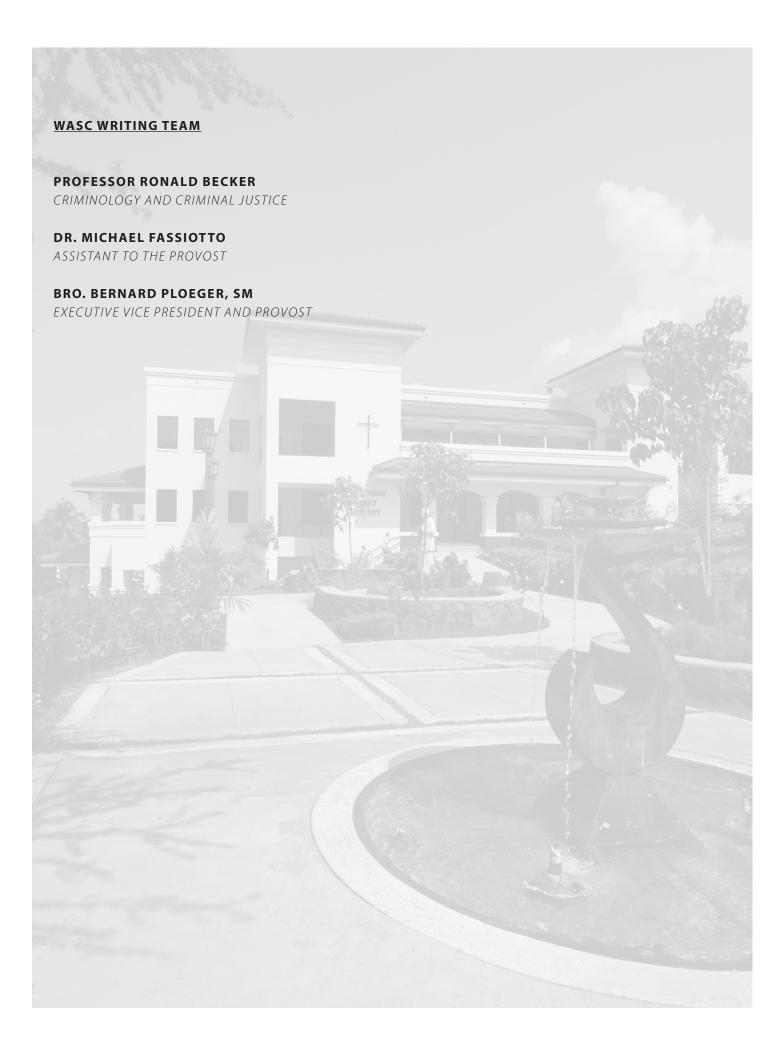# Capacity and Preparatory Review Report

Presented in advance of the
October 1-3, 2008 WASC Visit

June 2008

Chaminade University
OF HONOLULU

WASC WRITING TEAM

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Table of Contents

Transformations

Just prior to finalizing this Capacity Report, the Chaminade community celebrated the successful completion of its *Transformations* fundraising campaign. During the eight years of this campaign, Chaminade received over $61 million in all forms of external support and pledges, of which over $47 million has been dedicated to improvements in campus facilities. On April 25, 2008, as the culmination of our *Transformations* campaign, we dedicated the Sullivan Family Library, the first major, newly constructed academic building since the founding of Chaminade in 1955.

While the dramatic improvement and expansion of the campus facilities and landscape are the most easily observed, a corresponding strengthening of the University's core academic and academic support structures has also taken place since the last WASC visit in fall 2001. In the undergraduate programs, 14 of the 22 currently offered majors are either newly initiated or substantially revised. Among the graduate programs, five of the seven are either newly initiated or substantially revised. All disciplines have developed statements of student learning outcomes, and participation in program assessment has generally moved from being a question of compliance to a commitment to evidence-based inquiry. Enrollments and operating budgets have grown. The regular faculty has been expanded by 60% and its teaching excellence and service is now more fully complemented by scholarly activities. The number and range of community partnerships have grown, particularly those reflective of the University's Catholic, Marianist and Native Hawaiian-serving character. Overall, members of the University community report a sense of optimism and mission-driven purposefulness despite an awareness of remaining difficulties. Truly, several transformations have occurred and we are pleased to present our progress and our challenges in this report.

INSTITUTIONAL CONTEXT

History and Mission

Chaminade University of Honolulu is a Catholic, comprehensive university sponsored by the Society of Mary (Marianists). It is one of three Marianist universities (the others being University of Dayton in Ohio and St. Mary's University in San Antonio, Texas) and the only Catholic university in Hawai`i. The University is named after one of the three founders of the Marianist family, Father William Joseph Chaminade, a French, Catholic priest who survived the political turmoil and religious persecution of the French Revolution. He carried out a vision of rebuilding the Church in France by engaging the laity in small communities of faith, dedication to prayer, education and acts of service to the larger community.

In September 1883, eight Marianists from Dayton arrived in Honolulu and assumed leadership of what is now Saint Louis School, a Catholic college preparatory school. After many years of encouragement by the alumni of Saint Louis, the Marianists established Saint Louis Junior College in 1955. In 1957, the college became a four-year coeducational institution and the name was changed to Chaminade College. Chaminade expanded its services to the community in 1967 by implementing an evening program to serve adults with business, family and military obligations who desired to pursue higher education. In 1977, Chaminade added graduate programs and was renamed Chaminade University, with the modifier "of Honolulu" added in 1981.

The Marianists believe that education is not only a means for imparting a religious vision, but also an intellectual endeavor valuable in itself. This educational tradition and the spirituality of the Society of Mary embrace the vision of higher learning as a mechanism to transform society. Steeped in that long and rich tradition, Chaminade is committed to the integration of intellectual skills, Marianist values, social responsibility and cultural inclusiveness. From these commitments grows Chaminade's Mission Statement:

Chaminade University offers its students an education in a collaborative learning environment that prepares them for life, service and successful careers. Guided by its Catholic, Marianist and liberal arts educational traditions, Chaminade encourages the development of moral character and personal competencies, and the commitment to build a just and peaceful society. The University offers the civic and church communities of the Pacific region its academic and intellectual resources in the pursuit of common aims.

Comments on the Issues Raised at the Time of Our Most Recent Reaccreditation and the Focus Areas of Our Proposal

The body of this report is composed of four essays on each of the four WASC Standards. It is followed by a Concluding Essay, the required data tables and certain supplementary information judged of most importance to an understanding of this report. Included in the appendices is an index to Chaminade's reaccreditation website (www.chaminade.edu/wasc). This website contains the details of our assessment efforts and the findings and evidence gathered from our focus area work groups.

To maintain the integrity of this report as a series of four essays on the Standards, we have incorporated our review of the issues raised at the time of our most recent reaccreditation and the findings of the focus work groups within these essays. Although in some cases aspects of an issue are addressed by more than one Standard, for the sake of coherence we have assigned each element to a single Standard using the framework described below.

In its letter of March 1, 2002, reaffirming our accreditation, the Commission highlighted four areas for institutional attention. The areas and the Standard(s) in which they are addressed are as follows:

Commission Concern	Standard
1. Meeting enrollment and retention goals	II
2. Securing adequate financial resources	III
3. Assessing academic and support programs	II & IV
4. Maintaining administrative effectiveness	III

As described in our Proposal, the University community selected four areas of focus in preparation for reaccreditation. These areas were chosen based on their importance and because they were a matter of specific concern or because they were a distinguishing feature which could be further strengthened. Two of the focus areas had two parts. In addition, as we reviewed the Standards, it seemed best to report the "structures of program assessment" (i.e., stating program learning outcomes, linking course learning outcomes to program learning outcomes and specifying the evidence to be gathered) as a part of **Standard II** and the "results of program assessment" (i.e., gathering, analyzing and acting upon evidence) as a part of our **Essay on Standard IV.** Thus, the findings from the focus areas of our Proposal are reported as follows:

Focus Area	Standard
1. Assess student learning outcomes to ensure educational quality.	
a. Structures of program assessment	II
b. Results of program assessment	IV
2. Extend educational opportunities to those who may otherwise have limited access.	
a. General	II
b. As a Native Hawaiian and Pacific Island serving university	I
3. Align resources to sustain a collaborative learning environment.	
a. Organizational	III
b. Technological	III
4. Engage students, faculty and staff in sharing their gifts with the larger community through community service and service learning.	II

The Commission's letter or our Reaccreditation Proposal may be found at Appendix I.2 and I.3 respectively.

The paragraph introducing the essay on each Standard will indicate the Criteria for Review (CFR) that are addressed. Each CFR for a Standard was reviewed and rated based on a consideration of its general importance and its importance in Chaminade's current context. Thus, for example, in the **Essay on Standard I,** we do not explicitly treat institutional autonomy (CFR 1.6) since this has not been a concern and relationships between Chaminade and the sponsoring religious community and the Diocese of Honolulu are judged to be quite close but appropriately respectful. In mid-March 2008, after adoption by the WASC Commission, we reviewed the revisions to the Standards that become effective July 1, 2008. Since we judged that, as revised, there was only one instance where

we needed to act to ensure compliance (CFR 1.2—public disclosure of student achievement), we have addressed our revised practice in the **Essay on Standard I.** In other areas where the revised standards indicate a new emphasis we have tried to reflect this in the appropriate essay (e.g., CFR 2.2b—graduate programs—is treated in the **Essays on Standards II and III;** CFR 2.8—encouraging scholarship of teaching—is treated in the **Essay on Standard II**). We believe that incorporating a consideration of the revised Standards into this report will be more helpful than a separate appendix.

Involvement of Stakeholders in the Processes that led to the Writing of This Report

We have attempted to achieve the widest participation in the reaccreditation process by using our ordinary structures and limiting the use of special committees to the Reaccreditation Steering Team (18 members) and the six focus work groups (a total of 21 additional members), the chairs and some members of each work group serving as members of the Steering Team. All focus groups were tasked with gathering what evidence existed in support of their assigned topic and to create whatever instruments necessary to collect the evidence they might need to thoroughly address each topic. Both in the manner in which they conducted their work and in their communications to the University community, they confirmed that we are transforming into a culture of evidence. The report of each focus group along with the supporting evidence is available in Appendix I.4.

In each of the pre-semester Faculty Retreats since the formulation of our Proposal in the spring of 2006, we have reported on overall progress and highlighted one focus area:

August 2006:	Service Learning	Focus Area 4
January 2007:	Work on program assessment in Academic Divisions	Focus Area 1
August 2007:	Organization Development	Focus Area 3.a
January 2008:	Work on program assessment in Academic Divisions	Focus Area 1

In addition, we have used these opportunities (especially the January 2007 retreat) to familiarize the community with the features and the use of our new administrative information system (Focus Area 3.b).

During the summer of 2007 a new draft of Chaminade's five year Strategic Plan, *Live Fully Our Transformation*

(Appendix I.5), was prepared. All of the Focus Areas are integral to the Plan with Assessment (Focus Area 1), Student Recruitment and Retention (Focus Area 2a), and our character as Native Hawaiian and Pacific Island - serving (Focus Area 2b), which are three of the six "key levers of success" enunciated by the President. Thus, as the draft Strategic Plan was reviewed by the University's stakeholders during AY 07-08, there was a simultaneous review of our Focus Areas. In particular, the agenda of the University's senior consultation body, the University Policy, Planning and Assessment Advisory Committee, was set to both review the draft Plan in general and the work of the Focus Areas specifically (see the University's *Planning Guidelines* for AY 07-08 in Appendix I.6). Our Board of Regents has been kept apprised of our progress and its counsel sought by reports from the Chair of the Reaccreditation Steering Team at each meeting of its Academic Affairs Committee. Finally, during the spring semester of 2008, drafts of this report were made available to all members of the campus community by posting on our Intranet and special "town hall" meetings of faculty, staff, administration and students convened by the Chair of the Reaccreditation Steering Team.

The University is pleased to present this report as a summary of its collective efforts. We look forward to welcoming the Visit Team in early October 2008 and wish to offer in advance our thanks for the assistance it will bring.

ESSAY ON STANDARD I:

Defining Institutional Purposes and Ensuring Educational Objectives

This essay will address the following Criteria for Review:

- Appropriate Institutional Statements (CFR 1.1)
- Clear Educational Objectives (CFR 1.2)
- Institutional Leadership (CFR 1.3)
- Institutional Purpose and Integrity (CFR 1.8)

In addition, two themes drawn from our Proposal will be addressed:

- Institutional Partnerships
- Intercultural Competence and Understanding

Interwoven into the essay will be a discussion of how Chaminade evaluates Focus Area 2.b, from our proposal, exploring the University's efforts to increase access and

opportunities for Native Hawaiian and Pacific Island students. While this theme will be mentioned throughout, these notes will focus particularly on two areas: partnerships and intercultural competence and understanding.

Chaminade as a Catholic, Marianist University in Hawai'i and the Pacific

One of the more remarkable transformations at Chaminade has been the recommitment to its mission as a Catholic, Marianist university in Hawai'i and the Pacific. In the mid-nineties, it was apparent that Chaminade had begun to drift away from its central *raison d'être*—to offer a quality Catholic education for students in Hawai'i. Consistent with its 1999 Strategic plan, *The Second Founding of Chaminade; Securing Our Future,* the University has made a concerted effort to recommit to this mission. The successive editions of the Strategic Plan have served to give guidance and coherence to the University's actions.

Most broadly, this recommitment has re-developed a sense of institutional purposefulness and overall mission coherence for those who work at the University. It has focused the external efforts of the University in terms of recruitment and marketing and has caused a major shift in the internal work at Chaminade. For example, all new academic programs at Chaminade must meet the "mission test," i.e. do they conform to the University's mission, before they are approved by the University's Academic Council. While this criterion was implied previously, now it is a specific part of the approval process. As each program develops its student learning outcomes, its faculty ties the program to the University's academic mission. In this way, the mission itself becomes a foundation for integral, quality education. More importantly, the recommitment to the mission has sharpened the sense of purpose for those who work at the University.

While this renewal of identity has been pervasive, it is most clearly exemplified in the University's re-commitment to its roles as a Catholic, Marianist university and as a Native Hawaiian/Pacific Island serving institution. For example, one could argue that there was little about Chaminade in the late eighties to identify it as a Catholic or a Marianist university—even though Chaminade had a distinguished Marianist priest as president and a nine credit-hour religion/philosophy requirement. Since then, the University has refocused itself on the Catholic, Marianist aspects of the mission. This was given impetus by the publication of *The Characteristics of a Marianist*

Education (Appendix 1.1), a resource paper composed by representatives of each of the nation's three Marianist universities, first published in 1999. The *Characteristics* have re-focused the University's commitment to its religious mission. They are:

- Educate for Formation in Faith
- Integral, Quality Education
- Educate in the Family Spirit
- Educate for Service, Peace, and Justice
- Educate for Adaptation and Change

They are exemplified and adapted to Chaminade by a faculty-developed and approved (1998) statement of *Core Academic Beliefs* (Appendix 1.2), which is given to all new staff and faculty members, both full-time and adjunct. The *Characteristics* are also published in the University catalogs (Appendix 1.3, Appendix 1.4) and the *Student Handbook* (Appendix 1.5). The *Characteristics* have become integral to both the academic curriculum and co-curriculum, and though not as universally assessed as the student learning outcomes, they are measured, in part, in areas such as community service and service learning assessments. One division, Behavioral Sciences, assesses the student's recognition of the *Characteristics* in each class.

Finally, because access is also key to our Strategic Plan with a special effort directed to our Native Hawaiian and Pacific Island students, the University has made a special effort to reach out to these populations. Chaminade's Native Hawaiian student enrollment is above 10%. As a result of these numbers, in 2003 the Federal Government designated the University as a Native Hawaiian-Serving Institution. The Pacific Island student population is also slightly above 10%. The increased support for both of these groups of students will be discussed later in this essay. An increased cognizance of our Hawaiian/Pacific roots also has led to new partnerships and relationships within the Hawai'i community, the results of which will also be discussed later.

Chaminade's response to Federal recognition is a reflection of a Hawaiian cultural value embodied in the word *kuleana* or responsibility. We have conscientiously responded to this Federal designation and our *kuleana* by concentrating our efforts on 1) recruitment, 2) retention and 3) establishing unique partnerships to benefit Native Hawaiian and Pacific Island students. We have also addressed our hiring philosophy with faculty and administration in an effort to include all parts of our population demographic. The draft of the new Strategic

Plan, *Live Fully Our Transformation* (Appendix I.5), which was adopted by the Board in April 2008, clearly sets the goals for our *kuleana* in terms of the Native Hawaiian and Pacific Island communities. We are using several benchmarks to assist our tracking.

- When all things are equal we will hire those (staff, faculty, administrators) who are Native Hawaiian or Pacific Islander (two members of the President's leadership team, for example, are Hawaiian)
- Set enrollment goals for both Native Hawaiian and Pacific Island populations (15% Native Hawaiians and 10% Pacific Islanders)
- Provide merit-based scholarships for Native Hawaiian students associated with the Department of Hawaiian Home Lands and the Association of Hawaiian Civic Clubs, the latter extending outreach opportunities to Native Hawaiian students who reside in the continental U.S.
- Establish a Native Hawaiian Internship program with the government of the Cook Islands through *Papa Ola Lokahi*, the Native Hawaiian Health Care System

Clear Educational Objectives

In providing our students with the quality education called for in the mission statement, Chaminade has become outcomes-focused in all of its academic programs. All programs have student learning outcomes approved by the Academic Council, which is composed of a spectrum of representatives of University faculty and administration. These student learning outcomes are published in the University's undergraduate catalogs and graduate catalogs (Appendix 1.7, Appendix 1.8) and posted on the web (Appendix 1.9). Summaries of the assessment results can also be found there (Appendix 1.10). The assessment strategies of each program are supported and reviewed by the Assessment Team, two faculty members from different disciplines at the University. Also, as will be discussed in the **Essays on Standards II and IV,** programs are in various stages of assessing these outcomes, but many have already made adjustments to their curriculum based on the results of their assessment experience. A fuller treatment of Assessment will be found in the **Essays on Standards II and IV.**

Institutional Leadership

The University is guided by its 40-member Board of Regents representing a wide spectrum of business,

government and education leaders from Hawai'i and the continental United States. The University also has an advisory group, the Board of Governors, made up of 25 members of the academic, business, and governmental sectors who offer advice on initiation, content, and support of academic programs:

Responsibility for the recognition and integrity of the University's mission rests with the **President**. She has delegated various campus leaders to carry out the mission. Particularly relevant to achieving unity of purpose and promoting our religious and Native Hawaiian and Pacific Island serving identities are the following:

- The overall coherence of the academic, co-curricular, and financial foci of the mission rest with the **Executive Vice President and Provost**. He ensures that the academic programs have student learning outcomes in place and that assessment of those outcomes is taking place. He also makes sure that the co-curriculum supports the mission. Finally, through the Vice President of Finance and Facilities, he ensures that the University's business and physical plant can be supported.
- The **Rector** is charged with seeing that the Catholic and Marianist mission of the University is clearly understood and practiced. The Rector supervises the Rector's Council and the Campus Ministry team and is the Director of the Marianist Educational Associates, a group comprising representatives of all sectors of the University who help the Rector encourage and support the Marianist vision of the University.
- The **Associate Provost for the Undergraduate Day Program** is responsible for developing the Native Hawaiian and Pacific Island focus of the University. He reports to the Executive Vice President and Provost.

A further discussion of organizational structures is found in the **Essay on Standard III** and our full organizational chart may be viewed in Appendix 1.11.

Institutional Purposes and Integrity

One of the most important accomplishments of the University since its last accreditation has been the completion of the *University Policy Manual,* (Appendix 1.12) which contains the *Faculty Handbook*. To develop the *Manual,* all members of the University community were called on to contribute. Appropriate portions of the *Policy Manual*

were approved by the Faculty Senate and by the Board of Regents. Academic policies not found in the *Policy Manual* can be found in the University graduate and undergraduate catalogs (Appendix 1.13, Appendix 1.14). Co-curricular policies are also found in the *Student Handbook* (Appendix 1.15). Consistent with the newly revised WASC Standards calling for disclosure of student achievement, we are making this report and all data tables and assessment materials available on our public website.

Chaminade has also made an effort to ensure that its purposes and integrity vis-à-vis WASC are clear. For this reason, for example, we have applied for and received approval from WASC to deliver three of our programs—the master's degrees in Criminal Justice Administration, Education, and Pastoral Theology—entirely online. With three successful Substantive Change Proposals, we plan to request a Systems Review later this year. A summary of our accreditation history may be found in Appendix 1.16.

Institutional Partnerships

Partnerships are a key strategy for carrying out the mission's exhortation to lend our resources to the Hawaiian and Pacific communities. As a Marianist institution, for example, the University is closely associated with its key stakeholder, the Marianist Province of the United States. The Marianists are represented in Hawai'i by the Marianist Center of Hawai'i which owns, manages, and provides all the funding for the infrastructure of the property on which the University and Saint Louis School are located.

The University has re-focused on its Catholic, Marianist nature also through several other partnerships. Nationwide, the University has been an active partner in the Association of Marianist Universities (AMU), a collaborative effort of the three Marianist Universities to promote information sharing, mutual enrichment and development, and shared learning on the Marianist tradition of higher education. The AMU partnership has both enriched and supported the religious mission of Chaminade, in particular by sponsoring an annual three-university conference at which administration, faculty and staff discuss issues of mutual concern, such as the role of the Catholic intellectual tradition in developing curriculum and the role that Catholic social teaching should play in developing programs which deal with globalization.

Through the Office of the Rector and the Religious Studies and Education programs, the University has strengthened ties with the Catholic Diocese and Catholic Schools. Personnel working for the Church in Hawai'i, for example, receive a tuition discount, and the University has developed an educational leadership cohort for teachers in the state's Catholic Schools for which the teachers/students also receive a tuition discount.

Partnerships are also important in creating a bond between the University and the Hawaiian and Pacific population of our Islands. As one of four Native Hawaiian Serving four-year schools, Chaminade is a valued partner to other statewide organizations particularly in its ability to apply for federal and state grants for the benefit of Native Hawaiian and Pacific Islanders. A list of the many partnerships that have evolved since our last accreditation visit will be found in the Focus Group 2b report (Appendix 1.17). This essay shall discuss four of those partnerships, illustrating their range and significance.

Association of Hawaiian Civic Clubs (AHC)

Since 2003, Chaminade has partnered successfully with the Association of Hawaiian Civic Clubs, a consortium of individual civic clubs across Hawai'i. The civic clubs are involved in many areas of Native Hawaiian interests including economic development, education, employment & housing, and native rights. Chaminade has partnered with the Association particularly on two grants. The *Na Ala Hele I Ke Ao*/ANA grant established a Hawaiian leadership program, which allowed the university to introduce a Hawaiian Leadership Program into Chaminade's curriculum. At the end of the grant in 2005, four new courses were introduced, two of which have been institutionalized. The student benefits have included:

- 90% participation in research and/or internship projects
- 87% baccalaureate graduation rate
- 16% completed Master degrees
- 29% currently in Master's degree programs
- Over 60% of graduates in jobs or degree programs closely related to their undergraduate degrees

This program successfully achieved increased retention and graduation rates, provided unique partnership opportunity participation and validates the utility of incorporating Native Hawaiian Pacific Islander (NHPI) values into our program.

Chaminade is also a partner with the AHC in the *Kipuka*/HUD grant. This will result in the construction of a facility that will serve as the headquarters of the AHC and a community outreach center in western Oahu.

Government of American Samoa

Chaminade has entered into several partnerships with agencies across the Pacific. The most important to date has been to present a Master of Education in Educational Leadership program for teachers and principals in American Samoa using distance learning and in-class teaching. The entire cohort of 15 participants graduated and all are currently working as administrators in the American Samoan public schools. The success of that program has led to Chaminade being requested to present a certificate program in accounting to government workers.

Palolo Partnerships

Palolo Valley, which is located below Chaminade's Kalaepohaku campus, is the site of two public schools with high rates of Pacific Island immigrant children who are considered low income. Chaminade has focused its resources to help where possible to engage in key assistance activities such as:

- Under the direction of one of the principals, who is a Chaminade alumna, and a retired Marianist, the University has developed a tutoring program which has helped the school move out of the at-risk category in No-Child-Left-Behind testing.
- Chaminade has also developed an intensive summer graduate program for teachers, which focuses on Palolo School. For this Summer Reading Program, teachers spend half of each day in class and half at Palolo Elementary applying what they have learned.
- Finally, in March, 2008, Chaminade re-submitted a grant to the Native Hawaiian Education Program for the establishment of professional development schools between Chaminade and Palolo Elementary and *Kula Kaiaupuni `O Anuenue* Hawaiian Immersion School, both in Palolo Valley.

In part because of its work in Palolo Valley, the University was one of three nationally recognized with the President's Service Honor Roll Award at a February 2008 ceremony in San Diego.

Student Development Office

In summer of 2004, Chaminade piloted a program to send students to research centers locally and on the Continental U.S. Today, the Office of the Special Assistant to the Dean of Natural Sciences and Mathematics for Student Development places students throughout the year locally and during the summer months at continental U.S. institutions. Recently, through this program, the University has joined the Leadership Alliance, a national consortium of minority serving institutions to further encourage undergraduate students to move toward graduate school. The results have been very promising:

- In the past four years, fifty-five individual students participated in 76 separate internships; 15% were Native Hawaiian and 20% were other Pacific Islanders.
- For three consecutive years, Chaminade students participated in the prestigious "Posters on the Hill" in Washington, DC; two of these presentations were chosen to represent the state of Hawai`i.

The Chaminade WASC website lists the numbers of students who have been supported by this program (Appendix 1.18) .

Intercultural Competence and Understanding

In many ways, Chaminade by its geographical location, has achieved naturally a diversity that many schools work very hard to develop. (Chaminade University of Honolulu and Brigham Young University—Hawai`i are consistently named among the most ethnically diverse schools in the country). How we build on that diversity becomes Chaminade's major goal while still meeting its goal of supporting Native Hawaiian and Pacific Island students.

There are specific enrollment goals for both groups of students and programs to support their success. In one sense, all of the support programs benefit these two groups. Programs like our Summer Bridge are of particular benefit to under-prepared students. On a more advanced level, Chaminade has also piloted a Summer Immersion Program to send Hawai`i students to various summer internship programs at the University of Hawai`i and on the Mainland. The success of these programs is measured by the number of students involved, their ethnicity, and their retention rates.

The University also encourages cultural competence through support of multicultural activities. On the co-curricular side, one of the most popular events is the Pacific Island Review at which students from the Pacific Islands, Hawai`i and the Mainland join together to present a cultural snapshot of home country dances and songs. Academically, Chaminade offers classes in Hawaiian Leadership Training in which students learn about traditional Hawaiian values and practices. The University was the first in the state to develop and name a *Kumu* (or Hawaiian Master teacher)-in-Residence.

In March 2008 Chaminade held the first meeting of the Native Hawaiian Advisory Board. The board is composed of ten respected members of the Hawaiian community who will be instrumental in nurturing the institution's presence in that community as well as providing valuable resources for internship development and outreach opportunities for our students. The Board also represents a large number of future program and research grant partners.

In terms of its mission, Chaminade's last few years have been a clear success story. Although most people may not be able to recite the University's mission statement from memory, those who are actively involved in the educational process know and carry out the basic principles espoused by the statement. This is a remarkable change from even five years ago. At a recent faculty retreat concerning the Catholic, Marianist nature of the University, faculty members were asked to identify the five characteristics of Marianist education. Initially, faculty members failed. At the close of the workshop, faculty members were again tested and this time there was an improvement of about 80%. Chaminade knows who it is and is secure with that knowledge. That knowledge becomes an important part of focusing on our educational purpose and must continually be evaluated over time.

ESSAY ON STANDARD II:

Achieving Educational Objectives Through Core Functions

The issues to be addressed in this essay have been clustered into four themes:

- Curriculum Design and Its Assessment (CFR 2.2, 2.3, 2.4, 2.6., 2.7)
- Enrollments, Providing Access and Support of Student Success (CFR 2.3, 2.5, 2.10, 2.12)
- Community Service and Service Learning (CFR 2.5, 2.9, 2.10)
- Strengthening Our Scholarship and Processes of Peer Review (CFR 2.2, 2.8, 2.9)

The CFR's (Criteria for Review) cited in the parentheses following the themes indicate the principal linkages of each theme to this Standard. As noted in the **Introductory Essay,** the first two themes directly address concerns raised as a part of our most recent reaccreditation visit (meeting enrollment and retention goals; assessment) and each of the first three themes reports on one of the Focus Areas of our Proposal (assessment; support of student access and success; community service and service learning).

CURRICULUM DESIGN AND ITS ASSESSMENT

The Students We Serve

Chaminade offers its educational services to three district student groups: undergraduate day students; undergraduate students – primarily active duty members of the military and their dependents—who take courses in the evening or online; and graduate students, most currently employed, who are pursuing a professional degree for the purposes of career preparation and advancement.

The undergraduate day program follows a traditional 15-week semester schedule. The evening and graduate programs follow an accelerated ten-week term meeting once per week at night for four hours. The one exception to this pattern is the Master of Science in Forensic Sciences which is a full-time graduate program following the 15-week semester. Approximately 50% of our total net tuition revenue is derived from the undergraduate day program, 30% from the graduate programs and 20% from the evening program. Catalogs and related documents indicating entrance and graduation requirements, academic policies and the like are maintained for each of these programs. Requirements for the undergraduate degrees are the same whether offered in the day or evening, although based on student demand some degrees are offered only in one program or the other. Because of the character of the evening and graduate students, few desire or are able to become involved with Chaminade beyond their coursework and academic advising. Their interest in taking courses online is growing rapidly leading Chaminade to make application to WASC for institution-wide permission to offer 50% or more of authorized degrees in this format. The subsequent sections of this essay will focus on the support offered to undergraduate day students, since although available to all, the participation of evening and graduate students is necessarily limited.

Of the undergraduate day students, at present approximately 50% come from the State of Hawai`i, 35% from the continental U.S. and 15% from the U.S.-affiliated Pacific Island states (e.g., American Samoa, Federated States of Micronesia). We serve a student body many of whose members are significantly "at risk" for retention. Ap-

proximately 80% of our students exhibit at least one of the following characteristics and over half, at least two:

- Are attending a university more than 500 miles from their home
- Are from low income families, especially those from the Pacific Islands (about 35% are Pell-eligible)
- Have gaps in their academic preparation
- Are members of ethnic minorities
- Include a large proportion (just over half) are in the first generation of their family to attend college
- Have English as a quasi or true second language
- Are working parents

As an access school for many of our undergraduate day students, we are committed to their academic success, career preparation and retention in the context of a highly diverse campus that seeks to respect and celebrate the host Hawaiian (and, by extension, the Pacific Island) culture.

Curriculum Design and Program Review

Given the orientation of our student body, the majority of degrees offered prepare a graduate for a career. At the masters level this takes the form of assisting a student in acquiring the abilities and credentials needed for career advancement. At the undergraduate level this takes the form of preparation for a first professional position and/or for post-baccalaureate educational opportunities. In addition to required internships where appropriate, and in recognition that approximately half of our undergraduate day students are first generation college attendees, we have included a required course in career development in all business and behavioral science degrees. Many majors include introductory seminars and benefit from an array of co-curricular career support facilitated by both the faculty and Office of Career Services. Of special note is the coordinator of bio-medical careers, who on average has placed 15 students per year in summer medical school preparation and/or research experiences. Similarly, our Hogan Entrepreneur Program, open to upper-class students from all majors, has been very well received both by the students and the business and civic communities. A number of students have taken their first positions after graduation as a result of the opportunities provided by this program.

Given our relatively small student body and faculty, degree plans limit the number of electives. At the undergraduate level we seek to build majors of at least 60 stu-dents—except in those cases such as theology or English where other students will also enroll in the required upper level courses as electives. At the graduate level we seek to have programs that offer at least 500 credit hours per year. As of AY 07-08 the degree offerings of concern due to size are: undergraduate—computer sciences/computer information systems, accounting and management; graduate—pastoral theology and forensic sciences (newly begun).

Since academic program review at Chaminade is conducted within context of the University's overall planning process, an overview of the latter is necessary to contextualize academic program review. Every five years, the President leads the University community in the formulation of a multi-year Strategic Plan. In April 2008, the Board of Regents adopted a new edition of the Strategic Plan after a year-long period of review. This multi-year plan sets the overall direction for annual planning and includes objectives for all areas of the University. During the fall semester each of the five academic divisions along with all other major units of the University are to prepare an annual plan. Directions are provided in the *Planning Guidelines* issued each year. Presentations summarizing the divisional plan are made by each Academic Dean and other senior unit administrators as a part of the process of establishing priorities for the next year's budget.

To give more extended attention to the review of academic programs, every September through mid-October the Provost meets with each Dean (and Graduate Program Director when distinct from the Dean), the Dean of Enrollment Management, the Associate Provost for the Day Undergraduate Program, the Director of Graduate Services, and the Director of the Adult Education and Online Program. In advance of these meetings the Office of Provost prepares a binder of background materials which is the basis for the review: incoming student data, enrollments and number of majors, graduates by program, faculty and staffing data, a listing of each major/program of the division, and any specific concerns which require review. For the past two years, each Dean has been asked to report on the status of assessment in degree programs of the division and, as appropriate, the changes indicated by the review of assessment data. Based on these discussions, the summary sheet is revised and tentative action plans developed. Within a month of the meeting with the Dean, the Provost convenes a general meeting of the faculty of the division and with the Dean reviews the tentative action plans and priorities. The Dean is responsible for bringing the divisional plan to

completion and presenting a summary at the appropriate University-wide meeting.

Complementing this internal evaluation of programs, Chaminade has sought the assistance of academic and professional consultants, either singularly or in the form of advisory boards; made reference to commonly recognized national standards and/or model curricula; and appointed newly recruited Deans and graduate Program Directors, selected in part for their experience in curricular matters. These efforts have resulted in extensive curriculum revisions along with the initiation or discontinuation of courses of study since the beginning of this process of program review in 2001. In the undergraduate program two majors have been discontinued, two combined to form a single new major and of the 21 other currently offered majors, 13 are either newly initiated or substantially revised. During the same period, one graduate program has been discontinued and five of the seven currently offered masters programs are either newly initiated or substantially revised.

In fall 2006, our application for specialized accreditation of our interior design program was reviewed by a visiting team from the Council for Interior Design Accreditation. We are currently using the team's comments to redesign our program. We are also in the process of seeking specialized accreditation of our business (from International Assembly for Collegiate Business Education) and forensic sciences (from American Academy of Forensic Sciences) programs along with reaccreditation in 2009 by the State of Hawai`i of our educational and counseling programs leading to licensure. We expect that in each of these cases we will gain new insights leading to the strengthening of our programs.

Based on our review of need – both in the sense of positions for graduates and in the sense of prospective students, especially from the State of Hawai`i seeking admission to this major – we have committed ourselves to initiating a bachelor's degree in nursing in the fall of 2010. Currently, we project that we will provide preparation at the baccalaureate level in both four-year and accelerated (18 month) formats qualifying a graduate to sit for the national examination and the award of Registered Nurse (R.N.) status. With an initial intake of 40 first year and 20 accelerated program students planned for 2010, the program will produce over 100 qualified R.N.s within five years of inception. In addition to licensure from the State Board of Nursing, accreditation will be sought from the National League for Nursing and the Committee on Collegiate Nursing Education (for further information about our plans for the new degree offering see Appendix 2.1.

Finally, the undergraduate core curriculum is composed of basic skills and general education components totaling approximately 60 hours, or half of the minimum 120 hours required for the award of a baccalaureate degree. As a part of our curriculum review associated with program assessment, the core curriculum was examined during the period AY 01-02 to AY 04-05. As a consequence of this review, a limited number of changes were made to the requirements (e.g., foreign language was dropped as a requirement and computer literacy was added); the emphasis, rather, was placed on the courses that comprise the requirements. The student learning outcomes for each component of the core curriculum were restated. Because of the needs of our students, special attention has been devoted to ensuring that our writing/ critical reading sequence prepares students for further study. Coupled with this, we have examined our initial placement and diagnostic approaches and instituted a five-week "bridge" program for newly entering students with gaps in their preparation prior to the start of the fall semester. We are now turning our attention to the basic skills courses in mathematics. Among the courses that fulfill the general education requirements, the most substantial revisions have been made to those fulfilling the religion requirements. While all religious studies courses continue to assist students with reflection on questions of ultimate meaning, the revised courses more clearly include a consideration of how the Christian tradition has approached these questions.

Structures of Program Assessment

As explained in the **Introductory Essay,** the structures of program assessment will be reported on as a part of this essay and outcomes of the assessment in the **Essay on Standard IV.** A chart we have used to summarize the overall status of our program assessment efforts may be found in Appendix 2.2.

As of May 2008, all degree programs had reviewed their mission statements, specified their student learning outcomes and linked their course-level learning outcomes to the program learning outcomes. Finally, each has specified the means by which the program learning outcomes are to be assessed and the evidence to be gathered. In a few instances (e.g., history and English) the very work of setting up the structures of assessment led the faculty of the discipline to make changes to the curriculum

consistent with the learning outcomes desired. Typically, programs have found that as they actually gather and reflect on evidence they discover not only concerns about the program but also limitations in how the assessment has been structured. Thus, structuring assessment itself becomes a part of the learning and is an iterative process.

Our degree programs in the divisions of Behavioral Sciences, Professional Studies and Education were first to complete the structures of program assessment. Some of the degree programs in these divisions were aided by the existence of state or national standards for program learning outcomes for their disciplines. A number of the programs in the divisions of Humanities and Fine Arts and Natural Sciences and Mathematics only completed this first phase of assessment during AY 07-08 and so their evidence is now being collected for the first time.

Since AY 00-01, a two to three-person Assessment Team led by the Dean of Behavioral Sciences has been available to assist the faculty and Deans. Initial focus at Chaminade was on assessment at the course level. While not discontinuing course-level assessment, in AY 02-03 our focus shifted to program level assessment. The Assessment Team continues to offer encouragement (and prodding) to Deans and discipline-based work groups as they have worked to prepare relevant, measurable student learning outcomes, and specify evidence to be collected. Areas of continued discussion include ensuring adequate levels of inter-rater reliability in evaluating student portfolios and the "artifacts" of capstone courses.

Consistent with our Reaccreditation Proposal, a work group was formed in fall 2006 specifically to address assessment. Its Chair has also been available to assist the academic divisions, and he has taken the lead in building our "assessment data" website. In reports to the semi-annual faculty retreats, internal planning groups and the Academic Affairs Committee of our Board of Regents, the Chair has kept the issue of progress in program assessment in the forefront of campus consciousness.

Because our principal focus since AY 03-04 has been on the assessment of the achievement of student learning outcomes in the degree programs, more limited progress has been made in the assessment of the achievement of the learning outcomes of the core undergraduate curriculum. One area of attention has been the use of the National Survey of Student Engagement (NSSE) to assess whether our students have encountered experiences associated with the *Characteristics of Marianist Education.* This has been undertaken as a joint project of the three Marianist universities. We are pleased to note that over the period that we have used the NSSE, 2002 to the present, our students' self-report of such experiences has increased to levels comparable to those attending other Marianist universities and significantly above those of their peers (see 2.3 and 2.4). As described previously, we have also focused on the structuring of the introductory sequence of writing courses and the common assessment of achievement across the faculty who teach these courses.

ENROLLMENTS, PROVIDING ACCESS AND SUPPORT OF STUDENT SUCCESS

Enrollments

The following charts summarize our enrollments since the period of the last reaccreditation visit (more detailed information may be found in the data tables—tables 1.1 to 3.2).

Day Undergraduate Enrollment (Third Week)

Fall FTE's	2001	2002	2003	2004	2005	2006	2007	% Change Fall 01 to Fall 07	Avg. 6 year % Change
First Year	221	212	256	254	260	280	255	15.4	2.4
Transfers	89	115	108	110	103	122	90	1.1	0.2
Total	982	1032	1045	1075	1092	1114	1100	12.0	1.9

AEOP and Graduate Enrollments

Total Credit Hours	01-02	02-03	03-04	04-05	05-06	06-07	% Change 01-02 to 06-07	Avg. 5 Year % Change
Evening	25,114	26,953	27,502	26,346	27,552	22,309	-11.2	-2.3
Graduate	10,160	10,984	12,926	13,012	13,081	13,103	29.0	5.2

Given Chaminade's modest endowment, very high capital needs, and price sensitive markets, our strategy has been to focus on enrollment growth and keep price increases from 3.5 to 4.5% to create the additional operating income needed to build programs. The graduate programs have been most successful in realizing the plan for enrollment growth, led by the doubling of our M.Ed. program over the period (enrollments by graduate program may be found in Appendix 2.5).

Our undergraduate evening program has as its core market active duty military personnel and their dependents. Deployments associated with the wars in Afghanistan and Iraq have lowered enrollments in this program, most significantly since AY 06-07. By aggressively introducing online coursework we have been able to allow some service members to continue school despite deployments and extended duty cycles. We have also expanded our efforts to enroll working adults in Hawai`i in our programs, giving an emphasis to early childhood education.

As a result of the implementation of our new administrative information system, Colleague, the information processes needed to support the recruitment of the fall 2007 day undergraduate class were compromised. From approximately mid-July 2006 to March 2007 essentially all information system tasks were delayed and/or at times unavailable, reducing our ability to work with our inquiry and applicant pools. Even if this had not been the case, our growth in markets other than Hawai`i has seemingly stalled. In view of this leveling off of enrollments, in AY 06-07 we began planning to expand to new markets (Vietnam and China). Our goal is to recruit at least 20 additional international students by the fall 2011 class. As indicated previously, we are also planning to offer a new, high demand program, a baccalaureate degree in nursing starting in 2010. Thus, while our strategic plan continues to call for growth, the expected sources now are further penetration of the Hawai`i market with our current offerings; initiation of a nursing program (the most frequent intended major among public high school seniors in Hawai`i); and recruitment from selected Asian markets.

The flattening of enrollment growth between 2006 and 2007 and missing budget targets has resulted in financial pressure that we expect to extend through AY 09-10. This has resulted in slowing program growth and has allowed for only modest levels of compensation increase. Fortunately, our strong success in fundraising for capital projects has allowed us to minimize such expenditures from our operating budget. It is recognized, though, that this can only be a short-term cost containment strategy.

Day Undergraduate Retention and Support of Student Success

By mission, Chaminade's intent is to do more than provide access and opportunities, but truly extend itself to make a college education possible for students who for one or more reasons are at-risk for retention (e.g., first generation to attend college, gaps in academic preparation, from marginalized, indigenous cultures). Consistent with this commitment, Chaminade seeks to excel in supporting the success of its students, placing emphasis on retaining students to graduation. Since 2001, first-to-second year retention has averaged 61% and the six-year graduation rate, has averaged 40%. While these rates are comparable to the norm for schools with a similar student body, to be simply "average" in so key a measure, is below our self-expectations for excellence in supporting student access and success.

Since its formation in 2003, the Undergraduate Experience Steering Team, composed of the senior administrators with primary responsibility for the day undergraduate program (Provost, Associate Provost for the Day Undergraduate Program, Dean of Students, Dean of Enrollment Management, Director of Campus Ministry, Director of Advising and Retention), has met monthly during the academic year to provide overall direction for our student support and retention efforts (see Appendix 2.6 for the AY 07-08 work plan). Within the overall framework set by the Steering Team, data gathering, implementation, evaluation and the formulation of new proposals are the responsibility of the individual offices and the Retention and Early Student Engagement Committee, a broad-based group with members including students, faculty and staff. Summary evaluations of the academic year's outcomes are made each April-May with new or existing priorities and goals reconfirmed in May-June for the coming academic year.

Our approach to improving retention has been to implement "best practices" in transition to college and early student engagement, using the NSSE and our own surveys to monitor our success. Our Strategic Plan's principal goal, "Foster Student Access and Success" (Appendix 2.7) describes our view of the integrated and engaged educational experience we wish to offer our undergraduates. The Undergraduate Experience Steering Team continues to compare our efforts to national reports of effec-

tive practice such as the 2004 Pell Institute study *Raising the Graduation Rates of Low-Income College Students;* the 2004 ACT study *What Works in Student Retention—4Year Private Colleges;* and the 2007 College Board Low Income Task Force's compilation of what the literature has found to be effective in promoting student success (Appendix 2.8).

Our very "good news" is that from our first administration of the NSSE in 2002 to the most recent in 2007 we have gone from being at or below the levels of our peers in first year student engagement to above our peers, in a statistically significant sense, in all five or its benchmarks of effective educational practice (Appendix 2.9). Achieving this has been an institution-wide effort of the faculty

assisted by a renewed Academic Advising and Retention Office and a completely redesigned first-year experience course coordinated by our Division of Student Affairs. Although our action plan continues to be extensive, this effort has proved to be very rewarding with the change reflected in the NSSE greater than thought possible in 2003 when concerted efforts were begun.

Our "disappointing news" is that first to second year retention over this period remained unchanged. Having analyzed retention from many perspectives (e.g., ethnicity, gender) the home of the student seems to be the most significant factor that recurs.

Retention as a Function of Geomarket

Geomarket of Home	Average % of Fall Student Body 2002-2006	% of All Withdrawals 2002-2006	Ratio of Withdrawals To Population Size
Hawai`i	51.4	36.6	.712
Pacific Islands	13.5	8.9	.659
California	11.8	18.7	1.585
Continental US West of Rockies (except California)	7.6	11.1	1.461
Continental US East of Rockies	13.8	24.7	1.790
International	1.9	0.0	.000

While we are very committed to recruiting students from the continental U.S., our focus has shifted to reaching those less at risk of attrition. Thus, in this market we are working to recruit students who indicate an intended major, have adequate financial resources, and appropriate academic preparation.

From 2001 to the present, we have made the following two principal changes in our acceptance policies relating to academic preparation. The first is raising the minimum standardized test score and high school GPA for admission as summarized in the chart below:

	Fall 2001	Fall 2008
SAT Range for Conditional (Success) Acceptance	600-820	700-900
Minimum SAT Requirement for Regular Acceptance	820	900
Minimum High School GPA for Regular Acceptance	2.00	2.25

The second is that in the summer of 2002 we initiated a "bridge" program for students with gaps in their preparation. As we gained experience and confidence with this

program we have made it mandatory for certain conditionally admitted (referred to "Success") students. For the fall 2007 class, we required all students with gaps in both language arts and mathematics preparation to attend the Summer Bridge program. For the fall 2008 class, we are requiring all Success students from the continental U.S. to attend the Summer Bridge program. In addition to believing this is in their best interests academically (and financially), we believe it will help us to determine those students who are most committed to their academic success. Depending on our experience in the summer of 2008, we will consider expanding this requirement to all Success students. See Appendix 2.10 for a complete description of our Summer Bridge program, statistics on those who successfully complete [over 90%] and their first to second year retention (the same as for the overall fall cohort).

Along with an eight-week first year experience course (CUH 100), we have also implemented a cohort schedule for the first semester of the first year. Cohorts are based on intended majors if the student has so indicated. There are also cohorts for those admitted as Success students or who are undeclared. For the major-specific cohorts we

also have at least one course that introduces the student to the major and we attempt to have a faculty member from the major be the CUH 100 instructor. In the cohorts where students are undeclared, we include within the CUH 100 meetings a presentation of resources that they can access to assist with their choice of major. Along with the NSSE we have our own fourth week surveys of incoming students in CUH 100. Overall, students report high levels of satisfaction (Appendix 2.11).

Each September, Campus Ministry sponsors a first-year student retreat for 20 to 25 students. Along with the religious benefit, many participants report that it helps them develop friendships and become more settled at Chaminade. Each semester, a larger, approximately 80 person, peer-led retreat open to all students is conducted which provides similar spiritual enrichment and personal support.

Over the past three years, the Office of Academic Advising and Retention, working with the Deans and faculty advisors, has developed a four-year degree plan for each major. While adherence it is not required, the plans have proven to be very beneficial to students and advisors alike. These guidelines also have been an effective communication aid with parents and high school counselors. Credit for the basic idea goes to the evening, military-serving programs which for several years has used such plans with their students.

Tutoring and related assistance are available from our Office of Student Support Services. For many years Chaminade has been the recipient of a USDOE-Trio grant that provides special services to students who qualify as low income, first generation college attenders or persons with disabilities (about 70% of Chaminade's student body qualifies). With the assistance of a senior consultant from the University of Miami (FL), we have initiated a program of peer-led tutoring in our introductory and organic chemistry courses during AY 07-08. Given our large numbers of students who indicate that they intend to major in the sciences but whose high school preparation is weaker, we would like to expand this over the next few years to gateway courses of other disciplines in the Division of Natural Science and Mathematics.

COMMUNITY SERVICE AND SERVICE LEARNING

For some time, dedication to community service and service learning have characterized the Chami-nade `ohana. This flows from both faculty choice and commitments associated with our Catholic, Marianist identity. About 80% of faculty, 30% of staff, and 35% of our students report being involved in service whether to the University or greater community. Collectively, the entire Chaminade `ohana committed itself to 50,000 hours of service in celebration of our fiftieth anniversary year—2005-2006. On September 16, 2006, the close of the anniversary celebration, 90,000 hours had been reported. More than 60,000 hours of service were reported for AY 06-07. Chaminade is a member of Campus Compact and has been a recipient of grants from the Hawai`i-Pacific Island Compact.

Because the community service program is so connected with the conviction of the Catholic faith and Marianist values, it is coordinated by the Campus Ministry team, with specific responsibilities found throughout the Chaminade `ohana. The University, for example, offers scholarships to students from Catholic high schools or those with recommendations from a campus minister or service-learning director. Students who receive these scholarships perform at least twenty hours of community service per semester under the guidance of the Campus Ministry team. The Campus Ministry team makes a wide variety of service projects available to students, including monthly visits to homeless shelters to socializing with seniors at retirement homes and special programs for our neighbors in Palolo Valley, a community which encompasses many low-income families and recent immigrants from the U.S.-affiliated Pacific island states.

The Director of Service Learning, in collaboration with participating faculty, coordinates the service learning projects and gives strategic direction to the program. During AY 06-07, 35% of the full-time faculty reported that they had incorporated a service-learning component into at least one of their undergraduate day courses. The Director organizes Service Learning Day, an annual presentation of student projects, demonstrating for students the application of service projects to the curriculum and, for faculty, how service learning can be part of one's coursework. The Director coordinates student presentations at conferences on the US continent and ensures that students with exemplary service learning experiences are effectively recognized. In addition to the mission-related reasons previously cited, we have also chosen to emphasize service learning because it is a form of "constructive learning" well-suited to the learning style of our typical undergraduate day students.

During the past year, at least seven members of the faculty have made presentations at national conferences relating to service learning which focuses faculty attention on the scholarship of service. As a small school without extensive research facilities, a faculty member's interest in service and its integration into the curriculum becomes a rich field for scholarly inquiry which is directly related to his or her work at the University. (Note the consistency of this encouragement with the revised statement of CFR 2.8).

In every administration of the National Survey of Student Engagement (NSSE) since 2004 (Appendix 2.12), first year and senior Chaminade students are more likely than their peers in a statistically significant sense (at the .01 level or lower) to have engaged in service learning as a part of their coursework. Most recently, February 2008, Chaminade was recognized by the Corporation for National & Community Service as one of three Presidential Award winners for 2007 in the category Service to Youth from Disadvantaged Circumstances.

In the spirit of "making our best better," community service and service learning were selected as a focus area for our reaccreditation Proposal. Our focus questions included:

- How well do our students connect their experiences of service to the curriculum?
- Do our students develop lifelong "habits" of service?
- How may additional faculty be encouraged to incorporate their experiences of service in their scholarship?

To assist us in exploring these questions we invited a well-regarded associate professor in the College of Public and Community Services at the University of Massachusetts, Boston, to spend her sabbatical with us during the Fall 2007 semester to serve as a consultant. In her final report (Appendix 2.13), she summarized her findings on the ability of students to connect their experiences of community service and service learning to their coursework as follows:

Students who carried out their service through service-learning classes and those who worked at community service both reported being transformed by their experiences. Several participants in both groups said that they had not particularly wanted to carry out service and now felt committed to continue. … They talked about becoming more patient, tolerant, respect-

ful, and open minded as a result of their service. There were students in both groups who felt that the service helped them with career planning. All the students affirmed a desire to continue their service at Chaminade.

We were pleased to find that more than 90% of students interviewed reported that they recognized a connection between their coursework and service learning activities. Therefore, to better prepare them for these experiences, in fall 2007 we incorporated a service experience, reflection upon it and a discussion of the objectives of service learning in our Freshman Orientation CUH 100 course.

Consistent with the recommendations of our consultant's report, encouragement is being given to the various divisions to incorporate service learning into the curriculum where it is appropriate so that it is a part of the course no matter which faculty member is instructor. Along with existing examples in criminal justice and business, new efforts are emerging in the biomedical sciences (focus on culturally sensitive professionals and health care disparities) and education (expanded partnerships with the Palolo Valley community in the form of professional development schools).

The Association of Marianist Universities in the Fall 2007 determined that it would undertake an assessment of the level of our students' civic engagement. Chaminade is participating in the design and conduct of this assessment. We believe it will help us focus means of addressing the concern that the consultant pointed to in her report that our students have limited ability to connect their experiences of service to questions of social policy.

In the brief period of time since the submission of our Proposal it has not been possible to determine whether our students have developed lifelong habits of service. In a survey of students at the Spring 2007 graduation, 71% indicated that they intend to continue to undertake service. In the most recent administration of our alumni survey in 2005 (using an ACT instrument), our graduates reported a somewhat greater impact of Chaminade on their "Appreciating/exercising my rights/responsibilities/privileges as a citizen" than the national sample on a closely related question. We have worked with our Director of Alumni Affairs to include in future surveys questions which will more appropriately probe the commitment and engagement of our graduates to service.

As for assessing commitments of graduates, it is premature to judge the extent to which additional members of

the faculty have used experiences of service to assist with shaping their scholarship. At present, approximately six of our 64 tenured or tenure-track faculty actively combine their service and scholarship. All Deans surveyed indicated that they were very supportive of faculty in their division who chose service as a focus of their scholarship. As indicated above, new initiatives are likely to bring the portion of such members to 15% of the tenured/tenure-track faculty. During AY 07-08 we have been able to secure two research grants from the Office of Hawaiian Affairs for faculty investigating topics of importance to the Native Hawaiian community: one in education and one in psychology. This shows significant promise for the support of other faculty members interested in related topics (e.g., health disparities experienced by the native-Hawaiian community).

Final recommendations of the Focus Group reviewing our service efforts included three priorities. First, give greater attention to collecting and reporting data in a consistent form. Second, work with faculty to develop greater consistency in evaluating the work products of students engaged in service learning (i.e., rubric development). Third, periodically replicate the work undertaken by our consultant to assess the effectiveness of our efforts.

STRENGTHENING OUR SCHOLARSHIP AND PROCESSES OF PEER REVIEW

Among the important changes since the last reaffirmation of accreditation has been the development of a culture of scholarship among our tenured and tenure-track faculty. Prior to the adoption of the current *Faculty Handbook* in June 2000, scholarship was encouraged but not a requirement of tenure and promotion. The revised *Faculty Handbook* follows Boyer's definition of scholarship as presented in *Scholarship Reconsidered.* The new standards were first tested in spring 2002 when the President and Provost did not support some of the recommendations of the faculty Promotion and Tenure Committee. The administrators judged the candidates had not established a suitable pattern of scholarship for awarding of tenure and/or promotion. In addition to exposing the varied understandings of what constituted scholarship and an appropriate pattern of engagement in scholarship, this difference in judgment also made it apparent that there was insufficient guidance in the *Faculty Handbook* to the peer review panels about how they were to conduct their work and report their recommendations.

During AY 02-03, each of the five academic divisions completed a division-specific statement of the expectations for scholarship (consistent with the general norms of the *Faculty Handbook*). The revised *Faculty Handbook* had called for the preparation of these sections, but with the absence of a permanent Provost until 2001 they had not been acted upon. These were all ratified during the Fall of 2003 and, in those instances where a tenure or promotion decision was suspended, the reviews were restarted using these guidelines. In addition, language was added to the *Faculty Handbook* to more clearly indicate the factors to be weighed in the award of tenure and/or promotion, the timeline to be followed and the setting of the expectation that a peer review panel is to cite the principal evidence in support of its judgment and not simply report a "yes/no" vote. Given the degree of change, it is judged that the new procedures have worked well.

Consistent with the expectations for scholarship, all newly appointed Deans have an active record of scholarship. As a part of their duties they have been asked to assist the faculty in their divisions develop as scholar-teachers. Similarly, all candidates hired for tenure track positions have been selected, in part, based on their promise as scholars.

Although significantly improved, from the point of view of some academic administrators there is still unevenness in the quality of peer review. This is most often noted when the evidence for a candidate is mixed. Given that Chaminade has only recently undergone a significant cultural shift, it is not surprising that peer review processes and the participation of faculty and academic administrators in them require additional time to be reflective of the new norms and expectations.

At the same time as a commitment to scholarship is emphasized, an appropriate balance needs to be maintained in the expectations for members of the tenure-track faculty. Chaminade still places a first priority on teaching and service to students. Whenever extended attention is given to a single dimension of faculty service, it is recognized that it may seem that all other dimensions are subordinate. From the perspective of some faculty members, academic leaders have, at times, lost sight of this balance.

To assist all faculty, the *Faculty Handbook* calls for the preparation of an annual Growth and Development Plan (GDP) to be discussed with one's Dean. When finalized it is forwarded to the Provost and reflects the mutually agreed to goals of the faculty member and Dean. Similar to the case for the elaboration of the criteria for promotion and tenure, the use of the GDP became established in AY 03-04.

We have found the GDP to be a supportive structure for discussions of faculty members and their Deans, and a particularly helpful formative evaluation for tenure-track members of the faculty and other members of the instructional staff whose appointments must be renewed. As of AY 06-07 over 85% of eligible faculty had prepared a GDP and reviewed it with their Dean.

ESSAY ON STANDARD III:

Developing and Applying Resources and Organizational Structures to Ensure Sustainability

The issues to be addressed in this essay have been clustered into six themes:

- Organizational Structures: Staff (CFR 3.1, 3.2, 3.3, 3.4)
- Organizational Structures: Faculty (CFR 3.1, 3.2, 3.3, 3.4)
- Effective Organizational Functioning: (CFR 3.5, 3.6, 3.8, 3.10)
- Technological Resources to Sustain a Collaborative Learning Environment (CFR 3.6, 3.7)
- Faculty Involvement with Governance (CFR 3.2)
- Facilities that Support a Collaborative Learning Environment and External Support (CFR 3.5)

The Criteria for Review (CFR's) cited after each theme indicate the principal linkages of each theme to this Standard. The inquires from Focus Area 3 as reported in our Institutional Proposal are addressed—align organizational and technological resources to sustain a collaborative learning environment—as are two issues raised in the 2002 Commission letter, organizational effectiveness and financial sustainability.

ORGANIZATIONAL STRUCTURES: STAFF

Mission-Driven Staff Hiring

All staff vacancies are posted internally and externally. In the Fall of 2002 Chaminade had 176 staff positions. Since that time the Chaminade staff has grown to 196. Those responsible for staff recruitment and hiring prepare job descriptions for each vacancy. During the search process interviews are conducted wherein general state-ments of institutional goals are discussed and a "Hiring for Mission" packet is provided to every supervisor at the time they interview candidates. This packet includes a cover letter from the President of the University, the Mission and Vision Statement, and the *Core Academic Beliefs,* the most complete articulation of the Marianist principles and philosophy of the institution. To assist interviewers, questions including scenarios based in the *Core Beliefs* are provided to assist in evaluating how a candidate fits with the University's mission and identity. Additionally the New Employee Orientation for all new staff members centers on the University's Marianist mission, history and traditions. Each year the staff retreat focuses on germane motivational issues and provides a congenial atmosphere wherein all staff can experience being a member of the Chaminade *'ohana*. The retreats are repeated on consecutive days to allow maximum participation.

One criterion indicating staff commitment to the mission and identity of the University is the view from the student's experience. Students attending the annual career fair are surveyed for satisfaction with the performance of various departments and offices. Generally, the student experience indicates a staff that reflects the values of the University. In the 2007 survey, the student service areas (Academic Advising Student Services and Student Activities) of all the offices, received the highest ratings of 4.7 and 4.6 of 5 respectively. Other offices ranged from 3.9 to 4.2. The survey and fall results are available in Appendix 3.1.

Another view of the student experience comes from a review of the results from the National Survey of Student Engagement. It shows that staff members (as well as

faculty) are growing in their engagement with first-year student welfare. The scores on the benchmark **Supportive Campus Environment** are given below:

	2002	2004	2005	2006	2007
Chaminade University	55.8	65.9	65.1	68.7	71.5
NSSE National Mean	60.7	62.8	60.1	59.1	59.8
Statistical Significance			.05	.001	.001

The scores on the question about **Relationships with Administrative Personnel and Offices** were at or above the national mean:

	2002	2004	2005	2006	2007
Chaminade University	4.90	5.12	4.95	5.02	5.24
NSSE National Mean	4.88	5.13	4.75	4.60	4.64
Statistical Significance				.01	.01

The scores on the question about **Helping You Cope with Your Non-Academic Responsibilities** (Work, Family, etc.) also indicate improving staff effectiveness in student support:

	2002	2004	2005	2006	2007
Chaminade University	1.88	2.41	2.32	2.60	2.62
NSSE National Mean	2.10	2.15	2.17	2.13	2.16
Statistical Significance	.05	.05		.001	.001

Values are at the heart of the mission of the University. Staff members as mentors and examples contribute to the development of personal values in their students. The response to the question about **Developing a Personal Code of Values and Ethics** shows progress and again places Chaminade above the national norm.

	2002	2004	2005	2006	2007
Chaminade University	2.58	2.68	2.77	2.91	2.98
NSSE National Mean	2.63	2.60	2.64	2.59	2.62
Statistical Significance				.01	.01

The most current Hiring for Mission policy and associated evaluation materials were introduced to supervisors at a meeting in March 2007. In October 2007, seven supervisors met to review their experiences with the process and suggest improvements to the documentation. The evaluation questions concerned with mission and identity were well received by the supervisors reviewing the questions and are a permanent part of the evaluation process.

Based on the results of the NSSE surveys and the Staff Retreat surveys, it appears that mission-driven staff hiring practices are currently effective in improving consistency with CUH mission and goals and that mission driven staff development practices have been effective in improving consistency with CUH mission and goals.

Staff Evaluation

Performance of an individual staff member is evaluated annually by his or her supervisor. The process begins with a printed evaluation form that covers four main topics. Once the supervisor has completed the evaluation the staff member reviews the evaluation and is given

the opportunity to attach a written comment. Once the comment has been attached the employee is asked to sign the evaluation denoting that the employee has had a chance to discuss its contents with his/her supervisor. All staff evaluations are kept in the Personnel Services Office.

A review of the files by the Chaminade Personnel Department showed that from January 1–December 31, 2007 approximately 50% of staff evaluations were completed, signed, and sent to the Personnel office. The goal of the 2008 Strategic Plan is to reach a 90% completion rate. Chaminade's 2008 Strategic Plan includes provisions for improving systematic personnel review and reward practices and the implementation of existing policies.

Staff Development

Throughout the year, staff members participate in customer service workshops and presentations. These workshops stress the importance of recognizing that Chaminade is a community and that employees are a member of that community, larger than the office in which they work. Customer service and inter-office cooperation are the hallmark of an educational system that has the best interests of the student at heart. Staff members also participate in relevant professional organizations, meetings, seminars and conferences, specific to the nature of their responsibilities. The following is a short list of examples of professional development organizations:

- National Association of College and University Business Officers (NACUBO)
- National Association of Graduate Admissions Professionals (NAGAP)
- National Association of Financial Aid Administrators (NASFAA)
- Datatel Users Group

Surveys are distributed at every Staff Retreat and Customer Service Training session. These are reviewed to evaluate the response and to plan improvements. The favorable response to the surveys indicates a genuine interest in learning about the University's identity and the value of a common effort. In all, eighty staff attended the 2007 retreat. The overall satisfaction rating was 4.5 out of 5. Comments indicated that it was well presented, interesting and enjoyable. What was most appreciated was the quality of the presenter and the opportunity to spend time with coworkers outside the immediate office.

Mission-Driven Faculty Hiring

The hiring of faculty begins with program annual "unit plans." Unit plans contain a description of what is happening within that program and its needs. Included in that plan are equipment and personnel needs. These unit plans are reviewed by Divisional Deans and a summary is presented at UPAC. For a more complete look at unit planning see Standard IV.

Once it has been decided by the Administration, Divisional Dean and Program Director that a new faculty position is authorized, a search committee is appointed and the position is advertised. Applications are received and reviewed by the search committee who then conducts interviews with the qualified candidates. The search committee is provided a "Hiring for Mission" package and a list of questions that interviewers can ask that address the Marianist mission and values. New faculty attend the new employee orientation wherein University policies, personnel issues, Marianist history and tradition are presented. All new faculty are introduced at the January or August retreat.

Faculty Compensation and Development

Based on the spring 2008 study of faculty salary levels at eleven peer universities, the Executive Assistant to the President will work with the Faculty Compensation Committee to set "peer" and "aspiration" goals. Initial review of the data indicates that average Chaminade salaries at the Full Professor Rank are 5.6 % less than the peer mean; Associate Professor Rank 1.9% less than the mean; and the Assistant Professor Rank 5.8% below the mean. The peer study can be found in its entirety in Appendix 3.2. Because salaries have not kept pace with the cost of living in Hawai`i the Faculty Senate prepared a comprehensive compensation proposal for presentation to the Administration in the Spring of 2008.

Based on data from the College of University Personnel Association (CUPA) and local labor market surveys, the Executive Assistant to the President will establish priorities for "equity adjustments" to bring Chaminade's pay rates to market levels. Given the rapid rise in the cost of living in Hawai`i from 2005 to 2008 due to housing and energy, we judge that, for the next three years Chaminade should seek to budget an annual total compensation pool increase of 5%.

Although we generally think of faculty development as attendance at academic conferences and seminars, limiting one's view to this would overlook a wealth of other activities, such as those:

- That stimulate scholarship/professional enrichment
- For the development of teaching and assessment competencies
- Related to the Catholic and Marianist identity of Chaminade
- Directed towards completion of the PhD
- For development of new courses/major curriculum revisions

Faculty Size and Credentials

Perhaps one of the most obvious transformations at Chaminade over the last eight years has been reflected in new faculty hired. We have been fortunate in recruiting and retaining individuals who recognize what a special place Hawai`i is and, more specifically, what a special place Chaminade is becoming. Faculty meet the needs of their students in teaching and advising as well as providing service to the University and the community. They balance these responsibilities while pursuing academic scholarship.

The faculty has grown since 2000, over forty faculty have been added bringing us to a total of 94 faculty positions, as follows:

Faculty Positions	Number	Percentage
Professors	22	23.4%
Associate Professors	21	22.3%
Assistant Professors	24	25.5%
Senior Lecturers/Lecturers	11	11.7%
Instructors	3	3.2%
Special Instructional Staff	13	13.8%
Total	**94**	**100.0%**

The 94 positions (AY 2007-2008) include 59 doctoral or terminal degrees and 35 master and other degrees. These positions may be more illustrative of the faculty composition when presented by faculty rank:

Faculty Rank	Terminal Degree	Master's Degree	Total Positions within Rank	% Terminal Degree within Rank
Professors	21	1	22	95.5%
Associate Professors	15	6	21	71.4%
Assistant Professors	19	5	24	79.2%
Instructors	0	3	3	0.0%
Senior Lecturers/Lecturers	1	10	11	9.1%
Special Instructional Staff	3	10	13	23.19%
Total	**59**	**35**	**94**	**62.8%**

A view of the growth in the number of faculty by division can be expressed by FTE's (full time equivalents):

Division	Fall 2000	Fall 2007
Behavioral Science	11.3	15.9
Education	7.0	10.3
Humanities & Fine Arts	14.2	21.9
Natural Science & Mathematics	8.4	21.2
Professional Studies	9.8	13.8
Library	2.2	3.0
Total	**52.9**	**85.1**

Faculty Evaluation

Students complete evaluations at the end of every semester for each course taught. Student evaluations are an important tool in assessing teaching effectiveness. Students are asked nine questions that can be answered with:

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

Evaluations from 2003-2006 totaled over 85,000. The following reflects the percent of agree and strongly agree responses:

- Course requirements were clearly stated   91.9%
- Class time was used productively   87.4%
- The instructor was well prepared   90.8%
- Academic requirements were challenging   88.9%
- Instructor demonstrated knowledge   94.3%
- Quality of instructor's teaching was high   87.8%
- Gained significant amount knowledge   86.7%
- Feel this was a good course   86.7%
- Recommend this instructor   86.7%

All non-tenured faculty are reviewed each calendar year. It is the responsibility of Program Directors across campus to set a time wherein they or their designee can observe each of their faculty as they teach in the classroom. That observation along with a review of teaching evaluations, professionalism, collegiality, personal observations and a GDP (Growth and Development Plan), more fully addressed in the **Essay on Standard II,** is synthesized into an annual review and recommendation for all non-tenured full-time faculty.

All tenured and tenure-track faculty are promoted pursuant to the promotion and tenure policies governing faculty employment. The Rank and Tenure Committee considers recommendations on promotion in academic rank and tenure once a year. When the Rank and Tenure Committee decides upon its recommendation, it informs the candidate and the Executive Vice President and Provost in writing. The recommendation includes a discussion of the Committee's judgment of whether a candidate has met the criteria for promotion and/or tenure:

- Teaching Effectiveness
- Advising and Service to Students
- Scholarly Research and Creative Work
- Service to the University, the Profession and the Community
- Collegiality and Commitment to Mission

Since the Fall of 2002 ten faculty members have been tenured:

- Four in the Behavioral Sciences
- Two in Humanities and Fine Arts
- One in Natural Sciences and Mathematics
- Two in Professional Studies
- One among the Library faculty

The review of tenured faculty members is conducted by their academic peers and the review process is described in Standard II and contained in Faculty Personnel Policy 4.7.4 (Appendix 3.3).

EFFECTIVE ORGANIZATIONAL FUNCTIONING

Organizational Structure and Recent Changes

Since the last WASC visit all division responsibilities have been placed under the leadership of Division Deans who heretofore had been designated Chairs. Accompanying that designation are specific responsibilities. The Deans serve on the Provost's Cabinet which is responsible for the academic management of the University. Faculty representation to the President's Leadership Council is provided by the President of the Faculty Senate. Complete organizational charts of the administrative structure can be seen in Appendix 3.4.

A recent (December, 2003) administrative change in structure has been the hiring of a Vice President of Finances and Facilities. After two rounds of searches wherein administration, faculty and staff participated in interviewing the candidates, a candidate was offered and accepted the position. Given the new Vice President's background, he has been given a key role in completing a $10 million tax-exempt bond issue and the planning and construction of the Sullivan Family Library.

Finances

Our annual audits reflect strong growth in income over the seven-year period FY 00-01 to FY 07-08 both in net tuition and fees and total operating revenue. The primary investments of this revenue were made in instruction and academic support. Total net assets have grown sharply as a consequence of success in capital fundraising.

Consistent with this very significant improvement in our financial condition, we were able to complete a public financing transaction in March 2006, borrowing $10 million using the State of Hawai`i's new tax-exempt financing authority for independent schools. Similarly we tripled the size of our unsecured line of credit to $5 million in spring 2008 and were selected for a study in spring 2007 as one of eight USDOE Title III schools that were most financially improved.

Although our overall financial performance met or exceeded the objectives of our prior edition of the Strategic Plan, not all signs are favorable. In the past two years, growth in new students in the day undergraduate program has stalled and average retention has remained unchanged despite significant gains in student engagement. In the last three years, enrollments of military personnel have trended lower as deployments and duty cycles have been extended. Although the choice to invest heavily in faculty, instructional support and facilities allows us to present a much higher quality educational experience other concerns have to be addressed: building cash reserves and endowment, providing more competitive compensation and adequately budgeting for renewal and replacement and contingencies. In the next five-year period, these areas need to be given greater emphasis.

TECHNOLOGICAL RESOURCES TO SUSTAIN A COLLABORATIVE LEARNING ENVIRONMENT

Organization

Over the past seven years, Chaminade has moved from simply an on-site, bricks and mortar, paper and chalk institution to one which includes the world as its classroom and digital techniques its tools. The functions of the Information Services and the Library (IS&L) unit are (1) to provide the structure which will allow formation of a collaborative learning environment and (2) to provide data and information which will foster a culture of evidence among all members of the University community.

Understanding the increasingly interrelated nature of traditional library service and the burgeoning data and telecommunications environment, Chaminade University in 2001 took the bold step of merging four separate units: the library, academic computing, administrative computing , and the tiny audiovisual unit. The successor units now report to a single supervisor, the Dean of Information Services and the Library. Currently there are four units under the Dean:

- The Sullivan Family Library
- Centralized Systems
- Network and Desktop Services
- Office of Educational Technology

Our Webmaster and our Help Desk Supervisor also report directly to the Dean. A strategic plan for the unit is produced every five years and is reviewed each year to be sure it remains current and is aligned with the University's Strategic Plan, and to take into account (and take advantage of) advances in technology, changes in regulations, and availability of funding.

Overview of Information Technology Resources and Support

Support for collaborative learning is provided through several mechanisms. The most obvious is the Chaminade network and email system. We are proud of our network infrastructure, which has advanced from a primarily copper-based system operating at 10 Megabits per Second (MB/S) in 2001 to today's fiber-based gigabit system. We have also expanded our external connection from a single T1 circuit (1.44 MB/S) in 2001 to a 10 MB/S primary link. This is backed up by redundant 1.44 MB/S circuits from two separate suppliers. Our switching apparatus has also made great progress, moving from a hub-based system in 2001 to an Ethernet-switch system today.

The improvement in network switches allows us to create greater security through virtual LANs (VLANs). Deployment of VLANs has begun, and plans for VLANing all units or buildings are in place. This increased security means that research and proprietary information (e.g., salaries, personnel records, grades) can move from repository to appropriate end-user with safety and privacy. Of course, electronic collaboration is impossible if the network is unavailable due to equipment failure, denial-of- service attacks, or viruses. While there have been no hardware-caused network outages in the last six years, we have suffered from two cable cuts, both the result of over-eager backhoe operators. We are currently still vulnerable to such damage, although we have a plan to create redundant data paths to overcome this problem.

We also have in place stringent measures to prevent virus infection, without unduly restricting users. These measures are a combination of software filtering, automatic re-creation of standard configuration for labs and classrooms, and scanning software on desktop machines,

as well as policy measures such as restricting downloads of executables and requiring original disks to install software.

Chaminade maintains its own email server, using IMail as the email management program. IMail can be accessed using Microsoft's Outlook and Outlook Express programs, which are generally used on-campus, but IMail has its own web interface, which is the common interface for off-campus use. Most respondents to our recent survey were generally satisfied with our email service; however, complaints have also been received. We intend to replace IMail with Microsoft Exchange in Summer 2008, following completion of the ongoing migration from Novell authentication to Microsoft Active Directory.

While email is appropriate for coordinating collaboration and for exchanging specific messages, wider interaction is supported by web-based forums, provided upon request for specific discussions. Such forums are especially valuable as part of the collaborative decision-making process common at Chaminade. As an example, decisions on the University's standard software suite, for installation on faculty and staff machines and in the University's classrooms and computer labs, are made after extensive discussion on a web forum. This has largely replaced hard-to-schedule meetings for discussions leading to consensus.

For actual collaborative writing, however, we provide shared drive space, password protected, so that disciplines and departmental staffs can share documents, as well as shared space on the University's web portal.

All 48 Chaminade classrooms have a standard suite of technology tools, comprising a computer (currently the standard model is a 2.7 GHz Dell Optima), a document camera, DVD, CD, and VHS units, and a digital projector which connects to all the units through a switch-box so that cable-swapping is not necessary. Additional tools are supplied when needed for special classes, e.g., cameras, recorders, and audio system for classrooms used to teach counseling techniques.

Like all universities, Chaminade is experiencing an increased use of course management tools. Originally the programs were used in distance education offerings, especially by the University's Adult Education and Online Program (AEOP). More recently, the course management applications have been used to complement in-classroom courses, since they offer additional opportunities to provide content, as well as allowing online collaboration between students and between students and faculty. Currently 45 classroom-based courses use WebCT, and 82 fully

online courses each term. The tool now in use by the University is WebCT, but will change to eCollege in Fall 2008.

Classroom hardware and software, as well as WebCT, are overseen by Chaminade's Office of Educational Technology (OET). This small unit works closely with faculty to determine their needs and then selects and installs equipment. It is also responsible for training faculty in the best use of the equipment and for helping faculty create effective online courses. OET maintains close relations with the Distance Education Committee and with the Faculty Senate's Educational Technology Committee. While OET gives focused assistance to faculty and students, help on a wide range of technological issues is provided by Chaminade's Help Desk.

Previously Information Services and the Library units were spread through several buildings in various rooms and suites. With the opening of the Sullivan Family Library, all parts of IS&L are now housed together on two floors of the new building. In addition to improving communication within the unit, the new facility includes a server room built for that specific purpose, a first for Chaminade. Retention of the current server rooms will also make it possible to create a 100 percent duplicated administrative system, which will greatly reduce the possibility of a major data loss.

Support of Adult Evening and Online Learning

Chaminade has extensive undergraduate and graduate evening programs for adult students. Classes are conducted at seven military bases and seven other parish and private school locations on Hawai`i's most populated island of O`ahu. Chaminade also has Memorandums of Agreement with two community colleges to teach courses (Interior Design, Criminal Justice, Forensic Sciences, and Secondary Education) on these campuses to provide students with a seamless pathway to the baccalaureate degree. All off-campus sites are located within 25 miles of the campus.

The University also conducts many classes using internet technology. Chaminade has permission from WASC to offer three degree programs – the Master of Education, Master of Pastoral Theology, Master of Science in Criminal Justice Administration – in an online format and is currently in the process of preparing a Systems Review proposal to allow all programs to be offered online.

In its 2003 letter, the Commission expressed interest in the issue of orienting and involving part-time faculty, responsible for teaching in adult off-campus program, in assessment and program review. In part, this concern has been addressed by annual faculty adjunct meetings, in which new faculty are oriented in terms of the mission and values of the university and academic requirements. This year, material will be placed on the web for online faculty. Also, important to this matter is the role of the Academic Deans who are charged with reviewing syllabi for course assessment data and ensuring that program goals are met by individual courses.

Sullivan Family Library

The newly inaugurated Sullivan Family Library houses the library's print collection, as well as the servers necessary to provide access to the digital materials. Our former facility had only 9,000 square feet, but the new building has 22,000 square feet available for the library (as well as 8,000 square feet to house the University's servers and the support of its information technology). The stack space in the new building is designed to hold about 100,000 print volumes, a size judged optimum for our print collection. In 2002 we had 77,237 volumes, which has been reduced to 70,279 today. This reduction in the size of the collection reflects a determined weeding effort to be sure that all books we own conform to our selection policy and criteria. Approximately 7,645 items were weeded during the move to the new building. Library selection (both print and non-print) is done in close collaboration with the faculty: each educational division has a librarian assigned to assist it, and each division has a faculty member responsible for liaison with the library.

Typical of American academic libraries, we maintain print, non-print, and electronic publications. In addition to the 70,279 print volumes mentioned above, we maintain links to 34,333 volumes of digital full-text monographs through ebrary, PsychBooks, and ForensicNETbase. Digital format books are available on- or off-campus with proper authentication as a Chaminade student or faculty or staff member. Printed materials are most easily available through walk-in service, but are also sent by mail to students who are registered for distance education courses.

Much the same applies to journal holdings. In 2002 we subscribed to 270 print journals with older holdings available in microform, when appropriate. This number is now 239, since we cancelled some paper subscriptions which duplicated our electronic journals. The number of full-text online journals has grown from approximately 3,000 to 18,924 over the same period. Article copies are provided for off-campus students, and all Chaminade students and employees have access to the digital journal collection. The library also maintains a collection of DVDs and CDs.

As a reflection of the trend toward group projects, multi-person tables, and six group study rooms have been provided. These rooms contain much the same suite of hardware and software found in the classrooms, and may be used by students either as meeting rooms for collaboration or to allow groups to produce digital presentations for course assignments.

Since all students on-campus and most off-campus students have access to the Internet (all residence halls have 100% wireless coverage, and all buildings are at least partially covered), much individual research is done through search engines on the World Wide Web. As educators know, this is a convenient way to do research, but can be misleading for untrained searchers. Partly to prepare students for using the World Wide Web, and partly to help them use more traditional library materials, the library staff has created a series of classes, training sessions, and workshops. All new students take CUH 100, which includes a library component. Some sections of CUH 100 have been taught by library staff. In addition, all new students receive at least one class on research as part of the required English 102 (Expository Writing) course. Classes and lectures tailored to specific disciplines and courses are provided. The role of librarian as in-class instructor for special units within courses has steadily grown as the complexity of research tools has increased. In 2001/02, 34 classes were taught by librarians, while in 2006/07, 67 were taught. Of course, the traditional one-on-one instruction and reference service still takes place.

**The Colleague Software Package
 and Related Administrative Information Systems**

For administrators to make good decisions on University policy, and for students to make good academic choices (and for faculty to help them do so), accurate data must be available. Data are provided by the University's new Enterprise Resource Planning (ERP) tool, Datatel

Colleague, which replaced the CMDS system over the period from 2005 to 2006. Colleague was selected with input from all stakeholders (faculty, staff, and students) and was implemented through a systematic process which identified our desires and needs, and matched them to the things potential vendors could supply within an RFP process. Care was taken to include adjustments for how strongly we desired a function and how well the vendors could supply each. Assessment of the implementation is taking place by comparing the features in place with the proposal of the successful vendor (Datatel). Satisfaction with the new system is assessed through periodic surveys of users. This data is augmented by the representative Chaminade Colleague Users Group (CCUG) which identifies areas of difficulty, advises on priorities and suggests enhancements.

Implementation of an ERP is a complex and expensive endeavor. Chaminade's transition to Datatel Colleague took two years and (including ancillary programs) cost nearly two million dollars. While there are still some problems to be worked out, the investment in time and money seems to be justified. As part of our assessment of the success of our implementation, managers of several individual operating units (e.g., student advising, recruitment, admissions, financial aid, and the business office) were interviewed as to the effects of the Colleague implementation. All reported that they were able to do significantly more with the new system, as well as perform previous tasks more efficiently. While there are certainly areas where improvement is needed, these are being addressed directly and through CCUG.

While the Colleague program is the central system, a number of associated programs were put in place at the same time. The FRx financial report generation program mentioned above is one of these. Three other important elements are Document Database, Report Generator and Web Portal.

Document Database

Along with the Colleague's textual database, Chaminade implemented the Image Now image database to replace the aging Optika system. Currently the Office of the Registrar is scanning and storing new documents, such as transcripts, which are supplied by students. The office is also involved in a retrospective conversion project to convert its paper records to digital form, and to store them in Image Now. This summer the Human Resources office will begin a similar process. Eventually the paper records in Admissions and the Financial Aid office will also be converted.

Report Generator

While Colleague includes some standard reports, non-standard or more detailed reports are obtained via the Crystal Reports reporting tool, implemented as part of the ERP project. One of the largest challenges we have faced in providing evidence for decision-makers has been how to run complex reports without degrading the response time of the system as a whole. This is currently accomplished by limiting the number of people who can create and run reports, but a separate synchronized reporting database should come on line this summer, which will allow end-users to create and run their own reports.

Web Portal

The University's web portal provides access to the Colleague program for faculty and students, space for collaborative work, campus announcements for all users or targeted groups, and individual notifications. In addition to being the initial access point for students to gain access to Colleague to register for classes and check their grades, for example; the portal allows students to change their system passwords, update their emergency information, create and keep personal schedules. This portal also has provision for surveys and polls.

Student Advising

Under the old system, all calculations and evaluations of student progress had to be done manually, comparing courses taken against printed requirements. This led to many errors, with the registrar's office, the University Advising Office, and faculty advisors disagreeing on what requirements a student had yet to meet. With the amount of checking and calculations necessary during advising sessions, time to actually advise students was often inadequate. Under Colleague, all requirements for graduation within a major are available within the database. These are automatically compared with the courses students have actually taken, and a report of requirements met and yet to be met is available online for students and advisors. The same report can be used to tell students what courses they would have to take if they decided to change majors.

As a byproduct of this, when students petition for graduation, it is clear whether they meet requirements or not. Under the old system students occasionally discovered they were not eligible to graduate until very close to the actual graduation ceremony. This was obviously traumatic for the student involved, who often had arranged for family members to fly to Hawai`i at great expense. This does not happen with Colleague. As the head of our Undergraduate Advising Office put it, "We don't have dramas any more."

Student Recruitment and Admissions

In a private university such as Chaminade, few administrative offices are more crucial than Student Recruitment and Undergraduate Admissions. Better support for this office was one of the primary reasons for seeking a new system.

Colleague has greatly improved Admissions' ability to communicate with students. For example, the office can now track more than one source of contact with applicants and prospects (e.g., the school guidance counselor as well as personal contact from a Chaminade graduate). It can modify the communications flow through the automatic sequencing and production of letters and email messages and allow changing or adding standard messages. Unlike the previous system, if an error in producing standardized communications takes place, that part of the sequence can be re-run. This saves time for the staff and keeps the application process flowing smoothly.

In general the system is more powerful. It can store multiple data elements of the same type: both SAT and ACT scores, for example. This capability is useful when determining which potential students to contact, but also assists the advising office when placing students in classes. Perhaps the greatest benefit of the new system is in its ability to relate data from various offices. Admissions staff can now view an applicant's financial aid package, for example, or see if housing has been provided, and the type of room assigned. All this data is available on-campus, or via web access for admissions counselors on the road.

Financial Aid

According to the Director of the Financial Aid Office, use of Colleague has cut the time necessary to compute financial aid packages for incoming students from weeks to one day. This is especially important in an environment where getting a financial aid offer to an applicant before other schools make theirs can be the difference between a student who comes to Chaminade, and a student who matriculates elsewhere.

To create that financial aid package, an elaborate set of rules must be developed and input to the system. Because of differences in eligibility requirements of the various financial aid programs, the rules must be modified each year. Once they are modified, they must be tested to ensure that the results are correct. Under the old system this checking was done with pencil and paper. With Colleague, a Quality Assurance database has been created which is a clone of the actual Production database. This allows the rules to be tested using actual data when appropriate, or for hypothetical students to be created which have the unique characteristics necessary to trigger a rule. This manipulation can be done, mistakes made and corrected, and a final set of rules produced, without endangering the live Production database.

Finally, because of the increased efficiency and power of the system, the Financial Aid Office can be proactive—identifying students who are eligible for aid and have expressed interest but have not formally applied.

Business Office

The Business Office is another agency which has been able to significantly improve service because of the ERP implementation. Benefits reported range from the ability to produce checks with signatures, directly from our own laser printer to significant savings in time when producing required documents such as the annual 1098T forms required by the IRS.

Both accuracy and speed are improved in many operations. Receipts for funds paid in directly to the office are automatically produced. Students can pay invoices on line, and the payments made are electronically posted immediately to student accounts. Checks can be re-issued faster, because a manual voiding is not necessary. Similar incremental improvements add up to major time savings.

FACULTY INVOLVEMENT WITH GOVERNANCE

The University promotes faculty engagement in University governance by assigning Faculty Senate representatives to University committees and encouraging them to share the work of the committees with their peers. All materials relating to the work of the President's Leader-

ship Council, UPAC and the Academic Council are available in Appendices 3.5 A, 3.5B and 3.5C. Once each year the President of the Faculty Senate, the President and the Provost discuss the quality of faculty engagement in the governance processes and to determine whether any recommendations for change need to be made. Yearly the Rank and Tenure committee meets with the Provost to discuss tenure and promotion recommendations.

The Faculty Senate president sits on the President's Leadership Council. As a vital element of university governance, the senate serves as a conduit linking faculty into administrative strategic planning and decision making. The Faculty Senate has the full array of Faculty Senate working committees necessary to provide recommendations to the administration in all aspects of university business, from tenure and promotion to institutional research and much of the day to day work that a growing university must address. A full list of University committees can be found in Appendix 3.6.

While not strained, the day-to-day communication between the Faculty Senate and the Administration is not of the quality either would like. Institutional memory recalls a time when past administrations were less that transparent in their interactions with the faculty and the Faculty Senate. That lingering perception seems to interfere with the kind of communication that best serves the interest of both the administration and the faculty.

FACILITIES THAT SUPPORT A COLLABORATIVE LEARNING ENVIRONMENT

Chaminade University has experienced an amazing period of investment in facilities growth since 2000. Efforts in obtaining external funding included funding from Atlantic Philanthropies of $24.6 million with other funds in excess of $16 million. Private gifts and grants along with federal grants of $10.3 million dollars have provided over $60 million dollars of external funding. The Marianist Center of Hawai`i has contributed $3.8 million dollars to the renewal of the campus infrastructure that Chaminade and Saint Louis School share.

Facilities and Program Investments

Since the Summer of 2001, considerable progress has been made in renovating faculty and staff offices and gathering them in disciplinary and the academic divisional clusters with private offices. Prior to that time, few faculty members had private offices and some academic divisions lacked a central office.

The completion of the Sullivan Family Library allows the various information technology offices to be co-located and provides the librarians with suitable work space. It also allows the further clustering and/or expansion of new offices. When the space vacated by the move to the Sullivan Family Library has been renovated and the resulting moves made, all pressing facilities issues of faculty and staff space will have been addressed and all faculty will have offices. Further renovations are being planned for Eiben Hall, which will affect our Fine Arts, Interior Design and Communications programs.

In the-two year period July 1, 2005 to June 30, 2007, approximately 90% of campus visitors completing the admissions tour survey rated the appearance of campus as "very good" or "outstanding." Our campus now is a clear point of pride and an asset in student recruitment.

Consistent with the directions established for our academic programs and student life, our facilities master plan for the next five years is focused on (1) completing the renovation of the existing campus facilities, especially the re-use of the approximately 12,000 square feet of space in Henry Hall that has been vacated by the move of existing functions to the Sullivan Family Library, and (2) continuing to clear and grade the upper portion of the campus consistent with the revised master plan and be positioned to begin the construction of a new residence hall by summer 2010.

As work is performed, the guiding principles include:

- Continue to cluster faculty and administrative offices to establish a divisional identity
- Promote collegiality and allow for efficient operations
- Accomplish, wherever possible, all projects in a way that is consistent with the long-term plan; and in renovations, addressing any concerns for deferred maintenance, life and property safety, accessibility, other compliance requirements
- Take steps to conserve energy, promote the use of renewable resources, and generally follow "green" design practices
- Increase "professional" appearance and, consequently, perceived value

As the result of the financial support accorded the University, the campus has undergone a noticeable change. It has been said that a university either grows or dies. Chaminade is enjoying a growth indicative of a campus

that is alive and well. Among the changes over the past six years:

- $14.6 million library and plaza
- $6.3 million science area renovation

Included in another $34.9 million of investments are:

- 16,300 square feet of modular buildings, housing the Behavioral Science, Education, and Natural Science and Mathematics Divisions
- An 18-unit student housing apartment building
- Classrooms with full technological suites
- Classrooms, offices and a Student Center in Freitas Hall
- Offices in Henry Hall.
- Offices in Kieffer Hall
- General computer laboratories and several special purpose computer facilities including one for faculty training

- Student Support Services building
- Counseling Center
- President's reception room

Additionally work has been done on the existing infra-structure with the renovations of:

- Residence halls
- Increased parking and landscaping
- Residential life building
- Counseling Center
- Silversword dining room

Annual audits reflect strong growth in income over the six-year period FY 00-01 to FY 06-07, both in net tuition and fees and total operating revenue. The primary investments of this revenue were made in instruction and academic support. The chart below highlights the growth in revenue and assets and the new investments this has allowed in building the faculty that serves Chaminade's programs.

Year Ending June 30	2001	2007	% Change	6 Year Average % Rate of Change
Net Tuition and Fees	13,543,829	19,767,517	46.0	6.5
Federal Grants and Contracts	680,579	2,412,253	254.4	23.5
Total Revenue	**19,568,696**	**33,579,224**	**71.6**	**9.4**
Instructional and Academic Support Expenses	9,675,451	16,558,134	71.1	9.4
Student Services Expenses	2,553,069	3,283,520	28.6	4.3
Total Net Assets	**12,661,200**	**33,755,408**	**166.6**	**17.8**

Building Institutional Advancement Capabilities

In the eight fiscal years beginning with FY 99-00 to the present, Chaminade has received a total of approximately $61.2 million in all forms of external support: $51.3 million in private gifts and grants and $9.9 million in federal program support (excluding student financial aid). By all measures, this has been Chaminade's most successful period of fundraising and has far exceeded prior levels of support. The largest individual gift received for a project has grown from $250,000 to $8 million. In addition to the immediately apparent benefits to the campus such a level of support has allowed, it has also repositioned Chaminade in the view of both its internal and external constituencies.

Other members of the University outside of Institutional Advancement have also exercised leadership in seeking external support such as the Dean of Information Services and the Library (e.g., USDOE Title III, fundraising for the Sullivan Family Library) and the Associate Provost (e.g., Administration for Native Americans [ANA], Housing

and Urban Development [HUD], Native Hawaiian Education Act [NHEA]).

The Office of Institutional Advancement has almost doubled in size over the past six years and has been relocated to office space contiguous to the President's Office. A new Vice President and increased staff have permitted better support of the University's effort. The priorities of Institutional Advancement as expressed in the Strategic Plan include:

- Develop systems that allow us to better identify and maintain relationships with our individual and institutional friends
- Increase giving levels and participation in the University's Annual Fund
- Maintain and expand efforts to secure major gifts from individuals, foundation and corporations
- Maintain and expand our donor stewardship and recognition programs

- Develop an Athletics Booster Club including maximizing fundraising potential of the Maui Classic while coordinating with existing fundraising efforts
- Be more intentional in Chaminade's presentation of itself to its publics and expand the culture of philanthropy among its constituents
- As a part of our communications and marketing strategy, review how we provide "opinion leaders" in the Honolulu/State of Hawai`i communities

with information about why Chaminade's activities deserve their on-going support
- Expand opportunities for alumni to continue to be involved with the life of the University
- Recognize and celebrate the contributions of the members of the Chaminade community

For a more complete discussion of the Strategic Plan for Institutional Advancement (Appendix 3.7).

ESSAY ON STANDARD IV:

Creating an Organization Committed to Learning and Improvement

The issues to be addressed in this essay have been clustered into two themes:

- Assessment of student learning (CFR 2.3, 2.4, 2.5, 2.6, 2.7, 2.8)
- Institutional reflection and planning processes (CFR 4.1, 4.2, 4.3, 4.5, 4.6, 4.7, 4.8)
- Advisory boards (CFR 2.3, 2.7, 4.8)

The Criteria for Review – (CFR's) cited after each theme indicate the principal linkages of each theme to this standard. The essay also addresses the questions in the Institutional Proposal included in Focus Area 1 (assessment) and the Commission's concern that we develop assessment of academic and support programs.

ASSESSMENT OF STUDENT LEARNING

Gathering, Analyzing and Applying Assessment Evidence

The **Essay on Standard II** discussed how academic programs across the University created Program Mission Statements, Program Student Learning Outcomes and Assessment Plans. It also described how the WASC Steering Committee Focus Group on Assessment made program assessment a priority. Each step of the process was crucial to the understanding of the next step. Substantial time and effort had been spent with the faculty prior to 2002 on course student outcomes and pre-post tests.

The Reaccreditation Committee, with the help of the Assessment Team, began a series of events at retreats, meetings and workshops to focus faculty attention on program assessment. All Program Directors, with the assistance of the Deans and faculty of the respective divisions, Reaccreditation Committee members and the Assessment Team, wrote mission statements and program student learning outcomes. Divisions were provided the necessary assistance to formulate measurable student learning outcomes.

Once each program had written mission statements, student learning outcomes and assessment plans, it was time to specify the evidence to be collected. That specification was to occur no later than May 1, 2008. All programs have specified the evidence they intend to gather. All program mission statements, student learning outcomes, and assessment plans are posted on the University's WASC Website (Appendix 4.1).

All divisions posted an assessment report. The report was in digital form provided to each Dean and Program Director. The form is a narrative record of what each program had accomplished in assessing program student learning outcomes and utilizing that information within the division and program. These are the four questions they were asked to respond to:

- According to the Assessment Plan for this program, what were the planned assessment activities for this Assessment Cycle?
  – What outcomes assessed this academic year?
  – How was the assessment performed?
  – Where are these results kept?

- Results, conclusions, and discoveries.
  – What are the results of the planned activities listed above?
  – What conclusions or discoveries were made from these results?

- Use of Results.
  - Did the results lead to program changes?
  - If so, describe the changes made.
  - If not, describe why changes were not needed.

- Dissemination of results, conclusions, and discoveries.
  - How and with whom were the results shared?

The contents of the Assessment Reports make it apparent that assessment is taking place across campus and that the evidence collected is being used.

A survey of the assessment information posted on the Chaminade University WASC Website reveals that all seven Master's Programs have an assessment plan in place. This plan describes the evidence they will collect, how they will collect it, and how they will analyze it once collected.

Of the twenty-two baccalaureate programs, all have written Program Student Learning Outcomes, and Assessment Plans; half of the undergraduate programs have gathered at least some assessment evidence.

UNDERGRADUATE ASSESSMENT MATRIX

Program	Structures of Assessment				Assessment Status	
	Mission	Outcomes	Linked	Specified	Gathered	Applied
Psychology	X	X	X	X	X	X
Environmental Studies	X	X	X	X		
Criminal Justice	X	X	X	X	X	X
Behavioral Sciences	X	X	X	X		
Elementary Education	X	X	X	X	X	X
Secondary Education	X	X	X	X	X	
Early Childhood Education	X	X	X	X	X	X
English	X	X	X	X	X	
History/Political Studies	X	X	X	X	X	
International Studies	X	X	X	X		
Social Studies	X	X	X	X		
Religion	X	X	X	X		
Humanities	X	X	X	X		
Interior Design	X	X	X	X	X	X
Computer Science	X	X	X	X		
Computer Information Systems	X	X	X	X		
Biology	X	X	X	X		
Forensic Sciences	X	X	X	X		
Business	X	X	X	X	X	X
Accounting	X	X	X	X	X	
Management	X	X	X	X	X	
Communication	X	X	X	X		

With the exception of the Master of Science in Forensic Sciences, which is a new degree offering, all other graduate programs have gathered assessment evidence and applied it to their programs.

GRADUATE ASSESSMENT MATRIX

Program	Structures of Assessment				Assessment Status	
	Mission	Outcomes	Linked	Specify	Gathered	Applied
Counseling Psychology	X	X	X	X	X	X
Criminal Justice Administration	X	X	X	X	X	X
Education	X	X	X	X	X	X
Pastoral Theology/Leadership	X	X	X	X	X	X
Forensic Science	X	X	X	X		
Business	X	X	X	X	X	X

One continuing area of concern for some Program Directors and Division Deans is in establishing inter-rater reliability for the rubrics that are being developed as part of their assessment cycle. Discussions are taking place within these divisions pertaining to inter-rater reliable rubrics.

The efforts of the WASC Steering Committee Assessment Work Group have been to focus attention on the assessment efforts of the master's and bachelor's degree programs. When at least one assessment cycle for the master's and bachelor's programs is completed our focus will shift to assessing the associate programs. Much of what is being done in the assessment of the bachelor's degree programs will eventually apply to the five associate programs.

The application of assessment information was used in a variety of ways; for example the Master of Criminal Justice Administration was one of the first programs at Chaminade to implement a systematic program assessment. The assessment process that evolved was comprised of the following steps:

- The program faculty, based on suggested national standards, determines which student learning outcomes will be assessed;
- The evidence is gathered;
- A preliminary analysis of the data is prepared;
- The data and the preliminary analysis of the data are discussed by the faculty as a whole and application of results is determined.

To date the MSCJA faculty has administered the latest version of the Exit Assessment consisting of 40 multiple choice questions, 10 short answer questions and one essay question to 40 students. The faculty has made adjustments to the curriculum but has also made numerous changes to the assessment instrument. The MSCJA faculty is learning about assessment as they learn how much their students are learning. As a direct result of the statistics portion of the Exit Assessment, the following changes were made:

- A new faculty member, competent in statistics was assigned the course
- With the new instructor, new materials were used that were more focused on the program goals
- The assessment questions pertaining to statistics were changed

As a result of these changes student performance on the statistics questions part of the MSCJA exit assessment instrument improved.

Also, after examining the results of the assessment data gathered, it was decided that the true and false format of the instrument was inappropriate and that multiple measures should be used to assess program student learning outcomes. The faculty changed the format to multiple choice and added a research paper and a case study.

Faculty involvement

To further determine the extent to which the "assessment drive" had become part of the thinking of all faculty, a survey was given at the August 2007 faculty retreat to determine to what extent if any the whole process had trickled down to those not tasked with specific program assessment responsibilities. Responses for the thirty six participants to the survey included:

Question	Y	N
1. Do you have student learning outcomes in your syllabi?	100%	0%
2. Have you assessed those outcomes contained in your syllabi?	100%	0%
3. Have you participated in discussions within your **program** regarding the creation of program outcomes?	97%	3%
4. Have you participated in discussions in your **division** regarding the creation of program outcomes?	91%	9%
5. Have you participated in discussions within your program regarding evidence to be used to measure program outcomes?	97%	3%
6. Have you participated in the gathering of evidence in support of Program Learning Outcomes?	97%	3%
7. Have you made any changes in your **courses** in response to Program Outcome Assessment?	78%	22%
8. Have there been any changes in your **program** in response to Program Outcome Assessment?	58%	42%
9. Is there evidence available that you are aware of that could be used to assess Program Learning Outcomes for your program that is not presently being used?	36%	64%
10. Are there more things that can be done by the University to assist and support Program Directors and Deans in program assessment?	53%	47%
11. Have you participated in inter-rater reliability meetings for rubric applicability?	11%	89%

The responders to question 7 include those whose programs have been assessed and have determined that no changes need be made at this time. The responses to question 11 reflect the small number of programs using rubrics in their assessment process. The complete survey instrument and the full text of responses to questions 8, 9, 10 & 11 can be found in Appendix 4.2. These eleven questions reflect the degree to which the assessment process has engaged the faculty and how the faculty views that process. An informal survey was conducted wherein all Division Deans were contacted and asked to report the percent of their faculty seriously involved in the assessment process. Based on the Deans' report, over 90% of faculty are so involved in the assessment process.

INSTITUTIONAL REFLECTION AND PLANNING PROCESSES

Each year the Strategic Plan is linked to annual planning and budgeting and publication of the *Guide to Planning.*

Strategic planning takes place across the University with representation from all members of the institution. The goals of the Strategic Plan endorsed by our Board in spring 2008 differ little from those of our prior strategic plan; they both focus on student access and support and on our intent to be a valued partner in matters consistent with our distinctive character as Catholic, Marianist and Native Hawaiian-serving and, in doing so, justify public support. The Strategic Plan focuses on six key levers of success:

- Use our distinctive identity as a Catholic, Marianist, and Native Hawaiian/Pacific Island-serving university as a source of sustainable competitive advantage
- Initiate a baccalaureate degree in nursing, giving a priority to serving the community in Hawai`i
- Grow the number of incoming undergraduate day first-year students to 340 while consistently retaining at least 70% from the first to the second fall semester
- Be recognized as a contributor to the improvement of pre-baccalaureate education in Hawai`i, in particular, to early childhood education
- Demonstrate to our public, in particular, to our accrediting agency WASC, that our graduates consistently have achieved the learning outcomes of their program
- Secure an average of $8 million per year of external support of which approximately 75% is available for implementing the campus master plan

University Planning, Priorities and Assessment Advisory Council (UPAC)

Institutional planning processes are intended to facilitate the achievement of three important aims:

- To create stronger linkages between the vision and goals of the strategic plan and planning at the divisional and unit levels
- To ensure that the funding requests for new programs are proposed by units and divisions as part of their strategic planning and become part of the budget process
- To create opportunities for the University community to participate in direction setting and budgeting

All individual units present their plans at the divisional level and the division heads integrate the unit plans into a divisional plan with budget priorities which are presented to UPAC.

This past academic year, UPAC provided oversight for University concerns including:

- Review of the objectives of the Strategic Plan draft
- Review of the progress of the Reaccreditation Focus Works Groups
- Review of the Institutional Preparatory and Capacity Review Report
- Plans of the divisions
- Priorities for new investments
- Formulation of the fiscal budget

All individual units present their plans at the divisional level and the division heads integrate the unit plans into a divisional plan with budget priorities which are presented to the University Planning, Priorities and Assessment Advisory Council (UPAC). Additionally, the administrative information systems referred to in our **Essay on Standard III** prepared the data that are the backbone for University planning.

Academic Implementation Planning

The overall Academic Plan is integrated into the University's Strategic Plan. Each academic year, the Provost convenes a meeting with each Dean and Graduate Program Director and the Associate Provost, the Dean of Enrollment management, the Director of Graduate Services and the Director of the Adult Education and Online Program to review progress on the prior year's academic

plan for the division and to establish priorities for the coming year. The particular focus of the meeting is the linking of divisional planning to the achievement of enrollment goals. This planning is linked to Division-Based and Program-Wide planning.

Program-Wide Academic Planning

In addition to the planning at the division level, the Offices of the Associate Provost and Provost lead more general planning efforts across the academic unit. This planning applies particularly to the day undergraduate program and includes the review of:

- Elements of the Core Curriculum and implementation of approved changes
- Early student engagement and retention-related planning
- Common academic structures
- Linkages among the divisions of Student Development, Enrollment Management, Campus Ministry and Academic Affairs
- Academic leadership
- Community partnerships
- Advisory boards

Academic Council and Provost's Cabinet

The two principal administrative groups which formulate, review, and approve academic programs and policies are the Academic Council and Provost's Cabinet. The Academic Council's agenda is largely set by the Academic Divisions seeking approval of program and curriculum changes and by member of the Office of the Provost presenting curricular and policy changes which are not specific to a single division.

The Provost's Cabinet reviews items brought to it by the Provost or suggested by one of the members. It provides a forum for information sharing and administrative policy formulation. It is typically the first group that is asked to review issues which arise out of academic implementation planning when such issues affect more that one division. The Provost reviews major organizational and budgetary issues with the Cabinet before making recommendations to the President. The composition and mandate of the Academic Council and the Provost's Cabinet are available in Appendix 4.3.

Divisional Planning

Fourteen major divisions of the University—the Office of the Rector, the Office of the Executive Assistant, Institutional Advancement, Finance and Facilities the five Academic Divisions, the Dean of Students, the three areas with responsibility for student enrollments and the Dean of Information Services and the Library—prepare comprehensive plans and present then at UPAC. Units within these Divisions and other units also prepare plans and submit them to their Divisional leader.

Budget Formulation

The first meeting of UPAC each year, is devoted to developing revenue projections for the fiscal year, and discussing University-wide expenditure issues and centrally administered budgets. At this meeting UPAC also reviews "starting premises" for budgeting such as multi-year commitments to programs. The schedule for the review of the main budgetary issues is a part of the overall UPAC agenda.

The University's Board of Regents reviews proposals for each fiscal budget. By the end of February it is expected to have approved the overall income and expenditure structure and the tuition rates and enrollment goals for all academic programs. In early April, the President announces her decisions for the distribution of the available program investment funding. With this information and the decisions on University-wide elements of the budget, the Office of the Executive Vice President and Provost works with each unit to prepare a budget consistent with the funding decisions.

Office of Institutional Research

The Office of Institutional Research sponsors and supports University research and is the evidence repository for the University. The office gathers, organizes, analyzes, and disseminates data about different operations of the University in support of University decision makers. The Office serves as a major repository for information on enrollment and degrees awarded and is charged with analyzing and interpreting these data for use in planning and policy decisions. The Office of Institutional Research has a major responsibility for compiling and filing reports required by the U.S. Department of Education as well as completing the external surveys and information requests received by the University.

ADVISORY BOARDS

Strategic planning within divisions and programs occurs with the assistance of nine advisory boards made up of professionals from the community who serve as liaisons between academic and professional development. A list of these groups and their affiliation can be found at the 4.4. These groups provide a network of professionals that advance the interests of Chaminade directly and indirectly. In providing feedback about what programs need and should teach, they keep us abreast of professional developments and how they view Chaminade as a preparatory institution for future professionals. These boards serve as a mentoring conduit for the program's students. They also provide an informal source of good public relations to enhance Chaminade's reputation as an institution that prepares young people for the professional world is carried forth into the community.

Perhaps the most active advisory board on campus is The Hogan Entrepreneurial Program Advisory Board coordinated by this program's Director, a former IBM executive. The Board is made up of entrepreneurs and other business and government leaders with interests and experience in matters concerning the development of the entrepreneurial sector - largely in Hawai`i, but also beyond. Its purpose is to provide advice and guidance to the Hogan Entrepreneurial Program and, toward that end, meets twice a year. Its members also act as speakers in the Program's Public Forums that meet every Wednesday evening during the semester. Many members of the Hogan Advisory Board become mentors to the students and often provide internships as well as a network of business and political leaders.

CONCLUDING ESSAY:

Transformations

Transformations imply, in the classical sense, a change of shape or form. Anyone who has compared the 2001 Chaminade campus to what we see today can bear witness to such a transformation. The buildings have been re-painted; the grounds are well-kept. The classrooms are equipped with state-of-the art technology. The labs are clean, bright and well-equipped. These physical changes have been crowned by the opening in April 2008 of the new Sullivan Family Library, the first major academic building erected on campus since Chaminade's founding 53 years ago.

In the grammatical sense, the foregoing transformations at Chaminade are indicative of an even deeper structural shift. The roofing, the plumbing and the electricity work, but more importantly, Chaminade currently has in place the principles, the planning, the assessment, and the support systems to continue to transform itself. This has been the major progress of the past five years, a core commitment by the University to institutional capacity in every sense.

STANDARD I:
RECOMMITMENT TO MISSION AND IDENTITY

Chaminade has always been a Catholic, Marianist university with a commitment to offering an integral, quality education to students in Hawai'i and the Pacific Islands. By emphasizing that mission in its guiding statements and hiring policies, Chaminade has changed the way it markets and recruits; it has also reshaped its academic offerings; and it has reached out to the Native Hawaiian and Pacific Island population of the region. This re-commitment has led us on an educational venture that, because we know where we are going, looks forward to continuous improvement with confidence.

STANDARD II:
FOCUS ON PLANNING AND EVALUATION

With the guiding principles firmly and clearly in place, Chaminade has developed a system of collegial planning and evaluation. The University's new strategic plan went through a year-long review process before it was adopted by the Board of Regents in April 2008. Every unit plan is presented at the University Planning, Priorities and Assessment Advisory Committee (UPAC) made up of representatives of the entire campus community. Every academic unit plan, not only is presented at UPAC, but also at a strategic marketing meeting and at its own divisional meeting.

All of these discussions and all of the tactics that are developed from them are based upon evidence used to improve all educational processes. In the mid-1990s, a WASC evaluator referred to Chaminade as a "data-free campus." At our 2003 review, he remarked that we were moving from a "data-poor to a data-rich university." Chaminade is now learning how to use that data. All of the enrollment strategies and retention strategies are increasingly developed from the information gathered. Even our nationally recognized service program, which began as essentially a moral imperative, has benefited from the sharper rigor of data-based decision making.

STANDARD III:
DEVELOPING AND IMPROVING SYSTEMS

As Chaminade has refocused its planning and evaluation processes, it has also improved the systems necessary to carry out the University's business. These systems start with procedures to recruit, develop and retain excellent faculty and staff. Recruitment of both faculty and staff includes a renewed emphasis on hiring for mission. Staff and faculty development include not just job-specific training but also customer service and personal development skills. Moreover, faculty and staff are evaluated both by supervisors and their "customers"—that is, students in both cases and other employees of the University in regards to staff. Ratings by students are almost uniformly very high.

Early in this report, we mentioned that Chaminade's renewed facilities are the clearest outward sign of its transformation. Over $47 million has gone into campus rebirth. Even without the stunning achievement of the Sullivan Family Library, one sees signs of transformation throughout: four, new smaller buildings, refurbished offices in older buildings, and private offices for all full-time faculty for the first time since the University's founding. Unseen, but equally important are the results of a multi-million dollar investment in technological support. Since our last review, we have a new administrative information system, a new wireless network, and a new outlook on the way we conduct the University's business. We have become more mission-centered and market-focused and have done this, for the most past, because we have the technological support to improve systems.

STANDARD IV:
CREATING AN INSTITUTION COMMITED TO LEARNING

Perhaps, Chaminade's most important change has resulted from its developing a culture of assessment. Five years ago, only a few of our academic programs were involved in evidence-based assessment and most of those were only assessing learning in individual classes. Today, all programs have assessment programs in place, and many are on their second or third assessment cycle.

All programs are assessed internally using various instruments; some have been reviewed externally as well. In each case, assessment is used to improve student learning. The culture of assessment and its concomitant commitment to educational effectiveness are not fully integrated yet at Chaminade, but the University is moving steadily in that direction.

Developing this report has shown us two visions in the work of educating students at Chaminade both of which are gratifying and inspiring. It is satisfying to look back over the accomplishments of the past six years and see how far we have come. This has not always been easy because it involves a cultural change. Moreover, not all dreams have been realized; not all goals have yet been achieved. But we have developed the capacity to measure our achievements, learn from our measurement and apply what we have learned to improve our product. What has been more inspiring for us is that because of what we have learned, we may look into the future with clear sighted confidence.

Classically, a metamorphosis involves a single change: people become plant forms, animals, or rocks—and they stay that way. A metamorphosis or transformation at a University is less static than continuous, less like a statue by Praxiteles than the ever-changing brook of Heraclites. The emphasis, then, on Chaminade's transformation is less on the change (the statue) than on the changing (the brook) on the momentum created by change and a commitment to capacity and educational effectiveness. Philosophers would say we are becoming and the University has laid a solid foundation for the transformation.

How we grade ourselves:

WE'RE MAKING OUR BEST BETTER

Overall Institutional Integrity/Leadership
Catholic, Marianist Identity
External Support/Fundraising
Service and Service Learning
Student Engagement and Support
Annual and Strategic Planning

WE'RE ON THE RIGHT ROAD (BETTER)

Native Hawaiian/Pacific–Island Serving
Facilities
Degree Offerings – Existing and Planned

WE'RE ON THE RIGHT ROAD (ACCEPTABLE)

Curriculum in Basic Skills
Information Technologies
Institutional Research to Support Fact-Based
   Decision Making
Building Institutional Advancement
   Capabilities/Broadening Base
Assessment of Academic Programs

THERE IS UNCERTAINTY ABOUT THE RIGHT ROAD

Peer Review/Expectations of Scholarship
Relations between Structures of the Faculty Senate
   and Institution-wide Structures
Impacting Undergraduate Retention

WE'RE UNHAPPY ABOUT WHERE WE ARE

Mean Compensation
Enrollment Levels