

Report of the WASC Visiting Team
Capacity And Preparatory Review
BRIGHAM YOUNG UNIVERSITY-HAWAII

March 15-17, 2006

In Partial Fulfillment of the Requirements for
Reaffirmation of Accreditation

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The evaluation team in conducting its review was able to evaluate the institution according to Commission Standards and the Core Commitment for Institutional Capacity and therefore submits this Report to the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges for action and to the institution for consideration.

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Overview and Context

Description of Institution and Visit

Institution. Brigham Young University–Hawaii is a comprehensive baccalaureate-granting university, one of three university campuses sponsored by the Church of Jesus Christ of Latter-day Saints (LDS Church). Founded in 1955 in Laie, Hawai`i, as The Church College of Hawai`i, the institution was redefined as a liberal arts institution and given its present name in 1974. The three-campus system is governed by the Board of Trustees, who are general officers of the LDS Church. The President of BYU-Hawaii reports to the Board of Trustees. The current president has served for 12 years.

BYU-Hawai`i is committed to “building faith, intellect, leadership, and intercultural sensitivity,” and seeks to provide “an environment and a curriculum that will both engage the intellect and build character” (*Institutional Proposal*, 1). The campus is distinguished as well by its success in enrolling and retaining a large international student population: in Spring 2006, over 50% of its students have come from countries outside the United States. Also unusual is the close relationship between the University and the adjacent Polynesian Cultural Center, which provides employment for almost a third of BYU-Hawai`i students.

There are presently four academic units: the College of Arts and Sciences, the School of Business, the School of Computing, and the School of Education, each led by a dean and associate dean who are selected from among the faculty for three-year terms. Since Fall 2001, headcount enrollment has fluctuated

between 2,347 and 2,706; in Fall 2005, there were 2,492 students. Full-time faculty numbered 124 in Fall 2005. The ratio of students to full-time faculty is now approximately 15:1. (BYU-Hawaii accreditation website).

Visits. Two members of the site team met with the Board of Trustees in Salt Lake City on March 3, 2006. The Board oversees all of the campuses of the Church (including BYU-Hawai`i), focusing on institutional mission and related curricula, faculty and administration, finances, and physical facilities. The Commissioner of the Church Education System is the principal executive officer, overseeing all of the campuses, and coordinating institutional matters with the presidents of each institution. The University is part of a larger system that is both financially viable and philosophically coherent.

During the March 15-17, 2006, visit to the University, the site team met with President Eric Shumway once, and twice with the President and his council. Individual members of the team met in hour-long meetings with representatives of 18 university committees and administrative units, and with faculty and students in separate open meetings. The institution provided the team with the WASC-stipulated documents, university policies and procedures, Board minutes, financial information, program review and academic assessment materials, the faculty handbook and faculty review documents, representative course syllabi, and the university catalog and brochures. Additional materials were distributed during meetings.

Quality of the Capacity and Preparatory Report and Alignment with Proposal

In general, the team was impressed by the institutional presentation and its alignment with the proposal. It reflected both an awareness of the issues which had come up in previous accreditation visits, as well as responsiveness to concerns and recommendations. This does not mean that all recommendations were put into effect, or all concerns ameliorated. But they were addressed and actions have been taken as a result.

It also appears to the team that the institution as a whole has been engaged in the effort resulting in the Capacity and Preparatory Report. The team found trustees, members of the administration, faculty and staff engaged in the WASC process, and eager to see its fruition. There was general recognition of both its importance to the institution and its significance for the future of the university.

The team was also appreciative of the overall design of the institutional review. Objectives were spelled out in ways that were consistent with the mission of the university, and there was a determined effort to assess progress by securing appropriate and helpful evidence. The report would have been even stronger had more data and citation of specific institutional documents been included, and a well-ordered and comprehensive institutional portfolio would be useful to both reviewers and to the institution. It is the team's conclusion that the institutional self review has led to a better self-understanding, both in terms of what needs to be done in the days ahead, but also what additional data will be

necessary in order to assess the adequacy of progress toward stated goals and objectives.

Response to Previous Commission Issues

The Commission's 2000 action letter identified a number of issues of continuing concern. The team finds that the institution appears to be striving to address these concerns and has made substantial progress in all areas.

Faculty participation in governance and curriculum. While there is no faculty senate, *per se*, the faculty participate in most policy and decision-making bodies. See discussion under Standards One and Two in particular.

Strategic Planning and Evidence-Based Decision -Making. Progress has been made here; see discussion under Standard Four.

Proliferation of academic programs. The institution has made notable progress here; see discussion under Standard Two.

Diversity in the faculty and administrative ranks. Further effort is required. See the discussion under Standard Two.

Substantiation and documentation of institutional processes, especially student learning outcomes and educational effectiveness. The institution is working hard to develop a culture of evidence. See discussion under Standard Two and elsewhere.

Evaluation of Institutional Capacity Under the Standards

Standard One. Defining Institutional Purposes and Ensuring Educational Objectives

The team reviewed the institution's mission statement; statement on academic freedom; due process documents; handbooks for faculty, employees, and students; and other stipulated documents and found these consistent with Standard One criteria. The team was particularly concerned about the institution's policy with respect to academic freedom and found that faculty in general were aware of the special conditions defined by the policy and felt that it allowed ample freedom to teach and to conduct research as they chose.

Mission and Context. There is no question that BYU-H is a mission-driven institution. There is both a clear articulation of the overall mission of the University, as well as a desire to understand the implications of that mission for the various aspects of the University.

The team found this to be true at all levels. In its meeting with the trustees, the team noted a robust understanding of the University as well as a keen interest in seeing the University succeed in its stated objectives. Moreover, the trustees are not merely cheering on the sidelines, but involved in the process of working with the president to ensure the pursuit of mission-driven objectives.

The president and members of the President's Council are also highly cognizant of the mission and purposes of the university. Indeed, in many ways, the president exemplifies the institution, both articulating the aspirations of the University and acting in ways to further its mission. He is deeply appreciated by

the trustees, his administrative team, the faculty and staff, as well as the student body. While it would be unfair to say that the mission-driven nature of the University depends entirely upon the president, he remains its visible incarnation and its spokesperson. Moreover, the members of his staff clearly appreciate one another, and seek to ensure the mission-driven nature of the university.

There is a similar level of appreciation for the mission among faculty and staff, and it is clear that many of the employees of the University sought employment precisely because of the institution's mission and purpose. Clearly, there are different levels of understanding. And some members of the faculty and staff are more accountable for its implementation than others. But the embracing of the mission was evident in the desire for accountability at all levels. That is, even the critiques of one another were based upon what was assumed to be in the overall interest of the mission of the university.

Evidences of the mission-driven nature of the University would include:

- The current 50-50 mix of international and American students, with the goal of achieving a 55-45 distribution
- The significant level of financial support from the Church to underwrite the education of the students
- The emphasis on returnability to the place of origin and the desire to see students put their education to work there

- The emphasis on the whole person, seeking an education that fosters spiritual growth, intellectual inquiry, and the outworking of what is learned in the life of the student

Being mission-driven also entails knowing that there is a long way to go to be fully the place that institution aspires to be. The team saw evidence that there was both a lack of satisfaction with progress in a number of areas, and the hope of “doing better” in the days to come. Some of these areas included:

- Being more proficient at placement of graduates in work places
- Greater gender diversity in upper levels of the administration and faculty
- Enabling faculty to find homes suitable to their work and lives

Intercultural Competence and Understanding. The team found that the University has worked to increase the intercultural competence and understanding of faculty, staff, and administration as well as of students. This was observed in the active commitment of people in all units to the university’s mission in Asia and the Pacific; and in The Intercultural Cultural Studies major and minor, programs in International Business and World Humanities and Cultures, and the broad infusion of international perspectives throughout the curriculum.

The University considers its relationship with the Polynesian Cultural Center (PCC) crucial to its mission. Approximately 800 students can earn tuition, room, and board by working at the PCC 19 hours a week during semesters and 38 hours a week in the summer. They gain job skills, share elements of their

cultures with visitors, and work with people of many cultural backgrounds. The International Work Experience Scholarship (IWES) program assists 600 of these students to balance work and study, adjust to university life, cope with homesickness, and prepare to return to their home countries for internships and permanent employment. Enough data may well exist in various forms to document whether the IWES experience helps international students to adjust to college life and prepares them for their return to their home countries. IWES is presently pressing to have academic credits granted for internships at PCC; the faculty are resisting this change. It is possible that this issue might be resolved with appropriate data.

Recommendation: The University should gather empirical evidence, perhaps in terms of measurable learning outcomes, as to the nature and value of the IWES experience for students so that it can ensure maximum benefits, both academic and social, to participating students.

The L2 Committee is a new standing committee whose mission is to get the entire campus community, including faculty in all disciplines, to accept responsibility for assisting international students to become proficient in English. The committee has already gathered data on over a thousand students in the English as an International Language (EIL) program and surveyed faculty about perceptions and expectations of EIL students. These studies have led the committee to formulate several strategies: integrating language objectives into

courses in all disciplines, disseminating effective teaching strategies, bringing together second-language speakers and native speakers of English in learning communities, and establishing additional EIL courses and special tutoring centers. Meanwhile, EIL staff meet regularly to assess student learning and to review and revise pedagogy, courses, and curriculum. Unlike many universities, BYU-Hawaii grants academic (matriculation rather than administrative) credit for EIL coursework; in fact, students can complete a minor in EIL. This appears to be consistent with the institution's strong international mission.

The International Students Office and the Student Life Office were brought together eight years ago, a synergistic union that has enabled both offices to offer students a wider range of services, from the Pro-Active Learning Center (peer tutoring in high-risk courses as well as for high-risk students) to mental health and special needs services to BRICS (Building Relationships in Cultural Spheres), which seeks to acculturate students through excursions, mentors, and special events.

Institutionalizing Change. Given the mission of the university, and the commitment to pursue its implications, there is evidence of a desire to institutionalize on-going efforts to achieve the mission. That means constant change, seen in a number of areas, including:

- The effort to recruit and sustain a large number of international students
- The significant increase in fundraising activity and results over the last 5-10 years

- Efforts to develop a more diverse faculty and staff
- Rethinking the implications of the international mission for curriculum and internships
- New efforts to help the placement of graduates around the world
- Responding to cultural differences, as they express themselves, in the classroom, the board room, and the social life of the community

Where it needs to be advanced, and where change seems a little slower in coming, relates to:

- Pursuing strategic planning in an ongoing, rather than sporadic fashion, especially at the faculty level
- Enabling diverse faculty to stay at the institution, find homes, and rise to levels of influence within the institution, and pursue the multiple level of expectations for teaching, research, and institutional service.

Standard Two. Achieving Educational Objectives through Core Functions

The team's meetings and review of documents led to the conclusion that all units are actively committed to student learning and that the institution is working in diverse ways to become a culture of evidence.

From Instruction to Learning. Of signal import since the 1996 re-accreditation review have been the commitments of BYU-Hawai'i to rethinking the curriculum and to assessing its educational effectiveness. Moving the general education curriculum from a "cafeteria-style" set of requirements to a

more focused series of courses and reducing the number of hours required for majors have created a 120-hour ceiling for attaining a baccalaureate degree. This has resulted in better retention and higher graduation rates while the cost of education per graduate has remained relatively flat.

The National Survey of Student Engagement suggests that BYU-Hawai`i students may be more engaged than students at benchmark institutions. Over the past four years, approximately 74% of BYU-Hawai`i freshmen and seniors have participated in the NSSE. Seniors score higher than those at matching institutions in the areas of academic challenge, active and collaborative learning, enriching educational experiences, and supportive campus environment, while freshmen score higher in the last three areas.

Thirty syllabi for major courses from 11 departments were found to be of excellent quality, defining intellectually rigorous courses of study and clear expectations for student performance.

Students at risk receive prompt assistance through peer tutoring/mentoring and counseling services at IWES, International Students Office, and the Student Life Office. Through the campus online early alert system, concerned faculty can notify counselors throughout the semester when students are performing poorly, and help arrives through any of several offices.

General Education. The team found that the General Education program has been transformed into a coherent, compact, and well-regulated system aimed at cultivating seven thoughtfully selected qualities of a generally educated

person. The General Education Committee has developed two 100-level World Civilizations courses and three upper-division courses where students synthesize General Education skills and knowledge and where this learning can be assessed (CFR 2.2). The GE committee has developed assessment for courses focused on three of the seven goals: Writing, Problem Solving, and Oral Communication.

While acknowledging the full support of the administration, the committee is working hard to get more faculty involved in embedded assessment and to persuade faculty to reflect on how they incorporate GE objectives into their courses and to state these objectives in their syllabi. Twenty syllabi for General Education courses were reviewed and found to be of high quality, defining rigorous and engaging courses that could be offered at any American university. However, it was observed that GE goals were referred to only in syllabi for World Civilizations 101/102, English 315, and IDS 300/316.

Reflecting on Assessment. Changes in General Education and departmental program reviews have been undergirded by a determination to engage in systematic review and assessment of student learning. General education assessment has been an emphasis of faculty work, and these activities have created a focus on student learning throughout the four-year curriculum. The University has brought assessment consultants to campus and sent faculty to conferences to develop the expertise that has made a campus culture of assessment possible.

The institution is dealing effectively with faculty resistance to assessment – a challenge faced by many institutions. In the past four years, a substantial portion of the faculty have participated in two assessment workshops led by national experts, and the Assessment Committee works closely with individual departments on assessment practices and annual assessment plans. An assessment webpage makes forms, rubrics, and departmental assessment plans and results available to the university community.

Alumni tracking is a responsibility shared by several offices: Career Services, the Registrar, IWES, and the Assessment Committee. Their combined efforts have produced response rates to the graduating student survey of 98%-100%. Tracking is supplemented by the Alumni Database that serves all three Brigham Young University campuses and that BYU-Hawai`i is seeking to replace with an instrument more appropriate for its international alumni.

Most notable is the fact that student data of many kinds are readily available – to faculty willing to be trained, as well as to administrators, advisors and Student Life staff. The new PeopleSoft student information and registration system promises to make much data accessible. The results of the National Survey of Student Engagement are widely disseminated and used to substantiate proposals, for example, for a new centralized advising system. A Data Warehouse is maintained, with by-semester snapshots of certain kinds of data

that reveal trends. A live database is updated daily, making it possible to monitor student records and course enrollments.

In sum, BYU-Hawai`i is developing promising processes of gathering and reviewing student data and departmental and general education programs that appear to be leading to a stronger academic experience for students.

Faculty Development and Evaluation. The team found that faculty have opportunities to assume leadership positions in their colleges and to participate in a number of academic committees, receive support for research in the form of intramural grants and released time, and are offered training in assessment and instructional skills and technology and guidance in course design.

However, here appears to be gender inequity in administrative positions. There are no women deans or associate deans, and only one member of the President's Council is a woman.

Recommendation: The institution should cultivate leadership skills and aspirations among their women faculty and administration. Faculty diversity may be richer than in 1996, and the University asserts that efforts are continuing to bring the gender and ethnic distributions among faculty in line with those in the student population. However, no recent improvement is apparent. Since Fall 2001, the percentage of male faculty has increased from 72% to 77%. Moreover, the percentage of white, non-Hispanic faculty has increased

from 75% to 77%. In the same period, the percentage of Asian/Pacific Islander full-time faculty has gone from 24% to 21%.

Recommendation: The institution should find more productive means of recruiting and retaining qualified women and persons from underrepresented groups for fulltime faculty positions.

The Center for Instructional Technology and Outreach (CITO) has considerable potential to assist faculty in course design and classroom delivery as well in the use of instructional technology. Considering the diversity of its students in terms of academic preparation as well as cultural and ethnic origins, the University would do well to enable CITO to work with larger numbers of faculty across the disciplines and to encourage CITO to extend the university's reach, in particular to the Pacific Island communities where many students originate.

Recommendation: Pending documentation of the success of ongoing pilot programs, the institution should provide additional funding and permanent positions to CITO.

Intellectual and Creative Contributions. There has been an increased emphasis on faculty research and scholarship as a condition for continuing employment. The customary teaching load, however, is four courses a semester

(or twelve hours) on a 4-4-2 calendar, where faculty teach four courses in the fall and winter, and two courses in either spring or summer terms. This is a heavy load for an institution devoted exclusively to teaching, and it is unrealistic if there are research expectations in addition.

Recommendation: Even though deans work to negotiate course releases with individual faculty to enable scholarship, BYU-Hawai`i needs to formally restructure teaching loads to bring itself into alignment with institutions that require scholarly activity of its faculty. (More normative for research-active faculty at universities that have a primary commitment to teaching would be a nine-hour teaching load with a three-hour release for research.)

Program Review. A new program review system and cycle have been implemented and two programs have completed the first cycle. Program review is marked by involving faculty in student learning assessment as well as in reflection on resources and program development. The International Cultural Studies review demonstrates that thoughtful assessment can lead to significant change that will strengthen many aspects of a program.

Standard Three. Developing and Applying Resources and Organizational Structures to Ensure Sustainability

With an annual operating budget of \$74,873,000, the institution is well equipped in terms of physical plant, maintenance, and informational technology

and resources. The Joseph F. Smith Library contains 200,000 monographs, 1,000 paper periodical subscriptions, 15,000 electronic periodical subscriptions, and 8,000 audio-visual media items, maintained by an annual acquisitions budget totaling \$575,000 in 2005. The Library also participates in the LDS Church Consortium of Libraries and Archives and the Hawai'i Library Consortium. The Library also serves as the largest campus computer lab, especially important since most students do not own personal computers. Planning is under way to incorporate an expansion of library facilities in the next campus master plan.

Students have ready access to the internet and computers in various campus locations and can rent desktops and peripherals for a nominal fee, with the option of purchasing these. The University has a three-year schedule for updates and replacement for computers. Wireless access is available in select areas, and it is anticipated that it will eventually be available across the entire campus.

Organizational Decision Making in Councils. While the structure of decision making is not typical of many universities around the country, it is consistent with the mission and nature of the university. Through the Board of Trustees, the Church plays a very significant role in determining not only the senior administration of the university, but also members of the faculty. Decisions about the overall direction of the University are made at the trustee level. The president is charged with leading the institution and making sure the mission of the University is put into action.

Nevertheless, there is engagement and good communication across the university. The team was impressed with the civility of spirit that characterizes communication at all levels, as well as the willingness of the President, and his council, to listen to and work with the other members of the administration to accomplish objectives. Clearly, there is a desire to wrestle with difficult questions openly, accept criticism, and attempt to arrive at consensus, if at all possible. In other words, while the decision-making structure is hierarchical on paper, information flows readily up and down the hierarchy, both because of the values of the institution and the respect given to others regardless of their position or place. While communication is generally good, the team believes that sometimes a culture of civility and respect may lead faculty to not confront others whose performance could be improved with more direct engagement.

Recommendation: The Faculty Advisory Committee could play a helpful role in bolstering faculty accountability if it had a bit more clarity on its purpose and a deeper understanding of its overall importance in the decision-making process.

Utilizing Resources to Achieve Organizational Goals. Fiscal resources are principally provided by the Church and are, perforce, aligned with the mission of the University. The team was provided with the two most recent audited financial statements for fiscal years 2004 and 2003. Although the audited Statement of Activities is not constructed in a way that calculates results from

operations, it appears that operating revenues exceed operation expenses. In support of this inference, the Statement of Cash Flows for FY 2004 and 2003, show that almost \$19 million was generated by operations.

Recommendation:

In order to improve financial reporting for management, consider modifying the Unrestricted Statement of Activities so that it displays results of operations. This would require disaggregating Investment Income so that gains and losses on endowment are displayed below the line. Releases of net assets related to plant activities would also be shown below the line.

Endowment spending income provides over \$2 million toward annual operating revenues. Budgeting for endowment spending is currently calculated by estimating beginning market value and total return for the budget year and spending half for operations. As the endowment grows and becomes a larger percentage of the budgeted operating revenues, this methodology may inject some volatility into the process.

Recommendation:

Consider using a twelve quarter moving average to establish a spending rate per unit for the investment pool with the last quarter the June 30 before the fiscal year begins. In this way, the spending per unit will be fixed before the budget year begins and the only variable will be gifts that

provide new units to the endowment pool. The multi quarter average will act as a smoothing device to dampen volatility from year to year.

The Capital Needs Analysis (CNA) provides the University with a data-based renewal and replacement report that informs the funding capital expenditures. Staff believes that there is little if any deferred maintenance due to the annual implementation of the projects identified by the analysis. The observation of the team members supports this assessment. This condition is all the more extraordinary when the harsh climate (for facilities) is considered.

Housing for faculty, staff and students in the Laie area is a critical identified need. The current construction of two faculty duplexes and the multi-year married student housing project with over 100 units demonstrates progress in this arena. In plan are more dormitory facilities and faculty/staff housing is under study.

Recommendation: Continue to pursue solutions to the housing issue in order to support the recruitment and retention of quality faculty and staff.

The Statement of Activities reports on Auxiliary Enterprises revenues and expenses. In interviews with several administrators it was stated that auxiliary enterprises are budgeted to break even. In the FY 2003 Statement of Activities, expenses exceeded revenues by over \$5 million. This shortfall increased to \$6 million in FY 2004 and is projected to be \$7 million in the draft FY 2005 financial statements. It was noted that some or all of this shortfall is covered by appropriations from a church affiliate (which must be displayed in this revenue

line). Auxiliary enterprises is not a mandated disclosure as a revenue or an expense. In a residential university like BYU-Hawai`i, there is nothing "auxiliary" about the room and board program in the residential life of the university. The current display may cause the reader of the financial statements to make an inference that Auxiliary Enterprises are priced at a loss, or worse, are not well managed.

Recommendation: Consider classifying Auxiliary Enterprises revenues as room and board revenues and display this after net tuition revenues.

Consider another name for Auxiliary Enterprises expenses such as Residential Life Program or Co-curricular Program."

Standard Four. Creating an Organization Committed to Learning and Improvement

One concern expressed in the 1996 WASC re-accreditation report was that BYU-Hawai`i needed to engage in campus-wide strategic planning that would align programs and budgets with the mission and goals of the institution. It is heartening that the University has responded assiduously to this advice.

Identifying Priorities. In response to the 1996 WASC re-accreditation report, BYU-Hawai`i engaged in a planning process that included a SWOT Analysis (1997), a Faculty-Staff Climate Study (1998), a Student Climate Study (1999), and a Noel-Levitz Study (1999). In 1999, the President issued a 14-point charge to the faculty, which through the Faculty Advisory Council (FAC) resulted in a number of recommendations for data collection (*CPR*, 2.8). In 2002,

the Strategic Planning Committee (SPC) articulated the *BYU Hawai'i Strategic Plan (2002-2007)*. The strategic plan is organized by the five institutional goals that underlie the University's mission and specifies forty objectives to be realized in five years for advancing the goals.

Strategic Planning and Evidence-Based Decision Making. A meeting with the Strategic Planning Committee during the site visit confirms that the University has indeed embraced “a strategic planning model that links fiscal and physical master plans with the academic master plan.” The SPC shared protocols for program improvement and staffing requests that are part of the annual budget process. The Committee prioritizes the requests for the President's Council, which finalizes the proposed budget for approval by the Board. The SPC also shared a prioritized list of capital projects, timeline, and master plans that comprise planning through 2010 for campus construction.

Another recommendation in the 1996 re-accreditation report was that the University's “senior administration at BYU-Hawai`i consider ways of delegating responsibility for decisions regarding curriculum and other appropriate matters to duly-constituted faculty bodies.” The visiting team met with the Academic Planning Council (APC), which is chaired by the Vice President for Academics and includes, among the VP's many direct reports, the Deans and Associate Deans of the Colleges and Schools, and the chair of the Faculty Advisory Council (FAC), comprised of twelve faculty that makes curricular and academic policy recommendations to the APC. The academic members of the APC emphatically

affirmed that in the intervening decade the Committee had assumed primary responsibility for curricular decisions, unlike the period preceding the 1996 visit when such decisions were made by the President's Council upon advice of the APC.

The institution has engaged in a process of reviewing departmental and general education programs that has resulted in a stronger academic experience for students. Integral to that success has been a commitment to assessing student learning and creating an evidence-based culture that drives continuing improvement.

BYU-Hawai'i is to be commended for erecting processes whereby strategic planning has linked fiscal and physical master planning with progress in curricular reform and assessment. Moreover, the senior administration has seen fit to delegate decision-making responsibility in academic affairs to faculty and academic administrators, principally through the mechanisms of the FAC and APC. The institution has created an evidence-based culture that supports decision-making.

In the past few years, creating a culture of evidence-based assessment has occupied the campus. The strategic plan with its forty objectives has receded from public notice. The visiting team had to ask the SPC for an iteration of the plan that contained the status of each of the objectives. Most of the objectives have been substantially completed, and those in process have been assigned to

individuals and committees for implementation. Still, the strategic plan deserves more public notice as a way of sustaining a sense of community momentum.

Recommendation: BYU-Hawai`i should make periodic reports to the campus community on the objectives of the strategic plan to affirm the progress that has been made. Given that the plan is due to expire in 2007, it would be timely to begin discussion of the next five-year plan for 2007-2012.

3. Major Findings and Recommendations

Major Findings

1. BYU-Hawai`i has succeeded in combining a strong and pervasive religious faith with academic quality and academic freedom while actively fostering cultural diversity.
 - The institution's statement on academic freedom acknowledges that academic freedom at BYU-Hawai`i exists within the context of the religious commitments of the school.
 - Fifty syllabi, representing courses in the lower and upper divisions and in General Education and in major courses, indicate intellectual rigor and high expectations for student learning and performance.
 - In the National Survey of Student Engagement, BYU-Hawaii freshmen and seniors score above students in benchmark institutions in active and collaborative learning, enriching educational experiences, and supportive

campus environment. Seniors score higher than 80% of students in benchmark institutions in level of academic challenge.

- The University has chosen to give students from Asia and the Pacific priority in admissions to those from the mainland U.S., bringing to bear all of its organizational resources on the complex project of providing these students with on-the-job training at the Polynesian Cultural Center; academic advising and cultural counseling and guidance; English language instruction; and preparation for return to the country of origin.
- Of full-time staff, 53% are Asian or Pacific Islander; 45% are female. Full-time faculty, on the other hand, remain predominantly male (77%) and predominantly white (77%).

2. BYU-Hawai`i is a student-centered institution. This was evident in the team's meetings with all committees and units: all conversations focused on how students were being encouraged, assisted, supported, and assured in obtaining the best education that the institution could offer.

- The move to a new student information system – difficult and frustrating in every institution--is being handled efficiently and with adequate staffing. Those involved in the transition are determined to see the transition through in good spirit because it will expedite and improve admission, transfer evaluation, advising, tracking student performance, and alumni follow-up.

- Faculty moved quickly through the painstaking and painful process of reviewing and streamlining the General Education program and the requirements of all major programs, understanding that these changes were necessary to enable more students to graduate within four years.
- Faculty accept that they are responsible for defining and assessing of student learning outcomes – perhaps with little more enthusiasm than faculty at other campuses, but the faculty General Education and Assessment Committees have been able to make and show considerable progress in this area.
- Returnability issues have the attention of all units, including faculty. IWES staff and the International Students Office monitor and assist students in academics and sociocultural adjustments. Recognizing that many students come from areas in economic distress, entrepreneurship courses are offered by the School of Business and continuously refined, with the assistance of the Center for Technology and Outreach, to prepare students for their return. The department of English as an International Language considers language use both in the U.S. academic setting and in the home country.
- Alumni are involved and visible, modeling success in academics and in the personal qualities most valued by the institution. Most of the officers of the Polynesian Cultural Center are alumni; many administrators and interns are alumni. Alumni assist returning students in home countries.

3. BYU-Hawaii is making notable progress in developing a “culture of evidence.”
- The institution seems to have successfully tied strategic planning into the budgeting process; this is both important and necessary in addition to being a response to previous WASC recommendations
 - Annual academic assessment plans, ongoing faculty training, and recognition for outstanding assessment activities are involving more and more faculty in student learning assessment.
 - All units serving students have formulated statements of student learning outcomes.
 - The National Survey of Student Engagement offers students an annual opportunity to report on various measures of learning and achievement, and results are shared regularly with the university community.

Major Recommendations

- The team recommends that the institution continue to pursue solutions to the housing issue in order to support the recruitment and retention of quality faculty and staff.
- The team recommends that the institution formally restructure teaching loads to bring itself into alignment with institutions that require scholarly activity of its faculty. More normative for research-active faculty at universities that have a primary commitment to

teaching would be a nine-hour teaching load with a three-hour release for research.

- The team recommends that the institution cultivate leadership skills and aspirations among their women faculty, and find more productive means of recruiting and retaining qualified women and persons from underrepresented groups for fulltime faculty positions.
- The team recommends that the institution make periodic reports to the campus community on the objectives of the strategic plan to affirm the progress that has been made. Given that the plan is due to expire in 2007, it would be timely to begin discussion of the next five-year plan for 2007-2012.

Preparations for the Educational Effectiveness Review and Report

BYU-Hawai`i has identified four themes for exploration in their educational effectiveness review and report. The institution expects to gather and analyze considerably more data on student learning and student success than they have to date. It will continue to expand the institutional portfolio that it began during the capacity and preparatory review and make these documents available for review on the university website. The team expects that the Educational Effectiveness Report will be rich in data and will demonstrate that

the institution has reflected on these and has articulated plans for continuing improvement.

Program Outcomes. Under the guidance of the Assessment Committee, academic programs will move from annual to five-year assessment plans, will post portfolios of student work on the university's assessment website, will embed assessment into courses, and will use assessment results to justify proposals for new and modified programs. Support units such as Admissions, Advising, Student Life, the Center for Instructional Technology and Outreach, and IWES are also defining their own student outcomes and deciding how to assess their progress in these terms.

General Education Outcomes. During the Educational Effectiveness Review, the GE Committee expects to complete and implement assessment plans for more of the seven GE goals and to embed assessment into an increasing number of GE courses. Eventually all GE course syllabi will include SLOs that define the relevant GE goals in terms appropriate to each course.

Employment after Graduation. The Placement Office has taken significant steps both to prepare current students for employment after graduation as well as link BYU-Hawai'i alumni to graduates both by region and placement interests. This is a difficult task, given the cross-cultural composition of the student body, but also an important one given the returnability objectives of the university.

Effective Communication in English for Second-Language Students.

The L2 committee has gathered assessment data from both students and faculty.

On the basis of these studies, the L2 committee is drafting a language plan to achieve the goal of campus-wide responsibility for the English language competence of international students.