

Institutional Proposal

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(WASC)

Chaminade University



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Table of Contents

Institutional Context	1
Description of Outcomes	3
Constituency Involvement	3
Approach for Preparatory Review	4
Approach for the Educational Effectiveness Review	5
Focus Activity #1: Assess student learning outcomes to ensure educational quality.	6
Focus Activity #2: Extend access and educational opportunities to students, especially native Hawaiians and other Pacific Islanders, who may otherwise have limited access due to financial status, gaps in their preparation for college, and the like.	8
Focus Activity #3: Align organizational and technological resources to sustain a collaborative learning environment.	11
Focus Activity #4: Engage students, faculty and staff in sharing their gifts with the larger community through service and service learning.	13
Effectiveness of Data Gathering and Analysis System	15
Off-Campus and Distance Education Degree Programs	15

Appendices

Sections A - E

Appendix A: Requirements

- Institutional Stipulation Statement
- Data Element 1: Headcount Enrollment by Level (Fall Term)
- Data Element 2: Headcount Enrollment by Status and Location
- Data Element 3: Degrees and Certificates Granted by Level (Academic Year)
- Data Element 4: Faculty by Employment Status
- Data Element 5: Key Financial Ratios – Worksheet
- Data Element 6: Summary Data Form

Appendix B: Educational Effectiveness Indicators (rev. September 25, 2006)

Appendix C: Academic Program Review Description

Appendix D: AY 06-07 Directions for Early Student Engagement and Retention Planning

Appendix E: Work Plan and Timeline

Institutional Context

The WASC Re-affirmation process begins at a fortuitous time for Chaminade University of Honolulu, the year of its fiftieth anniversary, and the tenth year of what is being called its “Second Founding.” It is a time of tremendous growth for the University, in terms of personnel, programs, physical plant, and organizational effectiveness.

Chaminade University of Honolulu is a Catholic, comprehensive university sponsored by the Society of Mary (Marianists). It is one of three Marianist universities in the world (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 (1817), Father William Joseph Chaminade, a French, Catholic priest who survived the political turmoil and religious persecution of the French Revolution. He carried out the vision of rebuilding the Church in France by engaging the laity in small communities of faith, dedicated to prayer, education and acts of service to the larger community. In this work Father Chaminade collaborated with Marie Thérèse Charlotte de Lamourous, a faithful woman who became the heart and soul of her community during the perilous times of the revolution, and Adele de Batz de Trenquelléon, who inaugurated the religious community Daughters of Mary (1816).

In September, 1883, eight Marianists arrived in Honolulu and assumed leadership of what is now Saint Louis School, a Catholic 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 of Honolulu.

The Marianists, in the beginning and today, 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.

The distinctive culture of Chaminade University has three sources: the Marianist educational characteristics; the people who are working and learning in that context;

and the campus location and physical facilities. Marianist educational values, the first source of Chaminade’s distinctive character, are as follows:

- Education for formation in faith: Reason and personal faith are seen as mutually complementary roads to truth. We invite all scholars to join our community of faith, hope, and love.
- Integral, quality education: Integral, quality education begins with respect for the complexity and diversity of each person. The Chaminade experience attempts to engage the whole person, mind, body and spirit, with courses and activities to challenge the intellectual, emotional, aesthetic, physical, and ethical dimensions that make up each person’s life experience.
- Education in family spirit: Our inclusive community is a second family which encourages the personal development of each of its members, and welcomes, lovingly, the rich cultural diversity that graces our campus.
- Education for service, justice and peace: Education is seen as a gift to be used to better the lives of others, to right wrongs in the world and to promote peace.
- Education for adaptation and change: “New times call for new methods,” Father Chaminade often repeated. Hence, our scholarly community takes a positive view of change and the need to be prepared and equipped, intellectually and spiritually, for an uncertain and ever-changing future.¹

These values, ideally, inform the character and activities of every department, both academic and nonacademic, in the University.

The people of Chaminade, and, in particular, the manner in which they relate to one another, are also a central aspect of the distinct nature of the Chaminade educational experience. The word “community” or *‘ohana* (Hawaiian for “family”) is common vernacular on the Chaminade campus, as can be deduced from the statement of the Marianist values above. Students, administrators, staff, faculty, regents, and alumni are all members of the Chaminade *‘ohana* which is notably diverse. Fittingly, among the Hawaiian Islands, O’ahu, where Chaminade is located, is known as “The Gathering Place.” Chaminade is truly a gathering place for people from many different places, from many different backgrounds, and with many different needs.

Fundamental to Marianist philosophy is a spirit of equality. Priests are not superior in status to Brothers, and members of the Society of Mary are not seen as superior in status to lay Marianists or their educational collaborators. This spirit of equality is explained as follows:

¹Summarized from “Characteristics of Marianist Universities: A Resource Paper,” published in 1999 by Chaminade University of Honolulu, St. Mary’s University and University of Dayton

We are asked to value each family member, accepting and appreciating the variety of gifts. No one should have artificial privilege because of state of life, or education, or sex, or age, etc. We try to grasp the profound meaning of family and live out of the understanding that we depend on each other and draw energy from each other, while we foster independence, making room for the diverse personalities and activities of each member. We relish the diversity that now exists among people within the family, and challenge ourselves to face any barriers that prevent us from being truly inclusive of all the cultures in which we live.²

It is in this atmosphere that the people of Chaminade work, teach, learn and socialize. As in biological families where unconditional love and support are combined with high expectations and responsibilities, people in the Chaminade family support one another and at the same time expect high quality work and dedication in and out of the classroom on campus and in service to the larger community beyond the campus boundaries.

Finally, the location of the campus and its physical beauty make for an inviting, collaborative learning environment. The Chaminade campus is just two miles from Waikiki Beach on Kalaepohaku, a hillside overlooking Diamond Head Crater and the Pacific Ocean. The 70-acre campus has been abuzz with construction over the past several years with the renovation of several existing buildings and addition of four new ones. This growth and change has energized the campus community. At the same time, the cultivation and preservation of the flora lends a palpable sense of peace and serenity on campus.

In 2002, WASC's Accrediting Commission for Senior Colleges and Universities highlighted four areas for institutional attention in its re-accreditation report and Chaminade University has responded to those recommendations as follows:

In response to the issue of achieving University goals for **retention** there have been several promising developments. "Persistence Rates for Day Undergraduates," that is, the percentage of students who continue enrollment at Chaminade or graduate, have been on the rise since 2002. This positive trend is due to the efforts of the Day Undergraduate Steering Committee in identifying and coordinating the people and activities throughout the campus most germane to student success and retention. Additionally, the November 2005 National Survey of Student Engagement (NSSE) indicates that responses of Chaminade students are at, or above, the mean of "selected peers" in the five benchmark areas and in essentially all individual items measured.

Second, in response to concern regarding **securing adequate financial resources**, the University has undertaken a comprehensive campaign with a \$50 million capital goal. As of February 2006, it had

secured gifts and pledges totaling just over half of this goal. Especially gratifying is the growth in giving among the Chaminade 'ohana to the Annual Fund. Alumni giving has increased to 12% in 2005 from 4% in 1999, and the dollar amount has doubled over the same period. To sustain these efforts, the University has dramatically expanded the size and scope of its Institutional Advancement efforts. Also, a new management information system is in the process of being installed which will, of course, improve the data collection, analysis and reporting capabilities of the organization. Although the renovation and expansion of physical facilities do not in themselves assure educational effectiveness, they are a necessary prerequisite and have significantly enhanced our capacity to achieve our goals.

Third, in response to the issue of **building an ongoing quality assurance system**, the various academic departments have made significant strides in articulating student learning outcomes and implementing program assessment. Assessment is proposed as an activity of intense focus for the organization and is discussed in more detail in the "Approach for the Educational Effectiveness Review" section of this proposal. The issue of orienting and involving part-time faculty, responsible for teaching in adult off-campus programs, in assessment and program reviews is addressed in the "Off-Campus and Distance Education Degree Programs" section of this proposal.

A final concern was raised around the issue of **administrative effectiveness**. One very significant action that addresses this issue is the hiring of a Vice President for Finance and Facilities. This position is of special import, given the significantly improved financial status of Chaminade and the amount of construction activity on campus. The new Vice President for Finance and Facilities brings experience in both the field of education as well as finance and facilities to be a particularly well-qualified person for the job. An additional change that has occurred is re-definition of the role of "Dean" at the University. Previously, the term "Division Chair" was used to signify the leader of each of the five academic divisions. To be more consistent with terminology outside of the University and to strengthen the link between academic divisions and University administration and external constituencies, the role of "dean" was repositioned. The role of the Faculty Senate in University governance issues also is evolving in a positive direction. The mechanisms for communicating the voice of the Faculty Senate to University administrators are being strengthened through a more systematic and regular committee reporting requirement in the full Faculty Senate body. In this way, Committee Chairs

are well-equipped to represent the voice of the faculty in their meetings with University administration. There continues to be a faculty representative on each of the Board of Regents' Committees, three at-large faculty representatives on the University Planning, Priorities and Assessment Advisory Council, and three faculty representatives on the Academic Council. Communication is also facilitated by the fact that the Faculty Senate President is given a reduction in course load so as to be able to sit on the Board of Regents, as well as participate in the meetings of other planning and policy-making bodies on campus (President's Leadership Council, University Planning, Priorities and Assessment Advisory Council, Academic Council). While these structural arrangements are positive, there is still work to be accomplished in terms of achieving a fully integrated system of shared governance.

Description of Outcomes

Through the re-affirmation process we anticipate that Chaminade University will embark on a path of continuous improvement where the following outcomes are pursued.

1. *Information is the starting point for planning and decision making.* This outcome necessitates that critical success factors be identified, that mechanisms be developed to capture data measuring progress on those factors, and that the analyzed data is made available through timely and user-friendly reporting. The installation of our new data management system, including the Institutional Database (IDB) will facilitate achieving this outcome.
2. *Clear student learning outcomes are developed for individual courses and all programs offered at the University.* This process has already begun and will be a most pressing priority as we move through the re-affirmation process. In the spirit of our collaborative learning mission, faculty in the various programs will be asked to share their experiences in assessment so that clarity, consistency and effectiveness are achieved in assessing learning outcomes throughout the curriculum. This evidence will provide the useful information and faculty input to improve decision-making in the Academic Council, as well as other governing bodies on campus.
3. *Procedures and mechanisms that address the University's capability for self-review are strengthened, a process triggered by the consensus building that is fundamental to the re-affirmation process.* The self-review activities are being conducted in a way so as to institutionalize them, making them standard operating procedure. Thus, self-review is not a time-bound project, but rather morphs into the institutional norm of continuous improvement.
4. *The particular "brand" of student learning that Chaminade University offers is measured through a variety of approaches in a variety of situations, both in and outside of the*

classroom. In the context of our values-based education, in the Marianist tradition, it is especially important, though challenging, that the concept of "evidence" be considered broadly to include not only quantitative, but also qualitative reflection on learning. The measures developed will be used to diagnose areas for improvement and prescribe corrective actions to improve students' overall experience at Chaminade.

5. *The inspirational slogan "We All Surely Count," developed to stand for the WASC acronym on our campus, is used to remind all in the Chaminade 'ohana that fulfilling the University's mission in a certifiably high quality fashion is the responsibility of each and every one of us.* This slogan will serve as a shorthand to identify and position ongoing training and workshops that teach the importance and use of evidence to prove that we are accomplishing what we claim are our goals and strengths. The current growth at the University is an added catalyst for finding new organizational structures and communication tools to ensure broad internalization of the University's commitments to WASC and to fulfillment of our promise to our students and other stakeholders.

Constituency Involvement

In the Summer of 2005, a Steering Committee of 14 people, representing departments across the University community, convened. The initial work of the Committee led to a plan to introduce the re-affirmation process to the entire faculty at its August 2005 Retreat. This introduction involved two major components: 1) a presentation by representatives from Brigham Young University-Hawai'i since they could share with us their firsthand experience with the new WASC accreditation process; and 2) a consciousness-raising activity centered around the Chaminade University mission and the distinctive characteristics of a Marianist education. The latter activity was carried out as a pre- and post-assessment (following small group discussion of mission and values) exercise to demonstrate how simple assessment can be and how helpful it is in diagnosing problems and prescribing action. This activity was purposefully structured to address the emphasis in the new accreditation process on an organization's ability to be clear in its mission *and* to provide tangible evidence that the mission is being fulfilled. Hence, "student" learning outcomes regarding mission and values were set forth, assessed, and results reported at the retreat.

The next step engaged the entire University community in a dialogue about the content of our Institutional Proposal. Throughout the Fall 2005 semester all departments of the University performed an audit of their work, including how they measure accomplishment and the extent to which corrective and/or program redesign action is taken in response to measured results. Each department worked with a WASC Steering Committee liaison who served as a resource and facilitator during this process. The liaisons will continue in this capacity with their respective departments throughout the re-affirmation process.

A grid format was utilized to facilitate the audit

process and to promote consistency across the campus in this exercise. The grid reiterates the distinctive characteristics of a Marianist education so as to orient departments to thinking about how their daily actions fulfill the Chaminade mission. Six broad objectives reflective of the Marianist values within the context of Chaminade's specific priorities were suggested on the grid as prompts to start the activity audit process. These broad objectives had been previously identified by prominent planning bodies on campus (President's Leadership Council, University Planning, Priorities, and Assessment Advisory Council, August 2005 Faculty Retreat) and articulated in the Chaminade University Strategic Plan ("The Second Founding of Chaminade: Expanding Our Horizons," A Strategic Plan for Chaminade University, 2003-2008). The point of the audit grid was to engage all employees in thinking about how their work relates to the Chaminade mission, to discover what specific activities stand out as central to fulfilling our mission, and finally, to reinforce the idea that evidence is central to continuous improvement in fulfilling our mission. In short, the grid input was sought and then analyzed so as to bring clear focus to the specific areas of activity that will frame our re-affirmation process.

Student input to this process was secured in a modified version of the approach used with the departments and academic divisions. Student representatives in the Chaminade Student Government Association (CSGA) reflected on the extent to which their experience at Chaminade is consistent with the characteristics of a Marianist education. In other words, do they feel that their classes, their experiences with the various departments in the University and the spirit with which those diverse services are delivered are consistent with what the Marianist values would lead one to expect?

Ancillary to the core task of the activity audit, other communication mechanisms facilitated dialogue among all constituencies about the WASC re-affirmation process. We developed a WASC brochure as a communication tool. In choosing the format of a brochure our rationale was that it would break through the usual email and memorandum communication clutter. In this brochure, the WASC acronym was "re-interpreted" for our purposes to stand for "We All Surely Count." The brochure will be updated as we progress through the re-affirmation process to keep the campus community informed and involved. WebCT was also used to facilitate communication. WASC re-affirmation was set up as a WebCT forum so that email communication among Steering Committee members could be segregated from other email and so that all documentation related to the process could be archived in both subject and chronological order. Finally, the chair of the WASC Steering Committee reported on its work and progress on a regular basis to relevant committees of the Board of Regents and to the central planning and policy making bodies on campus. The January 2006 Faculty Retreat was used as an opportunity to summarize the work accomplished to date, to outline the specific content requirements and due date for the Institutional Proposal, as well as to provide an overview of the entire

re-affirmation process and its timeline. The mission-based audit work that was done during the fall semester and the concomitant renewed awareness of mission led to a continued important and engaging discussion of mission.

Approach for Preparatory Review

As was stated at the outset of this proposal, our re-affirmation process coincides fortuitously with the fiftieth anniversary of Chaminade University and with a period of intense growth, change, and revitalization. The nature of the new accreditation process, requiring a school to have a clarity of mission and purpose that drives its core activities whose effectiveness is demonstrated and evaluated by both quantitative and qualitative evidence to achieve continuous improvement, is precisely the sort of process that we welcome to help chart our future.

In preparation for developing this proposal, the audit work and discussions that were conducted campus-wide indicated that: 1) the mission of Chaminade is alive and well in the actions of the people who work, teach, and learn here; and, 2) there is an appreciation for the value of evidence to improve decision-making and planning. The major challenges uncovered are that progress in program assessment is uneven and that the infrastructure is not uniformly in place to capture the necessary data and its sharing that feeds institutional improvement. The work to be accomplished in all program areas is to link the relevant data, policies and procedures as evidence in support of fulfillment of the four accreditation standards. A major step to achieving that linkage will be the Institutional Database (IDB) that is currently being designed for the University as it migrates from its existing administrative information system to the Colleague software. The IDB will be the repository for data collected for different purposes, by different people throughout the University. The University's policy is that there will be unrestricted access to non-confidential data for use in the conduct of University business. It is clear that the IDB will play a starring role in the support of gathering tangible evidence that Chaminade has the capacity and capability to incorporate data in decision-making, planning and changing.

The work leading up to the Preparatory Review will continue to be coordinated and managed by the Steering Committee. Leadership of this committee will be rotated to bring new inspiration to the process and to diffuse institutional knowledge of the process more broadly in the University, though the past chairs will maintain active membership on the Steering Committee for continuity. In this same vein, one or two new members will be added to the Steering Committee each academic year to continue the work and to bring new ideas and creativity to the process. To keep the committee size manageable, one or two existing members will rotate off the committee taking with them their experience and support of the process to share with others. Revitalizing the Steering Committee this way avoids re-affirmation becoming a project rather than an inclusive process. As the Steering Committee

grows in size, subgroups will be formed to coordinate and manage the specific work related to the activities of focus set forth in this proposal. Structuring the WASC Steering Committee in this fashion represents an efficient and effective way of securing increasing commitment to and involvement in the re-affirmation process. This approach encourages a more “grassroots” movement than a top-down imposition of the re-affirmation process. The desired outcome is that by the end of the re-affirmation process, just about everybody at Chaminade will have been involved in facets of the process, allowing them to bring to their work a clearer sense of purpose and accountability. This sense of purpose and accountability will be woven into the organizational culture.

The four Educational Effectiveness Standards and their alignment with the characteristics of a Marianist education will provide the conceptual framework for enumerating the institutional activities that have high priority in our organization. Key performance indicators will be identified in each of the focus areas proposed. The kinds of information that will be relevant to demonstrating quality performance of those activities will include:

- Basic descriptive data including student demographics, enrollments by intended degree, retention and other relevant criteria; faculty and staff data and retention; fiscal results and an inventory of facilities and information resources; other descriptive statistics that define Chaminade University;
- Institutional policies that impact the successful performance of the high priority activities in alignment with the four standards;
- Common data set including identification of peer institutions for benchmarking;
- Program and course assessment data compiled by the Assessment Team and academic divisions;
- Service and service learning assessments compiled through Campus Ministry and the Office of Service Learning, respectively.

Approach for the Educational Effectiveness Review

Our approach for the Educational Effectiveness review uses the special themes model as the organizing framework. This framework best fits the way the internal audit work performed by all key campus constituencies (Regents, Administration, Faculty, Staff, Students) has led to heightened awareness of and appreciation for how certain aspects of our work are particularly reflective of our mission. Looking ahead to demonstrating Educational Effectiveness, the themes described below are ones that we have determined to be especially critical to our long term success as an institution of higher learning. Our themes are stated in the active voice to be clear and inspiring:

1. Assess student learning outcomes to ensure quality
2. Extend access and educational opportunities to students, especially native Hawaiians and other and Pacific Islanders who may otherwise have limited access due to financial status, gaps in their college preparation, and the like
3. Align physical, financial, organizational, and technological resources to sustain a collaborative learning environment
4. Engage students, faculty and staff in sharing their gifts with the larger community through service and service learning

These priorities reflect the special nature of a Chaminade education, especially the overarching goal of producing graduates who have the potential to use their education to improve and change society, as did the Marianist founders. It should be noted that our emphasis is on day undergraduate programs at this point, recognizing that what is proposed must be bounded by what can be reasonably achieved within the timeframe of re-affirmation. Each of our focus activities is stated in a way that makes clear the type of evidence needed to demonstrate effectiveness. The Marianist value, the WASC Educational Effectiveness Standard(s), and the goal(s) in the Strategic Plan for Chaminade, 2003-2008, that relate to each Focus Activity are shown. Each Focus Activity is discussed in the following pages, addressing first the nature of the activity and its role as a priority for Chaminade, and, secondly, the workplan for demonstrating Educational Effectiveness.³

³ A global summary of responsibilities and timeline for our re-accreditation is found in Appendix E.

Focus Activity #1:

Assess student learning outcomes to ensure educational quality.

Relationships

- This activity is grounded in the Marianist spirit of providing an integral quality education.
- The activity is central to fulfillment of WASC Standard #2: *Achieving Educational Objectives Through Core Functions* and WASC Standard # 4: *Creating an Organization Committed to Learning and Improvement*.
- This activity is linked to Goal Six, *Assessment*, of the *Strategic Plan for Chaminade University, 2003-2008*.

Background

Consistent with the expectations of Standards 2 and 4 and in response to concerns regarding assessment raised in WASC's last report, since 2001 Chaminade has undertaken a comprehensive effort to institutionalize program assessment. It will be continued and further developed throughout this re-affirmation process. Progress to date is summarized in Appendix B.

Eight of 22 undergraduate majors have fully developed program learning outcomes, linked courses to these program learning outcomes, specified the evidence to be collected to assess success in achieving these outcomes and, as sample size allows, evaluated the evidence in view of program revisions. Four of the existing six graduate programs have similarly completed the full assessment cycle at least once. Additionally, seventeen undergraduate programs have formulated Program Outcomes as have all existing and proposed graduate programs. Professional programs with state and national review bodies (e.g., Education) have made the most progress in program assessment.

Given our need to move forward in program assessment, an Assessment Team is in place to oversee the implementation of a consistent assessment effort across the campus. Issues related to the statement of student learning outcomes, the nature of evidence, and the use of evidence in continuous improvement will be major topics for discussion and collaboration. By May 2007, each academic unit at the University is committed to be at least at the point of having reviewed its program mission, specified learning outcomes, linked program learning outcomes to courses and other campus experiences and specified evidence to be collected, so that during AY 07-08 the evidence may be gathered, summarized, evaluated, and used to reconfirm or revise the program.

The Assessment Team works with all academic divisions to encourage and counsel faculty in developing measurable student learning outcomes for programs and courses, developing and administering assessment instruments, analyzing and reporting data obtained, and taking corrective action as indicated by the data. The Assessment Team is responsible for ongoing program assessment workshops, faculty retreat presentations, individual assessment mentoring, meetings with the deans to discuss program and division progress, program progress reports to the Provost, and University-wide publication of program data.

Recently the Masters of Counseling Psychology has completed its first cycle of assessment. At the August 2006 Faculty Retreat the WASC Steering Committee provided it to the entire University as a template for the successful use of evidence in program evaluation, faculty discussion, division motivation and planning for program revisions/improvement.

Complementing program assessment efforts, all academic divisions have engaged in an annual process of program review since AY 01-02. Our process and timeline for program review is described in the Appendix C.

A final aspect of assessment at the University is embodied in the work of the Association of Marianist Universities which is in the process of reviewing the means of assessing student learning outcomes which characterize a Marianist education. The mandate of the taskforce calls for first results being available by the end of October 2006.

As noted above, each division will complete at least one full assessment cycle by the end of AY 07-08. Consistent with this work, the University's General Catalog for AY 07-08 will include a clear statement of learning outcomes for each program.

Essential Questions

Our objective of assessing student learning outcomes to ensure educational quality is oriented by three questions:

1. How can we improve the quality of evidence used to assess program learning outcomes? (CFRs 2.3, 2.6, 2.7)
2. How can we improve support to program directors to assist in program assessment? (CFRs 2.4, 4.3, 4.7)
3. How can we improve program review? (CFRs 2.7, 4.4)

Action Plan

Summary of strategy for assessing student learning outcomes to ensure educational quality: Regarding **improvement in the quality of evidence used to assess program learning outcomes**, discussions are occurring in every division regarding types of evidence that will support learning outcomes. In reviewing the progress of academic program assessment we have discovered three issues that relate to the quality of program assessment at Chaminade, namely not all programs lend themselves easily to direct assessment because some are performance oriented, some require students to complete portfolios,

and some use a capstone seminar as an assessment. These three issues have led us to our first essential question, how can we improve the quality of evidence used to assess program learning outcomes?

Chaminade has done well in establishing itself as an institution dedicated to decision making based on evidence. Almost all programs have established learning outcomes and are in the process of developing or administering assessment instruments. Some have already begun to collect and apply data. The areas in which the greatest improvement can be made are those programs that are performance based, portfolio based, or capstone seminar based. Divisions in which performance, portfolios, and seminars are used will develop rubrics upon which performance, portfolio and seminar content can be appropriately measured.

Responsibilities and Timeline: The University, Planning, Priorities and Assessment Advisory Council (UPAC) is composed of senior administrators and Division Deans with primary responsibility for monitoring the University's planning process to ensure that it remains consistent with our mission, goals and strategic plan. UPAC meets twice monthly during the academic year. This council has direct access to assessment information and assessment progress reports pertaining to each division and program. The WASC steering committee reports directly to this council. It is through this council that progress regarding performance, portfolio, and seminar rubrics will be tracked.

Evidence: We are in the process of developing rubrics upon which portfolios and performance can be measured. Program directors and Division Deans housing programs that use performance as an educational component would include Education, Communication, Theater Arts, Art, Music, and Interior Design. The Chair of the Assessment Team has met with those programs that use performance, portfolios or seminars to provide guidelines and guidance in the creation of rubrics. Additionally, quarterly meetings with the Assessment Team and the programs using rubrics have focused on rubric content and application.

Turning to the question of **improving support to directors**, faculty retreats have been a principal means of educating the academic community about assessment, its requirements and our progress. They have included reports from the Assessment Team and the WASC Steering Committee regarding the University-wide effort to become an institution based on a culture of evidence. In the recent past, WASC has provided faculty with a workshop regarding recent changes in WASC requirements. Brigham Young University Hawaii was invited to present materials in support of their Institutional proposal to WASC, and Chaminade's Board of Regents has requested that all Deans and Program Directors provide an update of assessment efforts pertaining to each program. All programs have received copies of the WASC evidence guide and information regarding reaccreditation generally has been available online to all members of the academic community.

As program assessment progresses across the University there are new challenges that confront program directors in creating and maintaining the assessment process.

A program director must ensure that program outcomes have been formulated, link them to courses, develop assessment instruments, collect data and apply that data to the decisions made within that program. Each step can be intimidating for those new to the process. When first approached, assessment to some seems an overwhelming task. At this point in our current assessment history most of our program directors have passed the point of intimidation and are well on their way to collecting and applying assessment information. Some however, have traveled more slowly and agonize over each step. Group presentations do little to clear the confusion for some and instead of speaking out they struggle silently. It is for these few that personal support and assistance will be provided in the form of individual consultation with programs and faculty.

Responsibilities and Timeline: Success in establishing support for individual program directors will be accomplished by creating Program Assessment Committees within each division appointed by the Dean. These committees will be assisted by and report to Divisional Deans, Assessment Team, WASC Steering Committee, and Provost. The Web site accreditation repository will be used to collect the results of their work. Each division committee will have a representative from the WASC Steering Committee with access to the institutional accreditation website assessment materials. The representative will be responsible for meeting individually with each program director in the division to monitor progress and problems.

Evidence: Each program will post on the accreditation website their program outcomes, linkages, assessment data, and syllabi. The website will be the responsibility of the WASC Steering Committee to maintain and update. It will be an ongoing reference for the state of assessment at Chaminade as well as for each program. Individual programs that appear to have less than effective program outcomes and linkages will have the opportunity to meet with a WASC steering committee member privately to assist in any areas in which such assistance is requested or needed.

Finally, regarding the issue of **program review**, as explained in Appendix C, for the past five years Chaminade has followed an internally based annual process of program review. In addition, Chaminade has recruited and hired program directors and academic deans with an understanding of curricula and curriculum review within specific disciplines. Major revisions have occurred in Education, Business, Communication, Criminal Justice, and Forensic Science. As a result of recruiting and hiring practices Chaminade has been able to attract recognized professionals who have brought with them their professional and academic affiliations that have allowed them to tap into a national reservoir to evaluate existing curriculum and revitalize entire programs. This review of existing programs has been instrumental in a university-wide reconsideration of national standards for specific disciplines and programs.

While recognizing the strengths of its current approach to program review, it does not periodically involve disinterested, qualified third parties unless the program is visited by an accrediting team. While external evaluations are not without concerns, properly structured, they

provide important comparative data. We will include this component at least every five years.

Responsibilities and Timeline: The Provost's Cabinet, Division Deans and Program Directors, assisted by the WASC Steering Committee and Assessment Team, will oversee the proposed work which by its nature is cyclic and ongoing.

Evidence: During AY 06-07 the Provost's Cabinet, assisted by the WASC Steering Committee and the Assessment Team, will develop guidelines for a systematic plan

of Program Review drawing upon WASC's elaborations of CFR 2.7 and model programs at peer institutions. Included will be a schedule for program self study reports. Appendix B describes a five year cycle of program review for each degree offering. During AY 06-07, while we are developing our plan of program assessment, we will focus on those programs being evaluated by external accrediting agencies (e.g., Interior Design, School Counseling, and Education). Second priority is being given to other, larger (i.e., more than ten graduates per year) programs.

Focus Activity #2:

Extend access and educational opportunities to students, especially native Hawaiians and other Pacific Islanders, who may otherwise have limited access due to financial status, gaps in their preparation for college, and the like.

Relationships

- This activity is grounded in the Marianist tradition of educating in family spirit.
- This activity is central to fulfillment of WASC Standard #1: *Defining Institutional Purposes and Ensuring Educational Objectives* and Standard #2: *Achieving Educational Objectives Through Core Functions*.
- This activity is linked to Goal One, *Student Success*, Goal Two, *Partnerships* and Goal Five A, *Enrollment Goals of the Strategic Plan for Chaminade University, 2003-2008*.

Background

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, 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. In recent years first-to-second year retention has averaged 65% and the six-year graduation rate, 37%. 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 far below our self-expectations for excellence. In our Strategic Plan we have set as our goal by 2009 to consistently achieve a first-to-second year retention rate of 75% and a six-year graduation rate of 45% and to consistently score at or above the 60 percentile on each of the five dimensions of the National Survey of Student Engagement (NSSE) when compared to peer institutions.

Of special relevance is the fact that Chaminade is a Native Hawaiian Serving Institution (NHSI) with approximately 15% of its day undergraduate students of native Hawaiian descent. An additional 15% of its undergraduate population identifies itself as Pacific Islander, e.g., Samoan, Chamorro, and Marshallese. Chaminade's status as a NHSI has allowed the University to qualify for and receive funding from a number of federal agencies like the Administration for Native Americans, the Housing and Urban Development Office of University Partnerships, and the Department of Education's Title III to help serve the special needs of persons of Hawaiian or other Pacific Island descent, groups disproportionately affected

by the effects of marginalization. What makes Chaminade's appeal to these indigenous populations most interesting is that the University does not have a specific Hawaiian or Pacific Island program of studies. We believe we are attractive because of a perceived recognition that Hawaiian and Pacific Island values are in concert with Catholic/Marianist values as expressed in the University's educational programs. Students from these indigenous populations enrich our campus community by bringing their unique cultural backgrounds with them to Chaminade, and so this is an especially important aspect of our recruitment and retention work plan.

Essential Questions

Our objective of significantly increasing the engagement and retention of day undergraduate students is oriented by four questions:

1. Are we able to improve the match of students we actively recruit with Chaminade's mission and programs? (CFRs 2.3, 2.10, 2.12)
2. Are we able to better assist our students with their transition to Chaminade? (CFRs 2.4, 2.11, 2.12)
3. Are we able to more appropriately implement best practices in achieving the early engagement of students? (CFR 2.5)
4. Are we able to more adequately support our faculty in their work of student engagement and success? (CFR 2.4)

Our objective of providing access and educational opportunities to native Hawaiians and others of Pacific Island descent is oriented by two questions:

1. How can we provide increased leadership, internship and related opportunities to our students to make their transition from Chaminade to the larger community a successful one? (CFRs 1.5, 2.13)
2. How can we more effectively incorporate and validate Native Hawaiian and Pacific Island (NHPI) values in our efforts to prepare students for post-baccalaureate opportunities? (CFRs 1.5, 2.13)

Action Plan

Summary of strategy for Student Support and Retention: In reviewing the success of our students once enrolled, we have found two factors which frequently correlate with lower retention: that their home is east of the Rockies and/or they experience academic difficulty during the first year at Chaminade. These findings have led us to the posing of the first two questions and to related experimentation and evaluation. In the recruitment of new students we now are seeking to increase the proportion from the State of Hawaii to 60% (from the current 40 to 45%) and set a distinct goal for the State of California (20 to 25%). Consistent with the shift in targets we are realigning our recruitment resources. The Fall 2006 class will be the first class recruited with this shift in market focus.

Consistent with the desire to increase the likelihood of academic success during the first year, we have, beginning with the Fall 2005 class, increased the ACT/SAT test scores required for unconditional admission. From our experience of initiating a voluntary, five-week “summer bridge” program in 2003, we were able to provide an effective academic transition program which we would recommend to those students with significant gaps in their preparation. Building on our results to date, we are continuing to review whether (a) we should make participation in the summer bridge program required for certain categories of students; and (b) we should increase further the required score on standardized tests for unconditional admission (e.g., to 900 or 920 from the current 880 on the SAT). A second strategy we have adopted for trying to support the early academic success of our students is the uniform use of ACT’s COMPASS tests in reading, writing and mathematics to determine their initial placement when it is unclear from the student’s record what course level would be appropriate. We began this practice with the Fall 2005 class. Early results – based on the reports of the faculty teaching these first year classes – are encouraging. We are now in the process of collecting more systematic data based on the performance of students in the relevant classes.

Recognizing that retention is the result of many factors (e.g., curriculum, faculty, Student Support Services, Student Activities and Leadership, Campus Ministry and Residential Life), we have adopted the “early student engagement” model and worked to implement best practices as appropriate to Chaminade’s situation. To date, we have been pleased with the results taken in our “Introduction to Chaminade” course (a seven week, first-

year seminar we call CUH 100), our system of cohorts by intended major and early follow-up on warning signs of academic difficulty (e.g., we introduced fourth-week progress grades in Fall 2004). We evaluate each of our early engagement strategies each year and continue to revise them to make more effective. Among the issues we are currently exploring are: How can we use CUH 100 to assist students to better understand and take responsibility for their academic program and course selection? For “undeclared” students how can we use the cohort to assist them in exploring possible majors? How can we more effectively coordinate the efforts of individual instructors with the central advising and student support offices? An area where we are now turning our attention is how to provide a supportive co-curricular experience for the 40% of our first-year students who do not reside on campus.

Although we have recognized the importance of those members of the faculty who most frequently teach the courses in the first year cohorts, we have had little organized support of their efforts. To date, our focus has been on limiting the use of adjunct faculty and selecting instructors known for their teaching success. One of our objectives during the next two years is to work with this group of faculty to identify those forms of support they would find most helpful, understanding that this may range from simply providing opportunities for the sharing of “what works” with other peer faculty, to supporting one or small groups of faculty in specialized development opportunities (e.g., those who work with the writing classes).

Responsibilities and Timeline: The Undergraduate Experience Steering Team, composed of the senior administrators with primary responsibility for the day undergraduate program, meets monthly during the academic year to provide overall direction for our student support and retention efforts (See Appendix D for the AY 06-07 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. These structures have been in place since the fall of 2003.

Evidence: We will continue to gather overall retention data for each fall cohort and analyze by subgroups of interest (e.g., home, ethnicity, gender, academic preparation). In addition, we will continue to use the NSSE survey to measure how well we are succeeding in the early engagement of our students. Since the first administration in 2002, results have improved to the extent that in the Spring 2005 survey first year students have scored at or above our peers (masters level universities) in all five dimensions with particular strengths in Active and Collaborative Learning and Supportive Campus Environment. In view of this, we are giving more attention to the other three dimensions, although since these are

summary indicators, actual strategies are related to the factors which make up each dimension. Although results for the first-year class in 2005 are stronger than 2004, we wish to be cautious in evaluating this result. As for first to second-year retention, we look for consistently (e.g., over a three-year period) favorable results.

Summary of strategy for Service to Students of Hawaiian and Other Pacific Island Descent: The unique activities and programs targeted at NHPI students start with a statement of specific recruiting goals for day undergraduate students. Our Strategic Plan for enrollment calls for recruiting a class of 400 new students by the fall of 2009. Of this class at least 15% are to be of native Hawaiian descent and 10% from the U.S.-affiliated Pacific Island states (e.g., Guam, American Samoa, the Federated States of Micronesia). To promote the success of these students during their academic career at Chaminade, we are committed to providing financial, academic, social, and spiritual support tailored specifically to meet their needs. Similar to the general recruitment and retention work plan outlined above, a “best practices” approach will be used to identify, evaluate, and improve those efforts that contribute the most to the successful recruitment and retention of these students. Providing unique opportunities, like Pacific Island internships, and applying for grants that foster and encourage service programs, are other plans to augment standard retention strategies. Since the summer of 2002 we have offered a 5-week program immediately before the fall semester for those students who would benefit both from additional academic preparation and support with the necessary cultural transition. In addition to our direct service to students, Chaminade also reaches out to develop partnerships with groups in the larger community who share a similar commitment to serving the educational needs of persons of native Hawaiian and other Pacific island descent (e.g., public and charter schools, Kamehameha Schools, and the Association of Hawaiian Civic Clubs). Already, this engagement has produced an institutionalized sequence of courses aimed at sharing native Hawaiian values with the general student population.

Chaminade has had mixed success in achieving demonstrably higher graduation and post-baccalaureate placement rates among its NHPI students. On the one hand, students of native-Hawaiian descent who participated in a Hawaiian leadership program during 2003-2005, had a graduation rate of 80%, with 21% entering graduate school and 60%+ entering the job market in areas closely associated with their major. This grant has been institutionalized and it is the success of programs like this that warrants the institution’s continued efforts in seeking appropriate partnerships and future programs. On the other hand, we are not able to document an increase in the number of NHPI students entering medical and/or graduate schools despite an extensive investment for the past three years in the academic support of pre-med students and revisions/expansions of the curriculum. Similarly, Chaminade continues to invite to campus and to partnerships various NHPI community leaders and

organizations but these invitations have resulted in few internships or prospects. Small numbers and the limited time these program have been in existence recommend caution in judging results, but still suggest that we must continue to evaluate current as well as develop new strategies and partnerships for students.

Chaminade incorporates traditions and customs of the host culture and other Pacific Island community groups in multiple aspects of the undergraduate experience. Appropriate `oli (chanting) and hula (dancing) are performed, beginning with the first week of First Year Student orientation and culminating in the entrance of graduates at commencement exercises. The First Year Student `A`a Academic pledge is culturally based. A Kumu-in-Residence position (Honored Cultural Elder and Teacher) very clearly denotes the significance of the position. The popularity of Hawaiian history courses, the institutionalization of courses specifically created to foster Hawaiian leadership, and strong student participation in many ethnic clubs culminating each semester in a well attended Pacific Island Review show are all testimony to the valuing of NHPI cultures throughout the University. Sharing the host culture values with our students from other areas of the world is a form of validating the importance of those values. Having persons of NHPI descent who hold faculty and middle and upper management positions provides real life validation for indigenous students.

While great strides have occurred in recognizing and celebrating cultural values on campus, the school is confronted by a lack of information and data on which it can base decisions. Everything done in the last 3-4 years has been positive but the majority of assessment is anecdotal and/or qualitative. NSSE surveys provide strong, quantitative data but by its nature the NSSE does not report on NHPI students only. More specific, directed assessments aimed at the programs previously mentioned are warranted.

Responsibilities and Timeline: The primary responsibility lies with the Office of the Associate Provost. The Associate Provost, as a member of the Undergraduate Experience Steering Team is able to share plans, discuss strategies, and guide grant proposal efforts. The result is a system that shares information and supports initiatives synergistically. Also, a position dedicated to developing relationships aimed at increasing NHPI student resources, the Director of Student Resource Development, was recently created. It is housed in Enrollment Management and works very closely with the Associate Provost in increasing partnerships and building relations in and with indigenous communities and organizations. 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. These structures have been in place since the fall of 2003. Because of the federal grant year cycle, each October a reassessment of grant goals and opportunities will be conducted and new strategies undertaken.

Evidence: We will continue to utilize general retention data as well as analyze subgroup components like

native Hawaiian, Pacific Islander, etc., each semester. We will continue to actively seek opportunities to address educational disparities experienced by our native Hawaiian and other Pacific Islanders prior to enrolling in college. Continued efforts to develop unique and varied partnerships are integral to enrollment and retention. Well prepared grant proposals result in the funding of outcomes-driven partnerships that readily lend themselves to assessment. Those partnerships will be monitored, evaluated, and improved based on their measured effects on recruitment and retention of NHPI students and/or service to the community. The establishment of

a Kupuna (elderly) Advisory Board is already occurring. We are actively considering seeking external support for the creation of a space uniquely Pacific in function yet symbolically representing peace and justice for all students. The ability to write for successful grants will be a key measure of how well we are able to accomplish new initiatives. Successfully executing on the delivery of current programs will allow for continued data gathering and analysis. As we continue to support cultural values, we will seek to identify a means of selective collection of quantitative data in order to assess the significance of our efforts.

Focus Activity #3:

Align organizational and technological resources to sustain a collaborative learning environment.

Relationships

- This activity is grounded in the Marianist spirit of educating for adaptation and change.
- This activity is central to fulfillment of WASC Standard #3: *Developing and Applying Resources and Organization Structures to Ensure Sustainability*.
- This activity is linked to Goal Three, *Vitality of Community*; Goal Four, *Faculty, Staff, Structures, Policies & Practices*; Goal Five B, *Institutional Advancement*; Goal Five C, *Master Plan for Facilities*; Goal Five D, *Information Resources*; and Goal Five E, *Stewardship of the Strategic Plan for Chaminade University, 2003-2008*.

Background

The Chaminade Campus has witnessed dramatic growth and improvement of the physical plant over the past seven years. Following the 1999 Strategic Plan and Facilities Master Plan, Chaminade has invested over \$25 million to acquire, improve existing, and build new facilities and enhance the campus landscape and services. The institution is financially stable, with total net assets increasing every year since 1996 to an all-time high of over \$31 million in 2005. The increase in net assets between 2004 and 2005 was particularly large (\$12 million) which included a pledge of \$10 million for a new Library/Information Resource building and two endowment pledges totaling \$2 million. We are in the process of implementing the campus master plan, reaching the goal of our capital campaign, and building capacity in our Division of Institutional Advancement to maintain this trajectory of progress. While this work will be closely monitored prior to our Preparatory Review (CFR 3.5), it is not proposed as integral to Focus Activity #3. Rather, Focus Area #3 addresses two areas of complexity which have grown out of our success, organization and technical resources.

Forty new faculty positions have been added for a total of ninety-two full and part-time positions. Sixty new faculty members have been hired in the last five years. Assimilating such large numbers of new personnel is challenging in terms of corporate culture, mission, and operations. While we have a well-developed Policy Manual to guide us through this growth, adherence to written policies and stated mission remain areas for attention and improvement. Likewise, while we have both a Faculty Development Committee and a Staff Development Plan, our existing personnel development efforts need to be re-

viewed and redesigned to reflect our changing needs.

A new data management system is being installed at this time, and its successful installation and functioning is a major aspect of our Action Plan. The new system, Datatel's Colleague, will address all of the business and academic functions of the University. An especially important auxiliary package that is being implemented is the Crystal Reports tool which allows users to create their own reports in a spreadsheet-like fashion. Our challenge is to ensure that users of the system are well-trained and capable of harnessing its reporting capabilities in order to engage in evidence-based improvement.

Essential Questions

Three lines of inquiry will focus our attention and efforts on human resource development and effective organizational functioning at Chaminade:

1. To what extent are we engaging in personnel hiring and development practices among both faculty and staff that are demonstrably effective in improving teaching and learning consistent with Chaminade's mission and goals? (CFR 3.1, CFR 3.4)
2. To what extent are we implementing systematic personnel review to monitor and reward behaviors that improve teaching and learning effectiveness? (CFR 3.3)
3. To what extent are we consistently aligning institutional functioning with our mission and values in a manner that is sustainable? (CFR 3.8, 3.11)

In addition, two lines of inquiry will focus our attention on alignment of technological resources to sustain a collaborative learning environment:

1. How can Chaminade quickly and effectively harness its increased technological capacity to improve organizational functioning? (CFR 3.6, 3.7)
2. How can Chaminade ensure that its increased technological capacity fosters a culture of evidence among all members of the University community? (CFR 4.6, 4.7)

Action Plan

Summary of strategy for human resource development and effective organizational functioning: Hiring for mission is a prerequisite for developing both academic and staff personnel who are performing their duties in accordance with the particular values embodied in the Catholic, Marianist educational mission of Chaminade. The Staff Development Committee, working with the Rector, has recently developed a Hiring for Mission Policy that is now in place. Additionally, new staff evaluation forms have been developed by a committee of supervisors and are being tested in the Admissions Department. These initial efforts will be presented to the President's Leadership Council in October 2006. This policy will be implemented and improved based on evidence and will serve as a template for hiring throughout the University.

There are many development activities available for faculty at Chaminade, ranging from participation in numerous celebratory rituals (especially in the Fiftieth Anniversary year just concluding) to faculty retreats, financial support for regional, national and international conference presentations, collaborations with other Marianist universities using distance-learning courses and meetings, collaborations with other universities such as the New York University Faculty Resource Network, and sabbaticals, to name a few. A situation analysis of the entire range of activities is being conducted to determine how well the entire portfolio of activities is serving the needs of the institution. The result of this effort will be a strategic faculty development plan where the mix of activities included are ones shown to contribute most to improved teaching and learning effectiveness, promoting the mission of the University and enhancing the sustainability of the University.

Similarly, there is a range of development activities available to staff such as retreats, skills training, and OSHA training. Again, a situation analysis will be undertaken with the goal of developing the best mix of activities to nurture staff in their role of creating an effective teaching and learning environment in conformance with the mission of the University. An important, but overlooked aspect of staff development is making staff aware of how their behavior affects the learning environment and, indirectly, yet potentially powerfully, teaching effectiveness. Hence, rather than view the Staff Development Strategic Plan as totally separate from the Faculty Development Strategic Plan, opportunities for leveraging development activities will be evaluated.

To promote mission-driven organizational function-

ing, Chaminade has a comprehensive Policy Manual, a well-developed Strategic Plan for the University, as well as Planning Guidelines and Student Handbook. The task before us is to determine to what extent our actions in daily decision making situations are reflective of our mission and stated goals. It is important to note that the work being proposed is not merely following the "letter of the law" in the course of the work of the various planning and decision-making bodies on campus, or the University and Faculty Senate committees, but refers to overseeing how closely our planning, decision-making and policy implementation activities are in concert with our mission and Marianist values.

Related to governance and organizational development is the issue of building leadership capacity in the organization. As noted in the "Description of Outcomes" section of this Proposal, one of the outcomes desired as a result of the re-affirmation process is internalization of the spirit "We All Surely Count." The vision for carrying out the process of re-affirmation by continually renewing the WASC Steering Committee with "new blood" will ensure sustainability of the process as the distinction between leaders and followers diminishes. Upon approval of this Proposal, persons well-suited to take the leadership roles in carrying out the work planned will rotate onto the WASC Steering Committee and some current members will leave the formal committee to share their experience and knowledge with colleagues.

Responsibilities and Timeline: The hiring and development activities outlined above will be the responsibility of the Executive Assistant to the President (for staff) working in collaboration with the faculty development counterparts, namely the Faculty Development Committee, Divisional Deans, the Assistant to the Provost for Graduate Services and the Associate Provost for the Day Undergraduate Program. The strategic personnel development plans for both staff and faculty will be in place by the time of our Capacity Review.

Regarding mission-driven organizational functioning, contributors to this work will be the Marianist Educational Associates, a small but representative group of lay people who have expressed strong interest in and commitment to Marianist values. Their role will be communicated campus-wide so that any University employee or group who has governance concerns knows where to go to have the issue considered. This group will report to both the Rector's Office and through this office to the President's Leadership Council. Prior to our Capacity Review it is our goal to have a published and tested process in place for auditing consistency of action and mission.

Evidence: As the situation analysis of existing programs becomes available along with staff and faculty survey data, personnel development efforts will be revised as necessary. The recently developed new staff evaluation forms will be tested to determine their usefulness in diagnosing and remedying deficiencies in the hiring and development processes. The annual Faculty Growth and Development Plan (GDP) and accompanying review process already in place will serve as a systematic mechanism for tracking improved performance among faculty

members in the areas of teaching, scholarship and service, in accordance with mission and Marianist values.

The work of organizational development described above will follow an evidentiary model in terms of measuring the congruence between action, policy and goals and stated mission. Reports recommending remedial action in those situations where there are systemic issues to be resolved in accordance with mission will be filed. The cumulative data collected will serve as a valuable resource over time in continually aligning mission and actions of Chaminade personnel.

Summary of strategy to align technological resources to sustain a collaborative learning environment: The second part of Focus Activity #3 is the alignment of technological resources to sustain a collaborative learning environment. We have improved significantly in our technological capacity and now all personnel are being trained to use the technology to help achieve our goals and to grow a culture of evidence throughout the University. Training will involve formal classes when appropriate, as well as the provision of printed material and online tutorials. The reporting capabilities of the system will be a particularly important aspect of the training modules, so that users

become facile in evidence-based decision making.

Responsibilities and Timeline: The work proposed will be planned, coordinated and largely conducted by the Office of the Dean of Information Services and the Library, with the assistance of the Implementation Senate, a University committee that has been instrumental in the choice and design of the new system. The Implementation Senate will be especially important in serving as experts within their respective departments. Prior to our Capacity Review it is our goal to have all administrative offices and faculty advisors facile in the use of the relevant portions of the new data management system.

Evidence: This work will follow an assessment model where there are clearly stated learning outcomes and subsequent assessment to ensure that system users have the skills to leverage the capabilities of the technology to extract information that improves decision-making. Records of Colleague training sessions will be maintained as well as evaluations from participants. Additionally there will be an annual review of user satisfaction with Colleague and evaluation of users' ability to use it effectively every Spring semester, beginning in 2007.

Focus Activity #4:

Engage students, faculty and staff in sharing their gifts with the larger community through service and service learning.

Relationships

- This activity is grounded in the Marianist value of education for service, peace and social justice.
- This activity is central to fulfillment of WASC Standard #2: *Achieving Educational Objectives Through Core Functions* and WASC Standard #4: *Creating an Organization Committed to Learning and Improvement*.
- This activity is linked to the *Core Commitment to Service*, and Goal One, *Student Success*, in the *Strategic Plan for Chaminade, 2003-2008*.

Background

Chaminade University Chaminade University by mission and values is committed to developing within the campus community a commitment to service, peace and social justice through both service projects and service learning activities. Because we believe that service is an essential part of our culture, students, faculty and staff are encouraged to work on various types of service projects in the hopes that such activities will result in lifelong habits of commitment to service.

About 80% of the faculty report being involved in service either to the University or greater community. Thirty percent of the faculty report using service learning projects regularly in their classes. About 30% of the staff reports commitment to community service. Collectively, the entire Chaminade 'ohana committed itself to 50,000 hours of service in celebration of the fiftieth anniversary year—2005-2006. As of September 16, 2006, the close of the anniversary celebration, 90,000 hours had been reported.

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,

though specific responsibilities are 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 forty hours of community service per year under the guidance of the Campus Ministry team. While the Campus Ministry team has a wide variety of service projects available to students ranging from monthly visits to homeless shelters to socializing with seniors at retirement homes, special attention is given to our neighbors in Palolo Valley, a community which encompasses many low-income families and recent immigrants from the U.S.-affiliated Pacific Island states.

Service learning is the integration of service components into the curriculum. The Director of Service Learning, who reports to the Associate Provost and collaborates with participating faculty, coordinates many of the service learning projects and gives strategic direction to the program. The Director organizes Service Learning Day, an annual presentation of student projects, demonstrating the application of service projects to the curriculum, and for

faculty, demonstrating how service learning can be part of the curriculum. The Director coordinates student presentations at mainland conferences and ensures that students with exemplary service learning experiences are effectively recognized. Again, special emphasis is placed on the University's outreach to Palolo Valley and its schools with significant native Hawaiian and immigrant student populations. Additionally, Chaminade is a member of Campus Compact, a consortium of over 1,000 colleges involved in service learning, and has been a recipient of grants from the Hawaii-Pacific Island Compact.

During the past year, at least six members of the faculty have presented papers at national conferences. This is only natural in that our interest in service at Chaminade focuses the faculty's attention on the scholarship of service. As a small school without extensive research facilities, a faculty member's interest in service or an interest developed from another's service project becomes a rich field for scholarly inquiry which is directly related to his or work at the University.

Essential Questions

In its self-review, the University will explore four questions focused on the efforts of service and service-learning on current and former students, and one focused on faculty:

1. How can we demonstrate whether students effectively make the connection between the curriculum and co-curriculum and their service or service-learning experiences?
(CFRs 2.3-2.6, 2.8 & 2.9)
2. To what extent does participation in service and service-learning projects affect the student's continued involvement in other service projects?
(CFRs 2.10, 2.11, & 4.1)
3. To what extent does participation in service and service-learning develop a commitment to service within our students after graduation?
(CFRs 2.5, 4.8 & 4.3)
4. How does faculty participation in service and service learning and the University's commitment to service become the basis for increased scholarship?
(CFRs 2.8, 2.9)

The first three questions represent a continuum of what we expect to accomplish with our students. The first question relates service and service learning, in particular, to the curriculum. The second evaluates how the current student internalizes an ethic of service and service learning. The third question asks if students have made service an important part of their lives after graduation. Most importantly, the answers will allow us to improve our processes so that we might achieve our mission. The final question explores the effect of our service mission on the nature of faculty scholarship.

Action Plan

Summary of strategy to investigate the effects of service and service learning on our students and faculty:
Under the leadership of the Director, the Service Learn-

ing Office is positioned as a resource to help faculty assess service learning experiences in their courses and the ability of students to relate service to their courses of study. In all administrations of the National Survey of Student Engagement (NSSE) since the Spring of 2002, Chaminade students are much more likely (significance at the .001 level) than the national sample to report having "participated in a community-based project as a part of a regular course." Although we are very pleased with this high level of participation, of particular importance in establishing service learning as central to fulfillment of the Chaminade mission has been identifying student learning outcomes for service learning and linking them to the learning outcomes of the course. While some learning outcomes may be unique to the course in which the service learning occurs, others are more general in nature. The Service Learning Advisory Group has two guiding questions for their assessment (Has the service been related to the coursework? Has the student developed continued interest in service?), and they are being applied in service learning classes.

Service learning is an area particularly suited to the exploration of qualitative assessment. Typically, a reflection paper is submitted at the end of a service learning project. Discussion has already begun on the question of what makes an effective reflection paper. Specific criteria have been included in evaluation rubrics which will be continually improved with use.

Measuring students' abilities to apply what they learn in the classroom involves indirect assessment. Among other things, this task requires the development of measurement instruments that tap service recipients' perceptions of the service received. This measurement alerts students to the fact that a critical aspect of the effectiveness of their service efforts is when those efforts are perceived by the clients served to be effective.

The Campus Ministry Team is currently in the process of developing outcomes for its co-curricular service program. This work is being pursued at other schools, and Chaminade's Service Learning and Campus Ministry directors are examining existing data and input regarding assessment of service learning student learning outcomes. In the spirit of collaboration, we will turn to our sister Marianist Universities, the University of Dayton and St. Mary's University of San Antonio for inspiration as well. As an institution that proclaims to prepare students for life, work, and service, it is incumbent upon us to measure progress in the ability of our students to apply their intellectual talents to address social needs.

To determine the extent of service and its effect in generating increased involvement in service projects for students, we will consider records of the service completed by members of the Chaminade 'ohana. For example, although our 50th Anniversary year closes in September, we will continue the 50,000 hours of service campaign as an annual effort to encourage and support service. These hours are recorded on our 50,000 hour thermometer which is easily accessible on the Chaminade website, providing a rich data base of service at Chaminade both collectively and individually. Additionally, Campus Ministry con-

continues to expand student involvement in its Awakening Retreat program and develop new Christian-based service and immersion programs. The Career Services Office also places students eligible for Federal Work Study in community service jobs. These hours and projects will become an important measure of our involvement in service. Moreover, service-learning hours will be recorded along with the various types of existing service opportunities as well as new opportunities.

Follow-up data will allow us to review to what extent service learning has become an important part of our students' lives while they are at Chaminade and after they graduate. For those who are matriculating, we use both the NSSE and Cooperative Institutional Research Program Freshman Survey instruments to discover the importance of service to their lives. A section has been added to our alumni inquiry form to record how graduates have viewed service in their lives after leaving Chaminade. The ACT Alumni Outcomes Survey which is administered periodically also collects self-reports of levels of involvement in service when attending Chaminade and after leaving the school.

A principal source of evaluating the extent of service-based scholarship lies in the Faculty Growth and Development Plans. From these we will be able to garner the products of faculty scholarship. We will also be able to monitor how the project developed so as to encourage similar scholarly work. The University will continue to recognize service and service learning as a means of encouraging students, faculty and staff who participate in these programs. This involves inventory, assessment, and follow-up data. Attention will be paid to activities such as the Hogan Not-for-Profit Business Plan Competition. Service will also be recognized through the Annual Service Learning Day conference, the Founders' Week Marianist Awards, the Co-Curricular Awards, and the Outstanding Student Graduate Awards. All of these activities will be published for campus members by Institutional Advancement in the weekly newsletter.

Responsibilities and Timeline: Responsibility for developing the instruments and gathering and analyzing the data rests with the Directors of Service Learning and Campus Ministry. They will have all learning objectives for their programs and the instruments to measure them clarified by January 2007. Data gathering will start by June 2007, and first analysis will be completed by January 2008.

Evidence: All of the data gathering instruments needed to answer these questions are in place. Some are currently satisfactory; some will have to be refined. The evidence which will support the activities presented here will also be drawn from the annual Service Learning Assessment reports, the reports of activities of our various community service partnerships such as our Palolo Valley partnerships and related organizational reports, reports of faculty activities enumerated in Faculty Growth and Development Plans, and records of students participating in various service projects.

Effectiveness of Data Gathering and Analysis Systems

The primary evidence needed to fulfill the reporting requirements set forth in this Proposal will be available in the new management information system being installed. The system's potential, of course, is dependent on how facile people are with its operation. This facility involves two parts: the conceptual part where people will need to be informed and reminded to utilize the system, and the more technical part where people will need to have the ability to use the system competently. This work is discussed under our Focus Activity #3 in the previous section of this proposal.

Complementing this centrally maintained institutional database, each program will gather, summarize and evaluate the evidence specified for its assessment. For example, within the Division of Education such evidence will include: portfolios of students' work; pass rates for the various portions of the PRAXIS examination; and evaluations from supervisors of student teachers and principals of schools where our graduates are employed. Definitions of the evidence to be collected and the responsibility for its collection are a part of each program assessment plan.

Off-Campus and Distance Education Degree Programs

Chaminade has extensive undergraduate and graduate evening programs for adult students. Classes are conducted at seven military bases and five other locations on Hawai'i's most populated island of O'ahu. All of these 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 two degree programs—the Master of Education and Master of Pastoral Theology—in an on-line format. The University is currently in the process of submitting a third substantive change proposal for offering the Master of Science in Criminal Justice Administration degree on-line. We plan to have successfully completed a systems review of the entire Distance Learning Program by the time of the WASC Capacity Review in 2008.

In its 2002 letter to Chaminade, the Commission expressed interest in the issue of orienting and involving part-time faculty, responsible for teaching in the 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, pertinent material will be placed on the Chaminade intranet 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 in individual courses. This data will be available for program revision and for reviewers.

Appendices

Sections A - E

Appendix A: Requirements

- Institutional Stipulation Statement
- Data Element 1: Headcount Enrollment by Level (Fall Term)
- Data Element 2: Headcount Enrollment by Status and Location
- Data Element 3: Degrees and Certificates Granted by Level (Academic Year)
- Data Element 4: Faculty by Employment Status
- Data Element 5: Key Financial Ratios – Worksheet
- Data Element 6: Summary Data Form

Appendix B: Educational Effectiveness Indicators (rev. September 25, 2006)

Appendix C: Academic Program Review Description

Appendix D: AY 06-06 Directions for Early Student Engagement and Retention Planning

Appendix E: Work Plan and Timeline