

SPECIAL VISIT REPORT

In preparation for a special visit by WASC
March 2012



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I. INTRODUCTION

On June 30, 2008, Ralph A. Wolff, President and Executive Director of the WASC Accrediting Commission for Senior Colleges and Universities (the Commission), informed President Steven C. Wheelwright, President of Brigham Young University–Hawaii (BYU–Hawaii), of the Commission’s decision to reaffirm BYU–Hawaii’s accreditation. The Commission praised BYU–Hawaii for “continuing its history of providing solid educational programs for a very diverse student population and for preparing students well to return to their home countries with employable skills and a vision for making a difference in their world.” The Commission gave particular praise for BYU–Hawaii’s assessment e-portfolio, the General Education Committee’s work in identifying and assessing core qualities of a generally educated person, and the cross-discipline work of the University Assessment Committee in designing and implementing program reviews. Because the university was in transition with a new President, Vice President of Academics and Vice President of Student Life, the Commission expressed some concerns and requested a Special Visit in Spring 2012 to evaluate progress on three primary issues, discussed in Section IV in more detail.

A. Balancing Financial Priorities with Providing a Strong Educational Experience, Especially for Underserved and Financially Limited Students.

The Commission was concerned about how the effort to decrease costs per student and increase the number of students served would impact key aspects of BYU–Hawaii’s institutional mission to provide a quality education to students, especially those from the Asia Pacific area.

B. Assessment of Learning.

Based on reports from the WASC visiting team, the Commission was concerned that BYU–Hawaii’s ambitious commitment to integrate assessment into its academic culture might be losing focus and momentum.

C. Faculty Scholarship and Faculty Life.

The Commission was concerned that the apparent shift in emphasis from additional classical research back to an increased emphasis on teaching and teaching loads for some might put faculty scholarship at risk, and wondered how possible perceived ambiguity about the role of scholarship would affect faculty retention, development and promotion.

This report begins with a description of BYU–Hawaii and its mission and strategy and an overview of major initiatives and changes that have been pursued since WASC’s last visit in March 2008. This is followed by a brief statement on report preparation. The bulk of the report then responds to the three issues identified by the Commission and the last visiting team. The report concludes with a description of other opportunities and issues facing the university, the changes that are currently being considered to address those, and then a final summary statement.

II. NATURE OF THE INSTITUTION AND MAJOR CHANGES SINCE THE LAST WASC VISIT

BYU–Hawaii is owned and operated by the Church of Jesus Christ of Latter-day Saints (LDS Church). The LDS Church also owns and operates BYU–Idaho and BYU Provo, which have much larger, albeit mainly North American enrollments. All three institutions share the same Board. A faith-based institution, BYU–Hawaii’s mission is “to integrate both spiritual and secular learning, and to prepare students with character and integrity who can provide leadership in their families, their communities, their chosen fields, and in building the kingdom of God.”

Originally focused on providing academic and vocational training to students from Hawaii and the greater Pacific, BYU–Hawaii now serves 2784 undergraduate students from 78 countries. (Within the LDS Church, both BYU–Idaho and BYU–Hawaii only offer undergraduate education, while BYU Provo offers a wide range of graduate programs as well.) In Winter 2012, 49.5 percent of those students were from the primary Asia-Pacific area (including Hawaii). 42.6 percent of the students were international, with 37.8 percent from the university’s international target area (see Appendix B for more detail about enrollment data). The university’s goal is to have 50% of the students from the international target area, another 15% from Hawaii and the balance from the U.S. mainland and other international countries.

One of the challenges BYU–Hawaii faces is making sure that incoming international students are prepared both academically and in terms of English so they can successfully complete their bachelor’s degree. BYU–Hawaii has implemented a number of innovative programs to meet these challenges. It has long had a strong EIL (English as an International Language) program to help international

students improve their English skills. To improve academic readiness, several hundred international students can now take English and general education courses online before they enroll at BYU–Hawaii. A program known as IWORK provides financial aid for about half of the international students and the majority of the students work up to 19 hours per week at BYU–Hawaii or its sister institution, the Polynesian Cultural Center. The International Student Office provides help with immigration and other international student concerns, and a number of tutoring offices assist students needing additional academic help.

While challenging, the diverse international student body provides unique opportunities for all students to study, work, socialize, and learn from students from all over the world. There are currently 22 country-based culture clubs on campus, ranging from the African Club to the Tongan Club. Students also actively participate in such highly

anticipated events as Food Fest and Culture Night. BYU–Hawaii is an NCAA Division II participant in 11 sports. Since moving to Division II, BYU–Hawaii has won 7 national championships in women's tennis, two in men's tennis and one in women's volleyball. Last year our men's basketball team advanced to the national championship game with team members drawn from five different countries.

When WASC last visited BYU–Hawaii in March 2008, university leadership was in a state of transition. President Wheelwright began his service in June 2007. Max Checketts, formerly the VP of Academics at BYU–Idaho, arrived as BYU–Hawaii VP of Academics in April 2008 and Debbie Hippolite Wright a former faculty member and Department Head at BYU–Hawaii returned to the university in July of 2008 as VP of Student Life and Student Services. When President Wheelwright was appointed, the university's Board of Directors gave him a mandate to continue to improve the quality of the

BYU–Hawaii currently offers 25 majors, served by courses offered in the following colleges and departments.

College

Business, Computing and Government

Human Development

Language, Culture and Arts

Math and Sciences

Departments

Accounting
Business Management
Computer and Information Sciences
Political Science
Education
English Language Teaching and Learning
Religious Education
Social Work
English
Fine Arts
History
International Cultural Studies
Hawaiian and Pacific Island Studies
Biology
Biochemistry
Exercise and Sports Science
Mathematics
Psychology

BYU–Hawaii is led by a President's Council comprised of the following:

President	Steven C. Wheelwright
Vice President of Academics	Max L. Checketts
Vice President for Administrative Services	Michael B. Bliss
Vice President for Student Development and Services	Debbie Hippolite Wright
Vice President for Construction and Facilities Management	David Lewis

educational experience, to decrease costs to both the LDS Church and to students and their families, and to increase the number of students served. These became known as the “three imperatives” that BYU–Hawaii needed to address.

While a daunting challenge, in retrospect BYU–Hawaii’s Board was clearly ahead of its time. In the four years since WASC’s last visit, nearly all universities in the country have faced a similar mandate: improve the quality of teaching and learning so that students are better prepared for an increasingly challenging and competitive workplace, while facing the economic realities of declining budgets. In the case of BYU–Hawaii, this has not altered the mission, but has required the development of a strategy and a set of initiatives that would more effectively and efficiently deliver on that mission.

In its efforts to meet the Board’s mandates and as part of its strategic plan, BYU–Hawaii has implemented a number of initiatives, and is considering others. These initiatives can be grouped into (1) those designed to continue to improve the quality of teaching and learning experiences on campus, (2) those designed to lower the cost of a BYU–Hawaii education both to the student and their family and to the LDS Church and (3) those designed to increase the number of students served.

Initiatives Designed to Continue to Improve the Quality of Teaching and Learning

In order to ensure that students will be appropriately prepared to return to their home region to pursue successful lives and careers, BYU–Hawaii has been asked by its Board to seek ways to continually improve the quality of all aspects of the educational experience of its students. A number of specific initiatives have been undertaken in the past four plus years in order to deliver on this imperative. Collectively, these initiatives along with a number of other ongoing efforts, constitute the university’s strategy for addressing this imperative. The most important of these initiatives are described below.

1. Academic Colleges and Administrative Duties Reorganized. Since WASC’s last visit, the university’s academic departments have been reorganized. Before the change, the College of Arts and Sciences managed approximately 75% of the faculty. The other 25% of the faculty were divided between three professional schools—the Schools of Business, Education and Computing—each with its own

dean. The reorganization created four colleges of roughly equal size: (1) Business, Computing and Government, (2) Human Development, (3) Language, Culture and Arts and (4) Math and Sciences. This reorganization has provided several benefits. The first was to balance the workload of deans. The second was to bring college leadership and support services closer to the students than was previously possible in the former College of Arts and Sciences. A third was to organize faculty into more homogeneous groups who share similar interests, goals and core academic disciplines, as well as approaches to teaching, research and career planning and development.

This reorganization into four colleges also strengthened leadership at the college level and facilitated the creation of a Deans Council which meets with the Academic Vice President and other key service providers supporting academics to address issues and opportunities that merit attention. In addition, the position of Associate Academic Vice President (AAVP) was created. There are currently three AAVPs who meet periodically with the Dean’s Council. These AAVPs are teaching faculty with one focused on instruction and learning, a second focused on curriculum, registration and advising, and a third focused on institutional research and effectiveness. Each of these AAVPs is responsible for one or two of the primary initiatives being undertaken to continue to improve the quality of education.

2. University’s Vision and Mission Statements

Refined. Sponsored by the Church of Jesus Christ of Latter-day Saints, BYU–Hawaii has always had a unique vision and mission. A committee comprised of faculty, staff and administrators has worked to refine and simplify the vision and mission. Those are now stated as:

Vision. Brigham Young University–Hawaii, founded by prophets and operated by The Church of Jesus Christ of Latter-day Saints, exists to assist individuals in their quest for perfection and eternal life and in their efforts to influence the establishment of peace internationally.

Mission. The mission of Brigham Young University–Hawaii is to integrate both spiritual and secular learning, and to prepare students with character and integrity who can provide leadership in their families, their communities, their chosen fields, and in building the kingdom of God.

Stated even more succinctly, the mission of BYU–Hawaii is to prepare students to be learners, leaders and builders. We want each student who attends BYU–Hawaii to:

- **Learn** Integrate spiritual and secular learning to provide them with a foundation for a lifetime of learning.
- **Lead** Assist young men and young women in developing character and integrity so they can provide leadership in all aspects of their lives.
- **Build** Provide a significant group of faithful and committed church leaders who will assist in building the kingdom, particularly in the Pacific and Asia.

This triad is at the heart of the university’s strategic plan and is the basis of many of the initiatives taken since WASC’s last visit.

3. BYU–Hawaii Framework for Student Learning. Focused on the mandate to improve student learning, BYU–Hawaii began a multi-year project in 2009 to identify major obstacles to student learning and then design a framework to guide needed improvements. The project was led by a faculty and student steering committee who spent approximately one year reviewing the literature on teaching and learning; interviewing faculty, administrators, students and alumni; and conducting focus groups with 65 of 128 faculty and approximately 130 students.

A major finding of this project, and one that is consistent with Arum and Roksa’s analysis in the widely acclaimed *Academically Adrift* (Arum and Roksa, 2011), is that improvements in student learning require significant changes to the culture of learning at BYU–Hawaii. Most notable, especially in the student focus groups, is the finding that students spend disturbingly little time preparing for class, making them ill-prepared to effectively engage in learning while in class.

This and other findings led the steering committee to draft a document titled “The BYU–Hawaii Framework for Student Learning” (the Framework—see Appendix C) which subsequently has been extensively reviewed and refined by faculty and students across the campus. The Framework centers on three key practices: Prepare, Engage and Improve. Accompanying these are six principles: (1) motivated by faith, guided by the spirit, centered

on serving God; (2) active involvement in the learning process; (3) self-directed, taking responsibility for learning; (4) engaged in meaningful reflection and self-assessment; (5) open to changing how to think, feel and act; and (6) constantly improving the capacity to study and learn effectively.

To institutionalize the Framework for Student Learning, BYU–Hawaii has thus far:

- Redesigned the orientations for new students and new faculty
- Provided new professional development money to support faculty seeking experience with innovative learning strategies
- Initiated a university-wide address by the president on the topic
- Sponsored faculty seminars and symposia on the Framework for Student Learning
- Sponsored a series of seminars involving the President and other faculty in training over 130 student leaders on the Framework and its merits and inviting them to support and reinforce the Framework both personally and in their student leader positions
- Provided support materials for faculty, students and prospective students
- Developed a process to facilitate faculty visiting one another’s classes in order to share ideas and provide peer feedback. During the past six months all of the faculty hired in the past five years have had at least one such visit.
- Directed deans to devote a portion of their annual faculty reviews to plans on how to incorporate the Framework in teaching and assessment.
- Made this Framework and its implementation the primary responsibility of an Associate Academic Vice President.
- Coordinated with staff and support services to ensure that the Framework’s principles and practices are incorporated into student activities and student employment.
- Begun developing a multimedia website for innovations in teaching and learning

While the processes of implementation and roll-out of these principles and practices are well underway, this is an ongoing effort requiring additional years to gain the full benefits that this Framework offers.

4. Reducing Faculty Turnover. Recognizing that faculty turnover was historically a significant hindrance to quality teaching, and that the cost of housing in Hawaii was contributing to excessive turnover, a number of actions were taken to provide faculty with additional options concerning their housing.

- A **Mortgage Assistance Program (MAP)** was developed with Board approval so that faculty desiring to buy their own home within driving distance of the campus could receive a \$30,000 benefit to assist in doing so. One-third of this benefit comes in the form of assistance with the down payment, one-third as assistance with closing costs and one-third as assistance with monthly payments during the first five years. Thus far, ten faculty and senior staff have taken advantage of this program.
- The university sought and received approval from the Board and also from the City of Honolulu to **sell as leasehold properties its on-campus townhouses to faculty**. The faculty member purchases the home, but not the land, thus reducing the cost to about half of what the same home with its land included would have cost. This allows many faculty members to contemplate home ownership with most of its benefits, at a far more affordable price. To date eight faculty have availed themselves of this option.
- Most recently the university added a **rent subsidy program** whereby faculty members could receive a monthly housing allowance towards a rental of their choice for up to five years if they chose to live in non-university owned housing. This allows faculty greater flexibility to choose their community and housing, and eventually take advantage of one of the other programs to purchase their own home. Thus far two faculty members have taken advantage of this program.

In addition to these programs, BYU-Hawaii has started to replace homes that have reached the end of their useful life. Newly constructed three- and four-bedroom homes are being built in a duplex style and have been very well received. The university continues to look at other options in order to provide the mix of housing types that will match

faculty needs and preferences going forward in the future. All of these efforts together have given faculty more options, thus reducing the turnover in faculty and thereby improving the quality, continuity, and sustainability of excellent teaching.

5. International Student Readiness Improved. Since its inception, BYU-Hawaii has known that international students from less developed areas of Asia and the Pacific have faced significant challenges in gaining sufficient English language skills and foundational academic preparation to succeed in their course work at BYU-Hawaii. Over the past five years, the university has pursued a range of initiatives to assist these students prior to their arrival on campus. Three of these initiatives have contributed significantly to improved grade performance and course completion rates for these students.

- Standards for both English ability and academic accomplishment have been raised and clearly stated. These have been communicated extensively to prospective students and options have been provided for how students close to the required standards might further improve their readiness to meet those standards. In addition, personal references from leaders who have supervised many of these prospective students during their two years of missionary service have been added as a valuable source of information regarding study and work habits and self-discipline. These new standards have resulted in fewer academic problems and more consistent progress toward graduation.
- To improve academic and English language readiness of applicants, BYU-Hawaii has developed a set of over 50 online courses in EIL (English as an International Language) and General Education over the past three years. Over 700 students in 70 countries are currently enrolled in these courses. Illustrative of the progress being made, from Winter 2010 through Spring 2011, a total of 396 students enrolled in online EIL courses with completion rates ranging from 95% to 100% (see Appendix D). Growing numbers of these online students are now qualifying for admissions to BYU-Hawaii.
- For many years, a major source of Polynesian students for BYU-Hawaii has been the six high schools operated by the LDS Church in Tonga, Samoa, Fiji and Kiribati. During recent years the university has strengthened its teacher preparation program resulting in growing numbers of

college-trained teachers for these high schools. In addition, by the end of 2012 BYU–Hawaii will be offering its online courses in all six of these high schools as their “honors” program. Students who successfully complete courses earn credits towards both high school graduation and university graduation.

6. Faculty Professional Development Emphasized.

The mandate to improve teaching and learning included an emphasis on professional development that will keep faculty current in their fields. BYU–Hawaii set a goal to have 10% of the course load contracted for use in faculty administration and development. The development portion can be used for research in the faculty member’s chosen field, course development, teaching innovation, or other professional development. Each year the available time is allocated by department chairs and deans based on the project proposals submitted by their faculty. The result has been a much broader distribution of time off for such development efforts and innovative teaching and professional development has never been stronger. (Professional development will be discussed in more detail on p. 20 when addressing the Commission’s third concern in Section IV.)

7. Improving Career and Employment Prospects for Graduating Students. In order to provide graduating students with more and better options for careers, a number of certificate programs in areas such as entrepreneurship, Teaching English as a Second Language (TESOL), SAP, Digital Humanities, Bloomberg, Intercultural Peace Building (IPB), Cultural Resource Management and other fields have been added. These certificates generally require a concentration of 12 to 18 credits, but especially across the Pacific they are very marketable and greatly enhance employment opportunities.

In addition, the Career Services Center was restructured to align with the four academic colleges, and a career advisor was assigned to each college. Career Services also provides growing numbers of internships to both international and U.S. students, and works with alumni chapters and the BYU Management Societies in Asia and the Pacific to provide mentoring advice and career information to students. Career Services also provides training to academic advisors so that when students receive guidance on majors and course requirements, they also receive counsel on the employment options for those majors in home countries and the minors and certificates that would further enhance employment opportunities.

A final area of emphasis has been with regards to graduate schools. The university has found that when international students attend graduate school in the U.S. there is a very high probability that they will stay and work in the U.S. However, when they return to the best schools in their home region for graduate studies they are highly likely to find employment in their home region. The university has worked with alumni and educators throughout Asia and the Pacific to identify the best graduate schools. We have also developed relationships with a few of the best graduate schools in each region so that we can assist our students in gaining access to graduate programs in their home region. We are now working to share that information with faculty, career and academics advisors so that students will be given the advice that will be most helpful to them.

8. Upgrading of Technology Support and Physical Facilities.

To better support the use of technology by faculty and students, a campus technology road map has been developed and is being pursued. For example, one element of this roadmap is to ensure that there are adequate power outlets in all areas of academic buildings and residence halls and 100% wireless coverage. In addition, a standard for classroom technology has been developed and over the course of a three-year period all classrooms will be upgraded to that standard. We are about half way through those upgrades, which are already providing great benefit to faculty and students.

Over the past two years BYU–Hawaii has also developed a Master Plan for all of the physical facilities on the campus which has been discussed and approved by the Board. The Master Plan includes academic space—such as new buildings for business, science and language/arts—as well as residential housing that will provide a mix of dorms and apartments for single students and apartments for married students. In addition there will be a new student center including a mix of food services and social activities and a new health center as well as other support facilities. This Master Plan will result in doubling the student body to 5,000 students with 90% of those housed on campus and served by up-to-date facilities and technology.

Initiatives Designed to Decrease Costs

1. Instilling a Culture of Stewardship and Cost Control. The university responded to the mandate to lower the costs both to students and their families and to the LDS Church, as well as responded to the

severe recession that started in 2008 with a number of measures designed to decrease costs per student and the percentage of the operating budget covered by the LDS Church. Examples of cost-saving measures include:

- Departments throughout the university were challenged to reevaluate their budgets. This was done by putting in place an annual stewardship review process. This process provides each department with an opportunity to report to the President's Council on their initiatives, progress and results of the past year. This stewardship review is followed a month or two later by a budget review where each department presents its proposed budget for the coming year. At the conclusion of these two processes the President's Council completes the university budget for submission and approval by its Board.
- As a result of the stewardship review and budget review processes, university appropriation requests for support from the LDS Church were significantly smaller than traditional levels, resulting in savings of \$2.5 million in 2008, \$2.1 million in 2009, \$208,000 in 2010 and \$653,000 in 2011.
- An 18-month soft hiring freeze was put in place by the Board from January 2009–June 2010 resulting in savings of \$900,000.
- A committee of faculty, staff and students referred to as the "design team" worked for six months to review the administrative structure and organization of all non-academic departments and to propose restructuring and realignment where needed. As a result, the administrative and staff organization was simplified and a handful of director level positions were consolidated.
- Travel budgets, at the direction of the Board, were reduced by 20% in 2009.
- Beginning in 2008, the BYU–Hawaii began offering an early retirement package to any employee

of more than five years, beginning at age 62. Over time the expense of the package—which provides both a social security bridge until the retiree reaches the social security retirement age of 66 and also a DMBA retirement supplement to offset the retirement benefit that employees would have received had they waited until age 65 to retire—will be more than offset by the savings from replacing more highly paid senior employees with less expensive, and often more energetic new employees.

- Tuition at BYU–Hawaii has always been very low compared with other private and even public universities. The university has chosen recently to increase tuition at rates slightly higher than inflation to help reduce the percentage of total costs covered by the LDS Church. Tuition increased from \$1,625 per semester in 2007–2008 to \$2,225 in 2011–2012, with annual percentage increases of 10.8%, 5.6%, 13.9% and 2.8% (see Appendix E for more detail about tuition rates). The 13.9% increase in 2010–11 was not a change in cost to the student but simply a restructuring of what tuition covered. Starting in 2010–11, student health insurance was required of all students and included in the basic charge for tuition. The entire increase in tuition in 2010–11 reflected the cost of insurance, with no increase in the base tuition rate.

These measures along with more diligent efforts to keep the enrollment at Board approved levels combined to reduce the cost per student and the percent of the university's operating budget covered by the LDS Church, as shown in Table 1.

2. Online Learning. While initiated in large part to ensure that entering international students from the Pacific and Asia were adequately prepared to be successful, it was also understood from the outset that online courses could lower the costs to the student and their family as well as to the LDS Church, since they would improve their English and earn university credits at home—where the cost was much lower per credit earned—than is the

Table 1 – Percent of University's Operating Budget Covered by LDS Church

	2007	2008	2009	2010	2011
% of Operating Budget Covered by Church Funds	81.9%	78.9%	76.0%	76.6%	75.0%
Cost per Student to the LDS Church	\$16,859	\$16,381	\$14,299	\$14,821	\$14,321

case for credits earned while in residence at BYU–Hawaii. In the past three years, BYU–Hawaii has developed and introduced a significant offering of online courses.

A specialist in educational technology and distance learning was hired in 2008 to direct the online learning effort. Fifty courses are currently available for online-only students, and 33 courses are available for on-campus students. Three permanent full-time, 4 temporary full-time, and 38 part-time student employees work in online learning. Both on-campus and off-campus enrollments for online courses have increased rapidly since they were introduced in Fall 2009. On-campus enrollments increased from 720 student credit hours in Fall 2009 to 2,823 in Fall 2011. Distance learning online credits increased from 124 student credit hours in Fall 2009 to 1115 in Fall 2011. Total online student credit hours per year increased from 6,629 in 2010 to 11,845 in 2011 (see Appendix F). This added just over 10% to the number of credits earned at BYU–Hawaii in 2011, further reducing the cost of a BYU–Hawaii education. Online credits continue to increase. In Winter 2012, distance learning online credits have increased to 1577 (46% increase from Fall 2011) and on-campus online credits have increased to 3300, with another 700 expected for the second block.

Initiatives Designed to Increase the Number of Students Served

The Board has sought to increase the number of students taught for two primary reasons. The first was to increase the number of students benefiting from a BYU–Hawaii education, particularly from the growing Asia-Pacific target area. The second was to help reduce the costs to both students and their families and to the LDS Church. The number of FTE students is defined as total annual student credit hours divided by 30, the two semester full-credit load. Due to the economies of scale in higher education, BYU–Hawaii, like so many others, has found that the greater the number of student credit hours, the lower the cost per student. Thus initiatives to increase annual student credit hours and to also serve more students almost always simultaneously serve to decrease costs per student.

1. Change in the Academic Calendar and the Nine Semester “Allotment of Semesters” Plan. In an effort to increase total annual student credit hours, while offering the BYU–Hawaii experience to more students, the university has developed a three-

semester calendar with one semester in Winter, one semester in Summer and one semester in the Fall. Furthermore, the university is encouraging students to gain the 120 credits needed for graduation in nine semesters. Preferably those nine semesters will occur over three calendar years. To make this possible, the academic calendar has undergone two changes (see Appendix G). In the first calendar change, the summer period was divided into three terms. Students were encouraged to enroll in Fall and Winter semesters and two of the three terms over the summer terms, allowing them to finish their degree in three years. This required somewhat shorter and more intense semesters and terms than the traditional two-semester/two-term schedule. However, in response to feedback from students and faculty, as well as the recognition that few students took classes during the middle summer term because that was when many faculty took their vacations, starting Winter 2012, the calendar has been replaced with a true three-semester schedule: Fall, Winter and Summer semesters. The Summer semester consists of two terms separated by a five-week summer break, which is when the public schools have their vacation and thus when most faculty desire to spend time with their families. Some of the classes offered in the summer semester will be taught on a term, or half-semester basis and the others will be taught on a full-semester basis, with a five-week break in the middle of the semester.

Students are currently expected to graduate with a maximum of nine semesters in residency, although they may appeal for an exception for a tenth semester. In addition, students are expected (but not required) to attend at least one Summer semester during their undergraduate experience. To motivate students to take classes during all three semesters, the university requires all students who live in university housing, who receive university scholarships or IWORK financial aid to take courses throughout the year. Students who receive IWORK or university scholarships are required to complete a minimum of 40-credit hours per year. Students who desire to maintain university housing must complete 36-credit hours per year.

2. Augmented Faculty Contracts. The new calendar and accelerated student schedule requires that more classes be taught each year, which also requires more teaching hours. To save costs and provide greater income opportunities for faculty, these additional hours are being covered largely by existing faculty members who have agreed to an “augmented” contract that offers an increase

in pay for teaching six additional credit hours per year. The standard contract for faculty members at BYU–Hawaii has been 12-credit hours per semester and 6-credit hours for one of the summer terms, for a total of 30-credit hours. Since it was first offered in 2009, the augmented contract requires two 12-hour semesters and two 6-hour terms, for a total of 36-credit hours. Starting in 2012, the augmented contract will be for three 12-hour semesters, but still maintaining a five-week break in the summer and a two-week break at Christmas, plus one week between each of the other semesters.

When the “augmented” contract was first developed all existing faculty were invited to make their own determination as to which contract they preferred. Currently, 62% of the faculty are on the augmented contract and 38% are on the shorter, standard contract. Until new faculty members achieve continuing faculty status, they are required to work the augmented contract. Faculty members with continuing faculty status can choose between the standard 30-hour contract and the augmented 36-hour contract. Thus far, no faculty member has opted to return to the standard 30-hour contract after working on the 36-hour contract.

3. Efforts to Increase the Size of the University. The Board has approved a Master Plan for the university that would provide the housing, academic and support facilities needed to increase enrollment at BYU–Hawaii to 5000 each semester. This plan will also encompass the replacement of almost all of the parts of the campus that were built prior to 1975, including science labs, classroom space, food services, the student center and the health center. Additional housing will also be built to attract the needed faculty and staff. The University Master Plan will be pursued in three consecutive phases. Funding has been approved and zoning secured for the first phase, which includes a new building housing classrooms and offices for the College of Business, Computing and Government; five new dormitories to replace dormitories built in the 1960’s for single students; one new apartment building for single students; and 24 additional apartments for married students. Construction has already begun on the new classroom/office building and housing for married students.

In addition, President Wheelwright and leaders from other community organizations have actively supported an initiative called Envision Laie, which seeks to change the city’s Master Plan for the Ko’olauloa region that includes Laie and the neigh-

boring towns of Kahuku, Hau’ula, Punalu’u and Kaaawa. Among other things, the plan calls for the addition of several hundred new homes, including housing for additional faculty and staff needed for expansion. The Polynesian Cultural Center would also expand somewhat to provide greater numbers of student jobs, and a technology park and hotel would be built adjacent to the university to provide other opportunities for part-time student work and career training.

III. REPORT PREPARATION

The principal authors of this report are Bill Neal, Paul Freebairn and Lenard Huff. Bill is an Associate Academic Vice President with primary responsibility over Institutional Effectiveness, including institutional research, assessment, program review and accreditation and serves as the ALO. Paul Freebairn is Director of University Assessment and Testing. Lenard Huff is Professor of Marketing in the Business Management Department of the College of Business, Computing and Government and chair of the Faculty Advisory Council. In addition, Rose Ram, Assistant Professor, University Library, assisted Paul in writing the section on assessment and program review. All are members of BYU–Hawaii’s Institutional Effectiveness and Accreditation Steering Committee.

For the past year or so, the Institutional Effectiveness and Accreditation Steering Committee has met once or twice per month to discuss accreditation matters and to plan for this report and the upcoming WASC visit. In August, 2011, Lenard Huff was asked to join Bill Neal and Paul Freebairn as a principal author. Since then, the three have met nearly once per week to discuss and prepare this report. They have sought and received valuable information from a variety of sources, including:

- Michael Aldrich, University Librarian
- John Bailey, Dean of the College of Human Development
- Michael Bliss, Vice President for Administrative Services
- Ellen Bunker, Assistant Professor, Department of English Language Teaching and Learning
- Jeffrey Burroughs, Dean of the College of Math and Sciences
- Max Checketts, Vice President of Academics
- Jodi Chowen, Director of Career Services
- Chad Compton, Associate Academic Vice President of Instruction
- Michael Griffiths, Director of Online Curriculum

- Jennifer Lane, Associate Academic Vice President of Curriculum
- Irene Lesuma, Senior Administrative Assistant, Office of the Academic Vice President
- Phillip McArthur, Dean of the College of Language, Culture and Arts
- Kathy Pulotu, Institutional Research Analyst
- Glade Tew, Dean of the College of Business, Computing and Government
- Steve Tueller, Budget Director
- Steven C. Wheelwright, President

When the rough draft of the report was completed, it was given to members of the President's Council, Academic Council, Faculty Advisory Council and Institutional Effectiveness and Accreditation Steering Committee for review. Comments and suggestions were received and revisions made to the final version of the report.

IV. ISSUES IDENTIFIED BY THE WASC COMMISSION

Balancing Financial Priorities with Providing a Strong Educational Experience, Especially for Underserved and Financially Limited Students

The first concern of the Commission actually mirrors the mandate of the BYU–Hawaii Board and that facing nearly all universities: improve the quality of teaching and learning so that students are prepared for an increasingly challenging and competitive world, while facing the economic reality of decreasing budgets. The challenge to balance improved teaching and learning with fewer resources is daunting. Faculty and administrators at BYU–Hawaii and all of higher education have been forced to rethink their mission and how to deliver on it.

This section addresses the Commission's specific concerns that such strategies as (1) increasing the student-to-faculty ratios in core courses, (2) delivering general education and English language courses through both online instruction and at remote church high school-based locations and (3) curtailing the percentage of faculty time protected for discipline-related research may com-

promise BYU–Hawaii's historically strong educational experience, especially for underserved and financially limited students.

As shown in the previous section, university efforts to decrease costs per student and the percentage of the total operating budget funded by the LDS Church, have been successful. The amount the LDS Church funding per student has decreased from \$16,859 in 2007 to \$14,421 per student in 2011. The percentage of the university's operating budget funded by the LDS Church has decreased from 81.9% to 75.0% during this same period. The question, then, is how this decrease in cost and percentage of LDS Church contribution has influenced students and their learning. As shown by the following, students and their learning experience have fared quite favorably, though the administration has had to respond to some negative feedback.

1. Strengthened Reputation With Primary Constituencies. Perhaps one of the greatest benefits to BYU–Hawaii has been that by addressing the areas of primary concern to the Board—continuing improvement in the quality of the educational experience, continuing to lower the costs of that education, and serving greater numbers of students from the target area—the university has strengthened its reputation and credibility with all of its primary constituencies. For example, the Board has approved the funding for Phase 1 of the Master Plan and given conceptual approval to the second and third phases. In addition, the number and quality of faculty applicants remains high, while the number of student applicants has increased. As shown in Table 2, Fall semester applicants increased 37.9 percent from 2008 to 2011 and total applicants increased 26.5 percent for the same period. Students are also returning to pursue careers in their home regions, due in part to hiring institutions desiring the type of employees represented by a BYU–Hawaii graduate.

2. Tuition Rates. As shown previously, tuition has increased from \$1,625 per semester in 2007–2008 to \$2,225 in 2011–2012. However, \$265 of the \$600

Table 2 — Number of Applications to BYU–Hawaii, 2008–2011

	2008	2009	2010	2011
Fall	1,939	1,870	2,118	2,674
Total	3,876	3,834	4,374	4,905

increase includes student health insurance, which is now covered in the tuition payment. Therefore, base tuition has only increased \$335 in four years (about \$84 per semester annually). While the increase in BYU–Hawaii tuition has been higher than the rate of inflation, tuition is still much lower than at comparable schools. The average annual in-state tuition for four-year colleges and universities in the United States in 2011–2012 is \$8,244 for public universities (in-state) and \$28,500 for nonprofit private universities, compared with \$4450 (for a two-semester year) for BYU–Hawaii (see CollegeBoard.com, 2011).

3. Student-to-Faculty Ratio. As shown in Table 3, student-to-faculty ratios have remained consistent over the last six years. Increased enrollments in 2010 led to a slight increase in student-to-faculty ratios, but are still low at an average of 16.8 to 1.

4. Impact of the New Calendar on Students and Faculty. One of the earlier changes made by the faculty and the current administration was a new calendar designed to increase total student credit hours per year. The new calendar added a third term during the summer. All students were encouraged to take classes during at least one of the terms and students dependent on university resources for financial aid or housing were required to take classes during two of the terms. Adding a third summer term required reducing the time for full semesters by just over a week, the time for terms by half a week, and the final exam period from three to two days. To compensate, the time spent per class period was increased from 50 minutes to 60 minutes. The change to the new calendar caused a fair amount of angst among both students and faculty who were used to the old calendar.

To determine the impact of the new calendar on students and faculty, a study entitled, “Evaluating

the Effectiveness of the New Academic Calendar” was presented by a research team of faculty and students to the administration on November 19, 2010 (see Appendix H for detailed findings from the study). The study revealed some interesting results in several areas, including:

- **Student Academic Performance.** Total earned credit hours increased from 72,126 under the previous calendar to 89,015 under the new calendar. This was partially due to an increase in average yearly credit hours per student from 21.36 to 25.07, mostly because of the addition of the third term. Across the entire student body, cumulative GPAs changed very little, and none of those changes were statistically significant.
- **Student Feedback.** When asked, “How did the changes in the schedule in 2009 affect your educational experience at BYU–Hawaii,” 47% responded either “mostly negative” or “somewhat negative,” while 34% responded either “mostly positive” or “somewhat positive.” On a 5-point scale, the mean for all students was 2.80. Interestingly, the mean was lowest for mainland U.S.A. students (2.57) and highest for Pacific Islanders (3.42). Examples of positive comments included, “I really like the idea of adding another term... it actually helps students who want to graduate asap,” and “that actually helped me to learn how to manage my time better.” Examples of negative comments included, “I think there’s not much time for me to process what I have to learn in such a short time,” and “A lot of stress was put on the students in finishing assignments. It didn’t give professors enough time to change or adjust their curriculum.”
- **Faculty Feedback.** Faculty members were somewhat more negative about the new calendar during this initial period than were students. For the three summer terms, roughly half either

Table 3 — FTE Student to Faculty Ratios
Source: *BYU–Hawaii IPEDS Data Center*

Fall Semester	FTE Enrollment	FTE Faculty	Ratio
2010	2740	163	16.8
2009	2462	157	15.7
2008	2269	176	12.9
2007	2244	161	13.9
2006	2335	152	15.4
2005	2342	143	16.4

disagreed or strongly disagreed with the statement, “I have been able to successfully adjust the amount of material covered.” In response to the statement, “Overall, the new academic calendar has not affected the quality of my students’ learning,” 77% either disagreed or strongly disagreed. Regarding balancing teaching, service and research, 65% of the faculty said they were able to effectively balance the three before the change in the calendar and the increased teaching load of the augmented contract, compared with 21% after the change.

Based on feedback from this study, the administration, including the Dean’s Council, revised the calendar starting Winter 2012. With the revised calendar, the three summer terms will be replaced by two terms that comprise a full summer semester, with a five-week break in the middle of the semester. The semesters and terms have also been lengthened and one extra day has been added to the final exam period.

5. International Students and the IWORK Program.

Since its founding, international students, especially from the Asia/Pacific area, have been an important part of BYU–Hawaii’s mission. Depending on the semester or term, 40–55% of students enrolled at BYU–Hawaii are international students, many of whom come from less-developed nations. To help more needy students pay for their education, BYU–Hawaii developed the IWES (International Work Experience for Students) program. Beginning in July 2009, BYU–Hawaii replaced the IWES with the IWORK program (IWORK stands for International Work Opportunity Returnability Kuleana*). IWORK provides several important enhancements, including:

- All current BYU–Hawaii international students and new international applicants can apply for the IWORK program. Under IWES only those from the original target area were qualified.
- Married IWORK students have their housing and insurance covered by the program. Under IWES, married students were responsible to pay their own housing and insurance.
- IWORK includes a 50% grant and a 50% forgivable loan. If a student returns to his or her home region, the forgivable portion is waived. Under IWES it was all a grant. Families continue to participate in helping fund their students’ education at BYU–Hawaii, taking into account the economic conditions in their home countries.

*Kuleana is Hawaiian for responsibility.

During the Fall 2011 semester, 41% of all international students were IWORK students. The IWORK program enables students to return to their home regions with a quality U.S. education without debt. However, it requires students to work 19 hours per week while enrolled in classes and 40 hours per week when not enrolled. It also requires students to complete at least 36-credit hours per year and to attend classes in all three semesters. Students are only eligible for IWORK assistance for nine semesters, although they can apply to an exceptions committee for a tenth semester. In short, the IWORK program places certain demands on these students that may not be experienced by those without significant financial need.

It is therefore useful to know how IWORK students are performing. One indicator is average Grade Point Average (GPA). During the past three years, the average cumulative GPA for all students at BYU–Hawaii was 3.18, divided as follows: 3.23 for domestic students, 3.18 for non-IWORK international students, and 3.05 for IWORK students. The ratio of IWORK GPA to overall GPA stayed fairly constant, ranging from 93.5% in Fall 2008 to 97.3% in Fall 2010. This would seem quite admirable, and somewhat surprising, given that most IWORK students come from less-developed countries and speak English as a second language.

Another indicator of student performance is graduation rates. As shown in Tables 4 and 5, the total number of bachelor’s degrees awarded at BYU–Hawaii reduced somewhat between 2006–07 and 2008–09, before rebounding to previous levels in 2009–10 and 2010–11. The percent of all graduates who were international students increased from 45.3% in 2006–07 to 48.8% in 2010–11. This indicates that international students, who comprise approximately 40% of all students on campus, graduate at much higher rates than domestic students. It also indicates that while efforts to increase the standards of incoming international students may have caused a temporary decline in the number of international student graduates in 2008–09, they are now paying off.

6. iLead Certificate Program. An important pillar to the university’s mission is “leadership.” To teach students how to lead, the university has introduced the iLead Leadership Certificate program, designed for the 80% of BYU–Hawaii students who work on campus or at the Polynesian Cultural Center. To earn the certificate, students must complete learning modules, a service experience and a final report

Table 4 — Total Bachelor's Degrees Awarded at BYU–Hawaii by Area

	2006–07	2007–08	2008–09	2009–10	2010–11
Asia	135	148	115	144	144
Pacific	88	75	74	76	93
Other International	29	25	19	30	28
Hawaii	86	74	63	82	69
USA	218	197	185	189	209
Grand Total	556	519	456	521	543

Table 5 — Percent of Total Bachelor's Degrees Awarded by Area

	2006–07	2007–08	2008–09	2009–10	2010–11
Asia	24.3%	28.5%	25.2%	27.6%	26.5%
Pacific	15.8%	14.5%	16.2%	14.6%	17.1%
Other Int'l	5.2%	4.8%	4.2%	5.8%	5.2%
Hawaii	15.5%	14.3%	13.8%	15.7%	12.7%
USA	39.2%	38.0%	40.6%	36.3%	38.5%
All Int'l	45.30%	47.80%	45.60%	48.00%	48.80%

for each of three levels: (1) foundation for personal leadership, (2) leadership through teamwork and (3) iLead capstone experience. When all three levels have been certified, participants give a comprehensive presentation of what they learned from the iLead program to a committee.

7. Tutoring Services. BYU–Hawaii provides tutoring services in a number of areas around campus, including the Reading/Writing, Math, and Speech and Language centers. A committee has been formed to better coordinate and improve these services. This committee is gathering and utilizing data to schedule and then assess the effectiveness of tutoring, using a software package called TutorTrac. Efforts to increase awareness of learning centers and improve communication among centers include a centralized web site that will funnel students to the appropriate center and centralize administrative processes for increased efficiency. Future plans include early alert and referral systems and targeted tutoring for certain classes based on student success rates.

8. Efforts of Faculty and Career Services to Increase Student Marketability. Recognizing the need to improve students' marketability, several departments have recently introduced or expanded programs and certificates that are highly valued by employers. A partial list of examples includes:

- **The SAP University Alliances Program.** SAP is a multinational company providing ERP (Enterprise Resource Planning) systems to organiza-

tions throughout the world. They are the market leader in Asia and senior management estimates that their clients currently have as many as 10,000 positions that go unfilled due to a lack of trained university graduates. SAP provides our students the opportunity for two types of recognition. The first is the SAP University Alliances Student Recognition Award. (This is essentially "certification" as to training in SAP). To receive the award, students must complete three classes that have 1/3 SAP content and earn a C or better. We currently offer five such classes. To date, 12 students have earned this award, but 30 more will qualify by the end of the Winter 2012 semester.

The second SAP program is the SAP TERP10 Student Certification Academy, an intensive two-week program (10 hours/day) that prepares students to take the SAP TERP10 Certification Exam. Students who pass the exam receive professional certification from SAP and the title of Certified SAP Business Associate, which is highly valued by potential employers of our students. We will offer the academy this June for the first time. The class is already 100% full with a waiting list.

To date, six students have been employed as a result of their SAP coursework at BYU–Hawaii. Career Services is working to establish relationships with potential employers of our graduates with SAP training in areas such as Korea, Japan, Taiwan, Hong Kong, China, and the Philippines.

- **Six Sigma Green Belt and Black Belt Certification.** Six Sigma certifications relate to statistical process control training and are currently utilized in all industries and carry significant weight with employers. Introduced as a class about one year ago, students who have completed Six Sigma certification at BYU–Hawaii have already received internships and job opportunities from such global companies as Hilton Hotels, Agilent, Industrial Supply, Walmart and Caterpillar.
- **CAPM (Certified Associate in Project Management) and PMP (Project Management Professional) Certification.** BYU–Hawaii now offers a course in project management, with the goal of enabling students to obtain CAPM certification and work toward PMP certification. These certificates are also highly valued by employers.
- **CFA Exam.** The Chartered Financial Analyst (CFA) designation is a mark of distinction that is globally recognized by employers, investment professionals, and investors as the definitive standard by which to measure serious financial investment professionals. BYU–Hawaii offers a course that prepares students to take the first of three CFA exams. It is a rigorous course and a rigorous exam. In two years, ten students have taken the exam and nine have passed. The nationwide pass rate for undergraduates is 12%.
- **Bloomberg Certification and the Bloomberg Lab.** As the industry standard, the Bloomberg Professional Service is the product of choice for real-time and historical financial news for central banks, investment institutions, commercial banks, financial agencies, and law firms in over 160 countries. To become certified to use the Bloomberg Professional Service, one must complete the Bloomberg Certification Program. BYU–Hawaii currently has 12 Bloomberg Professional terminals. All students in the finance track, as

well as other interested students, are becoming Bloomberg certified.

In addition to these programs, departments such as Social Work, Education, Graphic Arts, International Cultural Studies and Psychology have started developing programs that enhance students' marketability.

During the past four years, Career Services has undergone significant staff and program changes. The department grew to a full-time staff of six in 2009, before four staff members left in 2009–2010. In 2010, a new director was hired and the department was reorganized with three full-time program managers. The department is making significant progress in helping students market themselves. This progress is reflected in the number of student internships. In 2008 guidelines were established to regulate the use of funds for viable academic internships, which resulted in a decline of internships. However, as shown in Table 6, since 2008 the number of internships has increased and almost returned to pre-guideline levels.

In 2010–2011, Career Services initiated a program called CareerCONNECT, which helps students network with employers in a selected city through a series of scheduled information sessions at the employers' institutions. The excursions are targeted to junior and senior students who are looking for internships and full-time employment. During the Winter and Summer 2012 semesters, trips are planned for Seattle, Los Angeles, Dallas, Hong Kong and Seoul. Previous trips introduced students to employers in Chicago, San Jose, Dallas, Los Angeles, Phoenix and the Philippines. In addition, since 2007, Career Services has facilitated excursions to the Boston Career Forum, which focuses on Japan and attracts hundreds of employers and thousands of Japanese-speaking students. In 2011, 46 students participated in the CareerCONNECT and Boston Career Forum excursions, where they met a total of 215 employers and secured a total of 116 interviews.

Table 6 — Number of Student Internships by Year

Year	U.S. Internships	International Internships	Total Internships
2007–2008	174	142	316
2008–2009	120	65	185
2009–2010	154	74	228
2010–2011	174	104	278

Assessment of Learning

During the WASC team visit in March 2008, BYU–Hawaii was commended for its innovative approach to providing assessment information online through a locally developed department electronic portfolio system. During 2006 to 2007, most departments had completed annual assessment plans and all but four academic departments had an updated multi-year plan.

1. Key Decisions Made To Strengthen Assessment.

This system is still active today, but recent campus restructuring, mission refinement and a strong focus on other improvements has delayed progress with the use of the system. However, several key decisions were made by academic and campus leaders that have and will continue to strengthen and sustain university efforts in assessment now and in the years to come, as follows.

- The program review process for academic departments was revised (see Appendix I). Under the new guidelines, student learning is more central to the review process. Departments are now required to include their annual and multi-year assessment plans with their self-study report. The department quality improvement plan was also implemented to help departments follow up on suggestions from review teams. Two other important documents were shared with review teams: the WASC Program Learning Outcomes rubric and the Educational Effectiveness Framework. Recently, visiting teams were asked to provide specific feedback to departments in these areas.
- Assessment results were made part of the university annual stewardship and budget review processes. Metrics are used by all units to assess the quality of their services and the impact and effectiveness of their department. These metrics are aligned with budget allocations each year. A dashboard of key performance indicators was developed by all academic departments. Having a completed annual assessment plan was included as the first item on the list. Academic department dashboards (including assessment and program review) are reviewed by the Vice President for Academics with their respective deans. Other administrative and student life departments have also begun using a dashboard approach to measure effectiveness.
- As mentioned, faculty developed the BYU–Hawaii Framework for Student Learning, which received widespread acclaim from both students and faculty. The framework encourages BYU–Hawaii students to engage in meaningful reflection and self-assessment. The framework has impacted not only work in the disciplines but in general education as well. The impact of the Framework on student learning is being studied under the direction of the Associate Academic Vice President for Instruction.
- An outside consultant, Cyd Jeneffsky was brought to campus in November 2010. She met with campus faculty and leaders to help explore ways to increase effectiveness of assessment initiatives. She provided campus leaders with helpful feedback on preparation for the WASC interim visit, which included the importance of using data and documenting efforts to make improvements within each department.
- Working with deans and academic department chairs, BYU–Hawaii launched “Achieving the Momentum in Assessment” early in 2010. Although a review of 2008 department assessment efforts in 2009 indicated that only about one-third of all departments had completed an annual assessment plan with findings and actions, in 2011 after review of 2010 results, nearly two-thirds had completed assessment plans with findings and actions and most academic departments had an updated multi-year plan. As of this report, the University Assessment Committee is currently reviewing department assessment efforts for 2011, and results show a promising upward trend in findings and actions. Particularly impressive is the work being done by departments in Student Development and Services to support student learning outcomes.
- The Assessment Committee has started to look at the impact of educational practices within academic departments and to develop a self-assessment process to help departments identify educational practices that have high impact on student learning. A scan of educational practices within academic departments revealed that most departments include many high-impact practices that enhance student learning, such as mentored research projects, internships, capstone courses, and collaborative group work. All of these efforts will continue into the next review cycle with WASC.

2. Assessment in Three Academic Departments—A Continuum of Development. Currently, BYU–Hawaii departments represent a wide continuum of progress in assessment and departmental effectiveness. In this section of the report we will highlight three academic departments at various stages of the continuum: **Accounting** (considered a developed to highly-developed department), **Psychology** (considered an emerging to developed department) and **Biochemistry** (considered an initial to emerging department). We will also showcase **Residential Life** which is representative of departments from Student Development and Services, many of which collaborate with academic departments and impact student learning outside the classroom.

In personal interviews, department chairs were asked several questions relative to their engagement in assessment activities and how they focus on student learning outcomes. Their responses are grouped for each question.

Where do you feel you are on the program learning outcomes continuum (initial to highly-developed) and why? For Accounting, about half of the items in the WASC Program Learning Outcomes rubric are in the highly-developed stage while others are considered by their faculty to be developed. For Psychology, faculty felt that they are at the emerging to developed stage, with definite improvements in developed outcomes that are aligned to instruction and grading. Biochemistry is considered to be in the initial to emerging stage, partly because they have had to replace several faculty members. Now that all faculty positions are filled, Biochemistry has some detailed plans and assessments in place, but is just getting started in developing a formal department-wide assessment plan.

What is the level of student awareness of your program learning outcomes and how do they receive feedback on their progress in developing these program learning outcomes? All of these departments have published program learning outcomes in most of their course syllabi but feel they can do better to increase student awareness of important learning outcomes. Accounting and Psychology are starting to align outcomes better at both the student and faculty levels. In the introductory accounting class students actually have to read all program learning outcomes and then do a written assignment that asks which are most important to them. In other accounting classes students are given a syllabus quiz to see if they are aware of the

syllabus, including learning outcomes for the program. Biochemistry is focused on teaching course content and faculty members feel that their program learning outcomes may be too general to be useful in assessing specific knowledge and skills.

In Accounting and Psychology students take a capstone course that provides them with feedback on learning outcomes through either a nationally developed test for the discipline or a locally, faculty developed exam. Biochemistry students take Chemistry 468 (Physical Biochemistry) as a capstone experience and are also required to do a senior research project. This project is more of an overall capstone experience because it requires students to use theory that they've learned in class, demonstrate laboratory skills, review scientific literature, and design and implement a research project. Biochemistry also uses a standardized exam for general chemistry (ACS) as one means of assessing student learning and providing feedback on how students do compared with other students nationally. During a 2010 program review for the Psychology department, the visiting team recommended that the faculty provide better student feedback and follow up. After their program review, Psychology faculty felt that knowing what is expected of students and receiving better feedback from students will help improve the student experience at BYU–Hawaii.

What is the level of your department's faculty involvement in assessment? Accounting has built assessment into their classes as part of the normal course design. Each faculty has one or more program learning outcomes that are assessed in their courses annually. It's just part of what they do. Department faculty continuously gather student data and review learning outcomes and assessment tools which are updated regularly in their online portfolio. Psychology faculty worked together to develop and calibrate a rubric for grading student research papers. Revising program learning outcomes and updating their multi-year assessment plan has been a major component in past department faculty meetings. Biochemistry faculty are doing assessment within their individual courses but are just starting this year to put assessment means into a formal assessment report that's useful to the department. They have assigned one of their department faculty members to help organize assessment reports and post documents to their online portfolio. As an emerging department that recently completed a program review, they have met fairly regularly over the past year. There's a fairly high

level of faculty involvement in this department now that all faculty positions are filled.

How specifically is your department using data/findings to improve teaching and student learning? Accounting is very focused on using assessment data to improve curriculum and student learning and has many discussions on the data with department faculty. For example, they were not satisfied with data they were getting from a capstone exam. Some of the questions related to major courses and others were related to their pre-requisite classes. They found that students were not taking the auditing class early enough to be able to answer some questions on the exam. So they divided the capstone exam into sub-test scores to provide more accurate data to measure student learning at various stages of their program. Because they were reviewing assessment results regularly, they were able to identify this problem in time to make important changes in their assessment methods.

Psychology is focused on assessing their research course sequence and students' abilities to design, conduct, analyze, write and present scientifically-based studies. They have found that 90% of their students pass statistics and are able to do the research required that prepares them for a graduate program in psychology or a clinical field. But one of their findings was that they were not following their graduates very well (they were only able to accurately report that 20% of their graduates attend graduate school). The department was depending too heavily on an exit survey conducted by institutional research, and they were not able to accurately account for the other 80% of their graduates. That's what lead them to create a Facebook page and blog so that they can get a better understanding about where their graduates are and what they are doing. This is working out extremely well for them.

Biochemistry is still working on developing a formal assessment plan for department-wide learning outcomes. They are currently in the stages of gathering data and preparing their self-study. They have not had sufficient time to analyze, report, and then act on data, but will have accomplished this by the time of the WASC special visit in 2012.

What types of high-impact educational practices do your faculty members use and how are these efforts influencing student learning in academic departments? Accounting uses the program "LinkedIn" to track students, create student

portfolios that extend their BYU-Hawaii experience beyond graduation and help graduates network and stay connected with the department and other accounting students. The department emphasizes collaborative work through group projects and specific course assignments. They also have students review official international accounting standards and professional articles as part of their learning experience. Students teach each other what they have learned about some aspect of the accounting profession. They also create screen-captured videos and upload them onto BYU-Hawaii YouTube to help tutor other students on subjects that they have become proficient with, such as Excel.

Psychology seniors take the national psychology exam to benchmark their knowledge in the field with students from other schools. About 28 of their juniors and seniors participate in faculty-mentored research projects (ten students are working on individual research projects with faculty; six participate in a clinical/organizational research group, six in a neuroscience research group, and six work on various campus-wide research projects with the university institutional research team). Every semester students participate in a poster session on campus and a few also present at professional conferences in the discipline. The department has also been involved globally with research and clinical projects in China, India, Philippines, Tonga, Samoa, and New Zealand.

As an authentic capstone experience to prepare students for graduate school and work in the field, senior biochemistry students must complete faculty-mentored research projects. Some students also have opportunities to participate in internships. All majors take the analytical biochemistry course and do several group projects in the lab, such as analyzing caffeine content in soft drinks and over-the-counter medications. In this class, small teams compile data, write reports and present their findings. Many of the chemistry lab courses involve small group projects where students work together and deliver group presentations.

How do you plan to use the new BYU-Hawaii Framework for Student Learning to more fully engage students in the learning process? The BYU-Hawaii Framework for Student Learning was launched in 2011 for faculty and students. Accounting developed some course content and assignments online and provided daily activities for students to prepare, engage and practice what they are learning in the classroom.

In psychology the learning framework is incorporated in most course syllabi and faculty talk about it with their students.

Biochemistry faculty were already working on ways to help students better prepare and engage in learning, such as daily quizzes, essay questions based on reading assignments that students prepare before class, pre-tests, post-tests, etc. Faculty members were also working on refining teaching methods to get more student involvement, more discussion and less straight lecture. For example, in organic chemistry the teacher will demonstrate a problem on the board and then will assign different sections of the class to work on similar problems. Students work in groups, and then one student from each group will demonstrate the problem on the board, with time allowed for some discussion about the answer. Faculty regularly visit each other's classes and provide feedback to improve teaching and learning.

3. Assessment in the Department of Residential Life.

When Cyd Jenefsky visited campus in November 2010, she was impressed with the collaborative work between academic departments and departments of Student Development and Services. Although any department in this group could have been highlighted, for purposes of this report, Residential Life was selected since it is an emerging department with innovative leadership. Residential Life has worked to align themselves with university assessment efforts by establishing benchmarks and longitudinal data to improve student learning outside of the classroom. For example, Residential Life is moving toward a peer mediation program by collaborating with faculty and tapping into training resources available in International Cultural Studies' International Peace Building (IPB) program. Through Arbinger training, residential advisors learn leadership skills that help them become more effective peer communicators.

Through participation in the Educational Benchmarking, Inc. (EBI) housing survey, Residential Life staff found that students were less interested in social programming than having a quiet place to study and sleep. This and other findings led the department to change focus in their strategic direction and planning. They now focus less on social programming and more on improving communication with residents through: a) a more student-friendly website, b) poster campaigns to inform students of helpful resources, c) roommate self-selection and roommate agreements, and d)

informal and motivational interviewing to help students alleviate negative behavior and obtain personal goals. The department will continue to monitor feedback from this survey longitudinally and adjust services and design facilities that meet the needs of students.

4. Program Review Process. At BYU–Hawaii, academic program review began systematically in 2004 with limited resources and lack of guidelines for a department's self-study, review team and follow-up implementation. By 2007, nine academic departments had gone through the formal review process: Intercultural Studies and Hawaiian Studies in 2004; Exercise/Sport Science and Education in 2006; and English, English Language Teaching and Learning (including EIL and TESOL), Math, Political Science and Social Work in 2007. In 2008 and 2009, as the academic structure and leadership on campus was changing, only two academic departments—Biology and Art—went through formal program review.

In the summer of 2009, department self-study guidelines were revised to be centered more on student learning. A program review timeline and checklist were also developed to help departments manage their time and resources and divide the review components over the year. The program review schedule was revised to allow academic departments that missed reviews in 2008 and 2009 to be included in the schedule. A program review coordinator was selected and began meeting with chairs and deans undergoing review to explain the process and new guidelines, and offer guidance, assistance and resources. In 2010, the department quality improvement plan was implemented to help academic departments become more systematic in following up on review team recommendations and including results from program reviews in department strategic planning. In November 2010, Cyd Jenefsky met with all department chairs to clarify questions and expectations in the program review process. Computer and Information Sciences, Religious Education, Accounting and History were reviewed in 2010 under these new guidelines. In 2011, WASC rubrics on program review and program learning outcomes were distributed to both review teams and academic departments. Self-study guidelines were again revised to streamline appendices and re-focus on assessment of student learning. Psychology, Business Management, International Cultural Studies (second review cycle) and Music went through formal review in 2011, with Biochemistry reviewed in January 2012. Fourteen faculty and staff from various campus departments

that are scheduled for program review in the next two years (or are working on developing a program review process for academic-support departments) participated in the 2012 WASC Program Review Retreat in Honolulu.

The program review schedule is set for the future with all departments now going through their second review cycle under the new and improved program review guidelines. Departments are recognizing the value of such resources as the WASC rubrics to set high standards of department faculty involvement in assessment and program review. College deans are following up with departments to include review team recommendations in their stewardship reviews with the university administration and in overall strategic planning within respective colleges.

5. Sustaining Assessment in the Future. As discussed, progress in assessment and program review were inconsistent across BYU–Hawaii departments for the first two years after the 2008 WASC Educational Effectiveness Review team visit. Since 2010, the development of a clearer student-centered mission (learn, lead, build), the Framework for Student Learning, and valuable revisions to the assessment and review processes have given departments clearer expectations on student learning. These efforts have accelerated the university’s momentum toward a sustainable focus on improving the students’ university experience. From the perspective of dean and department chairs, the processes themselves have improved not only their output but also their leverage for program budgeting to improve student learning. With annual assessment, program review and department quality improvement clearly in place and imbedded in the planning and review processes of the university, BYU–Hawaii faces a bright and sustainable future in providing a quality student-learning experience.

Faculty Scholarship and Faculty Life

The Commission was concerned that increased faculty teaching loads may put faculty scholarship at risk, and wondered how perceived ambiguity about the role of scholarship would affect faculty retention, development and promotion.

As mentioned, 62% of the full-time faculty members currently work under the 36-hour augmented contract. This percentage will likely increase, as senior faculty, many of whom now opt for the standard 30-hour contract, retire or move on and are

replaced by new faculty who are required to teach with the augmented contract guidelines until they achieve Continuing Faculty Status (CFS). At the same time, no faculty member who has worked under the augmented contract and is now eligible to opt for the standard contract has made the switch back to the standard contract.

Under the leadership of the Board and the President’s Council, BYU–Hawaii has made a clear decision to put more focus on teaching and student learning, and less on traditional academic research. In this section, we evaluate the impact that increased teaching loads and the implied decreased emphasis on traditional academic research may be having on faculty satisfaction, professional development, recruitment and retention. We also report recent programs university leaders have initiated to foster professional development—especially that associated with curriculum, teaching and learning—and to reduce ambiguity about the role of scholarship on the attainment of Continuing Faculty Status (similar to tenure) and promotion.

1. Influence on Faculty Satisfaction and Productivity. Results of the 2010–11 HERI (Higher Education Research Institute at UCLA) Faculty Survey indicate that despite increased teaching loads for those on the augmented contract, BYU–Hawaii faculty compare favorably with peer institutions on a number of measures of faculty satisfaction and productivity. HERI provided two separate reports that compared responses from BYU–Hawaii faculty with those of peer institutions and four-year Catholic universities that participated in the survey. Peer institutions that participated in the survey included:

- Saint Mary’s College of California
- Linfield College
- Seattle Pacific University
- Hawaii Pacific University
- Loyola Marymount University

Profile reports showed results for every question in the survey. Notably, compared with peer and four-year Catholic universities, BYU–Hawaii faculty members were:

- Generally more satisfied with job security and compensation.
- Equally satisfied with professional development opportunities and teaching loads.
- Slightly less clear about criteria for advancement and promotion decisions (although not significantly)

- Essentially equal in the number of published articles and other intellectual contributions
- More likely to return to BYU–Hawaii if they had to do it all over again
- Lower on 18 out of 25 sources of stress, including lack of personal time
- About the same stress level with their teaching load
- More satisfied with salary, health and retirement benefits, job security and overall job satisfaction.
- No different in their satisfaction with opportunity for scholarly pursuits and teaching load.
- Very strong on student leadership development

“Construct Reports” showed how BYU–Hawaii faculty members scored on several complex constructs that were developed by combining scores for several survey questions. Construct Reports indicate that, compared with peer institutions, BYU–Hawaii full-time faculty members:

- Are similar on having a student-centered pedagogy
- Place more value on developing students’ personal values and moral development
- Are more involved in civic activities
- Feel less stress related to their career
- Are slightly more satisfied with their workplace and somewhat more satisfied with compensation

Despite this generally upbeat feedback, some faculty did express dissatisfaction with their trust of top administration and frustration with what they perceived to be a lack of open communication with administrators. Also, as mentioned, on the internal study on the effectiveness of the new calendar, faculty seemed to be more concerned than students about the impact that changes such as the new calendar were having on their ability to effectively teach, and students’ ability to effectively learn. Faculty members also felt less able than before to balance teaching, research and service with the new calendar and increased teaching load.

2. Response to Communication and Balancing Teaching and Professional Development. The President’s Council and Dean’s Council are responding to feedback from the HERI and calendar change studies. A BYU–Hawaii Faculty and Administration Communication Plan (see Appendix J) has been drafted which “recognizes that cultivating a culture of openness and communication requires careful planning and execution of strategies that more tightly integrate faculty and administration efforts to advance the mission of the university.”

The plan introduces a number of strategies to help improve communication, including:

- Annual one-hour department meetings with the Academic Vice President, an Associate Academic Vice President, and the College Dean.
- Availability of minutes from meetings of the Academic Council, the Curriculum Committee, and the Faculty Advisory Council (FAC).
- General faculty meetings three times per semester, with one meeting devoted to Q&A with members of the Dean’s Council.
- The FAC will play a more prominent role in facilitating communication between the administration and faculty.
- Open question and answer sessions with members of the President’s Council at least monthly.

Recognizing that faculty must stay current and develop professionally to be effective teachers and mentors, a new Faculty Professional Development Policy (see Appendix K) has been drafted and approved. The policy invites faculty to apply for the following opportunities:

- A three-credit hour course release annually.
- A second three-credit hour course release every third year.
- Paid professional development leaves once every six years for one, two or three semesters.

As stated in the policy, “These releases and leaves are offered in order to promote faculty members’ engagement in their discipline, to enhance teaching effectiveness, and to maintain a vibrant academic culture on campus... and to set an example of life-long learning for students.”

3. Faculty Members’ Current Engagement in Professional Development. Despite faculty’s concerns regarding balance, and the administration’s initiatives to improve support of professional development, there is strong evidence that BYU–Hawaii’s faculty are increasingly committed to engaging in their disciplines and introducing innovative ideas to enhance teaching and student learning. Here are a few examples from around campus:

- In the College of Language, Culture and Arts, the percentage of faculty members receiving travel funds from the college for professional development increased from 29.7% in 2009 to 45.9% in 2011. The percentage of faculty receiving a class release from the College for professional development increased from 21.6% in 2009 to 35.1% in

2011. Faculty members also receive funds from their departments.

- In 2011, the 29 faculty members in the College of Math and Sciences delivered 30 conference presentations and published 19 articles in peer-reviewed journals.
- Several members of the College of Business, Computing and Government faculty have attended the Art and Craft of Discussion Leadership seminars at Harvard Business School. Through faculty members' efforts, certification programs in Bloomberg, SAP, Chartered Financial Analyst, and Six Sigma are now offered to students. A number of faculty members have published journal articles and presented papers at conferences.
- One faculty member is on the international board of the BYU Management Society. Another organizes and directs the biennial Cross Cultural Research Conference and has been the lead editor of two special issues of the Journal of Business Research and the sole editor of a special issue in the Journal of International Consumer Behavior.
- A computer science professor wrote and continually improves Mapper, which has significantly improved the ability of faculty and academic advisors to monitor and mentor students. Marketing professors worked with students on major marketing research projects for the Triple Crown of Surfing and Turtle Bay Resort. Finance professors are working with students who are providing clients with due-diligence reports on potential investments.

This is just a small sample of the work being done by BYU–Hawaii professors. Professors in all colleges have done field research, often with students, in locations from Chile to Alaska, and from India to the Philippines to Israel. Professors in EIL have pioneered work on online-language learning. While on a professional development leave, a political science professor co-wrote a book on Federalism. Throughout campus there are similar stories of faculty members who are committed to lifelong-learning, usually in a way that engages students.

4. Increased Transparency in Continuing Faculty Status and Promotion Criteria. When teaching loads were increased, faculty members were obviously concerned about how they would be evaluated when applying for Continuing Faculty Status (similar to tenure) and rank advancement. To provide

more transparency, faculty and administrators drafted a document entitled, "Continuing Faculty Status and Rank Advancement Expectations for Faculty Members at Brigham Young University Hawaii" (see Appendix L). The new policy clearly explains expectations regarding teaching, scholarship/creative endeavor, and citizenship. With respect to scholarship and creative endeavor, the policy states:

"For a faculty member's research or creative work to satisfy university expectations, their work should:

- *be consistent with the advancement of their discipline and the university mission;*
- *contain some element of originality, either in the form of new knowledge, new understanding, fresh insight, or unique interpretation;*
- *be subjected to peer review in any of several ways, on campus and elsewhere, for the purpose of verifying the nature and quality of the contribution by those competent to judge it;*
- *contribute to a faculty member's overall effectiveness as a teacher."*

The expression of the faculty's work can take a variety of acceptable forms. The university will consider any legitimate expression of scholarly and creative work that satisfies these criteria.

A broad variety of acceptable creative endeavors are outlined, including, but definitely not restricted to publication in peer-reviewed journals. The purpose of scholarship/creative endeavor is to ensure that faculty members remain engaged in their professional fields, both for professional and personal development and for overall effectiveness as a teacher.

5. Faculty Turnover and Ability to Hire Outstanding New Faculty. In the past four years, faculty turnover has been fairly low. During this time, 24 of 128 (18.8%) faculty members left the university, for a 4.7% annual turnover rate. Of these, six retired, four left for health reasons or passed away, and three left for personal or family reasons. Only ten individuals left the university to pursue better opportunities.

During the same time, BYU–Hawaii has successfully attracted quality faculty. Both the number and quantity of applicants have been strong. While some excellent candidates chose other options, departments from throughout the university have hired faculty members with strong academic and/or professional credentials. Most have Ph.D.'s from

universities ranging from the University of Auckland to Pennsylvania State University, and from Cal Berkeley to Clark University in Massachusetts. Some have years of professional experience with extensive networks. Newly hired faculty members have been the source of many of the university's most exciting innovations in teaching and scholarship, and have won the praise and respect of students.

6. Faculty Housing Needs. With high prices and limited supply in the surrounding community, providing adequate, affordable housing for students, faculty and staff has always been a challenge for BYU–Hawaii. As outlined on page 5 of this report, a number of programs have been put in place since 2008 to provide additional housing options for faculty. In addition, BYU–Hawaii is currently working with representatives from the community, including leaders of Hawaii Reserves Incorporated and the Polynesian Cultural Center, on a major planning project called Envision Laie. Many of BYU–Hawaii's long-term housing needs will be solved if leaders of Envision Laie can successfully convince the City and County of Honolulu to revise the Master Plan for the Ko'olauloa region to allow for growth. In the meantime, BYU–Hawaii administration is working to add more units of university housing that would be suitable for faculty and their families.

V. OTHER ISSUES FACING THE UNIVERSITY AND CHANGES THAT ARE CURRENTLY BEING CONSIDERED

Rethinking General Education

For several reasons, the General Education (GE) committee is reexamining the role and structure of general education at BYU–Hawaii. First, the “prepare, engage and improve” and “learn, lead and build” frameworks encourage a focus on the active development of capacities rather than mere content mastery. This follows national trends focused on student learning and skill development, as recently illustrated in *Academically Adrift* and other studies of student achievement. Second, past assessment activities investigating the development of written and oral communication competencies, quantitative reasoning and intercultural competence have shown that current courses achieve a measure of success, but do so in a fragmented way that is unrelated to students' overall conceptualizations of their education. Finally, focus groups conducted during the development of the learning framework show

that students have the least interest in GE classes and spend the least time preparing for them.

Based on these considerations, a GE working group is framing the GE experience as “capacity building” rather than as a survey of content. With feedback from a larger ad hoc GE committee, as well as general faculty workshops, the working group has developed a set of university outcomes or “core capacities” focused on the critical thinking skills of inquiry, analysis and communication, and the critical character traits of integrity, stewardship and service. Their focus is developing a curriculum that will most powerfully teach these thinking skills and character traits.

The working group has developed a draft plan that has been presented to an ad hoc committee, the faculty, and the President and Academic Vice President. Members of the GE committee have been trained in the nationally-used critical thinking assessment test (CAT) to establish benchmarks and measure progress over the years in our efforts to help students learn and practice critical thinking skills in the GE program. Starting in Fall 2011, CAT is being used in both entry-level and capstone courses. When the new GE program is fully developed, we will continue to develop other assessment methods.

Planning Growth of the University

As part of the university's long-range strategic plan, and in line with the imperatives to serve more students, lower costs, and raise the quality of the overall experience, university officials have outlined a three-phase plan to provide the facilities, faculty and other resources needed to serve 5000 students, compared with the existing 2784. While this plan has the conceptual approval of the Board, only the first phase has been announced in detail, funded by the Board, and received entitlement approval from the City and County of Honolulu.

The first phase of the plan includes replacing 800 beds of single student housing (built between 1956 and 1965) with a mix of dorms and apartments and adding 24 married student apartments, which are currently in short supply because of the cost of housing in the community. We will also construct a 46,000 square-foot academic building that will provide office and classroom space for the College of Business, Government and Computing. On weekends, this building will provide the space needed for church services for approximately 900 of

our single students. On December 17, 2011, ground was broken for the buildings in Phase One with participation from a representative of the Board, university and ecclesiastical leaders, and representatives from the Mayor's Office and the Honolulu City Council.

As building on Phase One progresses, we will systematically pursue Phases Two and three. The second phase is currently in the entitlement stage which will take between two to three years to complete. As progress is made on those entitlements, funds will be requested to design sufficient housing for an additional 1000 students—using a mix of dorms, single student apartments and married student apartments—and to design a number of major academic and student service facilities. As currently envisioned, buildings in this second phase will replace the existing science and language and arts wings of the McKay classroom complex, the Health Center, and the Student Center. Additional space to accommodate the faculty and staff needed to serve another 1000 students will also be built. We expect that construction of the second phase will take four to five years to complete once the entitlements are obtained.

In the third phase, student enrollment will reach 5000 students. Our goal will be to house 90% of all students on campus, which will require more housing. In addition, a mix of academic classroom facilities and service space will be built. While university-owned community housing will expand during the second phase in order to accommodate added faculty and staff, during the third phase we anticipate adding faculty and staff housing on campus as well as in the community. (Unfortunately, the entitlement process for additional housing on campus will take at least four or five years and thus the need to add additional housing in the community during Phase Two.) As in the past, we expect that the university's owner (The Church of Jesus Christ of Latter-day Saints) will provide the funding for academic and service space, while funds will be borrowed from the LDS Church to construct new housing. Housing rents will be used to pay back these housing loans.

While many details associated with the second and third phases of this long-range plan still need to be worked out, the campus has been energized by the approval and start of construction on the first phase and the development of a Master Plan covering all three phases.

In response to BYU-Hawaii's plans for extensive construction and renovation, a new position was created: Vice President for Construction and Facilities Management. David Lewis came to BYU-Hawaii in 2011 with nearly two decades of operational and managerial experience in facilities, construction and planning. He is responsible for master planning and strategic direction of Board-approved construction projects and renovations at BYU-Hawaii. In addition, he oversees the university's facilities management department, including custodial, design and construction, shops, and grounds.

VI. SUMMARY

The WASC Accrediting Commission's request for a special visit four years after granting accreditation to BYU-Hawaii in June 2008 was well-founded. At that time, the university faced a period of transition, with a number of changes on the horizon. President Wheelwright had been at the helm for less than eight months, and Max Checketts was just arriving as the Vice President of Academics when the WASC team visited in March. The BYU-Hawaii Board of Directors had given a directive to improve teaching and learning, while also decreasing costs per student and increasing the number of students served. In hindsight, the Board's directives were prescient. Colleges and universities throughout the country have faced societal demands to improve teaching and learning, while facing decreased budgets. To his credit, President Wheelwright and leaders at BYU Hawaii did not shy away from the challenge, even when many were skeptical.

The transition has not always been smooth or popular. During the first two years after the last WASC visit, many of the anticipated changes were made. A number of sometimes painful measures were taken to reduce costs across all departments at the university. Colleges and departments were reorganized. With the introduction of the augmented contract, faculty members were invited to carry a greater teaching load. Emphasis was placed squarely on teaching and learning, with creative endeavor and professional development moving away from traditional research towards activities that improve a faculty member's ability to develop students and stay current in one's field.

The calendar was changed in an effort to increase the number of student credit hours and decrease the average years to graduation. Standards for non-English speaking international students were increased. A concerted effort was made to intro-

duce online courses, increasing the reach of the university. The old IWES financial aid program for international students was replaced by the IWORK program. Leadership in several areas, such as Career Services, underwent major changes. In the midst of these changes, progress with assessment and program review slowed considerably.

In short, with respect to some of WASC's concerns, the university may have taken some steps backward while it laid the foundation for the future. However, during the past year or two, after most of the major changes were implemented, progress has clearly been made. The new mission of learn, lead and build, combined with the BYU–Hawaii Framework for Student Learning's prepare, engage and improve, have energized both academic and service departments, and given them clear direction and purpose.

With more transparent guidelines for Continuing Faculty Status and promotion, as well as improved efforts to support innovative teaching and professional development, faculty members seem more satisfied and dedicated to their craft. Graduation rates, especially for international students, are increasing. Internships have returned to previous rates, despite more rigorous standards. Major strides have been made with assessment and program reviews, with an increased focus on student learning and outcomes.

The future looks bright for BYU–Hawaii. There were times—especially three or four years ago—when some were not certain. Hawaii is an expensive and remote place to do business. Many of the facilities at BYU–Hawaii are somewhat outdated and reaching the end of their useful life. Leaders of the Church of Jesus Christ of Latter-day Saints conducted an intense evaluation of the university, as well as other Laie organizations operated by the LDS Church, to determine their willingness to invest in the future. With their active role in Envision Laie, the beginning of Phase One of university expansion, and their intent to build the infrastructure needed for a student body of 5,000 or more, the LDS Church leadership's commitment to BYU–Hawaii is now unmistakable. This commitment was reconfirmed at the groundbreaking of Phase One and the new College of Business, Computing and Government building when Elder Jeffrey Holland, a former President of BYU–Provo and a long-time member of the Board and highly respected Church leader, informed government representatives that BYU–Hawaii was in Hawaii to stay.

Of course, growth will bring more challenges. A substantial number of new faculty and staff will need to be hired. Old buildings will be replaced and new ones built. Further organizational changes may need to be made. However, growth will also bring great benefits. The university will be able to serve many more students and make a stronger contribution to Hawaii, the Asia-Pacific target area, and the LDS Church. Students will be offered a broader array of courses and majors. Efficiencies from serving more students will improve the university's economic viability and sustainability.

As we move forward, concerted efforts will continue to be made to address the three major concerns of the WASC Commission. Students have been, and will always be at the center of our mission. We will monitor closely the effects that teaching, support services and key management decisions have on students' experience while on campus and after they graduate. Efforts to improve assessment and program review throughout all departments of the university, with a focus on student learning and development, must continue. We will also monitor closely the effects that managerial decisions such as the augmented contract, the new calendar and requirements for Continuing Faculty Status and promotion are having on faculty morale, professional development and teaching effectiveness.

In closing, we appreciate the efforts of the WASC Accrediting Commission and the WASC visiting teams. In these challenging, yet exciting times, an outside perspective from seasoned professionals is needed to help us reach our potential in fulfilling our important mission.

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APPENDICES

Headcount Enrollment by Level									
These data are for Fall Terms Only									
	Total Headcount Enrollment	Lower Division Headcount		Upper Division Headcount		Non-Degree Headcount		Total FTE Enrollment	
		N	%	N	%	N	%		
2006	2473	1135	46%	1279	52%	59	2%	2335	
2007	2397	1116	47%	1196	50%	85	4%	2244	
2008	2424	1164	48%	1145	47%	115	5%	2269	
2009	2586	1309	51%	1203	47%	74	3%	2462	
2010	2931	1458	50%	1315	45%	158	5%	2740	

Headcount Enrollment by Status and Location

These data are for Fall Terms Only

	Total Headcount Enrollment	Full-Time		Part-Time		On-Campus Location		Off-Campus Location (Distributed Learning & ITEP)		
		N	%	N	%	N	%	N	N	%
2006	2473	2245	91%	228	9%	2473	100%	0	0	0%
2007	2397	2145	89%	252	11%	2331	97%	66	66	3%
2008	2424	2169	89%	255	11%	2346	97%	78	78	3%
2009	2586	2381	92%	205	8%	2555	99%	31	31	1%
2010	2931	2617	89%	314	11%	2828	96%	103	103	4%

Degrees and Certificates Granted by Level

Source: IPEDS Data Center, Retrieved 1/31/12

	Total Degrees Granted	Associate		Bachelor		Post Baccalaureate Certificates	
		N	%	N	%	N	%
2006-07	569	3	1%	566	99%	0	0%
2007-08	535	0	0%	535	100%	0	0%
2008-09	486	1	0%	485	100%	0	0%
2009-10	524	19	4%	479	91%	26	5%
2010-11	626	51	8%	565	90%	10	2%

Faculty by Employment Status

These data are as of November 1st of the year indicated

	Total Faculty Headcount	Full-time Faculty		Part-Time Faculty		Total Faculty FTE	
		N	%	N	%	N	%
2006	203	126	62%	77	38%	152	75%
2007	238	122	51%	116	49%	161	68%
2008	265	130	49%	135	51%	175	66%
2009	228	121	53%	107	47%	157	69%
2010	242	124	51%	118	49%	163	67%

Inventory of Educational Effectiveness Indicators

	Have formal learning outcomes been developed?	Where are these learning outcomes published? (Please specify)	Other than GPA, what data/evidence is used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	Who interprets the evidence? What is the process?	How are findings used?	Date of last program review for this degree program
At the institutional level	Yes	BYUH General Catalog, University website	NSSE, HERI Faculty Survey, MSL, Alumni Questionnaire, Graduating Student Survey	FAC and Dean's Council	To improve instruction and curriculum	
For General Education	Yes	BYUH General Catalog, University website	CAT, ENGL 315, IDS courses	Reviewed by GE Committee, GE Assessment Committee, and several ad hoc faculty groups	To improve instruction and curriculum	
Religious Education	Yes	BYUH General Catalog; Religious Education Dept Portfolio; some course syllabi	Student survey	Reviewed by department faculty, FAC and Dean's Council	To improve instruction and curriculum	April 28-29, 2010
	Have formal learning outcomes been developed?	Where are these learning outcomes published? (Please specify)	Other than GPA, what data/evidence is used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	Who interprets the evidence? What is the process?	How are findings used?	Date of last program review for this degree program
Accounting	Yes	BYUH General Catalog, Dept. Portfolio and all course syllabi	Department exam	Reviewed by department faculty and dean	To improve student learning and instruction	November 11-12, 2010
Art	Yes	BYUH General Catalog, Dept. Portfolio and several course syllabi	Student art show	Reviewed by department faculty and dean	To improve student learning and instruction	January 28-29, 2010
Biochemistry	Yes	BYUH General Catalog, Dept. Portfolio and several course syllabi	Senior seminar	Reviewed by department faculty and dean	To improve student learning and instruction	January 26-27, 2012
Biology	Yes	BYUH General Catalog, Dept. Portfolio and several course syllabi	Senior seminar, ACAT and Unifying Principle of Biology exams	Reviewed by department faculty and dean	To improve student learning and instruction	June 3-4, 2008
Business Management	Yes	BYUH General Catalog, Dept. Portfolio and all course syllabi	Major field test and Comp-XM test	Reviewed by department chair and dean	Results have been used to change target outcomes, to modify curriculum and to improve classroom teaching methods	October 13-14, 2011
Computer Science	Yes	BYUH General Catalog, Dept. Portfolio and several course syllabi	Major field test in CS	Reviewed by department faculty and dean	To improve student learning and instruction	December 2-3, 2010
EIL	Yes	BYUH General Catalog, Dept. Portfolio and several course syllabi	SLEP and Department exams	Reviewed by department faculty and dean	To improve student learning and instruction	March 12-13, 2007
Elementary Education	Yes	BYUH General Catalog, Dept. Portfolio and several course syllabi	PRAXIS (licensure)	Reviewed by department faculty and dean	To improve student learning and instruction	July 2006
English	Yes	BYUH General Catalog, Dept. Portfolio and several course syllabi	Capstone research project; MFAT in English	Reviewed by department faculty and dean	To improve student learning and instruction	March 29-30, 2007

Inventory of Educational Effectiveness Indicators, continued

Exercise Science	Yes	BYUH General Catalog, Dept. Portfolio and several course syllabi	Senior project	Reviewed by department faculty and dean	To improve student learning and instruction	March 6, 2006
Hawaiian and Pacific Island Studies	Yes	BYUH General Catalog, Dept. Portfolio and several course syllabi	Senior seminar or Internship	Reviewed by department faculty and dean	To improve student learning and instruction	April 26-27, 2004
History	Yes	BYUH General Catalog, Dept. Portfolio and several course syllabi	Senior seminar	Reviewed by department faculty and dean	To improve student learning and instruction	November 4-5, 2010
Information Systems	Yes	BYUH General Catalog, Dept. Portfolio and several course syllabi	National ISAexam	Reviewed by department faculty and dean	To improve student learning and instruction	December 2-3, 2010
Information Technology	Yes	BYUH General Catalog, Dept. Portfolio and several course syllabi	National ISAexam	Reviewed by department faculty and dean	To improve student learning and instruction	December 2-3, 2010
International Cultural Studies	Yes	BYUH General Catalog, Dept. Portfolio and several course syllabi	Senior seminar	Reviewed by department faculty and dean	To improve student learning and instruction	October 27-28, 2011
Mathematics	Yes	BYUH General Catalog, Dept. Portfolio and several course syllabi	MFT in Math; embedded course questions and rubrics	Reviewed by department faculty and dean	To improve student learning and instruction	November 19-20, 2007
Music	Yes	BYUH General Catalog, Dept. Portfolio and several course syllabi	Student Performance	Reviewed by department faculty and dean	To improve student learning and instruction	November 8-9, 2011
Political Science	Yes	BYUH General Catalog, Dept. Portfolio and several course syllabi	Internship evaluation; student papers	Reviewed by department faculty and dean	To improve student learning and instruction	October 11-12, 2007
Psychology	Yes	BYUH General Catalog, Dept. Portfolio and several course syllabi	Senior seminar	Reviewed by department faculty and dean	To improve student learning and instruction	February 24-25, 2011
Secondary Education	Yes	BYUH General Catalog, Dept. Portfolio and several course syllabi	PRAXIS (licensure)	Reviewed by department faculty and dean	To improve student learning and instruction	July 2006
Social Work	Yes	BYUH General Catalog, Dept. Portfolio and several course syllabi	Senior Research Project; Field Practicum Assessment; BEAP Surveys	Reviewed by department faculty and dean	To improve student learning and instruction	October 3-4, 2007
Special Education	Yes	BYUH General Catalog, Dept. Portfolio and several course syllabi	PRAXIS (licensure)	Reviewed by department faculty and dean	To improve student learning and instruction	July 2006
TESOL	Yes	BYUH General Catalog, Dept. Portfolio and several course syllabi	PRAXIS TESL exam; TESOL 460	Reviewed by department faculty and dean	To improve student learning and instruction	March 12-13, 2007

Inventory of Concurrent Accreditation and Key Performance Indicators

Name of accredited or certified program	Professional, special, state*, or programmatic accreditation agency for this program	Date of most recent accreditation action by agency	Summary ("bullet points") of key issues for continuing institutional attention identified in agency action letter or report	One performance indicator accepted by the agency; selected by program	For one indicator, provide 3 years' trend data. Use link to cell for graph if desired.
School of Education (Elementary Ed, Secondary Ed, & Special Ed)	Hawai Teacher Standards Board (SATE Review)	Fall 2006	See SATE Final Report of 2006 (School of Education report link)	Praxis II	Praxis II (Content Knowledge) for ELED see p. 34 of http://soe.byuh.edu/sites/soe.byuh.edu/files/SATE%20Accreditation/Elementary%20Ed%20Education.pdf
Social Work	CSWE	Fall 2007	Requires more than minimum hours for field practicum; assess overall student performance relating to each objective; flow chart for assessment process	BEAP	See Department ePortfolio (https://apps.byuh.edu/apps/catalog/efolio/view.php?ora_id=9)

* Within the WASC region only

All Students Enrolled

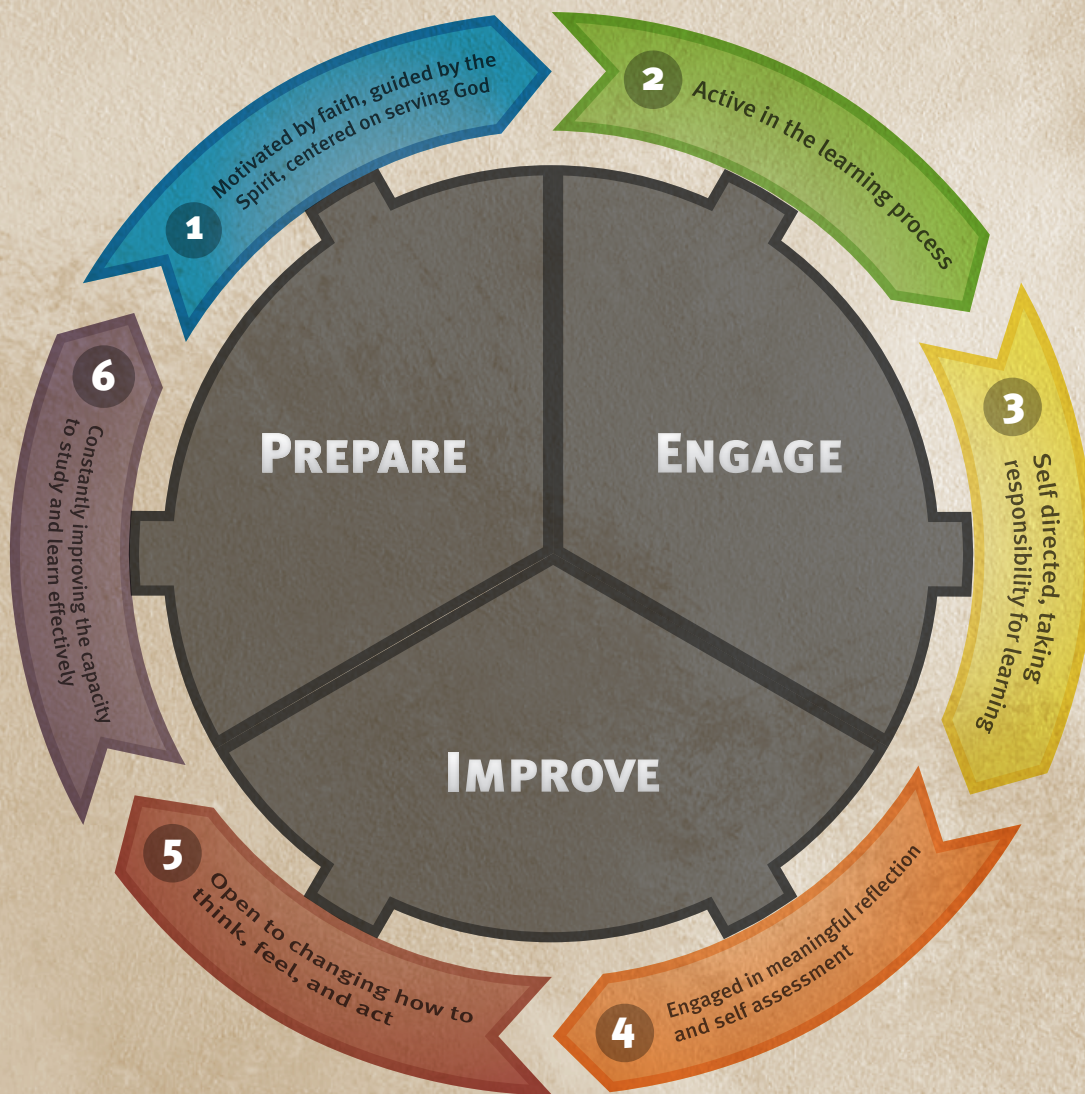
Semester	US Mainland		Hawaii	Total Domestic		Asia	Pacific	Other Inter-national		Total Inter-national	Grand Total
2007 Winter	752		387	1139		678	372	119		1169	2308
2007 Spring	521		252	773		613	312	84		1009	1782
2007 Summer	235		56	291		263	144	41		448	739
2007 Fall	826		371	1197		599	362	114		1075	2272
2008 Winter	814		352	1166		623	361	113		1097	2263
2008 Spring	550		234	784		566	274	78		918	1702
2008 Summer	236		66	302		198	44	36		278	580
2008 Fall	874		332	1206		621	340	119		1080	2286
2009 Winter	890		326	1216		616	321	119		1056	2272
2009 Spring	442		233	675		524	270	80		874	1549
2009 Summer	152		52	204		125	71	27		223	427
2009 First	352		160	512		409	213	59		681	1193
2009 Fall	1055		379	1434		600	296	138		1034	2468
2010 Winter	1032		367	1399		634	314	145		1093	2492
2010 Spring	522		228	750		598	271	86		955	1705
2010 Summer	179		51	230		126	80	28		234	464
2010 First Term	457		176	633		497	229	60		786	1419
2010 Fall	1310		362	1672		662	314	146		1122	2794
2011 Winter	1225		329	1554		631	305	130		1066	2620
2011 Spring	708		242	950		599	288	86		973	1923
2011 Summer	252		75	327		134	54	31		219	546
2011 First	543		178	721		517	273	62		852	1573
2011 Fall	1301		332	1633		665	320	139		1124	2757
2012 Winter	1266		334	1600		691	358	137		1186	2786

Full-time Students

Semester	USA	Hawaii	Total Domestic	Asia	Pacific	Other International	Total International	Grand Total
2007 Winter	696	337	1033	632	309	115	1056	2089
2007 Spring	399	206	605	563	278	73	914	1519
2007 Summer	112	25	137	75	27	26	128	265
2007 Fall	768	325	1093	567	312	107	986	2079
2008 Winter	749	304	1053	596	310	101	1007	2060
2008 Spring	430	197	627	519	240	72	831	1458
2008 Summer	135	31	166	98	14	23	135	301
2008 Fall	822	300	1122	600	271	111	982	2104
2009 Winter	816	292	1108	590	268	113	971	2079
2009 Spring	356	193	549	483	219	69	771	1320
2009 Summer	83	28	111	64	15	14	93	204
2009 First	316	133	449	377	199	55	631	1080
2009 Fall	1000	339	1339	573	251	132	956	2295
2010 Winter	966	316	1282	599	249	139	987	2269
2010 Spring	460	202	662	555	242	81	878	1540
2010 Summer	132	39	171	70	42	16	128	299
2010 First Term	414	156	570	467	216	58	741	1311
2010 Fall	1238	317	1555	597	267	141	1005	2560
2011 Winter	1154	290	1444	574	278	125	977	2421
2011 Spring	637	208	845	557	271	81	909	1754
2011 Summer	174	52	226	91	40	15	146	372
2011 First	500	155	655	482	265	53	800	1455
2011 Fall	1224	296	1520	618	301	126	1045	2565
2012 Winter	1201	284	1485	667	336	129	1132	2617



Framework for Student Learning



Since its prophetic inception, the Brigham Young University–Hawai‘i community has worked to fulfill its mandate—to produce peace-builders and leaders in a multicultural, Christ-centered environment. With such diversity, located in the historic pu‘uhonua (place of refuge) of La‘ie, BYU–

Hawaii is a unique and sacred place of learning. As such, it is our kuleana (stewardship) as faculty, staff, and students to cultivate a healthy learning environment, one that encourages excellence, promotes respect and appreciation for cultural differences, and inspires a love for God and all people.

1

Learning occurs best when we are motivated by faith, guided by the Holy Spirit, and centered on serving God.

As you increase your faith in God, it becomes a catalyst of action and of power that motivates you to seek inspiration and direction from the Spirit. In D&C 42:14 we are taught: “The Spirit shall be given unto you by the prayer of faith.” Faith and the companionship of the Holy Ghost expands your learning capacity. The Spirit helps us better understand one another and together be edified (D&C 50:22). Further, the power of your faith and the influence of the Holy Spirit can be magnified when your primary motives for learning are rooted in our baptismal and temple covenants to love one another, serve God, and to build His kingdom.

2

Learning occurs best when we are active in the learning process.

Being an active learner means that before class you construct and connect in your mind the ideas and concepts being introduced in your course materials and readings. Then you should go to class prepared to share and teach others what you learned. Through your classroom conversations, collaborating, and interacting with your peers and instructors, you will enhance your ability to appreciate differences and prepare to navigate the complexities of a culturally diverse world. Do not go to class expecting to sit and just listen. Go to be active, to contribute, and to serve.

3

Learning occurs best when we are self-directed and take responsibility for our learning.

Your experience in class is an important part of your leadership development at BYU–Hawaii. When you cultivate a personal vision of your program of study you are approaching your class as a leader. Be a leader by setting personal goals and standards with assistance from your teachers and advisors. Take personal responsibility for what happens to you, both internally and externally. Take initiative and be the leader of your education by planning and executing ways to improve your learning.

4

Learning occurs best when we are engaged in meaningful reflection and self-assessment.

It is important to regularly assess and reflect on your learning. Feedback from teachers and fellow students is important, but equally important is your evaluation of yourself. Make time for self-assessment and reflection on what you have learned and how it applies to your life. With insights gathered from your class preparation and discussions with others, make changes as needed to improve your understanding and make the necessary adjustments to your thinking and approach to learning.

5

Learning occurs best when we are open to changing how we think, feel, and act.

As you study and learn, you will encounter new knowledge, perspectives, and ideas that can transform the way you think, solve problems, make decisions, and act. What you learn may also change the way you think of yourself, others, and the physical and social world. These changes occur when you are open to new ideas and concepts and are willing to modify some of your assumptions and prior “knowledge.” Learning will require you to construct new mental models. Being open to change is essential as you increase your capacity to navigate the complexities of a fast changing world.

6

Learning occurs best when we are constantly improving our capacity to study and learn effectively.

No one can learn for us. It is just as important that you consistently improve your capacity to learn as it is to master the material in your courses. Doing so will enhance your ability and enjoyment in learning for a lifetime. Your task is to construct the ideas in your mind and the meaning that the material holds for you. Constantly improve your reading comprehension, skill at note taking, methods of organizing new material, getting the “big picture” associated with new concepts, and use a systematic method for review. Learning how to learn more effectively than you already do is one of the most important things you can do as a student at BYU–Hawaii.

Primary Practices



PREPARE

Before class, study the course material and develop a solid understanding of it. Try to construct an understanding of the big picture and how each of the ideas and concepts relate to each other. Where appropriate use study groups to improve yours and others understanding of the material.

One of the most magnificent experiences [I had in school] was to be part of a study group which met every evening to review the case studies in preparation for being called on in class ... I am so appreciative of the men I associated with in that study group and their willingness to share their intelligence and their background with one another. Once again, I urge you to think in terms of tutoring, mentoring, and being in study groups.

Robert D. Hales
BYU Idaho Devotional
February 20, 2007



ENGAGE

When attending class actively participate in discussions and ask questions. Test your ideas out with others and be open to their ideas and insights as well. As you leave class ask yourself, “Was class better because I was there today?”

Oh, if I could teach you this one principle. A testimony is to be found in the bearing of it! ... It is one thing to receive a witness from what you have read or what another has said; and that is a necessary beginning. It is quite another to have the Spirit confirm to you in your bosom that what you have testified is true. Can you not see that it will be supplied as you share it? As you give that which you have, there is a replacement, with increase!

Boyd K. Packer
The Candle of the Lord,
Ensign, January, 1983, p. 51



IMPROVE

Reflect on learning experiences and allow them to shape you into a more complete person; be willing to change your position or perspective on a certain subject. Take new risks and seek further opportunities to learn.

Habits of great learners. The first characteristic behavior is to welcome correction...A second characteristic of great learners is that they keep commitments...They work hard...help other people.... expects resistance and overcome it.

Today you could seek correction. You could keep a commitment. You could work hard. You could help someone else. You could plow through adversity. And as we do those things day after day, by and by we will find that we have learned whatever God would teach us for this life and for the next, with him.

Henry B. Eyring
BYU Devotional
October 21, 1997

Enrollment and Completion Data

All Online EIL Classes Spring 2008 to Spring 2011

Semester/Term	EIL 229 Intermediate II Reading		EIL 227 Intermediate II Writing		EIL 225 Intermediate II Church Language		EIL 223 Intermediate II Listening/ Speaking		EIL 219 Intermediate I Reading		EIL 217 Intermediate I Writing		Total Enrollment	Total Complete	%
	Enrollment	Completion	Enrollment	Completion	Enrollment	Completion	Enrollment	Completion	Enrollment	Completion	Enrollment	Completion			
Spring 2008	10	9											10	9	90
Summer 2008	17	12											17	12	71
Fall 2008	18	9											18	9	50
Winter 2009	7	1	8	6									15	7	47
Spring 2009	8	4	13	7									21	11	52
Fall 2009	17	7	5	5	1	1							23	13	57
Winter 2010	cancel		cancel		2	2	13	13					15	15	100*
Spring 2010	14	14	16	15	15	15	17	15					62	59	95
Fall 2010	15	14	21	21	15	15	17	16*	21	20*			89	86*	97*
Winter 2011	22	21	20	19	16	16	17	17	21	21			96	94	98
Spring 2011	32		21		15		28		15		23		134		
Total	160		104		64		92		57		23		500		

Total WI 11 71, Total SP/SU *Estimates (records removed from Instructure program)

Enrollment and Completion Data
All Online EIL Classes Spring 2008 to Spring 2011
Placement of Incoming Former Online EIL Students Through Spring 2011

	Number Tested	Placed INT I	Placed INT II	Placed ADV I	Placed ADV II	Placed OUT
	49	6	8	28	5	2
		12.2%	16.3%	57.1%	10.2%	4.1%
Percentage at each level						
Placed above INT level	71.4%					
Previous to Spring 2011 Intake	80.6%		Average number of enrollment on campus	1.95		

CES Higher Education Tuition Rates

	BYU-Provo			BYU-Hawaii			BYU-Idaho			LDS Business College		
	Semester Tuition Rate	Percentage Increase	Percentage Increase	Semester Tuition Rate	Percentage Increase	Percentage Increase	Semester Tuition Rate	Percentage Increase	Percentage Increase	Semester Tuition Rate	Percentage Increase	Percentage Increase
2011-12	\$2,280	3.2%	3.2%	\$2,225	2.8%	2.8%	\$1,735	3.3%	3.3%	\$1,490	3.3%	3.3%
2010-11	\$2,210	3.0%	3.0%	\$2,165	13.9%	13.9%	\$1,680	3.0%	3.0%	\$1,442	3.0%	3.0%
2009-10	\$2,145	5.1%	5.1%	\$1,900	5.6%	5.6%	\$1,640	3.5%	3.5%	\$1,400	3.7%	3.7%
2008-09	\$2,040	6.3%	6.3%	\$1,800	10.8%	10.8%	\$1,585	3.6%	3.6%	\$1,350	3.8%	3.8%
2007-08	\$1,920	6.1%	6.1%	\$1,625	6.9%	6.9%	\$1,530	5.9%	5.9%	\$1,300	2.4%	2.4%

BYU–Hawaii Online Course Credits

Semester/Term	On-Campus Online Credits	Off-Campus Online Credits	Total Online Credits
Winter 2010	1049	419	1468
Spring 2010	654	439	1093
Summer 2010	357	157	514
First Term 2010	561	NA	561
Fall 2010	2123	870	2993
Total 2010	4744	1885	6629

BYU–Hawaii Online Course Credits, continued

Winter 2011	2592	848	3440
Spring 2011	1130	876	2006
Summer 2011	722.5	259	981.5
First Term 2011	1189	300	1489
Fall 2011	2822.5	1115	3937.5
Total 2011	8456	3398	11854

January						
S	M	T	W	T	F	S
						1
2	3	4	S	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	B1	19
20	21	B2	23	24	25	26
27	28					

March						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	GS	15	16
17	S	19	20	21	22	23
24	25	26	27	28	29	30

May						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June						
S	M	T	W	T	F	S
			1	2	3	4
5	S	GS	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

July						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	S	22	23
24	25	GS	27	28	29	30
31						

August						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	GS	S	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	B1	29
30	B2					

November						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	GS	22	23	24
25	26	27	28	29	30	31

BYUH 2011

Winter Semester

January 5th - April 8th

Jan- 7th	Add/Drop Deadline [Full Semester & 1st block]
Feb- 24th	Add/Drop Deadline (2nd block)
Jan - 25th	Withdrawal begins as W or WF (1st block)
Feb - 7th	Withdraw Deadline (1st block)
Feb - 8th	Withdrawal begins as W or WF (Full Semester)
Mar- 3rd	Withdraw Deadline (Full Semester)
Mar - 11th	Withdrawal begins as W or WF (2nd block)
Mar- 28th	Withdraw Deadline (2nd block)

Spring Term

April 18th - June 1st

Apr- 20th	Add/Drop Deadline
May - 5th	Withdrawal begins as W or WF
May- 18th	Withdraw Deadline

Summer Term

June 6th - July 20th

Jun- 8th	Add/Drop Deadline
Jun - 23rd	Withdrawal begins as W or WF
Jul- 7th	Withdraw Deadline

First Term

July 21 - September 2

Jul-25th	Add/Drop Deadline
Aug - 9th	Withdrawal begins as W or WF
Aug-22nd	Withdraw Deadline

Fall Semester

September 14th - December 15th

Sept-16th	Add/Drop Deadline [Full Semester & 1st block]
Nov-2nd	Add/Drop Deadline (2nd block)
Oct - 3rd	Withdrawal begins as W or WF (1st block)
Oct-14th	Withdraw Deadline (1st block)
Oct - 17th	Withdrawal begins as W or WF (Full Semester)
Nov-8th	Withdraw Deadline (Full Semester)
Nov - 17th	Withdrawal begins as W or WF (2nd block)
Dec-2nd	Withdraw Deadline (2nd block)

Color Key

	Student Orientation
	Final Exam Schedule
	Graduation
	Holiday

Other Dates

S	Start of Classes (1st day)
L	Last day of Class
B1	Last day of 1st Block
B2	First Day of 2nd Block
GS	Grade Submission Deadline (24hr- view grade)

BYUH 2012

January						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	F	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	1S	2S	25
26	27	28	29			

March						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

April						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	GS	20	21
22	F	24	25	26	27	28
29	30					

May						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

June						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	1S	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

July						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	2S	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

August						
S	M	T	W	T	F	S
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5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

September						
S	M	T	W	T	F	S
						1
2	3	4	5	6	GS	8
9	F	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

October						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	1S	2S	25	26	27
28	29	30	31			

November						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

December						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	GS	21	22
23	24	25	26	27	28	29
30	31					

Winter Semester	
January 9th - April 13th	
Oct. 16	Registration Begins
Jan. 11	Add/Drop Deadline (Full Semester & 1st Session)
Jan. 27	Withdrawal begins as W or WF (1st Session)
Feb. 9	Withdraw Deadline (1st Session)
Feb. 10	Withdrawal begins as W or WF (Full Semester)
Feb. 28	Add/Drop Deadline (2nd Session)
Mar. 6	Withdraw Deadline (Full Semester)
Mar. 14	Withdrawal begins as W or WF (2nd Session)
Mar. 30	Withdraw Deadline (2nd Session)

Summer Semester	
April 23rd - August 31st	
Jan. 23	Registration Begins
Apr. 25	Add/Drop Deadline (Bridge Session & 1st Session)
May 10	Withdrawal begins as W or WF (1st Session)
May 23	Withdraw Deadline (1st Session)
May 24	Withdrawal begins as W or WF (Bridge Session)
Summer Break	
June 9th - July 15th	
July 18	Add/Drop Deadline (2nd Session)
July 23	Withdraw Deadline (Bridge Session)
Aug. 2	Withdrawal begins as W or WF (2nd Session)
Aug. 15	Withdraw Deadline (2nd Session)

Fall Semester	
September 10th - December 14th	
May 7	Registration Begins
Sept. 12	Add/Drop Deadline (Full Semester & 1st Session)
Sept. 27	Withdrawal begins as W or WF (1st Session)
Oct. 10	Withdraw Deadline (1st Session)
Oct. 11	Withdrawal begins as W or WF (Full Semester)
Oct. 26	Add/Drop Deadline (2nd Session)
Nov. 2	Withdraw Deadline (Full Semester)
Nov. 12	Withdrawal begins as W or WF (2nd Session)
Nov. 27	Withdraw Deadline (2nd Session)

Color Key

	Student Orientation
	Final Exam Schedule
	Graduation
	Holiday

Other Dates

F	First day of class instruction
1S	Last day of 1st session
2S	First Day of 2nd session
GS	Grade Submission Deadline (24hr- view grade)

Total Credit Hours Earned

Credit Hours	Old	New
Winter	29,044	32,215
Spring	11,057	10,704
Summer	3,023	2,254
First		8,474
Fall	29,002	35,368
Total	72,126	89,015

BRIGHAM YOUNG UNIVERSITY-HAWAII



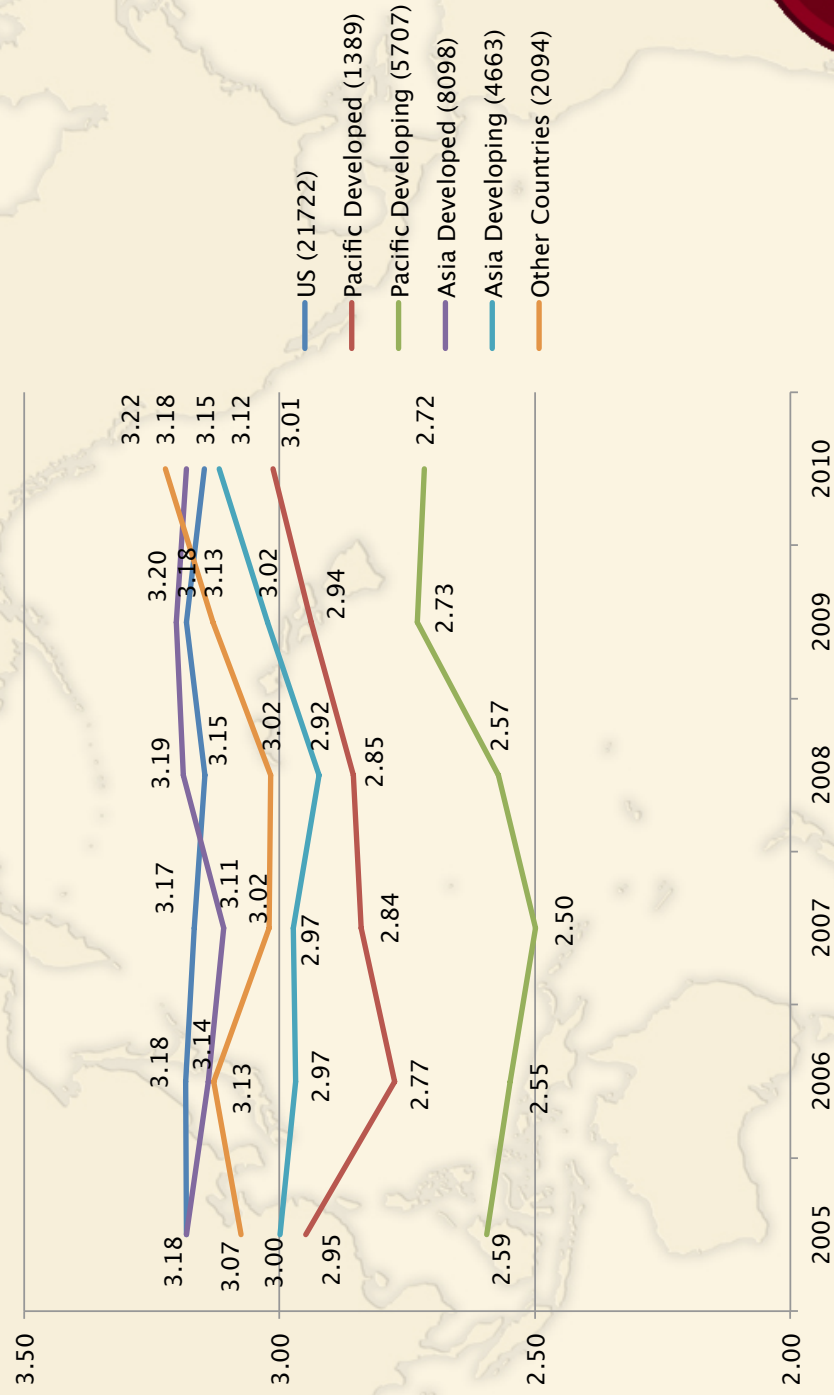
Average Credit Hours per Student

Credit Hours	Old	New
Winter	12.5	13.6
Spring	6.3	6.6
Summer	5.1	5.3
First		6.5
Fall	12.4	13.6
Total	21.36	25.07

BRIGHAM YOUNG UNIVERSITY-HAWAII



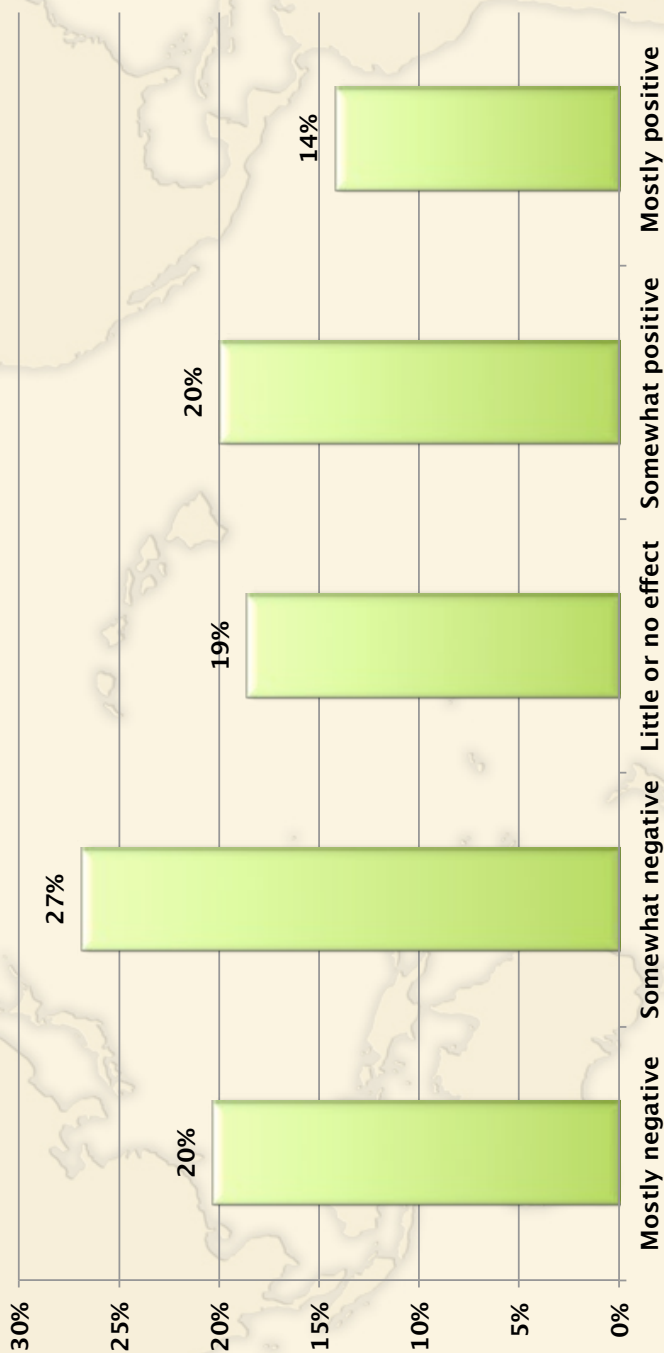
A Longitudinal Look at Current GPA by Region



BRIGHAM YOUNG UNIVERSITY-HAWAII

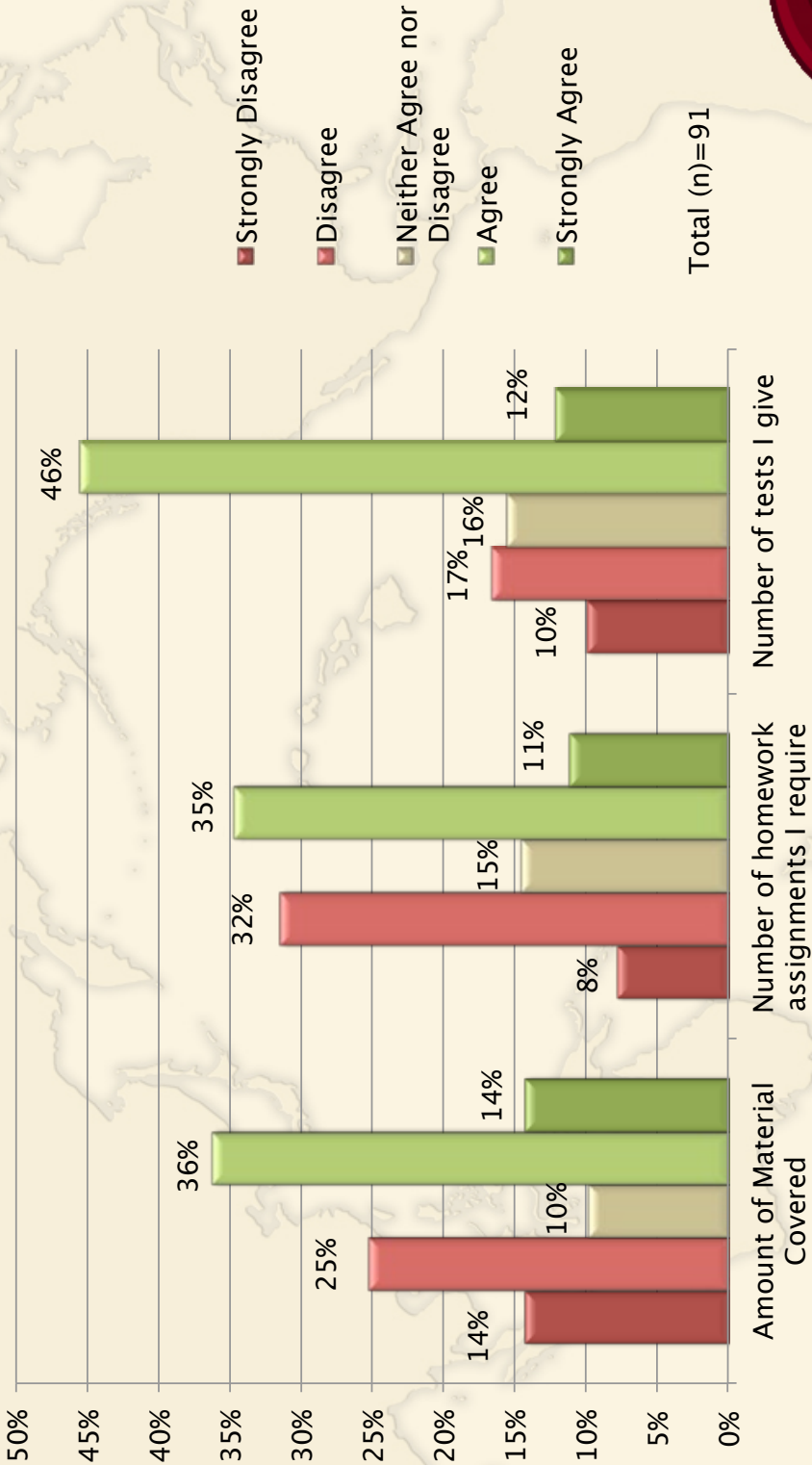
Graduate Student Survey 2009-2011

How did the changes in the schedule in 2009
effect your educational experiences at BYUH?
(n=1112)



BRIGHAM YOUNG UNIVERSITY-HAWAII

*Given the New Academic Calendar and my classes, I have been able to successfully adjust to the **Fall and Winter Semester.***



Revised 04.08.09

PROGRAM REVIEW GUIDELINES

Introduction

The review of academic departments is an integral part of university assessment and planning, the department's self-regulatory endeavor, and an indispensable element in the continuous improvement and renewal. The pursuit of institutional excellence is directly tied to carrying out regular, effective, consequential reviews. One experienced planner observed in *Doing Academic Planning* that "The overarching goal of the review process is to demonstrate how the program fits with the mission and future plans of the institution."

Brigham Young University–Hawaii conducts program reviews on a cyclical basis. All academic programs are reviewed every five to seven years according to a preset schedule. The Vice President for Academics confirms the schedule each year. In cases where a program requires accreditation from an external organization, every effort is made to conduct the program review as close as possible to the time that the external accreditation is scheduled using the same review processes or documents required by the accrediting agency.

Purpose

The purpose of program review is continuous program improvement. The Program Review Guidelines provide a framework for conducting a thorough, evidence-based analysis of a program in order to understand a program's strengths, identify key areas of improvement, and create a workable plan for achieving the desired improvements.

Overview of the Program Review Process

The major steps of program review are:

- 1) **Program Review Preparation.** Designate a self-study coordinator, go over documents from last program review, plan for upcoming program review
- 2) **Researching and Writing Self-Study.** Departments have 7–9 months to conduct and write a self study
- 3) **Site Visit.** The self-study is followed by a two day site visit by a review team comprised of two internal and one to two external consultants
- 4) **Feedback.** The department will get a written report from the review team and responses and recommendations from the Dean and Vice President for Academics
- 5) **Quality Improvement Plan.** The program uses the team reports, Dean's response and VP recommendations to develop a five year Quality Improvement Plan

1. Program Review Preparation

Every year the Vice President for Academics reviews and approves the upcoming year's list of programs scheduled for program review.

1.1 Preliminary Meeting. The Dean will meet with the respective program chairs to assist programs with preliminary planning for their self-studies. At this meeting copies of the program review guidelines are distributed and reviewed. The review process, data sources and timelines are discussed, and issues unique to the program are addressed. Departments review the previous self-study, review team report and improvement plan, and recommendations from the Dean.

1.2 Department Planning. The department conducts faculty meetings to plan for the upcoming program review and make self-study assignments.

1.3 Selection of Review Team and Site Visit Dates. Departments submit names for two internal reviewers from faculty outside the program and one or two external reviewers who are respected members of their discipline. The department also proposes Site Visit dates. The VP for Academics and school Dean approve the final review team and set the final Site Visit dates. Institutional Research Office staff make travel arrangements and plan logistics to accommodate the review team.

1.4 Resource and Budget Planning. From these preparatory meetings, a spectrum of resources to assist self-study efforts should be discussed with the Dean (in consultation with the Director for University Assessment) so anticipated expenses can be distributed from funds allocated by University Assessment and/or other appropriate budgets.

2. Researching and Writing Self-Study Report. Departments collect and analyze data relevant to the self-study report. The University expects broad faculty participation in the interpretation of data, discussion of results, and decisions for improvement. All decisions and underlying evidence should be made transparent to reviewers and major stakeholders affected.

2.1 Self-Study Report Outline. The majority of time and effort will be spent conducting a self-study and producing a report. The report has three parts: Assessing Program Quality; Assessing Program Sustainability; Proposed Program Quality Improvement.

Assessing Program Quality

1. Student Learning & Assessment
2. Student Satisfaction
3. Graduate's Success
4. Academic Curriculum
5. Faculty Quality

Assessing Program Sustainability

6. Student Retention, Attrition, and Graduation Rates
7. Contributions to the University
8. Societal and Professional Need

Proposed Program Quality Improvement

9. Five-Year Program Goals
10. Overview of Proposed Changes and Resources Needed

For each of sections 1 through 8, the departments conduct an evidence-based analysis of the program's quality and sustainability by: 1) discussing and analyzing relevant data (listed within each section; and 2) identifying key discoveries and propose changes for improvement.

Based on discoveries and results from these sections, the departments will create sections 9 and 10 for Proposed Program Quality Improvements to develop and maintain the quality and sustainability of the program.

2.2 Report Format. The report should be concise, concentrate on the key issues/evidence/conclusions, and provide an open and impartial view of the program. While writing the report be mindful that it will be viewed by a variety of constituencies: those who will directly respond to the report (external reviewers, Dean, Vice President for Academics) and those within the BYUH community who will have online access to the report at the conclusion of the program review process.

If your program has external disciplinary accreditation, please contact the Institutional Research Office to coordinate the two reviews for efficiency purposes. Efforts have been made to schedule external accreditation and program review as close as possible.

Using the Self-Study Report Guidelines, the self-study report should be 10–15 pages, single-spaced with a cover page, table of contents, report headings and sections, and appendices. The final report due two months prior to the site visit should be submitted electronically to the Institutional Research Office (pulutuk@byuh.edu) and four hard copies (placed in binders with tabs for the appendices) should be delivered to the IR Office – 1 for the Dean, 1 for the VP for Academics, and 2 for external reviewers. Prior self-study reports are available for anyone who may want to review them at this website: https://apps.byuh.edu/apps/pirat/Assessment/Program_Reviews.php

2.3 Support. While researching and writing the self-study report, the Dean, University Assessment and the Institutional Research Office are available for assistance and consultation. The IR Office will provide a standard data set to departments conducting self-studies 6–8 months prior to the site visit.

3. Site Visit. The site visit provides a constructive, balanced expert analysis of the program and the self-study report. The visit focuses on academic quality and aspects of departmental functioning that have a demonstrable impact on the quality of the program. Department matters not demonstrably related to the quality of the academic program are outside the purview of the reviewers' consultation.

3.1 Selection of Reviewers. As part of Program Review Preparation, departments nominate two internal reviewers from outside the department. Departments also recommend two members of the academic community outside of

BYUH to participate in a site review. Recommendations are submitted to the Dean and the Dean makes the final determination of the reviewers. From that point forward, the IR Office is responsible for all communications between the program and external reviewers.

The review team is chaired by one of its experienced off-campus members, and has responsibility for conducting the on-site visit and providing the final report and recommendations.

3.2 The Site Visit. Departments will host a two-day site visit at which the department's students, alumni, program faculty (adjunct and core), other personnel, the Dean, and VP for Academics will actively engage in discussions about the program with the external reviewers. The review team will gather information collectively from the self-study report and supporting evidence, on-site review of student work samples and on-site discussions. They will submit a review team report approximately two weeks after the site visit.

The IR Office in coordination with the program will schedule and organize the site visits. Departments are responsible for informing students, staff, and faculty in their school about the site visit and for preparing them to participate in group discussions with the external reviewers.

4. Feedback

Once the site visit is complete, departments will receive three forms of feedback:

- 1) Review team report: this report focuses on insights from the self-study report and the site visit and provides recommendations from the perspective of experts in the program's discipline/field as well as from a BYU–Hawaii perspective outside the program.
- 2) Dean's response: this report focuses on the quality of assessment practices in sections 1 through 8 and on alignment between results from these sections and proposed changes sections 9 and 10.
- 3) Curricular Review Committee recommendations: based on a review of the portions of the self-study and appendices that pertain to curriculum and addresses how well the curriculum meets the goals of the program.
- 4) VP for Academics recommendations: based on a review of the Self-Study Report, the review team report and the Dean's response, the VP for Academics makes recommendations informed by the President's Council

5. Quality Improvement Plan

When the departments and Deans receive all feedback, the programs should use the feedback to develop the program's quality improvement plan. The program's faculty has three months to create a five year quality improvement plan and gain approval of the Dean and VP for Academics.

Implementation should begin with the start of the next semester/term for all non-budgetary changes; all changes requiring additional resources will be integrated into the next budget planning processes. The program integrates proposed changes according to university mission, policies and procedures.

The Dean will review the quality improvement plan along with their annual assessment plans with the department annually.

Suggestions

The departments and review team members may be asked to evaluate the program review process to inform improvements for future self-studies.

This is a faculty-driven process. If you feel you can contribute to improving/streamlining this document and the program review process, please refer proposed changes to your Dean and the IR Office.

Draft, Oct. 4, 2011

BYU–HAWAII FACULTY AND ADMINISTRATION COMMUNICATION PLAN

BYU–Hawaii values an environment of openness and communication between the faculty and administration. Effective communication is important to coordinating activities and making initiatives throughout the university to bring diverse perspectives to bear on decision-making and problem solving. The university also recognizes that cultivating a culture of openness and communication requires careful planning and execution of strategies that more tightly integrated faculty and administration efforts to advance the mission of the university.

Individuals vary significantly in their need for communication and information. This makes it difficult to gauge the right amount of information to communicate. Accordingly, the university takes a dual approach: 1) to make information available so that faculty can obtain as much information as they desire and 2) to distribute information on a regular basis.

Communication Plan

The plan articulated below recognizes that all – administration, deans, department chairs, and faculty have a role to play. After consultation between faculty, department chairs, deans and the administration, the following strategies have been put into place to help us significantly improve our communication environment:

1. Annual one hour department meetings with the Academic Vice President, an Associate Academic Vice President, and the College Dean. The agenda for these meetings is set by the department, which may address the strategic plans of the department and their concerns or any other issues they wish to discuss with the administration. In conjunction with these meetings, the department may provide a tour of their physical facilities including department and faculty offices as well as labs and other physical facilities. These meetings are initiated by the department chairs and deans.
2. Availability of minutes from meetings of the Academic Council, the Curriculum Committee, and the Faculty Advisory Council (FAC). Also, availability of decisions from any of the university's academic councils or committees can be posted. One website should be created to manage both of these tasks by the administrative assistant for the Associate Academic Vice Presidents.
3. General faculty meeting will be held on the first Thursday at 11:00 a.m. three times per semester. One of these meetings will be devoted to Q&A with members of the Dean's Council.
4. The Faculty Advisory Committee will take a more active role in facilitating communication between the administration and the faculty, gathering and reporting faculty perspectives on key issues, and advancing key initiatives and proposals to assist the university in more effectively meeting its mission.

Draft, Oct. 7, 2011

FACULTY PROFESSIONAL DEVELOPMENT POLICY

Philosophy

At Brigham Young University – Hawaii we encourage all faculty to avail themselves of professional development opportunities. To support faculty, a three-credit hour course release is available annually. A second course release is also offered every third year. Faculty may also apply for professional development leaves.

These releases and leave are offered in order to promote faculty members' engagement in their discipline, to enhance teaching effectiveness, and to maintain a vibrant academic culture on campus. The work accomplished through professional development opportunities also sets an example of lifelong learning for students.

Policy

BYU–Hawaii encourages faculty to take advantage of annual course releases and periodic professional development leaves. Faculty who are on a continuing faculty status track or have received continuing faculty status are eligible for course releases and professional development leaves.

To this end the faculty may apply for the following:

1. A three-credit hour course release annually through the faculty member's college.
2. A second three-credit hour course release every third year through the faculty member's college and in conjunction with the office of the Vice President of Academics. In some cases, faculty may request a second course release every other year, pending the availability of funds.
3. Professional development leaves may be applied for every six years for one, two, or three semesters. Proposals are submitted through faculty member's college the year prior to the leave. The university provides full pay for one-semester leaves and half pay for two and three semester leaves. Approvals for course releases are through the Office of the Academic Vice President, but also require approvals from the department chair and college dean.
4. An orchestrated faculty development plan should clearly reflect how the course release or leave will benefit students as well as the department and college. Faculty members are expected to work closely with their respective department chair and college dean in preparing applicants for course releases and leaves. Outcomes may include the development of course materials, conference papers and publications, or other creative works and performances.

Approval of applications for course releases and leaves is based on the history of well- developed and executed faculty development plans from prior years or the promise for such as may be the case with new faculty.

CONTINUING FACULTY STATUS AND RANK ADVANCEMENT EXPECTATIONS FOR FACULTY MEMBERS AT BRIGHAM YOUNG UNIVERSITY HAWAII

Executive Summary

A faculty member is to be a mentor, example, guide, teacher, and scholar. The dean/associate dean will annually review the status and performance of each faculty member, including those with continuing faculty status. The dean/associate dean and the faculty member develop strategies for improved performance. The annual performance evaluations and the rank advancement and continuing status reviews of faculty members shall focus on university teaching, scholarship/creative endeavor, and citizenship. Different mixes of time may be allocated among these responsibilities by faculty members or even within a faculty member's career, always with the understanding that a faculty member is first of all a teacher.

The Standard for Teaching/Learning

The most important activity of faculty members at BYU–Hawaii is teaching, facilitating student development and learning. Good teachers must be eager to learn; well-read, well-prepared, concerned about their students, and enthusiastic in helping their students discover and construct knowledge and its application. A faculty member should be an effective teacher and be able to provide evidence of that ability. Faculty members should always be engaged in the process of improving their teaching, should master the content of their courses, and should stay current with the literature and techniques of their disciplines.

The Standard for Scholarship and Creative Work

The faculty member's scholarship and/or creative endeavors constitute a measure of a university's quality, although scholarship and creative endeavor may take different forms. (See Boyer's definitions) While quantity is one measure of productive effort, it is less important than the quality—no mere quantity of work can compensate for lack of quality. The amount of scholarship/creative endeavor may vary with the faculty member's university assignments, but the quality should not.

The Standard for Citizenship

Faculty of the University should seek to understand the mission of the University, engage vigorously in the work of the institution, and accept responsibility for the success of the collective effort. Faculty members should place individual and department goals and aspirations in the context of the mission of the university and work toward advancement of the institution as a whole.

The essential basis of good citizenship is rooted in a life radiating a love of God and committed to gospel values.

I. General Expectations

All faculty live lives reflecting a love of God and a commitment to gospel values. Students see by their teachers' lives and scholarship/creative endeavor that they are committed to honor and integrity and to the gospel of Jesus Christ. All faculty members adhere to the University honor code and all other University policies as contained in the Faculty Handbook.

A faculty member is to be a mentor, example, guide, teacher, and scholar. The dean/associate dean will annually review the status and performance of each faculty member, including those with continuing faculty status. The dean/associate dean and the faculty member develop strategies for improved performance. The annual performance evaluations and the rank advancement and continuing status reviews of faculty members shall focus on university teaching, scholarship/creative endeavor, and citizenship. Different mixes of time may be allocated among these responsibilities by faculty members or even within a faculty member's career, always with the understanding that a faculty member is first of all a teacher.

(Note: Faculty serving in administrative positions should be considered for CFS and rank advancement based on their continuing teaching, scholarship/creative endeavor and their citizenship including demonstrated excellence in service to their administrative appointment)

II. The Standard for Teaching/Learning

The most important activity of faculty members at BYU–Hawaii is teaching, facilitating student development and learning. Good teachers must be eager to learn; well-read, well-prepared, concerned about their students, and enthusiastic in helping their students discover and construct knowledge and its application. A faculty member should be an effective teacher and be able to provide evidence of that ability. Faculty members should always be engaged in the process of improving their teaching, should master the content of their courses, and should stay current with the literature and techniques of their disciplines.

Teachers are expected to be punctual, make good use of class time, prepare useful and informative syllabi, teach creatively and return papers in a timely manner. They set clear expectations for the class and adhere to them. They appropriately use a variety of techniques, such as: demonstrations, visual aids, case studies, personal experiences, humor, examples from professional experiences, class discussion, group projects, student reports, and in-class writing and speaking. While these are matters that teachers should be mindful of, they are not sufficient for effective teaching.

Effective teachers, though different from one another in personality and in techniques of instruction, share the following essential attributes.

1. They and their students learn through the power of the spirit.
2. They understand how their students learn and facilitate that process in and out of the classroom. They center their classes on student learning rather than their delivery of information.
3. They prepare their classes so that the questions and problems of the discipline become the questions and problems of the students as they are guided in the construction of their understanding and knowledge.
4. They hold high expectations of their students, even those with low grades and those who carry the burden of negative stereotypes, and assist their students in developing the capacity to meet those expectations.
5. They conduct class in such a way as to cultivate an active and critical learning environment that is characterized by dialogue rather than primary reliance on lectures.
6. They care deeply about their students as people and learners and establish an atmosphere of trust and risk taking in their classrooms.
7. They construct evaluation processes that encourage deep learning and thinking rather than strategic learning for test taking. They use evaluation to help their students learn and to check the breadth and depth of their teaching and students learning, not just to rate and rank their students.
8. They are sensitive to the ethnic mix and different educational backgrounds of our students, and are skilled in engaging a wide range of differently prepared students in meaningful academic activity.

The university will evaluate performance based on various perspectives of the faculty member's teaching, citizenship and scholarship or creative endeavor. To help ensure that information is gathered fairly and broadly, multiple sources will be used to make any judgments concerning CFS and rank advancement. Sources will include student evaluations, peer review, administrative review and self assessments.

Assessing Effective Teaching

Department chairs and deans/associate deans will assess each faculty member's teaching effectiveness annually. Faculty members are expected to provide documentation of effective teaching. The following types of evidence may be used to demonstrate effective teaching. This list does not suggest that any one candidate will be evaluated in every one of these ways, or that the lists below are exhaustive.

Activities to improve one's teaching, such as:

- self-evaluations
- seminars, panels, workshops or conferences on teaching attended
- instructional innovations attempted
- course or curriculum development
- involvement of students, peers, or university resources in improvement efforts
- textbook preparation or other instructional materials

- teaching grants sought
- professional development leaves to improve teaching
- future plans

Products of effective teaching, mentoring, and evidence of student learning, such as:

- evidence of student achievement
- student scores on standardized tests
- student essays which are evidence of good writing
- student creative works
- student project or field work reports
- student performances
- student publications
- student placement in graduate school or in meaningful employment
- continued involvement in present and former students' personal, academic, professional, and spiritual development

Material on current teaching responsibilities and practices, such as:

- list of courses taught by semester, with enrollments
- new courses developed, including web-based courses
- samples of course syllabi
- creative teaching efforts
- participation in across-the-curriculum, intensive, or honors courses

Peer and student evaluations, such as:

- student and course teaching evaluations.
- evaluations from colleagues who have formally observed teaching (Colleague evaluators can obtain criteria from deans/associate deans or Faculty Development Committee.)
- written comments by or letters from students solicited by the department review committee
- unstructured and unsolicited written evaluation by students, including written comments on exams and letters received after a course has been completed
- dean/associate dean's summary of student comments and complaints including those not appearing on course evaluation forms
- written comments from those who teach courses for which a particular course is a prerequisite
- evaluation of course materials by the department chair, program lead, associate dean or dean
- reports from graduate schools or employers of students
- invitations to teach for outside agencies or schools
- other invitations based on reputation as a teacher
- teaching awards
- contribute through class visits and other methods to the development of peer teaching.

III. The Standard for Scholarship and Creative Work

The faculty member's scholarship and/or creative endeavors constitute a measure of a university's quality, although scholarship and creative endeavor may take different forms. (See Page 61 for Boyer's definitions) While quantity is one measure of productive effort, it is less important than the quality—no mere quantity of work can compensate for lack of quality. The amount of scholarship/creative endeavor may vary with the faculty member's university assignments, but the quality should not. When faculty members work in areas where progress is exceptionally difficult and where results submitted for review are necessarily few and infrequent, an exceptional scholarly or creative product may be more important than several less significant activities.

Particular approaches and assignments will vary among individuals and departments as circumstances, needs, and interests require, but all faculty members should engage in scholarship/creative endeavor to some meaningful degree over their entire careers, often through creations with artistic merit, instructional improvements, publications, professional discourse, and/or attendance and presentations at conferences. The scholarly and creative work of the University should not interfere with nor detract from teaching, but

should support and strengthen it. University faculty members must be learners in order to be teachers worthy of the name. They must be intellectually alive and current, not only in the substantive developments of their disciplines, but also in the skills and tools of scholarship and creative endeavor used in these disciplines. In general, faculty members enrich themselves by producing academic work, subjecting that work to the review of their peers, and sharing their insights with colleagues and students. The faculty member in this sense is characterized by devotion to discovering and to learning, by quality and thoroughness in that learning, and by the determination to profess that which is learned.

Each discipline has its own scholarly and creative traditions and its own channels for communication within the discipline. With approval from the dean, each department must therefore establish its standards for defining and measuring the quality of scholarly and creative work within its own discipline and then assess its faculty endeavors against those standards. For example, faculty members in the visual and performing arts should display, perform, discuss, or write about their work with intelligence and insight, seeing their own work in the context of the discipline and the university. They should be judged in the light of such criteria as originality, scope, and richness and depth of creative expression.

Assessing Scholarship and Creative Endeavor

Scholarship and Creative Endeavor includes the scientific discovery of new knowledge, the scholarship of integration, the scholarship of application, and the scholarship of teaching. The first two functions of scholarship, discovery and integration, reflect the investigative and synthesizing traditions of academic life. The third function, application, is the engagement of the scholar in extending and applying knowledge to address consequential outreach and community service issues. The fourth function, teaching, involves scholars in sharing the results of their scholarship with others. Each of the three traditional forms of scholarship (teaching, research, and service) can be seen to perform all four functions (discovery, integration, application, and teaching) Boyer, 1990.

For a faculty member's research or creative work to satisfy university expectations, their work should:

- be consistent with the advancement of their discipline and the university mission;
- contain some element of originality, either in the form of new knowledge, new understanding, fresh insight, or unique interpretation;
- be subjected to peer review in any of several ways, on campus and elsewhere, for the purpose of verifying the nature and quality of the contribution by those competent to judge it;
- contribute to a faculty member's overall effectiveness as a teacher.

The expression of the faculty's work can take a variety of acceptable forms. The university will consider any legitimate expression of scholarly and creative work that satisfies these criteria. The broad range of scholarly writing or creative work may include, but is not limited to, the following:

- creative projects, such as painting, public performances, video recordings, exhibits, software, published poetry, published essays, published creative writing, clinical practice demonstrations, and indications of related recognition and awards;
- Refereed scholarly publications;
- Non-refereed publications, including monographs, chapters in books, articles, and other scholarly publications;
- Textbooks, technical reports, circulars, and similar publications which contribute to the professional literature,
- The advancement of professional practice,
- The improvement of professional education when incorporating new ideas or original scholarly research;
- Grants and research awards, which result from a competitive process or peer review, and which show evidence of the quality of the prior body of work upon which the research proposal is based; also proposal reviews which receive high ratings but no funding;
- Papers, technical presentations, and seminars presented at professional meetings and conferences;
- Editing of journals;
- Adjudicating articles;
- Creative partnerships within the field or related to the discipline

- Consulting, where it can be shown that it has contributed positively to one's research program and/or teaching skills or has resulted in publications;
- Communicating commentary/analysis related to their discipline through the mass media;
- Peer-reviewed technology-based projects such as developing and producing: computer software, CD-ROM, videodiscs, videotapes, audiotapes, internet and electronic journals, databases, and conferencing, multi-media productions, or patents, etc.

IMPORTANT NOTE! The faculty member with validation of the department, must provide evidence of a critical evaluation from peers that reviews the nature and quality of the work in a fair and thorough way.

IV. The Standard for Citizenship

Faculty of the University should seek to understand the mission of the University, engage vigorously in the work of the institution, and accept responsibility for the success of the collective effort. Faculty members should place individual and department goals and aspirations in the context of the mission of the university and work toward advancement of the institution as a whole.

The essential basis of good citizenship is rooted in a life radiating a love of God and committed to gospel values.

Assessing Citizenship

Members of the faculty are expected to edify their students, evaluate and refocus their courses, strengthen the work processes of their department and colleagues, support scholarship/creative endeavor in their department and the university, and serve in discipline-related supporting roles, officially and unofficially, in the university, the church and the community, whether local, national or international Citizenship activities may include, but are not limited to:

- Contributions to the spirit and atmosphere of honesty, integrity, morality, and respect for others.
- Service to the Church and/or to the community as a direct extension of university performance where expertise is used to serve church or public interests.
- Participation in activities beyond one's primary duties that strengthen the University including administrative service and committee service.
- Active participation in the scholarly life of the department and university.
- Working with colleagues in the department to improve its operation and contribution.
- Collaborating with colleagues to help them strengthen their teaching and/or research.
- Acting as mentors to colleagues and students.
- Serving as an advisor to student organizations.
- Service to the profession, including holding offices and committee assignments in professional organizations, organizing professional meetings and panels, adjudicating articles, and serving on editorial boards.
- Consulting services rendered to local government, school districts and schools, public health organizations, business firms, and other organizations.
- Other services in the form of technical consulting, public addresses, testimony before legislative committees or courts of law, arbitration, etc.

The faculty member is responsible to present evidence of activities in any of the above.

BYU HAWAII DEFINITION OF BREADTH OF SCHOLARSHIP/CREATIVE ENDEAVOR

From Scholarship Reconsidered

Ernest L. Boyer, Carnegie Foundation

The Boyer report articulated a new paradigm for faculty scholarly activity which expanded the concept of scholarship, traditionally viewed as the scientific discovery of new knowledge, to include three other equally important areas: the scholarship of integration, the scholarship of application, and the scholarship

of teaching. The first two functions of scholarship, discovery and integration, reflect the investigative and synthesizing traditions of academic life. The third function, application, is the engagement of the scholar in extending and applying knowledge to address consequential outreach and community service issues. The fourth function, teaching, involves scholars in sharing the results of their scholarship with others.

The Scholarship of Discovery: Discovery involves being the first to find out, to know, or to reveal original or revised theories, principles, knowledge, or creations. Academic discovery reflects “the commitment to knowledge for its own sake, to freedom of inquiry and to following, in a disciplined fashion, an investigation wherever it may lead.” (Boyer 1990:17) Discovery includes identifying new or revised theoretical principles and models, insights production in the arts, architecture, design, video, and broadcast media. Discovery may be made manifest through teaching, research, and service.

The Scholarship of Integration: Integration involves “making connections across the disciplines, placing the specialties in larger context, illumination data in a revealing way, often educating non-specialists, too.” Integration creates new knowledge by bringing together otherwise isolated knowledge from two or more disciplines or fields this creating new insights and understanding. It is “serious, disciplined work that seeks to interpret, draw together and bring new insight to bear on original research.” It means “interpretation, fitting one’s own research—or the research of others—into larger intellectual patterns.” (Boyer 1990:18,19) Integration brings divergent knowledge, artistic creations, or original works together. Integration may occur within or between teaching, research, and service scholarship.

The Scholarship of Application: Application involves bringing knowledge to bear in addressing significant societal issues. It engages the scholar in asking, “How can knowledge be responsibly applied to consequential problems? How can it be helpful to individuals as well as institutions?” (Boyer 1990:22) Application involves the use of knowledge or creative activities for development and change. With the first two functions, scholars define the topics for inquiry. With application, groups, organizations, community, government, or emergent societal issues define the agenda for scholarship.

The Scholarship of Teaching: Teaching involves developing the knowledge, skill, mind, character, or ability of others. It “means not only transmitting knowledge, but transforming and extending it as well.” Teaching stimulates “active, not passive, learning and encourages students to be critical, creative thinkers, with the capacity to go on learning.... It is a dynamic endeavor involving all the analogies, metaphors, and images that build bridges between the teacher’s understanding and the student’s learning. Pedagogical procedures must be carefully planned, continuously examined, and relate directly to the subject taught.” (Boyer 1990:23,24)

The Need for Balance: To merit CFS or rank advancement, you must demonstrate good performance in each of the three following divisions: teaching, scholarship/creative endeavor and citizenship. It is therefore important that you pay attention to each of these divisions as you prepare to apply for CFS or rank advancement. You cannot afford to be so focused on any one that you fall short in another. However, evaluators will recognize that faculty members are often stronger in some areas within a division than others, and that strengths in some areas should partially compensate for weaker performance others. Simply put, there are a variety of ways to make meaningful contributions to the University within the three divisions and faculty members are not expected to conform to one mold.

KEY POINTS TO CONSIDER WHEN APPLYING FOR CONTINUING FACULTY STATUS OR RANK ADVANCEMENT

Key points that you should consider when applying for continuing faculty status (CFS) or rank advancement:

The Process: When you apply for CFS or rank advancement, you prepare and submit an application and provide evidence that CFS or rank advancement requirements have been met. Your department colleagues will assist you in preparing and organizing your application binder. Your application will then be reviewed and deliberated by your department chair, your Dean, and the Rank advancement Review Committee (the Committee; a committee comprised of your peers on the faculty), who will then vote and submit a recom-

mentation to the Vice President of Academics. The Vice President of Academics then presents a decision to the President. The final decision will be ratified by the President, in consultation with Department Chair, Dean, Associate Academic VP, and Academic VP, as necessary. You may appeal a negative decision to the President. You should know that it is your responsibility to provide clear and convincing evidence that CFS or rank advancement should be granted in your original application.

At the conclusion of the application review process, one of the following will be recommended:

1. the faculty member be granted the continuing faculty status or rank advancement sought;
2. in the case of an application for CFS the faculty member may be granted extended probation to obtain CFS in yearly increments for a period of not more than three years (including the year of application). In this case, the faculty member must initiate a review with the dean during each year of the probation and prepare a written report for review by the Dean. At the completion of the probationary period the faculty member will resubmit the application with emphases on the areas of improvement;
3. the faculty member seeking CFS be advised that his or her appointment will not be renewed, or in the case of an application for rank advancement, the rank advancement is denied.

The review, recommendation, approval/disapproval process for CFS requests is the same as for rank advancement requests.

Timing: You become eligible for CFS after the completion of three years of faculty service and you must apply for CFS in your fourth year of service (See eligibility for promotion in the “criteria for Advancement in Rank” document). You must submit your application binders with supporting evidence to your Dean by the 2nd Friday in January for CFS. The length of the review process varies, but you should normally be informed of the decision no later than the end of the Summer Term.

Presentation of Application Materials: In this packet, you are also given the criteria on which you will be judged, and rather lengthy descriptions of what is expected and how you will be assessed in three key areas: teaching, scholarship/creative endeavor and citizenship. As you will find, the criteria, and the ways in which you can meet the criteria, are fairly broad. By design, you are not given specific quotas or measures that you must meet on such things as teaching evaluations, amount of scholarship or level of service. This ensures some degree of flexibility. It is your responsibility to convince members of the Committee, as well as the Vice President of Academics and the President, that you merit CFS or Rank Advancement.

It is up to you to make your case in a clear and organized manner. While it is important that your materials are neat, well-organized and convincing, such presentational techniques as encasing every page in plastic are not necessary and are sometimes considered a hindrance

Criteria for Advancement in Rank

The Standards and methods of assessment are articulated previously in this document.

1. The following guidelines for promotion in academic rank are designed for professorial faculty with appropriate adaptation to the particular academic discipline or professional assignment. Qualified faculty members are eligible to apply for advancement in academic rank after having secured Continuing Faculty Status at BYU–Hawaii.

2. Expectations for Advancement from Assistant to Associate Professor

2.1. Eligible faculty members (based on time of service, obtaining CFS and qualifying degree being earned) are encouraged to apply for advancement in rank. In most cases, faculty members who hold the rank of assistant professor may apply in their sixth year. If however, CFS is not awarded until after the initial three year probationary period, applicants may only apply for rank advancement three years subsequent to the time of receiving CFS. The first six years of service of an assistant professor constitute a period of preparation during which the university determines whether a candidate’s citizenship, teaching, and scholarly and/

or creative endeavor are of a substance and quality to justify advancement to associate professor. Deans and Associate Deans will evaluate department chairs applying for promotion in rank. The department chair evaluates each candidate's performance annually. Candidates are encouraged to consult with department chairs and college deans to assist the candidate with his/her plans for promotion in rank.

2.1.1. The President and Vice President of Academics may determine adjustments to the time table for continuing status and academic rank when a new faculty hire presents a strong academic record from other universities. This adjustment must be stated in writing at the point of hire.

2.2. An annual faculty development plan should be initiated by the candidate who has secured Continuing Faculty Status. In consultation with the department chair, candidates should revise and refine this plan as necessary, leading to approval by the department chair. The development plan should outline the candidate's professional goals and plans to fulfill the standards in teaching, scholarly and/or creative work, and citizenship. It should present the logic and aspirations of an individual scholarly career in relation to the mission of the department and the university, and might identify the resources, in budget, equipment, and released time, necessary for the successful accomplishment of the goals. The professional development plan should be reviewed at least annually by the candidate with their department chair and dean then revised as necessary to reflect changes in goals or assignments that outline the candidate's route to advancement.

In the first semester of service, the candidate is encouraged to develop a professional relationship with a mentor or advisor, selected in consultation with the chair from among the seasoned faculty. Among other things, this mentor should assist the candidate in designing a faculty development plan that meets department, college, and university expectations for citizenship, teaching, and scholarly and/or creative work.

2.2. Citizenship should be evaluated on the evidence of good personal character, collegiality, commitment to the mission of the university, and evidence of solid service contributions both inside and outside the university, including participation in regional and/or national organizations. Successful candidates for advancement from assistant to associate professor should demonstrate a capacity for supportive collegial relations and a willingness to assist in the routine work of the department.

2.3. Teaching performance should be evaluated on the evidence of: (A) ongoing implementation and measurement of, and reflection on, course and program learning outcomes; (B) peer and student reviews; (C) the candidate's capacity and commitment to meet the department's needs.

2.4. Performance in scholarly and/or creative endeavor should be evaluated on the evidence of the quality of the work the candidate has completed thus far, the evidence provided by work the candidate is pursuing at the time of the review, and on an assessment of how well that work expresses and fits into the candidate's faculty development plan.

2.4.1. Candidates must have carried out scholarly and/or creative endeavor providing positive evidence by peer-review. It must be borne in mind that some types of scholarly and/or creative endeavors require more time to complete than others. In the end, the criteria for judging scholarship are quality and significance to the discipline, rather than sheer quantity.

3. Expectations for Advancement to the Rank of Professor

3.1. Candidates for advancement to the rank of professor should present an established record of quality teaching, university citizenship, and high quality scholarship, and/or creative endeavor since becoming an associate professor.

3.2. Candidates for advancement to the rank of professor should have made a substantial contribution through service to the work of the department, university, their field of study, and the community.

3.3. Candidates for advancement to professor should present a consistent record of effective teaching as verified by sustained attention to implementing, measuring, and reflecting on student learning in courses and programs, as well as by student and peer reviews.

3.4. Candidates for advancement to the rank of professor should demonstrate consistent ongoing productivity that results in a body of scholarly or creative work that has demonstrated positive results by review of peers within the field.

3.4.1. Extended periods of time spent by associate professors in demanding administrative assignments may reduce the opportunity to produce the quantity of scholarly or creative work expected for advancement to the rank of professor. However, while adjustments may reasonably be made in quantitative expectations in such cases, there should be no compromise of qualitative expectations. In no case do such adjustments for administrative assignments eliminate the expectation of any scholarly or creative work.



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55-220 KULANUI STREET · LAIE, HI 96762 · USA · (808) 675-3211