Board of Regents in 1997, is the foundation of all University planning. The campus community understands the mission, and it is often brought up in discussions of University direction. It is given a prominent place in the *General Catalog* and other University publications. As the result of this clarity, and despite some disagreement among principals about exactly how to proceed, it can be said that campus activities, financial resources, and physical space are in general managed in the service of the University mission.

The University's determination to focus its resources on its mission has always ensured that sufficient resources are provided to meet the academic needs of students. Despite tough budgetary times in Hawai'i, UH Hilo's commitment to its academic programs has never wavered. During the period of declining allocations from the state to the University, we have given highest priority to preserving our academic programs at a high level, especially by making sure we are rich in faculty, the foundation of our service.

Faculty absolutely define our quality and character. They are the means to student achievement, the creators and conveyors of new knowledge, as well as our institutional memory. The promise of close interaction with the faculty is, in fact, a critical selling point in our promotional literature. UH Hilo has maintained a very favorable student/faculty ratio, which was 13.2 in Fall of 1999 (the latest figure published by the

[1]Standards 1.B.1 and 2.A

UH Institutional Research Office). Moreover, during the toughest times, the University protected the instructional programs as far as possible from budget cuts, sometimes at the expense of the physical plant and other non-instructional areas. Recently, the fiscal situation has eased considerably, and we are again able to address non-instructional needs. At present, there are over $80 million in capital improvement projects in process or scheduled for the next few years.

The University's stated mission extends beyond educational programs to encompass research and service, especially when these apply to student learning. We are also committed to the mission's mandate to benefit the community through resource centers, community partnerships, and distance education programs.

3.3 Strategic Planning at UH Hilo[2]

The 1997 UH Hilo Strategic Plan serves as a flexible framework for all our planning efforts and offers direction and vision to guide budget and programmatic decisions. A major aspect of this report's discussion of institutional effectiveness will examine how well UH Hilo is carrying out the Strategic Plan, with special attention to enrollment growth and the plan's "five pillars" of:

- commitment to academic excellence
- use of the island as a learning and research laboratory
- enhancement of the campus's residential character
- community partnerships
- resource development

As we discuss our progress in each of these areas, we will integrate our discussion of the related WASC standards and prior recommendations. This approach is appropriate in a chapter entitled "Institutional Capacity and Effectiveness," because our Strategic Plan is concerned most with capacity building as a way to create a high quality teaching and learning environment for UH Hilo.

3.3.1 History of the Strategic Plan

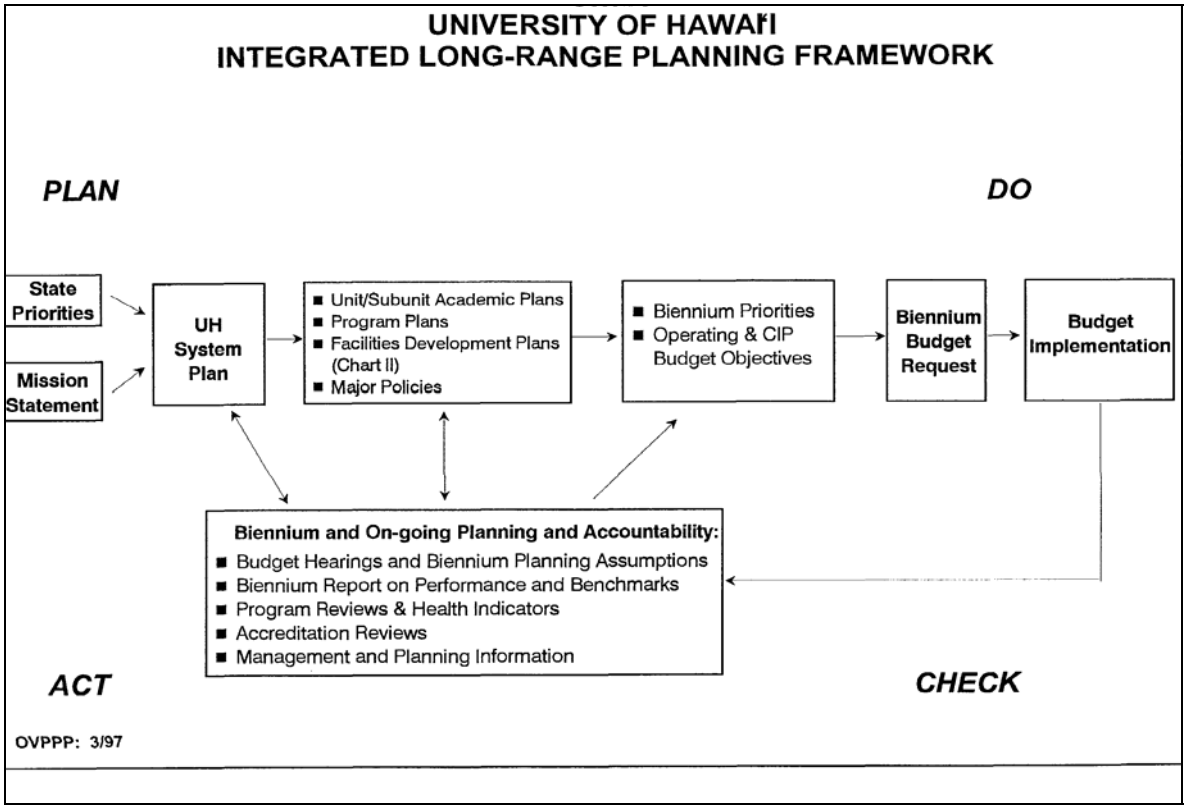
UH Hilo's Strategic Plan was developed as part of the system-wide "Integrated Long-Range Planning Framework," promulgated in 1997. This policy describes a planning process that "links planning and budgeting, is responsive to its planning environment and diverse campus missions, involves collaborative processes, and is informed by relevant data and information." Recognizing that "one planning process will not fit all [campuses]," the framework stresses "decentralized implementation within common parameters."

The framework is founded on the UH system's mission statement and the system-wide strategic plan, *Focus on Quality: The University of Hawai'i Strategic Plan, 1997-2007*. The system-wide plan advances the following broad goals:

[2] Standards 2.B, 2.C

- Providing access to quality educational experiences and service to the state
- Implementing differentiated campus missions and functioning as a system
- Continuing to champion diversity and respect for differences
- Strengthening the University as the premier resource in Hawaiian, Asian, and Pacific affairs, and advancing its international leadership role
- Acquiring resources and managing them with accountability and responsiveness

In 1996-97, each campus in the system was asked to prepare its own strategic plan, covering the same time period as the system-wide plan and carrying forward its goals. UH Hilo's final Strategic Plan was approved by the Board of Regents in October of 1997. In addition, all physical facilities planning, including requesting and allocating capital improvement funds, must be conducted in accordance with an approved long range development plan. The latest long range development plan for UH Hilo was completed and approved in 1996.



The UH Hilo Strategic Plan identifies issues and priorities in dealing with them and takes into account internal and external environmental factors as well as institutional data. The Board of Regents, administration, faculty, and students were involved in creating it. The CAS Faculty Senate approved the plan's priorities in November of 1996.

While buy-in for all of the plan's priorities is far from universal, the plan is well publicized, campus decision-makers are guided by it, and faculty are aware of its purpose and use.

UH Hilo has made important progress in pursuing the plan's priorities over the past four years. While historically there has been a disjunction between plans and resource allocation, it can be said that UH Hilo now makes important decisions in accordance with the broad priorities outlined in the Strategic Plan. Initiatives that advance strategic plan goals are regularly documented in official transmittals to the system and, most recently, in the UH Hilo Annual Report.

Since UH Hilo's top administrative posts have now been filled, the Strategic Plan will be reviewed in the 2001-2002 academic year.

3.4 Enrollment Growth and the Strategic Plan[3]

The issue of a larger student body is presented in the Strategic Plan in terms of institutional capacity. A larger student body would enable UH Hilo to improve its educational programs. UH Hilo would be able to justify additional faculty to teach more aspects of the disciplines we offer; more sections of needed courses; more programs in areas of state-wide need; and improvements in the many conditions that enrich student learning. Moreover, with the UH campuses now retaining tuition and fees, and with the increases made in tuition rates, growth has been and will be beneficial fiscally.

On the other hand, most objections to the Strategic Plan on campus have to do with its controversial goal of doubling enrollment by 2007 to 5,000 students. WASC has pointed out that the goal is unrealistic,[4] and it is even viewed by many on campus as undesirable, given UH Hilo's emphasis on small class sizes and close interaction among faculty and students. The mission stipulates a "caring, personalized atmosphere;" our promotional literature extols our small classes and ready access to faculty; and many believe that these attributes are what sets us apart in the UH system.

It has been some time since the UH Hilo administration has based its planning projections on a settled goal of 5,000 students. At present, efforts to grow are focused on achieving the "critical mass" UH Hilo needs in order to attract the resources that will enable us to improve service to students and the state of Hawai'i.

Since Fall 1997, headcount enrollment has grown modestly each year, and resources have kept up with it. UH Hilo's enrollment has increased a total of 9 percent from Fall 1997 to Fall 2000. By contrast, for the UH system as a whole over that period, the number of students declined by a little over 2 percent. If UH Hilo grows at the rate of the highest projection of the UH system Institutional Research Office, which is 6.3 percent annually, we would enroll 4,417 students in 2007. If however, we attain only their low projection, our headcount would increase 1.5 percent annually, to 3,186 students in 2007.

[3] Responds to Commission concern about the alignment of planning objectives with fiscal constraints.
[4] 1997 Special Visit Report, p. 5, 1998 WASC Action Letter, p. 3.

When UH Hilo reviews its Strategic Plan in the 2001-2002 academic year, the growth target will be revisited. It is likely, however, that the revised strategic plan will still call for increased enrollment by 2007.

3.4.1 Retention[5]

To a certain extent, we are relying for growth on better student retention, which serves as an indicator of improved institutional health and effectiveness. Low persistence rates, low graduation rates, and high rates of transfers out are matters of concern. For the 1991-94 cohorts, only 29 percent of UH Hilo's students had graduated six years after entry, and 5 percent were still enrolled. The graduation rate for the Fall 1994 cohort (the most recent available) six years after entry is 31 percent.

Persistence from the first to the second year of study is also an important indicator. From Fall 1995 to Fall 2000, UH Hilo's persistence rate for new first-time freshmen fluctuated between 56.6 percent and 62.8 percent. The persistence rate was 60.1 percent from Fall 1999 to Fall 2000. It is important to remember, however, that many freshmen enter UH Hilo intending to transfer to another institution.

UH Hilo has been addressing retention over a period of time. To significantly raise the retention of students is a major challenge for any institution, yet meeting the challenge is critical. Success in increasing retention has an impact on the life of each student as well as affecting the long-term economic and social development of the island and the state.

Many factors affect retention, including admissions standards, the curriculum, student support programs, and the strength of the state economy. We are, therefore, addressing retention in a concerted, coordinated effort encompassing many venues across the institution. In 1998, a University-wide retention committee was formed and made a number of recommendations for improvement, which have now been implemented.

3.4.1.1 Institutional Research

UH Hilo seeks student input and evaluations of our services at every opportunity. The Office of Student Affairs has recently planned a number of institutional research initiatives:

- Survey of Graduating Seniors (first administered with Spring 1999 graduation)
- National Survey of Student Engagement (first administered in Spring 2001)
- Cooperative Institutional Research Program Survey (to be administered in Fall 2001)
- The Resident Survey of the Association of College and University Housing Officers-International/Educational Benchmarking, Inc. (first administered Fall 2000; follow up spring 2001)

[5] Responds to Commission concern about retention requiring effective planning and coordination.

These are expected to provide insight on improving student and academic life at UH Hilo.

Over the years, profiles of students have been completed. Data have been prepared on retention among sub-groups such as freshmen, student athletes, international students, students by major and Native Hawaiians.

The newly appointed director of institutional research has begun to centralize and analyze data collected over several years to better characterize the factors affecting retention so that the University may address them. This retention information will also be used to inform decisions about admission criteria and academic standards. The director is also investigating such questions as the number of students who leave UH Hilo but persist and graduate within the UH system and the relationship between persistence and stated intention upon entry.

3.4.1.2 Selected Student Affairs Initiatives

- Since 1998, transfer credit evaluations have been completed after receipt of the tuition deposit but prior to enrollment. Previously, evaluations were conducted after students were enrolled.
- The new Student Life Program, implemented in Fall 2000, operates the greatly expanded new and transfer student orientation, now held each fall and spring. In addition, it coordinates service learning projects and student leadership development programs.
- In the summer of 2001, a director of student development was hired to coordinate retention efforts across Student Affairs.
- The Office of Academic Advising was created by the CAS Dean's office to improve advising for new and transfer students. The full-time professional staff member also communicates regularly with faculty on advising matters. The Advising Office is housed in the Student Affairs building.
- The Office of University Disability Services was created in 2000, and is staffed by a full-time professional. This office works with disabled students to provide special accommodations needed to assure them academic and personal success.
- In Fall 2000, changes were made in financial aid policies to better help enrolled students to receive adequate aid.
- In 2000, UH Hilo received a 5-year Title III grant from the U.S. Department of Education to improve retention and graduation rates for Native Hawaiian students through tutorial assistance, advising and career counseling.
- Improved on-campus housing will aid retention. Plans are underway to build new housing during the next five years. Until additional dormitory space becomes available, agreements are being made for accommodations in off-campus apartment complexes. For Fall 2001, UH Hilo has an agreement with an off-campus complex and is negotiating with others.
- A new Career Center is being created to assist students in career advising, internships, career exploration, and job placement.
- Student Affairs staff is now calling freshmen and sophomores who have not pre-registered for the Fall semester to encourage persistence.

- The annual performance reviews being instituted in Student Affairs will stress retention. The goal is an increasing alignment of objectives for each program that will strongly support the overall retention effort.

3.4.1.3 Selected Academic Program Initiatives

Many recent actions undertaken by academic programs are directly or indirectly supportive of improved student retention:

- All international students are now given an English proficiency exam upon entry and placed appropriately.
- The Mathematics Department is phasing in a math placement test, though it is not yet mandatory, to assure that students can be placed in correct math sections upon arrival. This step was taken after departmental research showed that many students were not as prepared as their transferred grades and pre-entry test scores might indicate. (See Chapter Two, sections 2.4.2 and 2.5.3 for a fuller discussion.)
- The School of Business is actively seeking accreditation by the Association to Advance Collegiate Schools of Business. The prestige of AACSB accreditation would make the UH Hilo School of Business more attractive to students heading for business careers and graduate school in business.
- Individual departments have undertaken such retention actions as adapting curriculum to new research emphases and new career fields. For example, CAFNRM has added a specialization in Agroecology and Environmental Quality; English has both a Writing track and a Literature track; and Biology now has two B.A. options, the Cell and Molecular track and the Ecology, Evolution and Conservation Track.
- Some departments are increasing interaction among students and faculty. Activities include departmental tutoring, clubs, research projects, departmental retention studies, career opportunities seminars, and mentorship. Principal investigators of grants are asked to include undergraduate students in their research plans.

Chapter Two, section 2.6 gives a more complete list of academic initiatives in support of retention.

3.4.1.4 Selected Other Retention Initiatives

- Computer labs and stations across the campus have been upgraded to give students better access to the Web for registering, checking email, and doing academic work.
- The Library has extended its hours of operation.
- UH Hilo and the County of Hawai'i collaborated to dramatically improve bus service to and from campus in Fall 2000. The bus now stops many times a day at the Campus Center to take students to downtown Hilo and mall areas.
- Two annual awards have been established to recognize faculty and staff who make positive contributions to students: the Outstanding Advisors/Mentors Award and the Distinguished Award for Service to Students.
- Statements about the city of Hilo, the weather, and diversity are now being included in the *General Catalog* and recruitment materials so that students will arrive with a realistic idea of the local environment.

- Students often remark on the lack of nearby shops or nightlife. The China-U.S. Center will not only provide additional dormitory space but also shops and entertainment across the street from the campus.
- UH Hilo has received funding to plan a University-based community Multi-Purpose Sports and Recreational Complex adjacent to the campus. It will include an Olympic-sized pool, courts with spectator seating, indoor track, weight and exercise rooms, shower facilities and covered areas for eating and socializing. It will also provide a site for trade shows, conventions and conferences.

We are very hopeful that our efforts to improve the campus environment and services, allied with improved institutional research, will make UH Hilo a place where more of our students are retained and graduate.

3.4.2 Recruitment

Effective recruitment has been responsible for our recent enrollment growth. We consider changes in information delivery and admissions practices to be important forms of recruitment as well as more direct recruitment efforts:

- In April 1999, CAS changed its admission standards with respect to SAT scores, which are now considered when a prospective student's high school GPA in traditional academic subjects is below 3.0. This decision was based on multiple regression analysis using high school performance variables of GPA, verbal and math success to predict college GPA. The results of the analysis were similar to those of the same study conducted in 1996, which indicated SAT scores were not a strong predictor of success at UH Hilo.
- The UH Hilo website has been redesigned as a more powerful recruiting tool. Students have been able to apply online since Fall 1998. The website has evolved into a streamlined, continually improving, online application and admission process.
- The Admissions Office has added another fulltime admissions specialist to coordinate communication with students who have been admitted but have not yet enrolled.
- An admissions and recruitment plan was implemented in Fall 2000. It identifies the goals and objectives for the Admissions Office and has proved valuable in the evaluation of admissions processes.
- UH Hilo considers that students with AA degrees from any accredited US community college have met the GE requirements. Articulation agreements have also been worked out with Micronesian community colleges.
- A director of marketing and alumni affairs was hired in Fall 2000, and recruitment efforts were reorganized. The marketing director has carried out an advertising campaign stressing the success of individual students and the good value of a UH Hilo education.
- With the impetus of the new strategic plan in 1997, UH Hilo began active recruitment efforts abroad. These efforts are consistent with the overall strategic plan of the University of Hawai'i system. In Fall 2000, a full-time faculty member was assigned to coordinate and lead in the recruitment of international students.

- We now distribute a promotional CDROM entitled Glimpses which contains a multimedia virtual tour of UH Hilo and displays the natural beauty of our island.

Part of UH Hilo's growth strategy has been to recruit mainland and international students so that their numbers approach the present ceiling of 30 percent, set by the Board of Regents. Indeed, the growth UH Hilo has sustained in the past few years has been from mainland and international students (presently at 26.4 percent of the student body). If present trends continue, the UH Hilo director of institutional research considers it likely that UH Hilo will exceed the 30 percent ceiling of non-resident enrollment by fall of 2003. It is possible that this ceiling will be raised at some point in the future.

We have also targeted transfer students in recruitment, because we have space in upper division courses to accommodate them, and we have been successful in increasing the number of transfers to UH Hilo by 26 percent since 1997. Moreover, many transfers self-recruit based on specific majors, such as astronomy and marine science.

On the other hand, in Fall 2000, only 1.8 percent of all Hawai'i's high school graduates of 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. The number of UH Hilo students with tuition status as state residents fell slightly between Fall 1997 and Fall 2000.

This reflects the decreased participation rate of Hawai'i state high school graduates in the UH system as a whole. Despite a slight increase in the number of high school graduates in Hawai'i between 1999 and 2000, the number entering the UH system declined from 4,692 in Fall 1999 to 4,331 in Fall 2000.

As a public institution in Hawai'i, our responsibility to educate the youth of Hawai'i is at the core of our mission. For this reason, new initiatives and plans have been developed to advance recruitment in Hawai'i, through increased local newspaper advertisements and through outreach to O'ahu, Kaua'i and Maui.

> **SUGGESTED ACTION:** UH Hilo should strengthen its recruitment efforts in the state of Hawai'i to continue to build on its strong reputation of service to the state.

3.5 Pillar One of the Strategic Plan: Academic Excellence

In this section, we will discuss UH Hilo's capacity to provide educational programs and address the first priority in the UH system's Strategic Plan: access to higher education. Information on educational effectiveness in student learning is given in Chapter Two of this report.

It is incumbent upon UH Hilo to increase access to higher education by paying close attention to patterns of student demand. Our response to problems with course

availability in CAS's lower division is an excellent example of how we are using evidence and data to improve in responsiveness to our students' needs:

3.5.1 Course Availability

For some years, student frustration during registration was becoming increasingly evident, when, every semester, students were faced with an array of closed courses, especially introductory and general education courses. As a small university, it is often necessary for departments to offer relatively low-enrolled upper division courses, balancing the need for enough sections of introductory courses with the need for an adequate range of upper division courses.

In 1997, the then-vice chancellor for academic affairs, then-dean of CAS and the registrar began to collaborate to alleviate the situation. The Registrar developed data to help characterize the problems concerning course availability based on the following:

- Fill ratio to capacity in lower division courses
- Past enrollment trends
- Pre-registration enrollment
- Data on attempts to enroll

In the past three years, CAS has incorporated this information into a process that makes registration much more "student friendly." Now the dean, division chairs, and department chairs of CAS can anticipate needs and work together to meet them by adding and deleting course sections, hiring lecturers, and finding classroom space.

The data show that UH Hilo has made improvements in providing access to lower division courses. The following chart gives the ratio between the enrollment in lower division courses and the number of available seats as of the fourth week of classes in the fall term.

Table 3.1. Fill Ratio in Lower Division Courses UH Hilo 1993-2000

1993	1994	1995	1996	1997	1998	1999	2000
.999	1.015	1.006	.983	.951	.824	.888	.902

The figures above, being from the fourth week of classes (after the drop/add period), do not perfectly reflect the situation during registration itself. Still, they provide a clear indication of improvements in course availability.

Additionally, the Survey of Graduating Seniors confirms that we are on the right track. As "the most important reason" for taking more than four years to graduate, course availability seems to be on the decline, cited by 15.8 percent of the graduating seniors in spring 1999, 12.3 percent in spring 2000 and only 5.9 percent in Fall of 2000. We are not complacent, however, because course availability is still cited in the survey as one of the top three reasons for graduating later. We will continue to monitor the data and to refine

our processes. We also expect that the fewer required courses built into the new general education program will ease pressure for lower division seats.

Even though low-enrolled classes may be cancelled in order to offer courses in demand, the University is careful to protect courses which are required in degree programs. Nevertheless, students proceeding toward a degree must pay strict attention to course offerings and sequencing, or their progress is likely to be considerably delayed. All departments now have scheduled their courses three years in advance to make planning easier.

3.5.2 Evening Schedule

UH Hilo is also improving access to higher education for the local working population with the "University After Dark," an evening schedule of classes emphasizing general education courses that can be used toward a bachelor's degree. It is also possible to earn a BA in Psychology in the evenings. The program will expand to other majors based on demand. In Fall 2000, 9.4 percent of UH Hilo's total enrolled seats were in the "University After Dark" program.

3.5.3 Programmatic Expansion[6]

UH Hilo's modest curricular expansion has also improved access to higher education for the people of Hawai'i. At the same time, WASC is concerned that new programs not negatively impact existing programs. In WASC's letter to UH Hilo of April 28, 2000 (p. 2), under the issue "Alignment of planning objectives with fiscal constraints," UH Hilo was told:

> …the Committee noted the University established a number of new programs. The University will need to demonstrate to the evaluation team that the program expansion has been undertaken without affecting the quality of, or the resources available to, the current programs.

The academic programs that have been added since 1994 have mostly grown from programs already in existence:

- The B.S. in Astronomy was added in 1998. Previously, UH Hilo had offered a minor in Astronomy, so some faculty were already on board. In Fall 2000, Astronomy had 25 majors.
- The Education Department supplemented its certificate program with a Master's in Education in Fall 2000. The degree program enrolled 23 students.
- Ka Haka 'Ula O Ke'elikōlani College of Hawaiian Language was established from the former CAS Hawaiian Studies Department by Hawai'i state legislative mandate in 1997. Its organization was approved by the UH Board of Regents in 1998. The M.A. in Hawaiian Language and Literature started in the fall of 1998, with matching

[6] Responds to Commission concern about the alignment of planning objectives with fiscal constraints and the effect of expansion on the quality of existing programs.

funds provided by the Hawai'i State Office of Hawaiian Affairs and the University. In Fall 2000, two graduate students were enrolled in thesis credits. No new students were admitted in 2000. New students will be admitted in Fall 2001.

- A B.A. in Natural Science combines courses across the science curriculum and is designed mostly for future elementary and secondary teachers.
- In CAFNRM, a tropical forestry certificate program is being offered through 2002, largely with funds from the state Department of Land and Natural Resources. The College is planning to continue its Forestry program, and is seeking appropriate funding.
- The Biology Department developed a second track for its B.A. degree, entitled "Ecology, Evolution and Conservation Biology." The curriculum development was undertaken with funding from the National Science Foundation. The Biology Department presently enrolls 132 majors.

The University has not discontinued any programs to offset this modest programmatic expansion over the past seven years. We did, however, give up the management of the UH Center at West Hawai'i in July of 1997, freeing up resources to use in other ways. In addition, many departments have streamlined their course offerings, and we have realized savings with internal efficiencies and reallocations. The number of different courses taught at UH Hilo has increased only somewhat since Fall 1997, when UH Hilo offered a total of 436 courses. In Fall 2000, we offered 444 courses.

UH Hilo has faced the difficult choices all growing and evolving institutions must make during times of fiscal constraint. Some of the new programs started with additional state funds or grant funding. At times, programs expand and diversify before resources are completely in place to support them, but, in general, the University budget, staffing, and physical plant are able to keep pace with programmatic changes.

3.5.4 Distance Education

UH Hilo is extending access to higher education through distance education and offers programs at targeted localities across the state. The following degrees are now attainable (upper division courses) at remote sites:

- B.S. in Computer Science on Maui, O'ahu and Kaua'i
- B.A. in Marine Science on Maui
- B.A. in Hawaiian Studies on Moloka'i and Maui
- B.A. in English, with a writing emphasis, to Maui, Kaua'i and West Hawai'i

Distance education programs leading to the B.A. Psychology and to the B.S.N in Nursing are in varying stages of planning.

A more detailed discussion of UH Hilo's Distance Education initiatives is in Chapter Two, section 2.9.2.

3.6 Pillar Two: The Island as a Hands-on Learning and Research Laboratory

UH Hilo had always utilized the local environment in its educational programs. The Strategic Plan emphasizes this aspect of our service as a means of staking out a unique identity for UH Hilo. Encouraged by the plan since 1997, programs and services increasingly emphasize the local environment as an easily accessible scientific, cultural, and social laboratory.

3.6.1 Curricular Expansion

Since 1997, curricular expansion has followed the Strategic Plan's emphases on studies of the local environment and of Hawaiian and Pacific cultures. In addition to the new programs listed on the previous page, other academic developments focus on Hawai'i Island:

- The Marine Science Department enjoyed considerable growth and support. In Fall 2000, it had 219 majors. The new Marine Science Building will be ready for occupation in Fall 2001.
- The English Department has expanded its curriculum to include Pacific literatures and nature writing.
- The Geology Department is offering a summer volcano monitoring course.
- Additional programs are in the planning phase, notably an Electronic and Information Engineering Technology program, in cooperation with community colleges, to provide training for observatories and other technology industries.

These and other academic developments related to the island as learning and research laboratory are discussed in more detail in Chapter Two, sections 2.2 and 2.3.

3.6.2 Scholarly Activities

Research has expanded since the 1997 Strategic Plan. Many, many projects use Hawai'i Island's natural and socio-cultural environment. Whenever possible, faculty also seek to meet the research needs of Hawai'i Island and the state. Many examples of recent research activities involving the island are given in section 2.3 of this report, but a few interesting examples of scholarly activities involving our unique island follow:

- With grant funding from Minority Biomedical Research Support program, a member of the Anthropology faculty has carried out a series of health studies of local ethnic groups. He is presently conducting a study on altitude sickness on Mauna Kea.
- An Astronomy faculty member has competed for and been awarded observing time on the telescopes of Mauna Kea, as well as the Hubble Space Telescope.
- Psychology faculty are studying family and community violence prevention on our island.
- Geography faculty edited the latest edition of the *Atlas of Hawai'i*, an authoritative reference on the physical, biological and cultural environment of the islands.

- A Marine Science faculty member is heavily involved in tsunami mitigation efforts, ranging from the recent publication of the 2nd edition of the book *Tsunami!* to developing educational and outreach exhibits for the Pacific Tsunami Museum.

3.6.3 Facilities

To build capacity to support scholarly and academic activities involving the island environment, the University is expanding its research and educational facilities, often by partnering with other organizations. In varying stages of planning or completion are:

- The Marine Science Building will be ready for occupancy in the fall of 2001.
- Planning and design money has been allocated for a new science and technology building.
- UH Hilo was given a 53-foot catamaran for its marine programs in 1999. With capacity for 120 people, it is now fitted out with computers and other equipment for use as a floating classroom.
- CAFNRM has received a gift of a state-of-the-art greenhouse and a roof for the horse arena.
- UH Hilo is partnering with Oceanic Institutes and the USDA to build a $1.5 million Aquatic Research Feed Mill on the University Farm.
- The Pacific Aquaculture and Coastal Research Center will be a joint project of the University, the federal, state, and local governments, and the Keaukaha Community Association. It will house world-class aquaculture and marine science programs, support commercial aquaculture, fisheries and eco-tourism, and transfer technologies throughout the world.
- A $20 million Mauna Kea Astronomy Education Center is planned for the University Science and Technology Park, with an initial grant of $8 million from NASA.

3.6.4 Co-Curricular Opportunities Involving the Island

Student Affairs' programs also emphasize the "use of the island as a learning and research laboratory," often including educational field trips in their semester activities. For example, the Hawaiian Leadership Development Program, National Student Exchange, and the International Student Association conduct a joint orientation to Hawaiian culture with a hike into Waipi'o Valley and a service project entailing work in a taro field. Each semester, numerous activities such as these provide students with unique learning opportunities to deepen their understanding of our natural and cultural environment.

See sections 2.2 and 2.3 for additional ways the academic programs utilize our island.

3.7 Pillar Three: Development into a premier residential campus

The UH Hilo mission promises a "residential campus experience," by which we mean not only housing on and around the campus but an enriched, vibrant campus culture,

conducive to study, recreation, and the development of interests outside of the classroom. We have made real progress here as well.

3.7.1 Student Housing[7]

In 1994, the WASC visiting team faulted the University for characterizing itself in its mission statement as a residential university. The revised UH Hilo mission, developed in 1997, states instead that UH Hilo offers "a residential campus experience to students." This change in wording does not convey the reality, which is that the majority of UH Hilo students do not reside on campus. Campus housing has space for only 620 students. However, Hawai'i Community College students also use this campus housing and presently comprise about 15 percent of the students housed. In Fall 2000, 17.8 percent of UH Hilo students resided on campus. The *General Catalog* informs prospective students of the number of spaces and encourages students to apply early for them.

UH Hilo's 1997 report to WASC states, "the term 'residential' as used in the Strategic Plan refers to availability of housing for students in the area immediately surrounding the campus, as well as housing on campus." The Student Housing Office assists students to find off-campus housing, which is relatively abundant in the immediate vicinity. For Fall 2001, the University has also negotiated an agreement with an off-campus apartment complex to provide 30 to 80 additional housing spaces for students. UH Hilo will provide shuttle van transportation to and from campus, a live-in staff presence in the complex, and programming. The University is negotiating with other off-campus apartment owners for similar agreements.

Plans are proceeding for additional housing spaces as part of the China-U.S. Center, proposed for a 33-acre site across the street from the campus. To be developed in partnership with a Taiwanese investment group on University land, the first phase will add 150 spaces to UH Hilo housing inventory. When complete, the China-U.S. Center will offer 600 residential spaces. The center is to include many amenities that create more of a college-town environment around UH Hilo.

While UH Hilo, with its local and international partners, develops the housing that will be needed by a growing student population, the University makes every effort to ensure that its on-campus housing is reasonably priced, attractive, comfortable, and conducive to study. In addition, we provide students with social, cultural, and educational programming that supports student development.

There are four coeducational residence halls on the UH Hilo campus: two traditional styled residence halls, Hale Kauanoe (136 beds) and Hale Kanilehua (50 beds); one suite-styled residence hall, Hale Kehau (236 beds); and Hale 'Ikena, which is an apartment-style hall with 198 beds. Occupancy for the Fall 1999 semester was 98 percent, 83 percent for spring 2000, and 99 percent for Fall 2000.

[7] Standard 7.A.13

Eight spaces in Hale 'Ikena and 18 spaces in Hale Kehau have been designed to meet the needs of physically disabled students capable of living independently. Additional rooms can be adapted to accommodate other special need students.

The program is under the direction of a director with support from an administrative officer, residence life programmer, and two full-time resident managers. Additional full-time staff positions include a clerk stenographer and a maintenance worker. Over 45 student assistants are hired as resident assistants, desk operators, and utility workers. Resident assistants go through training coordinated by the residence life programmer, with workshops and presentations provided by Student Housing, the Women's Center, the Counseling Center, and Student Life.

All residence halls have policies and regulations (such as quiet hours and visitation policies) designed to support a learning environment. Hale Kauanoe has been designated as a substance-free residence hall with no use of drugs, alcohol, or tobacco. Hale Kehau is designated alcohol free. The Residence Hall Association, with representatives from each hall, hears and reviews student concerns and forwards these concerns to the appropriate personnel.

The resident handbook contains detailed procedures for grievances, complaints, and disciplinary actions. These are documented in a standardized reporting format by all Housing staff. Complaints of noise and disruptive behavior are addressed in a consistent and assertive manner so that the learning environment is maintained.

While dormitory rooms themselves are not wired for television cable or the internet, all dormitory lounges have satellite television service. A PC lab and scattered email stations are available to residents.

Programming under the direction of the residential life programmer has greatly enhanced resident life. Weekly social and recreational activities are provided including classes in scuba diving, martial arts, physical fitness, and hula, to name a few. Educational/recreational excursions to all parts of Hawai'i Island are provided regularly. Workshops also focus on multi-cultural awareness, learning skills, women's and men's safety issues, alcohol and drug education, relationship issues, and other personal and social development concerns.

The UH Hilo Student Housing Program participated in a nationwide housing benchmarking survey of residents. The survey was initially administered in Fall 2000 with the first follow-up in spring 2001. Participation in this benchmarking project will allow UH Hilo Student Housing to identify strengths and weakness in its program. It will also allow for comparison to other institutions.

Results so far indicate that students in the residence halls are most satisfied with the extent to which living in a residence hall enhanced their ability to meet other people (rated 5.73 out of 6), appreciate other cultures (5.41), and improve their communication skills (5.34). Students were least satisfied with cable television service (2.31), dining hall food (2.46), and the value of the dining hall meal plan (2.56).

See the discussion of "Retention" in sections 2.6 and 3.4.1 for additional ways the campus has enhanced the residential experience.

3.7.2 Amenities and Aesthetics

UH Hilo's new and attractive main entrance, finished in the Fall of 1999, now creates a welcoming and appealing first impression of the campus. The entrance was destroyed by the flood in November 2000 but was repaired and re-opened in the spring of 2001. A new roadway between the campus and the University Science and Technology Park underscores the importance of the relationships between UH Hilo and the park's tenants.

Landscaped areas around the campus are truly beautiful. The University is grateful for the many volunteer hours donated by community members, who assist our grounds staff in planting and maintaining the campus landscape. In addition, a botanical garden now enhances the Lanikaula entrance to the campus. Developed by Biology Department faculty, students, and staff working in cooperation with members of the local community, the garden features cycads and bromeliads.

Recognizing that students require plenty of social interaction and that they learn a lot from each other outside of the classroom, the University has created more areas for students to gather. Benches and patios have been set up in a number of campus areas to encourage students to get together. Beginning in Fall 2001, the Campus Center will house a cyber-café on its second floor.

Students sometimes point out a general lack of amenities, and these are being addressed. We place a high priority on finding out what our students want and then trying to give it to them. Computing facilities have greatly improved and access to PCs and the Internet are now adequate (see section 2.9.2). The Library provides access to photocopiers, fax services, and an automatic teller machine. The Campus Center Information Booth sells such items as stamps and bus coupons.

3.7.3 Health Services[8]

Health services are important in a residential environment. A user-friendly, open-door office, UH Hilo's Student Health Service (SHS) is staffed by a full-time nurse practitioner and student workers. The 1999 Graduating Senior Survey indicated a high level of student satisfaction by those students using the services. Approximately 1,600 students are served each semester, making it one of the most used one-person offices on campus.

Services include administering TB tests and immunizations, assessing illness or injury, referral to a doctor in the community as necessary, initiating first aid, and advising on student insurance plans. The SHS monitors the Hawai'i State Department of Health's requirement of proof of a TB test and two measles immunizations for students. The

[8] Standard 7.A.10

office also maintains student health records. Health education is offered through a variety of free brochures on health related topics. The nurse practitioner also makes presentations on campus and counsels students on an individual basis.

The nurse practitioner is certified in Women's Health and offers free family planning services under a Title X grant. She has also been trained to assist students in case of sexual assault and is on the Community Emergency Response Team in event of a disaster. There is frequent collaboration between the SHS, the Women's Center, and the Counseling Center in assisting students.

The administration is working to hire a part-time physician. A survey in Spring 2000 indicated 65 percent of students favored a health fee in exchange for additional services. The UH Hilo Student Association has also indicated a willingness to support the appointment of a part-time physician.

3.7.4 Counseling and Career Development[9]

3.7.4.1 Counseling Center

Three full-time counselors in the UH Hilo Counseling Center provide personal counseling that is both developmental and problem-based in nature. Crisis intervention services are regularly provided as well as consultation with faculty and staff. Referrals are made to the East Hawai'i Counseling Center, to private psychiatrists, and to special agencies in the community for such problems as substance abuse, physical abuse, or post-traumatic stress disorder.

In addition to the above responsibilities, counselors also provide career development/ exploration and educational counseling for success strategies and planning. The Counseling Center staff has administrative responsibility for national testing programs, National Student Exchange, and study abroad programs.

Another major mental health resource on campus is the Women's Center. Staffed by a full-time social worker and part-time peer assistants, the center provides crisis counseling, support groups, information, and referrals. A resource library has many mental health related materials and videos available for student use.

In response to a recommendation of the 1994 WASC Report, both the Counseling and Women's Centers have developed an increasingly supportive alliance with Student Housing and participate regularly in resident advisor training and hall programming. An effective referral process is in place for students in need of counseling. Both centers work collaboratively with Student Life, Athletics, and Student Housing on sexual harassment/assault prevention training. The Counseling Center collaborates extensively with the specialized student support programs (listed in section 2.10.3) in joint-programming efforts, peer-counselor training, and counseling support. The Women's

[9] Standards 7.A.9, 7.A.10

Center also provides a weekly support group for gay, lesbian, and trans-gendered students.

A survey in Fall 2000 of students receiving personal counseling services indicated a high level of student satisfaction and agreement that services are provided in a timely manner, are easy to access via appointments and walk-ins, confidentiality is maintained, and that counselors are caring, concerned, knowledgeable, and helpful.

A survey in Fall 2000 of faculty and professional staff indicated that they were aware of the availability of mental health counseling services on campus, that a large majority have frequently or occasionally referred students for assistance, that more than half have consulted with a counselor for assistance in better understanding and dealing with a problematic student behavior or situation, and that a high majority of those responding felt that students receive assistance in a timely manner and benefit from the services provided.

An increase this year in the counseling budget has provided the opportunity to establish a resource library for students and staff on mental health and personal development concerns.

Counseling was also able to regain a long vacant position, which was filled in Spring 2000. This position will allow us to develop a retention program for counselor outreach and programming for high-risk students, transfer students, and prospective students. Efforts have been initiated to increase publicity of counseling services to students, faculty, and staff, which will include a more effective use of our website.

3.7.4.2 Career Center

Career counseling and student employment services provide career guidance and employment related assistance. The Career Center is staffed by an employment director, a half-time secretary, a peer-counselor, and student workers. Staff assist students in using a variety of career resources. The director also manages the On-Campus Student Employment Program for the University. In Fall 2001, an additional fulltime, permanent professional staff member will be added to build an internship program and to enhance placement opportunities for graduates.

Career development/exploration counseling is also one of the primary responsibilities of the three counselors in the Counseling Center. In addition, counselors from special programs provide career counseling to their targeted student populations. The Freshman Year Seminar course has a career development component as well.

The Career Center seeks out and provides employment opportunities for students and graduates. Students may be placed in on-campus positions located within the University or referred to employment opportunities with businesses and organizations. Recruitment occurs on campus and at the annual Career Fair.

3.7.5 Student Recreation and Athletic Services[10]

Recreational sports activities are primarily under the direction of the coordinator of intramurals. Five leagues are maintained (men's and women's basketball, novice and open volleyball, and co-ed softball). In addition, frequent tournaments and competitions are organized in 25 other events. Sports equipment and facilities are available for open use, such as informal soccer competitions and basketball games. Board games, pool tables, table tennis, and video games are available in the Campus Center. Facilities such as the weight training room, gym, and athletic fields are scheduled for frequent student use. Student Housing and student organizations sponsor numerous recreational activities, including classes for scuba diving certification. Funding for intramurals comes primarily from the Student Activities Council budget.

Close collaboration among the coordinator of intramurals, the Campus Center director, the residential life programmer, and the Athletic Department has resulted in a significant increase in student recreation and athletic activities. Additional funding has been made available through community partnerships, such as the $18,000 gift for the purchase of two new canoes by Dr. Kodaira, a member of the astronomy community. The new multi-purpose sports and recreational complex now being planned, which will include an Olympic-sized swimming pool, will greatly enhance student recreational opportunities.

3.7.6 Intercollegiate Athletics[11]

Spectator sports are an expected part of life on a residential campus. UH Hilo Athletics sponsors nine intercollegiate sports under National Collegiate Athletic Association Division II level, with the exception of Men's Baseball which competes at the Division I level. The Men's Baseball team belongs to the Western Athletic Conference while Women's Volleyball, Men's and Women's Cross Country, and Men's Basketball belong to the Pacific Western Conference. Women's Softball, Men's and Women's Tennis, and Men's Golf compete as independents.

Women's Volleyball, Men's Basketball, Women's Softball, and Men's Baseball all have full-time coaches. The head coaches of the other five teams and all the assistant coaches are part-time.

The Athletic Department is administered by the athletic director who is assisted by an assistant director, a sports information director, a secretary, and two athletic trainers. Funding for the program comes from the University budget allocation, program-generated revenue, and monies raised by the Athletic Booster Club. Annual fund drives by the Athletic Booster Club have been successful in off-setting institutional funding cuts but funding issues will continue to need to be addressed.

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[10] Standard 7.A.9

[11] Standards 1.D.2, 7.A.7

The Athletic Department operates under the guidelines of the NCAA, the various conferences in which we participate, and the policies and procedures of the University. Monitoring of the program is conducted by the department and regular reports are made to the University administration and to the NCAA. These include monitoring of graduation rates and academic progress of the student athletes. All UH fiscal policies must be followed by the athletic program.

With the appointment of the permanent athletic director in Spring 2001, there has been a renewed emphasis on supporting athlete's scholastic achievement through services such as study hall programs, semester progress grade checks, and advising. For the first time, in Fall 2001, student athletes will be given priority in registration during the semester they are participating in athletics. The department will seek resources to strengthen support for student athletes' academic achievement and graduation. Additional advising/counseling resources and tutoring programs need to be provided.

The Athletic Department has made a concerted effort to improve student athletes' conduct on campus by clearly communicating rights and responsibilities of student athletes through orientation meetings, on-going workshops, and written materials. This has decreased the number of disruptive incidents. Each athlete receives the *Student Athlete Handbook*. Beginning in Fall 2000, all student athletes were required to attend sexual harassment/assault prevention programs.

The new athletic director will collaborate with the staff on a comprehensive assessment, planning, and allocation process that will build morale and help stabilize the department as well as set the future direction and spirit of the program. The Advisory Committee will be revived with faculty and student membership to serve as an advisory and oversight committee to monitor the Athletic Department. The Athletic Department will also develop a plan for the University to continue to make progress in meeting Title IX guidelines for gender equity.

3.7.7 Theatre

The UH Hilo Theatre is the major performing arts educational and cultural center on Hawai'i Island. All interested students have the opportunity of joining faculty and members of the wider community in Theatre activities. The program produces numerous plays and musicals during its year-round season. Productions include main stage productions, studio productions, improvisational theatre, and dance concerts. The Theatre also presents a season of events that include dance, theatre, jazz, special events, and ethnic concerts.

The Hawai`i Concert Society holds its concert series in the Theater, and the two entities jointly open the grand piano stored at the Theater. They partner on at least one expensive performance per season.

3.7.8 University Bookstore[12]

The University Bookstore, owned and operated by the UH system and serving UH Hilo and Hawai'i Community College students, is centrally located for students, faculty, and staff. In addition to textbooks and trade books, the bookstore offers a selection of art supplies, logo clothing, notions, snacks, popular books, caps and gowns, and other commencement items. The Bookstore also sells computers and software.

Staff includes a general manager, a clerk, and three student workers. Gross sales in 1999 were $1.7 million of which 75 percent were from textbooks, 20 percent from general supplies and clothing, and 5 percent from art supplies and computer sales. Negotiations began in February to substantially renovate the bookstore.

3.7.9 Food Services[13]

The food service program at UH Hilo is operated Sodexho Marriott Services. Facilities are managed by professionally trained personnel adhering to strict food service and sanitation standards, monitored by a company audit twice a year.

Dining locations include the

- Campus Center Dining Room (closed weekends and holidays)
- Hale Kehau Dining Room and the Munchies Snack Bar (located in the residence hall complex)
- The Cube ("grab & go" items located outside the bookstore)
- Theater Espresso Bar
- Snack Cart (located outside the Library)

The outdoor espresso bar at the theater and the Snack Cart at the Library Lanai (together with the tables and seating provided) were set up by student request. They have greatly enhanced the "residential campus environment" promised in the UH Hilo mission by creating relaxed gathering places for students. Food will also be served in the cyber-café, which should also prove a comfortable spot for students to mingle.

Suggestion boxes in the dining rooms gather comments from students. To solicit more detailed information on a weekly basis, housing staff (student resident assistants and resident managers) evaluate service, food presentation, quality, and customer knowledge of product.

The food service programs make every attempt to satisfy the quite diverse food preferences of students. At Hale Kehau, there are three formats provided: Kehau Grill; Island Traditions (local favorites with an effort to entice new students to try the flavors); and Earthly Sensations (vegetarian or vegan dishes emphasizing fresh vegetables). The Campus Center Dining Room also provides a wide variety of menu options and formats.

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[12] Standards 6.A.7, 7.A.14

[13] Standard 7.A.15

3.7.10 Student Safety and Security[14]

UH Hilo, although not crime-free, is an extraordinarily safe campus with an outstanding record regarding incidence of crime and accidents on campus. This is due to an effective security force and effective safety and security planning under the able administration of UH Hilo's Auxiliary Services Department. Security personnel have significant visibility through irregular patrol routes, night patrols, and 24-hour/seven day-a-week coverage.

The U.S. Office of Postsecondary Education's campus crime website reported one aggravated assault, nine burglaries, and one motor vehicle theft for all of 1999, continuing the low level of incidents on the campus during the last decade.

The University promotes prevention programs especially during the new and transfer student orientation and in Student Housing programming. Crime Awareness and Campus Security information is published every semester in the Course Registration Schedule. The UH Hilo Student Conduct Code and the UH Hilo *Student Housing Handbook* prohibit behavior that threatens the safety of another person and the possession of lethal weapons. Sexual harassment and sexual assault information is published each semester in the Course Registration Schedule, and prevention programs are conducted throughout the year.

All security personnel are certified in First Aid, CPR, and the handling of blood-borne pathogens. They also receive training in University regulations and policies such as the Student Conduct Code.

Seventeen emergency call boxes have been added throughout the campus to provide for simple and immediate contact with campus security. Safety for students has also been increased through the building of additional ramps, walkways, and added lighting throughout the campus.

3.8 Pillar Four of the Strategic Plan: Community Partnerships

UH Hilo lives up to its commitment to the economic and social development of the island by entering into partnerships to advance common goals for the University and the community. These contributions are reported in UH Hilo's annual reports and in progress reports on the Strategic Plan.[15] Faculty and academic programs active in community partnerships are described in Chapter Two, sections 2.3.1, 2.3.3, and 2.8.6.

- The Chancellor's Advisory Board consists of government, business, and civic leaders who support UH Hilo's Strategic Plan and are willing to assist the campus in fund development. The group first met in January of 2000.

[14] Standard 7.A.16, 8.C.3

[15] Standard 2.C.3

- The University Science and Technology Park, on 163 acres of University land, is presently home to base facilities for five astronomical observatories. The UH Agriculture Complex is also located there. Four new tenants are planning their new facilities: Smithsonian Astrophysical Observatory base support facility, USDA Institute of Pacific Islands Forestry Office; USDA Pacific Basic Agriculture Research Center; and the Mauna Kea Astronomy Education Center.

- The Hawai'i Small Business Development Center Network is a partnership between UH Hilo and the U.S. Small Business Administration. The SBDC, an economic development program, is housed at UH Hilo and operates seven offices state-wide, offering management consulting services, training for small businesses, and research services.

- UH Hilo's very active Conference Center coordinates professional, educational, and research-oriented conferences and other programs consistent with the University mission. The Conference Center clientele has included elementary and high schools, universities, national and international travel study groups, Elderhostel, business travelers, and intergenerational and family groups. Programs involve the services of local resource instructors, students, teachers, UH Hilo faculty, community volunteers, and staff.

- Ka Haka 'Ula O Ke'elikōlani College of Hawaiian Language (CHL) serves the curriculum, technology, and teaching training needs of the Hawaiian speaking community.

- The proposed China-U.S. Center, an $80 million project to be located across the street from the main campus on 33 acres owned by the University, is being planned jointly by UH Hilo and a Taiwanese investment group, Geo International Explorer, Inc. The center will provide student housing (eventually 600 spaces), shopping and entertainment, recreation, and other amenities.

- The Pacific Aquaculture and Coastal Research Center is a multi-million dollar joint project involving UH Hilo, the county, state, and the Keaukaha Hawaiian Homelands Community Association. The center, developed on the site of an abandoned sewage treatment plant, is to become an aquaculture research and training center. It will provide the infrastructure needed to expand UH Hilo's aquaculture and marine science programs.

- UH Hilo, in cooperation with the county, state, and federal governments, is planning a high-tech business incubator in downtown Hilo. To be housed in a two-story structure donated to UH Hilo by the Bank of Hawai'i in 1998, it will be wired as a "smart building" for use as an innovation center, distance learning, and conferences.

- The Mauna Kea Astronomy Education Center, a $20 million facility, will be located in the University Science and Technology Park. Planned in cooperation with NASA, the Bishop Museum, and other organizations, it will be an interpretive and educational adjunct to the Mauna Kea observatories. In addition to exhibits, a

planetarium will use advanced exhibit technologies to present the discoveries taking place on Mauna Kea.

In addition, community partnerships are a significant feature of many of our co-curricular programs.

Strong ties have been built between K-12 schools and University programs such as Na Pua No'eau, Upward Bound, and the Student Affairs special programs for disadvantaged and minority students. There are also strong connections between many cultural organizations in the community and our co-curricular programs. The UH Hilo Athletic Booster Club has played a critical role through the years in forging community ties with the athletic program.

Other Student Affairs programs are now seeking opportunities for community partnerships. During the past year, new student orientation was enhanced with activities sponsored by the Downtown Improvement Association and the Prince Kuhio Mall. The University has an active and growing service learning program in the Office of Campus Life. This program places student volunteers into service roles in the community. A recent $30,000 grant for enhancing Student Affairs' service learning program will also serve as an impetus for expanding volunteer service and internship opportunities with community businesses and agencies.

The many service activities of individual faculty members are now documented in the UH Hilo Annual Report. The position of dean of the College of Continuing Education and Community Service was reinstated and filled with a permanent appointment in April of 2001. From now on, it should be possible to coordinate educational outreach and partnerships in a more systematic way.

3.9 Pillar Five of the Strategic Plan: Resource Development

3.9.1 Financial Resources[16]

Despite tough economic times for the state, UH Hilo has succeeded in its objective of developing sufficient resources to achieve our mission, support growth, and enhance quality. Since 1998, modest programmatic expansion and growth in student numbers has been met with modest resource growth. In terms of both capital and operating budget resources, UH Hilo is well prepared for continued modest growth during the next few years. We have sufficient funding allocated in current funds and reserves to adequately support and maintain the educational quality of the institution through the end of fiscal year 2003 and to support carefully-planned growth in enrollment and programming during that period.

State general funds and tuition/fees are UH Hilo's major revenue sources, with most of UH Hilo's operational funding coming from state general funds. Until 1996, when the

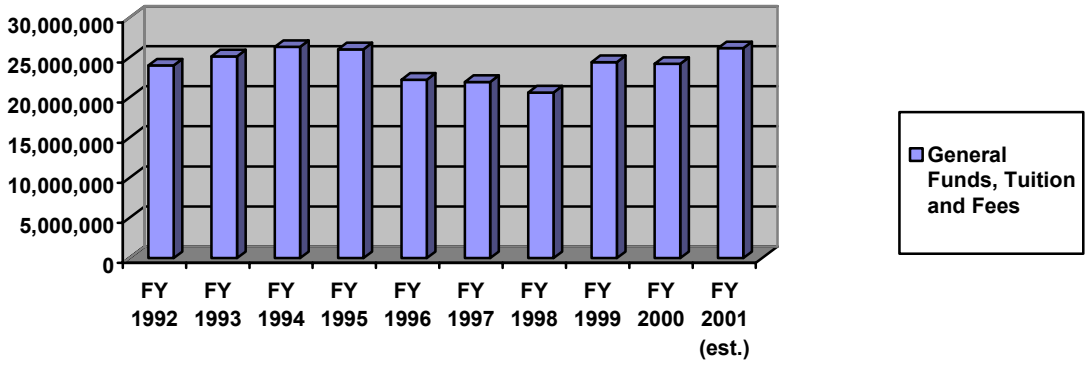
[16] Standard 9

University began retaining tuition revenues, almost all of UH Hilo's operational funding was from general funds, allocated via the legislature and governor, through the UH Board of Regents and president. Thus, the health of the state economy, which has improved since the end of the 1990s, has a large bearing on UH finances. Within the past two years, UH Hilo has received major increases in our campus annual general fund budget to support the growth and development of new and expanded academic programming. This has been in the form of additional faculty positions and funding earmarked for new academic equipment, maintenance contracts, and repairs.

The ability to retain tuition revenue ties a portion of our funding to the number of students attending, and UH Hilo's student body has been growing. Tuition rates have also risen substantially since 1995, although they are still quite low. Tuition and fees are expected to represent about 18 percent of UH Hilo's total revenues in FY 2001.

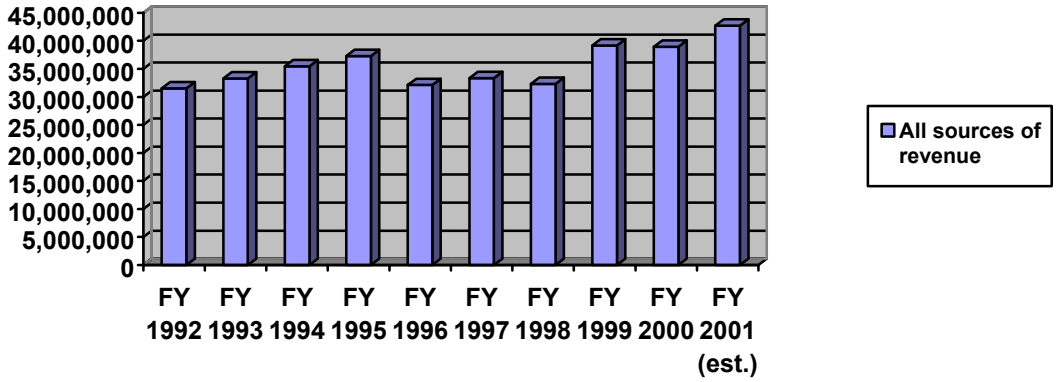
The graph below shows that, since 1998, UH Hilo's support from combined general funds, tuition and fees have increased significantly.

Figure 3.1. Combined Support from General Funds, Tuition, and Fees, UH Hilo 1992-2001



The picture begins to look even more encouraging when we consider revenue from all sources:

Figure 3.2. All Sources of Income, UH Hilo, 1992-2001



The chart above includes revenues from general funds, tuition, fees, federal, state and local grants, private gifts, grants and contracts, endowment income, sales and services, auxiliary enterprises, and miscellaneous other sources.

Capital improvement funding (CIP) is guided by UH planning, in particular the UH Hilo Long Range Development Plan. In the last few years, UH Hilo's CIP picture has been much improved. UH Hilo now has more than $80 million worth of capital improvement projects fully funded, which are currently in process or scheduled for the next few years. The considerable CIP funds received in recent years have been devoted to the construction of new academic facilities and the updating and renovation of existing academic facilities.

UH Hilo has accepted the reality that, with the state's constrained budget, the University community must shoulder more of the responsibility for resource development, and campus leaders have expanded their role as entrepreneurs, grant writers and fund raisers. Although the state's economy is improving, forecasts do not hold out much hope for meaningful expansion of the state budget in the near term. Thus, fiscal constraints will continue to require the University to seek resources beyond state general funds.

We have been successful in developing resources on a number of fronts:

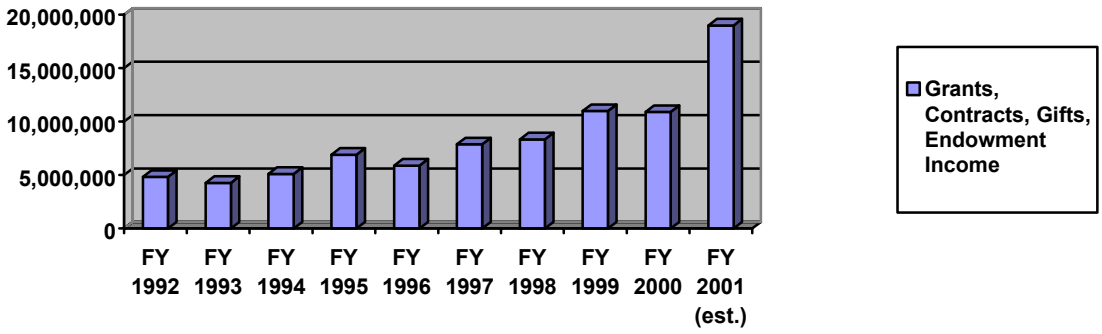
- For FY 2001, the legislature awarded UH Hilo its largest-ever supplemental appropriation for expansion of services and academic programs. Under the University's new autonomous status, UH Hilo received funding for initiatives actually planned by the University administration, which was not usually the case before University autonomy. The days of excessive legislative influence in University planning appear to be over.

- UH Hilo hired a development officer in February of 1999 to raise funds. UH Hilo participated in the UH system's four-year, $100,000,000 fundraising campaign (the largest in its history), which was concluded in spring 2001.

- Chancellor Tseng established the Hilo office of the Research Corporation of the University of Hawai'i in April of 2000. This office expedites the administration of grant funds, streamlining the process and assisting investigators with the management of their awards. A faculty member was also recently appointed as part-time research coordinator for the campus. These developed have supported the renaissance of funded research activity at UH Hilo as well as major advances in attracting new funding through federal, state and local grants. We were awarded six times more grant funding in 2000 ($24 million) than we were just two years before ($4 million).

Along with the new support came the decision to return to the campus 79 percent of all indirect costs from grants. This money will now be available for infrastructure and capacity building at UH Hilo. (Previously, we had received a much smaller percentage.)

Figure 3.3. Grants, Contracts, Gifts, Endowment Income UH Hilo 1992-2001



In addition, funds from continuing education and summer session tuition are generally allocated, at the discretion of the vice chancellor for academic affairs, to support instructional needs in the disciplines generating the funds.

As a result of all these positive developments, UH Hilo has been fiscally healthy for the past three years. In fact, during that period, a substantial multi-year strategic reserve has been developed within our Special and Revolving fund accounts to support future growth and to serve as a buffer against any sudden drop in state or tuition revenues. Under BOR policy, UH Hilo may retain a multi-year campus emergency reserve of up to 4 percent of annual operating expenditures within its Special and Revolving accounts. UH Hilo is currently maintaining this reserve at the 4 percent level.

The only form of short- or long-term indebtedness we have at the present time is in our campus dormitory accounts. Under University policy, adequate reserves have been maintained to support these debt service requirements.

3.9.2 Physical Plant[17]

UH Hilo's campus is on 115 acres, with an adjoining 163-acre University Science and Technology Park, and a 110-acre farm in the Pana'ewa Agricultural Park. There are 55 major buildings and 32 portables, including classroom buildings, library, faculty offices, administration building, student affairs building, theatre, campus center for student activities, an athletic complex, and dormitories. Here the term "campus" includes the site of Hawai'i Community College, and UH Hilo has the fiscal responsibility for the entire campus.

3.9.2.1 Capital Improvement Projects

UH Hilo now has a major capital improvement program under way, guided by the Facilities Long-Range Development Plan approved by the BOR in 1996. This LRDP forms the basis for our annual request for Capital Improvement Funds (CIP) to support the construction and furnishing of new buildings and the repair and renovation of existing buildings and equipment. Programmatic growth has been followed by funding for the major classroom building now under construction (85,840 square feet; $19 million; scheduled for occupancy in Fall 2002) and the new Marine Sciences Building (10,309 square feet, $3 million; scheduled for occupancy in Fall 2001). Every effort has been made to involve faculty in the planning of these projects and in the allocation of the new and renovated space.

In addition to these two new buildings, we have an extensive program of facilities repairs, renovations, and upgrades in process. In total there are more than $80 million worth of capital improvement projects currently in process or scheduled for the next few years.

At the time of this writing, office space on campus is extremely limited. Some faculty occupy substandard offices and others are in small shared offices. But most faculty have offices that are adequate, and a few have offices that are spacious. With the addition of two new buildings, the number of rooms for faculty offices will increase by approximately 65 offices (about 50 percent of our present faculty office space). All of this new space will be modern and state of the art.

Space to support faculty research activities has never been plentiful, and programs in the sciences are growing, in accordance with the Strategic Plan's emphasis on using the natural resources of our island. Presently, almost all lab space in the sciences is dedicated to teaching activities, so faculty are generally limited in the amount of bench space they can use to set up experiments and must do their work when labs are not occupied by classes. Some faculty, like those in Biology, have small lab areas of less than 100 square feet in the back of their offices for research. The Minority Biomedical Research Support program has two full-size labs dedicated to research projects, but that is the exception rather than the rule. This year, the Astronomy Department was given

[17] Standard 8

two offices in the new Institute for Astronomy complex, so they can have a presence in the University Science and Technology Park and on the UH Hilo campus.

As the UH Hilo campus increases its pursuit of extramural research grants, space to support those research activities will need to be increased. Some of these research spaces are being created in the two new buildings described above. In addition, this year's legislature voted funds to plan and design a new science and technology building to house a number of departments in the physical sciences.

3.9.2.2 Maintenance, repair and renovation

For a number of years, the facilities repair and maintenance budget supported by state general fund appropriations at UH Hilo remained at the relatively low level of approximately $100,000 per year. Now, however, existing physical facilities are getting some much-needed maintenance. Due to the length of time that repairs and general maintenance were neglected, it will be some time before all facilities are brought up to an acceptable standard of care.

In recent years, the legislature has begun to allocate state capital improvement funds to address the considerable backlog of deferred maintenance and repairs to the physical plant. UH Hilo received $1,725,000 in CIP funds in FY 1997-1998, $787,000 in FY 1998-1999, and $1,725,000 in FY 1999-2000. These CIP repair funds are being used for major projects such as roof replacement, upgrades to mechanical and electrical systems, and upgrades to meet ADA standards for accessibility. These funds cannot be used for painting and general repairs.

The legislature has developed a new joint CIP/general fund supported program for the University system for a three-year period starting in FY 2000-2001. Each year, UH Hilo will receive about $3 million of CIP funding for facilities repairs and renovations. Since this program is partially funded with general funds, painting, as well as general repairs and renovations are included. We expect to renovate all of our buildings constructed prior to 1977.

Major CIP funding has been received in recent years for general maintenance, renovations, and new construction to support health and safety considerations and to provide improved access for the physically disabled. Much of the campus is being retrofitted to conform to ADA requirements. Wheel chair ramps, widened doors, lowered countertops, handicapped restrooms, and other retrofits are either under way or planned for all appropriate buildings and walkways. A new handicapped accessible elevator has been installed in the Hale Aloha office building on the Manono campus.

The first ADA project, with a total cost of approximately $1 million was completed in 1998. The second phase, with an estimated cost of another $1 million, is now under construction. And UH Hilo has been allocated an additional $2,500,000 for two more phases, which will begin in FY 2002.

The facilities on Maui, Leeward O'ahu, and Kaua'i that receive UH Hilo's distance learning programs are appropriate to the programs delivered and provide an environment conducive to learning.

3.9.2.3 Equipment

The equipment picture is improving. The new facilities under construction will have a new complement of furnishings, equipment, and electronic infrastructure. In addition to this CIP funded initiative, the campus has also received a major infusion of new academic equipment funding within our annual General Fund budget for FY 2001 and FY 2002.

Money for large-ticket equipment items such as vehicles and major pieces of scientific equipment has never been readily available. There is not an extensive vehicle pool for the campus. Some units such as athletics, housing, auxiliary services, CAFNRM, Geology and Marine Sciences, have small numbers of vehicles dedicated for their use. This year, there were funds to buy three four-wheel drive vans, two for CAS and one for CAFNRM.

During FY 2001, a significant amount of equipment monies were made available to support teaching and research activities. CAS, for example, was allocated $300,000 for non-computing equipment purchases. Although a backlog of equipment needs of more than $1 million has been identified by faculty in CAS alone, the $300,000 provides an excellent start in bring UH Hilo up to speed in regard to equipment needed to support teaching activities in all of its academic units.

In the past, periodic replacement of equipment could not always be scheduled and budgeted for a variety of reasons, including budget cuts. Generally, equipment was purchased only when a new building was constructed or with grant funds. However, the new equipment funding which has been added to our general fund budget base will allow us to begin to systematically address equipment replacement and acquisition in all three colleges and the Library.

An effective equipment inventory control and management system is in place, as mandated by University and state policy. We are also improving our processes by which equipment is maintained and service contracts funded.

3.10 Future of Strategic Planning at UH Hilo

As documented above, UH Hilo has made substantial progress in addressing the major priorities of the Strategic Plan. However, the Strategic Plan itself calls for a review every three years or so—it was meant as part of an ongoing planning process—and it is time to revisit it. Since the Strategic Plan was approved, campus-wide planning has been largely in abeyance while UH Hilo worked to align its activities with Strategic Plan goals. Moreover, until very recently, all key administrative positions were filled with interim

appointments, which would have made it extremely difficult for University-wide planning efforts to be effective.

Regardless, solid, positive advances have been made which should enable the University to begin institution-wide planning on an ongoing basis:

- In the past year, UH Hilo filled all of its top administrative positions.
- UH Hilo formed a faculty governance body in 1998, the UH Hilo Congress, encompassing all the academic units.
- UH Hilo has hired a director of institutional research to inform planning efforts with greatly improved data.
- The UH system has been awarded autonomy, considerably lessening legislative influence on the University's ability to plan its own future. Since autonomy, University decisions are occurring through channels and in accordance with University-developed priorities.
- The UH system's 1997 comprehensive planning framework is an excellent planning guideline.

In addition, this year the Self Study Institutional Effectiveness Committee, a broad cross-section of the campus community, developed common planning principles and agreed-upon processes for UH Hilo to use in institution-wide planning.[18] In the "summary principles," we agreed that UH Hilo's planning will:

- Be mission-driving and student-centered
- Look to the long term, balancing consistency and responsiveness, continuity and flexibility
- Be collaborative, transparent and inclusive
- Be structured, where responsibilities are defined and schedules are followed
- Be systematic, ongoing, and cyclic, based on regular assessment and linked to budget allocation

We also agreed on the need for additional "planning infrastructure": regularly invoked processes and structures to harness the energies of faculty, staff, administration, and students to define and achieve common goals.

UH Hilo will put these ideals into practice with its review of the Strategic Plan in the 2001-2002 academic year. It is expected that the campus-wide review of the Strategic Plan will foster a campus culture of planning, cooperation, and participation and will result in a document that focuses UH Hilo's priorities more sharply on student learning.

> **SUGGESTED ACTION:** UH Hilo, with appropriate participation from the UH Hilo Congress, will review the Strategic Plan in the 2001-2002 academic year.

This effort should include the preparation of an implementation plan, specifying measurable indicators of progress, which can be organized into annual objectives

[18] Responds to Commission concern about a lack of effective planning mechanisms.

to be tracked over time. Input should be gathered by means of at least three open forums on campus.

UH Hilo's Strategic Plan was conceived as a plan for institutional development, and focused academic plans from the colleges were to supplement it. The UH system planning framework calls for more detailed academic development plans to be prepared in the various colleges and other major units. These plans are to mesh with program plans at the department level. To date, progress made toward completing these additional plans has been uneven:

- The Office of Student Affairs has taken the lead within the University in developing an ongoing strategic planning process covering all its units. This process serves as a guide for activities and programs, provides a mechanism for communicating to the campus the contributions made by Student Affairs, serves as a basis for future funding requests, and creates a foundation for assessment and program improvement for future years. The Office of Student Affairs' Strategic Plan for 2001-2003 is being finalized now. Plans and recommendations resulting from the annual review and program reviews in Student Affairs will be used to revise this plan and to inform future planning.
- The College of Agriculture, Forestry and Natural Resource Management prepared a ten-year academic development plan in spring of 2001.
- Ka Haka 'Ula O Ke'elikōlani College of Hawaiian Language has set forth its academic plan in its 1997 document, "Establishing A Koleke Kaiapuni Hawai'i Hawaiian Language College at the University of Hawai'i at Hilo."
- The College of Arts and Sciences has begun preliminary work on a systematic planning process.

SUGGESTED ACTION: The UH system planning framework should be fully implemented, including academic plans from all colleges and other major units.

SUGGESTED ACTION: To facilitate planning activities, a multi-year planning calendar should be developed and posted on the UH Hilo website.

This would help ensure that regular planning processes are carried out in a timely manner. It would include such items as strategic plan reviews, college academic plans, program reviews, accreditation self studies, and other scheduled processes.

3.11 Other Aspects of Institutional Effectiveness[19]

3.11.1 Institutional Research

UH Hilo is quickly developing the means to evaluate how well it is accomplishing its purposes. We have been longing for comprehensive data analysis to assess the University's quality. The long-awaited, full-time director of institutional research arrived in February 2001 and has begun to centralize and analyze data that had previously been collected across the campus.

Even before the director's arrival, steps had already been taken to gauge UH Hilo's institutional effectiveness. Increased University accountability was mandated by Act 161 of the 1995 Hawai'i Legislative Session. BOR Policy 4-5 and UH Exec. Policy 5.210, "Institutional Accountability and Performance," in furtherance of the new law, call for evidence is to be gathered system-wide in all areas relating to mission and strategic plan goals and for priority to be given to the assessment of undergraduate education.

As a member of the UH system, UH Hilo is included in statistical reports developed by the system-wide Institutional Research Office (IRO). Regularly published reports are prepared on such topics as enrollments, students, courses, projections, finances, and so forth. These reports are made available via the Web on the IRO's Management and Planning Support website. They have been extremely helpful but are not sufficient to address all our questions.

To gather information, UH Hilo in recent years has begun regularly administering student surveys:

- Survey of Graduating Seniors (begun in spring 1999)
- Incoming Student Survey (since 1992)
- Resident Survey of the Association of College and University Housing Officers-International/Educational Benchmarking, Inc. (started Fall 2000; first follow-up Spring 2001)

In addition, since the early 1990s, UH Hilo Computing Center has been inputting data into a cohort tracking database developed in consultation with the National Association for Higher Education Management Systems. Information from the Incoming Student Survey has been incorporated into this database, which now includes demographic, attitudinal, persistence, performance and completion data on incoming student cohorts from Fall 1992. The tracking database provides an abundant collection of variables which the director of institutional research has already begun to use to shed light on student success, retention, and recruitment issues.

Useful data is also collected in the Registrar's Focus data system, and the new director of institutional research has received training to extract it.

[19] Standard 2.C

During the AY 2000-2001, the vice chancellor for student affairs accepted invitations to take part in four nation-wide survey efforts.

- The National Survey of Student Engagement (first given Spring 2001)
- The College Student Experiences Questionnaire (to be given Spring 2002)
- The 2001 Cooperative Institutional Research Program Survey (to be given Fall 2001)

The University has also just distributed its first alumni survey. Information from this survey, adapted from one used at UH Mānoa, will inform us about the outcomes of an undergraduate education at UH Hilo. The alumni survey will be repeated ever three years.

Two years ago, the chancellor reinstated the University annual report, which now details the accomplishments made for the year toward attainment of Strategic Plan priorities. In addition, we contribute to the UH system-wide Benchmarks/Performance Indicators Report, which is submitted to the State Legislature every two years.

The director of institutional research, skilled in multivariate analysis, plans to apply cutting-edge and time-tested technology to the analysis of institutional data. She also plans to use proven methods for environmental scanning and economic impact studies to inform strategic planning. Additionally, she plans to work with administration and faculty to determine and monitor student outcomes and institutional effectiveness indicators. A comprehensive data warehouse to provide historical and trend information as well as an intranet page with real-time, interactive data available in a user-friendly way are on the drawing board.

Assessment efforts relating to academic programs are described in Chapter Two, section 2.11.

3.11.2 Program Review[20]

UH Hilo's program review process was revised in spring of 2001 to reflect the important issues of outcomes assessment and program planning. Therefore, programs were not reviewed during the 2000-2001 academic year. The new review schedule begins in 2001-02. (Discussion of academic program review is in the Assessment section of Chapter Two, section 2.11.5.2. UH system policies regarding program review are set forth in Appendix B.)

3.12 Governance and Administration[21]

As discussed throughout this report, UH Hilo is very much in a state of transition. As the University grows and becomes more complex, its administrative and governance apparatus is also evolving. The most salient example, the appointment of an

[20] Standards 2.C.2 and 2.B.6; responds to Commission concern about program review.
[21] Standard 3

administrator to lead and govern University-wide academic matters, resulted from a WASC recommendation. The position of vice chancellor for academic affairs was created in 1992, and the UH Hilo Congress, the faculty governance organization to advise the VCAA, became official in 1998. This lengthening of the organizational chart has resulted in role redefinition and has involved sweeping changes in local practice and mind-set dating back to UH Hilo's beginnings.

The recent period of extraordinary instability in top administrative posts has complicated this transition. For example, the position of vice chancellor for academic affairs changed hands six times since 1997 (though among only four different people). Figure 3.4 on pages 131-132 details the many changes in administrative appointments made since 1997. As a result of these changes, some standard administrative processes have been interrupted or only partially carried out. However, during the past year, UH Hilo has worked hard to reinstate internal governance and administrative processes in accordance with all University policies.

3.12.1 The Governing Board

Hawai'i Revised Statutes Sec. 304-4 establishes the responsibilities of the UH Board of Regents (BOR): to "have management and control of the general affairs, and exclusive jurisdiction over the internal organization and management, of the university." The eleven-member UH Board of Regents must approve all policies and appointments. Section 1-2 of BOR Policies summarizes the BOR's role:

> It is recognized that the Board has been granted full legal power and authority to manage and control the affairs of the university, and the responsibility for the successful operation of the university and the achievement of the purposes as prescribed in the statutes rests upon the Board [BOR Policy 1-2(a)(1)(a)].

This policy goes on to define the Board's overarching responsibility:

> The primary duty of the Board is first to determine and set forth, from time to time, in as specific terms as possible, the objectives of the university, and second, to provide the means, in the form of adequate budget, personnel, and material, to achieve these objectives [BOR Policy 1-2 (a)(1)(e)].

Sec. 1-2(1)(2)(c) of the BOR Policies makes it clear that the Board acts as a group:

> Except as specifically authorized by formal action, no member of the Board can represent the Board within the university. In addition, no unilateral action of a member of the Board has the support of the Board; and the authority of the Board reposes in the Board as a whole.

The Board is involved in the accreditation process. Members routinely meet with visiting accreditation teams. Each Board member will receive a copy of this report, and the UH Hilo chancellor will brief the BOR on the results of the Self Study.

3.12.2 UH Hilo's Standing in the Multi-Campus UH System

UH Hilo draws strength and support from the UH system. The major divisions of responsibility and authority are clearly described in UH system policies (see the system administration's statement, Appendix B to this report). While authority for certain functions have recently been delegated to the UH campuses, there is a strong desire at UH Hilo for more decentralization. For instance, UH Hilo has recently received authority to approve grant requests and has opened a satellite office in Hilo of the Research Corporation of the University of Hawai'i. This change has improved UH Hilo's ability to carry out the research aspect of our mission. Should other functions be decentralized, we would expect similar benefits.

We are optimistic that, when the new UH president joins us this summer, there will be some changes leading to greater flexibility. The new president will function solely as the president of the UH system and will not also serve as UH Mānoa chancellor as past presidents have.

UH Hilo would also benefit if a formal communication link were established with the Board of Regents through the creation of a standing committee. The BOR currently has a standing committee for community colleges, but none focusing on baccalaureate programs.

> **SUGGESTED ACTION:** The chancellor should continue to advocate that the Board of Regents create a standing committee devoted to baccalaureate programs.

3.12.3 Administration

UH Hilo is one of ten units in the UH system, headed by a president and headquartered at Mānoa, on the island of O'ahu. UH Hilo's administrative organization is compatible with its mission and complexity. Our chief executive is the chancellor, who reports to the system president and who serves as a system senior vice president. Reporting to the chancellor are three vice chancellors in the areas of academic affairs, administration, and student affairs. The deans of the CAS, CAFNRM, and CCECS and the director of CHL report to the vice chancellor for academic affairs, as does the director of the Library.

The many new administrative positions at UH Hilo provide us with full-time professionals to build our institution. UH Hilo hired a new slate of administrators for most of its top positions only within the past year: vice chancellor for academic affairs, vice chancellor for student affairs, dean of CAS, and the dean of CAFNRM. In addition, UH Hilo has added or reinstated a number of administrative posts which have been needed: director of institutional research, director of technology and distance learning, director of development, executive assistant to the chancellor, director of marketing and

alumni affairs, EEO/AA director, and dean of the CCECS. Roles and responsibilities are defined in formal position descriptions. With a nearly all posts filled with permanent appointees, we now look forward to a period of stable, efficient and responsive administration.

The following chart shows the extent of the turnover in administrative positions since 1997, when UH Hilo was last visited by a WASC team:

Figure 3.4. Changes in Key UH Hilo Administration Since January 1997

Position	Name	Dates	Status
Chancellor	Kenneth Perrin	8/93-2/97	Permanent
	William Pearman	3/97-8/98	Interim
	Rose Tseng	8/98-present	Permanent
Vice Chancellor for Academic Affairs	William Pearman	7/94-3/97	Permanent
	Bill Chen	4/97-8/98	Interim
	William Pearman	8/98-6/99	Permanent
	Michael Ego	7/99-1/00	Interim
	Bill Chen	2/00-7/00	Interim
	Rachel Fordyce	7/00-present	Permanent
Vice Chancellor for Administrative Affairs	unfilled	11/95-4/97	
	Kerwin Iwamoto	4/97-7/99	Interim
	John Whittaker	8/99-present	Permanent
Vice Chancellor for Student Affairs	unfilled	9/96-4/97	
	Gail Makuakane-Lundin	4/97-8/00	Interim
	Keith Miser	8/00-present	Permanent
Dean, College of Arts and Sciences	Phillip Taylor	7/95-7/98	Permanent
	Jerry Johnson	7/98-7/00	Interim
	Stephen Worchel	8/00-present	Permanent
Associate Dean	Unfilled–instead 2 part-time assistant deans from the CAS faculty		Interim

Position	Name	Dates	Status
Dean, College of Agriculture, Forestry and Natural Resource Management	Jack Fujii	8/83-1/01	Permanent
	Michael Collier	1/01-present	Permanent
Dean, College of Continuing Education and Community Service (reinstated position)	Margaret Haig	4/01-present	Permanent
Athletic Director	Bill Trumbo	6/90-7/00	Permanent
	Edgar Torigoe	7/00-1/01	Interim
	Kathleen McNally	1/01-present	Permanent
Director of Libraries	Kenneth Herrick	retired 12/00	Permanent
	Patricia Okamura	1/01-present	Interim
Director, Office of Technology and Distance Learning (new position)	Bill Chen	7/00-present	Interim
Director of Development (reinstated)	Stephen McLean	4/99-present	Permanent
Director of Marketing and Alumni Affairs (new position)	Yu Yok Pearring	9/00-present	Permanent
Director of Institution Research (new position)	Lynne Stamoulis	2/01-present	Permanent
Executive Assistant to the Chancellor	Audrey Furukawa	7/01-present	Permanent

With additional administrative positions and excessive turnover, however, has come uncertainty as to roles. The position of vice chancellor for academic affairs (VCAA) has never had an adequate opportunity to mature, principally because it has been filled by so many different people. This historic instability, coupled with UH Hilo's academic organization, perhaps leads inevitably to certain confusion as to this position's role. [22]

The position description charges the VCAA with assisting the chancellor in the "overall planning, organization and controlling of the academic program areas." Several factors may have contributed to confusion. At UH Hilo, CAS is ten times the size of the other two colleges combined, and thus CAS was accustomed to taking leadership in academic affairs. Since most general academic matters have historically been handled in CAS, a lot of confusion exists as to which academic officer, the VCAA or the dean of CAS, should administer various crucial academic functions. Faculty members are uncertain as to

[22] Responds to Commission concern about the need for better role delineation.

where responsibility and authority reside for such functions as general education and assessment of student learning. This is no reflection on any officeholder--it seems to be an anomaly peculiar to UH Hilo and entirely owing to our lopsided organization WASC has recommended that the role of the VCAA be delineated for the campus community. Now, with the appointment of a permanent administrator, UH Hilo is in a position to better define and realign responsibility and authority.

> **SUGGESTED ACTION:** The chancellor must clearly delineate the duties and responsibilities of the deans and the VCAA and communicate them to the campus.

> **SUGGESTED ACTION:** Webpages should be set up at the UH Hilo website for all key administrators describing their duties as well as the functional areas for which they are responsible.

Given the growth in faculty, student numbers and programs in CAS, its administration is increasingly understaffed and stretched.

> **SUGGESTED ACTION:** CAS's needs for additional administrative support staff, including a permanent associate dean and additional secretarial help, should be addressed.

3.12.3.1 Qualifications, Development and Evaluation

The current administrative team is qualified to meet the challenge of restoring infrastructure, managing daily operations, and positioning UH Hilo for the future. They are providing effective leadership and management and are regularly afforded opportunities for professional development.

The president of the UH system is evaluated in a process laid down by Board of Regents in its Policy 2-3, "Policy on Evaluation of the President." The chancellor is evaluated by the president, with input from other system vice presidents. UH Hilo vice chancellors are evaluated annually by the chancellor, and the vice chancellors evaluate the administrators reporting to them. CAS faculty have a role in the evaluation of their dean, with the process handled by the CAS Faculty Senate (see Article X of the CAS Faculty Senate Charter).

The functions of the UH system administration are described in the section of this report prepared by system administration. See Appendix B to this report.

3.12.4 Shared Governance

UH Hilo has a strong history of faculty governance in academic matters. Program design and planning, and curricular review and change, are initiated by faculty and processed through the academic departments, the faculty senate, and dean of the originating college. The UH Hilo Congress is the faculty governance body dealing with academic

matters of concern to more than one college. Faculty and students alike serve on most decision-making bodies.

The BOR Policy 1-10 explicitly describes the role of faculty in the academic policy setting process. Duly constituted faculty governance organizations are the only bodies authorized to speak for the faculty. Their role is to advise administration. BOR Policy 1-10 also states that:

> [T]he faculty has primary responsibility for such fundamental areas as curriculum content, subject matter, and methods of instruction and research. On these matters the power of review and concurrence or final decision lodged in the Board of Regents or delegated to administrative officers should be exercised adversely only in exceptional circumstances and for reasons communicated to the faculty.

Each college has its own faculty senate. In CAS, the senate is made up of elected faculty representatives. All faculty members in CAFNRM and CHL are automatically members of their senates.

In addition, the University-wide UH Hilo Congress was formed in fall of 1998 in order to meet a recommendation repeatedly made by WASC for a University-wide faculty governance body. The UH Hilo Congress is charged with addressing academic policy issues affecting more than one college. Just as the colleges' faculty senates advise their deans, so the UH Hilo Congress advises the vice chancellor for academic affairs and chancellor. Through its various organs, it is expected to consider and make recommendations concerning academic policies as well as other matters of University-wide concern. In line with expectations for all UH system governance bodies, it should maintain communication channels among students, staff, faculty, and administrators on all matters affecting the welfare of the University.

When the UH Hilo Congress was established, the scope of its activity was not completely thought out. Consequently, issues have been raised in both the CAS Faculty Senate and in the UH Hilo Congress, leading to widespread confusion as to which version of policy would be operative.

Faculty governance will work well when the roles of the UH Hilo Congress and the college senates are delineated and communicated to all. Faculty will exercise their proper influence on the academic environment when the governance roles are clear and complete.

> **SUGGESTED ACTION:** After the administrative roles have been clarified, the heads of the governance bodies should meet to clarify the roles of their governance organizations.

Organizational charters may need to be amended. It is suggested that the UH Hilo Congress and the college senates maintain websites.

Both faculty and administrators are in favor of organizational processes and structures that ensure faculty engagement and are working together to implement a holistic and collaborative planning/budgeting process.

In addition to faculty governance organizations, the University provides many opportunities for faculty, staff, and students to become involved in all areas of campus policy development, program evaluation, and planning, including those relevant to the co-curricular learning environment.[23] This is reflected in their membership on University councils, committees, and tasks forces and on campus-wide vacancy search committees, including search committees for executives. They are also represented on system-wide councils and committees.

The chancellor's office has in place a process to appoint faculty, staff, and students to task forces, special councils, and committees. Various administrative offices are requested to appoint faculty, staff, and students to each standing council, committee or group overseen by their respective areas.

> **SUGGESTED ACTION:** The University should maintain a comprehensive record of the councils, committees, and tasks forces in existence and should monitor membership to assure that faculty and students, as a matter of practice, are being included.

One concern that has been raised is that faculty from governance organizations (who report back to the faculty through those organizations) are not consistently solicited for campus committees. This leads to breakdowns in communication and misinformation about University activities and direction. Governance organizations can be "out of the loop," and this may be one of the factors leading to faculty disenchantment with faculty governance organizations.

> **SUGGESTED ACTION:** Administrators should make the extra effort to appoint faculty to committees through faculty governance organizations.

Governance participation should be infused through the University's committee structures so that information and ideas can be shared for the betterment of the University. In addition, the chair of the UH Hilo Congress should be a member of the Chancellor's Executive Council.

Students are provided with leadership development opportunities that complement their academic studies in preparation for community leadership.[24] The student governance body is the University of Hawai'i at Hilo Student Association (UHHSA). The responsibilities and functions of UHHSA are set forth in its constitution. Within UHHSA, students are responsible for all planning, budgeting and policy making. The vice chancellor for student affairs and the chancellor must approve the UHHSA budget.

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[23] Standard 7.B.2
[24] Standard 7.A.4

In addition to modest stipends (paid by UHHSA), UHHSA officers are furnished with office space within the Campus Center, telephones, and clerical and staff support from the Campus Center office (a part of the Office of Student Affairs).

UH Hilo students serve on search committees for institutional executives. They also serve as voting members on such institutional committees as the Student Conduct Code Committee, the Academic Grievance Committee, and the Financial Aid Appeal Committee. In most such cases, student representatives are recommended by UHHSA. Student representatives are voting members of the CAS Faculty Senate and its standing committees and the UH Hilo Congress. A student representative serves as a nonvoting member of the CAFNRM faculty senate and as a full participant in the CHL governance organization, ʻAha Kenekoa Koleke Piha (Senate of the Whole).

At the UH system level, the Board of Regents has one student member. Two students from UH Hilo serve as representatives on the system-wide student caucus.

3.12.5 Budgeting Process

The budget process is not optimal, but it is improving. We are developing the means to use the budget as a strategic planning tool, where resource allocation is guided by our educational mission and the objectives set forth in the Strategic Plan. Resource requests are framed in terms of Strategic Plan priorities. Campus priorities are submitted to the UH system and reprioritized based on the system priorities.

The UH system receives its operating budget through the State Legislature and governor in a lump sum. The UH president makes allocations directly to the campuses, and these allocations are primarily based on past allocations. The chancellor of UH Hilo has the authority to determine internal allocation of funding**.**

The system planning framework calls for collaboration among faculty and administration to inform the budgeting process.[25] There is considerable concern on the part of faculty and academic administrators regarding the level and nature of faculty participation in the budget process. CAS, the University's largest and most complex unit, has expressed dissatisfaction with its distance from the budget decision-making process and the amount of funds available to the College. Faculty especially are not satisfied with their limited opportunity for input into budgeting.

The report of the 1997 WASC special visit team states:

> We feel in general that the budgeting process on campus ... should be dealt with more proactively, despite the very real problems of the budget over which UHH has no control. The whole budgetary process needs to be carefully examined to find a way to increase the predictability of the budget to the service units and allow them to plan well and purchase according to the priorities of need. There is still little understanding by

[25] Standard 9.B.4

> faculty of how and by whom budget decisions are made and they feel there is little opportunity for input from departments or the faculty senates on budgetary allocations and policy. (1997 Special Visit Report, p. 17).

Administration has taken steps to re-establish linkages between faculty and administration in the budgeting process. In the context of the Self Study, a more holistic planning and budgeting process has been designed to make overall consultation more effective. Campus-wide administration has been meeting with college administration over the past year and has worked out a number of processes and structures to improve budgeting.

An important part of the process involves improving budget communication. In the 1997 Special Visit Report, the WASC visiting team remarked:

> To enable implementation of any or all plans, a fundamental need is for timely and complete financial data about the University's operations, so that decision makers and the campus community can understand and contribute to the University's progress in fulfilling its mission.

During 2000-01, there was a series of workshops on the budget process for new faculty and administrators, but additional communication efforts need to be made. Beginning with the strong need for improved information sharing on budgetary matters at all levels, the following recommendation is made:

> **SUGGESTED ACTION:** Early in each fall semester, the vice chancellor for administrative affairs should hold an open budget hearing to explain current resources and allocations and to receive additional input on budget priorities for the upcoming budget cycle.

Additionally, as important budget information is received, the vice chancellor may convene additional open meetings.

At present, UH Hilo lacks a campus-wide, representative budget committee to advise central administration on budgetary matters. Moreover, we should improve the process through which the campus units present their budgetary needs to central administration.

> **SUGGESTED ACTION:** To ensure a collaborative planning and budgeting process, the UH Hilo Congress should be asked by the chancellor to set up a standing Planning and Budgeting Committee which includes faculty, staff, and student representatives, and which campus-wide administration will consult with regularly.

> **SUGGESTED ACTION:** Faculty and staff must all be informed about the channels by which they can make their budgetary needs known.

SUGGESTED ACTION: A description of the UH Hilo budget process, including a biennium calendar showing the dates key budgeting activities must be maintained and should be added to the UH Hilo website.

This will greatly help faculty and staff to understand the process and thus enable them to make their needs known in a timely and appropriate way.

3.12.6 Communication in General[26]

With the lengthening of the organizational chart, it becomes evident that the campus needs to adopt a more formal communication system. Presently, central administration communicates to the campus through convocations held three times each academic year. Some information goes out in the monthly *Ka Lono Hanakahi* newsletter, and occasionally the chancellor adds to her web column, "Looking around the Corner." In addition, it is relatively easy to set up meetings with administrators when the need for two-way communication arises.

However, official information conveyed in the Chancellor's Executive Council meetings and other groups does not always travel through the organization as far as it should. The message is apt to get lost along the way. Additional lines of communication need to be established; as has been suggested elsewhere in this report, the University's website can be used to a greater extent than has been the case.

Increased collaboration with faculty governance bodies would also improve communication between faculty and administration. To make these important improvements, it may be necessary for campus-wide administration to establish a position for an internal communication officer, perhaps within the chancellor's office.

3.13 Faculty/Staff Resources[27]

The student-faculty ratio of 13:1 is the University's signal strength, contributing to "the intimate, friendly atmosphere and the close interaction among students, faculty and staff" discussed in our Strategic Plan. Between 1994 (when UH Hilo had its last WASC comprehensive visit) and Fall of 2000, the number of full-time faculty increased by 26 percent. The faculty is highly qualified and professionally active. Of full-time, tenure track faculty, 89.6 percent hold the doctorate degree.

The faculties of the three colleges are each organized in a manner appropriate to their size and mission. CAS is divided into three academic divisions (Humanities, Natural Sciences and Social Sciences) and a School of Business. CAFNRM and CHL are each organized into single college-wide faculty bodies. Department chairs are members of the faculty and provide collegial leadership for faculty-based academic decisions.

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[26] Responds to Commission concern on structures for communication.

[27] Standard 5

Course selection, scheduling, and pedagogy effectively lie within the responsibility of the faculty, and the faculty is fundamentally empowered to make critical decisions concerning instruction.

Surveys of the faculty and staff reveal that the majority of the faculty find the work environment sufficiently supportive for them to be able to carry out their primary instructional responsibilities effectively. Overall faculty morale was surveyed system-wide in 1998 (during the period of budget cuts). UH Hilo faculty showed higher morale than almost all other campuses in the system: 6.26 on a scale from one to ten. By contrast, overall faculty morale at UH Mānoa was 4.63. In that survey, satisfaction at UH Hilo was below the mid-point for instructional support (2.72 on a scale from one to five). There appears to be a need for increased instructional support services (teaching assistance, educational specialists, etc.) if faculty are to sustain current levels of productivity.

In the last year, significant advances have been made in hiring new and replacement faculty members both to maintain current programs and to keep pace with growth. Particular care is now being taken to assure that newly hired faculty understand the environment into which they are coming.

A variety of documents designed specifically to orient new staff members is available. New staff are provided copies of the collective bargaining agreements appropriate to their unit, a faculty procedures manual (or equivalent staff manual) and copies of personnel and financial procedures. Extensive information to new and existing faculty and staff is available electronically, through websites providing information about individual departments, UH Hilo, the UH system, the Board of Regents, and Hawai'i state government.

Policies relating to employment, personnel evaluation, termination and non-renewal, etc., are all readily available. UH Hilo conducts annual new-faculty orientation programs often lasting for the entire fall semester. Practices for the integration of part-time faculty vary from department to department.

Because UH Hilo is just beginning to develop graduate programs, excessive use of teaching fellows and graduate students is not an issue. Instruction, from introductory level to master's level, is conducted, for the most part, by full-time faculty members. In selected instances, community experts are employed on a limited basis. UH Hilo does not rely excessively on lecturers.

Faculty at UH Hilo, as part of a system of public employee collective bargaining, are represented in most personnel matters by the University of Hawai'i Professional Assembly, a statewide union affiliated with the National Education Association. Extensive formal documents (a collective bargaining agreement, memoranda of understanding, etc.) exist and are regularly made available both to new and to existing faculty members. Assistance, both from the University administration and from the Assembly, is provided to faculty members preparing for renewal, promotion, tenure and for those filing grievances.

Among the personnel policies and procedures, both in the Board of Regents guidelines and in the faculty Agreement, are extensive treatments of outside employment, conflict of interest, workload, and so forth. Systematic faculty evaluation, peer and student review, and related matters are codified fully. Policies involving privacy and accessibility of information are, likewise, contained in numerous publicly distributed documents.

A growing number of classrooms have been equipped with electronic or technological support equipment. Rooms are, for the most part, adequately lit and air conditioned. Over the years, furniture (seats, desks, etc.) have become somewhat worn but most faculty members and students would agree that this is more than offset by the increase in on-campus computer availability, projection equipment, large television and videotape equipment, and so forth.

Despite a statewide strike involving University faculty in April 2001, it cannot be said that salaries and benefits for faculty members are adequate. Given the unusually high cost of living in Hawai'i, salaries which compare well on paper to those at peer institutions are in practice quite low. About the best that can be said is that, for the first time, specific monies have been set aside for merit pay separate from the base salaries of most faculty members. Although, at this writing, it is too soon to discuss details, it seems likely that UH Hilo will be given oversight in its own merit pay criteria and procedures, permitting an appropriate use of these funds consistent with our teaching/research/service mission.

UH Hilo has, and for the foreseeable future will continue to have, a shortage in clerical support staff. 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. Fortunately, in the work environment of the University, clerical staff members are reasonably contented and dedicated to performing maximally with minimum resources. A survey conducted among our clerical staff for this self study shows strong morale and satisfaction in the face of increasing demands upon their time.

While struggling to provide as much logistical support as possible for our staff, UH Hilo also seeks to make them aware of the extent to which they are appreciated. Annual awards and recognition gatherings honor clerical staff, academic staff, grounds staff and so forth. In the Hawai'i environment, aloha can often go a long way towards filling in the gaps created by inadequate resources.

3.14 Student Services and the Co-Curricular Learning Environment

The Self Study began at an opportune time as it coincided with the arrival in Fall 2001 of the new vice chancellor for student affairs. With 30 years of significant experience in student affairs and higher education, he has been able to work collegially with the staff

to initiate a planning process for Student Affairs which will provide the foundation for ongoing assessment and improvement of co-curricular programs.

Both the vice chancellor for academic affairs and the vice chancellor for student affairs have placed particular emphasis on deepening the connections between their respective areas. In an increased effort to support academic excellence, student affairs' programs are seeking opportunities to highlight the academic/learning component of all programs from new student orientation to residential life.

3.14.1 Professional Staff [28]

Since the last WASC site visit in 1994, Student Affairs has lived through the worst of times and the best of times. During the period of budget cuts, Student Affairs struggled to deal with the elimination of positions and the non-filling of vacancies. Just as wrenching was the leadership vacuum that occurred after the resignation of the vice chancellor for student affairs in 1995, when Student Affairs had to operate without direction, representation, or coordination. Not until 1997 was an interim vice chancellor appointed. At this point, the fortunes of Student Affairs began to rebound, and many positive steps were taken to begin to rebuild and stabilize it.

Staff made every effort to assure that students were minimally affected. Perhaps this can be explained by comments in the 1994 WASC Report which stated the "the staff in the area of student services appear to be caring, qualified, and involved. All seem quite knowledgeable with their areas and dedicated to their work with students." Although the working climate was bleak, staff just put in more hours to make sure services to students were not curtailed. In addition, the duress served to develop a strong sense of unity and respect amongst the staff that continues to exist today.

By Fall 2000, when a permanent vice chancellor was appointed, Student Affairs was primed to share the challenge of improving student learning. Under the leadership of the vice chancellor, the professional staff can move beyond survival mode and enthusiastically embrace the University-wide effort to improve student learning through assessment and planning. Student Affairs has implemented a comprehensive assessment and planning process that will provide the foundation for extending and enhancing the quality of support for student learning and retention. As Student Affairs moves forward in the next few years, there is great optimism that it will be crucial contributors to helping the University fulfill its mission.

Currently, Student Affairs has 29 professional staff under the leadership of a vice chancellor. The professional staff is well qualified to carry out the programs for which they are responsible. The directors possess the appropriate educational backgrounds and have an average of 13 years of work experience. The professional staff includes three members with earned doctorates, 17 with master's degrees, and 10 with bachelor's degrees. In addition, five professional staff are in Ph.D. or other post-baccalaureate

[28] Standard 7.B.1

degree programs. Fifty percent of the professional staff is non-white (East Asian, Hawaiian, and Filipino). Eighteen are female and 12 male.

In 1994, Student Affairs had 36 professional staff compared to our current numbers. Even with our successful efforts to rebuild the Student Affairs' professional base, professional staff continue to feel stretched and stressed. The difference from the past is that now there is great optimism that their mission and value to students are being effectively communicated to and acknowledged by the Administration.

Since 1997, Student Affairs has slowly been regaining and adding critical positions (student life programmer, residential life programmer, counselor, University disability director, employment specialist, and two clerical positions). In addition, three positions are in the process of being filled (director of student development, director of the career center, and an admissions counselor). Additional funds for professional development activities and travel were obtained for 2000-2001.

The comprehensive planning process that is underway in Student Affairs will help staff align the mission of student affairs more closely to the UH Hilo Strategic Plan. Although there is widespread commitment to the Strategic Plan, enrollment projections need to be revisited. Pressure on offices such as Admissions to increase enrollment must also be met with increased support and professional development for staff.

The vice chancellor for student affairs highly values professional development. The new director for student development will be assigned the responsibility for developing and advancing the Student Affairs Professional Development Program. Due to our isolation on an island in the middle of the Pacific Ocean, funds will continue to be sought to promote interaction with mainland counterparts at workshops and conferences.

3.14.2 Assessment[29]

Student Affairs has developed a holistic program review and planning process, dedicated to improving student learning through assessment. Certainly, in the past, the consistency, degree, and type of evaluation conducted in co-curricular programs has varied in quality. Support programs aimed at special need populations were frequently reviewed as a requirement of federal funding. The Financial Aid Office also had annual reviews and audits connected to state and federal legislation. The bookstore and Marriott Food Services have had evaluation components as part of their contractual agreements, and the Athletic Department has continually needed to meet the reporting requirements of membership in NCAA. A systematic assessment program for all of Student Affairs is now underway.

In Summer 2000, six department directors and staff attended the Pacific Rim Conference on Higher Education Assessment and Planning sponsored by the Consortium for Assessment and Planning Support. New guidelines were then developed for the annual program performance reviews with implementation for Spring 2001, and under the lead

[29] Standard 2.C.1, 7.B.4, 7.B.5

of the vice chancellor for student affairs, a five-year cycle of program reviews has been announced. Accomplishments in the area of retention are part of the review process for every program in Student Affairs, because it is such a pressing issue for the campus. Additionally, during Fall 2000 and Spring 2001, the Counseling Center, Advising Center, Career Center, and International Student Services piloted student satisfaction surveys that will become a routine part of yearly performance reviews.

In Fall 2001, Student Affairs will begin the cycle of program reviews. In this cycle, one-fifth of the programs will undertake an in-depth review each year. The process will begin with each program preparing a departmental self-study report. The self study will be reviewed by the Student Affairs Assessment Committee and an external reviewer. All reviews will prepare a set of specific recommendations for maintenance or improvement of overall program functioning. Finally, the director of the program, with the approval of the vice chancellor, will prepare an action plan based on all the recommendations, which will become a vital step in the strategic planning process.

3.14.3 Student Financial Aid Programs[30]

The FAO processes nearly $8 million in aid each academic year to more than 1,300 students. In addition, approximately $3,300,000 million of external loans and scholarships are handled through the office. The FAO takes pride in the full utilization of all financial aid program funds thus maximizing assistance available to students.

The staff provides financial aid information in the form of brochures, instructions, and applications for public use. Additionally, information regarding financial aid for UH Hilo can be accessed through the website and the voice response student information system.

The Financial Aid Office (FAO) is staffed by the financial aid director, two counselors, and four clerical staff. All positions are full-time, but one of the counselor positions and two of the clerical positions are temporary. The Scholarship and Financial Aid Advisory Committee is composed of three faculty members, two administrators, one professional staff member, one student, and two ex-officio members. The committee approves financial aid policy and procedures, reviews appeals, and provides recommendations concerning the operation of the FAO. The committee also selects scholarship recipients according to each scholarship's guidelines.

Federal financial aid audits are conducted by external auditors each fiscal year. Records are also subject to be reviewed by the respective guaranteed agencies for their loan programs and the U.S. Department of Education Program Reviews. Also, as its process for internal reviews, the FAO uses the Institutional Guide for Financial Aid Self-Evaluation of the National Association of Student Financial Aid. The FAO's records are also subject to UH system internal audits. In recent years, the FAO has consistently come through its various audits with no negative findings. It easily has the best record in the UH system.

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[30] Standard 7.A.12

A simple and responsive student appeal process is in place. However, the fair and consistent application of policies has resulted in a minimum of appeals.

3.14.4 Student Records[31]

Student folders containing admission, academic progress and registration related documents are located in a central work area shared by the Admissions and Records staff. Training in and periodic reminders concerning the Family Educational Rights and Privacy Act (FERPA) are routinely conducted for the staff, as many of them are student employees. The folders of inactive students are secured for three years in a fireproof room vault located in the same work area. Folder contents are purged by the fifth year of inactivity. Until 1988 the purging was complete. Since then, selected documents such as liberal studies proposals, directed studies forms, transfer credit and graduation evaluations have been retained for eventual microfilming.

Information also exists in an on-line computer system called the Student Information System Plus (SISPLUS). The user offices responsible for maintaining various modules of SISPLUS primarily regulate security access to the student files in SISPLUS. For example, the registrar determines which screens and the levels of access (inquiry or update) other offices or individuals may have to the course registration and transcript data. The privacy issue in relation to computer files is dealt with in the software. Students who request to have certain information kept confidential within the guidelines of FERPA have their computer records flagged. Anyone who has on-line access to those screens is immediately informed of the requested restrictions when attempting to call up the student file.

UH Hilo transcript records are maintained permanently in two formats. Records between 1970 and the Spring 1989 semester are microfilmed and those from Summer 1989 onward are in a computer database. A duplicate of the 1970-1989 microfilms has been made and both sets are secured in a fireproof room vault on campus. The computerized transcript information is backed up by the Computing Center twice a week in its normal maintenance cycle. These backup tapes are stored in a fireproof safe at the Registration and Records Center. A year-end back up tape is also produced which is then stored in the vault with the microfilm sets

3.15 Institutional Integrity

As an accredited institution dedicated to bettering lives through education, UH Hilo strives to develop the potential for learning in all who enroll and embodies a commitment to honesty and academic freedom in the pursuit of knowledge. We are sincerely committed to working with the WASC Senior College Commission to improve the education our students derive from our programs as well as the service we provide to the state of Hawai'i and the Pacific Region.

[31] Standards 4.I.8-9.

3.15.1 Integrity in Pursuit of Truth[32]

Academic freedom and academic honesty are essential to our sense of our institution. They figure prominently in written, widely disseminated statements of University policy. They are evident in the scholarly and classroom activities of the faculty, through which independent and critical thought is promoted among our students.

The University has announced its policies on academic freedom and integrity in the following documents:

- The UH Hilo Congress has adopted the American Association of University Professors' Statement on Professional Ethics.
- The UH Board of Regents recognizes that faculty are responsible for the "improvement and establishment of a canon of professional ethics and an effective means of professional maintenance of those ethics, including faculty self-discipline." they also state that "the faculty has primary responsibility for such fundamental academic areas as curriculum content, subject matter, and methods of instruction and research" (Board of Regents Policy 1-10). No undue influence from influential outsiders would be tolerated.
- Title 20 of the UH Administrative Rules, "Statement on Rights and Responsibilities of the University of Hawai'i Community," prohibits interference with academic freedom: "A member of the academic community may not behave toward another member, even in the name of personal convictions or rights to academic freedom, in a manner denying or interfering with another member's expression of convictions, right to academic freedom or the performance of legitimate duties or functions."
- The current bargaining agreement between UH and the University of Hawai 'i Professional Assembly (UHPA), Article VIII, is entitled "Academic Freedom and Responsibility." In addition to describing faculty rights to academic freedom, that article sets out procedures for alleged infringements. It also stipulates that " ... in giving instruction upon controversial matters, Faculty Members are expected to set forth justly and without suppression the differing opinions of other investigators, and in their conclusions provide factual or other scholarly sources for such conclusions."
- With respect to conflicts of interest,[33] all state employees are governed by the State Ethics Code available in the *Hawai'i Revised Statutes*, Ch. 84-14, "Conflicts of Interest." In addition, Article X of the Bylaws of the Board of Regents, "Conflicts of Interest," describes the Board's special responsibilities in this regard.
- Section 5-3 of BOR Policies, "Research," clearly describes conflict of interest as unacceptable. UH does not approve grant requests unless satisfied that the investigators have disclosed all potential conflicts of interest.

[32] Standard 1.A

[33] Standards 1.D.3, 9.C.8

3.15.2 Student Rights and Responsibilities[34]

The University has in place policies and procedures that provide students with essential rights of due process and redress of grievances. Students, faculty and staff contribute to the development of many of the campus' policies. In addition, students, faculty and staff are involved in the complaint resolution procedures as members of the hearing or appeals committees. These policies include student conduct, academic complaints, alcohol and drug use, sexual harassment and assault, admissions, parking, registration, refunds, financial aid, disabilities, student housing and computing and network access. In addition, there are specific policies related to athletes that are administered by the Athletic Department.

As a publicly supported institution, UH Hilo does not attempt to instill particular beliefs in its students, though the University does expect that certain attitudes (such as a respect for diversity) will result from the UH Hilo experience.[35]

UH Hilo policies on admissions, student conduct, educational rights and responsibilities, academic regulations and grievances, disabilities, sexual harassment, computing and network access and non-discrimination, financial aid and admissions are stated in the UH Hilo *General Catalog*.

The Student Conduct Code defines expected conduct of our students and specifies sanctions for acts prohibited by the University. It defines plagiarism, cheating and other forms of academic dishonesty and describes procedures and sanctions for infringements. In addition, the UH system has promulgated UH Policy E7.205, "System-wide Student Disciplinary Sanctions," for "egregious violations" of campus student conduct codes. Copies of the Student Conduct Code are available at the office of the vice chancellor for student affairs, the Campus Center, and the Library. Portions of the code are included in the UH Hilo *General Catalog* and in the UH Hilo *Housing Resident Handbook*. Copies of the Code are distributed to all campus clubs as part of their registration packet.

Another important document is the Student Academic Complaint Policy, which provides for the protection of freedom of expression and protection against improper academic evaluation and improper discovery. It establishes procedures by which students may seek (1) protection of freedom of expression, (2) protection against improper academic evaluation and (3) protection against improper disclosure. Students are informed about the policy in the UH Hilo *Catalog*. Copies of the complete policy are available in the offices of the dean or director of each college, the vice chancellor for academic affairs, the vice chancellor for student affairs, and the Campus Center.

The University complies with the U.S. Family Educational Rights and Privacy Act of 1974. Student privacy rights are specified in the *General Catalog*, appear in the course schedules printed each semester, and are published as Administrative Procedure 7.022,

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[34] Standard 7.A.2

[35] Standard 1.A.5

"Procedures Relating to the Protection of the Educational Rights and Privacy of Students."[36]

3.15.3 Employment Issues[37]

UH Hilo deals openly and honestly with current and prospective employees. Union contracts, which detail due process rights and grievance procedures, are given to employees, and UHPA and HGEA make their current contracts available on the World Wide Web. Faculty in CAS receive a copy of the helpful Faculty Handbook. A number of beginning-of-the year activities orient newly hired faculty members: convocations, receptions, training sessions on student advising, etc.

University hiring takes place in accordance with published nondiscrimination and affirmative action policies published in:

- Section 1-5 of the *BOR Policies*, "Policy on Nondiscrimination and Affirmative Action"
- UH System-wide Executive Policy E1.202, "University Statement of Nondiscrimination and Affirmative Action"
- UH System-wide Administrative Procedures A9.890, "EEO/AA"
- UH Hilo, "Equal Opportunity and AA: An Informational Brochure for the University of Hawai'i at Hilo" (August 2000)
- UH Hilo *General Catalog 2000-2001* also contains a statement on nondiscrimination (pp. 13-14)
- The UH Hilo Affirmative Action Plan should be ready in June of 2001

A full-time EEO/AA officer is being hired for UH Hilo.

Chapter 9 of *BOR Policies* covers personnel, and UH personnel policies are further elaborated in sections E9 of the UH System-wide Executive Policies and A9 of the UH System-wide Administrative Procedures. Employee privacy rights are covered in collective bargaining agreements of the various unions. In addition, Hawai'i Revised Statutes Ch. 92F-12(a)14 and 92F-14, provisions of the "Uniform Information Practices Act," describe instances where personal information may be disclosed.

3.15.4 Publications [38]

The University provides a wealth of information through various publications that clearly describe the academic programs and all aspects of student life. These publications and brochures describe the University's many services and inform students about their rights and responsibilities. Some of the publications are managed by students for purpose of informing and entertaining the campus community.

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[36] Standard 1.B.7
[37] Standards 1.B.4, 1.B.5, 1.B.6, 1.B.7
[38] Standards 1.C.1, 7.A.3

The University website, <http://www.uhh.hawaii.edu/> begins with a home page of colorful graphics and pictures depicting how the University takes advantage of its unique location. The initial menu offers updated information on current news and events at the institution as well as links to other areas of interest. A search function has been included to help visitors locate information on specific subjects while a "frequently asked questions" link helps answer more common questions.

The UH Hilo *General Catalog* contains a wide variety of information including academic requirements and policies, student activities and services, admissions, financial aid, tuition and fees, student conduct regulations, sexual harassment policy, academic calendar, and the academic programs of each department and college. New students are provided catalogs at their orientation sessions. It is also accessible on the UH Hilo website as well as for sale at the bookstore.

Previous WASC reports have criticized UH Hilo's *General Catalog* for failure to accurately describe the situation at the institution with regard to mission, housing, the weather and diversity. These criticisms have been addressed, and every effort is made to provide accurate and detailed information for students:

- UH Hilo revised its mission in 1997 to reflect its status as a comprehensive regional institution offering primarily undergraduate liberal arts and professional programs. The new mission is now in the *General Catalog*.

- The *General Catalog* 2001-2002 provides information regarding our tropical climate so that prospective students will not be surprised by the frequent showers that intermingle with our abundant sunshine.

- The 1994 WASC report indicated that students from the U.S. mainland were often unprepared for the amount of diversity they would encounter as students at UH Hilo. Student diversity data are now in the *Catalog*, so that students should have a clear idea of our campus community. Also, the diverse nature of the student body is readily apparent from the many photographs in the University's *Catalog*, promotional CDROM, website and brochures.

Information in the *General Catalog*, which is updated yearly, on educational purposes, degrees, curricular programs, educational resources, student charges, etc., is accurate. However, individual courses that are no longer offered can take an inordinately long to time to be purged from the catalog. This issue is scheduled to be taken up by the CAS Faculty Senate early in Fall of 2001.

The names of Board of Regents members, administrators, faculty and staff in the *Catalog* are current and accurate.[39] Part-time faculty are not listed there.

[39] Standard 1.C.5

The following additional University publications are issued on a regular basis:

- *Ka Lono Hanakahi* is a monthly newsletter of feature articles on activities of interest on campus. It is published by the UH Hilo Office of University Relations.

- The *Schedule of Classes*, in addition to the listing current classes, also contains a wealth of information on University services and policies. The schedule is provided to students each semester and is also posted on the UH Hilo website.

- *The Registered Independent Student Organization Handbook*, produced by the Campus Center Office, provides information on how to start a student club, campus resources, and regulations and policies governing student organizations and student conduct.

- The annual *Housing Resident Handbook* provides comprehensive information on almost all aspects of residential life (housing, sexual harassment, alcohol and drug use, student conduct policies and emergency procedures).

- *The International Student Handbook* contains general information about the University (facilities, services, and academic regulations) and the town of Hilo. Useful tips covering lifestyle in Hilo and Hawai'i and information on immigration matters are also included. The handbook is available to all international students through the International Student Office, in conjunction with excellent international student advising.

- *The UH System Guide to Admission and Transfer* is designed to facilitate the transfer process between campuses and to facilitate the graduation of our students. The Guide is now available on the website.

- *The Student Athlete Handbook* familiarizes student athletes with the University, its academic programs, and their role and responsibilities as student athletes. This publication also includes regulations pertaining to student conduct.

- *Kanilehua* is the campus literary magazine, published once each semester entirely by students. It is available to students at a minimal cost.

- *Ke Kalahea* is the weekly student newspaper. Student reporters, staff writers, and editors provide its content. It is free to the campus community.

Numerous specialized brochures are printed by the various departments of the University to provide information to students such as Sexual Harassment and Equal Opportunity and Affirmative Action brochures.

In order to provide greater ease of access to the numerous policies and procedures affecting students, the *UH Hilo Student Handbook* is in the process of being revived and this single, comprehensive reference will be available to all new and returning students in Fall 2001.

The University also communicates to the public through its ongoing advertising program. Statements and promises are documented. Because UH Hilo is just beginning to systematically collect information on student placement and achievements after graduation, we do not advertise success or failure in this area; instead we focus on the satisfaction of individual graduates and on the cost effectiveness of attending UH Hilo.[40]

Faculty advisers, recruiters, and admission staff are appropriately trained to make accurate oral representations about the University and its programs.[41]

3.15.5 Fund-raising Activities and Grant Proposals [42]

The UH Hilo Office of Development, responsible for campus fund-raising, was reopened in 1999. BOR Policy 8-9 describes the broad policies with respect to fund-raising. All campaigns must be approved by the UH system president. Funds received are administered through the University of Hawai'i Foundation, a nonprofit corporation administered by its own board of trustees.

UH Hilo belongs to the Council for Advancement and Support of Education and subscribes to its "Statement of Ethics" and the "Donor Bill of Rights," which recognizes the rights of donors "to be informed of the organization's mission, of the way the organization intends to use donated resources, and of its capacity to use donations effectively for their intended purposes."

A number of institutional policies govern this function:

- BOR Policy 8-9, "Fundraising"
- BOR Policy 8-8, "Gifts," directs that gifts or bequests with inappropriate conditions attached to them will be refused.
- UH Administrative Procedure A8.620, "Gifts"

UH Hilo is careful to accept only those gifts for which it has a good purpose and which it will be able to maintain. The 1998 donation by the Bank of Hawai'i of a building in downtown Hilo is a good example. It will be renovated and as a "smart building" for use as an innovation center, for distance learning, and for conferencing. We have obtained special federal and state funding to accomplish this.

In addition, the UH Hilo Office of Development subscribes to the Council for Advancement and Support of Education's "Statement of Ethics" and the "Donor Bill of Rights."

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[40] Standard 1.C.3

[41] Standard 1.C.2

[42] Standard 1.C.6 and responds to Commission concern about the maintenance and upkeep of gifts to the University.

BOR Policy 5-3(b)(3) states that "whenever a given research proposal is accepted by the University of Hawai'i, it means that the following conditions have been met: ... those responsible for committing the use of facilities and other resources of the University agree to accept the commitment involved."

Grant proposals undergo an extensive review process to ensure that information provided is accurate and that the project has administrative support. Only recently has the UH president delegated to the UH Hilo chancellor the authority to approve grant requests (Executive Policy E8.102, May 2000). The principal investigator must be a UH Board of Regents appointee. Requests must be approved by the college dean, vice chancellor for academic affairs, and, if the grant affects University resources, by the vice chancellor for administrative affairs. UH Hilo has developed local "Protocol for Submission and Approval of Grant Proposals," which allows for "consideration of the university's responsibility in time, money and facilities to the proposed project."

3.15.6 Integrity in Institutional Operations [43]

Administrative operations, including university finances, are honest and above board. UH Hilo finances are managed according to generally accepted accounting principles, the extensive policies and procedures of the University, and federal and state regulations. In fact, fiscal processes are so scrupulously controlled as to be called paralyzing. The financial management system is neither user-friendly nor up-to-date, and large purchases must be approved through a cumbersome process managed by the system Procurement and Property Management Office on O'ahu.

Quarterly and annual summary reports are provided to the president and the BOR on sources and uses of funds and the reasons for significant variances in revenues or expenditures compared to the same period during the prior year. There is a clear assignment of responsibility for financial administration throughout the UH system and at UH Hilo. Formal policies regarding fiscal matters are in place. Budget planning takes into consideration all sources of income and all types of expenditures. Financial reports and documents are appropriately audited, and recommendations contained in auditors' management letters are considered and promptly addressed. Fiscal staff have appropriate training and experience and are encouraged to attend workshops, courses, and seminars to upgrade their skills on a regular basis.

University authorities are contained in BOR Policy 8, "Business and Finance," UH system-wide Executive Policy E.8000, "Business and Finance," and Administrative Procedures A.8, "Business and Finance."

The policies for fee payments and refunds are accurately described in the *General Catalog* and the Course Registration Schedule.[44] The refund schedule for tuition and special course fees and student government, student activities, and publication fees is mandated by the Board of Regents and seems to work smoothly. In certain instances, federal

[43] Standards 1.D, 9.C
[44] Standard 7.B.3

financial aid regulations require a different refund schedule. University publications state that a detailed refund policy affecting federal financial aid recipients is available at the Financial Aid Office.

3.15.7 Integrity in Relations with the Commission [45]

UH Hilo has been a full partner with the Commission in the accreditation process and has made sincere efforts to ensure that this Self Study is an accurate institutional portrayal.

The University is aware of the importance of accreditation and announces its status in such public documents as its *General Catalog 2000-2001*, which states "The University of Hawai'i at Hilo is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges." UH Hilo brochures also note the University's accreditation status. Documents relating to UH Hilo's accreditation are available at the University's Library.

UH Hilo acknowledges the necessity to notify the Commission prior to instituting substantive changes. Four substantive change proposals have been forwarded to the Commission in the last five years. These involved the addition of masters degree programs. WASC has informed UH Hilo that its provision of distance education courses is in compliance with WASC substantive change policy.

As a member institution of WASC, the University of Hawai'i at Hilo acknowledges the right of the Commission to implement its procedures in matters of unethical institutional conduct.

Recognizing that the accreditation process requires the support and cooperation of member institutions, UH Hilo would permit faculty, administrators or staff to serve on WASC visiting teams and committees. The chancellor of UH Hilo is a member of the Commission.

[45] Standard 1.E

Chapter Four
Summary, Evaluation and Plan

4.1 Summary

The self study has shown us that UH Hilo has consistently strived to maximize financial, physical and technological resources in the service of student learning. The great majority of our fiscal, human, and physical resources have been devoted to supporting UH Hilo's primary mission of providing excellent undergraduate liberal arts and professional programs. The *Strategic Plan 1997-2007* has provided us with a vision that combines a bit of flash with a vision of what UH Hilo can be that is well grounded in our cultural, economic, and physical context.

We now have permanent administrators at the head of the campus; chancellor and vice chancellors of Administrative Affairs, Academic Affairs, and Student Affairs. Each is committed to campus-wide planning and assessment—the two areas where, in previous reviews, WASC has found us most wanting in broad participation and strong leadership. Significant advances have already been made to improve planning and develop a culture of evidence, and the next steps are well defined.

We have achieved a stronger grasp of what we are doing well and where we must do better. Understanding our strengths and our potential while acknowledging ways in which we can use these more effectively, we expect to continue to progress in a dynamic combination of vision, planning, and response to external changes and challenges.

4.2 Looking Ahead: The 2001 WASC Standards

Throughout our self study, we have thought of ourselves as a "transition institution," with our past and our present tied to the 1988 WASC Standards, while our future belongs to the 2001 Standards. While we have conscientiously gathered evidence of compliance with the highly elaborated 1988 standards, we have also considered our operations and policies, our present performance, and our plans for improvement in the light of the new WASC standards. In April 2001, part way through the self study year, the new standards and procedures were finalized and announced, reaffirming that planning and assessment must become core practices of all campus units at all levels. While our compliance with the old standards has placed us on a solid footing, the new standards provide us with an excellent framework within which to move forward.

New Standard 1: Defining Institutional Purposes and Ensuring Educational Objectives.

We have a strong sense of our unique identity, the distinctive ways in which we contribute to the community and to the state, our gains, and our potential in academic excellence in select fields. We now enjoy greater autonomy within the system. Our faculty and our students are guaranteed academic freedom; our rights are protected and our responsibilities are spelled out.

We are in the middle of a scheduled review of our Strategic Plan and the University Mission and expect to modify them in light of changing realities.

New Standard 2: Achieving Educational Objectives through Core Functions.

Both teaching and scholarship are highly valued, and faculty and students are supported in scholarship and creative activity. Students have many opportunities for hands-on learning, collaborative research with faculty, internships and other integrative experiences. Learning is supported by an excellent undergraduate library, ready access to computers and other technology for both faculty and students, as well as active and responsive Offices of Student Affairs, Research, and Technology and Distance Learning.

All units will be required to develop and implement plans for systematic and ongoing student learning assessment. Particular attention is being addressed to our newly implemented General Education program.

New Standard 3: Developing and Applying Resources and Organizational Structures to Ensure Sustainability.

An excellent ratio of students to full-time faculty ensures small classes and close interaction between students and faculty. The UH Hilo website, student publications, and the ʻohana email listserv make communications fast and accessible. The relative stability of the faculty and staff and smallness of the campus ensure cooperation, openness, and promptness in addressing new challenges. In the past two years, we have filled, reinstated, or created 80 percent of our top administration positions. Several support positions have been created to provide more services to students and faculty.

To ensure continuing growth and quality, the institution needs to establish consistently functioning feedback loops and to fully implement a planning and budgeting process that will take advantage of a newly legislated system autonomy. Units need to be continually reminded of the University's adherence to bottom-up budget creation.

New Standard 4: Creating an Organization Committed to Learning and Improvement.

We can learn to communicate more effectively within our own campus community and with other institutions in the University system. We can become better at planning at all levels and can learn to become more responsive as an institution to sound proposals for

change and action. We must regularly conduct "sustained, evidence-based, and participatory discussions about how effectively [we are] accomplishing [our] purposes and achieving [our] educational objectives." We need to learn how to better realize – and to document – our announced mission of providing excellent academic programs.

We are making progress toward these goals. An experienced, highly skilled Director of Institutional Research has just been hired and is already analyzing data and helping us to design assessment strategies and to select assessment instruments. We have developed an Academic Assessment Plan based on similar, successful plans at other institutions and are in the process of implementing it. Revised program review procedures which apply to all academic units were developed in AY 2001 and will be implemented beginning Fall 2001. An assessment grant program has started a number of departments on the assessment path. Several of our academic programs are already highly skilled in student learning assessment and can share their expertise with other programs. The Office of Student Affairs has put into place a system of planning and review procedures which can serve as a model to other units.

4.3 Actions Suggested by the Findings of the Self Study

Ongoing actions involve the strengthening or upgrading of activities already routine or well under way.
Actions to be undertaken in 2001-2002 are initiatives that require decisive action in the coming academic year and follow-up over time.
Actions requiring further consideration and planning may be complex or controversial and would involve additional discussion, participation, and guidance.

Educational Effectiveness

Ongoing actions:

- All departments should regularly review and revise their course offerings with the goal of improving curricular coherence and sequential progression and emphasizing the synthesis and application of knowledge.
- All departments should continually update the *Catalog* list of their own courses and their three-year course rotation document, offer major courses at a variety of times during the day, and integrate the goals of General Education into their curriculum.
- Students in our distance degree programs must be included in departmental and institutional assessment.
- Department chairs and deans should maintain collections of current syllabi and a historical record of syllabi of courses not currently offered.
- All students should be required to meet with their major advisor prior to registering for the following semester; if they have not declared a major, they

- should meet with a general academic advisor prior to registering for the following semester.
- Faculty should prepare carefully for advising sessions with individual students, post advising hours, and be present during those hours.
- The university administration should continue to provide leadership and budgetary support for academic assessment for the foreseeable future.
- All baccalaureate programs should require a capstone experience in a format appropriate to the discipline.

Actions to be undertaken in 2001-2002:

- A standing campuswide assessment support committee should be appointed by the vice chancellor for Academic Affairs .
- An assessment plan for the new General Education program must be developed and implemented.
- Coordination, evaluation and assessment of the General Education Program must be directed in a manner that is central, campus-wide, and accountable.
- In conjunction with assessment of General Education, the Writing Intensive Committee should continually recruit and train faculty to teach and assess WI courses.
- The Mathematics Department should develop a measurable standard of mathematical knowledge that all graduates must attain as part of the General Education requirements.
- Students should be guaranteed alternative means of acquiring needed math skills: computer-based instruction and tutoring should be offered as well as remedial courses.
- As the starting point for developing academic assessment, seven-year program reviews, annual and periodic plans and reports, every department and academic program should articulate current statements of mission, curricular goals, student learning outcomes, and appropriate means of assessment.
- Faculty of the School of Business and the departments of Computer Science, Nursing, and Education should provide guidance to other faculty who are working to develop mission statements, curricular goals , student learning objectives, and assessment plans.
- The College of Arts and Sciences Perceived Teaching Effectiveness [Rating] Form should be reviewed from the perspective of current teaching research and revised so that specific, effective teaching strategies are encouraged.

Actions requiring further consultation and planning:

- The College of Hawaiian Language should encourage full-time faculty to complete their graduate degrees.

- In addition to course evaluation forms, departments should consider the use of teaching portfolios and other multiple indicators of teaching effectiveness.
- In their personnel reviews, departments and colleges should recognize the value of research on pedagogy and specify criteria by which excellence in teaching can be measured.
- A Teaching Excellence committee should be established to arrange teaching workshops, identify model teachers and promote one-on-one mentoring to improve the pedagogy of individual faculty, and develop more effective methods of assessing teaching effectiveness.
- Within departments, faculty should address the issue of grading criteria in the context of curricular goals and explicit statements of student learning outcomes.

Institutional Capacity and Effectiveness

Ongoing actions:

- UH Hilo should strengthen its recruitment efforts in the state of Hawai'i to continue to build on its strong reputation of service to the state.
- The University should maintain comprehensive records of the councils, committees, and tasks forces in existence and should monitor membership to assure that faculty and students, as a matter of practice, are being included.
- The UH Hilo and system websites, already major sources of information about the operations, structures, policies, and scheduled events of the institution, should be used more regularly and creatively to improve communication throughout the university community.
- The Library's base budget should be augmented to support new and continuing programs, on- and off-site.
- The Office of Technology and Distance Learning should move forward with its plans to increase support staff in order to better maintain hardware, manage software, and make consultation and training more available to the campus community.
- The Office of Technology and Distance Learning should request funds to replace faculty/staff informational technology equipment on a three- to four-year cycle, with some on a shorter cycle and some on a longer cycle.

Actions to be undertaken in 2001-2002:

- UH Hilo, with appropriate participation from the UH Hilo Congress, will review the Strategic Plan in Fall 2001.
- The chancellor must clearly delineate the duties and responsibilities of the deans and the VCAA and communicate them to the campus.
- The UH system planning framework should be fully implemented, including academic plans from all colleges and other major units.

- To facilitate planning activities, a multi-year planning calendar should be developed and posted on the UH Hilo website.
- Early in each fall semester, the vice chancellor for Administrative Affairs should hold an open budget hearing to explain current resources and allocations and to receive additional input on budget priorities for the upcoming budget cycle.
- A description of the UH Hilo budget process, including a biennium calendar showing the dates key budgeting activities, must be maintained and should be added to the UH Hilo website.
- To ensure a collaborative planning and budgeting process, the UH Hilo Congress should be asked by the chancellor to set up a standing Planning and Budgeting Committee which includes faculty, staff, and student representatives, and which campus-wide administration will consult with regularly.

<u>Actions requiring further consultation and planning</u>:

- The chancellor should continue to advocate that the Board of Regents create a standing committee devoted to baccalaureate programs
- Administrators should appoint faculty to committees through faculty governance organizations.
- Faculty and staff must all be informed about the channels by which they can make their budgetary needs known and must make budget requests to the heads of their units on schedule and in writing; unit heads must review, prioritize and transmit unit budget requests to the vice chancellor for Academic Affairs on schedule and in writing.
- A senior budget analyst should be hired to prepare timely and complete financial reports and to interpret the data in them to the campus community.
- After administrative roles have been clarified, the heads of the governance bodies should meet to clarify the roles of their governance organizations.
- Webpages should be set up for all key administrators describing their duties as well as the functional areas for which they are responsible.
- The need of the College of Arts and Sciences for additional administrative support staff, including a permanent associate dean and additional secretarial help, should be addressed.
- A systematic process needs to be established within the College of Arts and Sciences to ensure that equipment maintenance is clearly identified in all departments as a top priority.

Appendix A
Self Study Committees

Steering Committee
April R. Komenaka, Co-Chair
Helen M. Rogers, Co-Chair
Bill H. Chen, Director, Office of Technology and Distance Learning
Rachel Fordyce, Vice Chancellor for Academic Affairs
Robert A. Fox, Professor, Physics and Astronomy and Chair, UH Hilo Congress
Barbara Heintz, Counselor, Student Services
Harry Hennessey, Professor, Management
Robert King, Professor, Business Administration
Bruce W. Mathews, Associate Professor, Soil Science
Keith Miser, Vice Chancellor for Student Affairs
Alton M. Okinaka, Associate Professor, Sociology
Sandra E. Wagner-Wright, Professor, History
John Whittaker, Vice Chancellor for Administrative Affairs

Assessment Committee
April R. Komenaka, Chair
Catherine Becker, Assistant Professor, Communication
Michael J. Bitter, Assistant Professor, History
Susan G. Brown, Professor, Psychology
Jerry Calton, Associate Professor, Management
Pat D. Grossman, Admissions Counselor
Gail Makuakane-Lundin, Coordinator, Hawaiian Leadership Development Program
Bruce Mathews, Associate Professor, Soil Science
Cecilia Mukai, Associate Professor, Nursing
Patrick Omori, Registrar
Donald Price, Associate Professor, Biology
Kevin Roddy, Library
Helen Rogers, Library
Marcia Y. Sakai, Professor, Tourism/Economics
Lynne Stamoulis, Director, Institutional Research
Debra J. Vandervoort, Associate Professor, Psychology

Institutional Effectiveness Committee (Standards 1, 2 and 3)
Rachel Fordyce, Chair
Lorna Arita-Tsutsumi, Professor, Entomology
Bill Chen, Director, Office of Technology and Distance Learning
Michael Collier, Dean, College of Agriculture
Gerald L. De Mello, Director, University Relations
Emmeline De Pilles, Assistant Professor, Management
Robert A. Fox, Professor, Physics and Astronomy and Chair, UH Hilo Congress
Audrey Furukawa, Assistant to the Chancellor
Youngki Hahn, Professor, Economics
Lawrence Heintz, Professor, Philosophy
Don E. Hemmes, Professor, Biology
Kerwin Iwamoto, Director, Human Resources
Amy Mahealani Jones, Recruiter
Sonia Juvik, Assistant Dean, CAS, and Professor, Geography
Alyson Kakugawa-Leong, Director, Publications
Robert King, Professor, Business Administration
Darlene Martin, Assistant Director, Research, Evaluation and Resources, Na Pua No‘eau

Stephen McLean, Director of Development
David R. Miller, Professor, English, Chair, CAS Faculty Senate, and member of the Board of Directors of the University of Hawai'i Professional Assembly
Keith Miser, Vice Chancellor for Student Affairs
David Sing, Director, Na Pua No'eau
John Whittaker, Vice Chancellor for Administrative Affairs
Stephen Worchel, Dean, CAS

Educational Programs Committee (Standard 4)
Harry Hennessey, Co-Chair
Sandra E. Wagner-Wright, Co-Chair
Catherine Becker, Assistant Professor, Communication
Dan Brown, Professor, Anthropology
Nina Buchanan, Professor, Education
A. Didrick Castberg, Professor, Political Science
Rachel Fordyce, Vice Chancellor for Academic Affairs (ex officio)
Paul Haberstroh, Assistant Professor, Marine Science
Brenda Hamane, Student
Karla Hayashi, Instructor, English
James O. Juvik, Professor, Geography and Coordinator, Graduate Programs (ex officio)
Alice Kawakami, Assistant Professor, Education
James Kelly, Professor, Geography
Ernest Kho, Associate Professor, Chemistry
Jene Michaud, Associate Professor, Geology
Douglas Mikkelson, Associate Professor, Religious Studies
Faith Mishina, Instructor, Spanish
Cecilia Mukai, Associate Professor, Nursing
Yoshiko Okuyama, Instructor, Japanese
Cheryl Ramos, Instructor, Psychology
Michael H. Shintaku, Associate Professor, Plant Pathology
Vladimir Skorikov, Assistant Professor, Psychology
Corrine L. Tamashiro, Educational Specialist, CCECS
Becky Thurston, Instructor, Psychology
Regina F. Titunik, Associate Professor, Political Science
Jennifer C. Wheat, Assistant Professor, English
Pila Wilson, Professor, Hawaiian/Hawaiian Studies, Chair, Hawaiian Studies Division (ex officio)
Stephen Worchel, Dean, CAS (ex officio)

Educational and Human Resources Committee
(Standards 5 and 6)
Robert A. Fox, Co-Chair
Alton M. Okinaka, Co-Chair
Kelly Burke, Assistant Professor, Management Information Systems
Bill Chen, Director, Office of Technology and Distance Learning
Normand Dionne, Computer Specialist, Computing Center
Ronald D. Gordon, Professor, Communication
Mitzi Hennessey, Secretary, School of Business
Adele Koyama, Secretary to the Dean, CAS
Carole Kuba, Secretary, Humanities Division
Charles Langlas, Lecturer, Anthropology
Susan Maesato, Librarian
Daryl K. Masuda, Computer Specialist, Computing Center
Karla McDermid-Smith, Associate Professor, Marine Science
Wayne Miyamoto, Professor, Art

Louisa Perreira, Student
Michael West, Associate Professor, Astronomy

Student Affairs and Co-Curricular Programs Committee
(Standard 7)
Barbara Heintz, Chair
Joseph Estrella, Jr., Baseball Coach
Ginger Hamilton, Counselor, Minority Access and Achievement Program
Robert Hamilton, Resident Life Programmer
Dianne S. Higgins, General Advising Coordinator (ex officio)
Sonia P. Juvik, Assistant Dean, CAS, and Professor, Geography
Timothy Kane, Student Life Programmer
Ellen I. Kusano, Coordinator, Campus Center
Gail Makuakane-Lundin, Coordinator, Hawaiian Leadership Development Center
James Mellon, Director, Student Support Services Program
Manulai Meyer, Assistant Professor, Education
Keith Miser, Vice Chancellor for Student Affairs (ex officio)
Alton M. Okinaka, Associate Professor, Sociology
Hayden Peters, Student
Kristin Power, Student
Ruth Robison, International Student Advisor
Winifred Tatsuta, Records Specialist

Physical and Financial Resources Committee
(Standards 8 and 9)
John Whittaker, Chair
Ron Amundson, Professor, Philosophy
Bill Chen, Director, Office of Technology and Distance Learning
Lo-li Chih, Registered Architect (ex officio)
Leon Hallacher, Assistant Dean, CAS, and Professor, Biology
Jun Haruki, Computer Specialist (ex officio)
Kerwin Iwamoto, Director, Human Resources
Kolin K. Kettleson, Auxiliary Services Officer (ex officio)
Robert T. Okuda, Media Coordinator, Distance Learning (ex officio)
Susan Shirachi-Gonsalves, ADA Coordinator
Kalena Silva, Director, Ka Haka ʻUla O Keʻelikolani, and Professor, Hawaiian/Hawaiian Studies
Robert Stack, Associate Professor, Marketing
Edgar Torigoe, Interim Athletic Director

APPENDIX B

SECTION OF SELF-STUDY REPORT PREPARED BY SYSTEM ADMINISTRATION OFFICE OF THE VICE PRESIDENT FOR PLANNING AND POLICY

Preface:

This report describes the current governance and administration of the University of Hawai'i system. As with any large and complex organization, the administration of the UH system evolves and changes over time. Three changes under way at UH are summarized below.

1.In June 2000, the current UH President announced his retirement effective July 2001. The Board of Regents completed the search and announced the appointment of the 12th President of the University of Hawai'i on March 12, 2001. President-Designate Evan Dobelle will assume office on July 2, 2001. During Fall 2000 the Board of Regents decided to modify the administrative structure of the University by separating the position of University President from that of the Chancellor for the Mnoa campus (the UH's Carnegie Research Extensive campus).

2.The UH administration has begun a review and revision of the Board of Regents Policies to bring them up to date and, where necessary, clarify Board and administrative roles.

*3.*In November 2000, the citizens of Hawai'i approved a constitutional amendment to give greater autonomy to the UH. Although the Constitution of the State of Hawai'i had previously granted the Board of Regents of the UH some authority to manage the University, a clause "in accordance with law" had been interpreted to mean that the BOR could not take action unless legislation specifically permitted the action. The new constitutional amendment passed in November 2000 removed that clause. The Board and administration will be working with external and internal constituents to establish and carry out the principles that will guide the changed relationship the University seeks with the state.

DESCRIPTION OF THE UNIVERSITY OF HAWAI'I AND THE GOVERNING BOARD

STANDARD 3.A THE GOVERNING BOARD

The governing board is ultimately responsible for the quality and integrity of the institution. It selects a chief executive officer, approves the purposes of the institution, and concerns itself with the provision of adequate funds. It establishes broad institutional policies, and delegates to the faculty and administration responsibility to administer and implement these policies. The board protects the institution from external pressures antithetical to academic freedom, to institutional

autonomy, or to integrity. It differentiates among roles and responsibilities of various persons or bodies, and provides stability and continuity to the institution through an organized system of institutional planning and evaluation.

The University of Hawai'i (UH) is a multi-campus system of higher education consisting of one institution with a Carnegie classification as a Research Extensive campus, two Baccalaureate Colleges II, and a system of seven community colleges. Governance of UH is vested in a 12_member Board of Regents (BOR) appointed by the Governor of Hawai'i. Membership includes one student. Hawai'i Revised Statutes Section 304-3 sets the term of office as four years for all members (except the student member, whose term is two years), provides that members serve without pay except for reimbursement of expenses, and requires that the BOR meet at least ten times per year. Board members are not employees of the University. Table 3.1 lists the current BOR members.

The State Constitution grants the BOR the right to manage the University (see comments at the beginning of this section regarding changes in the State Constitution). Board of Regents By-Laws and Policies further establish the duties and responsibilities for the Board. The BOR is responsible for the internal organization and management of UH, including, but not limited to, establishing the general mission and goals of the system and approving any changes to them; adopting broad policy that guides all aspects of University governance; appointing and evaluating the President; establishing the administrative structure and approving major administrative appointments; approving all major contractual obligations of the University; approving new academic and other programs and major organizational changes; reviewing all fiscal audits of University operations; and approving the University budget, long-range financial plans, and budget requests for state funding. Increased autonomy granted to the University by the Legislature over the past decade guarantees that the University has the right to determine where budgets will be cut or reallocated when state appropriations are reduced. Implementation of Board policies are the responsibility of the President and the executive and managerial team.

The most recent update of the University's Mission was in 1996. This update involved the establishment by the BOR of separate mission statements for UH Mānoa (UHM), UH Hilo, UH-West O'ahu (UHWO), and UH Community Colleges (UHCC). Also in 1996 the BOR adopted the System Strategic Plan, 1997 - 2007. Following Executive Policy E4.201, which provides an integrated framework for long-range planning, Major Unit (UHM, UH Hilo, UHWO, and UHCC) (Academic) Strategic Plans are approved in principle by the BOR. Physical Facility Master Plans, required by BOR policy, are developed based upon the Unit (Academic) Strategic Plans and are approved by the BOR. The most recent Board_approved Strategic Plan and Physical Facilities Master Plan for UH Hilo are available as exhibits. Review and revision of Board of Regents Policies take place as situations change and new policy is needed. An overall review and revision of major sections of BOR policy is currently under way.

The By-Laws of the Board of Regents contain an extensive section (Article X) defining and prohibiting conflict of interest on the part of Regents.

BOR policies are published and promulgated as the *Board of Regents Bylaws and Policies*, Volumes I and II. These policies are implemented through administrative policies and procedures and delegations of authority published and promulgated by means of the *University of Hawai'i System-wide Executive Policies* and the *University of Hawai'i System-wide Administrative Procedures Manual*. These documents are available as exhibits and may be viewed on the web. *(See attached list for documentation and web addresses.)*

STANDARD 3.B ADMINISTRATION

The administration is organized to serve institutional purposes effectively by providing educational leadership through an environment conducive to learning and high morale. The administration focuses all the resources of the institution on accomplishment of its purposes and fosters candid communication among the governing board, administrators, faculty, staff, and students.

The President of the University of Hawai'i is appointed by the Regents and is the chief executive officer of the BOR. In this role, the President is responsible for the educational leadership and administration of the entire UH System. The President is also Chancellor for the University of Hawai'i at Mānoa (UHM) with overall responsibility for executive management of that campus. In carrying out his system-wide and UHM duties, the President/Chancellor is assisted by the following senior vice presidents (see also the UH Organization Chart).

- The Senior Vice President and Executive Vice Chancellor for UHM serves as the chief academic officer for UHM and in recent years has had increasing responsibility for providing overall executive leadership for that campus. UHM, located on the island of O'ahu, is Hawai'i's Carnegie Research Extensive University campus and includes graduate and professional programs.

- The Senior Vice President and Chancellor for the Community Colleges heads the system of seven community colleges and an Employment Training Center. Four community colleges and the Employment Training Center are located on O'ahu, and one community college is located on each of the neighbor islands of Hawai'i, Maui, and Kaua'i.

- The Senior Vice President and Chancellor for Hilo heads the University of Hawai'i at Hilo, a primarily baccalaureate-granting campus located on the island of Hawai'i.

- The Senior Vice President for Research and Graduate Education provides leadership, direction, and coordination for UHM organized research units and also for graduate education at both UHM and UH Hilo. Academic and other programs closely linked to research units are also the responsibility of the Senior Vice President.

- The Senior Vice President for Administration provides leadership, direction, and coordination for administrative support functions that span the System.

- The Senior Vice President for Legal Affairs and University General Counsel provides legal advice and counsel to the BOR and the Office of the President.

In addition to the Senior Vice Presidents, several other executive staff assist the President:

- The Chancellor for the University of Hawai'i at West O'ahu (UHWO) heads UHWO and reports directly to the President.

- The Vice President for Planning and Policy provides leadership for system long-range institutional planning, Board and executive policy development, and system-wide coordination of academic support.

- The Executive Director for University and Community Relations coordinates public relations, alumni affairs, and governmental relations. Component parts of these offices also have some UHM responsibilities.

- The Vice President for Student Affairs has primarily UHM responsibilities but also participates fully in needed coordination across all campuses.

The President also has one executive assistant and one administrative assistant. Other offices reporting directly to the President include the Director of Equal Employment Opportunity/Affirmative Action and the UHM Director of Intercollegiate Athletics.

Two administrative groups assist the President in the coordination of activities, planning and policy development. They are the Council of Senior Executives and the University Executive Council.

Council of Senior Executives. The Council of Senior Executives (CSE) includes the President, the Senior Vice Presidents, the Vice President for Planning and Policy, the Executive Director of University and Community Relations, the President of the University of Hawai'i Foundation, the Executive Assistant to the President, and the Secretary to the BOR (as a guest). The CSE serves as a forum for discussion of major system-wide policies and directions.

University Executive Council. The University Executive Council (UEC) is a somewhat expanded group that meets to address academic and non-academic policy and operational issues of concern to the campuses and to the University as a whole. The UEC comprises the members of the CSE, the Vice President for Student Affairs, the Chancellor of UHWO, the Budget Director, the Vice Chancellor for Administrative Affairs of the Community Colleges, and the Assistant to the Executive Director for University and Community Relations. UEC members represent their campuses and functional areas at these meetings and in turn convey information to and consult with their constituencies on various matters discussed in the UEC. Any member of the UEC

may place a matter on the agenda for purposes of discussion, information, and/or decision as appropriate. When needed, policy studies are prepared by appropriate staff and presented to the UEC.

The current organization of the University of Hawai'i, as described above, is intended to maximize the advantages of a unified University system and provide university-wide direction, coordination, and support as appropriate.

Summary system enrollment data is provided in the "Fall Enrollment Report, University of Hawai'i, Fall 2000" exhibit.

The following sections address other matters pertaining to the operation of the University of Hawai'i System:

PROCEDURES FOR ACADEMIC POLICY AND PROGRAM DEVELOPMENT

The role of faculty: The BOR Policy Section 1-10 provides for organized faculty involvement in the development and maintenance of institutional academic policy and Executive Policy E1.201 has established procedures for the implementation of that policy. The BOR has authorized the development of formal faculty organizations on each campus and charged these organizations with the responsibility for making recommendations or providing advice on academic policy for the particular campus. Faculty involvement in system-wide academic policy determination is also encouraged through normal administrative channels and through the All Campus Council of Faculty Senate Chairs (ACCFSC–see below).

Policy development: The levels of review for major UH Hilo policy determinations originating at the campus are review by three faculty senates, Deans and the University Congress, Vice Chancellor for Academic Affairs, Senior Vice President and Chancellor of UH Hilo, system vice presidents/directors, the President, and the BOR. For policies originating at the system level, normal practice, consistent with BOR policy, is to consult with faculty senates of Units that may be impacted by the decisions (including the University Congress at UH Hilo), student governance organizations, and campus administration. A current example is the effort to review and revise BOR policies. Draft policies of those chapters that impact academic affairs (Chapters 4, 5 and 6) were provided for review to faculty and student senates at each campus, as well as to campus and system administrators.

Administrative roles in academic management: Administratively, the management of system-wide academic affairs matters resides with the President, who is assisted in this effort by the Council of Senior Executives and the University Executive Council (both described above), and the System Academic Affairs Council (SAAC). SAAC comprises the senior academic affairs staff officers from UHM, UHH, Community Colleges, and Chancellor for UHWO, and is chaired by the Vice President for Planning and Policy. SAAC functions in an advisory capacity and is charged with the review and management of academic affairs policies, practices, and issues that span multiple campuses. SAAC considers (1) the system-wide impact of campus academic action

requests; (2) the centrality of requested actions in relation to UH directions and priorities; and (3) the appropriateness of requested actions in light of BOR policy.

A major contribution by SAAC has been the development of UH policies that facilitate transfer. SAAC is assisted in this effort by the University Council on Articulation (UCA) and the Transfer Network (TN). The UCA, on which the UH Hilo Vice Chancellor for Academic Affairs also sits, oversees the work of a number of organized faculty groups that work to achieve course-by-course articulation. The TN, comprising system student services personnel and others directly involved in student transfer, serves as a forum for discussion of issues related to implementing transfer policies across the various campuses of the System. The chairmanship of the UCA is rotated among UHM, UHWO, UH Hilo, and the UH Community Colleges.

New academic programs: Executive Policy E5.201 provides procedures for approval of new academic programs. New programs are developed at the campus level, usually by existing faculty, and reviewed by the college administration, campus faculty senate, and the appropriate Senior Vice President or Chancellor before being recommended to the President. The President requests review by the System Academic Affairs Council prior to transmittal to the Board. The Board of Regents approves new programs upon recommendation by the President.

ACADEMIC PROGRAM REVIEW PROCESS

By BOR policy, all new programs are approved by the Board and reviewed at the end of their first cycle, and all established academic programs in the System, except vocational-technical programs, receive an in-depth review every fifth or seventh year. Under the Carl Perkins Act of 1990, vocational-technical programs are reviewed annually. Procedures for the reviews are given in Executive Policy E5.202. The review documents are prepared in the prescribed program evaluation format at the campus level. The campus review is carried out in accordance with procedures established by the Senior Vice Presidents and Chancellors at the UH Community Colleges and UH Hilo, by the Senior Vice President and Executive Vice Chancellor at UHM, and by the Chancellor of UH West O‘ahu. These officers are responsible for ensuring appropriate faculty and student input and for providing feedback to the programs under review. The Senior Vice Presidents and Chancellors, the Senior Vice President and Executive Vice Chancellor, and the Chancellor of UH West O‘ahu submit an annual report to the President summarizing the results of program review activities at their campuses. A copy of the most recent report is provided as an exhibit.

As a result of the program review process, major or minor curriculum revisions occur, resources may be reallocated, and programs may be expanded, consolidated, or discontinued. It is believed that the program review process has been effective in maintaining and improving program quality and viability.

THE BUDGET PROCESS

Integration of the institutional planning and budget process: The University of Hawai'i's budget process follows the State's Planning, Programming and Budgeting System (PPBS) and strives to integrate institutional planning with program budgeting. Board budget policies are contained in BOR Policies Section 1-10. The basic concept behind the budget process is to utilize UH resources to achieve planned objectives or outcomes. The primary goal of UH's academic, capital, and budget planning processes is to maintain and improve academic quality through efficient and effective use of resources.

The budget preparation process: UH's operating and capital budget is based on a two-year or biennium cycle beginning on July 1 of every odd-numbered year. Prior to 1997, the formal budget preparation process began with Board of Regents' adoption of a Biennium Budget Policy Paper. Typically, this document: (1) set forth assumptions and priorities stated in terms of *Operating Budget Objectives* and *CIP Budget Objectives* for the forthcoming fiscal biennium; (2) provided a synopsis of planning directions; (3) summarized the principles that guide preparation of UH's budget consistent with BOR Policy; and (4) established the planning context for the development of the budget.

In FY 1997-99 the budget process underwent significant changes. This was due to the severe budget cuts experienced in the 1995-97 biennium and legislative Act 161, which provided for the retention of tuition revenues and a corresponding reduction to the general fund base. These factors added significant uncertainty to projecting available funding. In light of the recent approval by the BOR of a UH Strategic Plan for 1997 - 2007, no policy paper was issued by the Board of Regents that year; rather, priorities were established by the University Executive Council and the President in accordance with the Strategic Plan. This approach worked well and served to integrate budgeting more closely with the Strategic Plan. For supplemental and biennium budget requests since that time, the Strategic Plan priorities identified by the President and UEC have guided the University's budget preparation process.

Budget requests based upon these priorities are prepared by each unit and submitted to the Budget Office for review and conformance with instructions and general policies. These program budget requests consist of program and planning information, operating requirements, repair and maintenance requirements, and capital improvement requirements. These documents are reviewed and/or modified by the Senior Vice Presidents/Chancellors, the Senior Vice President and Executive Vice Chancellor, and the Chancellor for UHWO. As a result, resources are budgeted on the basis of planned institutional as well as campus objectives and priorities.

Upon approval by the President, the proposed biennium budget is transmitted to the BOR for review and adoption as the Board of Regents' Budget. Following this, the budget is still subject to external review and adjustment by the State Department of Budget and Finance, the Governor, and ultimately the State Legislature.

Prior to its consideration by the Legislature, the Board of Regents' Budget is adjusted to meet absolute funding ceilings and certain other criteria established by the State Department of Budget and Finance and the Governor. After meeting these requirements, the UH budget is combined with those of the other state agencies to produce an Executive Budget Request. The Executive Budget Request in bill form is then submitted to the Legislature where it becomes the primary vehicle through which appropriations to the UH are made for a two-year period. When signed into law, the bill becomes known as the General Appropriations Acts.

The budget execution process: The budget execution process generally pertains to the implementation of the General Appropriations Act. For UH, this phase of the budget process is influenced to a large extent by the Governor's Budget Execution Policies which includes the establishment of a budget ceiling for the University system for the ensuring fiscal year.

To comply with the Governor's budget requirements, UH revises its original program plans to a level commensurate with the new budget ceilings. The program plans are also amended to accommodate any Legislative priorities that may be required as a result of the General Appropriations Act. On occasion, however, original program plans may also have to be amended in response to new laws, especially in areas affecting the financial liability of the University.

RELATIONSHIPS WITH HAWAI'I STATE GOVERNMENT

The 1978 Hawai'i Constitutional Convention amended the State Constitution so that the responsibility of the BOR for the internal organization and management of the System was given explicit recognition. The amended section of the Constitution provides that the Board "shall have exclusive jurisdiction over the internal organization and management of the University."

The practical details of the boundaries of this authority were given further clarity by means of various delegations from the Governor in September 1985 and by the 1986 Hawai'i State Legislature, which passed Acts 320 and 321, the so-called "budget and financial flexibility measures." This legislation granted UH additional flexibility in areas relating to warrants, budgeting, procurement, expenditures, and emergency bids.

In 1995, Act 161 gave the University control over its tuition revenues and tuition waivers. Act 115, passed in 1998, authorized the University to establish its own procurement process, the Office of General Counsel, and allowed opportunities to generate more revenues.

In November 2000 the citizens of Hawai'i approved a constitutional amendment that increased the autonomy of the University still further (see Preface to this report). There is general consensus within the UH community that the additional flexibility and authority lodged with UH have been and will be enormously beneficial to the institution. These measures have not only given executive officers needed fiscal and

budgetary flexibility to carry out their responsibilities but have also permitted appropriate delegations of authority to campus and program heads.

RELATIONSHIP WITH AND DELEGATION OF AUTHORITY BETWEEN SYSTEM AND CAMPUSES

Communication between the President's office and the ten campuses in the UH System is accomplished in a variety of ways through routine meetings, various committees, and publications. System-wide bodies which foster this relationship include the Council of Senior Executives, the University Executive Council, the System Academic Affairs Council, the University Council on Articulation, and the Transfer Network (all described above under 3.B. Administration) and the All Campus Council of Faculty Senate Chairs (described below under System-wide Groups).

The *University of Hawai'i System-wide Executive Policies* and *University of Hawai'i System-wide Administrative Policies* provide delegations of authority to the various units and campuses of the system, specify procedures for proposals or reports that must come from the campuses to the system administration or Board or Regents, and specify policies and procedures that must be followed by the campus administration in specific areas. In general these policies seem to work smoothly. The existence of system-wide bodies on which new administrators sit provides support in learning the University policy base.

University and Community Relations produces a variety of publications that communicate the University's goals, services, and accomplishments, including a weekly newsletter for faculty and staff, a bi-monthly newsletter for alumni and the broader community, and a twice-year magazine for University supporters. These publications contain news of general interest, calendars of events, and serve as a medium for wide dissemination of speeches and other policy statements of the President and BOR. Annual reports are also prepared by a number of executive offices.

SYSTEM-WIDE GROUPS

There are several system-wide groups in addition to the Council of Senior Executives and the University Executive Council. Three such groups are SAAC, UCA, and TN mentioned previously in the section on Academic Policies and Practices. The following are examples of other system-wide groups.

> •The All Campus Council of Faculty Senates Chairs (ACCFSC) comprises the faculty senate chairs from each campus, school, or college. The Faculty Congress Chair from UH Hilo is also a member of this body and serves as one of its four co_convener. The ACCFSC serves as a communication forum for the President and faculty leaders and as an advisory body to the President. During the academic year, the President meets bimonthly and often monthly with the full ACCFSC and separately with the co-conveners.

•The University of Hawai'i Student Caucus provides a mechanism for a representative body of students, selected from each of the ten system campuses, to advocate student interests and needs to the UH administration and BOR.

•Master Scheduling Group (MSG) is responsible for coordinating planning and scheduling of system-wide distance learning resources and developing policy proposals for distance learning. Each major Unit is represented on this group, along with the University Center directors. A staff member of the Office of the Vice President for Planning and Policy chairs the group.

•The University Commission on the Status of Women (CSW) has system-wide representation and includes members from all employee and student groups. It serves as an advisory committee to the President on issues relating to women in the UH community.

•Articulation Standing Committees report to the University Council on Articulation and are responsible for considering courses recommended by any campus in the system to meet general education requirements on other campuses. Comprising 14 faculty members each, the seven Standing Committees are responsible for making recommendations on the transferability of these courses to each campus in the system.

A variety of other committees with system membership exist: various program advisory committees (e.g., space and marine programs); ethics committee; various awards committees (outstanding performance by staff, honorary degrees, faculty scholars and fellows awards, and regents and presidential student scholarships); residency appeals committee; information technology, library, and student services committees; the system health and safety committee; and others. In addition, the President's office appoints ad hoc committees or task forces to address specific problems or issues.

EFFECTIVENESS IN MEETING GOALS

Assessment

Assessment activities, communication of results, and the demonstrated use of those results in UH's decision-making processes are key components in securing the Legislature's and public trust. BOR Policy 4-5 commits the University to gathering and reporting evidence from a variety of sources. Executive Policy E5.210 calls for the regular and systematic assessment of programs, campuses, and the System as a whole. The Hawai'i State Legislature, in Act 161, required the University to demonstrate accountability by setting and measuring itself against benchmarks. Overall educational assessment activities at UH focus on the degree to which mission and Strategic Plan goals are accomplished.

Using the *University of Hawai'i Strategic Plan, 1997-2007* as the guide, the UH has developed and presented benchmarks/performance indicators that build on existing efforts to assess, evaluate, and plan for effective and efficient use of resources. The

University of Hawai'i Benchmarks/Performance Indicators Report, published every two years, provides the best overview of the University's success in meeting its goals. The University continues to refine this set of measures to monitor institutional health and progress over time, relative to other institutions, and, as feasible, against standards. The System Academic Affairs Council, of which the UH Hilo Vice Chancellor for Academic Affairs is a member, assists with the preparation of this document by reviewing and updating indicators on a biennium basis. *University of Hawai'i Benchmarks/Performance Indicators Reports* and the "University of Hawai'i Report on Strategic Plan Implementation, January 2001" are provided as source documents.

TRENDS

University of Hawai'i trends are summarized as part of the planning assumptions contained in the UH Strategic Plan, in the Benchmarks/Performance Indicators Reports, and in the document *Planning Information, University of Hawai'i at Hilo, 1994-95 to 1999-00*. Enrollment projections for the UH System and for UH Hilo are provided as source documents

EXHIBITS

(Web addresses are provided for major documents. Hard copies of these documents will also be available in the team room. Other documents below are attached as exhibits.)

1. *Hawai'i Revised Statutes 304-3* (concerning appointments to and meetings of the Board of Regents).

2. Table 3.1: Members of the Board of Regents and Board committees, AY 2000_2001.

3. Minutes of the meetings of the University of Hawai'i Board of Regents. <http://www.hawaii.edu/bor/minutes/>

4. *University of Hawai'i Mission Statement, November 1996.* <www.hawaii.edu/ovppp/>

5. Executive Policy E4.201, "Integrated Long-Range Planning Framework."

6. *Focus on Quality: University of Hawai'i Strategic Plan, 1997-2007*, November 1996. <*www.hawaii.edu/ovppp/*>

7. *University of Hawai'i Board of Regents Bylaws,* Article X, "Conflicts of Interest."

8. *University of Hawai'i Board of Regents By-Laws and Policies.* <*www.hawaii.edu/svpa/*>

9. *University of Hawai'i Systemwide Executive Policies.* <*www.hawaii.edu/svpa/*>

10. *University of Hawai'i Systemwide Administrative Procedures.* <*www.hawaii.edu/svpa/*>

11. "How We are Organized", University of Hawai'i Organizational Chart 10/22/99. (See: *The University of Hawai'i: A Profile*, <www.hawaii.edu/ovppp/>)

12. "Fall Enrollment Report, University of Hawai'i, Fall 2000." <www.hawaii.edu/iro/maps.htm>

13. *BOR Bylaws and Policies*, Section 1-10, "Regents' Policy on Faculty Involvement in Academic Decision Making and Academic Policy Development."

14. Executive Policy, E1.201, "Faculty Involvement in Academic Policy."

15. Executive Policy;, E5.201, "Approval of New Academic Programs and Review of Provisional Academic Programs."

16. Executive Policy, E5.202, "Review of Established Programs."

17. *BOR Bylaws and Policies*, Section 8-3, "Biennial Budget (Operating and Capital Improvements)," pp. 8-3ff.

18. Executive Policy E5.210, "Institutional Accountability and Performance." <www.hawaii.edu/svpa/>

19. *University of Hawai'i Benchmarks/Performance Indicators Report, 2000 Update,* July 2000. <www.hawaii.edu/ovppp/>

20. "University of Hawai'i Report on Strategic Plan Implementation, January 2001." <www.hawaii.edu/ovppp/>

21. "Enrollment Projections, University of Hawai'i, Fall 2000 to Fall 2006"
"Enrollment Projections, University of Hawai'i at Hilo, Fall 2000 to Fall 2006."
<www.hawaii.edu/iro/maps.htm>

22. "Planning Information, University of Hawai'i at Hilo, 1994-95 to 1999-00."
_____<www.hawaii.edu/iro/maps.htm>