

WASC Annual Meeting

April 13, 2005



****CSI: Hawai'i***



****Continuous Stakeholder Involvement***

**CSI: Hawai'i*

- ❖ CSI – Continuing Stakeholder Involvement
- ❖ Brigham Young University-Hawai'i
 - 2,400 students
 - 45% international student body
- ❖ Institutional Proposal (2004)
 - “Frontloaded” framework
- ❖ Capacity & Preparatory Review (2005)
 - Using built-in committees

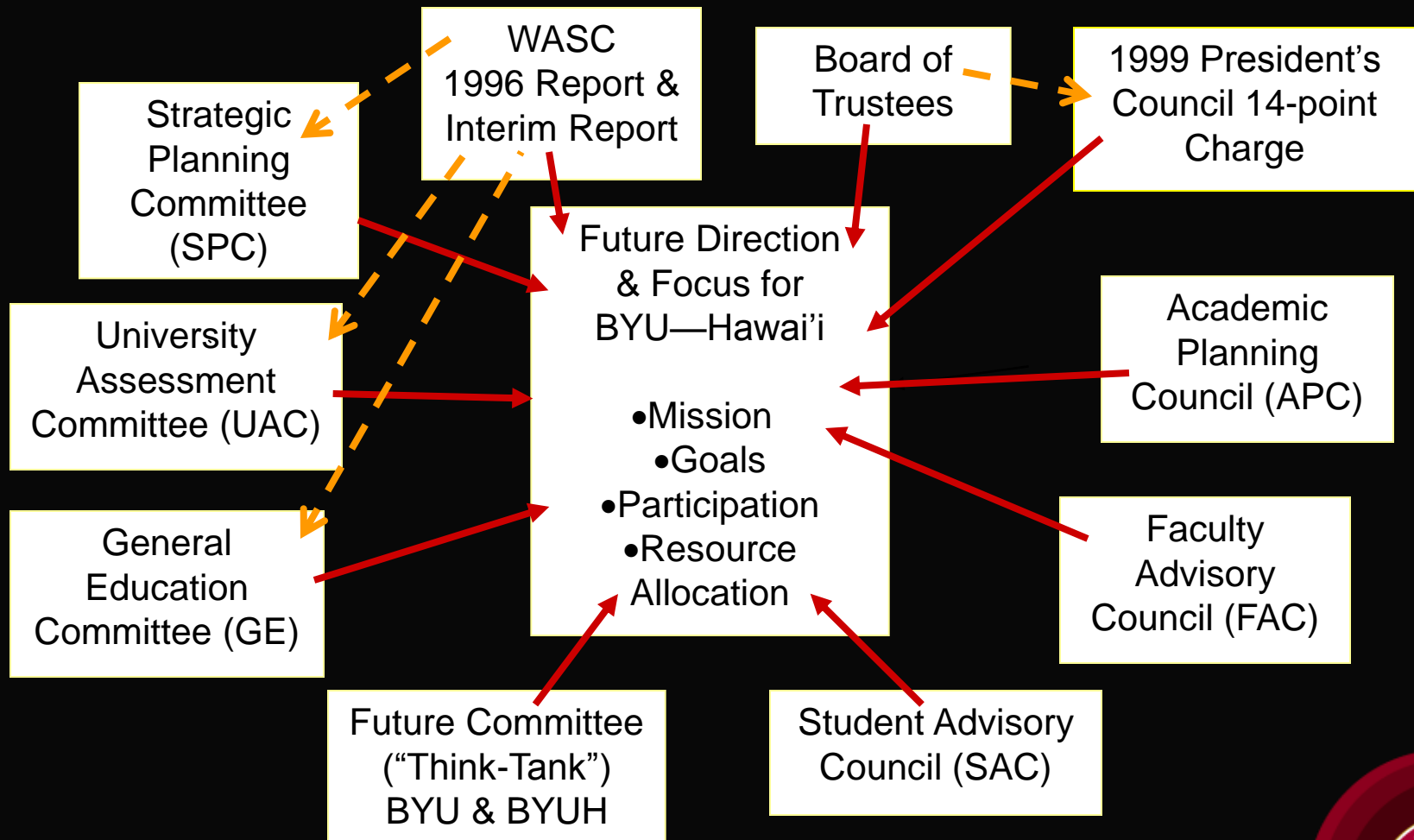


Continuous Stakeholder Involvement

- ❖ Integrated Themes and Committees
 - Measuring Program Outcomes
 - General Education Outcomes
 - Meaningful Employment
 - English Language Proficiency
- ❖ Connecting Stakeholders and Long-term Implementation



Involving Stakeholders



Continuing Stakeholder Involvement

Stakeholder Steering Committee

- ❖ Measuring Program Outcomes
 - Paul Freebairn, Director, Assessment and Testing
- ❖ General Education Outcomes
 - Michael Allen, Assoc. Dean, College of Arts and Sciences
- ❖ Meaningful Employment
 - Meli Lesuma, Director, Academic Internships
- ❖ English Language Proficiency
 - Norman Evans, Chair, English Language Teaching and Learning
- ❖ Faculty Advisory Council
 - Susan Barton, Chair of FAC during Proposal Stage

Theme One: Improve learning through assessment of program outcomes



Learning is Central

- ❖ IP
- ❖ WASC Accreditation
- ❖ Faculty interests
- ❖ Other stakeholders (Administration; Board of Trustees)



What Is Our Challenge?

- ❖ Identifying learning outcomes
- ❖ Alignment
- ❖ Documentation
- ❖ Faculty involvement



How are “stakeholders” engaged in this process?

- ❖ Discovering a simple assessment model
- ❖ Attending assessment conferences (key faculty leaders)
- ❖ Campus visits: Nichols (March 2001); Allen (March 2005)
- ❖ University Assessment Committee – May 2001 (includes 6-faculty)

How are “stakeholders” engaged in this process?

- ❖ Each committee member assists 5-6 departments
- ❖ Department Chair presentations – Annual assessment plan review
- ❖ Program Reviews every 5-years (Since winter 2004--includes external reviewers)
- ❖ Professional Accreditation (AACSB and NCATE)

Key indicators (and campus-wide initiatives)

- ❖ Outcomes published
- ❖ Program Outcomes Matrix (alignment)
- ❖ Annual assessment plan reviews continue
- ❖ UAC Assessment Rubric

Key indicators (and campus-wide initiatives)

- ❖ Multi-year assessment plan covering all outcomes
- ❖ Annual recognition program (sharing “best practices”)
- ❖ Curriculum proposal & Program review (incorporate assessment data)
- ❖ Survey feedback (Are we making a difference?)



Resources

- ❖ w3.byuh.edu/about/pair/accreditation/assessment.htm
- ❖ Assessment budgets (college/schools)



Theme 2: Improve learning through assessment of General Education



General Education Assessment

Seven Qualities of a Generally Educated Student

- **Pursue Truth**
 - **Communicate Effectively**
 - **Solve Problems**
- Respond Aesthetically**
Behave Ethically
Integrate Socially
Be Globally Responsible

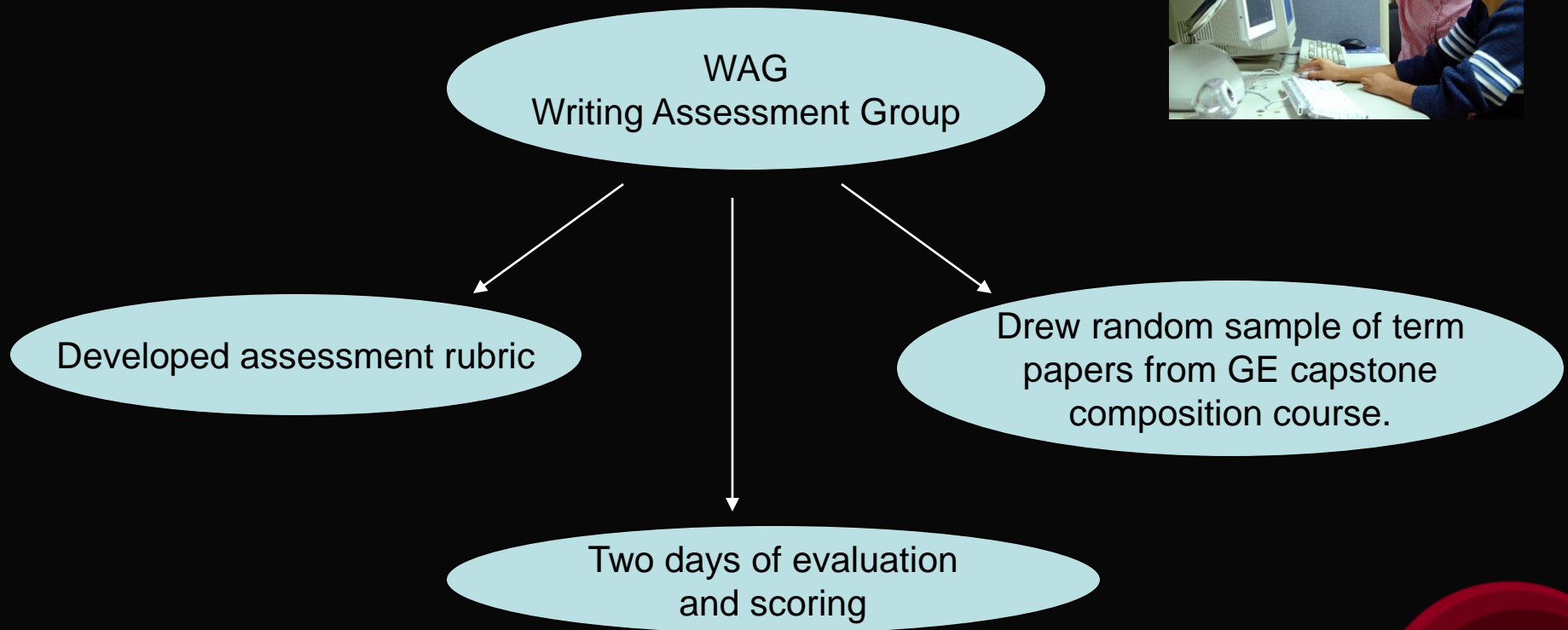


Communicate Effectively

...express complex ideas in spoken and written forms.

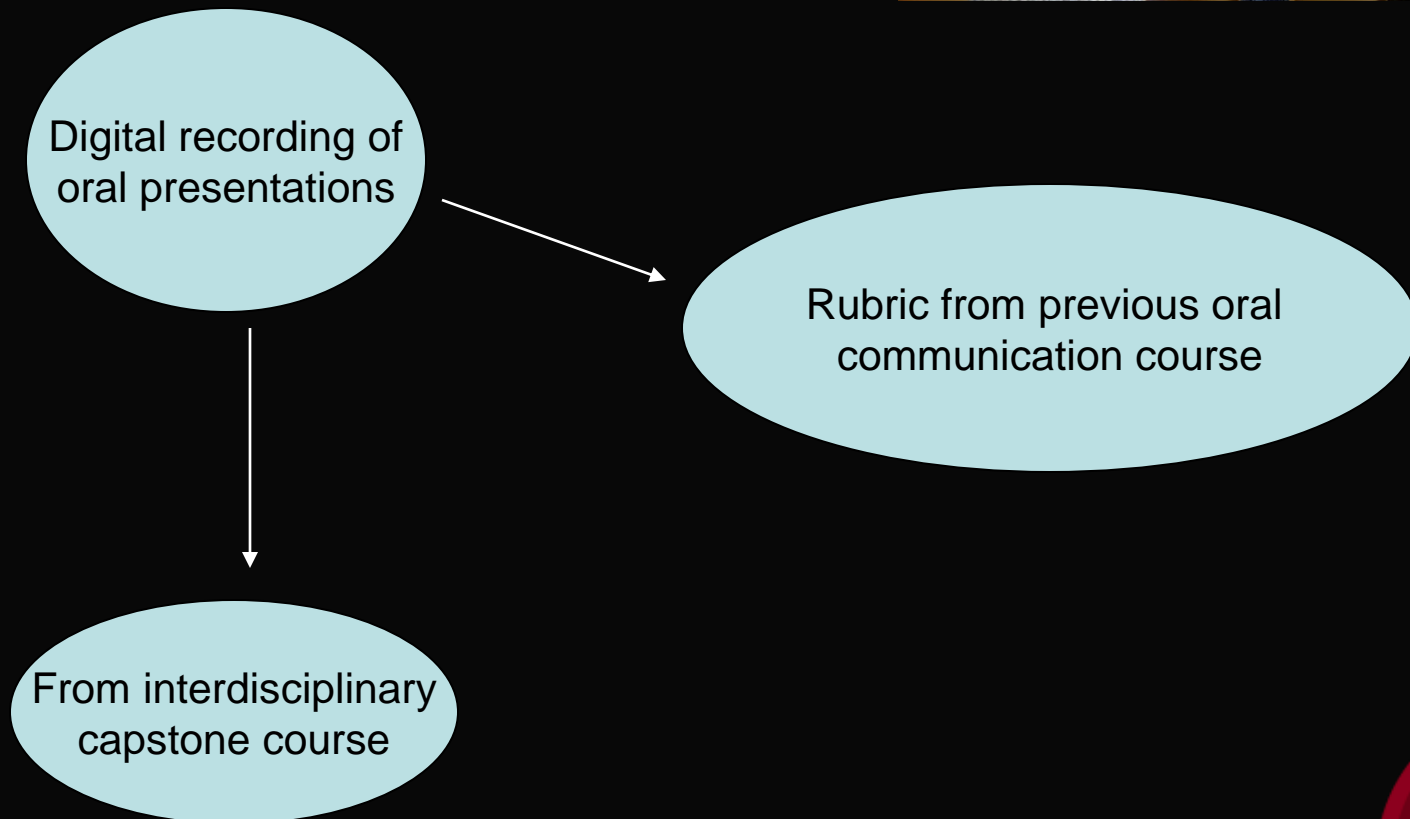
1. Written Form

Means of Assessment



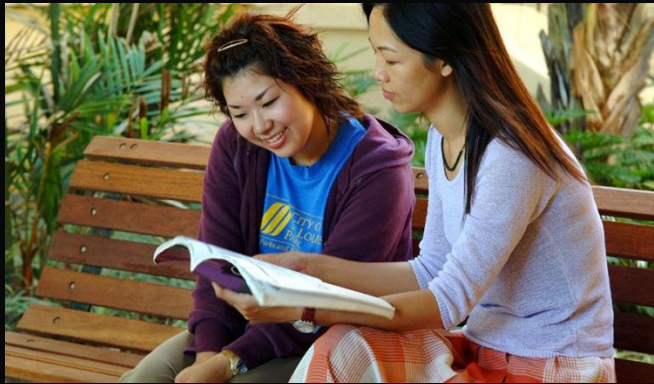
2. Spoken form

Means of Assessment



3. Reading and Listening

...ability to read and listen with understanding



GE Committee exploring
means of assessment
in concert with

BYUH Reading Center

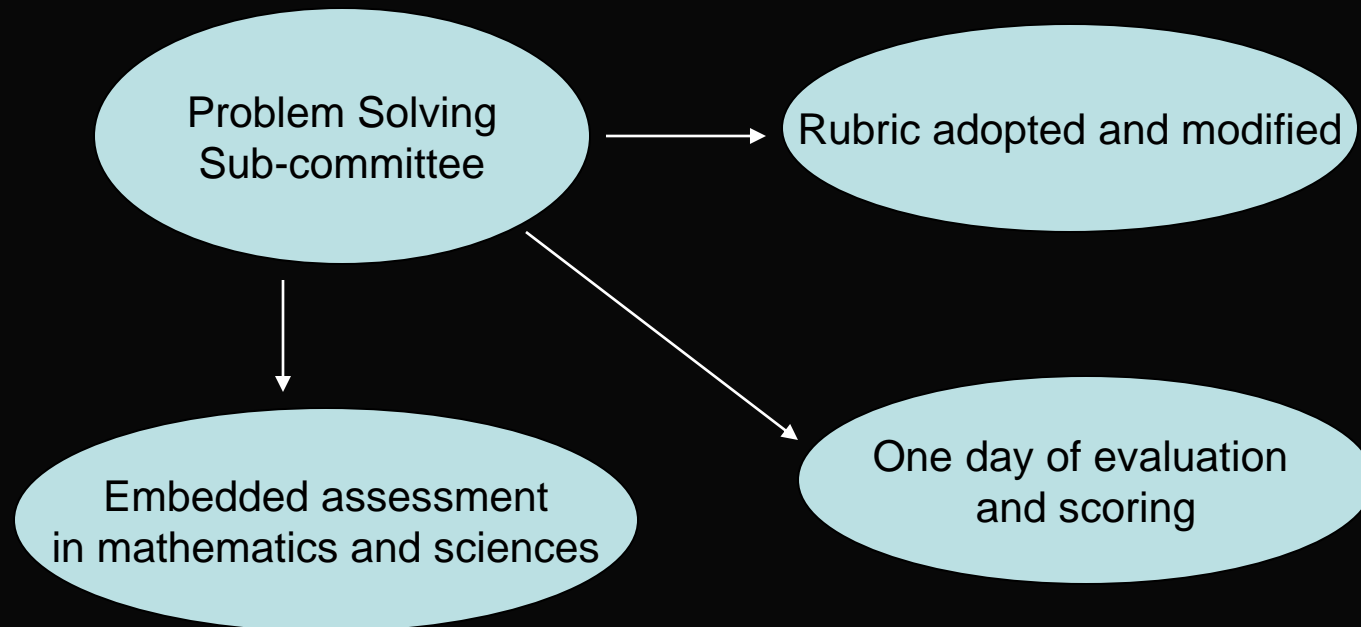
EIL and the L2 Committee



Solve Problems Assessment

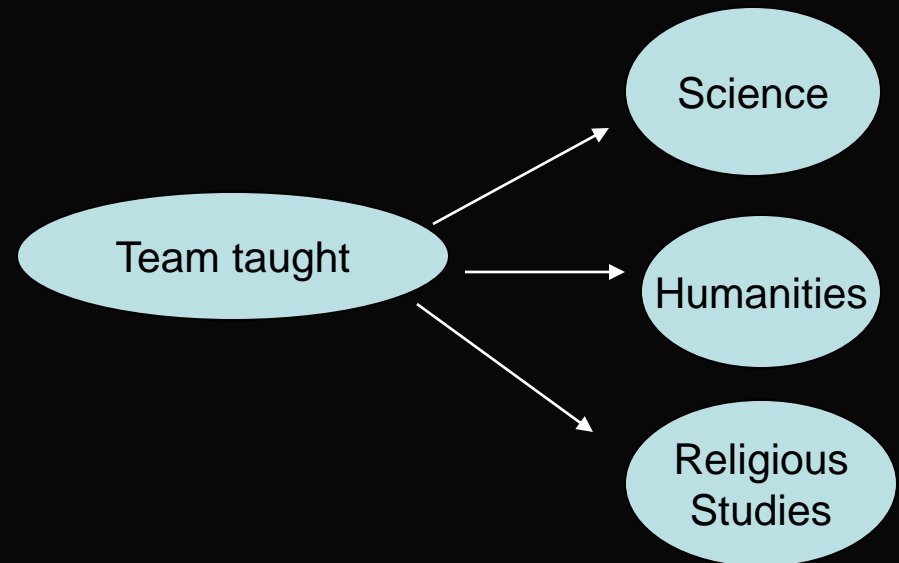
...students will think innovatively and apply appropriate strategies to problems.

Means of Assessment



Pursue Truth Assessment

Piloting Interdisciplinary Capstone Course



Shared embedded assignment →

Achieve synthesis of interdisciplinary approaches to truth

Theme 3: Improve efforts to help graduates find meaningful employment



BYU-Hawaii International Internships

- ❖ **Return-ability** implies “fitness for success” or “ability to return.”
- ❖ **Reintegration** recognizes the need to help students successfully transition back into their home society and economy



Creating a Culture of Return-ability

- ❖ Admissions initiative
- ❖ Commitment to return in writing
- ❖ On-campus mentoring
- ❖ In-country internships
- ❖ In-country network of placement support



Pita R. Vamanrov
In-Country Placement Ambassador



Tonga

- ❖ BYU-Hawaii alumnus
- ❖ Lives in Nuku'alofa, Tonga, with wife and six children
- ❖ Owner of Pita R. Vamanrov Trading Company, Ltd.



Peter Lee
In-Country Placement Ambassador



Fiji

- ❖ Businessman and entrepreneur in Fiji for many years
- ❖ Two children graduated from BYU-Hawaii and returned home



Brad Hall
In-Country Placement Council



Japan

- ❖ Lives in Tokyo
- ❖ Human Resources administrator for IBM throughout Asia
- ❖ Asked to administer in-country placement council for Japan
- ❖ Visited BYU-Hawaii campus in January



Brad Hall
In-Country Placement Council



Japan

“BYU-Hawaii is the perfect place for many Japanese students. I hope more can come. Its emphasis on English-language immersion is precisely what is needed. English fluency provides for our students the greatest single competitive advantage in getting employment.”



Patchanok Kanjanapanjapol



Thailand

- ❖ December 2003 graduate
- ❖ Interned for Gallup organization in Bangkok, now employed there
- ❖ “In our training session at the head office, we were asked: ‘If you were to remake your world, name one thing, only one, that you absolutely could not do without.’ I said, ‘BYU-Hawaii—the people, the spirit, the training, the peace, are absolutely indispensable to my world.’”



Ariunchimeg Tserenjav



Mongolia

- ❖ June 2003 graduate
- ❖ Winner, 2003 entrepreneurial competition in School of Business
- ❖ Owner of Ariuna's Cashmere (Cashmere garment production)



Christian Hsieh



Taiwan

- ❖ December 2003 graduate
- ❖ International Business Management
- ❖ Manager, NCH International in Shanghai



Corporate Visitors



- ❖ Walter Levy, President
- ❖ Frederic Tudor, VP, NCH International - Japan
- ❖ Matt Hawkins, VP Marketing for NCH International
- ❖ Interviewed 35 students from 14 countries
- ❖ Offers made to seven students

NCH Corporation



Theme 4: Improve the ability of non-native English speakers to communicate effectively in the English language



- ❖ **Who are the stakeholders?**
- ❖ **How do we keep them involved and informed?**



A multiple choice question:

What do a sculptor, a composition teacher, an international admissions recruiter, an Intercultural Studies professor, a student majoring in TESOL, department chair, a Housing office employee, and a business professor have in common?

- A. A common interest in available on-campus parking**
- B. The same signature on their pay checks**
- C. The development of international students' English skills**
- D. Both B and C**
- E. All of the above**

“With nearly 45% of our student body coming from countries outside the United States. . . English language competency has a direct and profound impact on nearly every aspect of campus.”

BYU Hawai‘i Institutional Proposal



Committee Composition

- ❖ Housing Office
- ❖ Fine Arts
- ❖ School of Business
- ❖ English Language Teaching Department
- ❖ Admissions Office
- ❖ English Department
- ❖ Students (Asian, Polynesian)
- ❖ Intercultural Studies
- ❖ Dean's Office
- ❖ 50% of the L2 Committee members speak English as a second language.

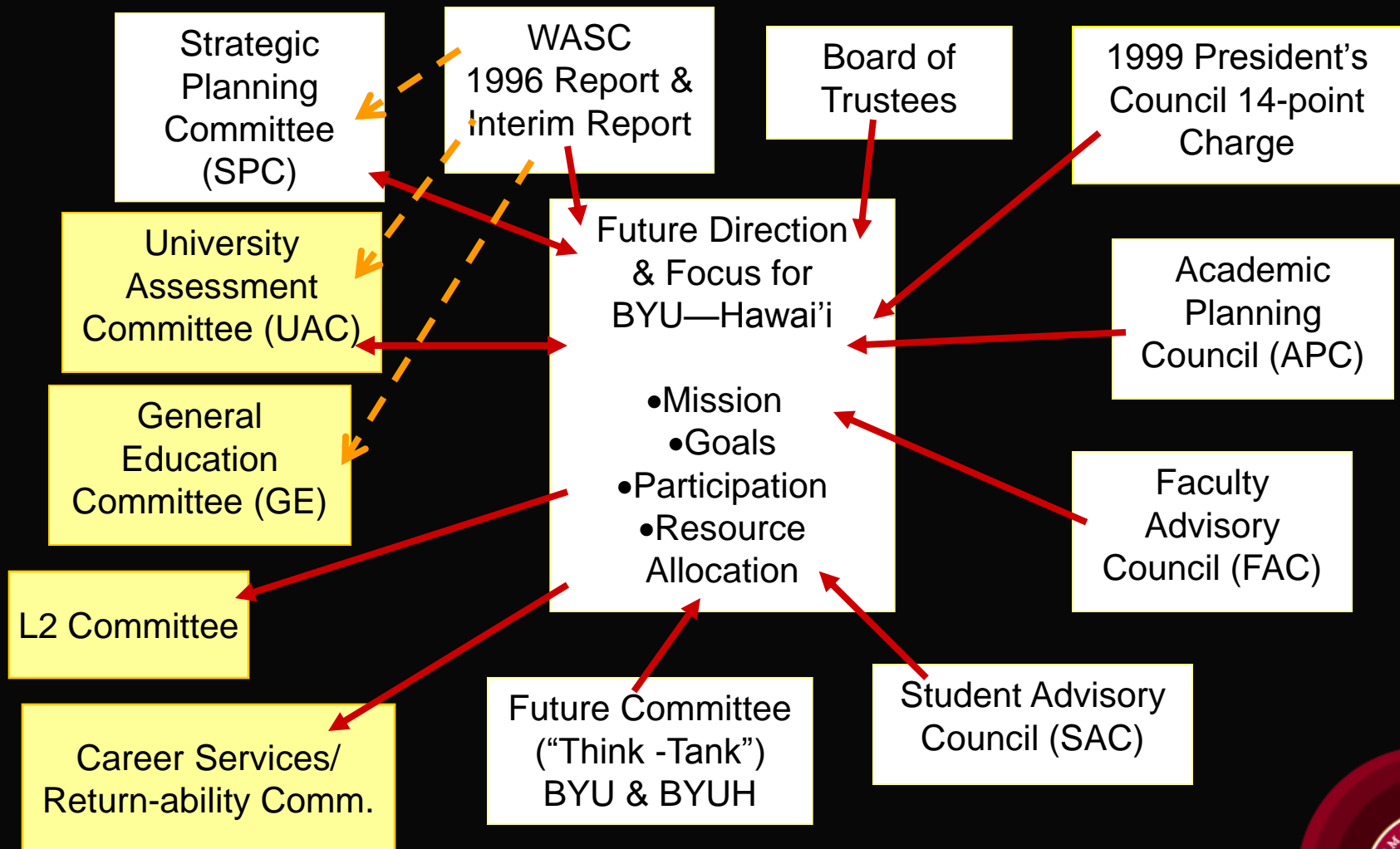


Communication

- ❖ Faculty meetings
- ❖ Interviews
- ❖ President's Council updates
- ❖ Presentation to the Commissioner of Education
- ❖ School newspaper articles



Continued Involvement of Stakeholders Beyond the Institutional Proposal



www.byuh.edu/accreditation

Question and Answer Period



BRIGHAM YOUNG UNIVERSITY HAWAII

