

## Mapping of WASC Recommendations

Issues in WASC Letter	Recommendations from the Site Visit Report	Old WASC Standards	New WASC Standards	System Strategic Plan	UHM Strategic Plan
<u>Leadership</u> Governance and administrative structure and roles	<u>Governance</u> PGR 2, 3, 4, 5, 6	3, 3A, B, C	1.1, 1.2, 1.3, 3.5  3.8, 3.9, 3.10, 4.1	Vision Values Functioning as a System Strategic Goals 4, 5	Mission Economic development
<u>Planning</u> Widespread involvement Priority setting Hard program decisions	PGR 1, 2, 5	2B, 2C, 4, 8, 9A, B, C, D	2.4, 4.1, 4.2, 4.3, 4.4	Vision Values Planning Imperatives Strategic Goals 1, 5	Economic development
<u>Quality</u> Admissions criteria Undergraduate research Library Program reviews Tools for information literacy	<u>Undergraduate Ed</u> UE 1, 2, 3, 4, 5, 6, 7, 8, 9 <u>Graduate Ed</u> GER 1, 2 <u>Research</u> GER 3, 4, 5, 7, 8 <u>Library</u> L 1, 2 <u>Information Tech.</u> L 3, 4, PGR 8	1C, 3B, 4, 4C, 4D, 6, 8	1.2, 2.1, 2.2, 2.3, 2.7,  2.8, 2.9, 2.12, 2.13, 4.4	Vision Mission Values Strategic Goals 1, 2, 3	Vision Mission Research Educ. Effectiveness Social Justice Place Economic development Culture, Society, Arts Technology
<u>Assessment</u> Use and dissemination of data Communication Evidence of educational effectiveness and student learning.	PGR 7, UE 7	2C, 4, 4C	1.2, 2.1 – 2.14, 4.3, 4.4, 4.5, 4.6, 4.7	Vision Mission, Values Strategic Goals 1, 5	Mission Educ. effectiveness

Activities to support student learning					
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# NOTES

## Recommendations

### **PGR = Planning Governance and Resources**

1. Hard budget decisions have to be made now.
2. All future budget and planning strategies, i.e., decisions that propose major new campus directions, should be developed through processes that require and promote broad campus involvement.
3. Final authorities of the faculty should be clarified.
4. An educational process should be developed that will inform the regents of appropriate behavior in an accredited university.
5. An administrative tracking system that logs the receipt of Senate recommendations and subsequent actions by the administration should be developed.
6. Attention should be given to enhancing the credibility of the strength of the EVC's voice on UHM's behalf.
7. Cross-functional teams of institutional research staff (system, campus, department) should be created to share data sources and to develop a more seamless presentation of data.
8. An information technology plan for the support of research, the teaching and learning process, and administrative information and records systems should be developed using a broad-based consultative process.

### **UE = Undergraduate Education**

1. The addition of a vice chancellor for undergraduate studies would be valuable to the administration team as it works its way through the tough times ahead.
2. It is essential to provide sufficient incentive and faculty development resources as well as greatly improved student advising if the various new and expanded undergraduate programs are to have sustained high quality.
3. The University should review and appropriately revise its admission selection criteria to achieve a number of goals: a) select students who will most likely benefit from and succeed at UHM, b) clearly inform students on how to prepare for competitive admissions to UHM, c) clearly and explicitly inform potential students and families of the criteria for admission selection, and, d) provide both the appearance and reality of fairness and uniform treatment in admissions.
4. Consider a faculty standing committee on Undergraduate Academic Policies and Practices.
5. Provide assessment data that show that the learning communities truly enhance the undergraduate experience.
6. Numbers of advisors, advising programs, and the tools of advising, e.g., the handbook, degree audit, need special attention.
7. The UHM has much to gain from the development of formalized assessment processes.
8. A consultant in the area of enrollment management should be hired to make recommendations regarding finances, current admissions and financial aid processes.
9. The University should determine whether present practices regarding the tutoring of student athletes is consistent with the spirit of NCAA legislation and WASC standards.

## **GER = Graduate Education and Research**

1. Improved program reviews are essential to those decisions on which graduate and professional degree programs are and are not going to be maintained.
2. An outside consultant should be employed to provide strategies for properly setting the indirect cost rate in the next negotiation.
3. A strategy for the future of research and graduate studies at UHM is needed.
4. Reconsider the dual classification of faculty.
5. Recommendation/Comment, The School of Medicine. The appointment of a permanent Dean seems essential.
6. Recommendation/Comment, The School of Public Health. This unit is slowly fading away. Is this intended?
7. Recommendation/Comment, Promoting Interdisciplinary Programs. If unintended barriers to initiatives to promote interdisciplinary research and scholarship exist, as alleged, they should be removed.
8. Recommendation/Comment, Undergraduate Research. Integrate research and scholarship into the undergraduate experience.

## **L = Library**

1. Funds must be allocated and reallocated to the Library for materials, personnel, and operations.
2. A new generation Web-based library system must be developed and a realistic maintenance and upgrade plan for library technology should be instituted as soon as possible.
3. An integrated information technology plan for UHM should be developed and implemented as soon as possible.
4. It is suggested that library faculty be engaged as partners in curricular redesign and delivery with respect to student information and technology literacy and competencies.

## **Old WASC Standards**

- 1C. Accurate Advertising.
- 2B. Ongoing Institutional Planning.
- 2C. Has the Institution Developed Mechanisms for Evaluating Institutional Effectiveness of its Planning and Resource Allocation? (Data availability).
3. Governance and Administration.
  - 3A. The Regents.
  - 3B. University Administrative Structure.

- 3C. The Role of the Faculty in Shared Governance.
- 4. Academic Planning, Core Curriculum Issues, Freshman Programs, Undergraduate Advising—Advisors, Advising in Intercollegiate Athletics, Program Review and Student Evaluations, Assessment.
- 4C. Graduate Degrees.
- 4D. Research and Scholarship.
- 6. The Library, Computing, and Other Information and Learning Resources.
- 8. Physical Resources, Instructional and Support Facilities, Equipment and Facilities for Graduate Education and Research, Physical Resource Planning, Parking
- 9A. Financial Resources--Sufficiency.
- 9B. Financial Planning.
- 9C. Financial Management.
- 9D. Fund Raising and Development.

### **New WASC Standards**

- 1.1. The institution's formally approved statements of purpose and operational practices are appropriate for an institution of higher education and clearly define its essential values and character.
- 1.2. Educational objectives are clearly recognized throughout the institution and are consistent with stated purposes.
- 1.3. The institution's leadership creates and sustains a leadership system at all levels that is marked by high performance, appropriate responsibility, and accountability.
  
- 2.1. The institution's educational programs are appropriate in content, standards, and nomenclature for the degree level awarded, regardless of mode of delivery, and are staffed by sufficient numbers of faculty qualified for the type and level of curriculum offered.

- 2.2. All degrees--undergraduate and graduate--awarded by the institution are clearly defined in terms of entry-level requirements and in terms of levels of student achievement necessary for graduation that represent more than simply an accumulation of courses or credits.
- 2.3. The institution's expectations for learning and student attainment are clearly reflected in its academic programs and policies.
- 2.4. The institution's expectations for learning and student attainment are developed and widely shared among its members (including faculty, students, staff, and where appropriate, external stakeholders).
- 2.5. The institution's academic programs actively involve students in learning, challenge them to achieve high expectations, and provide them with appropriate and ongoing feedback about their performance and how it can be improved.
- 2.6. The institution demonstrates that its graduates consistently achieve its stated levels of attainment and ensures that its expectations for student learning are embedded in the standards faculty use to evaluate student work.
- 2.7. In order to improve program currency and effectiveness, all programs offered by the institution are subject to review, including analyses of the achievement of the program's learning objectives and outcomes.
- 2.8. The institution actively values and promotes scholarship, curricular and instructional innovation, and creative activity, as well as their dissemination at levels and of the kinds appropriate to the institution's purposes and character.
- 2.9. The institution recognizes and promotes appropriate linkages among scholarship, teaching, student learning and service.
- 2.10. Regardless of mode of program delivery, the institution regularly identifies the characteristics of its students and assesses their needs, experiences, and levels of satisfaction.
- 2.11. Consistent with its purposes, the institution develops and implements co-curricular programs that are integrated with its academic goals and programs, and supports student professional and personal development.
- 2.12. The institution ensures that all students understand the requirements of their academic programs and receive timely, useful, and regular information and advising about relevant academic requirements.
- 2.13. Student support services--including financial aid, registration, advising, career counseling, computer labs, and library and information services--are designed to meet the needs of the specific types of students the institution serves and the curricula it offers.
- 2.14. Institutions that serve transfer students assume an obligation to provide clear and accurate information about transfer requirements, ensure equitable treatment for such students with respect to academic policies, and ensure that such student are not unduly disadvantaged by transfer requirements.

- 3.5. Fiscal and physical resources are effectively aligned with institutional purposes and education objectives, and are sufficiently developed to support and maintain the level and kind of educational programs offered both now and for the foreseeable future.
- 3.8. The institution's organizational structures and decision-making processes are clear, consistent with its purposes, and sufficient to support effective decision making.
- 3.9. The institution has an independent governing board or similar authority that, consistent with its legal and fiduciary authority, exercises appropriate oversight over institutional integrity, policies, and ongoing operations, including hiring and evaluating the chief executive officer.
- 3.10. The institution has a chief executive whose full-time responsibility is to the institution, together with a cadre of administrators qualified and able to provide effective educational leadership and management at all levels.
- 4.1. The institution periodically engages its multiple constituencies in institutional reflection and planning processes which assess its strategic position; articulate priorities; examine the alignment of its purposes, core functions and resources; and define the future direction of the institution.
- 4.2. Planning processes at the institution define and, to the extent possible, align academic, personnel, fiscal, physical, and technological needs with the strategic objectives and priorities of the institution.
- 4.3. Planning processes are informed by appropriately defined and analyzed quantitative and qualitative data, and include consideration of evidence of educational effectiveness, including student learning.
- 4.4. The institution employs a deliberate set of quality assurance processes at each level of institutional functioning, including new curriculum and program approval processes, periodic program review, ongoing evaluation, and data collection.
- 4.5. Institutional research addresses strategic data needs, is disseminated in a timely manner, and is incorporated in institutional review and decision-making processes.
- 4.6. Leadership at all levels is committed to improvement based on the results of the processes of inquiry, evaluation and assessment used throughout the institution.
- 4.7. The institution, with significant faculty involvement, engages in ongoing inquiry into the processes of teaching and learning, as well as into the conditions and practices that promote the kinds and levels of learning intended by the institution.