Engage in BYUH’s Accreditation Proposal

One purpose of the accreditation proposal is to *describe specific issues* we want to address in the review by WASC. To begin the dialog and engage you as a BYUH faculty member in this process, here are a few possibilities to consider:

1. Improve teaching and learning through instruction and assessment by focusing on the three areas identified for consideration in our education effectiveness study—1) general education, 2) review of program outcomes, and 3) mentored learning environments.

2. We wish to use the accreditation process to assess our progress in developing the infrastructure that will allow us to capitalize on our institutional strengths in cultural diversity. One of the missions of BYU-Hawaii is to produce graduates who will be interculturally competent. Specifically, interculturally competent individuals are persons able to span boundaries between cultures.

3. Teaching English language to individuals for whom English is a 2nd language.

4. Evaluate our efforts in instilling the skills and attitudes in students that will enable them to become leaders in their nations, communities, and families.

5. Improve Teaching & Learning at BYUH (Focus on general education outcomes, first-year learning communities, assessment of program outcomes, capstone experiences and service or “mentored” learning).

6. Develop intercultural competence in our graduates (Focus on language competency, study abroad, and integrative internships).

7. Use critical data in decision-making processes (Focus on data warehouse and key performance indicators).

8. Improve the ability of non-native English speakers to communicate effectively in English (Focus on EIL program, results from the Non-native English Speakers survey, and Future’s Committee recommendations).

9. How do we increase the return of our international students to serve in their home countries?

10. What methods will foster leadership development in BYUH students?

11. A comprehensive mentored learning environment that would include on campus work experiences bringing faculty, staff, and students closer together in the learning process.

12. Strengthen our capability to capture critical data and use it as part of our decision-making process. Since our last re-accreditation visit, we have instituted a new database system, Datatel. We are now in the process of designing a data warehouse that will provide key performance indicators that will be useful for all levels of academic planning.

- Which of these issues do you feel will be MOST important/helpful to BYUH in the accreditation process?
- Which are central to our mission and core educational commitments?
- Which WASC Standards or criteria do these issues address?
- Are there other issues that the University should consider in this Proposal?
The Institutional Proposal should:

- Define “specific goals and outcomes for the accreditation review in light of issues arising from the institution’s own planning and development processes and emerging from the institution’s examination of itself under the new accreditation Standards, as well as specific issues raised by the Commission as a result of the last institutional review.”

- Describe “the institution’s most important features and the most important issues that it wishes to address.”

WASC STANDARDS:

1. Defining Institutional Purposes and Ensuring Educational Objectives
2. Achieving Educational Objectives Through Core Functions
3. Developing and Applying Resources and Organizational Structures to Ensure Sustainability
4. Creating an Organization Committed to Learning and Improvement