Introduction: Brigham Young University-Hawaii (WSCUC Component 1) (CFR 1.1, 1.8) [6-8 pages]

Our target area: Hawaii, the Pacific, and Asia (CFR 1.2, 2.5)

Our mission and strategic plan responses to previous WASC reviews

Assessment and program review

Progress aligned with our mission

  - Learning framework
  - Center for Learning and Teaching
  - Academic Center for Student Success
  - Report on junior faculty financial package

Leadership transition (CFR 3.6)

  - University leadership
  - Academic leadership

Compliance with Standards: Review under the Standards and Compliance with Federal Requirements; Inventory of Educational Effectiveness Indicators (WSCUC Component 2) [3-5 pages]

Worksheet for review/compliance with federal requirements

  - Areas of strength
  - Areas of challenge
  - Addressing challenges

Inventory of educational effectiveness indicators

  - Areas of strength
  - Areas of challenge
  - Addressing challenges

Degree Programs: Meaning, Quality, and Integrity of the Degree (WSCUC Component 3 (Outcomes and Processes)) (CFR 1.2, 2.2-4, 2.6, 2.7, 4.3) [3-5 pages]

Developing the learning model true to the mission of BYU-H
Brigham Young University-Hawaii Institutional Report Outline

Developing the institutional learning outcomes (ILOs) in line with the mission of BYU-H

  Relationship of institutional learning outcomes to BYU-H Mission
  Implementing institutional learning outcomes and integrating with the student experience

Program review process to ensure the meaning, quality, and integrity of BYU-H degrees

Future Actions

  Define and operationalize MQID at BYUH
  Include MQID in program review documents
  Include MQID in stewardship and budget review process

**Student Success: Student Learning (Output), Retention, and Graduation (WSCUC Component 5) (CFRs 1.2, 2.7, 2.13) [3-5 pages]**

Defining student success and identifying benchmarks

Identifying and tracking student success

Identifying student performance among different student sub-populations

Academic and co-curricular support programs and initiatives for student success

  Academic support (advising, internships, SRA, faculty-student mentoring, financial aid counseling, career services, etc.)

  Student development and services (student leadership, counseling, disabilities accommodations, food services, etc.)

  Administrative services (housing, residential life, student employment, etc.)

**Educational Quality: Student Learning, Core Competencies, and Standards of Performance at Graduation (WSCUC Component 4 (Processes and Outcomes) (CFRs 2.2, 2.4, 2.6, 2.7, 4.3) [20-25 pages]**

Implementation of new Core GE [Describe the data that caused us to make the change and the process for interpreting those data and making the decisions for the change.]
Developing assessment for the new GE

- Mapping GE outcomes (core and breadth) to ILOs
- Translate ILOs to student-friendly terminology
- Increase university knowledge of ILOs

Establishing a culture of inquiry: assessment of four of the five core competencies

Information Literacy: Initial

- Define and operationalize the Information Literacy Competency at BYU-H
- Direct evidence of student learning
- Indirect evidence of student learning
- Responses to assessment findings and evaluation of process
- Measurement of Information Literacy Competency at or near Graduation

Changes we have made in response to these data.

Written Communication: Developed

- Define and operationalize the Written Communication Competency at BYU-H
- Direct evidence of student learning
- Indirect evidence of student learning
- Responses to assessment findings and evaluation of assessment practices
- Measurement of Written Communication Competency at or near graduation

Changes we have made in response to these data.

Oral Communication: Emerging

- Define and operationalize the Oral Communication Competency at BYU-H
- Direct evidence of student learning
Indirect evidence of student learning
Responses to assessment findings and evaluations of process
Measurement of Oral Communication Competency at or near graduation
Changes we have made in response to these data.

Critical Thinking: Initial
Define and operationalize Critical Thinking Competency at BYU-H
Direct evidence of student learning
Indirect evidence of student learning
Responses to assessment findings and evaluation of process
Measurement of Critical Thinking Competency at or near graduation
Changes we have made in response to these data.

Quantitative Reasoning: Initial
Define and operationalize Quantitative Reasoning at BYU-H

Summary

Sustainability: Financial Viability; Preparing for the Changing Higher Education Environment (WSCUC Component 7) (CFRs 3.4, 3.7, 4.1, 4.3-4.7) [3-5 pages]

Financial viability, funding priorities and strategies
Sustainability of academic culture
   Home ownership for faculty
   Pay structure for faculty
   Professional development
   Online course development
Anticipating and adapting to changing ecology
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Supporting special instructors and adjunct faculty
Building additional online course modalities
Increasing educational opportunities for diverse populations (input)
Increasing college readiness of students (input)
Contributing to the public good
Supporting further education and career readiness

Quality Assurance and Improvement: Program Review; Assessment; Use of Data and Evidence (WSCUC Component 6) (CFRs 2.4, 2.6, 2.7, 2.10, 4.1-4.7) [3-5 pages]

Evaluation of the University-wide planning processes
Evaluation of program review process
Evaluation of annual assessment process
  Annual assessment of degree programs
  Assessment of other programs
    General Education
    Student services
    Administrative services
Impact on decision making strategic planning and University initiatives
Improvements to instruction
Improvements to institutional effectiveness and the educational experience for students

Conclusion: Reflection and Plans for Improvement (WSCUC Component 9) [3-5 pages]

  Areas of challenge
  Areas of success

Index of CFRs
Appendix

Updated 08-27-2015