

CHRONOLOGY OF BEHAVIORAL SCIENCES ASSESSMENT PROCESS

9/09

The Behavioral Sciences Program has been involved in assessment since the early 1990's, initially with the Student Survey conducted on a biannual basis over the Chaminade University student body. This qualitative attitudinal survey, conducted in 1992-92, 1996-99 and 2001 provided valuable data for the place and position both of the Behavioral Science Program, student interest in specific courses, and general student goals and attitudes (summaries attached as Appendices: "1992-1998 Student Survey Report= Appendix I; Student SAT Survey Analysis= Appendix II; 2001 Student Survey Report= Appendix III;). With the subscription to the NSSE survey, the CUH survey was seen as redundant and was discontinued. A smaller version of a qualitative attitudinal survey was conducted in 2006 as part of the Behavioral Sciences Program Assessment process so that we could gauge student interests and new directions for the program. The results of the survey ("2006-07 Student Survey Report= Appendix IV) were instrumental in the 2007 proposed re-design of the major.

Under the mandate and guidance of the Dean of the Behavioral Sciences Division, the Behavioral Sciences Program faculty have been conducting course assessment and program assessment since 2005. This is illustrated in the summary Assessment Report for 2005 (Appendix V), which was the other part of the redesign of the major proposal. Given the results of the surveys and assessment instruments it was felt the major needed to make significant changes to deal with shifting student interests, the job market and the Chaminade University Mission. As a result a major redesign of the major was proposed formally in 2007 after consultation with divisional and other impacted faculty at Chaminade. The proposal (Appendix VI) was rejected by the Administration without review by the Academic Council. As a result a severely downscaled version of the change to the Major was moved through in 2008. The most recent comprehensive Assessment Report is for 2008 (Appendix VII). I would suggest that this fulfills the criteria for the "column 4-5" of the Program Assessment Status document of 10/2/09.

APPENDIX I

STUDENT SATISFACTION SURVEY REPORT

1992-1999 Inclusive

Behavioral Sciences

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4/11/00

This report is a summation of the Student Survey which has been handed out every spring since 1992. The surveys are tabulated and analyzed in the following summer, with a report presented to the administration, faculty and student body of CUH each fall.

This report is a tabulation of the results over the past 7 years. As in the yearly analysis, 3 levels of significance are noted. All responses reflecting 10% or more of the total are in boldface. All responses from 5-10% are italicized. All responses from 1-5% are noted in standard font. Responses of less than 1% were not included though they are included in the yearly reports. Several years only partial totals were compiled due to lack of time and support. In 1999 the survey was substantially revised so several topics changed or were deleted.

10%+ by year:

| | | | |
|----------|----------|----------|----------|
| 1992= 60 | 1993= 33 | 1994= 23 | 1995= 21 |
| 1996= 14 | | | |
| 1997= 19 | 1998= 13 | 1999= 19 | |

5-10% by year:

| | | | |
|----------|----------|----------|----------|
| 1992= 31 | 1993= 17 | 1994= 12 | 1995= 11 |
| 1996= 7 | | | |
| 1997= 9 | 1998= 7 | 1999= 10 | |

Demographics:

| | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 |
|--------------------|------|------|------|------|------|------|------|------|
| Population | 741 | 736 | 709 | 619 | 630 | 620 | 684 | 798 |
| Respondents | 609 | 327 | 234 | 214 | 138 | 188 | 133 | 192 |
| Resp=Female | 260 | 183 | 131 | 126 | 85 | 107 | 88 | 127 |
| Resp=Male | 172 | 144 | 100 | 87 | 50 | 79 | 44 | 63 |
| Age of Respondents | | | | | | | | |
| 18 | 26 | 19 | 20 | 13 | 19 | 24 | 17 | 18 |
| 19 | 77 | 40 | 26 | 23 | 32 | 38 | 33 | 36 |
| 20 | 74 | 51 | 37 | 36 | 19 | 26 | 16 | 29 |
| 21 | 69 | 53 | 34 | 37 | 17 | 20 | 18 | 20 |
| 22 | 54 | 47 | 38 | 25 | 13 | 18 | 11 | 21 |
| 23 | 33 | 32 | 18 | 17 | 10 | 15 | 10 | 15 |
| 24 | 16 | 13 | 15 | 12 | 6 | 10 | 8 | 10 |
| 25-30 | 48 | 40 | 27 | 34 | 12 | 18 | 12 | 29 |
| 31-40 | 26 | 24 | 10 | 7 | 5 | 7 | 6 | 9 |
| 41+ | 9 | 8 | 5 | 5 | 2 | 7 | 1 | 2 |

Ethnicity

| | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 |
|---------------|------|------|------|------|------|------|------|------|
| African-Amer. | 6 | 8 | 2 | 3 | 4 | 7 | 3 | 7 |
| Native Amer. | | | 4 | 1 | 2 | 3 | 1 | |
| Asian | 140 | 85 | 78 | 63 | 31 | 63 | 30 | 39 |

| | | | | | | | | |
|------------------|------------|------------|-----------|-----------|-----------|-----------|-----------|-----------|
| Caucasian | 108 | 102 | 57 | 64 | 40 | 44 | 33 | 41 |
| Hawaiian | 9 | 8 | 8 | 10 | 6 | <i>12</i> | <i>11</i> | <i>14</i> |
| Part-Hawaiian | 12 | 11 | 8 | 7 | 4 | 10 | 10 | <i>13</i> |
| Hispanic | 5 | 7 | 7 | 7 | 3 | 5 | 6 | |
| Pacific Islander | 28 | <i>30</i> | <i>21</i> | <i>16</i> | 21 | <i>18</i> | 22 | 41 |
| Hapa | 11 | 38 | <i>21</i> | 22 | 16 | <i>12</i> | 7 | <i>12</i> |
| Other | 4 | 4 | 1 | 2 | 4 | 2 | | 6 |

Residence

| | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 |
|---------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|------|
| Honolulu | 83 | 90 | 41 | 49 | 27 | 47 | 41 | |
| O'ahu | <i>40</i> | <i>32</i> | 26 | 21 | <i>13</i> | 31 | 21 | |
| Outer Islands | 30 | <i>19</i> | 24 | <i>15</i> | 16 | 19 | 8 | |
| California | <i>47</i> | <i>27</i> | 25 | <i>18</i> | <i>9</i> | <i>18</i> | <i>10</i> | |
| Northwest | 11 | 5 | 6 | 4 | 8 | <i>13</i> | 7 | |
| Northeast | 7 | 10 | 5 | 3 | 6 | 5 | 4 | |
| US other | <i>40</i> | 34 | 24 | 28 | <i>13</i> | <i>18</i> | 7 | |
| Polynesia | 10 | 8 | 1 | 5 | 3 | 5 | 7 | |
| Micronesia | 24 | 15 | 5 | 10 | 18 | <i>13</i> | <i>19</i> | |
| Japan | <i>52</i> | <i>21</i> | <i>22</i> | <i>18</i> | 7 | 2 | 6 | |
| Asia other | <i>40</i> | <i>32</i> | <i>19</i> | <i>15</i> | 5 | 6 | 2 | |
| Europe | 7 | 8 | 2 | 4 | 3 | 4 | 1 | |
| Other | 4 | 4 | 1 | | 2 | 2 | | |

Class

| | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 |
|----------------------|------------|------|------------|------------|-----------|------------|-----------|------------|
| Freshman | 119 | | 49 | 41 | 45 | 58 | 39 | 49 |
| Sophomore | 108 | | 52 | 47 | 33 | 36 | 34 | 25 |
| Junior | 106 | | 52 | 62 | 30 | 54 | 36 | 63 |
| Senior | 97 | | 72 | 50 | 26 | 35 | 22 | 51 |
| Graduate | 11 | | 9 | 11 | 4 | | 1 | 1 |
| Transfer: Yes | 162 | | 86 | 85 | 56 | 82 | 54 | 101 |
| Transfer: No | 447 | | 148 | 129 | 85 | 104 | 78 | 88 |
| Graduate CUH: Yes | 340 | | 195 | 171 | 107 | 140 | 102 | 161 |
| Graduate CUH: No | 98 | | 39 | 43 | 23 | 38 | 27 | 22 |
| Grad Other:UHM | 32 | | 10 | 9 | 4 | 3 | 3 | 6 |
| UH system | 3 | | | 1 | 1 | | | |
| HPU | | | | | | 3 | | |
| US Mainland | 34 | | 18 | 9 | 19 | 16 | 11 | 9 |
| Other | 12 | | | 3 | 1 | 12 | 11 | 1 |

Lifestyle/Career

| | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 |
|----------------|------------|------|-----------|-----------|------|-----------|-----------|-----------|
| Working: No | 212 | | 23 | 83 | | 77 | 46 | 75 |
| Yes: 0- | 34 | | 22 | 22 | | 15 | 24 | 24 |

| | | | | | | | | |
|-----------------|------------|--|-----------|-----------|----|-----------|-----------|-----------|
| 10 hours | | | | | | | | |
| 11-20 hours | 104 | | 63 | 55 | | 41 | 29 | 47 |
| 21-30 hours | <i>49</i> | | <i>19</i> | 30 | | 32 | 17 | 21 |
| 31-40 hours | 21 | | <i>18</i> | <i>17</i> | | 4 | 8 | <i>12</i> |
| 41+ hours | 15 | | 4 | 4 | | 9 | 6 | 5 |
| After graduate | | | | | | | | |
| Graduate School | 117 | | | | 48 | 47 | 56 | 59 |
| Medical school | 12 | | | | 5 | 8 | 12 | 4 |
| Law school | 16 | | | | 10 | 6 | 2 | 4 |
| Teach | 32 | | | | 10 | 17 | 4 | 15 |
| Work | 185 | | | | 57 | 88 | 54 | 90 |
| Don't know | 30 | | | | 10 | 17 | 4 | 5 |

Major program of study:

| | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 |
|-----------------------|---------|------|--------|--------|-------|--------|-------|------|
| Declared/not declared | 265/344 | | 155/79 | 144/70 | 85/54 | 120/60 | 99/34 | |
| CJ | 20/5 | | 14/3 | 16/5 | 15/5 | 30/12 | 22/7 | 10/4 |
| Biology | 20/2 | | 13/1 | 13/4 | 6/4 | 14/4 | 19/4 | 6/2 |
| Psychology | | | 16/ | 13/4 | 13/5 | 7/1 | 4/1 | 18/3 |
| Behav. Sci. | 17/5 | | 4/1 | 4/1 | 2/ | 6/ | 3/1 | 4/2 |

| | | | | | | | | |
|--------------------------|-------|--|------|------|-----|------|-----|------|
| Bus. Ad. | 20/11 | | 5/5 | 14/5 | 6/5 | 5/1 | 4/2 | 20/6 |
| Management | 30/4 | | 19/5 | 8/5 | /2 | 4/3 | 3/2 | 4/ |
| Accounting | 17/2 | | 9/1 | 6/2 | 1/1 | | 4/ | 10/1 |
| Marketing | 9/2 | | 7/2 | 4/1 | 2/ | 1/ | 4/1 | |
| Economics | 6/1 | | 3/1 | 2/2 | 2/1 | | 1/ | |
| International Relations | 12/3 | | 4/6 | 5/2 | 7/ | 1/ | | 3/ |
| International Finance | 5/ | | 4/ | 1/ | 2/ | 2/ | | |
| International Management | 2/ | | | | | | | |
| Elementary Education | 38/5 | | 18/2 | 11/3 | 8/3 | 13/4 | 5/1 | 17/6 |
| ECE Education | | | | 3/ | | 2/2 | 4/ | 15/ |
| Interior Design | 27/ | | 3/ | 13/2 | 1/ | 8/5 | 9/ | 11/2 |
| Communication | 7/3 | | 10/2 | 5/ | 4/1 | 6/ | 3/ | 8/2 |
| English | 7/1 | | 3/ | 2/ | 2/2 | 4/ | 1/ | 7/ |
| PoliSci | 6/1 | | 3/ | 5/ | 4/ | 2/ | 1/1 | 3/ |
| History | /1 | | 1/ | 1/ | /1 | 3/ | 1/ | 2/2 |
| Chemistry | 1/2 | | 5/ | /1 | | 1/2 | 2/2 | 3/1 |
| Forensic Science | | | | | 1/ | 2/ | 4/1 | 2/ |
| Info/Computer Science | 6/2 | | 2/1 | | 2/ | | /1 | 3/4 |
| Fine Arts | 5/2 | | 4/ | 1/ | 3/ | /1 | | /1 |
| Religion | 4/ | | 2/ | 1/ | 3/ | /1 | | 1/ |
| Philosophy | 2/ | | 4/1 | /1 | | 1/1 | | |

Campus Climate: Services

Perception of CUH

| | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 |
|--------------------------|------------|------------|------------|------------|------------|------------|------------|------------|
| Like CUH: Yes | 373 | 274 | 193 | 176 | 119 | 152 | 104 | 167 |
| Like CUH: No | 50 | 39 | 35 | 36 | 13 | 24 | 11 | 15 |
| | | | | | | | | |
| CUH is university | 101 | 66 | 56 | 49 | | 43 | 25 | 56 |
| CUH is 4- yr college | 166 | 132 | 91 | 91 | | 68 | 46 | 80 |
| CUH is 2- yr college | 87 | 44 | 35 | 36 | | 24 | 21 | 18 |
| CUH is high school | 69 | 59 | 48 | 28 | | 48 | 32 | 23 |

Fellow Student Perception

| | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 |
|---------------------|------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Friendly, social | 126 | 53 | 41 | 44 | 33 | 32 | 28 | 55 |
| OK | 54 | 46 | 17 | 13 | 11 | 11 | 10 | 6 |
| Good, great | 38 | 55 | 27 | 30 | 11 | 21 | 16 | 22 |
| Nice | | 31 | 23 | 16 | 11 | 10 | 4 | 16 |
| Ethnic diverse | 29 | 22 | 3 | 12 | 4 | 9 | 11 | 16 |
| Lazy, not high | 27 | 17 | 2 | 1 | 2 | 1 | 1 | 1 |

| | | | | | | | | |
|-----------------------|----|---|---|---|--|---|---|---|
| caliber | | | | | | | | |
| Childish, immature | 17 | 7 | 7 | 5 | | 2 | 5 | 1 |
| Serious students | 29 | 5 | 1 | 1 | | | | |

Instructional Effectiveness

| | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 |
|---------------------------------|------------|------------|------------|-----------|-----------|-----------|-----------|-----------|
| Good/excellent teaching quality | 193 | 163 | 104 | 92 | 62 | 88 | 54 | 86 |
| Teaching quality variable | 75 | 64 | 20 | 19 | 6 | 17 | 22 | 18 |
| Adequate/fair | 42 | 53 | 31 | 31 | 3 | 24 | 12 | 14 |
| Most are good | 3 | 3 | 16 | 14 | 13 | 13 | 11 | 11 |
| Good student-teacher ratio | 11 | 5 | 1 | 2 | 3 | 4 | 5 | 2 |
| Faculty available/helpful | 22 | 28 | 12 | 6 | 11 | 6 | 1 | 4 |
| Faculty knowledgeable | 10 | 15 | 6 | 6 | 5 | 7 | 2 | 4 |
| Poor quality teaching | 14 | 16 | 7 | 7 | 2 | 2 | 1 | 2 |
| Too easy | 11 | 3 | 2 | 1 | 1 | 1 | | |

Perception of Courses: Useful Courses

| | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 |
|-------------|------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| All courses | 40 | 26 | 16 | 25 | 8 | 23 | 9 | 13 |
| English | 49 | 41 | 28 | 28 | 23 | 15 | 15 | 26 |
| Comm | 51 | 42 | 25 | 16 | 11 | 20 | 15 | 16 |
| Biology | 19 | 6 | 12 | 9 | 8 | 15 | 14 | 4 |
| Math | 28 | 21 | 10 | 12 | 9 | 23 | 9 | 16 |
| Psychology | 34 | 32 | 23 | 20 | 16 | 16 | | 17 |
| Criminal | 23 | 23 | 15 | 17 | 20 | 23 | 17 | 14 |

| | | | | | | | | |
|--------------------|----|----|----|----|----|----|----|----|
| Justice | | | | | | | | |
| Info/Comp. Science | 34 | 21 | 17 | 10 | 9 | 10 | 12 | 25 |
| Business | 52 | 40 | 35 | 25 | 12 | 8 | 6 | 19 |
| Economics | 43 | 22 | 13 | 12 | 12 | 3 | 8 | 1 |
| Management | 16 | 16 | 16 | 6 | 3 | 2 | | 5 |
| Accounting | 29 | 21 | 17 | 8 | 5 | 2 | 5 | 3 |
| Interior Design | 17 | 18 | | 2 | | 9 | 1 | 2 |
| Education | 19 | 9 | 8 | 11 | 5 | 8 | 4 | 13 |
| Science | 17 | 14 | 5 | 10 | 6 | 10 | 3 | 7 |

Perception of Courses: Not Useful Courses

| | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 |
|------------|------|------|------|------|------|------|------|------|
| None | 66 | 46 | 39 | 35 | 20 | 23 | 23 | 43 |
| Religion | 59 | 47 | 26 | 29 | 18 | 19 | 16 | 20 |
| Math | 43 | 29 | 16 | 9 | 9 | 14 | 11 | 9 |
| Philosophy | 33 | 18 | 11 | 8 | 11 | 10 | 13 | 8 |
| History | 51 | 18 | 10 | 9 | 6 | 8 | 4 | 4 |
| English | 23 | 9 | 7 | 8 | 6 | 6 | 8 | 5 |
| Art | 19 | 17 | 10 | 7 | 4 | 4 | 2 | 4 |
| Science | 14 | 8 | 9 | 3 | 3 | 1 | 3 | 6 |

Perception of Courses: Interesting Courses

| | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 |
|------------------|------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Psychology | 59 | 45 | 30 | 23 | 13 | 24 | 17 | 27 |
| Art | 31 | 20 | 13 | 10 | 8 | 14 | 6 | 7 |
| History | 29 | 21 | 9 | 19 | 20 | 14 | 10 | 15 |
| Biology | 26 | 14 | 12 | 15 | 13 | 27 | 16 | 8 |
| Comm. | 22 | 30 | 15 | 17 | 7 | 15 | 9 | 7 |
| Philosophy | 21 | 11 | 14 | 14 | 8 | 14 | 7 | 7 |
| English | 20 | 18 | 10 | 11 | 8 | 7 | 3 | 10 |
| Science | 18 | 22 | 9 | 7 | 3 | 9 | 10 | 4 |
| Sociology | 15 | 18 | 15 | 10 | 9 | 13 | 8 | 4 |
| Anthropology | 20 | 19 | 7 | 7 | 4 | 5 | 4 | 11 |
| PoliSci | 11 | 12 | | 6 | 8 | 8 | 8 | 5 |
| Business | 20 | 28 | 18 | 10 | 5 | 5 | | 5 |
| Economics | 23 | 21 | 8 | 10 | 10 | | | 1 |
| Criminal Justice | 14 | 24 | 18 | 25 | 26 | 37 | 24 | 12 |
| Management | 14 | 13 | 4 | 4 | 1 | 1 | 1 | 4 |
| Interior Design | 18 | 16 | | 3 | | 6 | 2 | 5 |

University-wide Service

Treated well by:

| | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 |
|----------|-----------|-----------|-----------|-----------|------|-----------|-----------|-----------|
| Academic | 46 | 47 | 38 | 33 | 12 | 21 | 18 | 35 |

| | | | | | | | | |
|---------------------|----|-----------|----|----|-----------|-----------|-----------|-----------|
| Advising | | | | | | | | |
| Financial Aid | 24 | 39 | 22 | 12 | 22 | 19 | 14 | 23 |
| All | 33 | 19 | 17 | 13 | 16 | 40 | 23 | 18 |
| Campus Life | 22 | 15 | 7 | 14 | 14 | 9 | 3 | 12 |
| Business Office | 13 | 13 | 14 | 5 | 9 | 17 | 5 | 31 |
| Records Office | 12 | 6 | 4 | 12 | 6 | 4 | | 12 |
| Library | 19 | 12 | 10 | 11 | | 5 | 3 | 5 |
| Learning Center/AAP | 15 | 10 | 7 | 11 | 3 | 5 | | 12 |
| Career Services | 13 | 10 | 4 | 2 | 2 | 2 | 1 | 4 |
| Admissions | 7 | 5 | 7 | 8 | 8 | 3 | 2 | 7 |
| Biology Dept. | 21 | 13 | 11 | 5 | 18 | 11 | 6 | 2 |
| Science Depts | 20 | 9 | 3 | 7 | 4 | 6 | 4 | 1 |
| Business Dept | 13 | 13 | 10 | 5 | 10 | | | 6 |
| Criminal Just. Dept | 5 | 13 | 14 | 6 | 20 | 7 | 5 | |
| None | 11 | 3 | 9 | 6 | 7 | 3 | 5 | 4 |

Areas that need improvement:

| | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 |
|----------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Business Office | 94 | 72 | 44 | 47 | 26 | 24 | 13 | <i>11</i> |
| Financial Aid | 72 | 25 | 14 | 51 | 31 | 27 | 13 | 18 |
| Records Office | 31 | 31 | 31 | 10 | 14 | 15 | 4 | 5 |
| Campus Life | 42 | 24 | 29 | 27 | 11 | 11 | 6 | 5 |
| Administrat. General | 63 | 19 | 11 | 5 | | 1 | | |
| Food Services | 15 | 22 | 3 | 1 | 1 | 1 | 1 | 1 |
| English | 5 | 5 | 2 | 1 | 20 | 3 | 2 | 3 |
| Education | 5 | 2 | 9 | 4 | 6 | 9 | 1 | 12 |

General Perceptual Questions

Why Chose CUH?

| | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 |
|---------------|------------|------|------------|------------|------|------------|-----------|------------|
| Location | 245 | | 137 | 121 | | 104 | 63 | 122 |
| Courses | 110 | | 55 | 55 | | 55 | 43 | 55 |
| Reputation | 81 | | 44 | 57 | | 36 | 18 | 41 |
| Cost | 26 | | 10 | 5 | | 7 | 12 | 12 |
| Small classes | 5 | | 5 | 4 | | 7 | 8 | 8 |

| | | | | | | | | |
|------------------------|----|--|----|----|--|----|---|---|
| FinAid/ scholarship | 29 | | 15 | 10 | | 11 | 7 | 8 |
| Small school | 30 | | 5 | 8 | | 9 | 6 | 9 |
| Majors offered | 16 | | 4 | 5 | | 3 | 4 | 6 |
| Only choice | 19 | | 1 | 3 | | 2 | 4 | 3 |

Is CUH noticeably Catholic?

| | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 |
|--------------------|------|------|------|------|------|------|------|------|
| Yes | 235 | 154 | 122 | 129 | 79 | 91 | 82 | 110 |
| No | 204 | 168 | 105 | 79 | 53 | 92 | 45 | 76 |
| Does it matter? | | | | | | | | |
| Yes | 110 | 83 | 52 | 55 | 42 | 43 | 28 | 42 |
| No | 320 | 232 | 175 | 148 | 91 | 134 | 97 | 134 |

Knowing what you know now, would you still come to CUH?

| | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 |
|----------------------|------------|------|------------|------------|------------|------------|-----------|------------|
| Yes | 285 | | 131 | 125 | 107 | 134 | 92 | 140 |
| Love/like CUH | 43 | | 9 | 3 | 6 | 9 | 16 | 20 |
| Small classes | 20 | | 1 | 7 | 6 | 8 | 4 | 8 |
| Small school | 23 | | 2 | 3 | 8 | 11 | 3 | 9 |
| Faculty | 29 | | 1 | 12 | 8 | 5 | 3 | 5 |
| Quality of education | 25 | | 3 | 7 | 3 | 8 | 3 | 3 |
| | | | | | | | | |
| No | 126 | | 85 | 74 | 24 | 37 | 39 | 48 |
| Cost | 34 | | 14 | 22 | 3 | 4 | 7 | 8 |
| Too easy | 7 | | 2 | 3 | 1 | 2 | 1 | |

General satisfaction level:

| | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 |
|-----------------------|------------|------|------------|------------|-----------|-----------|-----------|-----------|
| Very satisfied | 98 | | 45 | 49 | 51 | 48 | 42 | 61 |
| Somewhat satisfied | 246 | | 137 | 115 | 69 | 92 | 61 | 99 |
| Somewhat dissatisfied | 39 | | 29 | 18 | 13 | 16 | 10 | 7 |
| Very dissatisfied | 16 | | 5 | 5 | 4 | 7 | 3 | 3 |

| | | | | | | | | |
|------------|----|--|----|----|---|----|---|----|
| Don't know | 33 | | 15 | 17 | 3 | 11 | 9 | 11 |
|------------|----|--|----|----|---|----|---|----|

General Positives:

| | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 |
|------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Class size | 92 | 69 | 41 | 37 | 36 | 38 | 34 | 54 |
| School size | 87 | 77 | 54 | 46 | 44 | 37 | 27 | 29 |
| Close relations with faculty | 72 | 42 | 34 | 25 | 12 | 15 | 24 | 17 |
| Helpful faculty/staff | 40 | 12 | 11 | 5 | 10 | 11 | 16 | 14 |
| Individual attention | 22 | 21 | 19 | 15 | 11 | 5 | 8 | 4 |
| Atmosphere | 42 | 24 | 16 | 12 | 10 | 9 | 7 | 5 |
| Location, setting | 48 | 38 | 29 | 15 | 9 | 14 | 10 | 15 |
| Teacher-student ratio | 21 | 19 | 10 | 10 | 8 | 10 | 13 | 14 |
| Fellow students | 14 | 9 | 5 | 8 | 7 | 5 | 12 | 14 |
| Ethnic diversity | 5 | 3 | 6 | 2 | | 4 | 2 | 4 |

General Negatives:

| | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 |
|------------------------------------|------|-----------|-----------|-----------|------|-----------|-----------|-----------|
| Cost/tuition | 43 | 46 | 49 | 23 | 11 | 20 | 12 | 30 |
| Course variety | 45 | 38 | 25 | 29 | 6 | 13 | 10 | 9 |
| Maintenance, quality of facilities | 49 | 52 | 10 | 25 | 10 | 3 | 14 | 3 |
| Lack of social activities | 19 | 18 | 7 | 4 | 5 | 3 | 7 | 1 |
| Lack of parking | 16 | 11 | 1 | | 1 | 7 | 7 | 7 |
| Size of library | 12 | 12 | 4 | 4 | 5 | 2 | 5 | 4 |
| Size of student body | 13 | 8 | 6 | 5 | 2 | 8 | 5 | 6 |
| Administrative policies | 40 | 31 | 17 | 16 | 5 | 1 | | 2 |
| Food services | 15 | 23 | 15 | | 7 | 12 | | 5 |
| Nothing wrong | 16 | 6 | | 9 | 3 | 6 | 5 | 4 |
| Share campus with high school | 7 | 1 | 4 | 1 | 4 | | 5 | 2 |
| Residence halls | 3 | 7 | 6 | 10 | 8 | 3 | 3 | 4 |
| Courses too easy | 14 | 5 | 4 | | | 1 | | |

2001 CUH Student Assessment Survey

Richard Bordner

Behavioral Sciences

9/01

The 1999 Student Assessment Survey was handed out in early April 1999 for distribution in most of the Spring Day 1999 classes. Unlike the past 3 years there were not any other student surveys being conducted at the same time. This is very likely responsible for the higher return rate this year. The procedure remained the same as in the past: the instructor reads the cover letter to the students then distributes the survey for completion on their free time. Time is not allowed in class to fill out the survey. Completed surveys were returned either to instructors or drop-off points at Sullivan Library and Faculty Services.

This year 24% of the Spring Day student body took the time to fill out and return the survey which indicates the continuing commitment by students to improving Chaminade University. The increasing ratio of upper classmen in the respondents reflects the growth in student enrollment over the last several years.

No comments have been edited. All comments on the forms were tabulated and recorded. Copies of the final analysis will be sent to all senior administrators, members of the Board of Regents, CUSA and copies will be placed in Sullivan Library for perusal by all interested parties.

Summary Analysis

Warning: Attention must be focused on those responses that reflect a significant proportion of the student responses (the 10% and 5% highlighted items). While the individual responses are useful they must be seen as individual student perception—much as a personal interview, and are thus anecdotal compared to the 192 total respondents. Responses of 10% or more should be considered significant and as reflecting a position held by a significant proportion of the student body. These items have been highlighted in bold. Responses of 5-10% should be considered to reflect a position held by a proportion of the student body. These items have been underlined.

Demographics:

- 1. The response rate from transfer students increased significantly;*
- 2. There was a major increase in the proportion of student respondents who were Juniors and Seniors;*
- 3. There was a increase in the response rates from students in the Education and Business programs;*
- 4. A higher proportion of the students plan to graduate from CUH;*
- 5. There has been a significant shift in the number of students who plan to work immediately after graduation versus continue directly on to graduate school;*

Many of the demographic patterns have remained remarkably consistent over the last 3-4 years, which indicates that a accurate cross-section of the student body is completing the survey. This year noticeable changes were in the increase in the number of transfer students who responded. This is very likely a reflection of a number of students who were Education or Business majors who responded this year.

The background and career goals of the students this year was one of the more significant changes, which a significantly higher proportion of the students planning to move into the work world directly upon completion rather than moving directly into graduate programs. If this trend continues it will have implications both in the undergraduate programs and also the current pattern of linking undergraduate and graduate program. However there has been no change in the relative numbers of hours worked while in school which has remained stable at 15-30 hours per week.

Services:

1. *There has been an increasingly positive view of the quality of Chaminade University in a number of categories including a shift in the perception of CUH as a 4-year versus High School institution;*
2. *Students are more likely to see their comrades as friendly or social, and are slightly more interested in the ethnic diversity of the student population;*
3. *Teaching continues to be highly rated though realistically (some excellent, some poor instructors);*
4. *There were some shifts in interesting courses, with a major increase in Computer Information Systems and smaller increases in Anthropology and Psychology. There was decreasing ranks for Criminal Justice and Biology.*
5. *The pattern of useful courses remained fairly constant, with Business showing a major increase, English continuing to rise, and Psychology returning (after a drop last year). The only program to see a major drop in utility was Biology.*
6. *There were no major changes in the disliked courses.*
7. *A new category was requested new programs and courses. The key response was for more emphasis in Computer Information Systems. Other areas which showed interest were those related to ethnicity and other cultures, including Hawaiian Studies and Foreign Languages.*
8. *Responses in a number of categories showed that student focus is still on the quality of their educational experience. Other issues are seen as peripheral or supportive to completion of their educational goals. However location continues to rank high in reasons for coming to CUH.*
9. *Most students view their Chaminade experience as generally positive, but they have clear expectations of the experience they expect and feel they should receive. If they do not get this level of service they were very specific in their criticisms, rather than emotional responses. This would suggest that our retention rate may increase if we can address these specific issues.*
10. *This pragmatic view of the CUH experience can be seen in the department critique questions (#14-15) where there was a significant drop in the "All departments provide good service" response and yet major increases in specific offices: The Business Office, Academic Advising, Records, Student Services and Learning Center all saw increases in student satisfaction. The only drop was in Biology.*
11. *In the negative service category the criticisms were very specific. The two areas to see major increases were Residential Life (especially when the tallied comments are combined with the detailed responses) and the Education department (especially Elementary Education and Early Childhood Education).*
12. *Class size is still the major factor for student satisfaction. A strong second remains the ability to interact and contact faculty and develop personal relationships with faculty. These have major implications for planning purposes given the university's desire to increase enrollments. Adjunct faculty will not be able to satisfy student desires for interaction and contact. However increasing class size in full-time faculty classes will contradict the class size which makes CUH such as attraction for students.*
13. *General complaints still focus on cost, with parking (both cost and lack of paved student parking) as strong seconds. There was an interesting increase in the number of complaints about the hills and number of stairs by students—possibly the present student body is not as willing to walk as past populations have been.*

The overall tone of the responses were increasing complementary towards Chaminade University. A interesting point has been the increase in the perceived quality of Chaminade as an educational institution. However the points of concern and criticism have also become more focused and this suggests that students have a higher level of expectations and in voicing specific complaints they have a high expectation of resolution of these issues by the administration.

APPENDIX III

STUDENT SATISFACTION SURVEY ANALYSIS

1992-1998 Inclusive

R. Bordner & B. Man

Behavioral Sciences

CUH

DRAFT

7/98

STUDENT SATISFACTION SURVEY ANALYSIS

DEMOGRAPHICS

| Category | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 |
|---|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| [N] Responses (Total Population) | | | | | | | |
| Populat. | (741) | (736) | (709) | (619) | (630) | (620) | (684) |
| Respond | 609 | 327 | 234 | 214 | 138 | 188 | 133 |
| <u>Gender:</u> | 260 | 183 | 131 | 126 | 85 | 107 | 88 |
| Female | | | | | | | |
| Male | 172 | 144 | 100 | 87 | 50 | 79 | 44 |
| <u>Age:</u> | 26 | 19 | 20 | 13 | 19 | 24 | 17 |
| 18 | | | | | | | |
| 19 | 77 | 40 | 26 | 23 | 32 | 38 | 33 |
| 20 | 74 | 51 | 37 | 36 | 19 | 26 | 16 |
| 21 | 69 | 53 | 34 | 37 | 17 | 20 | 18 |
| 22 | 54 | 47 | 38 | 25 | 13 | 18 | 11 |
| 23 | 33 | 32 | 18 | 17 | 10 | 15 | 10 |
| 24 | 16 | 13 | 15 | 12 | 6 | 10 | 8 |
| 25-30 | 48 | 40 | 27 | 34 | 12 | 18 | 12 |
| 31-40 | 26 | 24 | 10 | 7 | 5 | 7 | 6 |
| 41+ | 9 | 8 | 5 | 5 | 2 | 7 | 1 |

Ethnicity

| | | | | | | | |
|-------------------|------------|------------|-----------|-----------|-----------|-----------|-----------|
| African- Amer. | 6 | 8 | 2 | 3 | 4 | 7 | 3 |
| Native Amer. | - | - | 4 | 1 | 2 | 3 | 1 |
| Asian | 140 | 85 | 78 | 63 | 31 | 63 | 30 |
| Caucas. | 108 | 102 | 57 | 64 | 40 | 44 | 33 |
| Hawaiian | 9 | 8 | 8 | 10 | 6 | 12 | 11 |
| Part- Hawaiian | 12 | 11 | 8 | 7 | 4 | 10 | 10 |
| Hispanic | 5 | 7 | 7 | 7 | 3 | 5 | 6 |
| Pac.Islnd | 28 | 30 | 21 | 16 | 21 | 18 | 22 |
| Hapa | 11 | 38 | 21 | 22 | 16 | 12 | 7 |
| Other | 4 | 4 | 1 | 2 | 4 | 2 | - |

| | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 |
|---------------|------------|-----------|-----------|-----------|-----------|-----------|-----------|
| Reside: | | | | | | | |
| Honolulu | 83 | 90 | 41 | 49 | 27 | 47 | 41 |
| O`ahu | 40 | 32 | 26 | 21 | 13 | 31 | 21 |
| Outer Islands | 30 | 19 | 24 | 15 | 16 | 19 | 8 |
| Calif. | 47 | 27 | 25 | 18 | 9 | 18 | 10 |
| Norwest | 11 | 5 | 6 | 4 | 8 | 13 | 7 |
| Noreast | 7 | 10 | 5 | 3 | 6 | 5 | 4 |
| Other US | 40 | 34 | 24 | 28 | 13 | 18 | 7 |
| Polynes. | 10 | 8 | 1 | 5 | 3 | 5 | 7 |
| Micrones | 24 | 15 | 5 | 10 | 18 | 13 | 10 |
| Japan | 52 | 23 | 22 | 18 | 7 | 2 | 6 |
| Other Asia | 40 | 32 | 19 | 15 | 5 | 6 | 2 |
| Europe | 7 | 8 | 2 | 4 | 3 | 4 | 1 |
| Other | 4 | 4 | 1 | - | 2 | 2 | - |
| Class: | 119 | - | 49 | 41 | 45 | 58 | 39 |
| Fresh. | | | | | | | |
| Soph. | 108 | - | 52 | 47 | 33 | 36 | 34 |
| Junior | 106 | - | 52 | 62 | 30 | 54 | 36 |
| Senior | 97 | - | 72 | 50 | 26 | 35 | 22 |
| Grad. | 11 | - | 9 | 11 | 4 | - | 1 |

| | | | | | | | |
|---------------|------------|---|------------|------------|------------|------------|------------|
| Transfer: | 162 | - | 86 | 85 | 56 | 82 | 54 |
| Yes | | | | | | | |
| No | 447 | - | 148 | 129 | 85 | 104 | 78 |
| Grad | 340 | - | 195 | 171 | 107 | 140 | 102 |
| CUH: | | | | | | | |
| Yes | | | | | | | |
| No | 98 | - | 39 | 43 | 23 | 38 | 27 |
| Other: | 32 | - | 10 | 9 | 4 | 3 | 3 |
| UHMan. | | | | | | | |
| UH system | 3 | - | - | 1 | 1 | - | - |
| HPU | - | - | - | - | - | 3 | - |
| Mainland US | 34 | - | 18 | 9 | 19 | 16 | 11 |
| Other schools | 12 | - | - | 3 | 1 | 12 | 11 |

| | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 |
|-----------------|------------|------|-----------|-----------|------|-----------|-----------|
| Post-Graduate | 117 | - | - | - | 48 | 47 | 56 |
| Graduate School | | | | | | | |
| Medical School | 12 | - | - | - | 5 | 8 | 12 |
| Law School | 16 | - | - | - | 10 | 6 | 2 |
| Work | 185 | - | - | - | 57 | 88 | 54 |
| Teach | 32 | - | - | - | 10 | 17 | 4 |
| Don't Know | 30 | - | - | - | 10 | 17 | 4 |
| Working: | 212 | | 23 | 83 | | 77 | 46 |
| No | | | | | | | |
| 0-10 hours | 34 | | 22 | 22 | | 15 | 24 |
| 11-20 hours | 104 | | 63 | 55 | | 41 | 29 |
| 21-30 hours | 49 | | 19 | 30 | | 32 | 17 |
| 31-40 hours | 21 | | 18 | 11 | | 4 | 8 |
| 41+ hours | 15 | | 4 | 4 | | 9 | 6 |

| Major | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 |
|-------------------|-----------|------|--------|--------|--------|---------|--------|
| Declared | 265 | | 155 | 144 | 85 | 120 | 99 |
| Not Declared | 344 | | 79 | 70 | 54 | 60 | 34 |
| CrimJus | 20 / 5 | | 14 / 3 | 16 / 5 | 15 / 5 | 30 / 12 | 22 / 7 |
| Biology | 20 / 2 | | 13 / 1 | 13 / 4 | 6 / 4 | 14 / 4 | 19 / 4 |
| Psych. | In BehSci | | 16 / - | 13 / 4 | 13 / 5 | 7 / 1 | 4 / 1 |
| Beh. Sci. | 17 / 5 | | 4 / 1 | 4 / 1 | 2 / - | 6 / - | 3 / 1 |
| Bus. Ad. | 20 / 11 | | 5 / 5 | 14 / 5 | 6 / 5 | 5 / 1 | 4 / 2 |
| Manage. | 30 / 4 | | 19 / 5 | 8 / 5 | - / 2 | 4 / 3 | 3 / 2 |
| Acc't. | 17 / 2 | | 9 / 1 | 6 / 2 | 1 / 1 | - / - | 4 / - |
| Market | 9 / 2 | | 7 / 2 | 4 / 1 | 2 / - | 1 / - | 4 / 1 |
| Econ. | 6 / 1 | | 3 / 1 | 2 / 2 | 2 / 1 | - / - | 1 / - |
| Internat. | 12 / 3 | | 4 / 6 | 5 / 2 | 7 / - | 1 / - | - / - |
| Relations | | | | | | | |
| Internat. | 5 / - | | 4 / - | 1 / - | 2 / - | 2 / - | - / - |
| Finance | | | | | | | |
| Internat. Manage. | 2 / - | | | | | | |
| Element. | 38 / 5 | | 18 / 2 | 11 / 3 | 8 / 3 | 13 / 4 | 5 / 1 |
| ED | | | | | | | |
| ECE ED | | | | 3 / - | - / - | 2 / 2 | 4 / - |
| Interior Design | 27 / - | | 3 / - | 13 / 2 | 1 / - | 8 / 5 | 9 / - |
| COMM | 7 / 3 | | 10 / 2 | 5 / - | 4 / 1 | 6 / - | 3 / - |

| | | | | | | |
|-----------|-------|-------|-------|-------|-------|-------|
| English | 7 / 1 | 3 / - | 2 / - | 2 / 2 | 4 / - | 1 / - |
| PoliSci | 6 / 1 | 3 / - | 5 / - | 4 / - | 2 / - | 1 / 1 |
| History | - / 1 | 1 / - | 1 / - | - / 1 | 3 / - | 1 / - |
| Chem. | 1 / 2 | 5 / - | - / 1 | - / - | 1 / 2 | 2 / 2 |
| Forensic | | | | 1 / - | 2 / - | 4 / 1 |
| Science | | | | | | |
| Info. | 6 / 2 | 2 / 1 | - / - | 2 / - | - / - | - / 1 |
| Compute | | | | | | |
| Science | | | | | | |
| Fine Arts | 5 / 2 | 4 / - | 1 / - | - / 1 | | |
| Religion | 4 / - | 2 / - | 1 / - | 3 / - | - / 1 | - / - |
| Philos. | 2 / - | 4 / 1 | - / 1 | - / - | 1 / 1 | - / - |

CAMPUS CLIMATE: SERVICES

| | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 |
|------------------|-----------------|-----------------|----------------|----------------|------------|----------------|----------------|
| Like CUH: | 373 | 274 | 193 | 176 | 119 | 152 | 104 |
| Yes | | | | | | | |
| No | 50 | 39 | 35 | 36 | 13 | 24 | 11 |
| CUH is a | 99 / 2 | 65 / 1 | 56 / - | 48 / 1 | | 42 / 1 | 24 / 1 |
| Univers. | | | | | | | |
| (+ / -) | | | | | | | |
| 4-year College | 136 / 30 | 114 / 18 | 75 / 16 | 73 / 18 | | 57 / 11 | 41 / 5 |
| 2-year College | 39 / 48 | 20 / 24 | 18 / 17 | 17 / 19 | | 12 / 12 | 15 / 6 |
| High School | 29 / 40 | 23 / 36 | 20 / 28 | 10 / 18 | | 21 / 27 | 19 / 13 |
| Fellow Students: | 126 | 53 | 41 | 44 | 33 | 32 | 28 |
| Friendly, | | | | | | | |
| Social | | | | | | | |
| OK | 54 | 46 | 17 | 13 | 11 | 11 | 10 |
| Good, Great | 38 | 55 | 27 | 30 | 11 | 21 | 16 |
| Nice | - | 31 | 23 | 16 | 11 | 10 | 4 |
| Ethnic | 29 | 22 | 3 | 12 | 4 | 9 | 11 |
| Diverse | | | | | | | |
| Lazy, not high | 27 | 17 | 2 | 1 | 2 | 1 | 1 |

caliber

| | | | | | | | |
|-----------------------|----|---|---|---|---|---|---|
| Childish, immature | 17 | 7 | 7 | 5 | - | 2 | 5 |
| Serious students | 29 | 5 | 1 | 1 | - | - | - |

| General Positives | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 |
|----------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Class Size | 92 | 69 | 41 | 37 | 36 | 38 | 34 |
| School Size | 87 | 77 | 54 | 46 | 44 | 37 | 27 |
| Close relations w. faculty | 72 | 42 | 34 | 25 | <i>12</i> | <i>15</i> | 24 |
| Faculty | <i>52</i> | 45 | 31 | 30 | <i>12</i> | <i>14</i> | 16 |
| Helpful faculty / staff | <i>40</i> | <i>12</i> | <i>11</i> | <i>5</i> | <i>10</i> | <i>11</i> | 16 |
| Individ. Attention | <i>22</i> | <i>21</i> | <i>19</i> | <i>15</i> | <i>11</i> | <i>5</i> | <i>8</i> |
| Atmosph | <i>42</i> | <i>24</i> | <i>16</i> | <i>12</i> | <i>10</i> | <i>9</i> | <i>7</i> |
| Location, setting | <i>48</i> | 38 | 29 | <i>15</i> | <i>9</i> | <i>14</i> | <i>10</i> |
| Teacher-student ratio | <i>21</i> | <i>19</i> | <i>10</i> | <i>10</i> | <i>8</i> | <i>10</i> | 13 |
| Fellow students | <i>14</i> | <i>9</i> | <i>5</i> | <i>8</i> | <i>7</i> | <i>5</i> | <i>12</i> |
| Ethnic diversity | <i>5</i> | <i>3</i> | <i>6</i> | <i>2</i> | <i>-</i> | <i>4</i> | <i>2</i> |

| General Negative | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 |
|---------------------------------|------|-----------|-----------|-----------|------|-----------|-----------|
| Cost / Tuition | 43 | 46 | 49 | 23 | 11 | 20 | 12 |
| Course variety | 45 | 38 | 25 | 29 | 6 | 13 | 10 |
| Maintain, quality of facilities | 49 | 52 | 10 | 25 | 10 | 3 | 14 |
| Lack of social activities | 19 | 18 | 7 | 4 | 5 | 3 | 7 |
| Lack of parking | 16 | 11 | 1 | - | 1 | 7 | 7 |
| Size of library | 12 | 12 | 4 | 4 | 5 | 2 | 5 |
| Size of student body | 13 | 8 | 6 | 5 | 2 | 8 | 5 |
| Admin. policies | 40 | 31 | 17 | 16 | 5 | 1 | - |
| Cafeteria | 15 | 23 | 15 | - | 7 | 12 | - |
| Nothing wrong | 16 | 6 | - | 9 | 3 | 6 | 5 |
| Share campus with HS | 7 | 1 | 4 | 1 | 4 | - | 5 |
| Residence Halls | 3 | 7 | 6 | 10 | 8 | 3 | 3 |
| Courses too easy | 14 | 5 | 4 | - | - | 1 | - |

| Would do again? | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 |
|-------------------|------------|------|------------|------------|------------|------------|-----------|
| Yes: | 285 | | 131 | 125 | 107 | 134 | 92 |
| Love / like CUH | 43 | | 9 | 3 | 6 | 9 | 16 |
| Small classes | 20 | | 1 | 7 | 6 | 8 | 4 |
| Small school | 23 | | 2 | 3 | 8 | 11 | 3 |
| Faculty | 29 | | 1 | 12 | 8 | 5 | 3 |
| Quality of educat | 25 | | 3 | 7 | 3 | 8 | 3 |
| No: | 126 | | 85 | 74 | 24 | 37 | 39 |
| Cost | 34 | | 14 | 22 | 3 | 4 | 7 |
| Too easy | 7 | | 2 | 3 | 1 | 2 | 1 |
| Satisfact. Level | | | | | | | |
| Very Satisfied | 98 | | 45 | 49 | 51 | 48 | 42 |
| Somewht Satisfied | 246 | | 137 | 115 | 69 | 92 | 61 |
| Somewht Dissatis. | 39 | | 29 | 18 | 13 | 16 | 10 |
| Very Dissatis. | 16 | | 5 | 5 | 4 | 7 | 3 |
| Don't | 33 | | 15 | 17 | 3 | 11 | 9 |

know

| Why chose CUH? | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 |
|----------------------|------------|------------|------------|------------|-----------|------------|-----------|
| Location | 245 | | 137 | 121 | - | 104 | 63 |
| Courses | 110 | | 55 | 55 | - | 55 | 43 |
| Reputat. | 81 | | 44 | 57 | - | 36 | 18 |
| Cost | 26 | | 10 | 5 | - | 7 | 12 |
| Small classes | 5 | | 5 | 4 | - | 7 | 8 |
| FinAid / Scholar. | 29 | | 15 | 10 | - | 11 | 7 |
| Small school | 30 | | 5 | 8 | - | 9 | 6 |
| Majors | 16 | | 4 | 5 | - | 3 | 4 |
| Only choice | 19 | | 1 | 3 | - | 2 | 4 |
| CUH notice Catholic? | 235 | 154 | 122 | 129 | 79 | 91 | 82 |
| Yes | | | | | | | |
| No | 204 | 168 | 105 | 79 | 53 | 92 | 45 |
| Does it matter? | 110 | 83 | 52 | 55 | 42 | 43 | 28 |
| Yes | | | | | | | |
| No | 320 | 232 | 175 | 148 | 91 | 134 | 97 |

INSTRUCTIONAL EFFECTIVENESS

| Quality of Instruct. | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 |
|----------------------------|------------|------------|------------|-----------|-----------|-----------|-----------|
| Good / Excellent | 193 | 163 | 104 | 92 | 62 | 88 | 54 |
| Variable | 75 | 64 | <i>20</i> | <i>19</i> | 6 | <i>17</i> | 22 |
| Adequate OK | 42 | 53 | 31 | 31 | 3 | 24 | <i>12</i> |
| Most are good | 3 | 3 | <i>16</i> | <i>14</i> | <i>13</i> | <i>13</i> | <i>11</i> |
| Good student-teacher ratio | 11 | 5 | 1 | 2 | 3 | 4 | 5 |
| Access to faculty | 22 | <i>28</i> | <i>12</i> | 6 | <i>11</i> | 6 | 1 |
| Faculty knowled. | 10 | 15 | 6 | 6 | 5 | 7 | 2 |
| Poor quality | 14 | <i>16</i> | 7 | 7 | 2 | 2 | 1 |
| Too easy | 11 | 3 | 2 | 1 | 1 | 1 | - |

| | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 |
|-------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Perceive Useful Courses | | | | | | | |
| All | 40 | 26 | 16 | 25 | 8 | 23 | 9 |
| English | 49 | 41 | 28 | 28 | 23 | 15 | 15 |
| Comm. | 51 | 42 | 25 | 16 | 11 | 20 | 15 |
| Biology | 19 | 6 | 12 | 9 | 8 | 15 | 14 |
| Math | 28 | 21 | 10 | 12 | 9 | 23 | 9 |
| Psych. | 34 | 32 | 23 | 20 | 16 | 16 | - |
| Criminal Justice | 23 | 23 | 15 | 17 | 20 | 23 | 17 |
| Info Compute Science | 34 | 21 | 17 | 10 | 9 | 10 | 12 |
| Business | 52 | 40 | 35 | 25 | 12 | 8 | 6 |
| Econ. | 43 | 22 | 13 | 12 | 12 | 3 | 8 |
| Manage. | 16 | 16 | 16 | 6 | 3 | 2 | - |
| Account | 29 | 21 | 17 | 8 | 5 | 2 | 5 |
| Int.Des. | 17 | 18 | - | 2 | - | 9 | 1 |
| ED. | 19 | 9 | 8 | 11 | 5 | 8 | 4 |
| Science | 17 | 14 | 5 | 10 | 6 | 10 | 3 |
| Perceive not useful | | | | | | | |
| None | 66 | 46 | 39 | 35 | 20 | 23 | 23 |
| Religion | 59 | 47 | 26 | 29 | 18 | 19 | 16 |

| | | | | | | | |
|---------|----|----|----|---|----|----|-----------|
| Math | 43 | 29 | 16 | 9 | 9 | 14 | 11 |
| Philos. | 33 | 18 | 11 | 8 | 11 | 10 | 13 |
| History | 51 | 18 | 10 | 9 | 6 | 8 | 4 |
| English | 23 | 9 | 7 | 8 | 6 | 6 | 8 |
| Art | 19 | 17 | 10 | 7 | 4 | 4 | 2 |
| Science | 14 | 8 | 9 | 3 | 3 | 1 | 3 |

| Interest Courses | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 |
|------------------|------|-----------|-----------|-----------|-----------|-----------|-----------|
| Psych. | 59 | 45 | 30 | 23 | 13 | 24 | 17 |
| Art | 31 | 20 | 13 | 10 | 8 | 14 | 6 |
| History | 29 | 21 | 9 | 19 | 20 | 14 | 10 |
| Biology | 26 | 14 | 12 | 15 | 13 | 27 | 16 |
| Comm. | 22 | 30 | 15 | 17 | 7 | 15 | 9 |
| Philos. | 21 | 11 | 14 | 14 | 8 | 14 | 7 |
| English | 20 | 18 | 10 | 11 | 8 | 7 | 3 |
| Science | 18 | 22 | 9 | 7 | 3 | 9 | 10 |
| Sociol. | 15 | 18 | 15 | 10 | 9 | 13 | 8 |
| Anthro. | 20 | 19 | 7 | 7 | 4 | 5 | 4 |
| PoliSci. | 11 | 12 | - | 6 | 8 | 8 | 8 |
| Business | 20 | 28 | 18 | 10 | 5 | 5 | - |
| Econ. | 23 | 21 | 8 | 10 | 10 | - | - |
| Crim.Jus. | 14 | 24 | 18 | 25 | 26 | 37 | 24 |
| Manage. | 14 | 13 | 4 | 4 | 1 | 1 | 1 |
| Int.Des. | 18 | 16 | - | 3 | - | 6 | 2 |

SERVICE EXCELLENCE

| Treated well by: | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 |
|------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Acad. Advis. | 46 | 47 | 38 | 33 | 12 | 21 | 18 |
| FinAid | 24 | 39 | 22 | 12 | 22 | 19 | 14 |
| All | 33 | 19 | 17 | 13 | 16 | 40 | 23 |
| Campus Life | 22 | 15 | 7 | 14 | 14 | 9 | 3 |
| BusOff | 13 | 13 | 14 | 5 | 9 | 17 | 5 |
| Registrar | 12 | 6 | 4 | 12 | 6 | 4 | - |
| Library | 19 | 12 | 10 | 11 | - | 5 | 3 |
| Learn.C. | 15 | 10 | 7 | 11 | 3 | 5 | - |
| Career S. | 13 | 10 | 4 | 2 | 2 | 2 | 1 |
| Admiss. | 7 | 5 | 7 | 8 | 8 | 3 | 2 |
| Biology | 21 | 13 | 11 | 5 | 18 | 11 | 6 |
| Science | 20 | 9 | 3 | 7 | 4 | 6 | 4 |
| School Business | 13 | 13 | 10 | 5 | 10 | - | - |
| Crim.Jus. | 5 | 13 | 14 | 6 | 20 | 7 | 5 |
| None | 11 | 3 | 9 | 6 | 7 | 3 | 5 |
| Need Improve | | | | | | | |
| Bus.Off. | 94 | 72 | 44 | 47 | 26 | 24 | 13 |
| FinAid | 72 | 25 | 14 | 51 | 31 | 27 | 13 |
| Registrar | 31 | 31 | 31 | 10 | 14 | 15 | 4 |

| | | | | | | | |
|-------------|-----------|----|-----------|-----------|----|----|---|
| Campus Life | 42 | 24 | 29 | 27 | 11 | 11 | 6 |
| Admin | 63 | 19 | 11 | 5 | - | 1 | - |
| Cafeteria | 15 | 22 | 3 | 1 | 1 | 1 | 1 |
| English | 5 | 5 | 2 | 1 | 20 | 3 | 2 |
| ED | 5 | 2 | 9 | 4 | 6 | 9 | 1 |

APPENDIX II

2001 STUDENT SURVEY TALLY

Sample Size= 212

Total Student Enrollment (undergraduate) Spring Day 2001= 798

10% response [21] = **Bold**

5% response [11] = Underline

DEMOGRAPHICS

1. *Age (M / F):* 18= 9/1/17 19= 6/18 20= 9/18 21= 8/20
 22= 2/12 23= 3/4 24= 7/1 25-30= 5/7
 31-40= 1/2 41+= -/2 Male= 2 Female= 4

2. *Where do you consider your home to be?* **Honolulu= 42**
Windward O`ahu= 12 Hawaii(st)= 11 Leeward O`ahu= 8
 Hawaii Kai= 2 Maui= 2 Kaua`i= 2 Hawai`i(B.Is.)= 2 Lana`i= 1
CA= 13 TX=2 WA= 3 PENN= 2 OR= 1 UT= 1
 KS= 1 NY= 1 Midwest= 1 USA= 2
 Mainland USA= 1 HI/WA/Paris= 1
Am. Samoa= 12 Guam= 5 FSM= 5 Japan= 3 Saipan= 2
 Taiwan= 1 Phil= 1 CNMI= 3 Belau= 1 Fr. Poly.= 1
 Chuuk= 1 Yap= 1 Country= 3 Town= 2 State= 1
 Dorms= 1
 Where I feel comfortable= 1

3. *What ethnic group do you consider yourself?* **Haole= 31**
Japanese= 17 Pac. Islander= 15 Samoan= 14 Hawaiian= 15
 Filipino= 10 Chamorro= 8 Part-Hawaiian= 5 Mixed= 4
 Haw-Chinese= 3 Hispanic= 2 Micronesian= 3 Haole-Hawaiian= 2
 Haw-Port.= 2 Tongan= 1 Samoan-Tuvalan= 1 Korean= 1

Yes= 2

COMM for MST degree next= 1

Graduating in May for AA= 1

9. *Do you plan to graduate from CUH?* **Yes= 137** No= 16 Unsure= 2

Yes, if the tuition stays the same throughout my 1st 2 years= 1

10. *If not from where do you plan to graduate?* Unsure= 6 UHManoa= 1
UNLV= 1 USC= 1 UCLA= 2 CIT= 1 Babson Coll= 1

Portland St= 1 Central Mich= 1 San Francisco Univ= 1

Marymount of Manhattan Coll= 1 Cal State college= 1

MA in COMM from UH next= 1

Transfer to UH for BA in Math= 1

11. *What do you plan to do after graduation?* **Grad School= 60** **Work= 48**

Teach= 10 Med School= 6 Law School= 5 Unsure= 4
Travel= 2 Culinary Sch= 1 Dental Sch= 1 Back to Samoa= 1
MBA= 1 Peace Corps= 1 Teach Elem Sch= 1 Counselor= 1
Pilot School= 1 CIS Grad Sch= 1 TA= 1 Chiropractic school= 1
Fireman= 1 U.S. Marshall= 1 Police= 1 FBI= 1

Find a suitable profession= 1

Engage in my career= 1

Take some time off= 1

Work in my family business= 1

Work with kids= 1

Teach K-6 students (science)= 1

Work at a Interior Design firm= 1

Either work, grad school or med school= 1

Go to chiropractic college= 1

Go to grad school & get my PhD in Zoology= 1

Get a job, pay off loans= 1

Marine Bio Grad school= 1

Work for the gov't= 1

Travel then work in bigger city= 1

Possibly work for Nature Conservancy or EPA, etc. Anything environmental & in Hawaii= 1

Get into the music industry= 1

Probably go for my masters, also to hopefully attend CUH to achieve this= 1

Return to original job (Nursing & Medical Practice Mgt)= 1

Work for the courts= 1
 Engineering Corp= 1
 Move to CA & teach Elementary school= 1
 Go back home & work for gov't & come back for my MA= 1
 Intern at a company I'm looking into= 1
 Work for a law enforcement agency= 1
 Take a year off from school then go to grad school= 1
 Get a MS in CJ Administration= 1
 Working full-time & graduate school= 1
 Go back home as an accountant= 1
 Go on a mission= 1
 Volunteer off he country; grad school; work @HPD/FBI= 1
 I want to own business= 1
 Go to a flight school= 1
 Its so I can join the CID in the Army= 1
 Live & work in Honolulu= 1
 Live in the NW & start a business with my friend or spend a year in Chile= 1
 Professional Basketball & TV Ministry= 1
 Don't know yet, I'm just a freshman= 1

12. *Are you working while in school?* **No= 64** **Yes: 11-20 hrs= 38**
0-10 hrs= 24 21-30 hrs= 15 31-40 hrs= 11 40+ hrs= 3

Yes= 2

SERVICES

1. *Do you like going to school here at CUH?* **Yes= 124** **No= 24** Some= 6
 Other classes outside ID were very good, ID dept is a farce= 1

2. *In your opinion CUH feels closest to which of the following (Like / Dislike / Unsure):*
4-Year College= 44/2/6 **University= 46/-** **High School= 11/1/27**

2-Year College= 11/10 ?= 5

Upper level 300-400 classes a 4-yr college, ID dept high school= 1

For most part. But there's still an element missing in order to complete the "university" equation= 1

3. *What is your opinion of your fellow students?* **Friendly/social= 33**
Like Ethnic/cult. Diversity= 21 Nice= 12 Good= 7 Cool= 4

Immature/Childish= 4 All right= 3 Unmotivated/Apathetic= 3

Great/Excellent= 2 Interesting= 2 Indifferent= 1 Cooperative= 1 Motivated= 1

Kind= 1 Respectful= 1 Bright= 1 Bold= 1 Beautiful= 1

Polite= 1 Young= 1 Unmotivated/Apathetic= 3 Open= 1

Close group= 1 Laid-back= 1 Outgoing= 1 Close-minded= 1

Irresponsible= 1 Insecure= 1 Rude= 1 Fake= 1 Dramatic= 1

Well-mannered= 1 Dynamic= 1 Exciting= 1 Open-minded= 1

Very diverse group of people & usually very bright and nice= 1

Most need to grow up= 1

They are not very bright...don't get me wrong, there are smart people here, just few= 1

They all have good attitudes= 1

Most are alright, some need to grow up, and a few are a little scary= 1

The students in the ID program are of a different class from the rest of the students in the school—we are far more motivated, goal oriented and mature, both emotionally, intellectually and chronologically= 1

OK—should have standards, honor codes. Not smoking, if so designated area. “We are a Catholic school”= 1

There is a lot of diversity and everyone seems to know everyone= 1

There is a very great variety in the students here...some are kind of weird. There aren't any geniuses on campus but we definitely do not of stupid or lazy people= 1

There are a lot of odd people here. Some that I don't believe belong at any university. First semester I knew a kid that believed he had super natural powers from God and that he played in the NBA. He harassed a lot of people but remained here after several write ups. There are also a lot of really cool people here that I enjoy & get along with well= 1

Somewhat normal, Ha Ha= 1

Some are smart but a lot of them are totally clueless= 1

My fellow students are wonderful. I have nothing against the students it is the Admin. Down at Student Affairs= 1

There are most of the students who are completely friendly & helpful. But then there are some who are self-righeous & arrogant. I tend to notice most of those people dorm= 1

Down to earth= 1

Diverse, which is a pleasant change= 1

I've gotten to know them over the years, they are all pretty cool= 1

Some are nice, some are cold—my dorm parties too much= 1

Some are good & some are very bad= 1

They aren't very dedicated, & they gossip a lot= 1

My opinion is everyone are so friendly, the care & help me a lot= 1

I'm going to miss them= 1

Unique in their own way—some friendly & others keep to themselves but oval share with one another=
1

Everyone is really nice & accepting of different cultures & personalities= 1

Good people to be around with—the so-called “divas” are a bit disappointing. Cross dressing is not a part of the Marianist's beliefs= 1

I believe that there is no kind of discrimination going around among all the students, everyone is equal=
1

Friendly, compatible, smart, interesting & good study skills similar to mine= 1

I think they have the same aim= 1

ID students wonderful, rest of school are want to be cliques who aren't really any better than anyone else= 1

They lack the general zeal of other college students. Most are here only to have something to do. Almost all are apathetic of the outside world= 1

For the most part majority of students are friendly. There are some who are very rude, but everywhere you will find students like that= 1

Everyone is nice here, small school so you get to know everyone easier. Lots of mainland students= 1

Mostly young & dependent—many leave after 1st year, only few seem mature & responsible= 1

Sociable & easy to be around with= 1

A lot of them have been sheltered throughout their lives= 1

Nice good group in ID, mostly dedicated & mature—other classes truly adoles. Students= 1

Every new batch is more immature than the last, & don't know how to clean up after themselves in courtyard= 1

Some can be obnoxious= 1

People are fairly bored= 1

I like my fellow students, most of them seem to be introverted= 1

They are friendly, helpful, & ethnically diverse, which makes CUH interesting because students get to meet people from all over the world= 1

Very diverse group—easy going, not very competitive= 1

Some are friendly, others act very unfriendly, stuck up, stay in their own groups= 1

Cunning, open, unique and social individuals= 1

Very nice, full of different cultural ideas. I feel it's the teachers that need to understand & therefore be prejudice free & so forth= 1

They work hard & they party. They're nice & they're rude= 1

I think that my fellow students are basically fun-loving individuals who are enjoying a great opportunity of going to college in Paradise= 1

I feel comfortable almost knowing every student on campus= 1

I like them & have grown close to some= 1

Keep to themselves, sort of friendly= 1

Fellow students are fine & I like the diversity, but the school needs to put some school spirit in the students to make it a university= 1

Almost everyone is easy to get to know, but it seems like those who are "local" are easier to get to know than those coming from the mainland or other places= 1

For the majority, respectful, good-hearted & diversified=1

Easy to get along with= 1

Smart & talented—I think we're deprived of more arduous course material= 1

Very smart, driven, competitive= 1

Many of them are slackers & aren't here for education. Many of them waste my time by diverting school resources to their non-school desires & problems= 1

Most are nice, I guess; sometimes, though in classes I don't feel challenged by them (academically)= 1

They are friendly—easy to work with & they come from different background, which gives me a change to learn more about other cultures= 1

They study & stress too much= 1

Well-directed individuals= 1

Few are intellectually challenged; most I wonder that they got accepted because they could afford to pay=
1

Many don't seem very educated. Most seem like real strange characters. An odd mix of folks= 1

A lot of them are nice & come from the mainland & other countries= 1

I believe most of my fellow students are open to meeting new people & are here not only to get an
education but to expand their beliefs= 1

Get along (friendly), full of potential= 1

They are very good. They are into their education. I get along real well with them= 1

They're cool & they are always open to others= 1

I wish there are more students who are from here= 1

There is a diversity in cultures & backgrounds. I have friends from all over the world. I like such a
diversity. Most fellow students are nice & friendly= 1

Focused, for the most part. Though, as one might expect, there is a fair share of immaturity= 1

Many of the students are immature= 1

Diverse in ethnicity, cultures, & education levels= 1

I feel they're here for a "good time" (i.e., partying, drinking, etc.) & not mature enough or ready to
successfully experience college life= 1

Balance Time Management & social alcoholic activities= 1

Very family oriented, good comrodery= 1

I'm not impressed with the caliber of students here, classes are very one-sided with the prof offering all
the input; no one contributes in the classes; they all look bored to death= 1

They seem spoiled (the students not from Hawaii, anyway); a lot of them seem to have a disregard for
their education & a lack of respect for their teachers= 1

My classmates (most of them) feel comfortable in the small classrooms & they have such good
relationships with their professors or instructors (compare to most coll/univ.); this is actually good in
our learning process because it helps us a lot= 1

We are very close; they are always willing to give help or advice= 1

Fellow students are very nice & friendly; CUH is very different from other universities in this way—I
think that since CUH is so small that everyone knows everyone else—this is a good thing= 1

I enjoy every moment I'm with these students & it's a good feeling to meet students from all over the U.S.
& to know their own culture= 1

Diversity atmosphere helps different culture come together & share with one another= 1

They are mellow, easy-going & for the most part want to learn—however there are some who would rather sleep, surf, or just cruise= 1

I like my fellow students—have students from all over the mainland, Pacific Islanders & Asians, made me realize how different the world really is= 1

I'm friendly with everyone so my fellow students like me & I like them= 1

Oh what a variety—you have the nice ones, the loud ones, the weird ones—It's great= 1

My fellow students are pretty friendly & I enjoy them in my classes= 1

4. *Is the fact that CUH is a Catholic university noticeable?* **Yes= 74** **No= 75**

Both= 1

Noticeable in our curriculum, not in action= 1

Does it matter? **Yes= 41** **No= 105**

Don't claim something if the institution doesn't uphold it= 1

You can not tell by the students= 1

Activities, actions should reflect that= 1

Some classes seem to put a Catholic point of view into them, when they should be bias. But, that's a religious school for you we all new it coming in= 1

In what sense?= 1

5. *What is your opinion of the quality of teaching at CUH?* **Good/Excellent= 59**

Some excellent/some poor= 12 Adequate/fair/OK= 13 Poor/Bad= 7

Most good= 4 Average= 2 High caliber= 1 Personable= 1

----- Individuals -----

Mori= 1 Bordner= 1

Overall kinda difficult to understand some teachings= 1

Some great, most majority not good= 1

It's OK—like every school there are good & bad professor= 1

I love CUH and all the professors I have encountered, they have been supportive= 1

Teachers talk with you & are willing to give you extra help= 1

Generally speaking, quality is high= 1
Profs are solid generally= 1
It's good but some teachers need to improve their teaching skills= 1
I am happy with it; high quality= 1
I think the professors are doing fine. They get to know their students= 1
It's OK, some teachers could be more prepared= 1
The quality in general is poor—I can only speak of 2 instructors who I feel are of a higher standard. The
instructing in the ID program is far better and a different class from the rest of the school. The
amount of work and quality of work we do is practically of a graduate school level= 1
Poor—on a scale of 1-10 is 2.8= 1
Between 1-5 I'll give it a 3 ½= 1
On a scale of 1 to 5 I would rate quality of teaching at a 4= 1
It is very excellent. It's a 9.5 from a scale of 1 to 10= 1
I like the teachers I've had so far. Like A.M. & R. B. Some of the others are boring or don't make
learning enjoyable (C.U. & D.B.)= 1
There are some very good teachers—teachers who bring work experience into the classroom are the
best= 1
I have some excellent professors here that I respect & learn from. I also have those that have no business
teaching= 1
Most time, teachers are knowing of their fields= 1
Like anywhere else you have excellent teachers & very poor teachers= 1
It's all good—the professors show good quality of knowledge on subjects= 1
The teachers seem to have a lot of knowledge= 1
Most of the teachers aren't too great= 1
The teaching is good but I think some teachers needs to be evaluated during a lesson= 1
With the exception of three teachers, it seemed as though the teachers did not seem organized with their
material or how to teach it= 1
One-on-one, attention is given at all times= 1
Very influential= 1
Overall, very good & personal= 1
Could be better for some classes= 1
Personally I enjoyed the one-to-one interaction which you couldn't get in at the UH= 1
Good, the teachers take time to get to know the students= 1
Most of the teachers are very nice and knowledgeable= 1
Teacher could be more active in class so students will be more interested in class= 1
Depending on the subject, the quality of teaching varies—for example, my CUH 100 class was a waste of
time= 1
To ensure students with the best education possible in order to pursue their careers= 1
Depend on the teachers & students relation but for me things looks pretty good= 1
Assignments demanding yet most teachers don't teach well= 1
Overall, the teachers & very knowledgeable in their area is of teaching. However, their teaching skills are
the differentiating factor= 1
Only 1 teacher I had problems with my 1st year in college, all others were good= 1
Great—small classes help a lot= 1
Teaching at CUH is the best way to communicate because we have a one-on-one basis with them= 1
It's good—some teachers have their favorite students= 1
I think the faculty is very qualified for their fields= 1
Pretty good—the ones who are good are at the top of their game, the ones who suck seriously suck. Its
those good teachers who are passionate about their work that keep me here. Life Dr. Kuriyana
(COMM), Prof. Lau (CJ), Dr. Cooke (PHY)= 1
Fantastic! Finally a university that has teachers who actually teach & earn their money= 1
Instructors care for their students & teach according to their students needs, which is good= 1

High for some professors, average for others—it varies= 1
Not up to par compared to UH= 1
In certain areas= there are very good teachers= 1
Some methods I have experienced proved to be ? factory due to material covered in class is different than on tests= 1
All of my teachers “know their stuff”—they’re knowledgeable & credible in the subjects that they teach= 1
I believe that CUH has challenging, as well as helpful professors= 1
I feel really good. I have learn a lot from the teachings= 1
Professors really care about you actually learning & their students understanding what they are learning= 1
The quality of teaching is even, there are some students who are good & some not= 1
Kind’ve easy & relaxed depending on teachers= 1
Like I said before it’s too easy—Much of what I learned is nothing new to me= 1
BIO dept is wonderful= 1
Some teachers are wonderful, others are horrible—there is no in-between= 1
I enjoy the teacher-student interaction & I love going to class at CUH. I just wish they were more difficult & intense= 1
Teachers (profs.) are easy to understand & they are “da bomb”= 1
Good, but still needs some improvement to make it better= 1
Very qualified instructors who care to get involved with the student’s education= 1
Challenging/easy; teachers are helpful= 1
Some good, some bad. My 1st ENG teacher (Ms. C.) seemed totally unqualified & incapable of teaching. C.U. is the worst teacher I’ve ever had & should be fired= 1
Teachers are really nice & I get more help when there are less students in the class= 1
Quality is pretty good as long as you have a teacher who cares & helps= 1
Most teachers are good at importing new ideas not available in a textbook. More CJ professors would allow the quality of the CJ program to be better= 1
Very high overall—a few teachers are difficult to understand due to accent= 1
Very high & professional faculty & staff= 1
Excellent—I love the great quality of faculty members= 1
Quality varies because of the difference between Professors. Overall I think that the quality of teaching here at CUH is Excellent= 1
Individualized & experienced= 1
High respected= 1
Most are good, some are excellent, & a few are lousy= 1
Professors, for the most part, do an outstanding job of relating the material to the students, & turning the least interesting class into one that I wouldn’t want to miss= 1
Overall—above average= 1
Fair—I don’t see the profs really reaching out to connect to the students or to present material in an updated manner & with current topics= 1
A few teachers here are exceptional, but for the most part, the teaching here is below average= 1
Fantastic inter-relations in learning with students; teachers are very open & available for help= 1
Quality is far better than a university because teacher’s have more time to attend to student’s needs; our teachers are also highly specialized in the field of study= 1
Teaching is pretty good, but with some things that need help—some classes are challenging & fine, while others need a little improvement= 1
It is somehow in a fair quality & it is somehow very interesting= 1
Teaching quality here at CUH really attracts my attention with excellent care & knowledge & fairness= 1
My impression is that our teachers want to teach & are always willing to help students= 1
Quality of teaching is very demanding which is good because it challenges students= 1

In the spring semester my teachers have been great—they've made me feel welcome in their class & at
CUH= 1

6. *What courses are the most interesting?* **HI= 28** CJ= 19 PSY= 18

ANTH= 16 RE= 16 BIO= 15 Env.Science= 9 ART= 8
BUS= 7 MA= 6 ENG= 5 ICS= 4 ED= 3
MU=3 JA= 2 ID= 2 ForensSci= 3 CH=2
ESL= 2 SOC= 1 POL= 1 GEOG= 1 PHY= 1
MKT= 1 ECON= 1 PH= 2 SocialSci= 1 Language= 1
In major= 2 Most= 2 Asian studies= 1 Not sure= 2
None= 1

-----Course Specific-----

AR 250= 7 Nutrition= 2 PHYPhoto= 3 PacIsHI= 2 Writing= 1 Law= 1
PH 105= 2 AN 200= 1 GE 204= 1 Guitar= 1 ENV 100= 1 Drawing= 2
SOCgender= 1 IntercultCOM= 1 CH 323-324= 1 Interdisc= 1
Ethnobotany= 1 RE 103= 1 Microbio= 1 HI 201-202= 1 HI 151= 1
COM 310= 1 SO 331= 1 Histology= 2 CJ Forensic Science= 1
Ecology= 1 PSY 478 (Tai Chi)= 1 BI 496 (Topics sem.)= 1
HI Pac Is= 1 HI Rock & Roll= 1 Death & Dying= 1 Abnormal PSYCH= 1
Environ Sci I= 1 Counseling= 1 Art History= 1 Buddhist Psych= 2
Organic CHEM= 1 Statistics= 1 CJ Law= 1 BU Ethics= 2 RE 103= 1
BU Law= 1 Computer= 1 CJ special topics= 1 SEA history= 1
RE Bible is controversy= 1 RE Taoism= 1 RE Tai Chi= 1
Physics of Photography (I heard it was interesting and am planning to take it next semester)= 1

----- Instructor Specific -----

Christiana= 4 Yamasaki= 2 Ozaki= 1 Tanna= 1 Bordner= 1
Gender Basis (SOC/PHIL) class by Christiana= 1
AN with Bordner= 1

Any class (HI) with Yamasaki= 1

Either Gomes or Iwamoto for BIO= 1

Ones that have enthusiastic profs= 1

All are—It just depends on the student= 1

Depends on the instructor of the course= 1

Ones relating to my major= 1

Honestly none—I wanna take classes in my interest already= 1

I can't think of any that are really interesting but AN is pretty interesting= 1

Most of the others except for all ENG classes= 1

All that I've taken= 1

Sciences & religions; though I thought that RE would suck , it was great to learn= 1

BU on-line—I'm much more impressed with student responses/contributions= 1

My major elective classes have been the most interesting—they have forced me to think outside the realm of what I know and see things in a different perspective= 1

I'm not so sure, but BIO is because you get to go out on field trips; PH too, because it's fun thinking in a weird way= 1

They are all interesting because of how these professors make the course interesting= 1

Courses with field trips & video presentations= 1

7. *What courses do you think will be useful to you in the future?* MA= 18 COM= 16

ICS= 16 ENG= 15 PSYCH= 15 CJ= 15 BUS= 14

HI= 12 BIO= 10 EnvStudies= 9 ANTH= 6 PHIL= 4

ID= 4 Science= 4 MU= 3 SOC= 2 ART= 3

ECON= 3 CH= 2 ED= 2 Law= 2 ForensicSci= 3

REL= 1 PHY= 1 GEOG= 1 SocScience= 1 JA= 1

ESL= 1 WomenStudie= 1 ForLang= 1

All= 16 Don't Know= 4 Maybe all= 1 Human Res= 1

----- Course Specific -----

COM 140= 2 AR 250= 2 BU/RE 334= 2 Nutrition= 1
CS 103= 3 PH 105= 1 InterpersCOM= 1 Ethics= 2
Poetry= 1 Writing= 1 PHYPhoto= 2 PacIsHI= 1
CJ/RE 332= 1 Forensic Biology= 1 Histology= 2 Ecology= 1
RE 480 (Letters of Paul)= 1 MA 103= 1 MA 210= 1
RE 103= 1 RE (Buddhism)= 1 BU Human Resources= 1

----- Individual -----

P. Lee-Robinson= 1

For me I believe all the courses are useful because any information can be used one time or another= 2
Public speaking classes & English classes (helps develop writing skills)= 1
Anything interesting= 1
My major & my interests (music)= 1
All of them in someway (hopefully)= 1
Classes dealing with the real world= 1
Any course that requires analysis or thinking/problem solving= 1
All the courses that I have taken went in with my major so I could use it for future reference= 1
Since I am a BUS major, business courses= 1
Anything taught by J. Christiana, M. Yamasaki, Y. Ozaki or W. Tanna= 1
All of them—different courses help students in different areas of life= 1
Courses that deal with research & on-hand experience= 1
All of them are useful in a way that I've learned things that are new & gave me some experience in doing
different things. I take classes that are interesting= 1
ART classes if CUH had more computer classes= 1
More skills in working with the internet= 1
Outside of my major courses, the most useful will be CS 103—I learned a lot about using the computer
to its fullest capacity= 1
I believe that all the courses plays a major role in society= 1
Some of the science courses= 1

8. *What courses do you feel have not been useful?* **CUH 100= 28** REL= 18

ENG= 8 HI= 7 PHIL= 5 ART= 5 MA= 4 PSYCH= 3
MU= 3 COM= 2 BIO= 2 SOC= 2 ForLang= 1 ESL= 2
GEOG= 1 CJ= 1 POL= 1 SocScience= 1 GEN ED= 2
None= 21 Not Sure= 4 All= 1

-----Courses-----

EN 101-102= 4 HI 101-102= 2 PHEthics= 1 PHGender= 1 AR 250= 2
PHYPhoto= 1 PH 101= 1 BUSEthics= 1 EN 255= 1 BI 102= 1
SO 331= 1 ENGNatWrit= 1 MicroEcon= 1 Envir. Sci II= 1
DK= 1 PH 100= 1 COM 140= 1 Nutrition= 1 MA survey= 1
Quantitative methods= 1 BU math= 1 CIS 103= 1

----- Individuals -----

Ms. Anderson= 1 J. James= 1 C. Unni= 1 T. Welton= 1

1st Yr. Experience—waste of time= 2

1st Yr—needs help= 1

Algebra, I don't see the point to learn any more than we need to= 1

ENG Professors= 1

English—teacher is not so effective= 1

I don't find use in Freshman Experience class—It took away from study time and work. The transition is not much from high school to this university and a class for this is not necessary= 1

Freshman Experience needs to go= 1

CUH 100 & below 100 courses= 1

CUH 100—it's a waist of time; students could've taken others courses & get 3 credits instead of 1 from CUH class= 1

ENG with A= 1

ENG--they are not expansive enough. My ENG 101/102 classes are repeats of High School ENG= 1

All courses that I have taken will be very helpful for me, being that I am going to be a teacher= 1

When the teachers are not into it & we don't learn= 1

I don't see the reason for ART to be required= 1

Most ID except ART Hist/Periods of ART/Drawing= 1

Having to take 2 Sciences, MIS= 1

Do we really have to take GEOG?= 1

Lower division ENG courses= 1

Unfortunately my PH 101 course was the only class that left no impression on me, due to the teacher= 1

ENV Science II w/Lab—this semester—First ½ was awesome, but second ½ was Awful= 1

BU math courses seem like a waste= 1

Believe it or not, some of my major courses do not seem to be useful—classes such as Adult Development (PSY), Buddhist PSY (PSY) & Evolutionary PSY (PSY) to name a few= 1

CIS 103= needs help= 1

They all have some good use= 1

Classes offered in AN & SO seem to all be centered around China—being Hispanic these classes may be useful but they just don't seem to be all that interesting= 1

9. *What new courses or majors would you like to see?*

Majors: EnvScience= 8 Math= 6 Pac.Is.HI= 1 PhysED= 1 Haw.Lang= 1
PHY= 1 PHIL= 1 Pre-Med= 1 ICS= 1 Haw.Culture= 1
Medicine= 2 Sports Med= 2 MicroBio= 1 Painting= 1 Engineering= 1
Photography= 1 ANTH= 1 ENG= 1 HI= 1 Journalism= 1
Art History= 1 Nursing= 1 PacIs.Studies= 1 Computer tech= 1
Photography= 1 MU= 1 Second. ED= 1 TV Production= 1
Marine Science= 1 Sports Mgt= 1

Courses: More languages= 4 Entrepreneurship courses= 2
Zoology= 1 Photography= 2 Upper div. SPN= 1 Finance courses= 1
Music= 4 Video editing= 1 Video production= 1 Health & Fitness= 1
Band (music)= 1 International Business= 1 Graphics= 1 Women Authors= 1
Catholic Authors= 1 Ilocanos (for.lang)= 1 HA 201-202= 1 PA= 1
French II= 1 Korean language= 1 Physical ED= 1 ASL (sign lang.)= 1
Music production courses= 1 Egyptology= 1 ART classes= 1
Theatre= 1 Culinary= 1
Hawaiian Lang/Culture class & lab= 2
Physics of Sport—it is in the Gen. Catalog but it is never offered= 1
More topics dealing with real life subjects, interests, such as parapsychology or history topics dealing with unexplainable phenomena, etc.= 1
More environmental sciences= 1

Expand computer courses= 1

Maybe Nursing—more variety in upper division BIO classes= 1

Studio Art or courses dealing with movie production= 1

Music teaching & performance/theory, etc= 1

More Pacific studies= 1

For flight= 1

Marketing= 1

Need a better CIS dept= 1

Women's studies= 1

Depends what you are majoring in and need= 1

I have no clue to what should be added= 1

More Hawaiian Language/Hawaiian= 1

MA program in BIO & Forensic Science= 1

More Forensic fields= 1

More language classes= 1

Course that have to do with Nursing= 1

ART, ie. Ceramics= 1

More ART classes= 1

Studio Art= 1

Anything dealing with Tourism (travel industry)= 1

Meteorology= 1

Pre-Med= 1

Pre-Veterinarian= 1

Marine Bio= 1

Oceanography= 1

Physiology= 1

Microbiology—BA, BS, MA= 1

Biology—MA, MS= 1

A goddamned Seminary—It's a Catholic school it needs it= 1

Latin= 1

Greek= 1

The Classics= 1

Pre-Law= 1

I would like to see the Legal Studies MA program introduced= 1

Martial Arts (both discipline & fighting)= 1

Graphic Design= 1

Radio/TV Broadcasting= 1

We need Music Appreciation class 100-200, just a few= 1

Need more blending of ID with other intellectual aspects: ID + Geog; ID + HI; ID + ART; ID + PSYCH; ID + Culture; ID + Landscaping; ID + other= 1

I think CUH needs to offer more of the Required classes for Grad. More than half of the CJ classes aren't on the requirement sheets= 1

More ART courses, ART majors= 1

Child Develop major (for teaching)= 1

Special ED= 1

Areas of study in Sports Medicine, Physical Therapy, & other related fields= 1

Health, Pre-law, Human resources, Women's studies, Samoan History= 1

Fashion Design= 1

A course centered on Mythology, as well as specific types of Mythology= 1

Math major= 1

Travel Industry= 1

More courses period= 1

Phys Ed= 1

Exercise Science= 1

PSYCH of dreams= 1

More CJ= 1

Intercultural major= 1

Film= 1

Archaeology= 1

Entertainment Law= 1

Engineering= 1

More interesting courses & majors—not so general. Examples: Geology, Marine BIO, more humanities courses= 1

Agriculture= 1

Acting classes, not just Drama= 1

Be more serious in computer-related courses (CIS major)= 1

Secondary ED in Math= 1

Sports Medicine= 1

Management= 1

There should be more Computer courses & Foreign Languages= 1

ART classes & more time times for existing classes= 1

More HI classes= 1

Your ICS program is very weak= 1

Courses related to my culture (Mexican-American studies)= 1

More courses in investigations= 1

9a. *Should CUH reduce the number of majors?* **No= 125** Yes= 18

Don't care= 1

Expand the school—facilities, faculty, dorms= 1

More majors = more people= 1

Yes, but keep ones with the highest enrollment, to add on other majors= 1

Yes if it will help but I don't think that's the problem= 1

Increase!= 1

No, if anything there should be an addition of majors= 1

The word “university” should guide this debate= 1

If the resources are that limited= 1

The more offered majors will attract more students= 1

Foreign travel skills; maybe people from foreign countries could speak to classes or have seminars about their countries; they could give advice about available employment, places to go & not go, etc= 1
There should be workshops that educate students on what majors or degrees can be used for in the real world, so we have an idea of which direction to go in= 1
None for 1 credit= 1

10. Check which are most important to your staying at CUH:

Quality of major= 102 Quality of faculty= 91 Access to faculty= 84
Academic Rep. CUH= 61 Quality of administration= 50 Cost of CUH= 50

Quality of student services= 40 Facilities= 37

Small class size= 7 in Hawaii= 1 Small size= 6

Sports= 2 FinAid= 1 Professional tutors= 1 Tennis= 1

Atmosphere= 1 Locaton= 1 Better parking= 1 Peers= 1

Weather= 1 Nice buildings= 1

Academic reputation—accreditation most especially= 2

Get some decent profs. For ENG= 1

Facilities—could improve interiors in restrooms= 1

Only the ID classes= 1

CUH has one of the best programs for Elem ED in Hawaii= 1

AAP program= 1

Take too much time to transfer= 1

Quality of administration needs to be more concerned with students problems & needs= 1

Lack of quality student services, lack of facilities= 1

Location—in town & convenient, especially with bus route= 1

Hate to start over again= 1

Not enough majors= 1

We really take advantage of our environment here= 1

I am stuck here= 1

Making parking free for students= 1

Campus Ministry (Awakening Retreat; services; friendly students)= 1

The caliber of people (faculty,staff, students)= 1

More online courses—offered for undergraduates= 1

It would be costly for me to transfer, in addition I cannot afford to take another 2 years to retake courses if I were to transfer= 1

Not as frustrating as UH Manoa= 1

Availability of faculty= 1

Overall morale of students & faculty= 1

Close to home= 1

11. What made you choose CUH? Location= 95 Courses= 50 Reputation= 34

Small school= 11 Cost= 9 Small classes= 6 Scholarship=6
Family= 1 Only ID program= 3 Athletics/Sports= 4 Water Polo= 1

Tennis= 1 Friend=1 Have major= 3 Catholic= 3

Close to home= 1 Environment= 1 Parents= 2 Sport Scholarship= 5

FinAid= 1 CJ Program= 1 To play= 1

Scholarships are good given by this school= 2

More transfer credits taken at CUH= 1

Small—low teacher to student ratio= 1

Only school with my major= 1

Only school in HI with Forensic Science= 2

Small school better than UH= 1

Attitudes of people on campus, & cleanliness of campus= 1

Didn't want to go to UH, size= 1

Excellent Elem. ED program= 1

Forensics degree= 1

Parents thought it would be good for me to attend a private school= 1

Obtaining major= 1
Play softball= 1
The desire to get out of California= 1
Similar to 2-yr college, more accountable, not lost in the crowd= 1
Stepfather is faculty= 1
Father came here= 1
I was given an excellent financial package= 1
Reputation of BIO dept= 1
Highly respected CJ program= 1
Less BS to deal with= 1
Not as frustrating as UH Manoa= 1
Recommendation by past graduates= 1
My sister graduated from here= 1
I heard there was one of the best CJ program= 1

12. *Knowing what you know now, if you had it to do all over again, would you still come to CUH?*

Yes= 108 Small= 9 Small classes= 8 Quality of faculty= 4
Love/like CUH= 3 Fun= 1 Experience= 1 Scholarships= 2
Family here= 1

Faculty—the ED program is Montessori-based= 1
For ED majors, not much choice of colleges in Hawaii= 1
Because it's a good school and you get your money's worth and a good reputation= 1
Because for my major, it has a good program= 1
These 3 years have been the best of my life & my other years weren't too shabby= 1
They have a great assemblage of teachers and I love the small population. Everyone knows each other=
1
Because it's a good school for me to get a degree and move up in the world= 1
My options were limited coming out of high school= 1

Teacher-student ratio= 1

Rather than HPU or UH= 1

Better than going to UH= 1

Closer to home= 1

Reputation= 1

The size & quality is just right for me= 1

Cause its cool I love the people here—there are some cool peeps here= 1

Overall, the people are great, it feels like family= 1

Because I like the small classes & the teachers here have a lot to offer as far as knowledge/information=
1

Like the environment= 1

For the experience= 1

Campus is small, not intimidating= 1

Mr. Ames is a wonderful teacher= 1

Quality instruction & accessibility to instructors= 1

Teachers are great & one-on-one interaction & major classes are clear & to the point= 1

Enjoy my fellow students & faculty= 1

Because I feel I belong here & transferring I would lose too many credits= 1

I enjoy the small classes & campus I would feel overwhelmed somewhere else= 1

Teachers care, my friends= 1

Faculty are friendly, always. Eager to answer questions, friendly environment of staff, students & faculty=
1

It is just right & best place for me= 1

It is a nice small & quiet place to learn. Also the campus has a good view of the ocean= 1

Because it fun= 1

Because of the surroundings & the one-on-one basis with the teachers= 1

I learned a lot from most of my classes= 1

Teachers Want you to pass= 1

Because without the help of many faculty & professors I wouldn't understand more about business= 1

I am comfortable here than at other universities= 1

I made my decisions based on three characteristics of CUH: 1) location; 2) size of student body; 3) quality of major= 1

I've met some fascinating people & learned quite a few things about myself= 1

If I had known I would have enjoyed the offered courses & most instructors as new as the CJ dept then I would have come here straight out of high school= 1

More attention from teachers, diversity= 1

Because I chose this school from the beginning—the one on one basis with instructors attracted me & the fact that it's a private school= 1

I enjoy the faculty & their interest & dedication in which they reflect in class & how they make themselves available. I also enjoy how small CUH is & how diverse the student population is= 1

It had a major that inticed me= 1

Even though some of the teachers bring their outside problems into the classroom where they don't belong. I appreciate the fact that we have these surveys to at least let me voice my opinion. I feel like I count here= 1

It's easy, met great people= 1

But I still think that changes are necessary= 1

CUH makes other universities look like a joke= 1

CUH is able to give me what I want out of a university & I enjoy the overall experience= 1

Quality of friends & faculty mentorship= 1

BIO faculty makes you feel part of the family—BIO courses, experiences helped me realize what area I want to work in= 1

Wonderful BIO dept= 1

Because I have enjoyed every experience here at CUH so far= 1

I have experience a lot from CUH= 1

I actually learned instead of just being stuff with info—I enjoyed it here= 1

More than 1/2 off price tuition= 1

I learned a lot about community services & also got to know people that will be lifetime friends= 1

Close to home, excellent CJ program, satisfactory learning environment= 1

Easy access to professors= 1

I got a good education & a good job= 1

Thus far it has been a great experience in which I have transformed into the person I want to be. It opened my mind culturally= 1

I still like most of the professors & classes even if the Admin sucks, so it would be worth it for the classes= 1

Because anywhere I'll go there will always be some negative & positive side of the school= 1

Quality of instructors within BIO dept= 1

Because has Forensic Science major= 1

I find it comfortable here & I have been gaining throughout the year= 1

I've had some great experiences here in Hawaii & met some interesting people. CUH allowed me to get here. If it wasn't for being in Hawaii, I would've never come= 1

Because I wouldn't be able to survive academically in a big school. This school gives me a chance to get help from teachers easily= 1

I made very good friends here & have been exposed to many different cultures & beliefs. I also learned much about the CJ field & was able to become friends with my professors= 1

I grew as a person= 1

Cause I like the environment (learning/living)= 1

I loved my CJ program & its faculty members, especially my major advisor, Dr. Goldsborough was very helpful to me= 1

CUH offers a quality education for CJ majors= 1

It's a small school that allows the faculty to help the students individually. Also, the classes are pretty easy, on the whole= 1

I would not trade this experience for any other. Nor would I trade my professors for anybody else= 1

I love the small school/faculty ratio & location of CUH= 1

It has been a very pleasant experience with very few problems; the people here are wonderful, for the most part= 1

Weather's great= 1

Love the small school environment= 1

Because not too many colleges offer CJ courses= 1

I like it here—I've had a good experience= 1

Yes because I feel it was meant to be= 1

I have learned more here in 2 years than I have learned in 3 years at UH= 1

CUH is the most accessible university, it has good academics & it meets my standards (it's a small univ)=
1

I just love the school & I am so grateful that I've made the right decision, but just one problem the tuition is too much!! Still, I love the school= 1

The academic reputation really attracted me & I have witness it myself with satisfaction= 1

My experiences here at CUH have been worth the while because I made sure of it—CUH does have much to offer students; ultimately the students have to prove that they want what CUH has to give...a good education= 1

I've met a wonderful group of people here & I really love this school= 1

Yes, because of my scholarship= 1

Yes, I'm having an awesome time but there are times that wish I could go back & do it again because of team continuity= 1

No= 38 Cost/tuition= 2

Too small= 1

Place is a use car sales man/whole thing with housing/academic disgard to rip students off= 1

I wanted to experience a larger, more noticeable university= 1

It lacks academically= 1

A small school means that courses are not offered all the time—graduating in 4 years is very difficult= 1

There are certain departments/faculty that put a sour taste in my mouth due to favoritism & politics= 1

Wasn't challenging enough and some of the teachers don't know what they're talking about= 1

I was not aware of how disorganized everything would be, or how least important the students are to the administration. It seems students are only cared for until you're enrolled & you're paying tuition= 1

Have difficulty with some professors, not satisfied with most of faculty & Student Services. Very expensive, yet its not worth it= 1

I could have found a different school offering more costing less= 1

To much bullshit that goes on here, nothing stable= 1

Not as good as an education at other schools= 1

I could have gotten a better first year education for 1/3 the price in my home state= 1

Too expensive, credits don't transfer well; no school spirit; no student activities; too strict on minor deviances= 1

Because it so much reminds me of my high school= 1

Because I feel I could probably get into a school that I preferred to get into= 1

Not too many activities that I was interested in being involved= 1

There is a serious lack of organization by Admin—this school is a joke= 1

I would have tried & stayed on the mainland= 1

For one, my major or what I'd like to major in isn't offered here. I'd also want harder material to learn= 1

It seems more like a commuter school & this is a little superficial but the campus needs a major face lift= 1

I'll need to experience a big university= 1

The are very poor facilities. We have to ask St. Louis to use their gym= 1

CUH does not offer any Math programs which is my major= 1

The basic required courses were irrelevant to my learning. Time was wasted on these courses (i.e., Religion, ForLang)= 1

Probably not, I was lucky= 1

For a more broad education—I feel limited but I feel I have to stay here now= 1

Poor quality of teachers, material offered, sorry library & reference materials, poor students, lack of initiative & the lack of a smoking policy= 1

For one, my major is taught from a different perspective than I would like it to be; I am also disappointed with the quality of teaching & courses at CUH= 1

It costs way too much & students still need more things like computers, parking spaces, dorms, etc.= 1

Found other schools that concentrate more on my major & offer courses I can take during the summer= 1

Maybe= 2

I enjoy the small class environment, gives more attention towards the students from instructors= 1

13. Overall, how satisfied are you with your college experiences? **Somewhat Satisfied= 82**

Very Satisfied= 48 Somewhat Dissatisfied= 14 Don't know= 8

Very Dissatisfied= 2

I like the teachers I take and school but outside of that no= 1

Very satisfied with other courses, Very Dissatisfied with ID dept= 1

14. What Offices/Departments do you feel treat students as they should be treated?

Acad.Advising= 27 **BusOff= 23** **FinAid= 23** All=19 AAP= 16

Learn Center= 13 Records= 11 Student Affairs= 11 BIO= 8 Admissions= 7

None= 5 HI= 5 CJ= 5 Camp Ministry= 4 **Career Services= 2** RE= 1

Math= 1 Food Service= 3 PSYCH= 2 **BU dept= 2** Library= 2

Cafeteria= 1 Don't Know= 2 Science= 2 Bookstore= 3

Acad. Comput= 2 ART= 2 Professors= 1 PHIL= 1 Security= 1 IDK= 1

ResLife= 1 Yes= 1 Advisors= 1 BehSci= 2 Veteran's Off= 1

ANTH= 1 Aramark staff= 1 Soc.Science= 1 ENV= 1 Faculty= 1

Counseling= 2 Snack shop= 1 Maintenance= 1 COMM= 2 Ceramics= 1

Foreign Language= 1 Most= 1 Athletics= 1

- - - - - Individuals - - - - -

G. Kaaialii= 1 D. Cormandy= 1 Dr. Marker= 1 Y. Ozaki= 1 M. Baker= 2

W. Takeda= 1 P. Lee-Robinson= 1 D. Coleman= 1 Clina [?]= 1 F. Bailey= 2

J. Christiana= 1 R. Bordner= 1 H. Gomes= 1 E. Nemoto= 1

Admissions office does a good job assisting new/returning students, so does the Academic Student

Services Center; the tutoring does help out a lot= 1

Admissions is extremely helpful & friendly= 1

Acad. Advising—everytime I've gone in there, everyone is always so friendly to me & fellow students= 1

Acad. Advising—the girls are the best= 1

They are all doing great= 1

They could treat you with a better attitude. It is there job and they should have a positive attitude= 1

All in general—I think Student Affairs has a tendency to treat students like children= 1

BusOff is great—they really help the students with making payments, answering questions, they're very helpful & friendly= 1

Student Affairs—very accommodating= 1

Student Affairs—I think they are very good & they always want to help students out= 1

BIO is the best= 1

BIO is helpful= 1

Food Service at CUH is very good in terms of serving the food to students. The workers are very friendly. On the other hand, the quality of the food is horrible. The meal plan should also be changed to have a set amount of money on your card that you use to buy food with instead of a set amount of meals on your card= 1

Every office except AcadAdvising= 1

They are all pretty good although you get some attitude from AcadAdvis= 1

All—any faculty I have come encountered with has treated me well & with care. I've only had 1 problem at all with faculty, MA teacher, since I've been here= 1

All of them treat us how we are suppose to be treated & help us when help is needed= 1

Mail room (very nice people)= 1

HI dept is great= 1

Christiana always shows concern for students=1

Instructors & Academic dept heads= 1

PSYCH dept is always helpful= 1

All depts. were always nice= 1

FinAid—they're all for helping you the student as best as possible= 1

All Admin offices= 1

HI dept is the closest to the feeling of a large college—a good thing. Science dept seems on top of things= 1

AAP has done an outstanding job starting this semester= 1

15. What Offices/Departments could use improvement? In what ways are they lacking? How can they be improved?

Acad.Advising= 20 Student Affairs= 18 BusOff= 16 FinAid= 15 None= 11

Records= 7 Don't know= 4 Res Life= 3 All= 3 ENG= 1 ED dept= 1

PSYCH= 1 Fac. Services= 1 Admin= 1 Bookstore= 1 BIO= 1

Evening Prog= 1 COMM= 1 SAC= 1 PHIL= 1

Athletic Dept= 1 VA= 1 Acad. Computing= 1 Food/Cafeteria= 2

Library= 2 AAP= 1 ID= 2 Student Activities= 1

Dean Acad. Affairs= 1 Most= 2

No dept treated me with respect. Many of the dept treat us like children, which I had difficult communicating with them because they assumed they were right= 1

I've had problems at one point or another in almost every place= 1

Admin—Gen. Admin. Should learn to service the student more since that is what they are supposed to do= 1

Admin—get checks in earlier= 1

Some counselors at the Admin offices should be more friendly to students= 1

The Business, FinAid and Advising don't necessarily need that much improvement, but I feel that they need more help with the work load= 1

No matter what students are dealing with, we are the ones always running around the campus, trying to get the job done. There is no meaningful communication between different offices= 1

Lack of communication—things can never be done with one office (i.e., one office says one thing & one office says another thing)= 1

Just in general to the people in the offices, make sure you don't stress out yourselves= 1

BusOff/FinAid/Records—need to communicate with each other= 1

BusOff/FinAid/Records—they seem like they don't know what they're doing; hire people that know how to do their jobs= 1

FinAid/BusOff—should be more patient with the students= 1

Teaching Quality= 1

Student Affairs—they are not communicating well with me & other students= 1

Student Affairs—give all different kinds of info about the same thing= 1

Student Affairs—they never know what is going on at the school= 1

Student Affairs—1) be consistence; 2) stop breaking the rules; 3) hire people who are qualified or have experience with students & the title they hold; 4) treat students equally, no favoritism; 5) understand that we are a diversed college= 1

Student Affairs—could be improved by worrying about what the students want before making sure they have what they want= 1

Student Affairs—help them= 1

Student Affairs—keeping staff, opening relations (positive) with res. & students= 1

Student Affairs—they have no idea what's going on= 1

Student Affairs—Update student activity Handbook; make more activities that students want; takes surveys on student interests; make it easier for students to organize events themselves; make information more accessible= 1

Student Affairs—the Housing people, actually just V., she does not respect “howley” students nor is she concerned with their needs= 1

Student Affairs—dealing with residents & priority housing= 1

Student Affairs—need to connect with students, clear policies, etc= 1

Student Affairs—this year they seem to be actively trying to make the school a dead place. The Entire Dept has had a part in driving away students & decreasing the general opinion of the school= 1

Student Affairs—they need to get rid of V. She is an alien from space. She is a two-face not down to earth B..= 1

Student Affairs—two face @ResLife (out to get you)= 1

Student Affairs—too crowded & unorganized= 1

Student Affairs—not very efficient people, don't have experience or enthusiasm= 1

Student Affairs—lacking in providing sports equipments for activities both at school & dorms—improve-provide more money for what they lack= 1

BusOff needs to get organized with their money= 1

BusOff—people very unfriendly= 1

BusOff—be nicer= 1

BusOff—they should help the students nicely & make sure they record the financial for the students right= 1

BusOff—not lying/cheating about financial stuffs, some of them increase the amount= 1

BusOff—no update on tuition payments= 1

BusOff—be more helpful & Update their communication technology. That way they'd stop making students run from office to office for proof of clearance, when its been cleared. Their lack of efficiency is our pain= 1

BusOff—update student info. For refunds more timely, be friendlier= 1

BusOff—I don't believe that I've ever had such a hard time with any other office as I've had with the BusOff. I think they need a real job description so they know what they're doing= 1

BusOff—needs to live up to their words & not to deny what they said prior to student & reject them= 1

BusOff—needs to improve courtesy to students when assisting them; they should smile and use polite words= 1

AcadAdvis—cohort schedules are stupid...it limits the classes available to upperclassmen who may need those classes to graduate. 1st choice should be given to current students= 1

AcadAdvis—weren't very helpful= 1

AcadAdvis—should use more friendly social skills. They make me feel like I'm an inconvenience when I ask a question, & they're not very friendly= 1

AcadAdvis—especially M.B., bad attitude, not friendly, many people feel this way= 1

AcadAdvis—they don't inform us on how many credits we need or the classes that we should take because it is good= 1

AcadAdvis—they don't help you plan out what classes you should take for GenEd & your major= 1

AcadAdvis—4 sure—heard many negative comments on the staff there throughout my 4 yr stay at CUH. More counselors @--2 is not enough= 1

AcadAdvis—because one of the advisor, M.B. gives us Pacific Island students bad looks & I think she has a problem against us= 1

AcadAdvis—one of the Advisor should learn to be patient with student. Do not mention name cause she knows herself= 1

AcadAdvis—not very helpful= 1

AcadAdvis—when advising a student, don't talk down to them= 1

AcadAdvis—administrators could smile more= 1

AcadAdvis—needs to get it together & be on it—It needs to stop making mistakes= 1

AcadAdvis—M.B. is ill-prepared= 1

AcadAdvis—needs to communicate with student in a 'professional' way= 1

AcadAdvis—doesn't take all that much time out to plan when what courses are available in order to graduate on schedule= 1

AAP is too pushy= 1

ResLife—they don't listen very well= 1

FinAid--they're a little slow with loans & helping out= 1

FinAid—they do not process info fast enough= 1

FinAid—they need to treat students respectfully and not be condescending= 1

FinAid—quicker response to students= 1

FinAid—poor turnover of counselors that some students have a new counselor each semester= 1

FinAid—have plans or scholarship awards set before school starts so \$ can be distributed earlier= 1

FinAid—they wipe your ass as a freshman then after that there screw you up like you don't matter as much as the new students= 1

FinAid—needs more efficient updating. They (& BusOff) should update their systems more efficiently & faster= 1

FinAid—Rude, vague (do not give enough information), & only do the bare minimum. This dept needs to have a more positive attitude toward students & give them more assistance in their search for financial aid & scholarships= 1

FinAid—be accurate information= 1

FinAid—put things off till you call over & over= 1

FinAid—needs to be better structured= 1

FinAid—3 students could be waiting & all officers are free or on the phone= 1

Registration—they need to be more friendly. It's hard enough trying to get all of your classes in, the least you could do is be nice (not so snappy)= 1

Records Office—be respectful= 1

Record Office—poor record keeping= 1

Records—the staff is somewhat condescending in their relation to students= 1

Records—barely anyone in the office to help out= 1

V.A.—messy, needs clean up= 1

Library—more books to research= 1

Library—help the students more= 1

Evening Programs—secretary is a bit lacking in the “aloha spirit” that our islands should be known for=
1

AcadComputing Lab—slow internet connection= 1

AcadComputing Lab—they are not available to help & very condescending to students= 1

Teachers should be evaluated by other teachers= 1

BIO dept—treat all students fairly, no favoritism= 1

BIO/CHEM—both lab rooms are very dirty, espec. CHEM—unorganized, unsafely. Tools & equipment are old, rusty, sometimes broken= 1

ENG dep't. should review the way teachers run their classes & how they grade= 1

ENG dept could definitely use improvements, I've had 2 out of 2 bad teachers, very disorganized= 1

ID program—Director sucks. She's unprofessional & inhuman. She has favorites and is unjust. We need more professors in ID, but none will come if S.W. is here. Needs 100% improvement= 1

ID program—lacking stableness, support—always competition= 1

PSYCH dept—I wasn't comfortable with them. I didn't get much help from them & for a lot of my my advising ended up going to the Advising Center= 1

MA teachers—they must be patient, Math is hard to take in if the teacher makes you feel dumb= 1

MA—poor Dr. Wong has so many classes that sometimes I can't see him when I need help. There should be more upper division MA teachers= 1

I think there should be more HI teachers—Mr. B. needs to get off his high horse & teach with respect= 1

PHIL.—make the subject more enjoyable= 1

COMM—D.B. favorites some students= 1

COMM just get the equipment= 1

BU dept—try to make things more interesting= 1

BU courses hard to get into—so little courses= 1

ACCT—need better schedules than night terms= 1

ED dept—lacking in organization & accessibility= 1

CJ dept needs a lot more space (room)= 1

Well, I have a HI 453 course & my teacher Mr. B is a horrible person. He thinks to highly of himself. He should get off his high horse= 1

Food Service at CUH is very good in terms of serving the food to students. The workers are very friendly. On the other hand, the quality of the food is horrible. The meal plan should also be changed to have a set amount of money on your card that you use to buy food with instead of a set amount of meals on your card= 1

Food Service sucks, & the Courtyard is way overpriced= 1

Food dept—the variety are not that very attractive= 1

CUSA is a joke= 1

Athletic dept totally caters to the Basketball team= 1

I have complained 9/2000 repeatedly with no results @ ID 317—a total flaw of all Admin offices= 1

I can't say that I've been really involved to assess that= 1

Free parking (we pay enough in tuition)= 1

16. *What do you like best about CUH?*

Small classes= 26

Small school= 23

Faculty= 20

Location= 14

Attention by faculty= 10 Students friends= 9

Everyone friendly= 7

Teacher-student ratio= 6

Helpful/friendly faculty/staff= 5

in Hawaii= 4

Quality of classes= 4

Atmosphere= 4

Individual attention= 2

Environment= 3

Me= 1 CJ= 1

Student ethnic diversity= 3

Know everyone= 1 Activities= 2 The people= 3 Facilities= 1 Reputation= 3
Everything= 1 Clubs= 1 Catholic= 2 Dorms= 1 My friends= 1
Sports= 2 Almost everything= 1 FinAid= 1

----- Individuals -----

G. Kaaialii= 3 H. Gomes= 2 D. Coleman= 1 M. Simonelli= 1

R. Santee= 2 C. Hamstsen= 1 J. James= 1 C. Callahan= 1

R. Taylor= 1 C. Unni= 1 Michelle (BusOff)= 1 B. Man= 1

W. Tanna= 1

I like the ethnic diversity and open-mindedness= 1

The faculty knows you as a person, not just a number= 1

I enjoy going to classes here= 1

Most of the faculty are very good teachers= 1

Personal attention from teachers= 1

Architecture is interesting= 1

Small, friendly, laid-back atmosphere= 1

Teachers—easy to approach= 1

Quality professors= 1

Teachers willing to give extra help= 1

Family-oriented faculty= 1

Plumeria trees= 1

Some of the faculty is nice and very diversified= 1

Friendly faculty= 1

Able to get to know teachers= 1

Brotherly bonds= 1

I would have to say the people I've met—there are a lot of good people around here that I enjoy being around & a few professors I have a lot of respect for= 1

Small classes creates better family= 1

My education= 1

Everyone is close like a family= 1

I like the people here= 1

The view & the atmosphere= 1

Comfortable atmosphere, helpful professors & friendly student body= 1

Its personable—most of the people are friendly= 1

The amount of support & help that is provided academically= 1

The spirit & motivation that everyone seems to have= 1

Fact that instructors are easy to get a hold of & the face to face interaction between teachers & students= 1

Most peers= 1

The community & the friendliness around= 1

The same ole college experience of meeting people from all parts of the world= 1

How small CUH is= 1

Teacher access= 1

School needs many improvements= 1

Don't have any best qualities= 1

Classes in my major= 1

The exposure to religion, & being open to all religions= 1

It's multicultural= 1

Emphasis on service learning= 1
 Family atmosphere, faculty, friends are here= 1
 I like the family atmosphere here & how there are a lot of friendly people. The atmosphere isn't as
 intimidating as a huge university= 1
 Friends made & Some faculty= 1
 I like the small community feel of it & the multi-ethnic & cultures we have here= 1
 # of students, 1 on 1 with teachers, Michelle at BusOff= 1
 Like student diversity & Campus Ministry to explain why I like CUH= 1
 Uniqueness of size & diversity of students= 1
 Easy access to facilities= 1
 It is in Hawaii, I can participate in my sport—It is so easy= 1
 AcadComputing lab is also very helpful, lots of REL books, professional tutors= 1
 That it has built in loans & scholarships because it makes it easier trying to be able to pay for college
 because it can be frustrating= 1
 Friendship among students, staff & faculty= 1
 People/students & professors willing to talk to you, willing to help= 1
 It is small & you have a closer supervision with the instructors= 1
 It's a small community & one family= 1
 CJ programs & its faculty members= 1
 Courses & majors offered; access to faculty; friendly environment= 1
 Quality education= 1
 I have highly respect my professors—I give them a lot of credit for making the class amusing= 1
 It is small & it is easy to interact with staff= 1
 Playing on their tennis team= 1
 The idea of service learning & community outreach= 1
 Quality of teachers ability to teach= 1
 Challenge from the programs= 1
 Emphasis on community service= 1
 The same classes= 1
 My major courses= 1
 More one-to-one contact between teachers & students= 1

17. *What do you not like about CUH?* **Tuition/cost= 25** Food/Cafeteria= 9

Parking= 8 the Hill= 6 Course variety= 4 Park cost= 2 Too small= 2
 Better facilities= 4 Teachers= 2 Dorms= 4 Acad. Computing= 1
 St. Louis H.S.= 3 Admin= 3 Nothing= 2 Education= 1 ENG= 1
 RA's= 1 Staff= 1 Roommates= 1
 Everything except in Hawaii= 1 IDK= 1 Conspiracy= 1

----- Individuals -----

Mr. Bailey= 1

I think the cost is too high, shouldn't be raised= 1

Increase tuition every semester= 1

Cost & student loans--\$\$\$\$ & on, & on, & on= 1

Tuition too much, but still we pay for all this school copy= 1

Tuition keeps on increasing each school year= 1

The fact that tuition goes up every semester, but the scholarships & Financial aid remains the same. CUH is very expensive & should explain more clearly that there is a maximum amount of money given to students that does not go over \$6000 unless you play basketball= 1

Tuition high & still increasing, why?= 1

They always try & raise prices or screw students out of \$, esp.=\$ housing deposit never seen one returned= 1

Facilities/dorms should be renovated= 1

More variety of classes to be offered= 1

Very limited # of courses= 1

No enough courses to choose from= 1

Food needs a bit of improvement=1

Book prices too high= 1

Too much to list= 1

This semester a lot of my classes were cancelled= 1

ENG classes and teachers that are under the teaching level of my high school teachers= 1

The classes aren't available on a consistent basis each semester. When you are a senior it is very stressful= 1

Not many choices of general courses= 1

I don't like the location & they need to improve the facilities, on a scale 1-10 I would rank it 5= 1

Some of the politics are unnecessary. The students should be informed about certain things= 1

Architecture is interesting= 1

Unfairness of teachers to preferential students= 1

Facilities (especially athletic) are very poor or non-existent= 1

Sometimes no toilet paper in bathroom, not clean. Never, ever, ever clean picnic tables in courtyard.

There is always crap & bird doo doo there= 1

Pre-registration...not able to pick from all classes. Courses are not always offered when you need them or when they are supposed to be offered according to the catalog= 1

The food here sucks—they serve some type of chicken every day & night in the café & there's always hair in the rice= 1

Undisciplined residents in dorm= 1

How they are always trying to suck everything out of you, give you fees & ridiculous payments= 1

The easiness of classes= 1

Some of the teachers= 1

Teachers—some teachers don't know what they're doing; well, at least that's how it appears= 1

Some instructors that just seem to not care much= 1

Student Affairs & the way they run the office & the way they treat the students= 1

One thing that I don't like about CUH is that the BusOff, Records & FinAid offices are so disorganized. Also, there is one obnoxious employee that gives terrible & isn't willing to help= 1

Student Services (food, programs, dorms, etc.)= 1

Admin, the food, some of the teachers, the general disorganization of the school, the cleanliness & maintenance of the school & dorms, Student Affairs, & St. Louis High School= 1

We share a campus, we don't have our own gym= 1

I don't like the fact that CUH doesn't offer more Hawaiian Studies courses; & I'm just Bothered that I have to drive far, & I get stuck in traffic= 1

We need a Starbucks on campus= 1

No flexibility—should have multiple course times, etc.= 1

Not handicap accessible (but I'm not affected by this)= 1

Too small—the Cafeteria is the worst possible= 1

The rules aren't enforced very much in the dorm= 1

The small limited of using academic needs= 1

No Medical Center for students= 1

Dislike everything except students, sports & G. Kaaialii= 1

Dorms, snack shop & most of all Library (needs update)= 1

The fact that we have a coin machine that doesn't even work in the dorms & the missing payphone= 1

The fact that you have to take a class to help you adjust to college life is ridiculous. It should be instead optional & recommended to students. I learned nothing from CUH. I dreaded going to that class. It was a complete waste of time. People should learn to deal with stress of college on their own or intimately with a counselor, not with an entire class= 1

Dr. C. U. should cut down on his lectures of sex in class= 1

Dr. S. Should stay on the subject. It was sad to see that all year all we accomplished was writing one paper. I admit he's very knowledgeable but he should teach us things that pertain to ENG= 1

Try to hire a teacher that can speak understandable English for MA= 1

Dorms because they keep on raising the price & nothing have been done to the dorms its like we're living in the swamp= 1

Requirements for ED program= 1

How teachers let the athletes get away with a lot of stuff= 1

Education & quality of some teachers= 1

Unavailability of courses during summer sessions= 1

It's uninvolved alve[?]= 1

Computer Lab—there is too many students & not enough computers accessible to students= 1

Parking—or lot if you have to pay \$75 in addition to the rising tuition I think we should have a better parking structure or lot= 1

Parking permit is too expensive= 1

Attendance—we should be able to come to class when we want to as long as we make up work= 1

Out of date Library, lack of student spirit & interest student activities; Cafeteria food/prices; Tuition prices; No daily newspaper; lack of faculty support for new activity ideas= 1

We don't have our own gym & we need a bigger fitness center—our tuition is being raised, that's not good= 1

CUH is a boring, dull atmosphere= 1

Parking is sometimes a hassle especially for the price we pay= 1

The parking & road structure= 1

S.W.—mean vindictive poor teacher—poor testing—uncomprehending syllabus, projects, etc. Not educated enough to head a dept or a program= 1

Having to wait for computers= 1

Living in the trashy dorms= 1

Too little courses, not good selection= 1

Sometimes we don't get the full college experience—access to workshops, training, guest speakers, graduate/law school preparation= 1

BusOff, lacking technologically especially in the lab area= 1

Library is totally lacking—it's a sorry excuse for a library, need more sources= 1

I don't like the parking situation & tuition hikes= 1

Choice of class & RE is mandatory= 1

Lack of quality parking spaces= 1

Overall the only thing that I do not like about CUH is there is not enough to do without spending a lot of \$\$= 1

The fact that students out of state or country pay nearly \$20,000+ & it doesn't seem to show itself useful. They could probably go to a nicer campus & get a better quality education on the mainland= 1

Lab rooms need improvement= 1

Too much construction creating noise during lecture section= 1

Few cultural activities & extra-curricular, inconsistent AcadAdvising= 1

No student govt= 1

Required classes= 1

Some of the students, teachers= 1

School is very small, area around school is crowded & dirty; boring atmosphere, little campus life & activity; living accommodations bad; the Food is Terrible, F'in Ripoff= 1

Should have more tutors for a lot of the different courses= 1

I don't like that there isn't as much majors= 1

Unavailability of resources both print & computer= 1

Small space @ dorms= 1

Credit hours limited but should be up to student= 1

There is no amusement center= 1

I don't like the activities= 1

Courtyard needs a lounge & a lounge for the school= 1

Limited majors offered= 1

The fact that it's right next to St. Louis= 1

Not enough parkings anymore (used to be enough)= 1

The fact that I feel like a con being milked for every last drop—drop the fees for parking. As students, we need to know where money goes for our parking fees= 1

Admin needs to be all on the same page; ex: one dept has no idea what the other dept is issuing, which they send the student in circles= 1

No parking, no pool, no soccer/football/baseball field= 1

RHA's past leaders have hurt student/Admin relationship= 1

There should be a bar on campus so that students don't have to drive drunk= 1

Lack of support for Sports dept= 1

The fact that most of the campus is St. Louis= 1

“High school” attitude of many of the students= 1

Nothing enough to complain about. There are much more positives than negatives at CUH= 1

Lack of resources at times (in labs, class, etc.)= 1

Classes are not terribly challenging= 1

Not enough options= 1

Not very helpful in some areas= 1

Lack of overall quality & the lack of a smoking policy is irresponsible= 1

That all courses are not offered every semester= 1

That we share the campus with a secondary school= 1

Campus situated on a hill & everytime I get to my car or class I am out of breath= 1

Racism I experience (sometimes) among students= 1

It's too far (I live in Nanakuli)= 1

Some of the classes need improvement—teachers don't seem too qualified= 1

Not enough activities & not enough time for activities= 1

Very little variety of books in the library= 1

Resources are lacking= 1

Some of the teachers= 1

No drinking policy= 1

Bad course schedule options—should offer a class more than once at a different time= 1

18. *Do you have any other comments about going to this university?*

I do think that there is a need to make more courses to take and expand CUH a bit more. But overall, I do like CUH and hope to stay here to graduate w/out the cost rising= 1

My only real complaint is that some things should be better explained to students. For example, FinAid. I was totally clueless about my finances because no one ever really explained it all to me

It's a joke (Bordner/Kaaialii/Unni/Coleman/Christiana good profs)= 1

NO—like it matters= 1

The campus could be improved physically—all the class rooms should have color on the walls, new carpet, and draparys that work. We as students pay a lot of money to go here and some times I wonder where it goes= 1

Needs more upkeep, better security & English-speaking janitors= 1

I really enjoy going to CUH but some students make it hard for me to go to class. D.B. on some occasions shows favoritism to some students. He told me I had potential and I was a good speaker and I had practiced my hardest...however, he still gave me a low grade. C.U. seems like a good teacher its just that class is so boring and its hard to understand his lectures. His tests have nothing to do with what he talks about. I like AN, R.B. has cool videos and his tests are as funny (enjoyable) as his lectures. A.M. is the best MA teacher I've had so far= 1

In order to graduate within the normal 4 years, you have to keep track of your own classes...can't expect advisors like you feel should be able to. Must take major requirements when they are offered because they may not be offered for 2 years= 1

This university needs to put more effort into moving forward—meet the needs of world by preparing students for the careers we go into, and listen to student suggestions= 1

Yeah I would like CUH to start a program for movie production= 1

I need some more FinAid, please. Overall, CUH is Good= 1

I think there should be an evaluation in Every dep't. These evaluation should be done by the students. I also think that President & VP should be aware of the faults that are happening in every dep't. especially one that deals with the students= 1

I feel as though I wasn't told everything about the school when I applied & met with a university representative. I knew that going to this school was probably a mistake on the day I arrived & had to wait 3 hours to be picked up at the airport by the shuttle= 1

I like how the classes are made to accommodate me= 1

Yes I have a meal plan for which I pay a lot of money & the Café. Has been consistently uncooperative & I have to go to buy my own food to eat & am wasting that "meal plan"= 1

It's not that bad; if I were to recommend it to other students I'd say I only like it cause it has a good BIO program and that it's small= 1

Snack shop should be open on weekends= 1

Teachers need to get pay more= 1

With all the money that this school have, & with the cost of parking so high, CUH should invest in trying to repave the horrible bumpy roads on campus= 1

Good experience—so far so good, just I wish that my major wasn't so difficult to graduate in when the pay is not that great. I am not for \$, but for love of kids= 1

Should recruit more students= 1

I like the whole olden looking days of the school, the building, the set up of the school= 1

Get rid of Dr. D. M., E. B., K. M. & the rest of the Student Activities staff—give M.Fassiotto a raise= 1

Keep up the good work= 1

Stop trying to get money out of students, every opportunity you get= 1

Get rid of Ms. S.W.= 1

CUH is wasting too much money on gardening Hale Hoaloha while the Villas washing machines break 3 times a week. Its not fair that only Hale Hoaloha & Keiffer are the only ones being improved. They should upgrade them all little by little rather than making 2 look like palaces. I wouldn't mind paying more if everyone were being treated equally. Hale Ho's lawn has more priority than the Villa's broken washers. The whole residential life is horrible if I didn't have to dorm I wouldn't because its not worth it to live in a dump while the other dorms get air conditions and pretty lawns & picnic areas= 1

I feel like I'm actually earning my degree, it's not just being handed to me because I put the time & money into it= 1

Help students to attain higher education—help them prepare for life after graduation—like grad school, law school, med school= 1

Tuition raises with no improvements—those that matter= 1

Should make more of our money's worth= 1

I loved it here= 1

It is ridiculous to only give “full rides” to athletes, mainly basketball players. Especially because CUH does not offer that many sports for females! CUH needs to start looking into athletics for females such as basketball, soccer, paddling, etc. Also, all of these political & internal conflicts need to chill! It is negatively affecting the entire university—we have no CUSA which puts us in danger of not being an accredited university= 1

I should have gone to Brown= 1

Food is not the greatest & it costs a lot for what you are getting. CUH needs to offer more clubs to a wide variety of students not specific peoples= 1

Little attention is given to upperclassmen as compared to freshmen & that makes me feel secondary—that’s not right= 1

I understand that CUH was in a lot of trouble a couple of years ago but it has improved. But I guess it’s hard to manage private colleges. Back to the money—maybe top Admin gets paid too much & are not willing to sacrifice a little for the greater good= 1

Just the tuition—I will agree if any Art class have all the equipment we need; & if the Dorm are good. Showers look scary, rooms too dark, ugly & carpet are short & hard= 1

Construction should be done later when classes are not in session= 1

It’s outrageous that you have to buy a book for \$80-100 & you sell it back for \$20 (that is if they buy it back)= 1

Small campus but easy to communicate with people= 1

It is definitely not what I had in mind before coming here. I have to say my freshman year of college didn’t meet my expectations & I’m a bit disappointed in the school & students. People should really research this place before coming, I should have= 1

I also like the little store at the bottom of Henry Hall—lots of good things to eat= 1

I love CUH. I just want an indoor gymnasium that I can play in & a swimming pool. A recreation center would be nice= 1

Students don’t have to go to the mainland & all the time for the quality education. At least I personally feel that going to CUH is much better than going to the UH. I still love the private school= 1

I’m grateful to have some professors & staff members who take their time out to help me around me= 1

I’m proud to be a graduate of CUH (May 2001)= 1

In order for the university to succeed, everyone needs to be on the same page and “all” should accommodate the students instead of themselves. People need to stop being “greedy”= 1

Parking pass of 70\$ discriminates against day students because night students don’t need a pass= 1

Company doing the Food Service needs to be changed. It is definitely not worth the money= 1

On-campus housing is way overpriced= 1

FinAid given to students is wonderful, as are the Summer McNair Scholar Program—it helped me a lot=
1

For me, the professors have been the highlights of this college experience= 1

Thanks for asking for input= 1

More student activities= 1

Little or no concern for current events= 1

Lack of more statues & fountains on campus= 1

Low turnout for Basketball games & on-campus parties= 1

Expand the online course offerings & make it accessible to undergraduates= 1

Improve what students most need in order to attract a lot more students= 1

Food prices too high= 1

Should have places to nap= 1

We should get rid of the No Drinking Policy all together—I'm safer drinking in my dorm room than I
am out on the streets= 1

Cost of tuition is very high & is continuing to rise= 1

Students should be well informed in issues of FinAid, work study, etc= 1

Highly recommended to individuals who wants to pursue their education & faith= 1

There should be more support for Campus Ministry activities—more religious activities= 1

Our facilities are terrible, our events are terrible too, especially for the amount we pay to go here. Books
should be included with tuition—we aren't millionaires. The school needs to offer more options for
students that are parents= 1

APPENDIX IV

2006-2007 STUDENT SURVEY TALLY—ALL

Multicultural Studies Dept.

Combined N= 42 (AN 200, GE 103, GE 204)

I. *If time and money were no object, list the top 3 things you would do with your time (in order of interest):*

- 1: travel/tour the world= 22
 spend time with family= 3
 surf= 2
 read leisurely= 2
 help others= 2
 surf= 2
 play video games
 visit family all over the world
 travel
 travel the world in the highest of style
 long-term mission trip to Japan
 pay off any loans
 go diving around the world
 hang out with friends
 waterski
- 2: travel= 6
 beach= 3
 shop= 2
 learn to cook/cooking fresh meals= 2
 learn how to skydive on my own= 2

hang out with friends= 2

workout/exercise

find a cure to my medical condition

tour the islands

play ball

spend time all the time with everyone in my life enough

start a business

buy a big house on a lot of land with a lot of toys

spend all day in a spa

study mana

continue education

put some money into a humanitarian aid organization

time travel

meet all the need-to-know people for my career

learn to play 5 instruments

spend time with family

scuba every day

play more music (instruments)

pay off all my debts as well as my families

finish the highest level of education possible

travel to Japan

have sex

shop

play pro football

do service in another country for a long time

3: go to the beach= 2

hang out with friends= 3

sleep= 2

spend time with family= 2

play sports= 2

relax= 2

travel= 3

help out parents with whatever they need

move to London

cruise at the radio station

shop= 2

start a family

go to the moon

go on a safari

provide for needs of others at home/in Hawaii

go hiking/sailing/adventuring in warm climate areas

go to veterinary school

surfing

listen to music

understanding the world

learn Spanish and Italian (languages)

down payment on car, etc. (material possessions)

study almost every type of major to get some knowledge in every subject

learn how to pilot a boat

read

drink

write books

travel to Disneyworld

drink beer

move somewhere for 2 years at a time and then move around again

II. *Given your current real situation, if you had a free day (no school or work), list the top 3 things you would do with your time (in order of interest):*

1: beach= 11

sleep/relax= 14

hang out with friends= 3

spend time with family= 2

errands (laundry, bank, meetings)

cook dinner

swimming

go snorkeling

surf= 3

See a play

find a nice place to hike

work out

read

scuba

2: beach= 7

school work= 5

workout/exercise= 4

hang out with friends= 3

sleep/rest= 3

shopping= 2

play sports= 2

cook= 2

eat= 2

shop= 2

catch up on work (homework, grad program deadlines)

go out on a fancy dinner date

read a non-school related book

watch a movie

quiet time/devotion

read

go to Ala Moana's Mai Tai during the day for cup of coffee

hike

drink beer

go North Shore

3: hang out with friends= 6

sleep= 7

go out (movies, etc.)= 5

workout= 3

time with family= 3

surf= 2

go out shopping/sightseeing with friends= 2

homework= 2

do chores= 2

go bike riding

movies (go to theater)

look into the working force—job

relax at home and not do anything

cruise the island

drink

go fishing

go Poly. CC

III. *On a 1-5 scale (1 being low/little, 5 being high/great) where would you rate the following in terms of major goals for you now in life:*

1. Getting through classes this semester: 1=0 2=0 3= 6 4= 12 5= 20

2. Having a good time before you get out of school in into full-time work: 1=0 2= 9 3= 9 4=
13 5= 9

3. Figuring out your future before you graduate from CUH: 1= 2 2= 2 3= 13 4= 5 5= 18

IV. *How relevant are your classes this semester to your interests or future goals—rank them in order of relevance from most relevant at the top and least relevant at the bottom:*

1: GE 103= 2

2: GE 103= 2

COMM= 2

3: GE 103= 6

4: GE 103= 2

5: GE 103= 4

RE 301= 2

6: GE 103= 1

V. *What are the four biggest demands on your time during a regular weekday (Monday-Friday):*

1: School work= 22

Homework= 11

Classes= 5

Work

Family

Commute

Sleep

Gas money

workout

2: Work= 10

School work= 8

Sleep= 2

Family= 2

Basketball= 2

Workout/exercise= 2

Homework= 2

CSGA

Club stuff

Errands

Practice

Getting to school (transit)

Classes

Grocery money

Senior research

Maintaining house/animals

Relationship

3: Work= 11

Homework= 5

Volunteer= 3

Sleep= 2

Friends= 2

Rotaract

Watch movies

Medical

Intern

Classes

Appointments

Significant other

Workout

Eating

Being on-time to classes/work

Laundry

Coaching

Family

Club

4: Social= 4

Sleep= 4

Homework= 3

work= 3

Friends= 3

Family= 2

Weightlifting= 2

Roommates

Devotions

Beach

laundry

keeping up

party money

boyfriend

cleaning

relaxing

washing dishes

video games

VI. What (beyond completing them for a degree) are the 3 most important things you want to learn from your CUH courses?

1. How to work with people in other cultures= 7

Understand human behavior more= 3

learn things/lessons that will enrich my life= 2

time management= 2

communication skills

understand international relations (language)

How to become an effective educator

Diversity (out of the mold thinking)

How to do the job I want effectively

What to do next

Maintain academic

Things for my major (broadcasting)

New words

how to do BehSci stats

foundation for major

Pacific cultures

More hands-on education

An understanding of the major I took

International relations

Different perspectives of different things

History

Understanding Pacific history

Apply knowledge to life

Hawaiian culture

About the land of Hawaii

Religion

Skills so I can be effective in my future career

How to effectively argue my point(s)

2. have a good amount of knowledge of history= 3

learn different cultures and beliefs= 5

leadership= 2

Time management= 2

overall become more educated about our world

money management

how to run and maintain a business and employees

self-reliance (no spoon fed grades/information)

Become a better person in work ethics

How to mix what I wanna do with what I need to do

Write papers/college work

How to communicate better

Succeed in applying for grad. School

correct writing techniques

how this relates to me

being able to apply what I learned in the real world

What/how it will benefit others

Interpersonal reasoning

Ways of interpreting subjects

Religion

Our social (American) setting—why we do the things we do

Form opinions/thoughts analytically

Hawaiian issues

Relating to others

Animals

Environment

Overall environmental studies info

3. how to apply it in real life= 2

to writer better papers—more concise and organized= 2

something that will stick with me for life

what I want to do for a career

people management

how to have good strategy and implementation of know how

fun

set my priorities straight

Learn Japanese

Interesting with group

How to balance my time

Civil justice—public safety

Expand my wealth of knowledge

religion

learn to become a responsible adult

personal creativity through art

useful skills

help with a future in social work

general concepts

to learn the most important out of all classes
how are they going to assist me in the work force
politics
U.S. foreign policies
Be well-rounded individual
more about Hawaiian people
things relating to my major
how we can prevent or help save the environment
how to handle/blow off stress properly
philosophy
complex environmental issues
info about improving myself (stress relief, leadership, etc.)
Everything I can about life (species, biodiversity, ecosystems, etc.)

VII. Other than passing it, what do you want from this class?

GE 103 COMMENTS

I already try to apply what is discussed from this class everytime I step outside the classroom, ride the bus or go to shopping or even my Shine service learning. I probably would just want to understand the way society works and how geography forms people's behavior.

I want to learn many things from this class, and I have been learning different structures of houses, to pass stories and history of Hawaii.

To be aware of our world's current situation with politics, economics, etc. Be a little more informed so when I travel out of country I have a better understanding of how things work.

To learn how people interact with one another. How different cultures perceive different things. To understand human action, using past and/or current reference.

A general knowledge of human geography

To understand about different cultures and how they adapt and develop. Because this helps me to understand my students that I work with at my job.

I would like to gain an outlook on true society controversies (ex., Walmart). And the laws that contribute to making these controversies prominent.

To learn the type of people I could interact with and where they are coming from for my future job in law enforcement. As well as to have fun learning.

I wanna be able to get out of this class walking away with something that I didn't know when I walked in. I also want to learn about current issues today and be able to still know what was said in class in my future classes.

I want ideas of what I should go into next.

I don't think it's the class. I think it's just at the wrong time of day because ALL my 1:00 and 2:00 teachers every semester has always said they hate teaching at that time because that is when students are at their laziest point because they just finish eating and want to go home.

I did not really know what it was about when I joined but some things I did not know are good things to know, like about Walmart and now I just see them as a big bullie and road and traffic problems and design I found interesting. I guess just to learn about more the things around me.

To learn what human geography is and more. My perception of this class was nothing more than just a silly class. Since taking this class, I understand why things were built the way they are and why people have certain ways of thinking certain things.

I want to know about things going on today pertaining to human geography. For example, the hurricane Katrina portion. That sparked my interest a lot. I didn't know about FEMA, etc. That was really cool to learn about. Also, the whole Walmart portion was very interesting, also.

I'm very interested in different perceptions from different people; different ethnicities. I would like to see how other people look at things, preferably Pacific Islanders.

Worth it, understanding your situation of outside and what problem your facing.

I've learned a lot from this class this semester. I would like to learn more of different cultures, and where to put proper businesses in proper areas. I find the videos we watch in class interesting. The materials I learn in this class I discuss at home. I believe this class has taught me more than my other classes this semester.

AN 200 COMMENTS

I want to learn and be more accepting of the behaviors and beliefs of people around the world/ learn about different cultures= 2

Other than passing it, what do you want from this class?

A better understanding of AN and its relation to sociology.

An 'A'. General foundation of AN. Different cultures are interesting to me.

Learn basic concepts of AN.

Sense of direction for future education pursuits.

A better understanding of different cultures, something I can share with others.

An understanding of AN and an understanding of different cultures.

Different cultures other than Western or American society. Become more globally aware to help me in my future in humanitarian aid work.

Insight in other cultures and beliefs. Very interesting way of lecturing by Mr. Bordner, I like it. Different than other professors on CUH.

Understand of how/why people behave the way they do.

A better understanding of mana.

Learning more why in my culture we value or fail to place importance on certain things as modern American society.

Better understanding of how different people and cultures operate and what factors play a role and influence that.

GE 204 COMMENTS

To be able to tell others about the real Hawaii.

Simply a better understanding of Hawaiian geography.

History of Hawaii.

Learning about Hawaiian sovereignty

Where does the \$ the tourist industry go? How much of that money is given back to the local community?

Learn about other islands in the Pacific; just brief.

General understanding of Hawaiian culture

To learn about what has happened and how its affecting present day events

To know everything that I can about Hawaiian culture (I am fascinated by it and the knowledge is beneficial to my projected career path).

APPENDIX V

BEHAVIORAL SCIENCES PROGRAM ASSESSMENT PROCESS

In the Division of Behavioral Sciences

Dr. Robert Santee, Dean

9/05

Faculty: Drs. Richard Bordner, James Christiana, and Bryan Man

The Behavioral Sciences Program is centered on the development of student awareness of the importance of social and cultural groups in contemporary and past human experience. The merging of three related disciplines: Anthropology, Geography, and Sociology, along with major contributions from other disciplines such as Psychology, Criminal Justice and History, form the academic basis of the Behavioral Sciences Program. The field of Behavioral Sciences is a multifaceted one, as evidenced by the number of disciplines that engage the behavioral sciences research, and by the themes that characterize this research. These themes include scientific research, theory validation and generation, the search for general principles of behavioral and social functioning, the socio-cultural, socio-psychological, and biological contextual bases of human behavior, and variation across socio-demographic categories such as gender, age, and socio-cultural status.

Integration with the Marianist Mission

The primary goal of the Behavioral Sciences Program is to provide students with the tools they need to provide leadership roles and competency in a complex multicultural world. This explicitly ties into the Marianist mission by educating students from a point of view which celebrates diversity and the openness of mind, which is critical to making a difference in the modern world and developing the true servant-leader. The Program works toward this goal by two specific techniques:

- 1) The material covered in anthropology and sociology, both in readings and discussions, explicitly reflects the Marianist and Chaminade University goal of building collaborative learning communities from students of diverse backgrounds since the material is by definition cross-cultural and focuses on the diversity in human societies;
- 2) By virtue of being a multi-disciplinary program and thus explicitly incorporating the viewpoints and perspectives of our varying disciplines, we provide an intellectual model of cross-discipline understanding and synthesis for our students to follow, based on our role as mentors and role models in praxis both within and outside the classroom (in service learning and community service projects for example).

Consistent with the Marianist education goal to foster community-based relationships and the application of service, the Behavioral Sciences Program requires a senior research project. For most of our majors this provides them a structured internship project (usually within social services agencies and schools). This achieves several goals simultaneously:

- a) It sensitizes our students to the reality that the world outside the university is the real basis and goal of their education, and forces them to relate and apply the course material they have absorbed to the real world in which they operate;
- b) The senior research is based explicitly on student-generated research, based on their personal interests and career goals. It requires that they develop the research questions (hypothesis), collect the field data and analyze the results within the intellectual framework of their research questions. This exposes them to real-world issues of self-discipline, data collection, ethics, and focusing on goals;

- c) The Behavioral Sciences faculty attempt to provide a role model for our students with our involvement in community activities that take advantage of our training and expertise. This models for the students the importance of praxis, of professional involvement in service, and the relationship of academic professionals and the larger community within the context of servant-leadership.

Program Student Learning Outcomes

Upon completion of the program in Behavioral Sciences, the student will demonstrate a sophisticated understanding of:

- 1) **The scientific method and its application in the field of sociology:**
- 2) **The diversity of peoples and cultures--other ways of seeing and understanding the world:**
- 3) **How social forces shape our individual perception and behavior:**
- 4) **The relationship between self-examination and the nature of the group and of group dynamics:**
- 5) **By exposure to the diversity in peoples and cultures, increased awareness of how social groups impact individual choice and perception, and how these social processes can be intellectually modeled, our students will have the tools they need to function effectively in the contemporary world.**

Degree Requirements

Pre-major requirements: AN200 Cultural Anthropology, SO200 Introductory Sociology, and SO210 Introduction to Social Services.

Foundation courses: AN/SO317 Social Research Methods and Evaluation, AN/SO302 Theory in the Behavioral Sciences.

Areas of Concentration:

1) Sociology (22 hours)

One course from each group:

Group A: The focus within any one of these courses is of describing and understanding the social structural, cultural, and social-psychological nature of the human social conditions that are problematic to society and its members: SO308, SO320, or SO491

Group B: The focus within any one of these courses is of describing and understanding the processes of the formation of the social groups and the dynamic role social structural forces play in these processes: SO401, SO405, or SO449

Group C: The focus of any one of these courses is understanding the diversity of ways of looking at the world and how powerful they are in shaping the individual: AN357 or COM 310

Group D: The focus within any one of these courses is of describing and understanding the cultural bases of social groups, be they racial, ethnic, or gender groups: AN360, SO331. or SO360

Group E: The focus within any one of these courses is of describing and understanding of the nature social institutions and their influences in society and its citizenry: SO305, SO311, or SO412

Group F: The focus within any one of these courses is of describing and understanding social-psychological processes and their impact on social dynamics and structures: PSY322, or SO407

Group G: AN/SO 494 and 498. The focus of these courses is the understanding and practice of the scientific method within the Multicultural Studies major.

2) Social Services (22 hours)

All of the following: PSY322, PSY411, SO308, SO311, SO401, AN/SO487, and AN/SO498

One course from: PSY202, PSY304, or PSY462

SO 308: The focus of this course is of describing and understanding the social structural, cultural, and social-psychological nature of the human social conditions that are problematic to society and its members.

SO 401: The focus of this course is of describing and understanding the processes of the formation of the social groups and the dynamic role social structural forces play in these processes.

SO 311: The focus of this course is of describing and understanding of the nature social institutions and their influences in society and its citizenry.

PSY 322, PSY 411, and one from PSY 202, PSY 304 or PSY 462: These courses focus on different but complementary aspects of describing and understanding social-psychological processes and their impact on social dynamics and structures.

AN/SO487 and 498: The focus of these courses is the understanding and practice of the scientific method within the Multicultural Studies major.

ASSESSMENT DISCUSSION

Two main professional measures have been used in our attempt at course-programmatic design. The first is the recent article by Sarah Colley in *World Archaeology* (vol. 36(2), 2004) on her analysis of professional-driven assessment goals (“University-based archaeology teaching and learning and professionalism in Australia”). The second is a series from the Quality Assurance Agency for Higher Education, the assessment body within the Ministry of Education in charge of English Higher Education which assesses the programs at all universities and colleges in England that get government funding. The reports at their website (www.qaa.ac.uk) provide a unique compendium of assessment tools as all the reports are available for public review. These are extremely useful when looking at “best practices”, especially given the world-wide reputation of many of the programs under review. Out of a number of reports reviewed, the following were major influences in our program design:

“The aims and objectives for social anthropology teaching are consistent with the University’s mission, and seek to educate students in the principles and theoretical foundations of the subject; to enable issues to be explored in depth through specialized options; and to help students acquire a range of appropriate skills. These include intellectual self-discipline and independent learning; small group work; project design, organization, execution and reporting; writing and oral skills; word-processing; and the development of students’ analytical and critical abilities.”(QAA for Univ. of Sussex, 2/95, Anthropology)

Good courses are defined as those which “...combining intellectual challenge with the effective transmission of information. Classes rated as excellent were characterized by a clear framework for the session, with a good level of student preparation and participation. Illustrations drawn from lecturers’ own research and students’ experiences worked particularly well. The breadth of the students’ reading enabled them to share their acquisition of knowledge and contributed to the quality of class discussion.”(QAA for Univ. of Sussex, 2/95, Anthropology)

Existing assessment programs were often based on objective measures, which the QAA does not feel is an effective form of course or program assessment in isolation: "...as being weighted towards coursework, with unseen examinations testing students' knowledge of only a narrow range of the course material. Overall, however, the emphasis on assessment by extended essays and dissertation was felt to be appropriate to the seminar-based teaching methods.(QAA for Univ. of Sussex, 2/95, Anthropology)

The ability to link course material and program goals with visible transferable skills is a major criteria with the QAAHE: "There is a comprehensive skills matrix available, which addresses students' skills acquisition throughout their programmes of study. Particularly commendable are the introduction to learning skills in the first year of the programme and the formal academic skills provision which is embedded within courses. There is also a significant element of group work with opportunities to practice and develop presentational skills."(QAR for Canterbury Christ Church College, 2-3/95, Geography)

"Students' geographical understanding and the development of specific and general transferable skills are enhanced through a fieldwork programme which is well organized and central to the coherence of the courses. An external examiner has commented very favourably on the impact of fieldwork on the success of the geography provision. The assessors agree with this comment.(QAR for Canterbury Christ Church College, 2-3/95, Geography)

"The main methods of assessing student attainment in geography are unseen examinations, coursework essays and reports, projects, fieldwork reports and seminar presentations. There is a growing diversity of assessment methods, with some departments introducing means for assessing transferable skills including, for example, group working and oral presentations... Best practice occurs where there is a close match between the intended learning outcomes and the assessment methods used, and where students are given full details of assessment criteria and procedures."(QAA Overview report for Geography in 1994-95)

"Lectures play a central role in the delivery of the geography curriculum. They are used principally to convey concepts and information, to summarize knowledge, and to guide students into the relevant literature. Some of those observed by the assessors were compelling expositions, often informed and enriched by scholarship and research, which motivated and enthused students. Excellent geography lectures were also characterized by having clear structures and aims, academic rigour, meticulous planning and a lively pace; they were delivered with enthusiasm and authority and appropriate use was made of learning resources; they were often supported by the effective use of photographs and diagrams and, sometimes, by computer projection and video; they stimulated the students' interest, provided them with opportunities to participate actively when appropriate and gave guidance and encouragement to further study. ."(QAA Overview report for Geography in 1994-95)

"Students in most departments are required to prepare a research-based dissertation, usually in their final year. This is often closely supervised on a one-to-one basis. Students clearly benefit from this close guidance and from the opportunity to undertake a substantial piece of investigative work. The dissertation is a valuable piece of student-centered learning in which students practice and demonstrate their competence in a wide range of survey, analytical and presentational skills. ."(QAA Overview report for Geography in 1994-95)

"The link between teaching, scholarship and research is highly valued in geography and staff research activities frequently enrich the curriculum, enliven the teaching, extend the stock of equipment and ensure that syllabuses are up to date. Students' final-year dissertations also benefit from the lecturers' research activity and experience. ."(QAA Overview report for Geography in 1994-95)

"The most effective curricula are those with a definite progressive development through each stage of the course, so that the intellectual challenge increases. ."(QAA Overview report for Geography in 1994-95)

A key part of higher education in the programs reviewed was the use of ‘modules’ as the building blocks both within individual courses and also throughout a program.

In the Behavioral Science major we have decided to follow the English QAAHE guidelines, which are predicated on the basic principle of giving a student their moneys’ worth in terms of a quality course offering. As this system and set of guidelines has undergone extensive review in the English higher educational system it provides a good measure of quality and performance goals.

Course Assessment Logic and Process in the Behavioral Sciences

The following are the existing assessment goals for all the current courses offered in both Anthropology and Geography. Specific terminology is intended to be understood not only in definition but also in conceptual use. The individual course assessment in Anthropology and Geography is based on several points:

1. Individual course assessment is for most purposes a waste of time unless it is integrated into program assessment, given the current demands of accrediting agencies for complete integration;
2. Objectively-driven course assessment is extremely limited in value as without extremely careful design it becomes just another measure of data collection and merely replicates the traditional cumulative final exam under another label;
3. Portfolios have traditionally been used in Behavioral Sciences but from a practical standpoint have two failings: a) the inability to link the senior research project/thesis with specific course material—in other words they are a much more effective measure of general program knowledge than of specific course-related knowledge, and b) the pragmatic reality that requiring a senior thesis can cripple student interest (and thus the critical number of majors) in a program as it requires a level of student performance, independent research and time that it is not required in most other programs including those within our own Behavioral Sciences Division. There are also questions as to how one effectively interprets the quality of the portfolios and relate it to course and programmatic quality control.

Our comprehensive assessment instrument consists of the following steps:

A: In-course assessment will include the following in both lower division and upper division courses:

1. Reaction assessment measures: In all courses a number of videos are shown, and traditionally a reaction paper based on a series of questions is required. The paper is graded on a Pass/Fail basis. A section will be added to a number of the video reactions. These questions will require that the students analyze the video contents and synthesize the material reflective of the material recently covered in the course. The responses in this content analysis (based on word/concept recognition) will be used as a measure of comprehension of the material

covered. As with the reaction papers, the reaction assessment will be Pass/Fail graded so that students are motivated to complete the exercise.

2. Traditional exams: In the introductory lower division courses the exams are sequential and consist of a combination of multiple choice/true-false and short essays that require synthetic answers. In the other courses (lower and upper division) the exams are more comprehensive, open-book and require sophisticated synthesis to answer adequately. While the purely objective sections of the introductory courses have limited utility (as noted in the QAAHE discussions), the synthetic essays provide a good measure of understanding of the course material.
3. Research Paper: As the major piece of formal writing required in most courses, the research paper is the only evidence that reflects other aspects of the students' writing and communication skills, in regards to formal academic writing. Unfortunately as it is traditionally required at the end of the semester, it is not an effective teaching tool. In the near-term we will continue to require it at the end of the semester as the students have been very resistant to earlier submission dates, but this will be modified (possibly with partial early submissions).
4. Pre- and Post-test measures: In most of the introductory courses the traditional pre- and post-test will also be administered. It is most useful as an adjunct to the more synthetic reaction assessment tool.

B: Direct Program Assessment will not only consist of successful course completion, but will consist of the following measures:

1. Reaction assessment measures: The reaction assessments used in all courses will have several questions that will measure the student's awareness of the program and the conceptual links between the specific course material and general program goals. As with the more specific course assessment, these will be measured through content analysis (work and concept recognition).
2. Senior Thesis: Though we have slightly revised the requirements for the senior thesis (most students felt that meeting with two faculty in a semi-formal presentation setting was very stressful and not valuable so it has been dropped) we will continue to require the thesis. The QAAHE was adamant that this is among the most effective measures of program performance, and we have found that it also is an effective portfolio item for students in the job or graduate school market. A formal qualitative checklist has been implemented to assist in providing a consistent product and set of criteria above and beyond those found in the level of sophistication and professionalism in the technical aspects of the work (see attachment). This checklist will also provide a data track which can be followed over time and view the success or failure of changes we make in overall program presentation and material (by viewing the relative scores of the thesis checklist).

C: Track Outcomes:

1. Sociology:

- a) The scientific method and its application in the field of sociology:
- b) The diversity of peoples and cultures--other ways of seeing and understanding the world:
- c) How social forces shape our individual perception and behavior:
- d) The relationship between self-examination and the nature of the group and of group dynamics:
- e) By exposure to the diversity in peoples and cultures, increased awareness of how social groups impact individual choice and perception, and how these social processes can be intellectually modeled, our students will have the tools they need to function effectively in the contemporary world.

2. Social Service:

- a) The scientific method and its application in the field of sociology:
- b) The diversity of peoples and cultures--other ways of seeing and understanding the world:
- c) How social forces shape our individual perception and behavior:
- d) The relationship between self-examination and the nature of the group and of group dynamics:
- e) By exposure to the diversity in peoples and cultures, increased awareness of how social groups impact individual choice and perception, and how these social processes can be intellectually modeled, our students will have the tools they need to function effectively in the contemporary world.

Anthropology and Geography Course Assessment

Introductory Courses (AN 200, GE 102, GE 103):

The lower division (general survey) courses are significantly easier to design identifiable markers of assessment, but even in these courses the goal is to develop synthetic skills, which require moving from easily-measurable quantifiable course material to more qualitative areas. Another concern with the general survey courses is that if we become locked into a fixed assessment form that the courses will end up becoming designed "to master the test" rather than professionally cover the course material, a frequent complaint of test-measure systems such as the Japanese and Chinese educational systems.

The existing format for pre- and post-testing of the introductory AN/GE courses was not completely effective. It was based on a set of objective questions. While this had the advantage of ease in analysis and scoring, the format did not allow us to test the student's ability to apply the key concepts of the courses. As a result a new essay question (based on a simulation) pre- and post-test variant was designed for Fall 2004. This will be tested in Fall 04-Spring 05 in all the introductory courses (AN 200, GE 103, GE 102) to see if this format will yield more useful responses.

Drop all specifics and general course objectives for all classes, just keep bold face

AN 200: Cultural Anthropology

This course meets the program goals 1) the scientific method and its application in the fields of anthropology and sociology; 2) the diversity of peoples and cultures--other ways of seeing and understanding the world.

GE 102: World Regional Geography

General Course Objectives:

- 1) To develop a greater understanding of the geographical point of view and the power of geographical approaches;
- 2) To develop a greater appreciation of both the uniqueness of the varied human experiences and also how they interrelate;

- 3) To sensitize you to the complex dynamic relationship of people and their physical environment.

GE 103: Human Geography

General Course Objectives:

- 1) To increase your sensitivity to the complex dialog that underlies our interaction with the physical environment around us;
- 2) How pervasive spatial concepts are to our individual and collective existence;
- 3) The complex dialog between culture, world view and perceived reality on one hand, and various constraining forces of the physical environment on the other;
- 4) The value of geographical concepts to both understanding and dealing with many of the complex issues facing us today;
- 5) To directly address the Program goal of providing students with the tools they need to provide leadership roles and competency in a complex multicultural world, through understanding the perceptions and motivations of diverse ethnic groups and how they interact;
- 6) To directly address the Marianist goals of building collaborative learning communities and also integrating diverse viewpoints and values, through broadening your horizons as to the motivations and attitudes of individuals from cultural and ethnic backgrounds outside of your own experience.

GE 204: Landscapes of Hawai'i

General Course Objectives:

- 1) To develop a greater awareness of the relevance of the geographical perspective;
- 2) To develop a greater sensitivity to the complex dynamics of human-environment interaction in the unique ecosystems of the Hawaiian islands;
- 3) To encourage a more sophisticated awareness of complex relationship between social and environmental needs in a small and isolated environment;
- 4) To directly address the Program goal of providing students with the tools they need to provide leadership roles and competency in a complex multicultural world, through understanding the perceptions and motivations of diverse ethnic groups and how they interact;
- 5) To directly address the Marianist goals of building collaborative learning communities and also integrating diverse viewpoints and values, through broadening your horizons as to the motivations and attitudes of individuals from cultural and ethnic backgrounds outside of your own experience.

Advanced Courses (AN 340, AN 350, AN 357, AN 360, GE/ID 335):

For upper division courses a new format will be tested as a major part of the mid-term and final exams. Both of these exams are 'take home' exams, with the responses to the questions due one week after being handed out. Citations and source material must be included in the answer. These exams test the acquisition of the knowledge of concepts in two question forms:

- 1) The "universal essay" (everyone must answer this one) shows evidence of the student's ability to synthesize and analyze the course material: A video of the subject area is shown (first time). The student has been given the test question (hypothesis) that they must use to analyze what they see taking place in social behavior in the video. To successfully pass this part of the exam they must illustrate their ability to apply the material covered in class to analyze the video contents. This exhibits the following:
 - a) the ability to apply the concepts and ideas covered in class to a new and unexpected scenario given a pre-structured hypothesis;
 - b) the ability to extrapolate information and apply to new situations;
 - c) the ability to analyze verbal and non-verbal behavior in a social/cultural context;
 - d) the ability apply abstract theoretical concepts to a real-world setting;
 - e) the ability to apply anthropological/geographical field techniques of observation and recording to a unique situation in real-time. Therefore they are limited to the observations that they can make "on-site" as it were. that it requires the student be able to use classic field techniques, especially those relating to

human observation, to both observe and effectively analyze the situation, which fulfills a number of the required program competencies.

- 2) The second portion of the exam is a series of essay questions from which the student has to pick two questions which they answer. While these fall into the realm of traditional essay exam questions, they are intentionally open-ended with multiple “legitimate” answers. This forces the student to make a reasoned argument to support their point of view, using cited course materials as evidence. This exhibits the following:
 - a) the ability to provide a coherent position response to a general question;
 - b) to exhibit their mastery of the material by organizing a coherent relation between opinion and evidence rather than just ‘finding the right answer’;
 - c) to exhibit their mastery of the course material and understanding of the social context of the material by synthesizing answers to complex, multifaceted issues

GE/ID 335: Socio-Cultural Aspects of Design

Cross-listed as ID 335.

General Course Objectives:

- 1) To increase your awareness of how pervasive cultural aspects of design, especially spatial and symbolic, are in most societies, including contemporary American society;
- 2) To sensitize you to the need to accommodate cultural logic in design decisions;
- 3) To develop a more comprehensive understanding of the basic logic underlying some geomantic systems and feng-shui principles and their application in design decisions;
- 4) To enhance the ability to “read” symbols and icons, both physical and spatial, and be able to interpret their meaning.

AN 340: Peoples of Hawai`i

This course meets the program goals: 2) the diversity of peoples and cultures--other ways of seeing and understanding the world; 3) how social forces shape our individual perception and behavior; 4) the relationship between self-examination and the nature of the group and of group dynamics.

AN 350: Cultures of Oceania

This course meets the program goals: 2) the diversity of peoples and cultures--other ways of seeing and understanding the world; 3) how social forces shape our individual perception and behavior; 4) the relationship between self-examination and the nature of the group and of group dynamics.

AN 357: East Asian Societies

This course meets the program goals: 2) the diversity of peoples and cultures--other ways of seeing and understanding the world; 3) how social forces shape our individual perception and behavior; 4) the relationship between self-examination and the nature of the group and of group dynamics.

AN 360: Native American Societies

This course meets the program goals: 2) the diversity of peoples and cultures--other ways of seeing and understanding the world; 3) how social forces shape our individual perception and behavior; 4) the relationship between self-examination and the nature of the group and of group dynamics.

AN 487: Internship

See SO 487.

AN 494: Senior Thesis Research

See SO 494.

AN 498: Senior Thesis Writing

See SO 498.

Course Assessment: Sociology

SO200 Introductory Sociology

This course meets the program goals: 1) the scientific method and its application in the fields of anthropology and sociology; 2) the diversity of peoples and cultures--other ways of seeing and understanding the world.

SO210 Introduction to Social Services

This course meets the program goals: 1) the scientific method and its application in the fields of anthropology and sociology.

SO302 Theory in the Behavioral Sciences

This course meets the program goals: 1) the scientific method and its application in the fields of anthropology and sociology; 3) how social forces shape our individual perception and behavior; 4) the relationship between self-examination and the nature of the group and of group dynamics.

SO305 Philosophy and Sociology of Religion

This course meets the program goals: 3) how social forces shape our individual perception and behavior; 4) the relationship between self-examination and the nature of the group and of group dynamics.

SO308 Social Problems

This course meets the program goals: 1) the scientific method and its application in the fields of anthropology and sociology; 3) how social forces shape our individual perception and behavior; 4) the relationship between self-examination and the nature of the group and of group dynamics.

SO311 Marriage and the Family

This course meets the program goals: 1) the scientific method and its application in the fields of anthropology and sociology; 3) how social forces shape our individual perception and behavior; 4) the relationship between self-examination and the nature of the group and of group dynamics.

SO 317 Social Research Methods and Evaluation

This course meets the program goals: 1) the scientific method and its application in the fields of anthropology and sociology.

SO320 Social Deviance

This course meets the program goals: 1) the scientific method and its application in the fields of anthropology and sociology; 3) how social forces shape our individual perception and behavior; 4) the relationship between self-examination and the nature of the group and of group dynamics.

SO331 Chinese in the United States

This course meets the program goals: 2) the diversity of peoples and cultures--other ways of seeing and understanding the world; 3) how social forces shape our individual perception and behavior; 4) the relationship between self-examination and the nature of the group and of group dynamics.

SO338 Religion, Philosophy and Social Ethics

This course meets the program goals: 1) the scientific method and its application in the fields of anthropology and sociology; 3) how social forces shape our individual perception and behavior; 4) the relationship between self-examination and the nature of the group and of group dynamics.

SO360 Sociology and Philosophy of Gender

This course meets the program goals: 1) the scientific method and its application in the fields of anthropology and sociology; 3) how social forces shape our individual perception and behavior; 4) the relationship between self-examination and the nature of the group and of group dynamics.

SO401 Race and Ethnic Relations

This course measures the program goals: 1) the scientific method and its application in the fields of anthropology and sociology; 3) how social forces shape our individual perception and behavior; 2) the diversity of peoples and cultures--other ways of seeing and understanding the world; 3) how social forces shape our individual perception and behavior; 4) the relationship between self-examination and the nature of the group and of group dynamics.

SO405. Social Movements

This course meets the program goals: 1) the scientific method and its application in the fields of anthropology and sociology; 3) how social forces shape our individual perception and behavior; 4) the relationship between self-examination and the nature of the group and of group dynamics.

SO407 Society and Mental Disorders

This course meets the program goals: 3) how social forces shape our individual perception and behavior; 4) the relationship between self-examination and the nature of the group and of group dynamics.

SO412 Sociology of Sport

This course meets the program goals: 1) the scientific method and its application in the fields of anthropology and sociology; 3) how social forces shape our individual perception and behavior.

SO449 Social Stratification

This course meets the program goals: 1) the scientific method and its application in the fields of anthropology and sociology; 3) how social forces shape our individual perception and behavior; 4) the relationship between self-examination and the nature of the group and of group dynamics.

SO487 Internship

This course meets the program goal: 1) the scientific method and its application in the field of sociology.

SO491 Juvenile Deviancy and Juvenile Justice

(Cross-listed with CJ491 and offered by the Criminal Justice Program. For learning outcomes, see Criminal Justice.)

SO494 Senior Thesis Research

This course meets the program goal: 1) the scientific method and its application in the fields of anthropology and sociology.

SO498 Senior Thesis

This course meets the program goal: 1) the scientific method and its application in the fields of anthropology and sociology.

ASSESSMENT CHECKLIST FOR SENIOR THESIS PAPERS

Student: _____

Points/Grade: _____

PROGRAM GOALS:

This Paper has exhibited the following (Lickert 1-5 scale from VU= very unsatisfactory to VS= very satisfactory):

1. A competent understanding of theory: (VU)1-----3-----5(VS)

2. Effective application of at one theoretical approach: (VU)1-----3-----5(VS)

3. Has exhibited the ability to synthesize the theoretical approach and effectively apply it to their research:
(VU)1-----3-----5(VS)

4. Has exhibited an effective command of the subject material and of key authors in that specific area:
(VU)1-----3-----5(VS)

5. Has exhibited the ability to acquire and apply research materials in appropriate fashion to the methodology:
(VU)1-----3-----5(VS)

6. Has exhibited the ability to acquire and apply research materials in appropriate fashion to the hypothesis:
(VU)1-----3-----5(VS)

7. Has exhibited the ability to acquire and apply research materials in appropriate fashion to the theoretical approach: (VU)1-----3-----5(VS)

8. Has exhibited a satisfactory level of understanding and application of the scientific method and scientific techniques in their research: (VU)1-----3-----5(VS)

9. The student has exhibited awareness of cultural/ethnic diversity in their research (if relevant to their topic):
(VU)1-----3-----5(VS)

10. The student has exhibited awareness of the complex relationship between social/group forces and individual perception and/or behavior: (VU)1-----3-----5(VS)

11. The student has exhibited an awareness of their own life experiences and how they relate to the group and affect both the collection and analysis of their research (postscript paper): (VU)1-----3-----5(VS)

PROFESSIONAL SKILLS

This Paper has exhibited the following (Lickert 1-5 scale from VU= very unsatisfactory to VS= very satisfactory):

1. Adequate documentation and citations: (VU)1-----3-----5(VS)
2. Well-structured and organized: (VU)1-----3-----5(VS)
3. Professional caliber of grammar and syntax: (VU)1-----3-----5(VS)
4. Consistent application of ethical guidelines suitable to their professional discipline (human subject, data collection/privacy, disclosure/protection of informants, plagiarism/appropriate citations, accurate reporting of data/field collection):
(VU)1-----3-----5(VS)

UNIVERSITY GOALS and EXPECTATIONS

This Paper has exhibited the following (Lickert 1-5 scale from VU= very unsatisfactory to VS= very satisfactory):

1. The student is aware of cultural diversity: (VU)1-----3-----5(VS)
2. The student is aware of ethnocentrism: (VU)1-----3-----5(VS)
3. The student has exhibited the ability to acquire and utilize material from multiple disciplines: (VU)1-----3-----5(VS)
4. The student has exhibited, either in the project chosen or in their research, an understanding of the Marianist values of community and service leadership:(VU)1-----3-----5(VS)

APPENDIX VI

PROPOSED CHANGES TO THE BEHAVIORAL SCIENCES PROGRAM

10/07

SHORT VERSION

- Change the name of the program to Multicultural Studies
- Drop the Social Service Track
- Add a Multicultural Studies Track
- Drop 7 courses in Anthropology and Sociology (some cross-listed and redundant)
- Modify 3 courses currently offered or offered in the past
- Add 3 courses
- Integrate in a more coherent manner with related disciplines such as History and Political Science in the Multicultural Studies Track
- Allow an option for a Hawaiian Studies emphasis in the Multicultural Studies Track

PROPOSAL: CHANGE FROM: BEHAVIORAL SCIENCES PROGRAM
TO: MULTICULTURAL STUDIES PROGRAM

Rationale: The title and concept of the Behavioral Sciences Program dates from the time when it was all-inclusive of all the areas related to human study—anthropology, psychology and sociology. However in the past decade psychology has left to define its own path with a focus on the MSCP, criminal justice has partnered with Behavioral Sciences but has its own comprehensive program, (especially with the addition of the Homeland Security track in MSCJ), and programs such as Environmental Studies, Interior Design and others have become more directly (cooperative curriculum) with the Behavioral Sciences program.

For the Behavioral Sciences program this has made for an identity crisis, especially with the students and the administration, as the value and purpose of the existing program.

- In the last 10 years the program emphasis has shifted from traditional liberal arts tracks in anthropology and sociology to an applied one of social work and then ethnic studies. In both day and AUP, the number of majors is low and the majority of applied (social service track) majors are from the AUP. Given the under-enrollment of social service-specific courses and looking at enrollments at UH Manoa, it would appear that student interest in a BA social service track is limited. The Behavioral Sciences degree was designed for students going into social work, but that area has aggressively moved towards the MSW as the effective minimum for decent job placement. As a result of all these factors, the interest from undergraduate students has decreased. Assessment of student interest in existing classes both from general student body (CUH 100) and in introductory AN and SO courses show only limited interest in the major.
- However the majority of the day courses, especially those dealing cross cultural or ethnicity, are very popular, even courses such as AN 360 (Native American Cultures) which would seem to have a very limited demand in Hawaii. The AUP program has been at best marginal, with courses canceling due to lack of a coherent program both in course offerings and scheduling.

- In addition there is an ever-increasing job market in multicultural studies, both within public service agencies, education most recently in the tourism sector where ‘multicultural specialist’ is now an standard position of the management staff at major hotels. Surveys conducted in CUH 100 and AN/SO introductory courses show increased student interest in this major over Behavioral Sciences.
- The move to program themed around Multicultural Studies will better fit general market trends both locally and on the mainland. It also allows us to niche-market. We also be taking advantage both of our faculty specialties and support the courses currently enjoying strong student support and interest.
- The change will result in the deletion of 7 courses and the re-institution of 3 courses that in the past were regularly taught (a decrease of 4 courses overall). As the program grows 3 courses will eventually be added (if the program is successful).
- There is no additional initial cost to the change in program. As the program grows, one additional faculty position will be required to handle the demand and the new courses.

Change in tracks: Drop the existing program track in social service, replace with:

Multicultural Studies: This track is designed to provide students interested in a number of diverse fields and careers a flexible yet valuable cross-disciplinary degree. For those interested in careers dealing with any aspect of multicultural/multi-ethnic relations this would be the obvious choice, such as International Relations, Intelligence Services (such as CIA and Homeland Security), Community Relations, Social Work, and of course the traditional academic graduate programs in Anthropology, Ethnic Studies, Sociology and any other discipline examining the process of group identity and interaction. An alternate is a more focused emphasis on Hawaiian or Polynesian studies, for those students desiring to obtain a more regionally-specific sophisticated understanding of many aspects both of traditional and contemporary Hawaiian culture and also its relationships with the other ethnic groups in Hawaii and the rest of Oceania. Students in this major can participate in ongoing faculty field projects related to this area and thus can both gain field experience and develop individual research.

What will be remain the same: The goals of the Multicultural Studies Program will remain intact though slightly modified(see attachment). The Sociology track will remain intact, with modifications in requirements and options. The Senior Thesis will remain the major final program assessment measure of student understanding and ability to synthesize the material presented in the courses required for the degree (see attached check sheet for Senior Thesis Assessment now being implemented).

Additional Staffing Requirements:

[Within 3 years of ‘proof of concept’ by increased number of majors in Multicultural Studies]

1 full-time faculty in sociology/ethnic studies to teach: SO 3xx (Contemporary Social Issues in Hawaii), SO 200 Introductory Sociology, SO 4xx (American Culture), SO 401 (Race and Ethnic Relations).

Courses being retained within the New Major (New or heavily modified courses are in bold):

Anthropology:

AN 200 (Cultural Anthropology)—existing, currently averages from 15-35 students a semester (based on time/classroom size)

AN 210 (Introduction to Archaeological Field Techniques)—bringing back a course taught until the late 1990’s, tied to interest from Forensic Sciences for such a course for their majors, and our own research projects.

AN 340 (Peoples of Hawaii)—existing, currently averages 18-25 students a semester (based on time/classroom size).

AN 350 (Peoples of the Pacific)—existing usually averages 20-25 students a semester.

AN 357 (East Asian Societies)—existing, usually averages 10-18 students a semester. Will become more integral to the program with the development of the faculty research projects.

AN 360 (Native American Cultures)—existing, usually averages 8-15 students a semester.

Geography

GE 204 (Landscapes of Hawaii)—existing, averages from 15-20 students a semester.

GE/ID 335 (Sociocultural Aspects of Design)—existing, averages from 15-20 students a semester. This is one of the upper division Interdisciplinary courses.

Sociology

SO 200 (Introductory Sociology)—existing, currently averages 25-30 students per semester.

SO 302 (Theory in the Behavioral Sciences)— existing but will be redesigned and titled “Theories of Group Behavior” to better fit the needs both of the Multicultural Studies emphasis and also our related majors such as Criminal Justice, especially with the development of the ‘Homeland Security’ track in the MSCJ .

SO/PH/RE 305 (Sociology and Philosophy of Religion)—existing, currently averages 30-40 students per semester. This is one of the upper division Interdisciplinary courses.

SO 308 (Social Problems)—existing, currently averages 20-25 students per semester.

SO 311 (Marriage and the Family)—existing, currently averages 25 students per semester.

SO 317 (Social Science Methods and Evaluation)—existing, integrate research and statistical methods material into other classes.

***SO 3xx** (Contemporary Social Issues in Hawai`i)—new course on the social history and structure of contemporary society in Hawai`i

SO/PH/RE 338 (Religion, Philosophy and Social Ethics)—existing, currently averages 25-35 students per semester. This is one of the upper division Interdisciplinary courses.

SO/PH 360 (Sociology and Philosophy of Gender)—existing, currently averages 25-35 students per semester. This is one of the upper division Interdisciplinary courses.

SO 380 (Special Topics)—existing.

SO 401 (Race and Ethnic Relations)—existing, currently averages 35-40 students per semester.

***SO 4xx** (Asian-American Experience)—new course, examining the history and contemporary issues of Asian-Americans in the U.S.

***SO 4xx** (American Culture)—bringing back a course taught in the 1990’s which was dropped due to lack of faculty rather than student interest

SO 412 (Sociology of Sports)—existing, currently averages 35-40 students per semester.

SO 480 (Special Topics)—existing.

SO 487 (Internship)—existing, part of directed Senior Thesis which will continue.

SO/CJ 491 (Juvenile Deviancy and Juvenile Justice)—existing, averages ? students per semester.

SO 494 (Senior Thesis Research)—existing, first part of the senior thesis.

SO/CJ/HI/RE 495 (Capstone Course in Gender Studies)—existing, averages 2 students per semester. This is one of the upper division Interdisciplinary courses.

SO 498 Senior Thesis)—existing, second part of the senior thesis.

The following will be Dropped from the catalog:

AN 302 Anthropology only, SO 302 will continue

AN 494 Anthropology only, SO 494 will continue

AN 498 Anthropology only, SO 498 will continue

SO 210 (Introduction to Social Services)—existing, usually averages 10-15 students a semester.

SO 320 (Deviance)—existing, usually averages 10-15 students per semester.

SO 331 (Chinese in the U.S.)—existing, currently averages 10-12 students per semester. Will be subsumed within the new SO 4XX (Asian-Americans) course.

SO 398 (McNair Scholars Research)—existing

SO 405 (Social Movements)—existing, usually averages 10-15 students per semester. Much of this will be subsumed in a more focused manner in SO 3xx (Contemporary Social Issues in Hawaii)

SO 407 (Society and Mental Disorders)—existing, usually averages 10-15 students per semester.

SO 449 (Social Stratification)—existing, usually averages 10-15 students per semester.

Courses taught in other departments to be integrated (mainly as suggested electives) in the major:

To Multicultural Studies track (Courses with ** for Hawaiian emphasis only):

EN 305 (Multicultural Literature)

EN 422 (Modern Pacific Literature)

ENV 401 (Nature, Culture, Gender and Environmental Policy)

**HA 101-202 (Hawaiian Language)

HI/POL 344 (Modern Southeast Asia)

HI 405 (African-American Experience)

HI/POL 442 (Modern Chinese History, Politics and Culture)

HI/POL 444 (Modern Japanese History, Politics and Culture)

HI 446 (Modern Middle East History, Politics and Culture)

HI 450 (History, Politics and Culture of Early Hawai'i)

HI 451 (History, Politics and Culture of Modern Hawai'i)

HI 452 (Early History, Politics and Culture of the Pacific Islands)

HI/POL 453 (Modern History, Politics and Culture of the Pacific Islands)

PSY 436 (Cross-Cultural Psychology)

PSY 4XX (Pre-Professional Training)

RE 250 (Hawaiian Religion)

APPENDIX VII

MULTICULTURAL STUDIES PROGRAM PROGRAM ASSESSMENT PROGRESS 2008

In the Division of Behavioral Sciences
Dr. Robert Santee, Dean

Faculty: Drs. Richard Bordner, James Christiana, and Bryan Man

The Multicultural Studies Program is centered on the development of student awareness of the importance of social and cultural groups in contemporary and past human experience. The merging of three related disciplines: Anthropology, Geography, and Sociology, along with major contributions from other disciplines such as English, History, Political Science, Philosophy and Religion form the academic basis of the Multicultural Studies Program. Multicultural Studies comes out of and is grounded in the fields of Anthropology, Geography and Sociology, but is multifaceted, as evidenced by the number of disciplines that engage in multicultural research and the consistent themes that unify this area of research. These themes include theory generation and testing, appropriate formats for research and data collection, the socio-cultural, socio-psychological, and biological contextual bases of human behavior, and patterns and meaning in the variations across socio-demographic categories (such as gender, age, ethnic identity, and socio-cultural status).

Integration with the Marianist Mission

The primary goal of the Multicultural Studies Program is to provide students with the tools they need to provide leadership roles and competency in a complex multicultural world. This explicitly ties into the Marianist mission by educating students from a point of view which celebrates diversity and the openness of mind, which is critical to making a difference in the modern world and developing the true servant-leader. The Program works toward this goal by two specific techniques:

- 1) The material covered in anthropology, geography and sociology, both in readings and discussions, explicitly reflects the Marianist and Chaminade University goal of building collaborative learning communities from students of diverse backgrounds since the material is by definition cross-cultural and focuses on the diversity in human societies;
- 2) By virtue of being a multi-disciplinary program and thus explicitly incorporating the viewpoints and perspectives of our varying disciplines, we provide an intellectual model of cross-discipline understanding and synthesis for our students to follow, based on our role as mentors and role models in praxis both within and outside the classroom (in service learning, community service projects and faculty research projects for example).

Consistent with the Marianist education goal to foster community-based relationships and the application of service, the Multicultural Studies Program requires a senior research project. For most of our majors this consists of a structured internship project (usually within social services agencies and schools). This achieves several goals simultaneously:

- d) It sensitizes our students to the reality that the world outside the university is the real basis and goal of their education, and forces them to relate and apply the course material they have absorbed to the real world in which they operate;
- e) The senior research is based explicitly on student-generated research, based on their personal interests and career goals. It requires that they develop the research questions (hypothesis), collect the field data and analyze the results within the intellectual framework of their research questions.

This exposes them to real-world issues of self-discipline, data collection, ethics, and focusing on goals;

- f) The Multicultural Studies faculty provide a role model for our students with our involvement in community activities that take advantage of our training and expertise. This models for the students the importance of praxis, of professional involvement in service, and the relationship of academic professionals and the larger community within the context of servant-leadership.

Behavioral Sciences Program Assessment Progress 5/08

Where is Behavioral Sciences in the Assessment Cycle?

We have integrated the comprehensive synthesis measures with the Senior Thesis. See the data analysis below.

Evidence is present in the integrated syllabi and course outcomes (along with measured outcomes in all introductory courses and selected upper division courses) which link directly into the assessment measure grid (8/07 report, see below).

We have been able to develop the video analysis within the framework of several courses (East Asian Societies, Native American Cultures) and it is quite effective for measures of application.

We are still working on an effective Exit Examination. We still have to find some way to acquire the ETS questions (sociology module), currently they are not available for review.

We have completed 2 cycles of the assessment process (less the exit examination) which we began in 9/05.

What evidence supports the progress?

The Senior Thesis data report is attached, along with the assessment rubric. All senior theses are on file (back to 1988) and available for review.

How has the program used the assessment evidence to make curriculum changes?

The Senior Thesis Assessment rubric supports the current curriculum.

Evidence is also available in the proposed redesign of the major proposed in 2006 (which was based in program assessment data), and modified for presentation to the Academic Council in 2008.

A number of courses have been modified (or are currently under modification) as a result of assessment feedback. This was done in 2004 for AN 357 (East Asian Societies) which was the amalgamation of AN 355 (Japanese Culture) and AN 356 (Chinese Culture). Currently we are modifying SO 302 (Theory in the Behavioral Sciences) into Theories of Group Behavior; SO 331 (Chinese in the U.S.) into Asian-American Experience; SO 405 (Social Movements) into Contemporary Social Issues in Hawai'i. These modified courses reflect the need to more closely align course content with program goals and reflect student needs as interests, especially as seen in the Senior Thesis.

The current version of the assessment tools (2007 revisions) appear to provide useful evidence both to support course outcomes and program goals. When integrated with the more useful course evaluation they provide a very good template for course modification to fit program need and student interest.

Analysis of Senior Theses 2003-2008

May 13, 2008

The following analysis was based on the rubric attached (after the analysis). The results are seen below: there were no significant variations based on year of completion given the small sample size.

The lowest means were related to cultural/ethnic diversity, which is skewed as a number of the senior theses, especially those examining a social services setting such as IHS (Institute of Human Services) were not explicitly examining ethnic identity as a factor. The low mean in large part is a reflection of the diversity of interests and research topics of the students rather than a lack of competency.

Senior thesis assessment will continue to be clustered on a yearly basis so that a large enough sample size can be generated to be effective for comparative purposes. The current scores indicate that the program is achieving the desired goals, especially when one remembers that these are student-driven research projects rather than in-class structured quantitative assessment measures.

Table 1. Program Goals Descriptive Statistics (11 variables)

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---------|---------|--------|----------------|
| Competent understanding of theory | 9 | 3.10 | 4.80 | 3.8500 | .62948 |
| Effective application of theoretical approach | 9 | 3.10 | 4.75 | 4.1611 | .47682 |
| Exhibited the ability to synthesize the theoretical approach and apply it | 9 | 3.30 | 5.00 | 4.3000 | .52915 |
| Exhibited an effective command of the subject area | 9 | 3.20 | 5.00 | 3.9944 | .83083 |
| Exhibited the ability to acquire and apply research materials | 9 | 3.20 | 5.00 | 4.3611 | .56335 |
| Exhibited ability to acquire and apply materials to hypothesis | 9 | 4.00 | 5.00 | 4.5667 | .31225 |
| Exhibited ability to acquire and apply research materials appropriate to the theory | 9 | 3.00 | 4.75 | 4.0389 | .70035 |
| Exhibited satisfactory level of understanding and application of scientific method and techniques | 9 | 3.30 | 4.70 | 3.8278 | .42508 |
| Exhibited awareness of cultural/ethnic diversity in the research | 9 | 3.00 | 5.00 | 3.4444 | .75847 |
| Exhibited awareness of the complex relationship between group and individual factors | 9 | 3.75 | 5.00 | 4.7444 | .45788 |
| Exhibited awareness of own life experiences in relation to the group & research | 9 | 4.20 | 5.00 | 4.8222 | .26822 |
| Valid N (listwise) | 9 | | | | |

Table 2. Professional Skills Descriptive Statistics (4 variables)

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---------|---------|--------|----------------|
| Adequate documentation and citations | 9 | 3.00 | 5.00 | 3.7056 | .79704 |
| Well-structured and organized | 9 | 3.50 | 5.00 | 4.0889 | .41966 |
| Professional caliber of grammar and syntax | 9 | 3.40 | 4.00 | 3.7056 | .25304 |
| Consistent application of discipline ethical guidelines | 9 | 3.30 | 5.00 | 4.3444 | .60231 |
| Valid N (listwise) | 9 | | | | |

Table 3. University Goals and Expectations Descriptive Statistics (4 variables)

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---------|---------|--------|----------------|
| Student is aware of cultural diversity | 9 | 3.00 | 5.00 | 3.4889 | .81769 |
| Student is aware of ethnocentrism | 9 | 3.00 | 5.00 | 3.6500 | .78819 |
| Exhibited ability to acquire and utilize material from multiple disciplines | 9 | 3.20 | 4.50 | 3.8667 | .40620 |
| Exhibited understanding of Marianist values of community and service leadership | 9 | 3.40 | 5.00 | 4.7611 | .52427 |
| Valid N (listwise) | 9 | | | | |

Multicultural Studies Program Assessment Process

In the Multicultural Studies Program, students will be assessed in a number of different formats depending on the outcomes to be measured.

For data/memory intensive areas such as terminology and concepts (outcomes 4 and 5 below) a series of multiple-choice questions will be developed for the Exit Examination to be conducted during the Senior Thesis course. Many of these questions will be based on those in use at other universities or by ETS in their sociology module.

For areas requiring comprehensive synthesis of program material, specifically theoretical or perspective based (outcomes 1 through 3 below), a combination of the exhibited proficiency in the Senior Thesis product, questions embedded in course examinations, student reactions to video/simulation scenarios and student analysis in the video 'fieldwork' essay section of the Exit Examination will all be combined.

Given the dynamic nature of the disciplines and their emphasis on analyzing human interaction, a major portion of the Exit Examination will be a simulated field situation. The student will be give several research questions to read over. They then will view a video. They must write an essay analysis of the video covering the research questions asked to exhibit their proficiency not only in understanding the material but also in their ability to apply it. Example questions for the video may include: "1. Analyze the characters, the interaction patterns or the issues from a sociological perspective."; "2. The society (Japanese) is noted for its social politeness and etiquette--how do you explain such major social problems such as cross-gender interaction as seen in this video 'Newlywed Fights'? What social dynamics and social values may be illustrated here that would help explain the fact that Japan has the lowest percentage of young adults getting married in the world?"

A major portion of the program assessment will continue to be the Senior Thesis, as we feel that this provides not only the best assessment of a student's progress in the program, but provides them with a viable product both for their personal and professional validation.

| Program (Student) Outcomes | Applicable Courses | Course Outcomes | Assessment Measures/Tools |
|--|---------------------------|---|----------------------------------|
| 1. the ability to articulate the role of theory in | AN 210, AN 360 | 1. the major theoretical principles, controversies, | 1. Questions embedded in |

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| <p>Multicultural Studies from anthropology and sociology</p> | <p>[2] GE/ID 335</p> <p>SO 302, So 4xx/4xx (Asian-Amer./Amer. Culture)</p> | <p>and critiques in anthropology and sociology.</p> <p>2. the role of anthropological and sociological theory in areas of social reality.</p> | <p>course examinations.</p> <p>2. Student application of theoretical approaches in course projects (GE/ID 335)</p> <p>3. Student application of theoretical approaches and specified logic in Senior Thesis.</p> |
| <p>2. the reciprocal relationships between the individual and the group (ethnic or society)</p> | <p>AN 340, AN 350, AN 357, AN 360</p> <p>[2] GE 204, GE/ID 335</p> <p>[3] PSY 436</p> <p>[4] GE/ID 335, PSY 436</p> <p>SO 308, SO 311, SO 331 (old), SO 401, SO 4xx (Asian-Am), SO 3xx (CH in HI), SO 338, SO 312, SO 360, CJ 491, SO 495</p> | <p>1. how to critique inequalities within and/or between social systems</p> <p>2. the relevance of multicultural studies to contemporary public issues</p> <p>3. the ability to explain how the self develops socially</p> <p>4. how societal and social structural factors influence individual behavior and the development of the self</p> | <p>1. Student analysis of video/simulations in reaction papers.</p> <p>2. Student responses on essay section of exit exam (in Senior Thesis course).</p> |
| <p>3. the ability to conduct</p> | <p>SO 494, SO 498</p> | <p>1. the ability to compare</p> | <p>1. Questions</p> |

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| <p>and analyze research using appropriate methodology and data analysis from anthropology and sociology</p> | <p>[4] SO 317, SO 495</p> | <p>and contrast methods of social research</p> <p>2. the ability to compare and contrast techniques for analyzing anthropological and sociological data</p> <p>3. the ability to design and carry out a social research project</p> <p>4. the ability to use the computer in the acquisition and analysis of anthropological and sociological information and data</p> | <p>embedded in course examinations</p> <p>2. Student response on essay section of exit exam (in Senior Thesis course).</p> |
| <p>4. anthropological and sociological concepts and appropriate use of the discipline terminology</p> | <p>SO 302, SO 317, SO 4xx (Asian-Am), SO 4xx (Amer), SO 495, SO 360, SO 401, SO 412</p> <p>[2] AN 340, AN 350, AN 357, AN 360, all HI/POL courses (344, 405, 442, 444, 446, 450-453)</p> | <p>1. the ability to define and apply the following concepts: culture, ethnicity, social structure, social inequality and cultural diversity</p> <p>2. to describe cultural diversity in the United States and in the world</p> | <p>1. Multiple-choice section of exit exam (in Senior Thesis course).</p> <p>2. Senior Thesis product.</p> |
| <p>5. summarize basic knowledge, questions and issues in substantive areas of sociology and</p> | <p>SO 494, SO 498</p> | <p>1. ethical practices in conducting multicultural research.</p> | <p>1. Multiple-choice section of exit exam (in Senior Thesis course).</p> |

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| <p>anthropology</p> | | <p>2. to integrate and/or incorporate multiple authors, ideas and perspectives from anthropology and sociology</p> <p>3. the methodological possibilities employed in anthropology and sociology</p> <p>4. the ability to design and carry out a social research project</p> <p>5. write a professional-level paper that conforms to the basic rules of English grammar, syntax, and spelling.</p> <p>6. the paper will show an understanding of the appropriate format for citing source material.</p> <p>7. apply the principles of academic honesty and professional ethics as defined in the Student Handbook and within the program.</p> | <p>2. Senior Thesis product.</p> |
|---------------------|--|---|----------------------------------|

Degree Requirements

Pre-major requirements: AN200 (Cultural Anthropology) and SO200 (Introductory Sociology).

Foundation courses: AN/SO302 (Theory in the Behavioral Sciences).

Areas of Concentration:

1) Multicultural/International Studies (37 hours)

The following courses are required:

Research Methods [3 cr]: SO 317 (Beh. Science Methods)

Social Issues [9 cr]: **SO 3XX (Social Issues Hawai'i)**, SO 305 (Soc. of Religion), SO 308 (Social Problems), SO 320 (Deviance), SO 401 (Race-Ethnic Relations), SO 407 (Society Mental Disorders), SO 412 (Soc. of Sports) or **SO 4XX (American Culture)**

Multicultural Experience [9 cr]: AN 340 (Peoples of Hawai'i), AN 350 (Cultures of Oceania), AN 357 (East Asian Societies), AN 360 (Nat. Amer. Cultures), GE/ID 335 (Sociocultural Aspects of Design), **GE/POL 4XX (Current Issues in the Pacific)**, **GE/POL 4XX (Current Issues in East Asia)** or **SO 4XX (Asian-American Experience)**

Regional Histories [6 cr]: Two courses focused on a particular region from the following: HI/POL 343 (HI/POL SE Asia), HI/POL 444 (HI/POL Modern SE Asia), HI/POL 442 (HI/POL Modern China), HI/POL 443 (Way of Tea), HI/POL 444 (HI/POL Modern Japan), HI/POL 452 (HI/POL Early Pacific), HI/POL 453 (HI/POL Modern Pacific) or RE 365 (Intro. Chinese Thought)

External Realities [3 cr]: One course from outside the department from the following: EN 305 (Multicultural Lit), RE 250 (Haw. Religion), RE 355 (Buddhism), RE 360 (Ch'an Buddhism), RE 367 (Taoism), RE 368 (Confucianism), RE 478 (Psychology of T'ai Chi Ch'uan)

Pre-Professional Course [3 cr]: PSY 4XX

Senior Thesis [4 cr]: SO494 and SO498

Option: Hawaiian Studies emphasis within Multicultural/International Studies (40 hours) [Note that the increase in hours is due to the Hawaiian Language requirement]

Research Methods [3 cr]: SO 317 (Beh. Science Methods)

Culture and History of Hawai'i Emphasis [18 cr]: GE 204 (Landscapes of Hawai'i)
SO 3XX (Social Issues in Hawai'i)
GE/POL 4XX (Current Issues Pacific)
AN 340 (Peoples of Hawai'i)
HI/POL 450 (HI/POL Early Hawai'i)
HI/POL 451 (HI/POL Modern Hawai'i)

**Hawaiian Language [6 cr]: HA 101-102

Hawaiian Religion [3 cr]: RE 250

Pacific Realities [3 cr]: One course from: AN 350 (Cultures of Oceania), EN 422 (Pacific Literature), HI/POL 452 (HI/POL Early Pacific) or HI/POL 453 (HI/POL Modern Pacific)

Pre-Professional Course [3 cr]: PSY 4XX

Senior Thesis [4 cr]: SO 494 and SO 498

Model 4 Year Plan for Multicultural Studies Track (entering 2006-07)

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|--|--|
| <p>Fall Year 1</p> <p>CUH 100 (First Year Experience)</p> <p>EN 101 (Intro to Expository Writing)</p> <p>CS 103 (Computers and Applications)</p> <p>COM 101 (Intro to Communications)</p> <p>MA 103 or equivalent (College Algebra)</p> <p>AN 200 (Cultural Anthropology)</p> | <p>Spring Year 1</p> <p>EN 102 (Expository Writing)</p> <p>Religion (RE 103, 205 or 211)</p> <p>History (any 100-200 level course)</p> <p>Science (including lab)</p> <p>Philosophy (PH 100, 103 or 105)</p> |
| <p>Fall Year 2</p> <p>English Literature (EN 201, 255 or 256)</p> <p>Science (including lab)</p> <p>SO 200 (Intro to Sociology)</p> <p>Social Science (GE 102 or 103)</p> <p>Foreign Language recommended (1 year)</p> | <p>Spring Year 2</p> <p>Fine Arts (any 100-200 level course)</p> <p>Foreign Language (recommended)</p> <p>General electives</p> |
| <p>Fall Year 3</p> <p>AN/SO 302 (Theory in Beh. Sciences)</p> <p>Research module: CJ/PSY 315 (Statistics)</p> <p>Multicultural module (AN 340, AN 350 or AN 357)</p> | <p>Spring Year 3</p> <p>Social Institutions module (SO 305, SO 360 or SO 412)</p> <p>Social Issues module 2: SO 3XX (Social Issues Hawai'i)</p> <p>Social Issues module 1: SO 308 (Social Problems)</p> |
| <p>Fall Year 4</p> <p>Social Issues module 3: SO 320, SO 407 or SO 491</p> <p>Social Structure module 1: SO 401 (Race Relations)</p> | <p>Spring Year 4</p> <p>Social Structure module 2: SO 4XX (American Culture)</p> <p>External Voices module: EN 305, HI 300-400 course from approved list)</p> <p>Senior Thesis module 2: AN/ SO 498 (Senior Thesis)</p> |

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|---|--|
| Minorities module: AN 360 or SO 4XX | |
| Pre-Professional module: PSY 4XX | |
| Senior Thesis module 1: AN/SO 494 (Senior Research) | |

Areas of Concentration:

2) Sociology (37 hours):

The following courses are required:

Research Methods [3 cr]: CJ/PSY 315 (Beh. Science Statistics)

SO 317: (Social Science Methods and Evaluation)

Social Issues [9 cr]: SO 3XX (Social Issues Hawai'i)

SO308 (Social Problems)

SO320 (Deviance), SO 407 (Society Mental Disorders), or SO491 (Juvenile Deviancy)

Social Structure [6 cr]: SO401 (Race-Ethnic Relations)

SO4XX (American Culture)

Minorities [3 cr]: AN360 (Nat. Amer. Cultures) or SO4XX (Asian-American Experience)

Social Institutions [3 cr]: SO305 (Soc. of Religion), SO360 (Soc. of Gender) or SO412 (Soc. of Sports)

External Voices [3 cr]: One course from outside the department from the following: EN 305, HI/POL 344, HI/POL 405, HI/POL 442, HI/POL 444, HI/POL 446, HI/POL 451, HI/POL 453, PSY 436

Pre-Professional Course [3 cr]: PSY 4XX

Senior Thesis [4 cr]: AN/SO494 and AN/SO498

Model 4 Year Plan for Sociology Track (entering 2006-07)

| | |
|--|------------------------------------|
| Fall Year 1 | Spring Year 1 |
| CUH 100 (First Year Experience) | EN 102 (Expository Writing) |
| EN 101 (Intro to Expository Writing) | Religion (RE 103, 205 or 211) |
| CS 103 (Computers and Applications) | History (any 100-200 level course) |
| COM 101 (Intro to Communications) | Science (including lab) |
| MA 103 or equivalent (College Algebra) | Philosophy (PH 100, 103 or 105) |
| AN 200 (Cultural Anthropology) | |
| Fall Year 2 | Spring Year 2 |

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|---|--|
| <p>English Literature (EN 201, 255 or 256)</p> <p>Science (including lab)</p> <p>SO 200 (Intro to Sociology)</p> <p>Social Science (GE 102 or 103)</p> <p>Foreign Language recommended (1 year)</p> | <p>Fine Arts (any 100-200 level course)</p> <p>Foreign Language (recommended)</p> <p>General electives</p> |
| <p>Fall Year 3</p> <p>AN/SO 302 (Theory in Beh. Sciences)</p> <p>Research module: CJ/PSY 315 (Statistics)</p> <p>Social Issues module 1: SO 308 (Social Problems)</p> | <p>Spring Year 3</p> <p>Research module: SO 317 (Methods)</p> <p>Social Institutions module (SO 305, SO 360 or SO 412)</p> <p>Social Issues module 2: SO 3XX (Social Issues Hawai'i)</p> |
| <p>Fall Year 4</p> <p>Social Issues module 3: SO 320, SO 407 or SO 491</p> <p>Social Structure module 1: SO 401 (Race Relations)</p> <p>Minorities module: AN 360 or SO 4XX</p> <p>Pre-Professional module: PSY 4XX</p> <p>Senior Thesis module 1: AN/SO 494 (Senior Research)</p> | <p>Spring Year 4</p> <p>Social Structure module 2: SO 4XX (American Culture)</p> <p>External Voices module: EN 305, HI 300-400 course from approved list)</p> <p>Senior Thesis module 2: AN/ SO 498 (Senior Thesis)</p> |

APPENDIX I: COURSE SPECIFIC STUDENT OUTCOMES

AN 200: Cultural Anthropology

2. the reciprocal relationships between the individual and the group (ethnic or society):

- a. how to critique inequalities within and/or between social systems
- b. the relevance of multicultural studies to contemporary public issues
- c. the ability to explain how the self develops socially

- d. how societal and social structural factors influence individual behavior and the development of the self

4. anthropological and sociological concepts and appropriate use of the discipline terminology

a. the ability to define and apply the following concepts: culture, ethnicity, social structure, social inequality and cultural diversity

- b. to describe cultural diversity in the United States and in the world

5. summarize basic knowledge, questions and issues in substantive areas of sociology and anthropology

- a. ethical practices in conducting multicultural research

b. to integrate and/or incorporate multiple authors, ideas and perspectives from anthropology and sociology

- c. the methodological possibilities employed in anthropology and sociology

- d. the ability to design and carry out a social research project

e. write a professional-level paper that conforms to the basic rules of English grammar, syntax, and spelling.

- f. the paper will show an understanding of the appropriate format for citing source material.

g. apply the principles of academic honesty and professional ethics as defined in the Student Handbook and within the program.

AN 210: Archaeological Methods and Analysis

Course Competencies:

- 1) To demonstrate that they understand and can apply basic techniques of archaeological methods;
- 2) To demonstrate basic communication skills;
- 3) To demonstrate an understanding of the professional ethics and values in the field of archaeology;
- 4) To demonstrate an awareness of the diverse interest groups that impact archaeology;
- 5) To demonstrate an understanding of the issue of stewardship of the archaeological heritage and its implications;
- 6) To demonstrate an awareness of the social relevance and real-world problem solving possibilities in archaeology.

AN 340: Peoples of Hawai'i

This course meets the program goals: 2) the diversity of peoples and cultures--other ways of seeing and understanding the world; 3) how social forces shape our individual perception and behavior; 4) the relationship between self-examination and the nature of the group and of group dynamics.

General Learning Outcomes:

AN 350: CULTURES OF OCEANIA

This course meets the following program goals for the Behavioral Sciences Program: 2) the diversity of peoples and cultures--other ways of seeing and understanding the world; 3) how social

forces shape our individual perception and behavior; 4) the relationship between self-examination and the nature of the group and of group dynamics.

General Learning Outcomes

AN 357: East Asian Societies

This course meets the program goals: 2) the diversity of peoples and cultures--other ways of seeing and understanding the world; 3) how social forces shape our individual perception and behavior; 4) the relationship between self-examination and the nature of the group and of group dynamics.

General Learning Outcomes:

AN 360: Native North American Cultures

This course meets the following program goals for the Behavioral Sciences Program: 2) the diversity of peoples and cultures--other ways of seeing and understanding the world; 3) how social forces shape our individual perception and behavior; 4) the relationship between self-examination and the nature of the group and of group dynamics.

General Learning Outcomes:

AN 494: Senior Thesis Research

See SO 494.

AN 498: Senior Thesis Writing

See SO 498.

Geography

Geography provides a synthesizing perspective towards the interrelationship of the human population and the planet. The goals of the geography courses are oriented towards emphasizing the relationship of people with the various landscapes they operate in: physical, perceptual, cultural and ritual. All the courses emphasize the following key aspects of the geographical way of thought:

1. the complex dialog between human cultures and nature;
2. how human-environment relationships are reflected on the physical landscape; and
3. complex ways in which the physical landscape shapes and modifies human behavior.

Specialty courses are offered that place these concepts within a regional framework. Students in behavioral sciences, business administration, communication, education, history, international studies and political science should consider courses in geography to complement their major field of study.

GE 204: Landscapes of Hawai'i

This course meets the following program goals for the Behavioral Sciences Program: 2) the diversity of peoples and cultures--other ways of seeing and understanding the world; 3) how social forces shape our individual perception and behavior; 4) the relationship between self-examination and the nature of the group and of group dynamics.

General Learning Outcomes

- 1) To develop a greater awareness of the relevance of the geographical perspective;

- 2) To develop a greater sensitivity to the complex dynamics of human-environment interaction in the unique ecosystems of the Hawaiian islands;
- 3) To encourage a more sophisticated awareness of complex relationship between social and environmental needs in a small and isolated environment;
- 4) To directly address the Program goal of providing students with the tools they need to provide leadership roles and competency in a complex multicultural world, through understanding the perceptions and motivations of diverse ethnic groups and how they interact;
- 5) To directly address the Marianist goals of building collaborative learning communities and also integrating diverse viewpoints and values, through broadening your horizons as to the motivations and attitudes of individuals from cultural and ethnic backgrounds outside of your own experience.

GE/ID 335: Socio-Cultural Aspects of Design (Cross-listed as ID 335)

This course meets the following program goals for the Behavioral Sciences Program: 2) the diversity of peoples and cultures--other ways of seeing and understanding the world; 3) how social forces shape our individual perception and behavior; 4) the relationship between self-examination and the nature of the group and of group dynamics.

General Learning Outcomes:

- 1) To increase the students understanding of how pervasive cultural aspects of design, especially spatial and symbolic, are in most societies, including contemporary American society;
- 2) To sensitize the student to the need to accommodate cultural logic in design decisions;
- 3) To develop a more comprehensive understanding of the basic logic underlying some geomantic systems and feng-shui principles and their application in design decisions;
- 4) To enhance the ability to “read” symbols and icons, both physical and spatial, and be able to interpret their meaning.

Sociology

SO200 Introductory Sociology

This course meets the program goals: 1) the scientific method and its application in the fields of anthropology and sociology; 2) the diversity of peoples and cultures--other ways of seeing and understanding the world.

Course Learning Outcomes:

- to think critically about and analyze everyday life and social events from the sociological perspective;
- to know the major theoretical perspectives in sociology;
- to be able to do basic sociological research;
- to understand the social nature of the basic social institutions of society;
- to be able to apply social theory in their understandings of everyday life,
- to be able to demonstrate an understanding of cultural relativism in a culturally diverse society & world;
- to be able to explain, sociologically, major social issues, such as racism, sexism, etc., and
- to work collaboratively in small group tasks in order to explore and explain topical issues in social life.

SO302 Theory in the Behavioral Sciences

This course meets the program goals: 1) the scientific method and its application in the fields of anthropology and sociology; 3) how social forces shape our individual perception and behavior; 4) the relationship between self-examination and the nature of the group and of group dynamics.

Course Learning Outcomes:

a knowledge of the major theorists and critical ideas in the behavioral sciences;

the ability to compare and contrast the major theoretical perspectives in the behavioral sciences;

the ability to apply these perspectives and specific theories to current social problems or everyday events;
the ability to develop critical and logical thinking to analyze events and processes.

SO305 Philosophy and Sociology of Religion

This course meets the program goals: 3) how social forces shape our individual perception and behavior; 4) the relationship between self-examination and the nature of the group and of group dynamics.

Course Learning Outcomes:

an understanding of the sociological and philosophical perspectives of religion;

an understanding of the seminal issues in these areas.

SO308 Social Problems

This course meets the program goals: 1) the scientific method and its application in the fields of anthropology and sociology; 3) how social forces shape our individual perception and behavior; 4) the relationship between self-examination and the nature of the group and of group dynamics.

Course Learning Outcomes:

a knowledge of the social causes—the structural and sociocultural—of social problems;

a knowledge of the implications that social problems have for society, in general, and for individuals of the affected subgroups, in particular;

a knowledge of alternative solutions to the social problems studied in this course; and

the ability to articulate these problems in terms of all appropriate theoretical perspectives discussed in class.

SO311 Marriage and the Family

This course meets the program goals: 1) the scientific method and its application in the fields of anthropology and sociology; 3) how social forces shape our individual perception and behavior; 4) the relationship between self-examination and the nature of the group and of group dynamics.

Course Learning Outcomes:

an understanding and appreciation of the institutions of marriage and the family from a sociological perspective;
the application of basic definitions, concepts, and theories to the understanding of the fundamental processes of marital and family life;
the understanding of the ethnic diversity with respect to marriage patterns and family types, here in the U.S. and abroad;
a knowledge of the conditions, both interpersonal and social that surround the changing patterns found in the marriage and family system;
a knowledge of the role of interpersonal communication in significant other relationships;
a knowledge of the causes, correlates, and consequences of family violence;
a knowledge of the functions of marriage to the couple members; and
the knowledge of the social and socio-psychological bases for competencies in the area of interpersonal and family relations.

SO320 Social Deviance

This course meets the program goals: 1) the scientific method and its application in the fields of anthropology and sociology; 3) how social forces shape our individual perception and behavior; 4) the relationship between self-examination and the nature of the group and of group dynamics.

Course Learning Outcomes:

a basic understanding of the nature of deviance from the sociological perspective;
a familiarity with the different social theories;
the ability to apply theory to the study of deviance and deviant behavior;
a knowledge of the different types of deviant behavior;
a knowledge of the socioeconomic and cultural correlates of deviance.

SO360 Sociology and Philosophy of Gender

This course meets the program goals: 1) the scientific method and its application in the fields of anthropology and sociology; 3) how social forces shape our individual perception and behavior; 4) the relationship between self-examination and the nature of the group and of group dynamics.

Course Learning Outcomes:

the differences and similarities between the concepts sex and gender;
the meaning and reality of Gender: to what extent is Gender a cultural construct or a manifestation of some timeless and universal essence (biological/spiritual)?;
the nature of: masculinity and femininity: definitions and measurements;
religion; cosmology; mysticism;
sex and gender;

religion and the structures of gender (and gender differences/inequalities);

reflections: from feminisms to men's' movements;

patterns of oppression and domination based on sex or sexual life styles;

the nature and dynamics of patriarchy: inevitable? accidental? hormonal?;

the variations in rates of rape and sexual violence;

rape as masculine ideology: theories of heroic rape and rape cultures;

the reality of glass ceilings and escalators in employment structures;

the theories of mothering, male dominance, and capitalism;

an evaluation of the claim that her marriage is more detrimental than his?;

(Gilder's and Tiger's) crisis (and softening) of the American Male (in the midst of sexual equality)?;

the differences and similarities between the sexes (cognitive skills; psychological and biological traits;

emotional, affective and intellectual attributes; ways of making moral decisions, reasoning, etc.): real

or spurious; innate or learned; cross culturally and universally found?;

the relationships between hormones, genes, and behavioral patterns (from child rearing, to infidelity, abuse and overall aggression and violence);

sociobiological arguments: rape; sexual behavior and variations; sperm wars; etc.;

isomorphic and naturalistic sexual and gender realities (from selection, sex and rape among ducks, chimpanzees, orangutans, and humans,...to altruistic ants, bees, etc.

SO401 Race and Ethnic Relations

This course measures the program goals: 1) the scientific method and its application in the fields of anthropology and sociology; 2) how social forces shape our individual perception and behavior; 3) the diversity of peoples and cultures--other ways of seeing and understanding the world; 4) how social forces shape our individual perception and behavior; 5) the relationship between self-examination and the nature of the group and of group dynamics.

Course Learning Outcomes:

an overview of some of the major issues and controversies found in the classical and modern literature on RACE.

the historical development of the concept(s) of race, as well as the structures and processes of ethnicity, ethnic identity, prejudice, and minority-majority relations (focusing upon cross cultural systems of stratification and domination throughout history);

the explanation of human/group variations (such as intelligence or physical/athletic skills) by appealing to the factor of race.

SO412 Sociology of Sport

This course meets the program goals: 1) the scientific method and its application in the fields of anthropology and sociology; 3) how social forces shape our individual perception and behavior.

Course Learning Outcomes:

knowledge of the cross cultural and historical overview of sports;

the costs and advantages of competitive sports: how can competition be beneficial/detrimental to character development, especially in children?;

the structures of racism and sexism in sports;

the use of performance enhancement drugs; drug testing; privacy and (student) athletes;

the ideal role of the student-athlete and the reality of the situation;

the ethical issues in college recruitment and retention;

the real nature of the student athletic budget;

sport heroes as role models;

the violence in sports (both on and off the field/court; in and out of the pool, etc.);

the impact of commercialism on sports;

the reality of peak experiences, slumps, home court advantages, etc. in sports; and the pattern of athletic injuries.

SO491 Juvenile Deviancy and Juvenile Justice

(Cross-listed with CJ491 and offered by the Criminal Justice Program. For learning outcomes, see Criminal Justice.)

SO494 Senior Thesis Research

This course meets the program goal: 1) the scientific method and its application in the fields of anthropology and sociology.

Course Learning Outcomes:

the ability to formulate a research question or hypothesis;

a knowledge of the research process, from the conceptualization of the problem to the review of relevant literature to the specification of an appropriate research design;

the application of principles and best practices of social science research, from design to data collection and analysis.

SO498 Senior Thesis

This course meets the program goal: 1) the scientific method and its application in the fields of anthropology and sociology.

Course Learning Outcomes:

the ability to combine theory and research methods in a paper that (1) investigates an issue in the social and behavioral sciences, or (2) evaluates the efficacy of an organization.

ASSESSMENT CHECKLIST FOR SENIOR THESIS PAPERS

Student: _____

Points/Grade: _____

PROGRAM GOALS:

This Paper has exhibited the following (Lickert 1-5 scale from VU= very unsatisfactory to VS= very satisfactory):

1. A competent understanding of theory: (VU)1-----3-----5(VS)
2. Effective application of at one theoretical approach: (VU)1-----3-----5(VS)
3. Has exhibited the ability to synthesize the theoretical approach and effectively apply it to their research:
(VU)1-----3-----5(VS)
4. Has exhibited an effective command of the subject material and of key authors in that specific area:
(VU)1-----3-----5(VS)
5. Has exhibited the ability to acquire and apply research materials in appropriate fashion to the methodology:
(VU)1-----3-----5(VS)
6. Has exhibited the ability to acquire and apply research materials in appropriate fashion to the hypothesis:
(VU)1-----3-----5(VS)
7. Has exhibited the ability to acquire and apply research materials in appropriate fashion to the theoretical approach: (VU)1-----3-----5(VS)
8. Has exhibited a satisfactory level of understanding and application of the scientific method and scientific techniques in their research: (VU)1-----3-----5(VS)
9. The student has exhibited awareness of cultural/ethnic diversity in their research (if relevant to their topic):
(VU)1-----3-----5(VS)
10. The student has exhibited awareness of the complex relationship between social/group forces and individual perception and/or behavior: (VU)1-----3-----5(VS)
11. The student has exhibited an awareness of their own life experiences and how they relate to the group and affect both the collection and analysis of their research (postscript paper): (VU)1-----3-----5(VS)

PROFESSIONAL SKILLS

This Paper has exhibited the following (Lickert 1-5 scale from VU= very unsatisfactory to VS= very satisfactory):

5. Adequate documentation and citations: (VU)1-----3-----5(VS)
6. Well-structured and organized: (VU)1-----3-----5(VS)
7. Professional caliber of grammar and syntax: (VU)1-----3-----5(VS)
8. Consistent application of ethical guidelines suitable to their professional discipline (human subject, data collection/privacy, disclosure/protection of informants, plagiarism/appropriate citations, accurate reporting of data/field collection):
(VU)1-----3-----5(VS)

UNIVERSITY GOALS and EXPECTATIONS

This Paper has exhibited the following (Lickert 1-5 scale from VU= very unsatisfactory to VS= very satisfactory):

5. The student is aware of cultural diversity: (VU)1-----3-----5(VS)
6. The student is aware of ethnocentrism: (VU)1-----3-----5(VS)
7. The student has exhibited the ability to acquire and utilize material from multiple disciplines: (VU)1-----3-----5(VS)
8. The student has exhibited, either in the project chosen or in their research, an understanding of the Marianist values of community and service leadership:(VU)1-----3-----5(VS)