

**REPORT OF THE WASC VISITING TEAM  
CAPACITY AND PREPARATORY REVIEW  
CHAMINADE UNIVERSITY OF HONOLULU**

**October 1-3, 2008**

**IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR  
REAFFIRMATION OF ACCREDITATION**

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The evaluation team in conducting its review was able to evaluate the institution according to Commission Standards and the Core Commitment for Institutional Capacity 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.

## **DEDICATION**

**This Capacity and Preparatory Review team report to the Western Association of Schools and Colleges Accrediting Commission for Senior Colleges & Universities is dedicated to Dr. Mary C. (Sue) Wesselkamper, President of Chaminade University of Honolulu. During the team's visit to the campus, every group interviewed, without fail, offered an anecdote about the President or a quote she often used to indicate the direction the University would take. President Wesselkamper is clearly the heart of this University. Because of her spirit, sustained enthusiasm, and grace, the Chaminade University of Honolulu community is prepared to move forward with the Marianist values as a guide and her vision as a goal. The team was impressed and humbled by this manifestation of her unflagging spirit exemplified in each person on the campus.**

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CAPACITY AND PREPARATORY REVIEW  
To CHAMINADE UNIVERSITY OF HONOLULU

OCTOBER 1-3, 2008

In Partial Fulfillment of the Requirements for  
Capacity and Preparatory Review

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**CAPACITY AND PREPARATORY REVIEW TEAM FINAL REPORT  
CHAMINADE UNIVERSITY OF HONOLULU, OCTOBER 1-3, 2008**

**SECTION I. OVERVIEW AND CONTEXT**

**The Institution and Visit**

Located on Kalaepohaku (“stony hillside”) overlooking Diamond Head Crater and the Pacific Ocean, Chaminade University of Honolulu (CUH) is the only Catholic university in the State of Hawai`i and one of three, worldwide, sponsored by the Society of Mary (Marianists). A comprehensive university, it offers 22 four-year baccalaureate programs for full-time undergraduate students; three certificate programs; 5 two-year associate programs; 7 master’s degree 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 various locations on the Island of Oahu. Between 2003 and 2008, Chaminade’s student enrollment ranged from 2,882 (2003-04) to 2,685 (2007-08). The fall 2008 enrollment is 2,575. Consistent with the Marianist belief of education as an intellectual pursuit and means to impart a religious vision and transform society, CUH integrates intellectual skills with social responsibility and cultural inclusiveness.

Chaminade’s accreditation history has been described as *troubled*. In 1960, the Commission approved accreditation, a status that was reaffirmed over the next eighteen years. In 1978, accreditation was reaffirmed under *Warning*; in 1983, *Warning* was removed. In 1989, reaffirmation of accreditation was deferred, and *Warning* was again imposed. In 1992, *Warning* was removed, and reaffirmation continued to be deferred. In 2002, the Commission reaffirmed Chaminade’s accreditation and approved a Capacity and Preparatory Review in fall 2008 and Educational Effectiveness Review in fall 2009 (now scheduled for spring 2010).

This Capacity and Preparatory Review (CPR) visit began with a drive-through campus tour. A week before the visit, the executive vice president & provost was appointed acting president, due to an unexpected medical leave of the president. However, at the opening of the visit, the president made a brief appearance to greet the team with her personal welcome and present each team member with the traditional Hawaiian fresh floral lei. Throughout the visit, all meetings and interviews with appropriate, relevant groups and individuals were meaningful and productive. Approximately 65 faculty, 35 staff, and 40 students attended the open meetings of their respective groups, and participation in each of the meetings was lively, enthusiastic, and forthright. The visit coincided with the distance education program inter-session break, and visits to off-campus learning sites and monitoring of an ongoing course were not practical; therefore, a review of the on-line program was partially conducted through discussion with pertinent faculty and staff.

**Capacity and Preparatory Report: Alignment with Proposal; Quality; and Rigor**

Chaminade University presented its Institutional Proposal in fall 2006, the year of its 50th anniversary and 10<sup>th</sup> year of its *Second Founding*. With enthusiasm for its recent growth (in personnel, programs, facilities and grounds, and organizational effectiveness), recommitment to its mission as a Catholic Marianist university in Hawai`i and the Pacific, and optimism for continued improvement, CUH proposed to achieve the following outcomes: 1) information—the basis of planning and decision making—would be facilitated by identified success factors, data-capturing mechanisms to measure the success, and an installed management system to gather and analyze the data; 2) student learning outcomes for courses and programs would be established; 3) self-review procedures would be strengthened and integrated with standard operating procedures;

4) student learning in and outside the classroom would be measured quantitatively and qualitatively to improve the student experience; and 5) each member of the Chaminade `Ohana (family) would count and have a role in fulfilling the mission of the institution.

Organized thematically, the CPR report aligns closely with the Institutional Proposal and addresses WASC Standards 1 through 4. Four areas of focus were selected by the Chaminade community and are extensions of, and consistent with, the Institutional Proposal: 1) *assess student learning outcomes to ensure educational quality*, encompassing structures and program assessment; 2) *extend access and educational opportunities to those who may otherwise have limited access*, focusing on Chaminade's roles in general and as a Native Hawaiian and Pacific Island serving institution; 3) *align resources to sustain a collaborative learning environment*, focusing on organization and technology; and 4) *engage students, faculty and staff in the larger community through service and service learning*.

Chaminade has worked intently toward improvement, with participation by a wide range of administrators, faculty, staff, students, and community members. Efforts in assessment and technological investments—such as Datatel—to improve data collection and analysis, and strategies to increase undergraduate student recruitment and retention based on data analysis indicate Chaminade's earnest engagement with issues that lead to improvement. The University has increased systems and structures in planning; assessment; hiring, development, and evaluation of faculty and staff; organizational change; and external support and development. To assure continuous improvement, Chaminade integrated the new systems and processes into its standard operating procedures.

The preparation of the CPR report was a University-wide collaborative effort that involved a wide range of stakeholders and constituencies. The 18-member Reaccreditation Steering Team and 6 focus groups represent various campus and community groups. To expand the collaborative process even further, the institution involved existing structures, other representative groups, and special *town hall* meetings.

As tasked, the focus groups gathered existing evidence and created instruments, as needed, to assure thorough review of each topic. The University's rigorous review resulted in its decision to increase focus on student learning and outcomes; research and scholarship; use of information technology; and use of data and assessment. These changes are congruent with the WASC standards, consistent with the University's Institutional Proposal, and indicative that the review was rigorous, serious, and sincere.

#### **Response to Previous Commission Issues**

Chaminade's substantive response to the major recommendations of the 2002 Commission includes outcomes, plans, and evidence. The responses indicate the institution's clear understanding of the issues and willingness to address them forthrightly and with transparency. The 2002 Commission's final recommendations and the institution's responses follow.

**Recommendation #1:** *The University, to survive as tuition dependent, must address its student retention issues in the context of clearly articulated goals appropriate to the educational background and learning needs of the diverse student body.*

**Response:** Student retention continues to be a challenge. Chaminade's seven-year average retention rates of 61% for first-to-second-year success and 40% for 6-year graduation are comparable to institutions with similar student body, but the institution has higher self-expectations of student success. CUH expressed disappointment that,



while first-year student satisfaction rates have risen in the *National Survey of Student Engagement (NSSE)* over six years, the retention rate has not changed. Although CUH remains committed to its mission of enabling college education for students at-risk for retention, it revised its acceptance policies between 2001 and 2008 in an effort to address student retention issues. For conditional (“success”) acceptance, CUH raised the minimum SAT score range from the previous 600-820 to the current 700-900; developed a bridge program for students with gaps in their academic preparation; and re-designed its first-year experience course. For regular acceptance, CUH raised the minimum SAT score from 820 to the current 900 and the minimum high school GPA from 2.00 to the current 2.25. Other measures to address retention issues include the requirement of a summer bridge program for all “success” students from the continental United States; 4-year plans for each major; tutoring; and other assistance.

Recommendation #2: *The University must concentrate on fundraising needs and make certain its institutional priorities and educational goals will be met.*

Response: Over the past nine years (FY 1999-2000 to FY 2007-08), the University raised \$54 million in private gifts and grants and \$12.5 million in federal program support, excluding student financial aid, surpassing all prior periods of fundraising and exceeding all previous levels of support. CUH is gratified by the growth of giving among the Chaminade `Ohana, including alumni whose participation tripled from 4% in 1999 to 12% in 2005 and whose dollar amount doubled in that period of time. CUH has increased the size and scope of its institutional advancement office and installed a new management information system to improve data collection and reporting

capabilities, with the intent that these upgrades will assist their efforts to continue the momentum of giving and expand gift amounts, as well as secure additional grants.

Recommendation #3: *The Board of Regents should review the recent University reorganization to make sure it is compatible with Chaminade's culture and does not concentrate excessive authority and control in one position.*

Response: CUH's hiring of a vice president for finance and facilities has enhanced administrative effectiveness, relieved the burden on the provost, and distributed responsibility for financial affairs more broadly. CUH also repositioned the office of *dean* in a more prominent role with a title consistent with counterparts in other universities. Previously designated as "division chairs," these "deans" now participate in the academic management of the University as members of the Provost's Cabinet, and have stronger links with the faculty, administration, and external constituencies. The Faculty Senate has taken on a more active role in University governance. The Senate chair's course load is reduced to allow the chair's participation on the Board of Regents and University administrative councils, and a faculty representative is appointed to each committee of the Board of Regents and University administration. Chaminade continues to work toward a fully integrated system of shared governance.

Recommendation #4: *The University, having made significant progress in creating a culture of assessment, should frame the goals of its outcomes assessment program in student learning, for all academic programs.*

Response: The intense focus on measurable student learning outcomes has resulted in completion of assessment plans for all master's programs, as well as student learning outcomes and assessment plans for all baccalaureate programs. Half of the

undergraduate programs have begun to gather assessment evidence. More than 90% of the faculty have been involved in the assessment process. There is evidence that at least one-third of the programs are already basing student learning outcomes assessment on national standards and using the information to improve the curriculum, as demonstrated by the undergraduate communication and Master of Criminal Justice Administration programs which used assessment results to guide the revisions of their curricula. English, international studies, humanities, interior design, computer science, biology, business administration, and other programs have also used external consultants and national standards and are at various stages of the assessment process. The next phase of assessment will focus on associate programs.

## SECTION II. EVALUATION OF INSTITUTIONAL CAPACITY UNDER THE STANDARDS

### **STANDARD 1: DEFINING INSTITUTIONAL PURPOSES AND ENSURING OUTCOMES** **Chaminade Meets WASC Standard 1.**

Chaminade's formal statements of purpose are in keeping with WASC CFR 1.1, 1.2, 1.3, and 1.8 and clearly define the CUH mission. Its educational objectives are plainly stated and widely supported by the campus community. Chaminade collects a wide variety of evidence that it uses to assess the performance of individual programs as well as the university's overall effectiveness. Leadership in all areas—including the Board of Regents and administrative and academic offices—is characterized by thoughtful and active commitment to the University. Administrative leadership is strong. Faculty leaders have actively embraced Chaminade's renewed commitment to its mission and use that commitment to strengthen the academic program. Regents are actively engaged in shaping the future of the University, and provide assistance in fund-raising

and civic and governmental relations. The regents are knowledgeable and work well with the campus leaders and are prepared to assist them in meeting future challenges.

**Chaminade's mission is fundamentally important to all aspects of institutional life.**

To simply affirm that Chaminade meets WASC standards with respect to institutional purposes would be to understate vastly the role Chaminade's mission plays in defining its identity, guiding its efforts, and assessing its accomplishments. Chaminade provides the traditional rights, freedoms, and opportunities enjoyed by students, staff, and faculty of American universities. At the same time, it defines, affirms, and embraces the distinctive responsibilities of a Marianist Catholic university that has chosen to serve especially the peoples of Hawai'i and the Pacific Islands. These commitments and responsibilities are set forth in three documents: *The Characteristics of a Marianist Education*, *The Statement of Core Academic Beliefs*, and *A Strategic Plan for Chaminade University 2008-2013* and further elaborated in the 2006 *Institutional Proposal* and 2008 *Capacity and Preparatory Review Report* submitted to WASC.

These statements make clear that Chaminade's moral purpose is central to its identity and mission. This strong moral commitment, in turn, creates both major opportunities and challenges. While it provides Chaminade a distinctive character as the institution sets its goals and priorities, organizes its efforts, and engages students, staff, and faculty in the University's life and work, its moral commitment also compels Chaminade to undertake difficult challenges that place great demands on the University and its members.

In its campus-based undergraduate program, Chaminade has committed itself to serving students, particularly Native Hawaiians and Pacific Islanders, who might not otherwise have the opportunity to benefit from higher education. This underserved, high-

risk population includes many low-income students who have gaps in their academic preparation and come from families and communities with limited experience with higher education. Moreover, Chaminade has committed itself to offer the kind of high-quality education characterized by close student-faculty relations and a rich and supportive co-curricular environment, often found in well-endowed universities. CUH emphasizes its commitment to treat each student as a whole person and provide all students a supportive environment in which differences among individuals and cultures are respected and honored. This environment provides students the experiences necessary to develop tolerance, empathy, and deep understanding of their shared humanity. For this reason, Chaminade's co-curricular life is extremely important. *Student life* outside the classroom has as much impact on students' intellectual and moral growth as their classroom academic experiences. Students are fully aware of the opportunities Chaminade provides for their growth and reported that, regardless of their background and whether they are outgoing or shy, each student quickly feels a part of the Chaminade `Ohana. Students expressed particular appreciation for the attention faculty paid them as individuals. They reported that friendships with persons of diverse backgrounds have made them more appreciative of cultural differences. They described how their studies, as well as experiences out of class, for example, on student retreats and in service-learning projects, helped them understand their responsibility to create a better world.

CUH has worked hard to create opportunities for its students to explore different fields; gain academic, professional and social skills; and develop their full human potential. The Leadership Alliance and Hogan Entrepreneurs programs are examples of such programs. Chaminade's partnerships with the Association of Hawaiian Civic Clubs

are examples of its efforts to reach out to the Native Hawaiian community and work to ensure that Native Hawaiian culture and society have an integral presence within the campus community. Chaminade has established close ties with community leaders and worked in partnership with community groups on joint projects. It has also worked to see that Native Hawaiians are well-represented throughout the University community.

Similarly, the Marianist value of service for those most in need is expressed in a variety of ways. Each semester, over one-third of Chaminade's students participate in service learning and community service programs. For example, students studying accounting assist the elderly, working poor, and homeless to receive tax refunds for which they are eligible. Other students tutor disadvantaged youth in schools of the low-income area of the neighboring Palolo Valley community. An important aspect of service and service learning at Chaminade is that students are taught to reflect on their experiences. In the process, they come to appreciate that they are not merely doing "good works" for the community; they are gaining a deeper understanding of themselves, their gifts and limitations, and their responsibilities to others.

These and other programs and partnerships enable Chaminade students to experience special opportunities, many of which would be the envy of students at more richly endowed universities. These programs—based on over two dozen partnerships with local schools; community organizations; cultural, religious, and political associations; law enforcement agencies; the Government of American Samoa; private businesses; not-for-profit institutions; the several branches of the United States armed forces; and other universities—require a great deal of hard work to initiate, develop, and maintain. That Chaminade undertakes this work with dedication, discernment, and skill is

another example of how Marianist values inspire and inform the efforts of administrators, faculty, staff, and students alike.

The Marianist tradition that calls for education and change has resulted in use of technology to reach out and provide high quality curricula to students—notably older students who wish to enhance their professional skills and members of the armed forces who wish to further their education. Faculty have used on-line instruction to explore pedagogical strategies that are difficult to develop in an in-class setting. For example, literature faculty have developed ways for students to engage in “low-stakes” writing, write multiple rough drafts to explore ideas, fine tune grammar and diction and spelling, and sharpen their overall argument before writing a final, formal essay. In both the graduate professional programs and accelerated undergraduate programs, quality is assured by core faculty who oversee the programs and maintain a cadre of seasoned, tested instructors to teach evening and on-line courses.

As must all tuition-dependent institutions, CUH sets its priorities and develops its programs with an eye towards market niche, market share, institutional resources, and financial *bottom line* results. The moral nature of Chaminade’s mission makes it especially important that Chaminade establish its priorities carefully and avoid attempting to do too much for too many people, and—as a result—accomplish little. Chaminade is well aware of such potential pitfalls and seeks to avoid them by making thorough assessments of the advantages and disadvantages of possible courses of action with respect to their resource needs, strategic advantages and disadvantages, and possible collaborators and competitors. The thoroughness and openness of the institution’s reflections make it possible for people within the Chaminade community to understand

and continuously reassess Chaminade's priorities and goals. Most importantly, Chaminade charts its course with its underlying values and moral commitments uppermost in mind. For example, in its strategic plan for 2008-2013 (pages 72-74), "Living Fully Our Transformation," policy choices with respect to such key questions as the use of adjunct faculty in the day undergraduate program and integration of service learning in core courses are discussed with respect to Chaminade's commitment to fostering close student-faculty relations with an aim to sensitizing students to issues of justice and service.

**Chaminade embraces a broad and demanding conception of institutional integrity.**

Chaminade addresses integrity in a multifaceted way. First, it assesses its compliance with laws and regulations. Second, it asks if its actions reflect its values. Third, it asks individual members of its campus community to relate to one another in a respectful, open, and hospitable way and, by their conduct, serve as an example to their students. By thinking about integrity in this way, Chaminade sets itself a high bar.

The evidence the team examined indicates that CUH meets this high standard. Chaminade expects academic and administrative staff to conduct themselves in accordance with professional norms and standards. It has policies that spell out the rights of students, staff, and faculty, and it has procedures in place to safeguard these rights. Of special note is that Chaminade subscribes to the 1940 "Statement of Principles on Academic Freedom," endorsed by the American Association of University Professors and the Association of American Colleges. CUH represents itself openly and honestly to its several publics. It has worked hard to clarify its educational goals for each class, course of study, and academic division, and for the University as a whole. It has developed the means to assess performance at all levels with respect to reaching these goals.



Chaminade has paid special attention to building a staff that shares its core commitments and goes to great lengths to ensure that prospective staff understand the importance of its mission and values. While not at all doctrinaire or prescriptive, the material developed for prospective staff clearly describes the responsibilities and challenges of Chaminade staff, all of whom are expected to exemplify Marianist values in their conduct and work.

Given the centrality of Catholicism in general, and Marianist principles in particular, to its identity, Chaminade must be particularly respectful of the rights and welfare of students, staff, and faculty who hold different religious beliefs or none at all. The team looked especially for negative evidence, including complaints of mistreatment that might come from people who hold views contrary to Catholic doctrine on such matters as gay marriage, contraception, or abortion, in order to develop a sense of whether some students, staff, or faculty find Chaminade inhospitable for reasons of religious belief. No such negative evidence was found. Students, faculty, and staff alike testified that expression of wide-ranging views was tolerated, respected, and encouraged, including views that were in conflict with Catholic doctrine.

**Chaminade is ready to face a challenging future.**

During the past decade, Chaminade has strengthened its leadership team, faculty, organizational and governance structures, and financial base. It has substantially revised and enhanced its curriculum and moved into important new curricular areas by developing high quality on-line degree programs. It has enhanced its physical facilities and created an environment more congenial to its students and faculty. It has developed strong relationships with key partners. Its success in these areas has prepared it to face the challenges that lie ahead, which are forthrightly stated on the last page of the *CPR* report.

Some issues about which Chaminade expresses uncertainty and dissatisfaction include faculty peer review and academic–administrative governance arrangements, which are the result of the rapid and widespread change that Chaminade has undergone. While these issues are important, Chaminade’s record of accomplishment suggests that it will succeed in meeting these challenges.

Other challenges are more daunting. The most immediate and difficult challenges are related to student enrollment and retention and faculty compensation. Because of its size, small downturns in numbers of students the institution admits and retains can severely affect its financial health. Falling short of enrollment targets may make it hard to improve faculty compensation and keep it competitive with peer institutions. Chaminade understands fully the importance and difficulty of meeting these challenges. Moreover, Chaminade has developed a community of people from diverse backgrounds with different beliefs who, nevertheless, share a common resolve to do their utmost to enable the University to educate students who will fulfill their potential and help create a just and peaceful world.

In its statement of Core Beliefs, Chaminade affirms that it will be a community that stays the course through difficult periods and will have the patience, self-discipline, and sacrifice necessary to build a strong community and to look within itself for the resolve to work through those difficulties. Chaminade has already been tested and met those tests. Owing in large measure to the remarkable leadership of its president, there is every reason to believe that Chaminade’s students, faculty, staff, and regents are prepared to meet the daunting challenges ahead with skill, wisdom, and grace.

## **STANDARD 2: ACHIEVING EDUCATIONAL OBJECTIVES THROUGH CORE FUNCTIONS**

### **Introduction**

Since the last accreditation visit, Chaminade has reviewed its mission and core values, reaffirmed its Marianist traditions, and explicitly embraced the Chaminade Charism. Using this as a base, the core functions of teaching and learning, scholarship and creative activity, and support for student learning are appropriately aligned and support the University mission. As detailed below, the team found evidence that the core curriculum and degree program curricula offer learning opportunities for students appropriate in content and expectations to their levels and there are, as a general rule, sufficient full-time faculty to ensure each program is supported (CFR 2.1, 2.2, 3.1). There is a regular cycle to review fiscal indicators regarding the viability of programs.

Most of the process and assessment cycles that constitute capacity for educational effectiveness are in place. The one notable instance where an appropriate process was not clearly articulated was program review. In this report, program review means a systematic, regularly scheduled analysis of data collected to demonstrate student learning at a level consistent with program expectations for each student learning outcome area, together with other indicators, that are tracked to determine the quality, capacity, or viability of the program. Such indicators include information on faculty, students, graduates, and employers of graduates, as well as adequacy of facilities and library holdings, currency of curriculum, and appropriateness of quality assurance processes. It was not apparent that this type of review was taking place on a regular basis.

### **Teaching and Learning**

CUH demonstrates understanding of the needs of its students (2,575 in number in fall 2008), comprising three major groups: undergraduate day students (40%), evening or online undergraduate students (34%), and graduate students (25%). Enrollment has

declined slightly from 2006-07 to fall 2008 in day students (1,128 to 1,042) and more so in evening and graduate student numbers (1,669 to 1,553), evening enrollments declining sharply while graduate enrollments were relatively flat, a concern in a small private institution dependent on tuition for fiscal stability. Chaminade has developed sets of data that carefully define the characteristics of each group and, in each case, indicated a strategy for meeting students' needs in its strategic plan (CFR 2.10). The evening and graduate students appear to be not as integrated into the University community, leaving speculation that this is one reason for the decline in enrollment for graduate and evening students. Other reasons may be the transient military population and high cost of living in Honolulu, which requires students to work in order to survive.

One of the strongest aspects of the co-curricular program is the steady emphasis on development of moral character and personal competencies and commitment to a just and peaceful society, as demonstrated by service learning day activities, first-year student retreat, and peer-led retreats (CFR 2.11). Student participation in these activities is positive, with about 20% of the new freshmen involved in the student retreats and approximately 50% of the upperclassmen participating in service learning activities. The almost universal support for this mission that emerged in team conversations with regents, faculty, staff, and students was impressive.

The faculty of each degree program has reviewed its respective mission statement, articulated student learning outcomes that appear in the Catalog, and developed an assessment plan. About one-third of the programs have completed an assessment cycle and, as a result, program changes were made. Integrating assessment into all the programs began with assessment of student learning outcomes at the course level and has

progressed, in some programs, to assessment of program-level learning outcomes. This progression appears robust and, assuming all programs will complete an assessment cycle, ensures CUH will be situated to demonstrate educational effectiveness in its degree programs by the time of the Educational Effectiveness Review (EER). Support for the faculty in assessment activities is evident in the assessment team and assessment work groups. Each program has a four-year advisement plan that ensures students are aware of and can plan for the requirements of their programs in a timely manner (CFR 2.12).

At the division level, the deans clearly understand the need to continue to insist on assessment data as evidence for program changes. Some divisions are ahead of others. From a review of the materials presented, interviews with the deans, and discussions with the assessment team, the various divisions are at different stages of readiness, as is expected. The behavioral science division appears well-positioned now and is beginning to attempt to assess Marianist values; the natural science and mathematics division, under a motivated dean, will soon be ready for program outcomes assessment; and a third, the education division is poised to undergo an external specialized accreditation-type review next year with the state teacher education board and will, thus, have experience in program outcomes assessment. The other two divisions, professional studies and humanities, would benefit from having specific goals set for the faculty in their Growth and Development Plans (GDP) and for deans in their yearly evaluative reviews, respectively. Currently, the education division uses *LiveText* for faculty and students to compile assessment information about students at various points in their career for program faculty to analyze, and the humanities and fine arts division is planning its use (CFR 2.6). The EER team looks forward to application of the resulting tool and findings.

In support of assessment, deans are evaluated on assessment goals, student learning outcomes, faculty workload and development, and an assessment of faculty morale and support for the dean.

Although the student learning outcomes (SLOs) have been defined, an assessment cycle has not yet been established in the general education program. General education SLOs must be in place, and at least one SLO assessed at some level by the time of the EER visit.

A five-week summer bridge program for entering students in need of developmental work was instituted in summer 2002 to support student success. Based on the favorable experience of students who voluntarily participated, it was made mandatory for certain classes of students beginning in summer 2007. This appears to be a change with the potential for long-term positive impact on retention and graduation rates, although it is too early to tell at this stage. Of note is the University's longitudinal administration of the NSSE since 2002. This national survey gauges student engagement experiences, many of which are aligned with the values and goals listed in the *Characteristics of a Marianist Education* document.

By the time of the EER, all programs should have assessed at least one program learning outcome across their curriculum, analyzed those findings, and made changes (or not) to the program as a direct result. It is expected that each of the 14 new or substantially revised majors will have assessed the changes in order to determine the efficacy of the revisions, and the 8 long-term majors will have assessed their learning outcomes and will be ready to display the results of a full cycle (define program SLOs, gather evidence, analyze results, make program changes, and begin again) by the time of

the EER visit. Assessment of the core curriculum is also important, since it is an experience of all Chaminade graduates and contributes to the overall learning outcomes of the University.

There is currently in place a system of reviewing information related to programs (CFR 2.7) that is not a program review, as commonly understood, but that does serve a quality assurance function. A particular feature of this review is the series of yearly meetings between the provost and the dean or director of each program. During the meeting, each program is reviewed using quantitative data (enrollment, number of majors, number of graduates, faculty and staffing) and qualitative data (progress of assessment activities, specific concerns brought up earlier, changes made based on assessment results, and others). Following these meetings, the provost meets with the general faculty in each division to review actions, plans, and priorities for the coming year. As a complement to this process, the University has used external consultants for review of curricula in relation to national standards. One example is the forensic sciences program. Actions resulting from these reviews are particularly evident in the graduate programs, where one program was discontinued and a Master of Forensic Sciences was added, and criminal justice, counseling psychology, and education have been substantially revised over the past 18 months. Undergraduate programs of concern for this academic year (computer sciences/computer information systems, accounting and management, graduate pastoral theology, and the new graduate forensic sciences) will be tracked over the next eighteen months and decisions made on their future. An issue for the EER visit is the lack of criteria or standards by which these programs are reviewed, and an apparent lack of faculty input, as reported by the faculty, on decisions to terminate

or add programs. The team recommends that a formal cycle of program quality review be introduced and the faculty be tasked with developing criteria for such a review, using a regular cycle of 5-7 years, as well as continuing the regular tracking meetings mentioned above. At the time of program review, the program faculty might develop a program assessment plan and use the yearly tracking meetings to follow appropriate indicators of progress toward goals. At the time of formal program review, an analysis of the yearly indicators and a reflection on the assessment of student learning would be included.

The process for developing new programs in response to community needs is well-developed and ensures a program that is both academically and fiscally sound before it is officially launched. New programs have been launched; the newest being the nursing program, set to open in fall 2010. The planning and preparation for this program has been extensive and evidence-based, as demonstrated by the planning documents, written manpower plans from the State of Hawai'i, input from health care agencies, and discussions with the provost and faculty. This planning should serve the University well, ensuring a high-quality, attractive program and a steady revenue stream, as tuition revenue is important to its overall fiscal health.

A review of activities and outcomes of service learning projects indicates strong commitment to service learning as an extension of the University's mission. Service Learning Day activities, brochures, reports, and posters of service learning activities attested to the extent and types of service. Students were themselves strong proponents of service learning and expressed this in their meeting with team members. Service learning can also be a tool for retention and student learning. The team recommends that



the service learning projects be carefully integrated into the curriculum and student learning outcomes defined and assessed regularly to ensure they are achieved.

### **Scholarship and Creative Activity**

CUH has moved from an institution focused on teaching and service to students to one that also emphasizes scholarship and creative expectations, as well as service learning and community engagement. The current Faculty Handbook, adopted in 2000, uses the definition of scholarship from *Scholarship Reconsidered* (Boyer, 1990). This is a significant policy change, since only teaching was previously evaluated in tenure and promotion decisions. In 2002, some faculty members' tenure applications were suspended because of confusion in the scholarship/creative activity requirement and how they were applied for those hired under an earlier system. The great consternation this caused among some faculty motivated each of the five academic divisions to produce a discipline- and division-specific statement on its expectations for faculty scholarship by fall 2003. A review of each of the previous suspended applications, using the new statements, was then conducted with final decisions made by the end of the 2003 calendar year. While there is still some concern among some faculty about "unclear" expectations, most faculty members accept the need for scholarly activity to ensure quality, remain current in the discipline, and enable the institution to attract students of higher academic capability.

All newly hired deans have active records of scholarship and are recommending new faculty hires with an eye toward scholarly activity and teaching success. Preparation of an annual Growth and Development Plan (GDP) provides useful formative evaluation plans for faculty members as they proceed to promotion and tenure. The GDP is prepared and finalized by each faculty member and the dean and forwarded to the

provost to be considered as part of the dean's annual review. This effectively promotes linkages among scholarship, teaching, student learning, and service for individual faculty members (CFR 2.8, 2.9). The GDP sets development goals for each faculty member (regardless of faculty promotion and tenure status), milestones to be achieved, and experiences or activities necessary to achieve them. These are positive steps toward cultivating a culture of scholarship without neglecting the culture of student learning. The team's conversations with faculty revealed that in some cases, faculty were unclear about expectations and requested feedback on the disposition of the GDPs. Faculty and deans reported that GDPs are handled differently across different divisions. The deans could benefit by deciding on guidelines for the GDP and a regular feedback mechanism to the faculty. While there are data on the number of GDPs completed each year, what is not clear is their effectiveness at promoting scholarship and assessment.

The University may want to consider formally using the GDPs and their subsequent evaluation by the dean as a basis for the faculty member's assessment for promotion and tenure.

CUH has been awarded several major grants recently, through local and national granting agencies, such as USDOE Title III, Administration for Native Americans (ANA), Housing and Urban Development, and under the Native Hawaiian Education Act, more than tripling the grants and contracts income from \$680,579 in 2001 to \$2,412,253 in 2007. This is solid evidence that CUH has become more proactive in designing its future. The team commends the faculty, staff, and administration for their efforts in securing grants, which have enabled CUH to use most of the other new funds raised for

buildings and infrastructure development, such as the new library and renovated student union, to prepare for the anticipated influx of new students for the nursing program.

### **Support for Student Learning**

The University has analyzed student retention data and disaggregated the data by type of student and home geographic area for better understanding of their students. Two committees address this issue on a regular basis, meeting throughout the academic year, the Undergraduate Experience Steering Team (for day undergraduates) and the Retention and Early Student Engagement Committee. Using best practices, the committees implemented a bridge program; introduced a cohort schedule for the first semester of the freshman year; changed acceptance policies by targeting local students who would not be subject to the culture shock and homesickness of mainland students and those with more financial support; shifted their focus to recruiting students with an intended major and appropriate preparation; and re-invigorated the first-year experience course. Results have not shown up in higher retention rates but were obvious in the NSSE results as Chaminade moved above the level of its peers in all five benchmarks of effective educational practice.

While improved NSSE scores are an achievement, the focus on increasing retention must continue, particularly focused on retention between the students' freshman and sophomore years. One promising program is the peer tutoring in introductory and organic chemistry courses, which, when expanded to other STEM disciplines, should address the issue of underprepared students who wish to major in science and technology disciplines. Retention should be an item for discussion, with faculty input on student support and how to increase retention. The Faculty Senate may wish to pursue this issue in more detail.

CUH has developed several articulation agreements with local community colleges, and students who transfer from the community colleges appear to do well at Chaminade. Given the conversion rate of 50% for community college students, as compared to 30% for first-time freshmen, CUH may find it productive to target transfer student enrollment and those with some college credits, in order to increase enrollment and encourage transfers to complete their program at CUH. This team recommends setting recruitment and retention targets to facilitate the planning for specific categories of students. For instance, if CUH wishes to continue to try and attract international students, it must note that these students require a particular type of student support and advisement that do not appear to be in place, as there were very few international students at the time of this visit (1.9% of undergraduate enrollment; 1.2% of graduate enrollment).

Faculty governance structure and committees are in place and assure faculty input through membership on all major committees and the President's Leadership Council. In fact, the president of the Faculty Senate has a voice in recommending membership of the Board of Regents' committees. Minutes of meetings and reports were reviewed as evidence, as well as interviewing members of the Leadership Council and Assessment Team. Most faculty members are aware of the system of committees and understand the pathways to voicing opinions and providing input. Committees are advisory, and decisions are generally made at the executive level.

In meetings with team members, faculty members expressed concern over the information technology available to them in the office and classroom. In general, the issues appear to be the support system and availability of bandwidth, rather than the technology. All faculty use the *Colleague* system through a web portal to post students'

grades and early warnings to those who are not performing, and to obtain student contact information. The team recommends that the University determine how IT support services can be strengthened and bandwidth increased to ensure internet resources for scholarship, research, and classroom teaching.

Overall, the numbers of degrees granted from 2002-03 to 2007-08 increased from 645 to 743, but in some divisions (business and professional studies, humanities, and fine arts) the numbers declined and in one (natural science and mathematics) it remained level. The behavioral sciences and education divisions led the increases. Aware of these numbers, administrators and faculty are considering ways to reverse the decline of enrollment and graduation rates in these areas through enrollment and retention initiatives. As these plans become more robust, there should be specific targets set, disaggregated by program and level of student. In addition, the effectiveness of such initiatives must be measured by the results (graduation rate and enrollment numbers).

### **Conclusion**

At meetings with the Faculty Senate, steering committee, faculty, deans, and various support areas, it became apparent to the team that there is a clear sense of mission, values and meaning in the work done at Chaminade University. The campus community is focused and realistic about the future. Now is the time to take the steps to move Chaminade to the next level. With that in mind, the team looks forward to positive results by the time of the EER in 2010.

### **STANDARD 3: DEVELOPING AND APPLYING RESOURCES AND ORGANIZATIONAL STRUCTURES TO ENSURE SUSTAINABILITY**

The Essay on Standard 3 was prepared along the themes of organizational structures: staff (CFR 3.1 – 3.4); organizational structures: faculty (CFR 3.1-3.4); effective organizational functioning (CFR 3.5, 3.6, 3.8, 3.10); technical resources to

sustain a collaborative learning environment (CFR 3.6, 3.7); faculty involvement with governance (CFR 3.2); and facilities that support a collaborative learning environment and external support (CFR 3.5). The essay is well organized, supported by data, and responsive to the Commission's prior concerns regarding the institution's administrative effectiveness and assessment. The institution is commended for this.

### **Faculty and staff**

Data prepared by the institution indicate that the number and quality of its staff are sufficient to maintain its operations and support its academic programs (CFR 3.1). Over the last five full academic years (AY 2003-04 to AY 2007-08), Chaminade's day undergraduate enrollment increased from 1,065 students to 1,116 students, or approximately 4.8%; masters program enrollment remained stable, from 679 students to 681 students; and evening program enrollments dramatically declined from 1,138 to 666, or 41.4%. The drop in evening enrollment is believed to be the result of deployments of part-time student/soldiers' deployments to the Middle East. In this period, full-time staff increased approximately 11.8%, from 144 to 161 and part-time staff increased approximately 39%, from 23 to 32. Data from student surveys reflect directly on the effectiveness of staff. On the 2004, 2005, 2006 and 2007 NSSE, students consistently ranked Chaminade University above the NSSE national mean in the benchmarks *Supportive Campus Environment*, *Relationships With Administrative Personnel and Offices*, *Helping You Cope With Your Non-Academic Responsibilities*, and *Developing a Personal Code of Values and Ethics*.

In discussions with staff, the team sensed high morale. However, data appended to the CPR report (Data Exhibit 4.4) suggest significant turnover among full-time staff. The team noted that personnel management staffing (2 full-time) has remained

unchanged over a number of years, although the total numbers of positions and employees have increased steadily and significantly over the last five years. These areas may warrant further attention by the institution.

Data provided indicate that faculty are qualified and sufficient in numbers to ensure the integrity and continuity of academic programs (CFR 3.2). Overall, 82% of faculty in the professorial ranks have terminal degrees including 21 of 22 full professors, 15 of 21 associate professors, and 19 of 24 assistant professors. Student evaluations of faculty are conducted at the completion of each course (CFR 3.3). Data from all semesters for the period 2003–2006 reflect the following percentages of *agree* or *strongly agree* responses relative to faculty qualification and effectiveness: *Instructor demonstrated knowledge, 94.3%; Course requirements were clearly stated, 91.9%; The instructor was well prepared, 90.8%; Academic requirements were challenging, 88.9%, and; Quality of instructor's teaching was high, 87.8%*. These results are consistent with the many positive comments made in the open meeting by students, including, “The quality of teaching (at CUH) is excellent;” “. . . it's hard not to grow and learn.” Future evaluations may be even more relevant if the form included questions that would ask whether students achieved the stated learning outcomes of the course.

The University has instituted a system of benchmarks for faculty and staff compensation that incorporates salary surveys from the College and University Personnel Association (CUPA), a group of peer institutions based on recommendations of a compensation consultant, and the Hawai'i Employer's Council. The City of Honolulu's Consumer Price Index is also used to address issues of Hawai'i's high cost of living. The team notes that the institution's annual budget cycle allows for addressing compensation

issues on an annual basis. The systematic use of benchmarks and the frequency with which compensation adjustments can be made both contribute to faculty commitment (CFR 3.2), in addition to providing faculty incentive (CFR 3.3).

The institution has made *hiring for mission* part of its organizational culture (CFR 3.3). It has developed a formal mission-driven hiring practice for faculty and staff that educates new hires and reaffirms the institution's core values based on its Marianist mission. Hiring packets incorporating this information are provided to those staff engaged in recruitment. In addition, faculty recruitment is initiated with a discussion of unit academic plans and needs. The team believes these practices have engendered a strong sense of mission, collegiality and common values among faculty and staff that significantly strengthen the institution's human assets. They allow the institution to sustain itself effectively through short term challenges and minimize resistance to more substantial and permanent changes that may be necessary to address major challenges and opportunities. The institution is commended for this.

The institution has sound procedures for staff evaluation and regular staff development activities, including participation in programs of professional organizations, such as the National Association of College and University Business Officers (NACUBO), as budgetary resources permit (CFR 3.4). Faculty promotion and tenure policies and procedures exist and are executed through a Rank and Tenure committee. Faculty evaluation and promotion and tenure are discussed in greater detail in the previous section on Standard 2, pages 22-24.

**Fiscal, physical and information resources**

The institution is on sound financial footing. During FYs 2005, 2006, 2007, and 2008, the institution's total assets were reported at \$43.4M, \$47.2M, \$52.4M, and



\$59.9M, respectively, indicating steady growth in the three-year period. Total liabilities for those three years were reported at \$12.1M, \$15.8M, \$18.6M, and \$20.1M, respectively. Total revenues, gains, and other support of tuition and fees, private gifts and grants, federal grants and contracts, and auxiliary enterprises income exceeded total expenditures in FYs 2005, 2006, 2007, and 2008. Total revenues, gains, and support for these years were \$39M, \$29.3M, \$33.6M, and \$39M, respectively, and total expenditures were \$26.9M, \$29.2M, \$30.8M, and \$33M, respectively. Net assets at the end of FYs 2005, 2006, 2007, and 2008 were \$31.3M, \$31.4M, \$33.8M, and \$39.7M, respectively, indicating fiscal stability (CFR 3.5). The institution's data show net assets in FY 2001 of \$12.7M; thus, the increase to FY 2008 is a dramatic 212.6%.

Chaminade University has been extremely successful in raising funds through private gifts and grants in the last four years, thereby diversifying its revenue base (CFR 3.5). Audited financial statements reflect \$7.5M for FY 2004, \$14.7M for FY 2005, \$2.8M for FY 2006, \$5.4M for FY 2007, and \$12.3M for FY 2008. Administrators have related that, while contributions of \$100,000 were considered extraordinarily large in past administrations, the institution is now able to attract donors capable of multi-million dollar gifts.

The budgeting process consists of the preparation of unit plans and related resource needs by division heads, effectively linking academic plans to budgets. Salaries for continuing positions and personnel, the largest operating expense, are budgeted centrally and are based on total continued salary requirements adjusted, as funding permits, for parity with benchmark surveys and cost of living, as discussed in the previous section. All divisional and budget plans are deliberated on by the University

Planning, Priorities and Assessment Committee (UPAC) before approval by the president. Responsibility for overall execution of the budget rests with the executive vice president, including responsibility for authorizing unbudgeted additions. While the budget process may be considered more centralized than those of larger institutions, the team believes this may also be advantageous, if not necessary, given the culture of transformation that exists at CUH, as well as the current state of the national economy and its impact on Hawai'i's visitor industry, a major component of the state's economy and which has already begun to experience sharp monthly decreases in visitor arrivals. The centralized nature of CUH's budget process facilitates quick operational responses as well as strategic planning adjustments to changing revenue conditions.

The team notes that tuition and fee revenues have increased modestly each year between FY 2004 and FY 2007, and there are indications that this revenue stream may level off or even decline due to recent decreases in enrollment. While audited financial data for FY 2008 are not yet available, budget variance reports indicate tuition revenues for undergraduate day programs, graduate programs and evening programs ended the year at 5% to 9% below budget estimates. CUH is a small private institution, and because private gifts and grants were largely earmarked for infrastructure, the University's operating budget remains highly tuition dependent; thus, significant declines in enrollment could result in operating deficits. CUH's current enrollment strategy focuses on recruitment in Hawai'i. The team believes this is a productive strategy, given that the institution's overall enrollment represents a relatively small proportion of the state's overall college going population. The U.S. Census Bureau's estimates for Hawai'i for 2007 were 111,546 persons between ages 18-24 years, and 336,287 persons between the

ages of 25-44 years. Moreover, Chaminade's student persistence data indicate that one of the two factors which often correlates with lower retention is that the student's home is "east of the rockies." The new high-demand nursing program provides an opportunity to attract students from Hawai'i. In addition, the current economic crisis may result in more college going students in Hawai'i remaining at home and enrolling in a local university to avoid the additional financial burden of living on the mainland. The team believes that Chaminade has the capacity to manage its enrollment as well as its operating budget to avoid deficits that would jeopardize the institution's long term financial stability (CFR3.5).

The institution has invested strategically in improving campus facilities, including the renovation of the administration building renamed the Clarence T.C. Ching Hall, and the new Sullivan Library, thereby enhancing access to information resources (CFR 3.6). The team notes also that although the campus can be characterized as urban, approximately 12 acres of vacant land remain available for further development. The institution has also made strategic investments in information technology infrastructure (CFR 3.6). The number of computer workstations available to students has increased from 94 in FY 2004 to 174 in FY 2008. Similarly, the number of computer workstations available to faculty and staff increased from 125 in FY 2005 to 273 in FY 2008. The institution has plans to rebuild its communications infrastructure to provide better reliability through redundancy and to upgrade its security and e-mail systems.

#### **STANDARD 4: CREATING AN ORGANIZATION COMMITTED TO LEARNING AND IMPROVEMENT**

##### **Introduction**

Standard 4 focuses on strategic thinking and planning, and commitment to learning and improvement. The Standard requires the institution to demonstrate its engagement in

serious, ongoing program- and campus-wide discussions on how effectively it meets its institutional purposes and objectives and how it uses data to establish institutional priorities and approaches to teaching, learning, and scholarly work.

Chaminade University's CPR report addresses Standard 4 in the *Essay on Standard IV*, which includes institutional reflection and planning processes (CFR 4.1, 4.2, 4.3, 4.5, 4.6, 4.7, 4.8). The thematic essay also addresses assessment of student learning (CFR 2.3, 2.4, 2.5, 2.6, 2.7, 2.8) and advisory boards (CFR 2.3, 2.7, 4.8). The CPR report and the observations and interviews during the campus visit clearly validate the team's analysis that Chaminade meets the criteria of Standard 4.

### **Strategic Thinking and Planning**

CUH is enthusiastic and proud of its *transformation* over the past five years. One of the most notable elements of the transformation is the increased attention to planning and to use of evaluation for improvement of curriculum and student learning. Over the past five years, Chaminade has purposefully and systematically prepared its faculty and staff to create and contribute to an environment in which multi-faceted, multi-level planning prevails and involves the entire campus community (CFR 4.1). As a result, planning, assessment, and strategic thinking permeate all facets of the university. This is evident in planning that occurs at various levels of the university organization throughout the year, along with appropriate course and program assessment and evaluation, as described in the CPR report and affirmed by faculty, staff, and administrators in meetings during the visit.

Multi-year strategic planning, led by the University president, occurs every five years and provides direction for annual planning in all areas of the University. With the president-led strategic planning as a base and broad representation of all constituent groups, Chaminade's entire community participates annually and intently in institutional

strategic planning to strengthen links between the university's vision and goals and the division and unit levels. The annual institutional planning involves various relevant groups in the University's direction setting and budgeting, and ensures that funding requests of new programs are part of the budget (CFR 4.2, 4.8). Planning occurs throughout CUH for other purposes. At higher levels, the provost meets annually with division and program deans and directors to plan, review, and establish annual academic implementation goals. In addition, the associate provost and provost annually lead the planning and review of the following: day undergraduate program's core curriculum; student early engagement and retention; common academic structures; academic leadership; community partnerships; advisory boards; and linkages among student development, enrollment management, campus ministry, and academic affairs. All 14 major divisions of the University present comprehensive plans to the University Planning, Priorities and Assessment Advisory Council (UPAC), which determines revenue projections, expenditure issues, and budget formulation (CFR 4.2, 4.3, 4.6).

Professionals in the community, including Chaminade alumni, serve on division advisory boards and provide feedback on program and professional needs. Information presented in the *CUH Inventory of Educational Effectiveness* (CPR Report Data Exhibit 7.1) and comments provided by the faculty, staff, and administration in meetings during the visit indicated that the institution strives to assure quality in its programs and processes. The *Inventory* shows that, over the past six or more years, faculty of the respective degree programs systematically engaged in defining mission statements; specifying student learning outcomes; linking course-level learning outcomes to program learning outcomes; assessing achievement of student learning outcomes; and

strengthening the curriculum based on assessment data (CFR 4.4). The criminal justice, education, English, international studies, humanities, interior design, pastoral theology, computer science, biology, forensic sciences, business administration, and communication reported utilizing national standards and/or assistance of external professional consultants to strengthen their curricula. The process has resulted in extensive revision (e.g., criminal justice) or restructuring (e.g., historical and political studies, religion, English, and others) of some programs; initiation of new courses, and discontinuation of majors and courses no longer deemed appropriate or relevant. This process is a major and commendable achievement, for while it is a desired accomplishment by any institution of higher education, it rarely occurs at an institutional level at other universities.

### **Commitment to Learning and Improvement**

Chaminade's faculty and staff are attentive to student learning outcomes and assessment. As presented in the CPR report, a survey to determine "assessment drive" conducted at a faculty retreat in August 2007 indicated that all 36 faculty responded having student learning outcomes in their syllabi; moreover, most, if not all, students who attended the open meeting during the visit expressed with vigorous nods and verbal confirmation their awareness of learning outcomes in the syllabi. All 36 faculty participants at the retreat also reported having assessed the outcomes that were posted in their course syllabi (CFR 2.3, 2.4), and a large majority (97% and 91%, respectively) reported having engaged in discussions with other program and division faculty on creation and measurement of program outcomes (CFR 2.4). The CPR report is relatively silent on the topic of students and their involvement in classroom and out-of-class learning. However, in interviews with administrators and staff, the team noted that staff

and faculty do concern themselves with and do get involved in students' academic and personal development. This was affirmed by the students who, in the open meeting, enthusiastically cited examples of faculty who have discussed with them their individual academic progress and ways they can enhance their learning and development in creative and exciting ways. One student—a biology major—stated that his faculty advisor provided information, support, and assistance that gave him the unexpected opportunity to attend a science research conference in California. Another student commented that her faculty advisor suggested that she get involved in the campus and encouraged her to seek out a club that interested her—and, if no such club existed, she might start a new one. Other students enthusiastically shared their leadership development experiences through opportunities provided by campus ministry and student government. Student appointments to University and Board of Regents committees further enhance students' out-of-the-classroom learning and understanding of university governance (CFR 2.5).

The Office of Institutional Research is the primary repository of information on enrollment and degrees awarded. Its responsibilities include analyzing and interpreting data for use in planning and policy decisions on a wide range of University operations (CFR 4.5). Comments made in a meeting by various members of the president's leadership team suggested that information provided by the research office has been timely and used strategically in administrative decision-making. Examples of comments expressed at the meeting were, "I refer to the information every day;" "I make use of the information;" and "I make decisions based on the reports."

Divisions and programs demonstrate that assessment has become a major and ongoing activity of the faculty. All seven master's degree programs and all twenty-two

baccalaureate programs have assessment plans in place. More than half of the programs have gathered data and developed plans to analyze and use the information to improve instruction and student learning. The team verified that all programs posted their planned assessment activities for the year, including outcomes to be assessed, how assessment will be conducted, where results will be retained, conclusions and discoveries resulting from the process, program changes made based on the results (or reason why change was not needed), and how results will be disseminated. Some deans and directors have identified inter-rater reliability as an area of concern and further discussion (CFR 4.7).

Although assessment is a relatively recently-established practice at Chaminade, the institution is moving steadily to integrate the “culture of assessment” fully into the institution. Given the sincerity of Chaminade’s commitment to assessment and its track record of having “assessment” become a part of the everyday vocabulary of members of its campus community, it is reasonable to project that assessment will be *fully* integrated into the standard operating procedures of programs of the institution and that its policies, including grading policies, would be evaluated for higher levels of effectiveness in student learning by the time of the EER.

### SECTION III. FINDINGS, COMMENDATIONS, RECOMMENDATIONS

This visit was devoted to Capacity and Preparatory Review. In this light, the charge to the team was to assess whether Chaminade has the essential resources to carry out its mission, including resources of money and facilities, as well as resources of effective leadership and governance structures; a strong sense of mission and purpose, policies, and qualified and competent faculty and staff; and an overall climate and culture that support quality education. In this first step of the two-stage review process, the team



is also tasked to determine how well Chaminade University is prepared to demonstrate the educational effectiveness of its programs. The team was impressed with Chaminade in terms of its basic capacities, its confident and very capable leadership, and its genuine commitment to educational quality. On the basis of what the team had read before the visit, its members arrived with a favorable view of the university that was confirmed and enhanced by the visit.

## **FINDINGS IN VIEW OF THE WASC STANDARDS**

### **STANDARD 1: INSTITUTIONAL PURPOSE**

Chaminade's strong sense of mission and purpose clearly motivates and inspires the people involved with the University. In every conversation and meeting during the visit, participants cited and referred to the Marianist values that guide the activities of the institution. This kind of shared commitment is a real asset to any institution and unusually strong at Chaminade.

The team sensed that Chaminade's renewed commitment to serve Hawai'i's native population and its changing, diverse culture enhances teaching and learning, and does not act as a limit or boundary. All persons interviewed expressed their ability to use the basic values of the institution as a springboard and pursue their work in open ways. The team found an open, candid, and reflective community at every level.

The team commends Chaminade's leadership at this difficult time. In light of the president's illness, the team was concerned that it would find an institution paralyzed by her absence—especially given the vital role she has played in leading the resurgence of the institution over the past decade. To the team's relief, quite the opposite was found—a strong leadership team with people in every position ready to take on the task of

continuing the president's work, along with an engaged board of regents and a group of talented administrators and leaders.

The team especially acknowledges the leadership of the executive vice president & provost. There is perhaps no more difficult job than that of being acting president. The community clearly supports him in this role, and he is a steady hand on the tiller.

**STANDARD 2: TEACHING AND LEARNING**

The team found a very engaged and dedicated faculty who take obvious pride in their work and association with Chaminade. In the best traditions of teaching, the faculty and staff give generously of themselves to support student learning. They recognize the advantages of being in a small institution in an intimate setting, and use these advantages and do not see them as liabilities. The team heard faculty and staff say they chose to be at Chaminade and do not wish they were at a larger university even if it might have more resources. The team noted the quality of learning was emphatically affirmed by students, who spoke enthusiastically about the personal growth and transformation they attribute to their Chaminade education.

The team members were impressed with the commitment to service learning, which is a growing part of the curriculum and has been recognized with prestigious, national awards and local recognition, including the 2008 Corporation for National & Community Service's Presidential Award, which is the highest national service learning recognition of a college or university, followed by Commendations by the Hawai'i State Legislature and Honolulu City Council. The team recommends that Chaminade spend more time finding ways to assess this part of the program, in order to demonstrate how it enhances learning.

On assessment, the team found an increasing commitment to creating a culture built on evidence-based continuous improvement. The team also noted some unevenness in this area, which is to be expected and should be addressed. For example, the general education program did not have the same crisp articulation of learning objectives as other programs, nor is there a clear statement of the role general education plays in a Chaminade education. The team recommends focusing more attention on this and other areas where the culture of assessment has not yet taken hold.

The team understands that expectations of faculty scholarship are changing, which can cause—and has caused—some stress in the institution. We agree with the administration that this change is important and necessary. Not only is it a vital part of a quality institution of higher education, but also a competitive imperative. There is no turning back the clock. The team sensed that this culture change is progressing and being handled well, with most faculty members willing and prepared to meet the challenge.

The team notes that deans are playing a larger role in faculty development, both at the individual and program levels, and that the annual GDP process is unevenly administered across the divisions. It is recommended that the University review this process to assure that it contributes to a fair, open and constructive part of the mentoring of each faculty member.

### **STANDARD 3: RESOURCES AND SUSTAINABILITY**

As previously mentioned, the team found strong, talented faculty and staff in every position, and the team also notes that some areas, especially Human Resources and Information Technology, should be considered for additional resources.

On the finance front, the team understands that a small tuition-driven school has challenges. Chaminade University is not alone in this. Despite these challenges,

Chaminade's finances appear to be well managed. Of necessity at this time, the control of money is highly centralized in the office of the executive vice president. As resources grow, more delegated financial authority through the budget process is encouraged, but it is too soon for that now.

IT is an area of concern. The team understands the trauma an institution can experience because of changing administrative systems. While the disruption of this change should be well behind the institution now, the implementation still seems to be rough in spots. More important is the team's concern that the institution give top priority to addressing issues of adequacy of IT support for teaching, learning, and scholarship.

Fund raising is obviously a bright spot. The University has developed strong new sources of support that seem committed to its future. Aside from the numbers, this is evidence that Chaminade is competing effectively in the philanthropic marketplace, where success depends on a clear, compelling mission. While most of the proceeds, thus far, have been devoted to infrastructure and facilities, as fund raising continues, CUH is encouraged to direct more of its benefits to the academic programs.

Much time and thought have been spent, with the institution and among the team, on enrollment—both recruitment and retention—which is key to financial stability. The team found an abundance of faculty and staff who are thoughtful about the challenges of recruiting and retaining more students and share Chaminade's puzzlement about the dilemma of continuing enrollment declines. The team would caution against any tendency to attribute enrollment challenges simply to external factors, such as the economy, private tuition rates, the difficulties of mainland students coming to Hawai'i, and other reasons. The team encourages the Chaminade community to avoid a *fatalism*

that could occur if the institution believes that problems like these cannot be addressed and resolved. Other private institutions compete effectively at much higher tuition prices; with the location and other spectacular benefits Chaminade offers, the team is confident that there is a market niche for Chaminade. The University must continue efforts to identify students for whom this University is a good fit.

#### **STANDARD 4: LEARNING ORGANIZATION**

Under the leadership of the executive vice president, with his special skill and competency in organization, management, and finance, the institution has developed a sophisticated culture of analysis that is impressive without being oppressive. That is, many administrative areas seem to understand data and what it means for fulfilling the strategy and mission of the institution.

The culture of assessment in the academic areas is still developing, and is uneven in places. While identifying objective measures of college academic success is a challenge for institutions of higher education, it is an expectation of accrediting institutions, such as WASC, and of the public at large, as part of a greater need for accountability. The team is confident that Chaminade University will be well positioned to demonstrate greater competence in this area by the time of the EER.

#### **COMMENDATIONS**

Chaminade University of Honolulu is commended for:

1. inspiring exceedingly strong commitment to its mission and values among all constituencies throughout the campus community.
2. talented executive leadership that has brought about institutional transformation characterized by dedication to high quality teaching, learning, and service in an environment of integrity and fiscal and organizational stability.

3. a Board of Regents that actively works with and supports the University administration.
4. noteworthy efforts in gaining support and confidence of the community in the institution that have resulted in unprecedented success in fundraising of gifts, grants, and awards.
5. competent and engaged faculty and staff, enthusiastic students, and supportive alumni who expressed pride and dedication to the purposes of Chaminade University of Honolulu.
6. the spirit of *`Ohana* and the candor, openness, and quality of reflection that prevailed in documents, meetings, and conversations throughout the visit.

### **RECOMMENDATIONS**

In preparation for the Educational Effectiveness Review (EER), the visiting team recommends that Chaminade University of Honolulu:

1. 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.
2. 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.

3. 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.
4. continue to clarify and refine the requirements of research and scholarly activity for promotion and tenure.
5. 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.
6. 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.
7. strengthen enrollment and continue efforts to identify students who would be attracted to the benefits of a *Chaminade educational experience*.

#### SECTION IV. PREPARATIONS FOR THE EDUCATIONAL EFFECTIVENESS REPORT AND REVIEW

As the WASC cycle of Institutional Proposal-Capacity and Preparatory Review-Educational Effectiveness Review is continuous, the work already done by Chaminade University will persist in preparation for the Educational Effectiveness Review (EER). In this sense, the campus has already begun preparations. As proposed in the accepted Institutional Proposal, the work is proceeding, for the most part, to achieve the four themes chosen by Chaminade: 1) assess student learning outcomes to ensure quality; 2)

extend higher education opportunities to Native Hawaiians and other Pacific Islanders at-risk of access due to financial and academic preparation; 3) align physical, financial, and other resources to sustain a collaborative learning environment; and 4) engage students, faculty, and staff in service and service learning. In general, assessment of student learning outcomes is apparent at the course and program levels, and there is evidence that the remaining three themes are also already being addressed.

Having reviewed the evidence in the CPR report and conducted interviews and audits of campus processes, the visiting team concludes that Chaminade University of Honolulu has the necessary processes, procedures, and infrastructure in place to proceed with the scheduled EER in 2010.



