

REPORT OF THE WASC VISITING TEAM
EDUCATIONAL EFFECTIVENESS REVIEW
To CHAMINADE UNIVERSITY OF HONOLULU

MARCH 17-19, 2010

In Partial Fulfillment of the Requirements for
Educational Effectiveness Review

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The evaluation team in conducting its review was able to evaluate the institution under the WASC Commission Standards and Core Commitments and therefore submits this Report to the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges for action and to the institution for consideration.

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EDUCATIONAL EFFECTIVENESS REVIEW TEAM REPORT CHAMINADE UNIVERSITY OF HONOLULU, MARCH 17-19, 2010

SECTION I. OVERVIEW AND CONTEXT

A. The Institution and Visit

Chaminade University of Honolulu (CUH), founded in 1955, is one of three universities, worldwide, sponsored by the Society of Mary. The sole Catholic university in the State of Hawai`i, Chaminade honors its mission to offer 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, CUH encourages the development of moral character, personal competencies and commitment to build a just and peaceful society. CUH offers both the civic and church communities of the Pacific region its academic and intellectual resources in the pursuit of common aims. CUH successfully and effectively integrates intellectual skills with social responsibility and cultural inclusiveness, which is consistent with the Marianist approach to education as an intellectual pursuit and means to impart a religious vision and transform society.

A comprehensive university, CUH offers 22 undergraduate major programs; 7 graduate programs; 6 two-year associate programs; and an array of evening and on-line programs for the associate of arts, associate in science, bachelor of arts, and bachelor of science degrees at six locations in various parts of the Island of Oahu. A new 4-year program leading to a degree in nursing and designed in the Marianist tradition of success in life, service and career, will admit its first cohort of 72 students in fall 2010.

Between 2003 and 2008, Chaminade experienced a 9% drop in student enrollment from 2,882 (2003-04) to 2,575 (fall 2008). The current increased enrollment of 2,600 is positive despite and, partially, as a result of the severe nationwide and global economic

downturn, including Hawai'i and other Pacific Islands, from which Chaminade draws many of its students.

After a *troubled* accreditation history of *Warnings* and *deferred reaffirmations* from 1978 to 2002, CUH turned the corner in 2002 when the Commission reaffirmed its accreditation and, further, approved the Capacity and Preparatory Review (CPR) in fall 2008 and the Educational Effectiveness Review (EER) in spring 2010. In February 2009, following receipt of the report of the 2008 CPR visit, the Commission acted to continue Chaminade's accreditation, noting *significant progress on many fronts . . . unprecedented success in financial management and fundraising . . . new or renovated facilities, including a splendid new library . . . the spirit of "ohana" or family, along with enthusiasm for the mission and values of the University . . . palpable across all sectors of the campus community . . . Most notably, it has responded with grace and resilience to the illness and death of President Sue Wesselkamper.*

The EER Visit. In accordance with the purpose and expectations of the EER, the visiting team focused on student success, program review and sustainability. The team studied the program review processes of psychology, which was analyzed in-depth, and education and biology programs which were reviewed in general; and, as requested by WASC, the team examined the current global economic recession's impact on the institution. As described in this report, the team found evidence in all areas of focus that CUH has taken seriously and established a core commitment to educational effectiveness.

The team observed two off-campus sites that were not scheduled during the fall 2008 CPR visit, which—at the time—coincided with the inter-session break of distance education and off-campus programs that made it impractical to visit the sites or monitor

an ongoing course. A review of the CUH distance education program and reports of the off-campus site visits are attached as appendices to this report.

The team took advantage of the unique opportunity to study the planning of the forthcoming 4-year degree nursing program, which will open in fall 2010, and relate that process to the WASC standards and EER themes.

The EER Schedule and Campus Participation. In light of the focus of the EER, as distinct from the focus of the CPR, the team departed from WASC's sample visit schedule, which is identical for both CPR and EER visits. The team, instead, designed a schedule tailored and more befitting to the intent of the EER. As a result, through the modified schedule of meetings, interviews and observations, the team had the benefit of breadth of information from the fall 2008 CPR visit and in-depth insights gained from the re-designed schedule of the current EER visit.

All meetings and interviews of the EER visit were meaningful and productive. The 30 faculty and staff, who attended the open meeting with the team, were forthright in relating their experiences and observations of teaching, program review and assessment of learning. The 7 undergraduate and graduate students, who voluntarily attended an open meeting with the team, were unanimous in expressions of appreciation and value of their respective educational experiences and academic and co-curricular programs at CUH.

The program review meetings with the psychology, education and biology deans and faculties enhanced the team's understanding of the three programs' respective processes, results, and stages of review. The presentations and discussions of all three programs demonstrated their appropriate use of review findings to improve curriculum and increase student learning. The team was privileged to observe positive, spontaneous

interactions of the deans and their respective faculties of all three programs in both informal and formal professional discourse. The spirit of collegiality among faculty and staff of the three programs reinforced the Chaminade spirit of `ohana, or family.

B. The Institution's Educational Effectiveness Review Report

CUH's EER report was a collaborative effort of the entire campus community. More than 30 faculty and staff participated in the actual writing of the report, and far larger numbers of faculty, staff, students and community members reviewed and commented on its various parts. In the EER meetings and interviews, it became evident to the team that faculty, staff and students were well-versed in the text, terminology and concepts of the report, indicating their knowledge and participation in its development.

Chaminade's EER report is well-organized and clearly written. It presents an accurate and candid portrayal of CUH. Each recommendation of the fall 2008 CPR visiting team report was thoughtfully addressed, thoroughly discussed, and appropriately updated. The four themes presented in Chaminade's 2006 Institutional Proposal were discussed in light of the WASC standards and referenced consistently throughout the University's EER report: 1) assess learning outcomes to ensure quality; 2) extend access, especially to native Hawaiians and other Pacific Islanders; 3) align resources to sustain a collaborative learning environment; and engage students, faculty and staff to share their gifts with the community through service and service learning.

As discussed in its EER report, CUH faculty have learned to use tools to enable documentation and analyses of evidence of their successes, many of which have led to major program changes and restructuring of more than 17 of its 22 undergraduate programs and 5 of its 7 graduate programs. The new *culture of assessment* at CUH has

enabled coherence among curriculum, learning outcomes, knowledge and skills to support students' aspirations. CUH now perceives itself as proactive, not reactive, and faculty have discovered the assessment process to be a useful means to measure work, link academic programs to resource allocations, make continuous improvement and progress, and demonstrate achievement of educational effectiveness.

C. Response to Issues Raised in the Capacity and Preparatory Review (CPR)

CUH responses to the recommendations of the fall 2008 CPR report, as stated in its EER report and validated through review of documents, meetings with individuals and groups, and other observations during the site visit, are as follow. The visiting team's validation of the responses is further discussed in relevant sections of this report, under the respective standards.

1. **Recommendation:** *define student learning outcomes for general education and other areas where the culture of assessment needs continued development, with at least one of the areas assessed and analyzed before the EER. (CFRs 2.1-2.17)*

CUH Response. Nearly 82% of undergraduate programs have gathered evidence, and more than 77% of them have used the evidence to improve their programs. All graduate programs have gathered and used evidence to improve their programs, and more than 82% have completed at least one assessment cycle. The remaining programs are either very small or have no recent graduates. Assessment of student learning in the general education core is focused on the course level. As documented in the 24-page data summary, which the team reviewed, all disciplines have completed at least one cycle of data collection and reported on the efficacy of courses, with analysis and reflection on improvements.

2. Recommendation: *introduce a formal program review process with specific tangible evaluation targets, in addition to the annual fiscal review. The process requires development of a standard template of information and method of review under the auspices of the Faculty Senate. While normal cycles are 3, 5, or 6 years, Chaminade may wish to consider a longer cycle and, where applicable, include disciplinary or professional accreditation reviews as the external review for each program. In a 7-year cycle, 3-4 programs would be reviewed each year.* (CFRs 4.1-4.3)

CUH Response. (See pages 20-21 for the visiting team's further validation of this response.) A *culture of assessment* now exists at CUH. Program review is expected of all degree programs, including general education. Various methods of program review are used, and all include information on student learning and reflection on a standard set of data on retention, recruitment and time to graduation. Although the various programs are at different stages of review and a formal cycle of reviews had been temporarily delayed due to unavoidable recent changes in the CUH executive administration, by and large, a system of program reviews is established and firmly a part of administrative and faculty requirements. The new provost will lead the development of a formal cycle of reviews which is expected to be in place in 2011.

3. Recommendation: *clarify the process, criteria, role, and guidelines of the annual Growth and Development Plan (GDP) to assure they are consistently applied to standards in faculty tenure and promotion decisions, and include a training program for administrators, faculty, and staff, as appropriate.* (CFR 2.8-9, 4.6-7)

CUH Response. (See pages 24-25 for the visiting team's further validation of this response.) After a 2008-09 year-long review of the GDP process and criteria, under the leadership of the associate provost for undergraduate day programs, the deans: a) reaffirmed the importance of the GDP for general evaluation of faculty and as an instrument that encourages faculty growth and development in teaching and scholarship; b) recognized that consistency of standards, or proficiency levels, is critical to the effectiveness of the GDP process; c) recognized that there are various methods and ways of managing a faculty member's accountability to the levels of proficiency set by the disciplines, and chose to respect those different methods and ways while ensuring the minimum content of the GDP would include materials necessary for faculty evaluation in relation to rank and tenure criteria of teaching effectiveness, advising and service to students, scholarship and creative work, service to the university and profession and community, collegiality and commitment to mission, and professional development activities; d) determined that the GDP can be used effectively with all contracted faculty but was not, by itself, simply applicable to tenure-track and tenured faculty.

4. Recommendation: *continue to clarify and refine the requirements of research and scholarly activity for promotion and tenure.* (CFRs 2.8-2.9)

CUH Response. (See pages 24-25 for the visiting team's further validation of this response.) Tenure-track and tenured faculty must report on and be evaluated on all GDP criteria. Only tenure-track professors need to report annually as they work toward promotion and tenure, in order to provide enhanced opportunity for mentoring and development. Tenured faculty prepare full GDPs to coincide with

their scheduled post-tenure peer reviews. Contract faculty are evaluated on applicable criteria as called for in their appointment agreements; as appropriate, curricular leadership may be used in lieu of scholarship requirements. In all cases, deans provide appropriate feedback on the GDPs and are expected to assist the faculty's development as scholar-teachers. Faculty are already producing a wide range of scholarly products of discovery, teaching, application and other forms. Faculty discussion and refinement of the standards are ongoing.

5. Recommendation: *find ways to integrate service learning projects, courses, and programs into the curriculum and assess them regularly to ensure student learning outcomes are achieved. A method and the results of the outcomes assessment should be in place by the time of the 2010 EER visit. (CFRs 2.3-2.6, 2.8-2.9)*

CUH Response. (See pages 18 and 25 for the visiting team's further validation of this response.) The creativity, number and variety of ways faculty integrate community service and service learning into their courses are impressively high. The outcomes and instruments for both programs, similarly, are to demonstrate: 1) understanding of the connection between academic work and service; 2) understanding of and commitment to the student's role in issues of public concern; 3) increased interest in being civically engaged. The advisory *service group* continues to develop student learning outcomes and assessment instruments to determine the effect of community service and service learning on students. Inter-rater reliability was high for outcomes 1 and 2 in tests of sample students' reflection papers. Data from sources such as the graduation survey or NSSE

reports, service database, and Association of Marianist Universities' instrument pilot-test will be analyzed to measure outcome 3 and the degree of effect of civic engagement and community service and service learning on students' interest.

6. Recommendation: *give high priority to addressing issues of strengthening and supporting informational technology (IT), including increasing bandwidth, to ensure internet resources and support for teaching, learning, research, and faculty scholarship. (CFRs 3.5-3.7)*

CUH Response. (See page 28 for the visiting team's further validation of this response.) CUH had been aware of its technology problems, but was previously hampered by insufficient resources to correct the deficiencies. After the fall 2008 CPR visit, CUH's higher priority and attention on the issues resulted in marked improvements. New computers have replaced the old. Federal funding was successfully sought to address other needs. Improvements were made to the web interface and technology infrastructure. The web portal was rebuilt. The inadequate iMail is being replaced with a Microsoft Exchange email system. CUH continues to assess IT Services and works toward adequate systems that facilitate the technology needs of the faculty, staff, students and community.

7. Recommendation: *strengthen enrollment and continue efforts to identify students who would be attracted to the benefits of "a Chaminade educational experience."* (CFRs 3.8-3.11)

CUH Response. (See pages 29-30 for the visiting team's further validation of this response.) This recommendation gave CUH *pause for thought* and motivation to regroup and move forward with renewed efforts to increase enrollment with new

high demand programs and higher numbers of native Hawaiian students while, carefully, raising admission standards and maintaining its commitment to provide access to quality higher education to those who might otherwise not qualify. CUH was rewarded for its hard work and persistence in fall 2009, when its enrollment goals were met. CUH will continue to step up recruitment from Catholic schools; expand numbers of students in intercollegiate athletics; continue recruitment in Hawai`i, California and other west coast states, and U.S. Affiliated Pacific Islands; and attract students—including those from China, Vietnam and the Philippines—with good academic preparation, desire for specific programs, preference for Catholic education, and financial means to attend Chaminade.

SECTION II. EVALUATION OF EDUCATIONAL EFFECTIVENESS UNDER THE STANDARDS

Standard 1: Defining Institutional Purposes and Ensuring Educational Objectives

The fall 2008 CPR team found that Chaminade met, and even exceeded, many expectations of Standard 1. CUH sets for itself a demanding mission and uses its strong sense of purpose as the touchstone to test the value of its goals and efficacy of its work in achieving educational objectives through core functions. As described in its EER report and affirmed in the team’s meetings with administrators, faculty, staff and students, CUH provides its students with a general education that includes formal instruction, service and co-curricular experiences that will prepare them as citizens in a global world; CUH does not have students choose from a list of requirements in the humanities and social, physical and natural sciences simply to claim they are *well-rounded* individuals.

In keeping with Marianist values, Chaminade is devoted to the development of skills and cultivation of habits of mind that will allow students to live reflective, purposeful lives in service of others. In order to do so, CUH must first assess its success in the basic skills of reading, writing, math and science, and, later, in advanced skills of critical thinking, appreciation of different ways of knowing, ability to synthesize information from diverse sources, and sensitivity to cultural differences. CUH has succeeded in organizing this aspect of its assessment and evaluates itself in relation to accepted disciplinary, professional and national standards; to peer institutions with similar missions and students; and, most important, to its own core values. Many important aspects of student development—e.g., empathy, curiosity, courage, compassion—do not lend themselves to quantification or measurement and, often, are neither linear nor incremental. CUH, nonetheless, collects data to determine if students are changing and, if so, in what direction.

Assessment of student learning in the General Education (GE) core is focused on the course level. As reported in the CUH EER report and documented in a 24-page data summary, which was reviewed by the visiting team and confirmed in meetings with the faculty and administration, all disciplines in GE had completed at least one cycle of data collection by the end of fall 2009 and reported assessment data on the efficacy of courses with analysis and reflection on improvements. As further stated in the CUH EER report, the Humanities and Fine Arts (HFA) Division collected data and upgraded GE offerings as part of its major program restructuring in the past 3 to 5 years. This was affirmed by the team's review of CUH data analyses and action plans and in its discussions in meetings with the faculty. Most HFA faculty conduct assessments using *LiveText*.

Core Values

CUH acknowledged in its EER report that, 15 years ago, it was barely functional, with a run-down campus, systems in disarray, and fearful faculty and staff. The then-new president's call to re-commit to its founders' mission, vision and principles moved administrators, faculty, and staff to work together to transform CUH into a vibrant academic enterprise. The transformation is most fully reflected in its students. Through its commitment to students' intellectual, professional and moral development, CUH has created a campus environment in which students and faculty develop sustained relations and students value themselves and others as complex and unique individuals; experience challenges and rewards of service; and develop the habit of reflecting on the consistency between their actions and values. Students know and appreciate that their education, in and outside the classroom, equips them to lead effective, purposeful, examined lives.

Chaminade Nursing Program.

In launching a new nursing program in fall 2010, CUH provides an opportunity to observe the extent to which it lives its transformation. Although success of the program will not be known immediately, the quality of planning appears to ensure it will succeed as an exemplary program that will benefit the people of Hawai'i and native Hawaiian and Pacific Islander communities. The following observations are based on a review of extensive planning documents and conversations with key contributors to the program.

Congruence with Core Values. CUH's selection of nursing is congruent to the Marianist value of educating students to help make the world more humane and just, and its aspiration to develop nurses skilled to face physical, emotional and moral challenges and dedicated to extend compassionate care to all in need; keep abreast of rapidly

expanding knowledge; make critical life-or-death decisions in fast paced, highly stressful environments; and work sensitively with people from a wide range of language and cultural backgrounds. How CUH laid the program groundwork is consistent with WASC criteria for assessing institutional commitment to collecting and analyzing quantitative and qualitative evidence when developing and maintaining strong academic programs.

Commitment to Evidence-based Assessment of Educational Effectiveness. The program will take full advantage of CUH's strength in liberal education that prepares students to function as engaged citizens in a complex world; be respectful of people from diverse communities; and lead lives characterized by continuous intellectual and moral growth. The goal of the program is to develop focused, professionally oriented instruction in key courses, i.e., chemistry and mathematics, where specific competence is especially critical for nurses. The program provides a structured, blended sequence of coursework; laboratory work in state-of-the-art facilities; and carefully staged and closely supervised clinical fieldwork.

The program will include a system of ongoing assessment to enable students' self-evaluation at every term and provide faculty with timely information for advising students and refining curriculum and pedagogy. Administrators will evaluate teaching, effectiveness of curriculum design, laboratory experiences, and clinical placements. The program will allow students, faculty and administrators to assess their progress in relation to state and national standards governing the profession. Frequent, finely grained assessment is particularly important for students from non-traditional backgrounds, including academically high-risk students.

Acculturation of Students into the Profession of Nursing. Mindful that preparing students for a profession involves skills development as well as acculturation into the profession's norms and values, CUH will begin instruction at the basic level of personal hygiene, dress, health care, punctuality and ethical behavior, which is appropriate given CUH's commitment to students who may not have benefited from extensive, informal contact with health care professionals. As with other programs, Chaminade seeks to develop in nursing students the habit of personal reflection on their professional preparation and how the preparation is morally and intellectually transforming them.

Organizational Capacity and Leadership. Chaminade has been remarkably successful at securing the financial and professional support necessary to initiate a first-rate nursing program and state-of-the-art facilities with human simulators and other cutting-edge equipment. CUH has assembled a strong leadership team attuned to the challenges of nurses in a complex multicultural society and an advisory board of internationally recognized experts to guide the program through the initial phase. Chaminade's nursing program is as well-placed as possible to succeed.

Standard 2: Achieving Educational Objectives through Core Functions

Themes: Assessing student learning outcomes to ensure quality; and Engaging students faculty and staff in sharing their gifts with the larger community through community service and service learning

The Teaching and Learning Environment

Chaminade's mission, vision and Marianist values are widely understood and clearly stated across the campus. In meetings with the team, members of the university community often cited the values as the underlying goal of their work. Students in day, online and off campus programs were also aware of the values. When asked how the

values were conveyed, all CUH members replied that it is done by example in the way students are treated and Chaminade's respect for each and every student, faculty and staff, all of whom are trusted to do their work in the manner expected of them. (CFR 2.4)

As stated in the CUH University Procedures Guidelines (volume IV), the full-time faculty teaching load is twenty-four (24) credit hours per year. Most faculty teach 12 credits per semester. However, as reported by the deans in the team's meeting with the University Leadership Council, teaching loads may be decreased for faculty members with administrative duties, research assignments, and grant writing responsibilities.

Baccalaureate programs engage in integrated courses of study, as evidenced in written documents and interviews with students and faculty. In conversations with the team, students attested to the cumulative and deliberate nature of their learning experience. (CFR 2.2a)

Chaminade lives diversity, which permeates everything in class and on and off campus. Diversity, understood as sensitivity to diverse cultural, social and political perspectives, is included at all levels, from the curriculum (which includes theories of western and other cultures) to the student experience (including a wide range of group and individual assignments and community outreach) to faculty life (such as practicing tai chi before meetings and reflection built into meeting times) and the administration.

Programs include, among their learning outcomes, core abilities such as communication, quantitative skills, and critical analysis and debate. Students affirmed engagement in their own learning. For instance, documents exhibited rubrics used to evaluate written assignments; faculty described the dialog required to develop rubrics; and students stated their use of rubrics to evaluate their work before submitting it to their

instructors. In one instance a student candidly shared his initial disregard of the rubric, citing, “It looked like too much work to read,” and found his work evaluated much lower than he expected. When he actually read the rubric and ensured his work included the elements noted, his grade and attitude toward rubrics improved. This is evidence that the emphasis on learning outcomes has come full circle and, as intended, helps to improve individual student learning.

Community service and service learning to inspire civic responsibility in students is widely incorporated in the curriculum. A strength of the CUH curriculum, community service and service learning is modeled by the faculty, staff and administration and aligns with social justice and other Marianist values. Many examples were cited of students’ service engagement and the positive changes in their outlook and attitude resulting from meaningful experiences. In one example, a student related his exciting and unexpected involvement in helping a family write its legacy, which evolved from the relationship he developed with the family in his regular volunteer delivery of *meals on wheels*. In another example, a class of intermediate accounting students toured the Island of Oahu’s homeless shelters to help homeless families who qualified for earned income exemption complete their tax forms, which resulted in tax refunds of over \$100,000 for the families.

Program Review

The team reviewed three academic undergraduate programs—psychology, education and biology—both on- and off-campus and online. Documents were reviewed, and meetings and interviews were held. The team selected psychology for systematic, thorough, in-depth review; accordingly, an entire morning was dedicated to separate meetings with the psychology administration, faculty, staff and students. Substantial (1.5

hour) meetings were also held with faculty and administration together, respectively, for biology and education. Documents provided by the programs were reviewed in depth.

The three programs were at different stages of review. Psychology was *highly developed*; biology was on the cusp of *becoming highly developed*; and education was *developed*. The faculty often cited student learning outcomes in meetings and discussions. Many examples were given of the use of learning outcomes in pedagogy and the use of assessment results in revising pedagogy and curriculum. Improvements and changes were documented and discussed by faculty. (CFR 2.4, 2.7)

Proficiency levels, or standards, were clearly defined in psychology; highly developed and undergoing adjustment in biology; and in education, they were established by one set of requirements of the State Approval of Teacher Education (SATE), administered by the Hawai'i Teacher Standards Board (HTSB), and in the process of converting to the standards of the National Council for the Accreditation of Teacher Education (NCATE). The HTSB, which has conducted SATE, is in the process of converting to the standards of NCATE accreditation, designated to be the single standard for teacher education in the state. In all three programs of psychology, biology and education, rubrics were used to evaluate capstone experiences of a portfolio or summative examination or both. The faculty were at ease and comfortable with the language of assessment and deeply engaged in disciplinary discussions of evaluation of student learning and the pedagogy required to ensure successful student learning outcomes. (CFR 2.2, 2.4)

By and large, desired levels and types of learning are measured by standards set by faculty. In some instances when students as a whole did not reach a required standard,

faculty gave intense attention to the problem and devised both short term solutions of tutorial or extra experiences to ensure students met the standard and, as appropriate, long term changes in faculty, curriculum or pedagogy. In psychology, standards are benchmarked to internal proficiency levels devised by the faculty; in education, there is an external standard used (PRAXIS exam); and in biology, the standards are internally designed as well as external (chemistry external standards).

Through its reviews of various reports and documents, and discussions with faculty, staff, students and administrators, the team affirmed that a *culture of assessment* exists at CUH and includes program reviews, which are expected of all degree programs, including general education. The system is understood and includes a reflection on a standard set of data on retention, recruitment, and time to graduation. As is true of most institutions, this requirement is at different stages of development among the programs and has yet to show results in some areas. However, for the most part, assessment at the course and program levels is in place, firmly a part of the administrative and faculty requirements, and accepted as a quality control mechanism that gives the faculty a forum to showcase their assessment activities and students' success. (CFR 2.7) Program reviews include information on student learning, which generates healthy and deliberate discussion of the student learning experience at all levels.

In the team's meeting with the CUH Leadership Council, the deans reported that yearly assessment cycles will be conducted of each of the general education competencies, or student learning outcomes. The objective of this plan is to gather sufficient data to develop an assessment of the larger question of how well CUH is achieving its goals regarding the *ideal Chaminade graduate*.

Professional programs that undergo, or will undergo, external professional accreditation review such as NCATE and CCNE (Commission on Collegiate Nursing Education), use the external process as the base of their internal reviews. Programs were encouraged to continue to seek specialized professional accreditation, as appropriate and feasible. In cases where there is no formal professional review, external review was conducted using faculty from other institutions and, as had been conducted by at least one program, appeared to have been done appropriately and provided useful information. For example, in biology, an external reviewer in 2006 continued to be consulted through 2008 and 2009 as the program moved towards development of grants and focused on the biomedical sciences to support the new nursing major; changes resulting from the consultation included adding preparation and specific instructions on how to take a standardized nationally-normed test and revising laboratory requirements and faculty's office hours to be of better service to students. In discussions with the team, the faculty and staff cited another example of the computer science program's external reviews in 2007 and 2009 that resulted in curriculum revisions.

Student Writing and Speaking Skills.

Writing is an integral part of academic life at Chaminade. Students are expected to write prose that is correct and appropriate to their purpose and audience. (CUH Catalog) CUH understands that students must be able to express themselves effectively to succeed; that writing is central to students' development and at the heart of a liberal arts education; that thoughts, aspirations and feelings are explored and expressed through writing (and speaking). In meetings with the team, students expressed confidence in their ability to write well for various audiences.

Teaching writing is especially challenging at CUH because of gaps in the academic preparation of some students from communities where they may have received limited formal training in writing, or where English is not the main language. During the 2008 CPR visit, the team was impressed by the faculty's use of technology to help students learn the importance of rewriting. Students engaged in low-stakes writing by submitting drafts for comment by faculty and other students, thereby developing the practice of critical assessment, revision and refinement of writing. Assessment data of the writing program, posted in May 2009, indicated that 82% of students showed acceptable performance in researching, drafting, revising and editing a research paper, or a mean of 3.7 where 3.0 is acceptable. On the other hand, noting that the data further indicated students' weaknesses in other research skills, the faculty made curricular modifications that are being pilot-tested and will be reassessed later this year.

Helping students improve their writing required faculty to work consultatively across courses and engage candidly in discussions of standards and expectations. The writing faculty's conversations with the team made plain that instructors understand that writing deficiencies do not necessarily reflect intellectual inadequacies and, for many students, especially those from low-income or minority backgrounds, writing problems often reflect lack of educational opportunity and experience, rather than lack of aptitude. The faculty demonstrated a deep, textured understanding of the written and oral traditions of the communities from which many of its students come. Instructors use multiple strategies to help students discover and develop their unique voices. For example, some instructors participate in student-faculty poetry readings and, by example, help students gain experience in expressing their thoughts and feelings to others. Other faculty first

help students understand that there are rules and patterns underlying Hawai'i Pidgin, then help them identify the rules and patterns governing standard American English. The CUH faculty admirably encourage students to use their backgrounds as a rich heritage from which to draw inspiration for their own creative and personal growth.

Teaching writing to a diverse group of students requires sensitivity and skill, as well as time and patience. CUH has made writing a principal goal and, commendably, remains committed to developing its students into good writers. Students expressed appreciation of the care with which many faculty structured assignments to allow students to progress from shorter to longer papers as their writing improved. Students valued the instructors' regular, detailed feedback on their writing, and reported using course rubrics to critique their own work. Students appreciated that faculty emphasized the importance of clear attribution of sources from which students draw information, and respectfully explained plagiarism in an informative, rather than accusatory, manner.

CUH is also committed to the development of students as confident, skilled public speakers. In meeting with the team, the students' comfort and ease with which they expressed themselves were evident. The students reported that every class requires formal oral presentations and their full participation in discussions, making them quickly comfortable with public speaking. Their public speaking skills were evident in the fall 2009 communication program's comprehensive assessment of COM 101, which indicated an 83.8% overall success rate, and 89.2% in public speaking. The assessment indicated a lower success rate of 74.8% in group communication skills, which led to program changes and reapportionment of time spent on group communication in the

classroom schedule to address the lower success rate. The program changes will be reviewed in the 2009-2010 assessment.

Scholarship and Creative Activity

CUH has clarified and regularized the Growth and Development Plan (GDP), which is completed annually by all full-time faculty. The team found evidence in multiple sources, including written tenure guidelines and policies and conversations with faculty and administrators, that research and scholarly activity is a firm requirement for tenure of faculty. As evidence of its serious regard of research and dissemination of research—broadly defined to include curricular and instructional innovation, assessment, creative activity and general scholarship—CUH considered exactly what should be required of faculty and concluded that all full-time faculty need not be bound to the same requirements. Consequently, a new category of *clinical faculty* was created, which provides security of 3-year contractual employment and does not involve earned tenure. The primary role of clinical faculty is effective teaching and service to students, with a modified requirement of scholarship and, as consistent with Marianist values underlying CUH's existence, requirement of service. The addition of a new *clinical faculty* category, which differentiates faculty for whom research is required and those for whom it does not weigh heavily, reinforces CUH commitment to research and scholarship. (CFR 2.8, 2.9)

Chaminade had unprecedented, significant and impressive success in fundraising and external grants over the past year. As evident in the grant award documents reviewed by the team, a substantial number of externally-funded projects included interdisciplinary partnerships and partnerships with other research faculty and institutions. This dramatic increase in funded grant awards is, in part, testimony to the heightened and explicit

emphasis on scholarly activity. Support for grant writing and management is provided by the office of the Vice President for Institutional Advancement. Decrease in faculty teaching load allocation is also possible to support this activity. With additional staff support, Chaminade should continue to prosper in grant awards. *The team considered the increase in grant activity and faculty scholarship to be very positive and urges the administration to support grants and scholarship activity and nurture the emerging interdisciplinary partnerships resulting from the activities.*

The meetings with the biology and psychology faculty clearly demonstrated the links among scholarship, teaching, student learning and service. Student learning outcomes are specified on course syllabi, reviewed, and documented in rubrics used to evaluate portfolios. The team's conversations with the faculty and its examination of program review documents and course syllabi, where service learning in particular is integrated into course and program activities, supported its conclusion that this practice was widely accepted and part of Chaminade's requirements.

Support for Student Learning and Success (2.10-2.14)

There is much evidence of attention to individual students at CUH, which students deeply appreciated. Faculty and staff repeatedly affirmed their responsibility to raise all students admitted to CUH to a standard required for graduate study or professional work after graduation. Tutorials, summer bridge programs, and regular meetings to discuss student progress in various programs are used to accomplish this. The student affairs staff meet routinely and regularly with incoming students. In the meetings with the psychology, biology and education programs, the faculty and staff cited many situations that indicated they knew their students and, in word and deed, supported

students' learning; and the students spoke eloquently of the faculty and staff's attention to their entire development, and not just in academics.

Student advising is provided by faculty and advisors, as assigned by the dean or department chair. Forms and graduation plan matrices are used in advising. Student feedback supported the efficacy of the advisement programs in place. The students reported that, in one documented case, students' feedback to the program resulted in a revised graduate internship handbook and user-friendly forms.

Online students are provided support equivalent to their counterparts in the day program. For example, the student grievance process is available to them, and they are introduced to the student handbook by a pre-course tutorial. Both writing assistance and a tutorial on use of the APA (American Psychological Association) writing and citation style are available online. The online students were pleased with access and the quick feedback provided by the financial aid office. Online students mentioned that helpful databases are accessible electronically from the Sullivan Family Library.

Evening and online students are integrated into the program, and adjunct faculty assess students and student learning objectives using similar rubrics as are used on campus. However, although this is the goal, some programs align the evaluations better than others. *The team recommends that, in order to align the different types of modalities more closely, adjunct faculty regularly participate in a tutorial or orientation to the program learning objectives and Marianist values.*

Student retention rate is monitored, and, for the graduate programs, is particularly high at 98%. The faculty attribute this to a tightly scheduled program, using ten-week courses and requiring concentrated attention to each subject as it is learned.

The in-depth program review meetings validated the basic premise that student success begins with the faculty. Students formed a community and helped one another learn. It was obvious that there was a bond among them. Faculty and students were asked, “What one thing does Chaminade do to promote and support student success?” Their responses, in order of priority, follow.

Faculty responses:

1. Faculty availability and personal attention to the student;
2. Use of small group activity;
3. Integrating students into research activities;
4. Career development for the undergraduates (in particular, a new course that includes career shadowing, resume writing, interviews, speakers, etc.)

Student responses:

1. Professors are always accessible to students;
2. Small classes and group discussions;
3. Professors listen to student feedback and encourage students to think;
4. It is comfortable to talk to faculty members, who always take students into consideration, even in the choice of internship sites;
5. A spirit of `ohana permeates the campus and students feel a part of a vast extended family.

CUH has employed the National Survey of Student Engagement (NSSE) to measure its students’ changing perceptions of their academic experience over time, using the internal comparative data provided by NSSE for first year and senior students, as well as NSSE’s comparative data with all schools using the survey, all master’s institutions,

Chaminade's Carnegie peers, and selected peer institutions similar to CUH. The NSSE data reflective of the *Characteristics of Marianist Education* show that CUH consistently performed at or above the NSSE averages and the averages of Chaminade's Carnegie peers and other master's institutions. The data affirmed the team's conclusions drawn from its review of documents and conversations with CUH faculty, staff, students and administrators that CUH is fostering learning relevant to and consistent with its central identity and mission and its commitment to an overall positive student experience.

Standard 3: Developing and Applying Resources and Organizational Structures to Ensure Sustainability

Theme: Align physical, financial, organizational and technological resources to sustain a collaborative learning environment

Since the fall 2008 CPR visit, CUH has made substantial improvements to its technology infrastructure. It increased bandwidth and internet speed, replaced classroom computers, and installed a new network infrastructure and phone system. The website was upgraded, and the old phone system has been replaced. With funding from the U.S. Department of Education, further network infrastructure improvements will be made. There is evidence that Chaminade has progressed in building a viable infrastructure for information technology to support student, faculty and staff requirements for teaching, learning and scholarly work.

Enrollment

Although Chaminade experienced enrollment declines in prior years, it took to heart the fall 2008 CPR team's encouragement that *there is a market niche for Chaminade*. With careful planning, hard work, a new website, and continuous intense efforts to identify students for whom Chaminade is a good fit, CUH met its enrollment

goals in fall 2009. In the EER team meeting with the University Leadership Council, it was reported that fall 2010 undergraduate applications were up by 8% over the prior year and graduate programs had already reached their enrollment goals three weeks before registration closed. Graduate enrollment is expected to be up 6% in fall 2010.

Enrollment data were sometimes difficult to find. It appears that 2,615 students are enrolled, made up of 1,000 day undergraduate students, 765 graduate students, and 850 online and satellite-site (off campus) students. Currently, the numbers of these three student populations are monitored separately by different offices.

Some of the data are difficult to find or may not be disaggregated to the level necessary to get to the heart of student learning in all students. It is the team's understanding that this is being developed. *The team recommends that CUH consider centralizing the collection of data of all types of day, evening, offline and off campus students to track overall institutional indicators and disaggregate data to provide focused information at the program or course level.*

Several years ago, CUH explored the pursuit of a nursing program and thoroughly researched all aspects of this decision, as shown in the program proposal. As CUH moved forward in program planning, the pieces fell into place. Fundraising was successful and has reached \$20 million. The program received state approval, and a dean with strong credentials has been hired. At the date of the EER visit, 150 student applications had been received. The large number was attributed to the startup of a new high-demand program and related publicity. The 72 candidates accepted for fall 2010 admission will comprise the program's inaugural cohort, which is expected to add to the fall 2010 revenue.

To date, the Chaminade process of program review, program development, and student learning outcomes was reported to not have had budgetary impact, although it was clear the processes required a substantial amount of faculty and staff time. *The team recommends that CUH clearly link the program review and budget processes as the number of programs completing program review increases.* (CFR 3.3)

Impact of the Economic Recession

The CUH president and vice president of finance and facilities reported that the institution's financial challenges are not necessarily related to the economic recession. The biggest issue has been working capital. A line of credit has provided cash flow, and a plan is in place to eliminate the need for this by 2015. Audited financial statements showed that the FY08 total revenue was \$39.1 million with a net change in assets of \$6 million, and the FY09 revenue was \$34.8 million and net change in assets of \$257,000. The projected revenue for the FY10 operating fund is \$24.1 million as compared to \$24.0 million budgeted. It should be noted that this forecast is exclusive of contributions restricted for facilities construction, which was over \$8 million in FY09. Expenses for FY10 are forecast to be \$23M, which is on budget. A small surplus of \$19,000 is forecast, which is lower than the budgeted surplus of \$25,000.

The endowment, at \$8 million, did experience losses, but the losses have not had a major impact on the operating budget. After the decline in enrollment experienced over the past two to three years, budget controls were put in place, including salary freezes and close review of open positions. Furloughs had not been used. It does not appear that these budget constraints have had a deleterious effect on educational effectiveness. CUH anticipates that careful fiscal management will be necessary into the future and that more

needs to be done than just reducing expenses. The new nursing program demonstrates the approach CUH is taking to ensure the financial future of CUH: very thorough program planning linked strategically to their university, then raising funds in order to realize their planning goals. This kind of financial leadership should serve CUH well as it faces the continuing challenges of rising costs of higher education.

Standard IV: Creating an Organization Committed to Learning and Improvement

Theme: 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

The team examined the institution's conduct of sustained evidence-based inquiry on how it is achieving its purpose, educational mission and student learning goals; how the data collected in the inquiry process are used to make improvements to student learning, the program and the institution; and how the data are used to inform and develop strategic thinking, strategic planning, and institutional priorities. A key element in assessing this standard is the institution's commitment to the process of iterative improvement and its ability to engage faculty at all levels in ongoing program and campus wide discussions on educational effectiveness and institutional purpose.

Chaminade's EER essays, *Creating an Organization Committed to Learning and Improvement* and *Living Fully Our Transformation* reflect its seriousness and sincerity in addressing the issues and concerns put forth in the 2008 CPR review team's report. In its EER report, CUH firmly restates its commitment to student learning, assessment and gathering evidence for program improvement, and it emphasizes areas where their data suggested the need to institute improvements to support student success. (CFRs 2.10, 2.11, 2.12, 2.13)

Data collected from assessment tools have resulted in a variety of program changes. In one example, the psychology faculty designed a comprehensive examination for the major, which produced an ongoing discussion on inter-rater reliability and resulted in the use of multiple choice questions on the test, as well as the required integrated research papers. The psychology program was able to produce approximately 10 years of assessment work. A study of the correlation between students' PRAXIS examination results and the comprehensive examination results supported the effectiveness of the curriculum for the school counseling track within counseling psychology.

Chaminade's website repository of syllabi for various courses shows how the documents have changed over time in response to student input and assessment results. The repository is also available to assist adjunct faculty in preparing a syllabus, in addition to the general syllabus template.

Strategic Planning

Chaminade demonstrates a strong commitment to strategic planning. CUH has engaged multiple constituencies; incorporated planning processes to align academic, personnel, fiscal, physical and technical needs; and used quantitative and qualitative evidence to inform its strategic planning, as evident in extensive documents on its WASC website and in its EER report. This was reaffirmed throughout the visit in meetings with a broad representation of administrators, faculty, staff and students. Appendices 4.1 and 4.2 and data exhibit 7.1 of its EER report provide the clearest objective evidence that CUH has developed the first steps of a formal program review process that will ultimately include tangible evaluation targets, as recommended in the 2008 CPR visiting team report. (CFR 4.1-4.8)

At this point, the provost's office initiates the review process each fall by issuing planning guidelines, which are based on the strategic plan, and outlining CUH priorities for the coming academic year. The *Planning Guideline 2009-2010* of university priorities for the current year was included in the CUH EER report as Appendix 4.1. The annual priorities are established through a process that aligns divisional planning with overall program planning and are developed in meetings with the provost, associate provost, enrollment management director, deans, and graduate program directors. Outcomes of these meetings are recorded on a matrix developed for the current academic year in which each division and program is listed along with its contribution to the core curriculum, a detailed listing of actions, and parties responsible for the actions. This annual review procedure has taken on new importance as a result of the WASC accreditation process and will facilitate the establishment of a more formal cycle of individual program quality review which is planned later in 2010 when faculty will begin working with the provost to develop specific criteria for the review. The first pilot reviews will be in place in 2011.

During the EER visit, the various campus constituencies who met with the visiting team provided consistent and confirmatory evidence that strategic planning is at a *developed* stage of the WASC rubric, and that a culture of inquiry and evidence has been firmly established at Chaminade. Indicators of educational effectiveness are evident in many programs, and data are collected, analyzed, compared and used regularly to inform curricular planning and improvement. Some programs have demonstrated full commitment to the process and exceed WASC's expectations. Formal program review processes are in place for most academic departments and, in many cases, the findings have been used to improve student learning and program effectiveness or to highlight an institutional or budget priority.

The Hawai'i Teacher Standards Board (HTSB) currently accredits the teacher education program and the school psychology track within the counseling psychology program. The Montessori Accreditation Council for Teacher Education (MACTE) accredits the Montessori credential program. These programs have done a commendable job of aligning the standards with Chaminade's mission and values. Four other programs are in the process of seeking accreditation. Business is seeking accreditation from the International Academy of Collegiate Business Education (IACBE). Forensic sciences is working on accreditation from the American Academy of Forensic Sciences (AAFS). Interior Design is pursuing accreditation by the Council of Interior Design Accreditation (CIDA). The Association of American Colleges of Nursing (AACN) has reviewed the nursing proposal and has granted CUH member status, allowing the program to pursue full accreditation in 2011 from CCNE, the accrediting body associated with AACN.

According to the CUH EER report and comments by CUH administrators, the interior design program has been working to align CIDA and WASC accreditation requirements. Business is aligning outcomes of course learning and curriculum with IACBE standards. Information garnered during the team's visit and follow-up questions indicate that the nursing program, after thoughtful consideration of an accreditation program most appropriate for Chaminade, has begun preparation of an accreditation proposal to CCNE and incorporated the CUH mission and values into the professional standards. The dean and director of the forensics program will continue to assess the alignment of its AAFS accreditation proposal with CUH's mission and goals in the annual review process. The visiting team noted that, when seeking professional program accreditation, Chaminade has prudently considered the compatibility of the agency's criteria and philosophy with the mission and values of a

Marianist institution. Chaminade is encouraged to continue this practice and, further, assess the *added value* such professional accreditation will provide their students and programs.

Extending access and educational opportunities to native Hawaiians and other Pacific Islanders

Strategic planning and program review have led to changes and initial positive results in student success and in the CUH goal of *extending 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*. The first year success program is an example of organizational planning to increase retention and give students with weak preparation for college level work a better chance to succeed. The *success group*, made up of three committees, instituted and assessed various processes to improve student success. The group designed and instituted the summer bridge program for at-risk students with gaps in their academic preparation and the CUH 100 first year seminar, following models of best practices.

Summer bridge, developed specifically to address the academic needs of underprepared native Hawaiian and other Pacific Islander students and provide them with access to a quality higher education experience, offers conditional admission to Chaminade pending completion of the mandatory five week summer program. Since summer 2002, the program has gone through several major assessment-based iterations. Although retention has not changed dramatically, qualitative and quantitative data have indicated that summer bridge students come away more prepared for college, and assessments indicate they are more successful in their coursework. The fact that summer bridge has not made a significant impact on student retention has not dampened the enthusiasm of the CUH success group, who have now formed an undergraduate retention

group to analyze pre- and post-enrollment data to determine if there are other factors to consider in improving retention rates. This step provides further evidence that Chaminade has developed a culture of strategic thinking and commitment to learning and improvement and, further, demonstrates Chaminade's priority to providing access to high risk students and using evidence-based practices to facilitate student success.

Commitment to Learning and Improvement

The EER visiting team's full day of meetings with the psychology, biology and education programs provided valuable insights into the approaches to assessment at departmental levels and enabled the team to delve deeply into core educational issues and discover real levels of commitment to strategic thinking, planning, learning and improvement. The team was able to assess whether a culture of inquiry and evidence has actually been established across multiple constituencies and stake-holders. In the meeting with the University Leadership Council, the basic question posed by the visiting team was, "How will the culture of inquiry and evidence-based practice that has emerged at CUH be sustained?" In each case, department heads and faculty convincingly affirmed that the culture of assessment has been firmly established at Chaminade. As stated unequivocally by the chairperson of the faculty senate, "It's here to stay."

The dean of behavioral sciences, who is a professor of psychology, has led the psychology department in forming an organizational learning system that is near highly developed. Faculty and departments across campus pointed to psychology as a model unit for assessment, and a number of units have called on the dean as a consultant. As evident in the extensive sample of measures, syllabi, rubrics and reports on the CUH WASC website, the department has produced multiple ways of measuring and assessing student

learning, performance, and skill attainment regularly across a number of dimensions, and numerous rubrics in which strong inter-rater reliability has been established. The department routinely uses assessment results to improve the program. For example, using a rubric, four faculty raters evaluated final papers on *Psychology as an Integrated System* and *Specific Focuses in Psychology*. In the process, weaknesses in program learning outcomes were noted, which motivated the department to make program improvements and add a course on the integrative topic of evolutionary psychology. The faculty were very engaged in the evidence-based process. A faculty member stated, “It’s a lifestyle and integrated into everything we do.” The faculty even engaged in friendly intellectual debate on the merits of using highly reliable *objective* measures versus those that may be less reliable but more subjective and qualitatively valid.

The team met with graduate and undergraduate psychology students, all of whom were proud of their school and the education they received. They felt Chaminade is a place where faculty really cared about them as people, knew their names and were always helpful and accessible. Faculty, seen as interested in their students, “want us to build our own opinions . . . in a very open manner.” Although the students admitted to having to fill out numerous surveys, they were quick to point out that the faculty paid attention to their feedback. As one student put it, “What I’ve gained here is exceptional, everyone gains confidence and I feel everyone is a model student.” They were very proud to be Chaminade students!

A meeting with the faculty and dean of education indicated the program was at the *developed* level of educational effectiveness. Recent reviews of the education accrediting agency, the Hawai`i Teacher Standards Boards (HTSB) which conducted the

State Approval of Teacher Education (SATE), suggested that education was still in need of *developing a clearly articulated and unified assessment system that regularly and systematically collects, analyzes and interprets data for the purpose of program improvement across all licensure programs*; and that the education program must *provide assessment data, showing evidence of (student) candidate proficiencies related to their ability to help students from culturally diverse populations learn*. These standards are consistent with WASC educational effectiveness standards, and the team noted that the department listed them as important action items. The team observed that the department was in the advanced stages of converting to standards of accreditation of NCATE, a premier professional accrediting body for teacher education. As previously mentioned in this report, the conversion to NCATE standards will align the program with the state's designation of NCATE as the single standard for teacher education accreditation.

Led by the dean of natural sciences and mathematics, the biology department has developed program learning outcomes and linked those overall outcomes to individual courses. Assessment occurs at the course level by pre- and post-testing, and student progress through the curriculum is assessed. In their senior year, biology majors are required to enroll in a directed research capstone course. Students choose and complete a research project with a faculty mentor that culminates in a seminar presentation open to the university, and produce a research paper following accepted format in the biology field. A rubric has been developed to assess this final research paper. A portfolio is further required of biology majors in their senior year; each senior is videotaped in an oral presentation and submits both the presentation, in a CD or disc, and a paper. Rubrics have been developed to assess the senior portfolio. The biology program encourages

students to work with faculty on a directed senior project and assesses this product, as well. The department has records of its graduates through correspondence, surveys and newsletters, and it plans to develop surveys to elicit feedback from biology majors and graduates to determine strengths and weaknesses of the program. There is clear evidence that the department is using the outcomes of its various assessments to make changes and improvements in the program. For example, when the assessments pointed to a weakness in the physics aspects of the program, the faculty acted to address the problem objectively and improve the student learning outcomes in this area. The dean, who is a biologist, and faculty demonstrated continued engagement in strategic planning and thinking, as well as commitment to learning and continued improvement to their program.

The team found that Chaminade's EER report made a convincing case that CUH is committed to learning and improvement. Throughout the site visit, this impression of CUH commitment was confirmed, reinforced and expanded upon at every level. In most areas, all aspects of Standard 4 were in the developed stage and in some cases they were highly developed. There has been significant progress toward developing a culture of evidence-based assessment, and *buy-in* by faculty was convincingly strong. Many faculty pointed to the transparency of the process and how it provides an objective way to improve the programs. CUH departments engage in a number of *high-impact* teaching and learning practices that have been shown to benefit college students from many backgrounds. By all accounts, a culture of evidence has been successfully implanted in the institution, and some practices are deeply embedded. There is evidence that Chaminade feels its transformation and current success are rooted in *being a community*

that learns and serves and being open to a continuous improvement model. Thus, the sustainability of this work seems to be integral to the mission and value of the university.

Distance Education

As described in the EER Standard IV essay, the review and assessment process guided program planning in the distance learning program, which is part of the Adult Education Online Program (AEOP); the summer bridge transition program for *at-risk* students; and CUH 100 *Introduction to Chaminade* course for all first-year students.

eCollege is employed as the delivery mode for distance education courses and programs. eCollege provides an early warning system and a feedback system that are used for quality control by the faculty. Online courses currently do not undergo any university-wide review before they are implemented. Once a course is approved by the faculty senate, it may be modified for either a hybrid or completely online class with approval by the dean, but without further institutional review. CUH anticipates continued expansion of its online curriculum. ***It is recommended Chaminade continue to develop policies and procedures to ensure that content and quality standards are maintained when traditional classroom-based courses are transformed into online courses.***

The distance education assessment process led to the adoption of a single course platform, first WebCT and, later, eCollege, to alleviate students' frustration with having to learn more than one delivery system. eCollege was adopted in 2008 because it provided more support for the faculty and reduced the learning curve for faculty wanting to learn to teach an on-line course. Since the distance education program has grown and now offers over 100 undergraduate and graduate courses with about 1200 enrollments in every ten-week session, an extensive online course review process is in place. The deans

and directors of various programs certify that the online course meets CUH standards, and the director of educational technology certifies the technical competency of the online instructors. Full-time faculty supervise the content of the courses, and adjunct faculty teach a majority of the courses. Although the distance learning program is part of the Adult Education Program, it is fully integrated into the core of the university and its Marianist educational values. Chaminade has seven baccalaureate and three graduate programs that are fully online. There is a proposal for a fourth graduate program in the WASC Substantive Change process. Day students, who often take online courses in their junior or senior year, are exposed to the rich diversity of the adult education students through the online discussion boards and group projects. Online students have access to advising through the Adult Education Office and are provided access to library and information resources.

Subsets of the WASC review team met with faculty and students at two off-site facilities, Kaneohe Marine Corps Base and Pearl Harbor Naval Base, where both online and face-to-face courses are offered. The visits corroborated the CUH EER report that the faculty felt their input was solicited and valued. The students also felt a connection to the institution, primarily through the faculty, and were overwhelmingly positive about the faculty and their willingness to do everything possible to facilitate student learning. The adjunct faculty at both off-site facilities expressed appreciation and positive comments regarding their relationship with CUH. The faculty at one facility further commented that their connection with CUH would be strengthened if they were provided recognition and service, as are provided full-time Chaminade faculty, such as orientation programs, having their photos and biographical information on the CUH website, and photocopying

and other basic clerical support. *It is recommended that CUH continue to integrate part-time and adjunct faculty into academic units through orientation programs; placing their photos and biographical information on the CUH web site to show their place in the university; and providing basic administrative and clerical support to facilitate their teaching.* While distance learning originated as a faculty initiative, its continued growth has been based upon careful planning by the institution.

SECTION III. MAJOR COMMENDATIONS, RECOMMENDATIONS, AND SUMMARY

The primary purpose of the WASC visiting team was to determine how well the institution is fulfilling its own mission and goals, and how well it is serving its students and community. During the team's Capacity and Preparatory Review 18 months ago, it was very impressed with Chaminade University of Honolulu. During this Educational Effectiveness Review, the team was once again impressed and congratulates the Chaminade `ohana on its continued progress toward achieving its mission, as a Marianist institution, to provide students an education in a collaborative learning environment that prepares them for life, service and successful careers; encourages the development of moral character and personal competencies; and strives to meet its commitment to build a just and peaceful society.

Commendations

The team is especially pleased to note that Chaminade has responded to the recommendations made during the CPR. Among these, the team commends that:

1. general education learning outcomes are defined and are beginning to be assessed and analyzed in annual assessment cycles of each of the competencies.
2. formal program reviews have been designed with a standard information template, including Faculty Senate reviews, although not all programs have yet been reviewed.
3. the Growth and Development Plan (GDP) annual process has been clarified, and the process and criteria have been improved and seem to be used fairly in the review of faculty members.
4. the clarification of research requirements for tenure and introduction of the *clinical faculty* category have helped resolve issues related to the place of research at Chaminade.
5. information technology has been strengthened.
6. enrollment has increased.

Recommendations. The team recommends that Chaminade University of Honolulu:

1. continue to sustain assessment activities and evaluation of learning outcomes at the course, program and institution levels, aligned to the University's mission.
2. maintain the integration of online and satellite programs as much as possible in the life of the university, assuring that students in these programs receive the full benefits and value of a Chaminade education.
3. continue to pursue specialized accreditation such as NCATE, as feasible.

4. develop the Institutional Research office at the University level both to bring together data (i.e., so that enrollment and other basic data are merged into a single source) and improve the availability of critical data for tracking purposes, and create resources to provide better support for program reviews and assessment activities.
5. continue to integrate part-time and adjunct faculty into academic units by:
 - a. a regular series of adjunct faculty orientation programs;
 - b. visibly showing their place in the university, such as by placing their photos and biographical information on web sites;
 - c. providing them with the basic administrative and clerical support to facilitate their effective teaching.
6. continue the formal program review process, including specialized accreditation reviews and external reviews, as appropriate.
7. continue to support faculty grant and scholarship activity and nurture the emerging interdisciplinary partnerships resulting from these activities.
8. link assessment results (i.e. program review recommendations) explicitly to the budget process in meaningful ways.

Summary.

The curriculum and learning objectives for degree programs are clearly defined, clearly under the control of full-time faculty, and the subject of ongoing review and collegial debate.

The team members had the privilege of meeting with several groups of students and were uniformly impressed with their confidence, their ability to articulate the value

of their Chaminade education, and their loyalty to the institution. The students are Chaminade's best evidence of the quality of its programs.

Chaminade faculty are actively involved in discourse about the definition and assessment of student learning. There was ample evidence of the high degree of professionalism the faculty bring to their roles as teachers, mentors and advisors to their students.

Faculty, staff and administrator support for student success is admirable. Chaminade is fortunate to have a strong professional and administrative staff who support the institution's mission with enthusiasm and energy. The team is especially impressed with the high degree of collegiality we saw among the faculty, staff and administration.

The University continues to enjoy strong support from its community, its board of regents, and many others who want to help it succeed. The receipt of more than \$6 million in major pledges in the past year is evidence that this support continues.

In spite of turmoil in the national and global economy, the University has maintained a steady financial course and seems to have suffered no significant disruptions, though it has taken prudent steps to conserve funds.

Chaminade has made a number of important transitions over the past few years, including a change of leadership, yet it has maintained and strengthened its cohesion as a community. The team sensed that everyone at Chaminade says, "I am from Chaminade" with great pride.

DISTANCE EDUCATION SUMMARY APPENDIX A

[Summary form for distance education evaluators. A completed copy of this form should be appended to the team report. Evidence based on the information collected may be integrated into the body of the team report as appropriate.]

Institution: Chaminade University of Honolulu (CUH)

Team Member(s)/Reviewer(s): Helen Whippy; Cathie Atkins

Dates distance education materials were viewed: 10/20/2009 to 3/19/2010

Viewed in conjunction with (check all that apply):

- CPR
- X EER
- Special Visit
- Substantive Change review
- Other (please explain): _____

Context—For example, number of programs offered via distance education, degree levels offered via distance education, FTE enrollment, faculty numbers and composition; average class size:

Twelve Adult Education Online Programs (AEOP) were offered, including eight BA degree and four associates degree programs. The faculty is composed of approximately 150 mostly adjunct faculty, the approximate equivalent of 50 FTE. The average class size is twelve students.

Description of distance education interactions—What was viewed, description of formats, other details to help describe nature and context of the review:

Enrollment data, course syllabi, class schedules, physical space, and technology infrastructure were reviewed, and two online courses, in communications and psychology, were viewed. Faculty and students were interviewed.

Other materials reviewed or persons interviewed concerning distance education—Prior to visit, on-site, or after the visit:

The following individuals and groups were interviewed: faculty of behavioral sciences, biology, education, finance and psychology; deans of education, humanities & fine arts, natural sciences & mathematics; provost; assistant to the provost; directors of educational technology, and early childhood and Montessori programs.

<p>Suggested Lines of Inquiry: Please address each of the following. Representative CFRs are noted in each cell below.</p>	<p>Observations and Findings</p>	<p>Check (X) here if follow-up is needed.</p>
<p><i>Quality of the Learning Infrastructure.</i> Is the learning platform and academic infrastructure of the site conducive to the fostering of learning and dialogue between faculty and students? (CFRs 2.1, 2.5, 3.5)</p>	<p>Yes. The online information and online site support are substantial and conducive to learning. eCollege provides ample support.</p>	
<p><i>Student Support Services.</i> What is the institution's capacity for providing advisement, counseling, library, computing services and other student services appropriate to the modalities of delivery? (CFRs 2.13, 3.6)</p>	<p>Students mentioned that library services were excellent for off-site/distance education programs. Students also praised and had positive comments of the CUH program coordinator/advisor.</p>	
<p><i>Connection of Faculty to the Institution.</i> In what ways does the institution ensure that distance learning faculty are oriented, supported, and integrated appropriately into the academic life of the institution? How are faculty involved in curriculum development and assessment of student learning? (CFRs 3.1, 3.2)</p>	<p>eCollege facilitates on-campus faculty's move to online teaching so that it is a "painless" process. The dean and faculty meet at least semi-annually to review the course syllabus and online and web-based workshop and resources.</p>	
<p><i>Relationship of institution's goals for CPR/EER Reviews to distance learning activities.</i> In what ways, if any, do the institution's efforts to build capacity and enhance educational effectiveness through the reaffirmation process on the home campus carry over to distance learning activities? (CFRs 4.1, 4.8)</p>	<p>All online courses must use the assessment tools of the on-campus programs. Many online programs have an advisor who is a full-time CUH faculty.</p>	
<p><i>Context of distance learning to the broader institution.</i> How does the institution conceive of distance learning relative to its mission, other current and potential remote sites, and administrative structure? How is this operationalized? (CFRs 1.2, 3.1, 3.8)</p>	<p>AEOP is part of the CUH mission of "access." Academic and student support are well-integrated into AEOP. The sole AEOP administrator serves as the first-line of communication and support on issues and concerns.</p>	
<p><i>Educational Effectiveness Preparedness.</i> How has the institution organized itself to address student learning and educational effectiveness for distance learners? What are the quality and nature of institutional data analysis systems, quality improvement systems and systems to evaluate student learning in distance learning courses and programs? (CFRs 4.6, 4.7)</p>	<p>AEOP is organized with its own marketing and other requirements. However, academic and student support are offered by on-campus services. The psychology faculty's study of equivalencies of AEOP student learning outcomes (SLOs) showed that they were similar to on-campus results. Appropriate systems of control are in place.</p>	

<p><i>Verification of Student Identity.</i> What procedures does the institution have in place to ensure that the student who registers in a distance education course or program is the same student who participates in and completes the course or program and receives the academic credit? Does the institution make clear in writing that these processes protect student privacy and notify students at the time of registration or enrollment of any projected additional costs associated with the verification procedures? (CFRs 1.7, 1.8)</p>	<p>Final exam is proctored at same site, so student identity is verified. Class sizes are kept small. FERPA rights are provided online, and students are briefed on their FERPA rights.</p>	
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Additional Findings, Observations or Comments. Please provide any other information that you believe is pertinent to note. Also, if any of the boxes above are checked, elaborate here. Finally, please include any recommendations you might have for subsequent team members/reviewers concerning distance education courses and programs.

OFF-CAMPUS SITE SUMMARY

APPENDIX B

[Summary form for off-campus site reviewers. A completed copy of this form for each off-campus site visited should be appended to the team report. Evidence based on the information collected may be integrated into the body of the team report as appropriate.]

1. INSTITUTION: Chaminade University of Honolulu (CUH)
2. SITE LOCATION (include physical address):
Kaneohe Marine Corps Base-Hawaii (KMBH)
Kaneohe, Hawaii
3. TEAM MEMBER(S)/REVIEWER(S): Dr. Helen Whippy
4. CONTEXT (for example, number of programs offered at site, degree levels offered at site, FTE enrollment, faculty numbers and composition)

By Memorandum of Understanding (MOU) between KMCB and CUH, four degree programs were available in criminal justice; historical and political studies; psychology; and general education-associates degree. Approximately 12 faculty members teach at any one time. The student enrollment was 396 FTE.

5. DATE VISITED and LENGTH OF VISIT:

MARCH 17, 2010; 1:15 p.m. to 4:00 p.m. or 2 hours 45 minutes.

6. VISITED IN CONJUNCTION WITH (check all that apply):

- CPR
- X EER
- Special Visit
- Substantive Change review
- Other (please explain)

7. DESCRIPTION OF ON SITE INTERACTIONS (with whom did reviewers speak, in what contexts?):

Team member/reviewer: A) interviewed: Maggie Baier, AEOP Assistant Director; Candice Kaopuiki, Chaminade KMCB Academic Coordinator; Loretta Cornett-Huff, KMCB Education Officer; B) met for one hour with 3 adjunct faculty and 40 minutes with 3 students (most of the other students were unable to meet due to jobs); C) reviewed the physical site, including the classrooms and worksite.

8. OTHER MATERIALS REVIEWED (prior to visit, on-site, or after the visit):

The team member/reviewer was briefed with a powerpoint presentation by the Joint Education Center staff. The team member/reviewer reviewed the course schedule; set of enrollment data; course syllabi for psychology and communications; packet of student information re admissions and student support; and calendar of activities.

Suggested Lines of Inquiry: Please address each of the following. Representative CFRs are noted in each cell below.	Observations and Findings	Check (X) here if follow-up is needed.
<i>Quality of the Learning Site.</i> Is the physical environment and academic infrastructure of the site conducive to the fostering of learning and dialogue between faculty and students? (CFRs 2.1, 2.5, 3.5)	The physical facilities were clean, air-conditioned and conducive to learning. The classroom was appropriately equipped with TV and DVD. A “good facility.”	
<i>Student Support Services.</i> What is the site's capacity for providing advisement, counseling, library, computing services and other appropriate student services? (CFRs 2.13, 3.6)	Four advisors are staff of KMCB; 2 additional staff, who serve as advisors, are staff members of CUH. The students have online access to the CUH Sullivan Family Library. The students expressed appreciation that CUH financial aid staff were very responsive in a timely manner, and, overall, were pleased and satisfied with the support services.	
<i>Connection of Students and Faculty to the Institution.</i> How visible and deep is the presence of the home campus (or broader institution) at the off-campus site? (CFR 2.10)	Eleven (11) higher education institutions share the KMCB site; CUH is one of 5 “anchor” schools and is featured prominently in signage and promotional materials.	
<i>Relationship of institution's goals for CPR/EER Reviews to off-campus activities.</i> In what ways, if any, do the institution's efforts to build capacity and enhance educational effectiveness through the reaffirmation process on the home campus carry over to activities at this site? (CFRs 4.1, 4.8)	There is on-site support for faculty. Although only part-time faculty members teach at KMCB, the faculty feel connected to CUH via the Chaminade KMCB on-site academic coordinator and their respective deans and department chairs. The adjunct faculty knew their CUH full-time faculty liaison and felt able to call on their respective liaison at any time they had questions and concerns.	
<i>Context of this site in the broader institution.</i> How does the institution conceive of this site relative to its mission, other current and potential remote sites, and administrative structure? How is this operationalized? (CFRs 1.2, 3.1, 3.8)	A full-time liaison/advisor provides assistance with the paperwork. The full-time faculty members in the discipline provide oversight of the curriculum. The respective deans evaluate the part-time faculty.	

Additional Findings, Observations or Comments. Please provide any other information that you believe it is pertinent to note. Also, if any of the boxes above are checked, elaborate here. Finally, please include any recommendations you might have for subsequent team members/reviewers concerning this site.

As noted above, the adjunct faculty expressed appreciation and positive comments regarding their relationship with CUH. However, they further commented that their connection with CUH would be strengthened if they were provided recognition and service, as are provided full-time Chaminade faculty, such as orientation programs, having their photos and biographical information on the CUH website, and photocopying and basic clerical support.

OFF-CAMPUS SITE SUMMARY

APPENDIX C

[Summary form for off-campus site reviewers. A completed copy of this form for each off-campus site visited should be appended to the team report. Evidence based on the information collected may be integrated into the body of the team report as appropriate.]

1. INSTITUTION: CHAMINADE UNIVERSITY OF HONOLULU (CUH)
Adult Education Online Program (AEOP)
2. SITE LOCATION (include physical address):
Pearl Harbor Submarine Base, Building 679, 2nd Floor, Pearl Harbor, HI
3. TEAM MEMBER(S)/REVIEWER(S): Cathie Atkins; Lisa Lewis
4. CONTEXT (for example, number of programs offered at site, degree levels offered at site, FTE enrollment, faculty numbers and composition)
As part of the CUH AEOP, degrees offered at this site are the associates degree in criminal justice and liberal arts. Baccalaureate degrees are offered in criminal justice, historical and political studies, psychology, and social studies. At all bases on Oahu, Chaminade offers associates degrees in criminal justice, liberal arts, early childhood education, secondary education, and social studies. The approximately 200 students served at this site were enrolled in both online and face-to-face courses. Adjunct faculty who teach at this site are hired through on-campus academic departments. An onsite program coordinator provides admissions, registration and advising services to the students. The program coordinator also assists students with book purchases and book buyback.
5. DATE VISITED and LENGTH OF VISIT: March 17, 2010 for approximately 3 hours.
6. VISITED IN CONJUNCTION WITH (check all that apply):
 - CPR
 - _X_ EER
 - Special Visit
 - Substantive Change review
 - Other (please explain)
7. DESCRIPTION OF ON SITE INTERACTIONS (with whom did reviewers speak, in what contexts?):
 - A) The CUH Director of AEOP and the on-site Program Coordinator met with the team and provided a briefing on the program offerings, CUH relationship with the U.S. Navy, student body, faculty, and on-site services provided to students.
 - B) The team met with the Director of the Navy College who reviewed the relationship between CUH and the U.S. Navy, perspectives on this program, and how students are served.
 - C) The team met with five adjunct faculty members of English, business, education and criminal justice who taught both online and face-to-face courses; most indicated a long-term relationship with CUH. Aspects of the program reviewed with them by the team included their interactions with the CUH main campus, evaluation, educational effectiveness review, perception of student body, and teaching methods.
 - D) The team also met with 7 students studying business, early childhood development, psychology, and criminal justice. The students were seeking either associates or bachelor degrees and had attended online,

hybrid and face-to-face courses. The students shared their experiences, including expectations, faculty performance, and access to services.

8. OTHER MATERIALS REVIEWED (prior to visit, on-site, or after the visit):

Suggested Lines of Inquiry: Please address each of the following. Representative CFRs are noted in each cell below.	Observations and Findings	Check (X) here if follow-up is needed.
<i>Quality of the Learning Site.</i> Is the physical environment and academic infrastructure of the site conducive to the fostering of learning and dialogue between faculty and students? (CFRs 2.1, 2.5, 3.5)	The program office provided a good place for student services. The classroom space is maintained by the Navy and is adequate. CUH maintains a computer lab. The students also use eCollege for online programs, and it serves as an effective learning platform.	
<i>Student Support Services.</i> What is the site's capacity for providing advisement, counseling, library, computing services and other appropriate student services? (CFRs 2.13, 3.6)	The students reported that the support services CH provided were outstanding. The onsite program coordinator provides needed services, advising and liaison work with the main campus when needed. Students bring problems to the AEOP director; the director and the main campus Office of Student Life provide support as needed. The Navy also provides support services through Navy College. Students are counseled prior to applying to CUH. Students have access to the CUH online library and on campus Sullivan Family Library, as well as the Hickam Air Force Library on the base.	
<i>Connection of Students and Faculty to the Institution.</i> How visible and deep is the presence of the home campus (or broader institution) at the off-campus site? (CFR 2.10)	CUH, regarded as an “anchor” school with a visible presence at Pearl Harbor, has been at the base since the 1970’s and is connected to the CUH campus in important ways. The degree programs must meet the same standards as those of the main campus. Course syllabi are developed and approved by CUH departments, who hire the adjunct faculty. Connections with the main campus are maintained by the faculty via online meetings, email correspondence and semi-annual face-to-face meetings to which all adjunct faculty are invited. The faculty reported feeling that their input was solicited and valued (though some reported an inability to participate fully because of other full-time job responsibilities). The students reported a connection to the institution primarily through the faculty, and their universal sense was that most faculty were willing to do everything they could to facilitate student learning. The students experienced the Marianist values reflected in the “teaching ethics” of the faculty and in the way some of the assignments helped them consider how they could provide benefit to a community.	

<p><i>Relationship of institution's goals for CPR/EER Reviews to off-campus activities. In what ways, if any, do the institution's efforts to build capacity and enhance educational effectiveness through the reaffirmation process on the home campus carry over to activities at this site? (CFRs 4.1, 4.8)</i></p>	<p>It was clear in meetings with the departments that they were responsible for the courses taught by adjunct faculty in online and AEOP programs and that they were included in assessment processes. Similarly, the faculty reported feeling connected to the main campus and that they were required to follow template syllabus standards and program learning outcomes. At the same time, they appreciated the sense of academic freedom they were provided to develop their own pedagogy and relationships with the students.</p>	
<p><i>Context of this site in the broader institution. How does the institution conceive of this site relative to its mission, other current and potential remote sites, and administrative structure? How is this operationalized? (CFRs 1.2, 3.1, 3.8)</i></p>	<p>The program has been operating for over 30 years and is well incorporated into CUH. There are similarities in the student body, and these programs provide access to many underserved students. For example, one student reported that she was the first in her family to attend college, similar to many of the CUH day students. Clearly, students at this site are a very different population from CUH's day students and come with their own set of learning challenges, yet the outreach to this community of learners is in line with Marianist educational values, particularly the commitment to provide educational access to a diverse population of students. It was clear that the adjunct faculty have a deep appreciation of the diversity of student backgrounds and are able to capitalize on that diversity to provide a very rich learning environment.</p>	
<p><i>Educational Effectiveness Preparedness. How has the institution organized itself to address student learning and educational effectiveness at this site? What are the quality and nature of institutional data analysis systems, quality improvement systems and systems to evaluate student learning at this site? (CFRs 4.6, 4.7)</i></p>	<p>The CUH on-campus departments are responsible for review and assessment of the programs offered at this site, which are subject to the same review as those taught on the main campus. The degrees awarded are the same as those earned by CUH day students. The online courses taught by the adjunct faculty often include several day students. An example of how the "institution organized itself to address student learning and educational effectiveness at the off-campus sites" came up during the in-depth program review meeting with the psychology faculty. In that meeting, the team learned that there is a liaison faculty member who works with the off-site adjunct faculty. The liaison cited an example of how the student learning data in a psychology capstone course offered off-site did not meet critical learning objective expectations. This lapse led to a process that resulted in changes in the instructor's approach to teaching the course.</p>	

Additional Findings, Observations or Comments. Please provide any other information that you believe it is pertinent to note. Also, if any of the boxes above are checked, elaborate here. Finally, please include any recommendations you might have for subsequent team members/reviewers concerning this site.

In general the team felt that the visit to this off-site campus provided a clearer perspective on how CUH separates and integrates their Day On-Campus Students and their Adult Evening and Online Programs. The team felt positive about how the mission of CUH incorporates and responds to the learning needs of two uniquely different populations of students.

