Year One
Self-Evaluation Report:

Brigham Young University-Idaho

Prepared for the
Northwest Commission on Colleges and Universities

February 2015

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TABLE OF CONTENTS

Table of Contents ..................................................................................................................................................i
List of Appendices .................................................................................................................................................. ii
Introduction .......................................................................................................................................................... 1
Institutional Overview ........................................................................................................................................ 1
Preface .................................................................................................................................................................. 3
    Institutional Changes Since Last Report ........................................................................................................... 3
    Response to Topics Previously Requested by Commission .............................................................................. 3
1.A Chapter One: Mission, Core Themes, and Expectations .................................................................................. 7
1.A.1 Mission Statement ......................................................................................................................................... 7
1.A.2 Interpretation of Mission Fulfillment ........................................................................................................... 8
1.A.3 Articulation of an Acceptable Threshold, Extent, or Degree of Mission Fulfillment ............................ 10
1.B Core Themes .................................................................................................................................................. 11
1.B.1 Core Theme 1 ............................................................................................................................................... 13
1.B.2 Core Theme 2 ............................................................................................................................................... 14
1.B.3 Core Theme 3 ............................................................................................................................................... 17
1.B.4 Core Theme 4 ............................................................................................................................................... 18
Conclusion ............................................................................................................................................................. 20
LIST OF APPENDICES

Appendix A  Letter from State Board of Education ................................................................. 21
Appendix B  Summary of 13 Key Indicators from Core Theme Report Card ......................... 22
Appendix C  Sample Agenda for Core Theme Review, Core Theme 4 ................................. 35
Appendix D  Indicators of Achievement, Core Theme 1 ......................................................... 36
Appendix E  Indicators of Achievement, Core Theme 2 ......................................................... 38
Appendix F  Indicators of Achievement, Core Theme 3 ......................................................... 42
Appendix G  Indicators of Achievement, Core Theme 4 ......................................................... 44
Year One Self-Evaluation Report

Brigham Young University-Idaho

INTRODUCTION

Having completed the Year 7 Self-Evaluation in 2014, this Year One Report is the first installment of the next cycle of self-evaluation reporting under the revised Standards for Accreditation. According to the schedule provided by the Commission (NWCCU), BYU-Idaho is required to file this self-evaluation report in March 2015 covering Standard One.

Preparing this report has provided an opportunity for us to review our reports from the prior Years One, Three, and Seven. We begin with a description of the University and then proceed to respond to those topics requested after our Year Seven Self Evaluation Report and finally report the BYU-Idaho response to Standard One.

INSTITUTIONAL OVERVIEW

Brigham Young University-Idaho (BYU-Idaho or the University) is a private four-year college owned and operated by The Church of Jesus Christ of Latter-day Saints (the Church). The institution’s 540-acre campus of which 255 acres are developed, is located in Rexburg, Idaho, an agricultural community in the heart of the Upper Snake River Valley. Until June 2000, the institution operated as Ricks College, a two-year junior college. On June 21, 2000, the Ricks College Board of Trustees directed officials at Ricks College to take the actions necessary to affect a transition from a two-year junior college to a four-year baccalaureate institution. This historic directive reflected the Board of Trustees’ desire to provide more students with a “Ricks College” experience, to extend that experience to four years rather than two, and to capitalize on the strong national and international reputation of Brigham Young University.

Through the process of changing from Ricks College to BYU-Idaho, the University has sought to preserve the “Spirit of Ricks,” which has come to characterize this institution since its inception in 1888. This spirit is expressed in the University’s mission statement, in its Core Themes, and in the many traditions that are still in place today. The “Spirit of Ricks” is defined by such traditions as a caring and nurturing faculty focused on teaching and learning, a student body which seeks to “act and not be acted upon,” the absence of a faculty ranking system, and the desire to “do more with less.”

Since late in 2005 BYU-Idaho has been striving to fulfill its mission based on three institutional imperatives:

1. raise substantially the quality of every aspect of the student experience,
2. make a BYU-Idaho education available to many more of the young people of the Church, and
3. lower the relative cost of education.

Between 2000 and 2014, attention to these imperatives allowed the University to deliver high-quality, four-year degrees to a growing number of students as shown below:
As pedagogical and technological innovations have been introduced and a three-semester structure and academic calendar have been implemented, opportunities have developed for the University to provide a BYU-Idaho experience to more students. Based on its analysis of available resources, the University administration concluded that we could continue to offer increasing numbers of students the opportunity to experience a BYU-Idaho education without substantially increasing its existing classroom physical facilities.

Table 2 shows the trend of increasing campus enrollments at BYU-Idaho since 2002, from a fall semester on-campus student count of 10,703 toward a projected maximum of just over 21,000 in fall semester 2024 based on our efforts to enhance educational opportunities described in this report. The top line indicates the increasing number of projected 18 year olds in the Church.

**Table 2: LDS Demographics and BYU-Idaho**

<table>
<thead>
<tr>
<th>Year</th>
<th>18 yr olds</th>
<th>Fall Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>10,703</td>
<td>82,579</td>
</tr>
<tr>
<td>2003</td>
<td>13,155</td>
<td>76,872</td>
</tr>
<tr>
<td>2004</td>
<td>15,582</td>
<td>76,046</td>
</tr>
<tr>
<td>2005</td>
<td>19,365</td>
<td>84,829</td>
</tr>
<tr>
<td>2006</td>
<td>21,053</td>
<td>98,948</td>
</tr>
</tbody>
</table>
Under the direction of our Board of Trustees, we are actively seeking to increase our enrollments to accommodate a growing population of LDS youth graduating from high school. The University has a strategy for serving additional students with high quality education at low incremental cost. The essence of this strategy is to combine the best of the campus with online technologies to create high-quality, low-cost educational experiences.

Given the likely increase in applications to the University, we estimate that by 2021 it will serve 22,500 FTE students per semester, or 35,000 per year. The key to serving this number of students is the use of multiple modes of delivery and additional innovation in classroom scheduling. As we offer students more choices of learning modes and places, the need for efficient use of resources will grow.

PREFACE

a) Brief Update on Institutional Changes Since Last Report

1. On January 27, 2015, Elder Russell M. Nelson, of the Quorum of the Twelve Apostles of The Church of Jesus Christ of Latter-day Saints, and chair of the Executive Committee of the Board of Trustees, announced that effective April 13, 2015 Clark Gilbert will replace Kim B. Clark, who has served as president of BYU-Idaho since 2005. Clark G. Gilbert, currently the CEO of Deseret News and Deseret Digital Media, and an executive vice president of Deseret Management Corporation, will become the 16th President of BYU-Idaho.

2. Projects under construction:
   a. Student Apartments – To be completed by fall 2015.
   b. Heat Plant Replacement including a co-generation system that will allow us to generate electricity. Replacing coal fired boilers with natural gas boilers. -- To be completed by yearend 2015.
   c. A complete redo of our Agri-Science Center five miles west of town. To be completed by year-end 2015.
   d. Science and Technology Center – 110,000 sf facility to house Food Science and Agri-Science labs and teaching spaces along with our CIT and CS academic programs. Will be completed in 2016.

b) Response to Topics Previously Requested by the Commission

Ricks College has been accredited by the Northwest Association of Schools and Colleges since 1936. Accreditation was reaffirmed for Ricks College in 1999. In March 2001, the Northwest Commission on Colleges and Universities granted informal candidacy at the baccalaureate level to BYU-Idaho. BYU-Idaho underwent a Comprehensive Evaluation in April 2004, and its accreditation was reaffirmed at the associate level and formally approved at the baccalaureate level in August 2004. Between 2004 and 2014 BYU-Idaho maintained its accreditation by submitting the various Self Evaluation Accreditation Reports and responding to various requests of the Commission up to and including the Year Seven Report as of March 1, 2014. The evaluation team responded with its report after a campus visit April 28-30, 2014, and the Commission notified us of acceptance by letter dated July 18, 2014.
While reaffirming accreditation, the Commission requested that BYU-Idaho respond to the following recommendations with their accompanying deadlines:

1. Library Staff: Clarify job responsibilities and goals, provide training, conduct performance evaluations, involve in University administration.
   - Response deadline: Spring 2016 in an ad hoc report
2. Hiring of Online & Adjunct Faculty: Implement consistent online and adjunct faculty employment systems that engage the regular full-time faculty in the selection process and insure that additional supervision, training, and course and program coordination for other modes of teaching is not at the expense of hiring, training, and professional development of regular full-time faculty.
   - Response deadline: Spring 2016 in an ad hoc report
3. Expression of Faculty Views: Implement an opportunity for meaningful consideration of the views of the faculty on academic issues.
   - Response deadline: Spring 2016 in an ad hoc report
4. LDS Philanthropies Agreement: Execute a formal agreement documenting the relationship between LDS Philanthropies and the BYU-Idaho Advancement Office.
   - Response deadline: Nov. 1, 2014 in an ad hoc report - Report was accepted by Commission in Nov. 2014.
5. Mission Fulfillment: Define mission fulfillment and articulate institutional accomplishments or outcomes that represent mission fulfillment.
   - Response deadline: March 2, 2015 as part of this Year 1 report
6. Online Courses: (Carryover from a previous year) Demonstrate that online course content is consistent with all modes of the courses offered and insure that regular full-time faculty have clearly identified authority and responsibility for all course content and pedagogy, wherever and however delivered.
   - Response deadline: Spring 2016 in ad hoc report
7. Support personnel: (Carryover from a previous year) Ensure that a sufficient number of qualified personnel maintain the University's support and operations functions
   - Response deadline: Spring 2016 in ad hoc report

As shown above, Recommendations 1-3 and 6-7 will be addressed in an Ad Hoc Report to the Commission in Spring 2016. Recommendation 4 was reported and accepted by the Commission in November 2014.

Recommendation 5 relating to Mission Fulfillment is as follows:

**Recommendation Five**

*It is recommended that the University clarify its definition of mission fulfillment and articulate the institutional accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment. (Standard 1.A.2).*

We have addressed Recommendation Five in three ways. First, we have created a Core Themes Report Card. Second, we have generated a series of formal statements about institutional accomplishments and mission fulfillment. Third, we have adopted a practice of Core Theme Reviews. We address our work and progress in each of these areas in the following paragraphs.
1. Core Themes Report Card

The Core Themes Report Card is a set of 13 Key Indicators drawn from the University Report Card. The University Report Card, discussed extensively in Chapter One of our Self-Evaluation Report, is a broad collection of more than 100 indicators used in our assessment of institutional objectives and outcomes, all which are ultimately mapped to our four core themes. In essence, The Core Themes Report Card becomes an “executive summary” of assessment data found in the University Report Card.

We will use the Core Themes Report Card as the primary vehicle for documenting mission fulfillment. The broad range of indicators and evidence from the University Report Card will be used to supplement and understand findings presented in the Core Themes Report Card. Unlike the University Report Card, the Core Themes Report Card is available to the general public via this link: http://www.byui.edu/IR/CoreThemeReportCard/main.html. The key indicators were selected specifically to address mission fulfillment but are also typical questions that students and parents ask the university leadership.

Each indicator in the Core Themes Report Card will provide the following information:

- a dashboard of assessment results
- a formally stated target which articulates an acceptable threshold
- a formal statement of the status of that indicator (e.g., meeting expectations, making progress, needing attention)
- actions that we are taking to address an indicator which is not meeting a stated target.

The Core Themes Report Card will be updated regularly as new data becomes available and as the Core Themes are reviewed and is thus a dynamic executive summary where BYU-Idaho is with respect to mission fulfillment at any point in time. Appendix B is a summary of the 13 Key Indicators and their accompanying data.

The development of the Core Themes Report Card began with an evaluation of more than 100 indicators in the University Report Card by members of the Metrics and Institutional Research Council. Their evaluation yielded 30 possible key indicators. This proposed list was reviewed and endorsed by the President’s Executive Group as solid candidates for the Core Themes Report Card. This list was then reviewed and discussed by the entire university leadership in a monthly University Council meeting. Members of the council evaluated each of the 30 indicators for its usefulness to them as university leaders and to key stakeholders, relevance to the core theme, the quality of the data used, and the adequacy of the proposed targets. The result of this deliberation yielded 13 key indicators which now comprise the Core Themes Report Card.

2. Institutional Accomplishments and Mission Fulfillment

It is not enough to merely provide assessment data and analysis, and leave the attainment of goals and objectives implied or unstated. The expectation embodied in Standard 1.A.2 is that the institution will articulate whether or not it is meeting its stated targets. We have addressed this issue in two ways. First, for each key indicator in our Core Theme Report Card, we have formally stated the status of the indicator in one of three ways: meeting expectations, making progress, or needing attention. These status statements show our accomplishments within each of our four core themes. Second, for each of our ten
in institutional objectives, we have prepared an executive summary within the University Report Card of accomplishments related to the stated outcomes associated with the institutional objectives. These executive summaries will focus on the key indicators reported in the Core Theme Report Card, but they will also draw upon the larger set of indicators within the University Report. All ten of these executive summaries will be used to generate a series of formal statements about mission fulfillment and will appear in Chapter 4 of the BYU-Idaho Self-Evaluation Report.

Although the data shows that BYU-Idaho has room for improvement, based on the data shown in Appendix B – the Summary of 13 Key Indicators and as reported more fully in the dynamic Core Theme Report Card, BYU-Idaho is meeting expectations, exceeding its stated targets, or has plans for improvement in place for each of its four core themes and is thus fulfilling its mission.

3. Core Theme Reviews

Our current practice of reviewing assessment data and findings is for President’s Council, the principal leadership of the university, to review the results of institutional assessment activities as they are completed. For example, when the Survey of Alumni is completed, a report of findings from the survey is prepared and presented to President’s Council. Similarly, when the results of the NSSE or the CLA become available, a report would be presented to President’s Council. The Office of Institutional Research would then use the data and findings from these assessment activities to update various indicators in the University Report Card.

The President’s Council has changed its current practice of reviewing a single assessment activity to a practice of reviewing all of the assessment activity associated with one core theme. Instead of reviewing the Survey of Alumni in its entirety, President’s Council would review all institutional objectives, outcomes, and indicators for that one core theme and the results of all relevant assessment activity in that core theme. The focus of these reviews shifts from a traditional review of an assessment study to a review of all assessment activity in a specific area.

These Core Theme Reviews are to be held semi-annually so that all four core themes will be covered every two years. A sample agenda is shown in Appendix C.

The University Council will continue its annual review of our mission, core themes, institutional objectives, and associated outcomes along with key assessment findings. However, its review will be enhanced by having the results of semi-annual Core Theme Reviews.
Chapter One: Mission, Core Themes, and Expectations

Executive summary of Eligibility Requirements 2 and 3:

A. BYU-Idaho is authorized to operate as a higher education institution in the state of Idaho and is recognized by the Idaho State Board of Education as a postsecondary educational institution which is exempt from the requirement to annually register. A copy of the letter dated June 27, 2007, is attached as Appendix A to this report.

B. In connection with the preparation of the Year One Report the Board of Trustees reviewed and confirmed the mission and core themes of BYU-Idaho. The information provided in previous reports and in this report, establishes that our purpose is to serve the educational interests of our students, that the degrees awarded are recognized degrees, and that substantially all of our resources are applied in support of our mission and core themes.

1. A. 1 MISSION STATEMENT

The Board of Trustees regularly reviews and confirms the mission and core themes of BYU-Idaho. The information provided in previous reports and in this report, establishes that our purpose is to serve the educational interests of our students, that the degrees awarded are recognized degrees, and that all of our resources are applied in support of our mission and core themes.

In effect since 1987, the BYU-Idaho mission continues to provide a clear sense of purpose and direction to all that we do at BYU-Idaho (see Figure 1). This mission has provided a steadying influence in the face of the many complex changes that we have undergone since its adoption, most notably the change from junior college to a University more than a decade ago. Today it is still the best expression of the vision shared by the BYU-Idaho governing board, administration, faculty, staff, students, and parents for what BYU-Idaho is, should be, and should do.

Figure 1: The mission statement of BYU-Idaho.

BYU-Idaho is affiliated with The Church of Jesus Christ of Latter-day Saints. Its mission is to:

(1) Build testimonies of the restored gospel of Jesus Christ and encourage living its principles.
(2) Provide a quality education for students of diverse interests and abilities.
(3) Prepare students for lifelong learning, for employment, and for their roles as citizens and parents.
(4) Maintain a wholesome academic, cultural, social and spiritual environment.
1.2 INTERPRETATION OF MISSIONFULFILLMENT

The fulfillment of our mission is determined by our success in meeting the stated outcomes associated with ten key institutional objectives, each of which is tied to one of our four core themes. Figure 2 shows each of the core themes and their associated institutional objectives. A set of outcomes has been established for each of the ten institutional objectives. These outcomes express in greater specificity what we hope to achieve for each objective. Associated with each of these outcomes is a set of indicators of achievement. The indicators of achievement are the specific performance metrics associated with a given outcome. Figure 3 depicts the relationship of these elements of institutional assessment—mission, core themes, objectives, outcomes, and indicators—at BYU-Idaho.

Figure 2: Core themes and institutional objectives.
The evidence associated with mission fulfillment is housed in two entities, a University Report Card and a Core Themes Report Card. The University Report Card is a compilation of the results of all institutional assessment activity. It provides a series of dashboards for the various outcomes, an area for key data and reports, and summary notes on the results of assessment activity. It is available on the web to the university leadership and faculty. We have maintained and used the University Report Card for more than ten years now. It has served us well in our annual stewardship reviews and in ongoing discussions about meeting institutional objectives.

In 2014 we created a Core Themes Report Card to serve as an executive summary of key institutional assessment activity in each of the four core themes. This report card contains the 13 key indicators selected from among the more than 100 indicators contained in the University Report Card. These key indicators were selected by the university leadership because they were perceived as the primary bellwethers for fulfillment of our mission, core themes, and institutional objectives.

Each key indicator in the Core Themes Report Card has the following elements:

- a dashboard of assessment results
- a formally stated target which articulates an acceptable threshold
- a formal statement of the status of that indicator (e.g., meeting expectations, making progress, needing attention)
- actions that we are taking to address an indicator which is not meeting a stated target.

Unlike the University Report Card, the Core Themes Report Card is available on the web to the general public. It can be accessed via this link: http://www.byui.edu/IR/CoreThemeReportCard/main.html.
1. A. 3 ARTICULATION OF AN ACCEPTABLE THRESHOLD, EXTENT, OR DEGREE OF MISSION FULFILLMENT

The 13 Key Indicators in the Core Themes Report Card serve as our primary vehicle for defining mission fulfillment. Each of these indicators shows a threshold which defines a desired target, formally states to what extent we are meeting our stated target, and articulates actions that we are taking to meet targets which are not being met.

We supplement our use of these 13 key indicators with a careful consideration of the other indicators provided in the University Report Card which serve as a broader evidence base for understanding fulfillment of mission, core theme, and institutional objectives. The wider range of indicators in the University Report Card allows us to assess desired outcomes from multiple perspectives using different assessment activities.

To facilitate and focus our assessment of mission and core theme fulfillment we are now implementing a series of Core Theme Reviews. The principal leadership of the university will review all of the assessment findings and activity associated with one core theme semi-annually. All four core themes are covered every two years. A sample agenda is shown in Appendix B.

The University Council will continue its annual review of our mission, core themes, institutional objectives, and associated outcomes along with key assessment findings in an effort to improve learning, teaching, and serving at BYU-Idaho. Target thresholds for each of the 13 Key Indicators are set as indicated in Appendix B and as shown on the Core Theme Report Card and will be reviewed regularly with the BYU-Idaho mission in mind.

Based on the data shown in Appendix B – the Summary of 13 Key Indicators and as reported more fully in the dynamic Core Theme Report Card, BYU-Idaho is currently meeting expectations and exceeding its stated targets or has plans for improvement in place for each of its four core themes and is thus fulfilling its mission.
1.B CORE THEMES

We have established four core themes that individually manifest essential elements of the BYU-Idaho mission. Collectively these core themes encompass the mission. They are derived directly from our mission statement as shown in Figure 4. Associated with each core theme is a set of institutional objectives (shown in Figure 2). These key institutional objectives come from various sources: the three imperatives established by President Kim B. Clark in his 2005 inaugural address; strategic initiatives established by the University leadership in 2005; and other important opportunities for improvement which have emerged as we have engaged in ongoing institutional self-assessment. For example, as we observed our faculty coping with the tremendous amount of change taking place at BYU-Idaho, we felt the need to add institutional objectives related to faculty development to ensure that their learning and growth would not be overlooked and that they would be strengthened in their efforts to carry out the changes.

Figure 4: Core Themes and the BYU-Idaho Mission.

<table>
<thead>
<tr>
<th>MISSION ELEMENT</th>
<th>CORE THEME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Build testimonies of the restored gospel of Jesus Christ and encourage living its principles.</td>
<td>DEVELOP DISCIPLE-LEADERS</td>
</tr>
<tr>
<td>Provide a quality education for students of diverse interests and abilities.</td>
<td>PROVIDE A QUALITY EDUCATION</td>
</tr>
<tr>
<td>Prepare students for lifelong learning, for employment, and for their roles as citizens and parents.</td>
<td>PREPARE STUDENTS FOR FUTURE ROLES</td>
</tr>
<tr>
<td>Maintain a wholesome academic, cultural, social and spiritual environment</td>
<td>MAINTAIN A WHOLESOME ENVIRONMENT</td>
</tr>
</tbody>
</table>

For each of the ten institutional objectives, we have established a set of outcomes (depicted in Figure 3). These outcomes express what we hope to achieve for each objective. As a general philosophy, we have attempted to specify two types of outcomes for each objective: terminal outcomes which define the end-state we hope to achieve and driver outcomes which contain an expression of the primary activities which must take place to influence attainment of the terminal outcomes. This approach allows us to develop simple assessment models which are clear and easy to understand while at the same time capturing the essential nature of the work that needs to be done to meet our institutional mission and goals. In effect, these simple models focus attention squarely on the most important work that should be taking place while providing a clear framework for planning and assessing.

As an example, the institutional objective Deliver High Quality Student Services has both a terminal and driver outcome. The terminal outcome is that students are satisfied with the administrative services they
receive. The driver outcome is that every unit maintains or improves its level of service. If every unit can maintain or improve its service, we expect that our student satisfaction will likewise be maintained or improved.

For each outcome, we have established a set of indicators of achievement (depicted in Figure 3). These indicators are the observable measures which show us the extent to which we are achieving stated outcomes. Each indicator presents a dashboard of results from recent and past assessment activity where available. Indicators provide tables and dashboards with a variety of comparison points. Some present historical trends. Others provide comparison to peer institutions or national norms. Others provide specified cut-points. Figure 5a shows an example of an indicator from the National Survey of Student Engagement (NSSE) which uses both peer comparison and a national norm. Figure 5b is an example of an indicator from a Survey of Student Leaders which uses historical trends.

**Figure 5a:** Indicator for Core Theme #4 – Maintain a Wholesome Environment

![Supportive Campus Environment First-Year Students](image)

**Figure 5b:** Indicator for Core Theme #1 – Develop Disciple-Leaders

![Percentage of Students Who ‘Agree’ or ‘Strongly Agree’ That Their BYU-Idaho Leadership Experience Helped Them Acquire Practical Leadership Skills](image)
Some indicators are updated each semester, some are updated each year, and some are updated at the conclusion of an assessment activity. Updated indicators are reviewed and discussed at a semi-annual Core Theme Review (see section 1.A.3) and at least annually by the University Council.

The following sections describe our core themes and associated objectives.

1.B.1 CORE THEME #1: DEVELOP DISCIPLE-LEADERS

The first core theme, Develop Disciple-Leaders, comes from the first item in our mission statement: Build testimonies of the restored gospel of Jesus Christ and encourage living its principles. This core theme reflects our aim to produce students who are able to build and serve others by their Christ-like living and leadership. The concept of a disciple-leader was most clearly articulated by BYU-Idaho President Kim B. Clark who said

"The call to be a disciple-leader is a call to minister and to serve. It is a call to lead as Christ leads. It is leadership with a small ‘L’—the kind of leadership that builds and lifts and inspires through kindness and love and unselfish devotion to the Lord and His work. It is the kind of leadership that we need at every level of every kind of organization in the world and in every ward and stake in the Church. It is the kind of leadership you will need to build an eternal family.” (Kim B. Clark, Brigham Young University–Idaho Commencement address, December 14, 2007).

Three institutional objectives are associated with this core theme:

1. Help students to strengthen their testimonies of the restored gospel of Jesus Christ and more faithfully live in harmony with its teachings.

2. Provide significant opportunities for students to provide service and develop their leadership abilities.

3. Provide significant opportunities for students to develop socially and spiritually.

The outcomes, indicators of achievement, and data sources for each of these institutional objectives are shown in Appendix D. A report card and associated dashboards for this core theme are available on the University Report Card web site.

We have been measuring and using the indicators shown in Appendix D for the assessment of objectives and outcomes in this core theme for several years. We have the mechanisms in place to collect the necessary data and have been using and refining our methodologies in each assessment cycle. Data for these indicators come primarily from current students and alumni, using a variety of data collection activities:

- An annual survey of alumni (one-year and five-year cohorts)
• An internally-developed Survey of Student Living administered annually
• An internally-developed Housing Survey administered each semester to single students
• An end-of-semester survey of student leaders and volunteers soon to become a university-wide survey of leadership.
• The Survey of Religious Education Outcomes administered annually
• Periodic queries of Activities Program participant databases
• Periodic queries of institutional databases
• The Honor Code Office database

The University Council reviewed Core Theme #1 – Develop Disciple Leaders with its stated objectives, outcomes, and the many indicators of achievement. Additionally the Academic Vice President with the Institutional Research office and Alan Dutson, Director of Outcomes and Assessments for BYU-Idaho, reviewed the metrics used, and the many indicators of achievement with a desire to find the best data possible for assessing the objectives of Core Theme #1 for students of BYU-Idaho now and the lasting effect of the BYU-Idaho experience on past students. Upon review, three Key Indicators were decided upon as the best indicators for determining mission fulfillment for this core theme:

1. Commitment to Gospel Standards
2. Daily Prayer and Scripture Study
3. Acquisition of Practical Leadership Skills

The dynamic Core Theme Report Card shows the three key indicators for this core theme along with their target thresholds and status at any point in time based upon the most current data available. See also Appendix B for the status at the end of 2014. We recognize that much of this information comes from self-reported behaviors and that self-reports of socially desirable behavior are often biased toward the positive. However, we are careful to account for that in our analysis and interpretation of the data, using the information to look at trends rather than to establish absolute values. Considering many ongoing discussions and reviews, we have determined that this information best meets our assessment needs for defining mission fulfillment and for reporting our efforts to the public on the Core Theme Report Card.

1.B.2 CORE THEME #2: PROVIDE A QUALITY EDUCATION

The second core theme comes from the second item in our mission statement: *Provide a quality education for students of diverse interests and abilities.* This core theme reflects our desire to increase the quality of the BYU-Idaho academic experience to better prepare BYU-Idaho students for a challenging world. The core theme is focused on three key aspects of our efforts to raise the quality of the academic experience: degree programs, our faculty, and the BYU-Idaho Learning Model. First, this core theme reflects the importance of outcomes assessment work being done by the faculty and the need to represent that work in
institutional-level assessment. It reflects our desire to provide our students with high quality educational experiences characterized by significant opportunities for experiential learning via practicums, internships, student-based research, capstone courses, and other intense hands-on experiences. Second, this core theme recognizes that the quality of the undergraduate experience is dependent upon the faculty and their ongoing development and preparation. Third, this core theme emphasizes the vital role of the BYU-Idaho Learning Model in fostering inspired learning and teaching. Several years ago a committee of faculty members developed the BYU-Idaho Learning Model to provide a common framework for learning and teaching across all disciplines at the university. As it was later presented to the faculty as a whole, this framework encourages teachers to establish a course architecture which reflects the unique goals and context of a BYU-Idaho education, and to establish specific expectations for student preparation for class, for students to teach and help one another in class, and for students to ponder and reflect on the class experience. In like manner, it encourages students to adequately prepare for class, to seek opportunities to serve and teach fellow students, and to actively reflect on what they have learned and how they have grown.

Accordingly, three institutional objectives are associated with this core theme:

1. Provide satisfying, challenging, engaging, and effective degree programs which meet stated outcomes.

2. Apply the BYU-Idaho Learning Model to help students become lifelong learners, creative and critical thinkers, and effective communicators.

3. Provide resources and opportunities for faculty to develop as teachers, as professionals in their disciplines, and as BYU-Idaho employees.

Appendix E shows the current outcomes, indicators of achievement, and sources of data for each of these institutional objectives. A report card and associated dashboards for this core theme are available on the University Report Card web site.

We have been using these indicators of achievement in assessing associated objectives and outcomes for a significant period of time. We have the mechanisms in place to collect the necessary data and have been using and refining our methodologies in each assessment cycle. Data for these indicators come primarily from students, faculty, institutional records, department data, the Collegiate Learning Assessment (CLA), and the National Survey of Student Engagement (NSSE). We continue to collect relevant information about the Learning Model from students using our Learning Model Survey, originally administered each semester and now administered once each year. We use data from our end-of-course evaluations administered every semester. We gather data from departmental records about faculty professional development activity. All these data collection activities have resulted in very useful and reliable information.

Recently, the College of Faculty Development & Mentored Research has been tasked to gather data regarding the nature and type of faculty development activities. In addition to seeing the granular detail of faculty development, they assist the university in measuring the percent of engagement by the faculty in
significant and ongoing professional development activities as well as how those activities are effecting student experience, curriculum development and improving faculty content knowledge.

Though we have used most of the outcomes and indicators shown in Appendix E for the past few years, we are continually looking for better ones. We anticipate that the outcomes and indicators of achievement for this core theme will continue to improve in the coming months. For example, we are rethinking how we measure Learning Model outcomes. We are also working on better measures of advising effectiveness. We hope to broaden measures to include all of the experiential learning activities in which our students are involved so that we are adequately assessing all the work we are doing in that area. We have been using the Collegiate Learning Assessment (CLA) test to measure and assess critical thinking and writing ability. We are looking to adopt broader measures of core skills. As departments continue to improve assessments of their learning outcomes, we hope to have better overall measures of learning and growth related to effective communication. We will continue to collect information from our graduated students about their current activities, their lifelong learning habits, and their perspective on their BYU-Idaho experience.

It is worth noting that the first institutional objective in this core theme was added after our recently concluded Year Seven Self-Evaluation efforts. It was added to reflect the substantial amount of work being done and future work being planned for outcomes assessment, academic advising, experiential learning, and student retention. Providing effective and satisfying degree programs has become especially important given the steadily rising enrollments in our online courses and programs, and our desire to make sure that online students have a high-quality educational experience. The outcomes and indicators for this new institutional objective will help us monitor some of the most important work in which we are currently engaged as a university.

The University Council reviewed Core Theme #2 – Provide a Quality Education with its stated objectives, outcomes, and the many indicators of achievement. Additionally the Academic Vice President along with the Institutional Research office and Alan Dutson, Director of Outcomes and Assessments for BYU-Idaho, reviewed the metrics used, and the many indicators of achievement with a desire to find the best data possible for assessing the objectives of Core Theme #2 for students of BYU-Idaho now and the lasting effect of the BYU-Idaho experience on past students. Upon review, four Key Indicators were decided upon as the best indicators for determining mission fulfillment for this core theme:

1 - Graduation and Retention
2 – Attainment of Degree Program Outcomes
3 - Critical Thinking and Writing
4 - Faculty Professional Improvement Plan

The dynamic Core Theme Report Card shows the four Key Indicators for this core theme along with its target threshold and status at any point in time based upon the most current data available. See also Appendix B for the status at the end of 2014. We recognize that there is a lot of data available and a variety of metrics being currently measured and which could be measured for this core theme. However, considering many ongoing discussions and reviews, we have determined that this information best meets
our assessment needs for defining mission fulfillment and for reporting our efforts to the public on the Core Theme Report Card.

1.B.3 Core Theme #3: Prepare Students for Future Roles

The third core theme comes from the third item in our mission statement: *Prepare students for lifelong learning, for employment, and for their roles as citizens and parents.* This core theme reflects our desire to produce students who can obtain gainful employment if they so choose because they are skilled professionals, who can successfully complete a graduate program of study if they so choose, who are or can become effective parents if given that opportunity, and who can contribute to the community in which they live.

Two institutional objectives are associated with this core theme:

1. Prepare students for employment or for further education as skilled professionals.
2. Prepare students for their future roles as parents and engaged citizens.

Appendix F shows the current outcomes, indicators of achievement, and sources of data for each of these institutional objectives. A report card for this core theme is available on the University Report Card web site.

We have been measuring and using the indicators shown in Appendix F for the assessment of objectives and outcomes in this core theme for several years. We have the mechanisms in place to collect the necessary data and have been using and refining our methodologies in each assessment cycle. Data for these indicators come from the following assessment activities.

- A Survey of Graduating Students administered at each of the three commencements in the year.
- An annual survey of alumni (one-year and five-year cohorts).
- A pre-and post-class survey of attitudes and perceptions about family issues administered to all Family Foundations students each semester.
- The National Student Clearinghouse Tracker databases.

The University Council reviewed Core Theme #3 – Prepare Students for Future Roles with its stated objectives, outcomes, and the many indicators of achievement. Additionally the Academic Vice President along with the Institutional Research office and Alan Dutson, Director of Outcomes and Assessments for BYU-Idaho, reviewed the metrics used, and the many indicators of achievement with a desire to find the best data possible for assessing the objectives of Core Theme #3 for students of BYU-Idaho now and the lasting effect of the BYU-Idaho experience on past students. Upon review, four Key Indicators were decided upon as the best indicators for determining mission fulfillment for this core theme:

1 - Employment Rates
The dynamic Core Theme Report Card shows the four key indicators for this core theme along with their target thresholds and status at any point in time based upon the most current data available. See also Appendix B for the status at the end of 2014. We recognize that there is a lot of data available and a variety of metrics currently used and which could be measured for this core theme. However, considering many ongoing discussions and reviews, we have determined that this information best meets our assessment needs for defining mission fulfillment and for reporting our efforts to the public on the Core Theme Report Card.

Additionally, as our degree program outcomes assessment matures and expands, we hope to incorporate these summative competency measures in our university data. We already have extensive data for Praxis exams from our education majors. We look forward to incorporating results from Major Field Tests being administered in several departments as well as similar measures of competency taken by our graduating students.

**1.B.4 CORE THEME #4: MAINTAIN A WHOLESOME ENVIRONMENT**

The fourth core theme comes from the fourth item in our mission statement: *Maintain a wholesome academic, cultural, social and spiritual environment.* This core theme reflects our desire to optimize our use of the excellent facilities we have and the new ones that we are currently building. It reflects our desire to continue to improve the experience our students have in their living arrangements. Finally, it reflects our desire to be more helpful to our students through the administrative services that we provide.

Two institutional objectives are associated with this core theme:

1. Enhance the physical and student living environment.
2. Deliver high quality student services.

Appendix G shows the current outcomes, indicators of achievement, and sources of data for each of these institutional objectives. A report card for this core theme is available on the University Report Card website. It shows all of the indicators of achievement and their current status.

The University Council reviewed Core Theme #4 – Maintain a Wholesome Environment with its stated objectives, outcomes, and the many indicators of achievement. Additionally the Academic Vice President along with the Institutional Research office and Alan Dutson, Director of Outcomes and Assessments for BYU-Idaho, reviewed the metrics used, and the many indicators of achievement with a desire to find the best data possible for assessing the objectives of Core Theme #4 for students of BYU-Idaho. Upon review, two Key Indicators were decided upon as the best indicators for determining mission fulfillment for this core theme:
1 - Supportive Campus Environment

2 – Administrative Concern for Students.

The dynamic Core Theme Report Card shows the two key indicators for this core theme along with their target thresholds and status at any point in time based upon the most current data available. See also Appendix B for the status at the end of 2014. We recognize again that we have a lot of data relating to indicators for Core Theme #4. We have been using this set of indicators to assess these objectives and outcomes for a significant period of time. We have the mechanisms in place to collect the necessary data and have been using and refining our methodologies in each assessment cycle. Data for these indicators come primarily from students and our institutional databases. We collect relevant information about the student housing situation from two different surveys administered on a regular basis. We monitor student satisfaction with administrative services via an annual survey of student satisfaction. Now, individual units are collecting satisfaction data directly from their student clientele. All these data collection activities have resulted in very useful and reliable information. Considering many ongoing discussions and reviews, we have determined that this information best meets our assessment needs for defining mission fulfillment and for reporting our efforts to the public on the Core Theme Report Card.
We have been working with the general approach to institutional-level assessment described in this section for more than a decade. This approach has served us well. First, it has provided clarity to what ought to matter most at BYU-Idaho, namely our mission and institutional objectives. This has been particularly important given the growth of our faculty, staff, and student body in recent years. Second, our approach has allowed us to effectively monitor what we purport to be doing. We now have an extensive body of evidence about our mission and institutional objectives. Finally, this collection of assessment data and analysis has helped us understand how we are doing with respect to our mission and institutional objectives. For the most part the evidence shows that we are indeed attaining the institutional outcomes that we have established for ourselves. Conversely, in several instances this evidence has increased our awareness about areas where there might be room for improvement. For example, in reviewing data about student satisfaction with administrative services, we saw an opportunity to improve the service we provide to students. We have been working on this for several years now and are seeing improved satisfaction levels because of those efforts.

Even though our methods have served us well, we continue to make improvements in how we assess our institutional achievements. The following describe five significant changes made in the last two years:

- We have recently added a tenth institutional objective to focus and direct our efforts in using outcomes assessment data, improving academic advising, using innovative delivery techniques such as hybrid classes, and enhancing experiential learning.

- We have added a Core Theme Report Card to summarize a mountain of assessment data and focus the attention of university leadership on the most important key indicators of mission fulfillment.

- The newly added Core Theme Review process will enable us to evaluate our assessment activity by core theme rather than by a specific assessment activity.

- We have added several exciting new indicators to various core themes that came from an analysis of degree program outcomes by the university Curriculum Council. Comprised of an associate dean from each college and other academic leaders, this group focused on six student learning outcomes that were common to most or all of our degree programs.

- We have created a data warehouse to support the use and analysis of critical institutional data. This warehouse will eventually become the repository of institutional assessment data. We are currently working on an academic data warehouse which will consolidate all the key institutional data into a format that is easier to process and use. Tools to access and use these data are continually improving.

We look forward to a continual improvement in our indicators of achievement. We look forward to the continual maturing and expansion of degree program assessment by the departments so that we can incorporate these results into the assessment of core themes at the university level.
Appendix A
Letter from State Board of Education

June 27, 2007

Dr. Kim Clark, President
Brigham Young University-Idaho
Rexburg, Idaho 83460-1650

Dear Dr. Clark:

As you know, you are an "exempted" institution by statute insofar as registering annually as a postsecondary educational institution in the state of Idaho is concerned. This letter serves to confirm your exempted status. Additionally, I am including a "certificate" of sorts to further confirm your exempted status.

The intent is to help the general public better understand which institutions are exempted from annual registration and which must register, and for these latter institutions, just what criteria they must adhere to.

As you may know, nationally, Idaho is considered one of the six (6) most "diploma mill friendly" states in the country and indeed, such states as Oregon caution their citizens to be aware of states such as Idaho. Additionally, as you may recall, just over a year ago Idaho had two "for-profit" institutions fold. The result is that Idaho students, at best, are able to recover 33 cents on the dollar, and since one of those institutions, New Horizons, required cash only, their former students are cut two-thirds of the monies they had invested in their education.

As the Board begins news releases to create consumer awareness, we can anticipate reporters following up. My thought is that it would be good for each of our exempted institutions to be able to display documentation of their exempt status, just as non-exempt institutions who have registered will be able to document their registration.

Of course, who will not be able to document anything legitimate will be those institutions who have been "flying under the radar." I have sent warning letters to those institutions, although I am aware that there may well be "others" who we are not aware of. Certainly, if you wonder about an institution, you should contact the Board and we will follow up.

Thank you for the wonderful higher education opportunities that you provide Idaho citizens. We ask that you join us in "raising the bar" so that Idahoans can know just which institutions are registered and sanctioned to provide higher educational opportunities in Idaho.

Sincerely,

Stuart Tennant
Chief Post Secondary Academic Officer

ST/cs
CORE THEME #1 – Develop Disciple-Leaders

KEY INDICATOR: Commitment to Gospel Standards

Percentage of Alumni Who Say That LDS Standards and Values are 'Very Important' in the Way They Conduct their Life

<table>
<thead>
<tr>
<th>Graduation Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004 - 2005</td>
<td>91%</td>
</tr>
<tr>
<td>2005 - 2006</td>
<td>94%</td>
</tr>
<tr>
<td>2006 - 2007</td>
<td>91%</td>
</tr>
<tr>
<td>2008 - 2009</td>
<td>91%</td>
</tr>
<tr>
<td>2009 - 2010</td>
<td>92%</td>
</tr>
<tr>
<td>2010 - 2011</td>
<td>92%</td>
</tr>
</tbody>
</table>

SOURCE: Alumni Survey

TARGET: 90%

STATUS: Meeting target
Appendix B
Core Theme Report Card

**CORE THEME #1 – Develop Disciple-Leaders**
**KEY INDICATOR:** Daily Prayer and Scripture Study

![Percentage of Students Who Pray and Study Scriptures Daily](chart)

*SOURCE:* Student Living Survey

*TARGET:* 67% (super majority)

*STATUS:* Meeting target
Appendix B
Core Theme Report Card

CORE THEME #1 – Develop Disciple-Leaders
KEY INDICATOR: Acquisition of Practical Leadership Skills

**Percentage of Students Who 'Agree' or 'Strongly Agree' That Their BYU-Idaho Leadership Experience Helped Them Acquire Practical Leadership Skills**

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>88%</td>
<td>87%</td>
<td>85%</td>
<td>90%</td>
<td>83%</td>
<td>86%</td>
<td>94%</td>
</tr>
</tbody>
</table>

**SOURCE:** Survey of Activities Program Leaders and Volunteers

**TARGET:** 90% Students Agree or Strongly Agree

**STATUS:** Meeting target.

**NOTE:** We are expanding our measurement of this indicator to capture leadership experiences from all students on campus, not just participants in the Activities programs.
Appendix B
Core Theme Report Card

CORE THEME #2 – Provide a Quality Education
KEY INDICATOR: Graduation and Retention

**Retention Rates**

<table>
<thead>
<tr>
<th>Year</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 09 to Fall 10</td>
<td>71%</td>
</tr>
<tr>
<td>Fall 10 to Fall 11</td>
<td>73%</td>
</tr>
<tr>
<td>Fall 11 to Fall 12</td>
<td>72%</td>
</tr>
<tr>
<td>Fall 12 to Fall 13</td>
<td>68%</td>
</tr>
</tbody>
</table>

**Graduation Rates**

<table>
<thead>
<tr>
<th>Year</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 1999</td>
<td>61%</td>
</tr>
<tr>
<td>Fall 2000</td>
<td>62%</td>
</tr>
<tr>
<td>Fall 2001</td>
<td>68%</td>
</tr>
<tr>
<td>Fall 2002</td>
<td>65%</td>
</tr>
<tr>
<td>Fall 2003</td>
<td>61%</td>
</tr>
<tr>
<td>Fall 2004</td>
<td>66%</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>61%</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>61%</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>60%</td>
</tr>
</tbody>
</table>

**SOURCE:** Institutional Data; IPEDS

**TARGET:** Retention – 75%; Graduation – 70%

**STATUS:** Needs attention.

**ACTIONS:** Compared to regional peer institutions, our persistence and graduation rates are high. However, we would like to do better. Several committees are looking at retention issues. We have invested a substantial amount of time and money in the creation of iPlan, a computer-based academic and career advising system.

**NOTE:** The percentages in the charts shown above are computed using rules and formulas provided by the United States Department of Education and reported to IPEDS. The percentages are for first-time full-time students, new to higher education. They exclude students who left BYU-Idaho to serve a full-time mission.

For peer institution graduation rates click [here](#). For peer institution degrees awarded click [here](#).
CORE THEME #2 – Provide a Quality Education
KEY INDICATOR: Attainment of Degree Program Outcomes

SOURCE: Department Outcomes Assessment Data

TARGET: 80% proficient or distinguished for all degree program outcomes.

STATUS: Meeting target.

NOTE: Currently, these percentages reflect outcomes assessment data for almost two-thirds of the departments. Data from the other third were in formats that required more processing to convert to the four-point scale being used.
CORE THEME #2 – Provide a Quality Education

KEY INDICATOR: Critical Thinking and Writing

SOURCE: Collegiate Learning Assessment (CLA)

TARGET: Seniors demonstrate higher scores than first-year students; all students will exceed expectations as determined by entering academic ability score.

STATUS: Meeting target.
Appendix B
Core Theme Report Card

CORE THEME #2 – Provide a Quality Education
KEY INDICATOR: Faculty Professional Development

Percentage of Faculty with a Multi-year Professional Development Plan

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>86%</td>
</tr>
<tr>
<td>2014</td>
<td>89%</td>
</tr>
</tbody>
</table>

**SOURCE:** Department Chairs

**TARGET:** 80% of our full-time faculty will have a multi-year professional development plan.

**STATUS:** Meeting target.

**NOTE:** We intend to add a companion key indicator to this one: satisfaction with professional development opportunities and resources. In the coming years we will raise the target for this indicator as resources become more available.
CORE THEME #3 – Prepare Students for Future Roles
KEY INDICATOR: Employment Rates

SOURCE: Survey of Graduating Students and Survey of Alumni

TARGET: 90% of our students who are seeking employment will have a job or job offer by their first year after graduation.

STATUS: Meeting target.

NOTE: There percentages are an average of employment rates from the 2011, 2012 and 2013 administrations of these surveys.
CORE THEME #3 – Prepare Students for Future Roles
KEY INDICATOR: Preparation for Further Education

Percentage of Alumni Who Felt BYU-I Fully Prepared Them For Further Education

SOURCE: Survey of Alumni

TARGET: 70%

STATUS: Meeting target.
Appendix B
Core Theme Report Card

CORE THEME #3 – Prepare Students for Future Roles
KEY INDICATOR: Prepared Parents

Percentage of Alumni Attributing a 'Strong' or 'Very Strong' Influence to BYU-Idaho on Their Preparation for Parenthood

<table>
<thead>
<tr>
<th>Survey Year</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage</td>
<td>73%</td>
<td>72%</td>
<td>70%</td>
</tr>
</tbody>
</table>

SOURCE: Survey of Alumni

TARGET: 70%

STATUS: Meeting target.
CORE THEME #3 – Prepare Students for Future Roles

KEY INDICATOR: Engaged Citizens

SOURCE: Survey of Alumni

TARGET: Maintain at least 85% - Community; 25% - Church

STATUS: Meeting target.
Appendix B
Core Theme Report Card

CORE THEME #4 – Maintain a Wholesome Environment
KEY INDICATOR: Supportive Campus Environment

Supportive Campus Environment - First-Year Students

<table>
<thead>
<tr>
<th></th>
<th>NSSE 2006</th>
<th>NSSE 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>BYU-Idaho</td>
<td>75.7</td>
<td>74.1</td>
</tr>
<tr>
<td>Selected Peers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carnegie Class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All NSSE</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SOURCE: National Survey of Student Engagement (NSSE)

TARGET: Maintain a institutional score of 70 or greater in each administration of the NSSE.

STATUS: Meeting target.

NOTES: The Supportive Campus Environment score summarizes responses to the following NSSE items:

- Campus environment helps you cope with your non-academic responsibilities (work, family, etc.)
- Campus environment provides the support you need to thrive socially
- Quality of relationships with other students
- Quality of relationships with faculty members
- Quality of relationships with administrative personnel and offices
Appendix B
Core Theme Report Card

CORE THEME #4 – Maintain a Wholesome Environment
KEY INDICATOR: Administrative Concern for Students

SOURCE: Survey of Student Satisfaction

TARGET: Meet or exceed the W99 level of 31% strong agreement

STATUS: Making progress.

ACTIONS: For the past three years, all academic and administrative leaders have reviewed their organizational processes to determine where interactions with students could be improved. Several initiatives have been undertaken to improve communications with students. The success of these efforts is beginning to show.

NOTES: This indicator focuses on increasing the percentage of ‘Strongly Agree’, the highest level of satisfaction possible.
Appendix C

Sample Agenda for a Core Theme Review of
Core Theme #4 – Maintain a Wholesome Environment

1. Review key indicators from Core Theme Report Card

2. Institutional Objective #9: Enhance the physical and student living environment.
   a. Review Executive Summary for Institutional Objective
   b. Review any new assessment data/findings for Institutional Objective #9 outcomes
      i. Outcome #1: Facilities effectively support both academic and extracurricular activities.
      ii. Outcome #2: Students learn and live the principles of Zion in their apartments and homes.
      iii. Outcome #3: Students live in places which are safe, clean, and conducive to learning and spiritual growth.
      iv. Outcome #4: All aspects of the BYU-Idaho environment support student learning, living and spiritual growth.

3. Institutional Objective #10: Deliver high quality student services.
   a. Review Executive Summary for Institutional Objective
   b. Review any new assessment data/findings for Institutional Objective #10 outcomes
      i. Outcome #1: Students are satisfied with the administrative services they receive.
      ii. Outcome #2: Every unit maintains or improves its level of service.
Appendix D

Objectives, Outcomes, and Indicators of Achievement for Core Theme #1
Develop Disciple-Leaders

Institutional Objective #1: Help students to strengthen their testimonies of the restored gospel of Jesus Christ and more faithfully live in harmony with its teachings.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Indicators of Achievement (source)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduated students have strong testimonies and strive to live in accordance with the gospel of Jesus Christ.</td>
<td>• % of alumni who are active in the Church. (1)</td>
</tr>
<tr>
<td></td>
<td>• % of alumni who are satisfied with their personal life. (1)</td>
</tr>
<tr>
<td></td>
<td>• % of alumni who are satisfied with their family life. (1)</td>
</tr>
<tr>
<td></td>
<td>• % of alumni who have a strong gospel commitment. (1)</td>
</tr>
<tr>
<td></td>
<td>• % of alumni who have a strong commitment to gospel standards (1)</td>
</tr>
<tr>
<td>Current students have strong testimonies and are strive to live in accordance with the gospel of Jesus Christ.</td>
<td>• % of students with a strong testimony. (2)</td>
</tr>
<tr>
<td></td>
<td>• % of students exhibiting temple-worthy behavior. (2)</td>
</tr>
<tr>
<td></td>
<td>• % of students living according to high standards of conduct. (2)</td>
</tr>
<tr>
<td></td>
<td>• % of students with a high-quality apartment life. (2)</td>
</tr>
<tr>
<td></td>
<td>• % of students active in Church. (2)</td>
</tr>
<tr>
<td></td>
<td>• Personal Behaviors Score. (3)</td>
</tr>
<tr>
<td></td>
<td>• Percentage of students with Honor Code actions. (4)</td>
</tr>
</tbody>
</table>

Sources of information for indicators: (1) Alumni Survey (administered annually); (2) Survey of Religious Beliefs and Behaviors (administered every four years); (3) Survey of Student Living (administered annually); (4) Honor Code Office databases
Appendix D
Objectives, Outcomes, and Indicators of Achievement for Core Theme #1
Develop Disciple-Leaders

Institutional Objective #2: Provide significant opportunities for students to provide service and develop their leadership abilities.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Indicators of Achievement (source)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduated students contribute in meaningful ways to their family, community, ward/stake, and workplace.</td>
<td>% of alumni who report meaningful service to community. (1)</td>
</tr>
<tr>
<td></td>
<td>% of alumni who report meaningful service to Church. (1)</td>
</tr>
<tr>
<td></td>
<td>% of alumni who report meaningful service to profession. (1)</td>
</tr>
<tr>
<td>Leadership and service opportunities are effective.</td>
<td>% of students who extend their leadership experiences to other settings. (2)</td>
</tr>
<tr>
<td></td>
<td>% of students who perceive that their BYU-Idaho leadership experience was critical to their growth as a leader. (2)</td>
</tr>
<tr>
<td></td>
<td>% of students acquiring practical leadership skills. (2)</td>
</tr>
<tr>
<td>Students take advantage of leadership opportunities.</td>
<td>Number of student leadership positions filled each year. (3)</td>
</tr>
<tr>
<td></td>
<td>Number of volunteer positions filled each year. (3)</td>
</tr>
<tr>
<td></td>
<td>% of students at graduation who held a leadership or volunteer position. (3)</td>
</tr>
</tbody>
</table>

Sources of information for indicators: (1) Alumni Survey (administered annually); (2) Survey of Activities Leaders and Volunteers (administered at the end of each semester); (3) Activities Program participant databases and records; and (4) the Survey of Graduating Students (administered three times each year)

Institutional Objective #3: Provide significant opportunities for students to develop socially and spiritually.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Indicators of Achievement (source)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are enriched by university-sponsored social and cultural activities.</td>
<td>Level of participation. (3)</td>
</tr>
<tr>
<td></td>
<td>Student satisfaction with events and activities. (3)</td>
</tr>
<tr>
<td>The university provides excellent and effective gospel teaching and oversight.</td>
<td>% of students indicated with high quality ecclesiastical oversight from ward leaders and home teachers. (1)</td>
</tr>
<tr>
<td></td>
<td>Average score on selected items from the Survey of Religious Outcomes: impact on gospel knowledge; impact on testimony; impact on behavior; impact on leadership and teaching abilities; impact on desire to serve. (2)</td>
</tr>
</tbody>
</table>

Sources of information for indicators: (1) Survey of Religious Beliefs and Behaviors (administered every four years); (2) Survey of Religious Education Outcomes (administered annually); (3) Activities Program participant databases and records.
Appendix E

Objectives, Outcomes, and Indicators of Achievement for Core Theme #2
Provide a Quality Education

Institutional Objective #4: Provide satisfying, challenging, engaging, and effective degree programs which meet stated learning outcomes.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Indicators of Achievement (source)</th>
</tr>
</thead>
</table>
| The academic experience is satisfying, challenging, and engaging.       | • Level of Academic Challenge. (1)  
• Enriching Educational Experiences. (1)  
• Amount of required reading and writing. (1)  
• Average overall course rating. (2)  
• Average level of satisfaction. (2)  
• Percentage of graduating and graduated students who would definitely choose to attend BYU-Idaho again. (3) (4)  
• Percentage of graduating and graduated students who had an excellent educational experience at BYU-Idaho. (3) (4) |
| Academic programs are effective.                                       | • Percentage of academic programs achieving stated program outcomes. (5)  
• Percentage of alumni who value their BYU-Idaho degree. (4)  
• Percentage of students who would definitely select the same major again. (3) (4) |
| Course and degree program outcomes are assessed.                       | • % of departments with published outcomes for each degree program. (5)  
• % of departments with an assessment plan. (5)  
• % of departments with current degree program assessment data. (5)  
• % of departments with stated course outcomes. (5) |
| Students have excellent experiential learning opportunities and experiences. | • Quality and effectiveness of internships, student teaching, and clinical experiences. (TBD)  
• Number of research/creative experiences. (TBD)  
• Quality and effectiveness of capstone courses. (TBD)  
• Quality and effectiveness of practicums. (TBD) |
### Appendix E

**Objectives, Outcomes, and Indicators of Achievement for Core Theme #2**

**Provide a Quality Education**

Institutional Objective #4: Provide satisfying, challenging, engaging, and effective degree programs which meet stated learning outcomes. CONTINUED

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Indicators of Achievement (source)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutoring and advising are effective.</td>
<td>• Total credits at graduation and semesters-to-graduation. (6)</td>
</tr>
<tr>
<td></td>
<td>• Graduation rates. (6)</td>
</tr>
<tr>
<td></td>
<td>• Degrees awarded. (6)</td>
</tr>
<tr>
<td></td>
<td>• Level of utilization of services provided. (TBD)</td>
</tr>
<tr>
<td></td>
<td>• Number of students who self-assess skills, career interests, and values. (TBD)</td>
</tr>
<tr>
<td></td>
<td>• Academic success rates of at-risk students. (6)</td>
</tr>
<tr>
<td></td>
<td>• Number and frequency of academic changes. (6)</td>
</tr>
<tr>
<td></td>
<td>• Percentage of students completing a graduation plan. (6)</td>
</tr>
<tr>
<td></td>
<td>• Level of satisfaction with BYU-Idaho experience upon graduation and after graduating. (3)(4)</td>
</tr>
</tbody>
</table>

*Sources of information for indicators:  (1) National Survey of Student Engagement (NSSE); (2) Course Evaluations administered every semester; (3) Survey of Graduating Students administered at every commencement; (4) Alumni Survey administered annually; (5) Department records and data; (6) Institutional data*
Appendix E
Objectives, Outcomes, and Indicators of Achievement for Core Theme #2
Provide a Quality Education

Institutional Objective #5: Apply the BYU-Idaho Learning Model to help students become lifelong learners, creative and critical thinkers, and effective communicators.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Indicators of Achievement (source)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Learning Model has a positive impact on learning and teaching.</td>
<td>• Degree of learning attributed to Learning Model. (1)</td>
</tr>
<tr>
<td></td>
<td>• The relationship of selected Learning Model activities and perceived learning. (2)</td>
</tr>
<tr>
<td></td>
<td>• Level of adoption of learning model principles and practices by faculty members. (1)</td>
</tr>
<tr>
<td></td>
<td>• Level of adoption of learning model principles and practices by students. (1)</td>
</tr>
<tr>
<td>Students are lifelong learners.</td>
<td>• Percentage of alumni who engage in lifelong learning activities and habits. (3)</td>
</tr>
<tr>
<td>Students are creative and critical thinkers.</td>
<td>• The value added scores for critical thinking and analytical writing. (4)</td>
</tr>
<tr>
<td></td>
<td>• Senior versus first-year student critical thinking scores. (4)</td>
</tr>
<tr>
<td></td>
<td>• Senior versus first-year student analytical writing scores. (4)</td>
</tr>
<tr>
<td>Students are effective communicators.</td>
<td>In development</td>
</tr>
</tbody>
</table>

Sources of information for indicators: (1) Learning Model Survey (administered every semester); (2) Course Evaluations (administered every semester); (3) Alumni Survey administered annually; (4) Collegiate Learning Assessment.
Appendix E
Objectives, Outcomes, and Indicators of Achievement for Core Theme #2
Provide a Quality Education

Institutional Objective #6: Provide resources and opportunities for faculty to develop as teachers, as professionals in their disciplines, and as BYU-Idaho employees

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Indicators of Achievement (source)</th>
</tr>
</thead>
</table>
| Instruction shows steady improvement. | • Average overall rating of the instructor. (1)  
• Average overall rating of the course. (1)  
• Average level of perceived learning. (1)  
• Percentage of departments showing improvement on these indicators. (1) |
| Faculty members are actively improving their teaching and curriculum. | • Percentage of faculty attending development workshops. (3)  
• Percentage of faculty doing peer observation. (3)  
• Number of faculty involved in off-campus development travel. (3)  
• Number of faculty involved in a learning community or teaching group. (3)  
• Number of courses with formally stated outcomes. (3) |
| Faculty members are carrying out a professional development plan. | • Percentage of faculty with a 3-hour release. (3)  
• Percentage of faculty applying for a Faculty Learning Fellowship. (3) |
| Faculty members are satisfied with their opportunities for development and their working environment, and are committed to the institutional mission. | • Level of faculty satisfaction with professional development opportunities. (5)  
• Level of faculty satisfaction with working conditions (e.g., support, workload, compensation, assignments, etc). (5)  
• Faculty retention (4) |

Sources of information for indicators: (1) Course Evaluations (administered every semester); (2) Institutional Web Analytics Data; (3) Departmental Data and Records; (4) Academic Office Databases and Records; (5) Survey of Faculty (administered every four years)
Appendix F

Objectives, Outcomes, and Indicators of Achievement for Core Theme #3

Prepare Students for Future Roles

Institutional Objective #7: Prepare students for employment or further education as skilled professionals.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Indicators of Achievement (source)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduating and graduated students who seek employment are able to obtain meaningful employment.</td>
<td>• Employment and unemployment rate of graduating students. (1)</td>
</tr>
<tr>
<td></td>
<td>• Percentage of graduating students who feel prepared for their employment. (2)</td>
</tr>
<tr>
<td></td>
<td>• “Unemployment rate” of graduated students. (2)</td>
</tr>
<tr>
<td></td>
<td>• Percentage of alumni who felt prepared for their employment. (2)</td>
</tr>
<tr>
<td></td>
<td>• Percentage of alumni with high career satisfaction. (2)</td>
</tr>
<tr>
<td>Graduating and graduated students who continue their formal education are successful.</td>
<td>• Acceptance rate to graduate programs. (1)</td>
</tr>
<tr>
<td></td>
<td>• Percentage of graduating students who feel prepared for future educational pursuits. (1)</td>
</tr>
<tr>
<td></td>
<td>• Percentage of alumni who felt prepared for their educational pursuits. (2)</td>
</tr>
<tr>
<td></td>
<td>• Number of students completing advanced degrees. (2)</td>
</tr>
<tr>
<td></td>
<td>(3)</td>
</tr>
<tr>
<td>Graduating students demonstrate that they are skilled professionals.</td>
<td>• Performance on Praxis exams, Major Field Tests, or similar tests of competency at graduation. (4)</td>
</tr>
<tr>
<td></td>
<td>• The percentage of graduating students who have met the stated learning outcomes for their degree. (5)</td>
</tr>
<tr>
<td></td>
<td>• The percentage of students who attribute a high amount of growth to their major courses. (2)</td>
</tr>
</tbody>
</table>

Sources of information for indicators: (1) Survey of Graduating Students (administered in April, July, and December; (2) Alumni Survey (administered annually; (3) National Student Tracker data
Appendix F
Objectives, Outcomes, and Indicators of Achievement for Core Theme #3
Prepare Students for Future Roles

Institutional Objective #8: Prepare students for their future roles as parents and engaged citizens.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Indicators of Achievement (source)</th>
</tr>
</thead>
</table>
| Graduating students are prepared to be parents. Graduated students have a satisfying family life. | • The impact of the Family Foundations classes on key beliefs and attitudes toward marriage and family life. (1)  
• The percentage of graduating students who attribute a high amount of growth to BYU-Idaho in their ability to be a parent. (2)  
• The percentage of graduated students who enjoy a satisfying family life. (3) |
| Graduating students are prepared to be engaged citizens. Graduated students are engaged citizens. | • The % of graduating students who attribute a high amount of growth to BYU-Idaho in their abilities and desires to be good citizens (e.g. voting, cultural and ethnic sensitivity, civic mindedness, etc.). (2)  
• The % of alumni who are engaged citizens. (3) |

Sources of information for indicators: (1) Family Foundations Pre- and Post-Class Survey; (2) the Survey of Graduating Students (administered three times each year); (3) Alumni Survey (administered annually); (4) Competency Exam Scores; (5) Departmental Records.
## Appendix G
### Objectives, Outcomes, and Indicators of Achievement for Core Theme #4
### Maintain a Wholesome Environment

Institutional Objective #9: Enhance the physical and student living environment.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Indicators of Achievement (source)</th>
</tr>
</thead>
</table>
| Facilities effectively support both academic and extracurricular activities. | • Percentage of low enrolled courses. (2)  
• Square feet per student. (3)  
• Library utilization. (5)  
• Percent of students attending campus events and activities. (4) |
| Students learn and live the principles of Zion in their apartments and homes. | • Quality of Apartment Life Score. (7)  
• Involvement with Honor Code issues Score (7) |
| Students live in places which are safe, clean, and conducive to learning and spiritual growth | • Satisfaction with housing. (6)  
• Living environment. (6)  
• Honor Code commitment in the apartment. (6) |
| All aspects of the BYU-Idaho environment support student learning, living, and spiritual growth | • Supportive Campus Environment. (1) |

Sources of information for indicators:  
(1) National Survey of Student Engagement (administered every 2 years);  
(2) Institutional Data;  
(3) Budget Office Data;  
(4) Activities Program Data and Records;  
(5) Library Data and Records;  
(6) Housing Survey (administered every semester);  
(7) Student Living Survey (administered annually).

Institutional Objective #10: Deliver high quality student services.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Indicators of Achievement (source)</th>
</tr>
</thead>
</table>
| Students are satisfied with the administrative services they receive. | • % of students very strongly agreeing: I seldom get the "run-around" when seeking help. (1)  
• % of students very strongly agreeing: Administrative personnel show concern for students (1)  
• % of students very strongly agreeing: I generally know what's happening on campus. (1)  
• % of students very strongly agreeing: Student policies and procedures are clear and well-publicized. (1)  
• % of students very strongly agreeing: Channels for expressing student complaints are readily available. (1)  
• % of students very strongly agreeing: It is easy to find the information I need on the BYU-Idaho web site. (1) |
| Every unit maintains or improves its level of service                  | • % of services meeting or exceeding prior year percentage of very satisfied students. (1)             |

Sources of information for indicators:  
(1) Survey of Student Satisfaction (administered annually);