

Brigham Young University-Hawaii Institutional Report Outline

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

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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.]

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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

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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