Year Three Peer Evaluation Report
Brigham Young University - Idaho
May 2, 2012
Table of Contents

Roster of Evaluators / 3
Introduction / 4
Progress on Recommendations / Issues Requested by the Commission / 4
Eligibility Requirements / 5
Standard One / Mission, Core Themes and Expectations / 6
Standard Two / Resources and Capacity / 6
   2.A Governance / 7
   2.B Human Resources / 7
   2.C Educational Resources / 8
   2.D Student Support Resources / 11
   2.E Library and Information Resources / 13
   2.F Financial Resources / 14
   2.G Physical and Technical Infrastructure / 15
Summary and Conclusion / 15
Commendations and Recommendations / 16
Roster of Evaluators

Chair        Dr. Steven Goldman, Senior Advisor to the President,  
             Pacific Northwest College of Art

Evaluator    Dr. Phillip Backlund, Acting Department Chair and Professor,  
             Central Washington University

Evaluator    Dr. Mark Stewart, Associate Dean, Faculty Development,  
             Willamette University
Introduction

Brigham Young University - Idaho (hereafter 'BYUI') submitted its Year One Self-Evaluation Report in March 2011. A Year One Peer Evaluation Report, prepared by a team of evaluators (Dr. Jim Hardwick, Dr. Lois Harris, Dr. Elizabeth Fountain) followed in May 2011. The Peer Evaluation Report made a number of suggestions to be addressed by BYUI in its submission of a Year Three Self-Evaluation Report. BYUI submitted its Three Year Report in March 2012. The Year Three Self-Evaluation Report responds to these suggestions, as detailed below. The Report is clear and well written. Following the drafting of this Report, a Year Three Peer Evaluation team visited the campus in Rexburg, Idaho, from April 29 - May 2, 2012. The campus welcomed the evaluation team most graciously and responded to all its requests for documentation and meetings. The present Year Three Peer Evaluation Report summarizes the team's findings.

Progress on Recommendations / Issues Requested by the Commission

The Year One Peer Evaluation Report calls upon BYUI "to look for opportunities to sharpen its focus and reduce the number of indicators" that the institution identifies and measures in attempting to track its progress towards fulfilling its mission.

The University states its Mission as follows:

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.

The University defines four Core Themes based on the above mission statement, which are: Develop Disciple-Leaders; Provide a Quality Education; Prepare Students for Future Roles; and Maintain a Wholesome Environment. The 2011 Peer Evaluation Report notes that the large number of objectives (as many as 19), tied to each Core theme, and large number of indicators (as many as 38), tied to each objective, makes it difficult to get a clear idea of how well the University is doing in attempting to achieve its Mission. The Peer Report also notes that the University's Year One Report makes important reference to terms such as "quality" and "wholesome" but does not set out clear definitions of these terms. The Peer Evaluation Report also encourages the BYUI leadership to find ways to measure the University's success in achieving its "academic, cultural and spiritual" ambitions.

The University's Year Three Self-Evaluation Report takes note of the above suggestions and reports that the President of the University, Dr. Kim Clark, has made a personal commitment to preside over a review process on campus to address these important issues. The President has formed a council dedicated to
rethinking the associated objectives and indicators for each of the four Core Themes defined by the Mission. This council has been formed and is at work on its task but requires more time to complete its work. We anticipate that the President’s Council on Institutional Outcomes will report its progress in the University’s upcoming Year Five Self-Evaluation Report.

**Eligibility Requirements**

The Year Three Peer Evaluation team reports that BYU is in substantial compliance with all 24 of the Eligibility Requirements for member institutions of the Northwest Commission on Colleges and Universities (NWCCU). However, we offer the following notes and important suggestions to the BYU leadership regarding five of these requirements.

Regarding Eligibility Requirement 5, Non-Discrimination, we note that the University does not make mention in its important publications — such as the University catalog, student handbook, and faculty handbook — of this subject. Please see Recommendation 2 below, which encourages the University to take action on this requirement.

Regarding Eligibility Requirement 10, Faculty, we recommend that the University take steps to assure that adjunct faculty and faculty teaching in Online programs are appropriately qualified, properly trained and supervised, and regularly evaluated, to ensure the integrity and continuity of all University academic programs, wherever offered and however delivered. See Recommendation 3 below.

Regarding Eligibility Requirement 11, Educational Program, we note that the University does not clearly identify student-learning outcomes for all its programs and courses. Indicators of achievement in the University’s current assessment program rely very heavily on self-reports, rather than objective measures of learning outcomes. We recommend that the President’s Council on Institutional Outcomes, working with the University’s Assessment Office, define outcomes measures that address the issue at hand in Eligibility Requirement 11.

Regarding Eligibility Requirement 15, Academic Freedom, we note that the University does not make mention in its important publications — such as the University catalog, student handbook, and faculty handbook — of this subject. Please see Recommendation 1 below, which encourages the University to take action on this requirement.

Regarding Eligibility Requirement 22, Student Achievement, we note that the University does not identify and publish expected learning outcomes for each of its degree and certificate programs. The University’s Year Three Self-Evaluation Report does not provide adequate evidence of regular and ongoing assessment to validate student achievement in programs, as per this requirement. We recommend that the President’s Council on Institutional Outcomes, working with the
University’s Assessment Office, identify expected learning outcomes for all University degree and certificate programs, and publish them, to come into full compliance with Eligibility Requirement 22, Student Achievement.

**Standard One / Mission, Core Themes and Expectations**

As noted above, the University is at work in rethinking its expectations and associated measures of achievement in relation to the four Core Themes defined by its Mission: Develop Disciple-Leaders; Provide a Quality Education; Prepare Students for Future Roles; and Maintain a Wholesome Environment. As noted above, given that the University’s documents make important mention of terms such as "quality," "wholesome," and "lifelong learning," it is essential that the BYUI team define these terms and find ways of measuring whether the aims associated with them are being met. Additionally, the University is at work in honing its assessment program and has before it the problem of analyzing what objective measures should be applied to track progress towards the "academic, cultural, social and spiritual" aspirations defined by its mission elements.

The University’s Year Three Self-Evaluation Report does not materially alter the approach taken in its Year One Self-Evaluation Report regarding the institutional Mission or its associated Core Themes. We recommend that the Year Five Report and subsequent peer evaluation process examine the University’s progress in defining its key terms, crafting and adopting appropriate outcomes measures, and assessing the University’s success in meeting its institutional expectations.

**Standard Two / Resources and Capacity**

The focus of the Year Three Peer Evaluation review process is on the resources and capacity that the University has on hand relevant to achieving its Mission. We begin this section of the present Report with an overview of BYUI resources and capacity.

In its current fiscal year the University estimates an operational budget of $144.446 million and capital expenditures $49.609 million. The University owns over 500 acres in and around the city of Rexburg, Idaho, an agricultural community in the center of the Upper Snake River Valley. The campus itself occupies 255 acres, of which 160 are developed, and on which stand 35 buildings comprising 2.5 million square feet total. One million square feet is new construction dating from the last decade. The physical plant includes a planetarium and observatory, a 23k square foot fitness center, plentiful classroom and meeting space and a high-tech 15,000-seat auditorium. The University employs over 1100 full-time workers (including 472 full-time faculty members), 288 part-time faculty, and several hundred student workers. The University library occupies 92,000 square feet and houses a collection with roughly 196,000 books, 10,000 videos, 6,000 audio CDs, and catalog access to 600k eBooks, 365 online information resources, and access to 82,000 full-text journals. In brief, the University has very considerable resources and capacity relevant to the achievement of its Mission. See Commendation 3 below.
2.A. Governance

The University Board of Trustees includes ten members, of whom the Secretary is ex officio and non-voting. None of its members have any contractual, employment or financial interest in the institution (2.A.4). The Board evaluates its own performance annually (2.A.8). In meetings with the Chair of the Peer Evaluation team, Board members Elder Russell M. Nelson and Roger G. Christensen explained the relations between the ultimate owner of the University -- The Church of Jesus Christ of Latter-day Saints -- and the Church Board of Education, the Board of Trustees of BYU, and the leadership on campus. Board members were very cordial and supportive of the peer evaluation process. The Board expresses full confidence in President Clark and has his commitment to continue to lead the institution for the foreseeable future. President Clark is a full-time employee of BYU (2.A.10). President Clark is a highly qualified professional educator whose resume includes a previous assignment as the Dean of the Harvard Business School. In his meetings with the Chair of the Peer Evaluation team, President Clark was very welcoming, cordial, frank and supportive of the peer evaluation process. He acknowledged that the University is experiencing growing pains and has challenges before it on issues such as outcomes assessment, faculty workload, demands made on personnel, managing the online program, and consolidation of recent gains in enrollment.

2.B. Human Resources

President Clark noted that the University has hired a new Human Resources Director and that some of the changes before this new executive will be to assure that University hiring does not over rely on student workers but instead brings on qualified professionals to address employment openings (2.A.11, 2.B.1); that the many employees on campus who have student workers reporting to them are given appropriate training, overseen by the HR department, to support their supervisory role (2.A.19); and that all relevant University policies regarding employment are clearly formulated and published, including policies regarding non-discrimination (2.A.18, 22) and academic freedom (2.A.27).

The evaluation team commends the University for the good work being done in faculty development. At the time of the visit, faculty study tours were taking place to India, South America, Europe and Israel; every department has budgeted dollars (large increases over 2011) for travel and participation in academic conferences.

The current faculty workload of 36 semester credits annually was characterized by the University leadership -- and by faculty members themselves -- as unsustainable. There is a plan on campus to move to 30 credits annually, with opportunities for release time and for semesters off on a rolling schedule (2.B.5). As noted above, the hiring, training, supervision and evaluation of online faculty needs careful attention going forward, to ensure that these faculty meet the same qualifications as faculty on campus (2.B.4). The processes by which adjunct faculty are regularly reviewed, at least within a five-year period of service, also needs attention (2.B.6)
2.C. Educational Programs

2.C.1 The institution provides programs, wherever offered and however delivered, with appropriate content and rigor that are consistent with its mission; culminate in achievement of clearly identified student learning outcomes; and lead to collegiate-level degrees or certificates with designators consistent with program content in recognized fields of study.

BYUI offers a full range of degree programs in traditional (e.g., Chemistry) and less traditional fields of study (e.g., Web D&D), each of which is undergirded by a self-described solid foundation of general education coursework (called “Foundations” -- see below at "Undergraduate Programs / General Education"). Although the institution’s Year Three report makes explicit reference to student learning outcomes for all programs, at this stage of the review cycle there is scant evidence to indicate whether or not their achievement can be routinely and meaningfully assessed. Also unclear is how the institution’s rapidly emerging dependence on online learning (e.g., “Pathway”) will reflect and maintain the same level and depth of content and rigor as the institution’s brick and mortar course offerings.

2.C.2 The institution identifies and publishes expected course, program, and degree learning outcomes. Expected student learning outcomes for courses, wherever offered and however delivered, are provided in written form to enrolled students.

Publication and distribution of course, program, and degree-learning outcomes is non-uniform at this point in time. While there exist samples of student learning outcomes on individual course syllabi, the course catalog and institutional website are uneven in their adherence to this policy. For example, the catalog description of the degree program in Mechanical Engineering provides a rich description of educational objectives and outcomes whereas those in Music and Physics are silent. Similarly, although the online initiative Pathway was recently expanded to include many sites (26 additional sites for a total of 55 domestic and 10 international sites) ([http://www.byui.edu/online/news-index/new-pathway-sites](http://www.byui.edu/online/news-index/new-pathway-sites)), and the institution is committed to prioritizing its rapid growth in online learning, there are no identified nor published (catalog, web) student learning outcomes for coursework offered through this mechanism.

2.C.3 Credit and degrees, wherever offered and however delivered, are based on documented student achievement and awarded in a manner consistent with institutional policies that reflect generally accepted learning outcomes, norms, or equivalencies in higher education.

Transcripts of student accomplishment and achievement are provided for all student work; unclear is whether achievement attained via the Pathway program can meet generally accepted equivalencies in higher education.

2.C.4 Degree programs, wherever offered and however delivered, demonstrate a
coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning. Admission and graduation requirements are clearly defined and widely published.

Admission and graduation requirements are published widely and for the most part on-campus degree programs appear appropriately sequenced and synthesized. Such synthesis is not readily apparent however in the sequencing of courses in the Pathway program.

2.C.5 Faculty, through well-defined structures and processes with clearly defined authority and responsibilities, exercise a major role in the design, approval, implementation, and revision of the curriculum, and have an active role in the selection of new faculty. Faculty with teaching responsibilities take collective responsibility for fostering and assessing student achievement of clearly identified learning outcomes.

The following statement is provided in the Year Three report, page 38: “Faculty are deeply involved in the design, creation, and revision of all curriculum” (emphasis added). While this may be the case for the vast majority of faculty and their respective courses and degree programs, a clear concern was expressed during individual and group interviews of faculty that overall faculty involvement in the design, approval, and implementation of online coursework is worryingly limited. Moreover, the faculty’s role in selecting online instructors is unclear and there appears to be little collective responsibility by faculty for fostering and assessing online learning.

2.C.6 Faculty with teaching responsibilities, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

The library and its available resources appear well integrated into the learning process, one example being the numerous research instruction sessions taught by librarians each year (598 in 2011).

BYUI does not offer credit for prior experience. Transfer credit policies are clear, easy to follow, and developed in a manner that is consistent with NWCCU standard 2.C.8.

Organizational changes in the department of Continuing Education at BYU-Idaho led to development of a new department, Community Connections. The latter handles all non-credit programs; the former has oversight of credit-granting programs. All credit and non-credit continuing education programs appear in line with the institution’s stated mission and goals (2.C.16).

The institution’s Year Three report indicates, “careful records are maintained describing the number of non-credit courses offered, with a description of the
associated learning.” Going forward, the institution will want to make explicit exactly what these records comprise, as well as any description of associated learning so as to clarify how student achievement is being monitored and assessed. Faculty involvement by discipline and field also needs to be made more transparent (2.C.17).

As noted in 2.C.17, greater priority needs to be given to identifying and monitoring student learning outcomes in both credit and non-credit continuing education coursework. Currently, BYU-Idaho does not grant Continuing Education Units due to lack of demand (2.C.18).

In its Year Three report to the NWCCU, the university notes that 'careful records' are kept as to both number of courses and nature of learning provided through non-credit instruction (page 50, bottom). It is expected these records will become a greater focus in the Year Five Self-Report (2.C.19).

**Undergraduate programs / General Education**

BYU-I’s general education program was modified in 2008 into a new system called “Foundations.” The system requires 40 semester credits for a Bachelor's degree and 34 for an Associate’s degree. This includes 14 credits of religion classes. The system does represent a recognizable core of a general education program that represents an integration of basic knowledge and the range of humanities, fine arts, mathematics, social sciences, and natural sciences. The "Foundations" program is based on the learning model that consists of three process steps: prepare, teach one another, and ponder/prove. A unique feature of Foundations is that each course is not tied directly to a department, but are developed around an interdisciplinary theme. For example, the course “Humanities Foundation: Beauty and Creativity” includes faculty from Humanities, Music, Theater, and Dance. It is not clear, based on provided materials, how faculty are assigned to these courses or how foundation courses are calculated as part of faculty load.

The Foundations systems is well developed and integrated for both students and faculty. Outcomes for students and for faculty are developed and published. Course outcomes and area outcomes are clearly identified and describe an assessment pattern that begins with the University mission and works through five levels to course outcomes. These levels are well integrated with each other. However, the system has been in existence for four years, yet progress on assessing effectiveness and outcomes is limited.

BYU-I offers five certificate programs: Basic Accounting, Administrative Assistant, Professional Sales, Web Media, and Home & Family. Each certificate program consists of regular University courses—usually five for each certificate. Learning outcomes and assessment programs for the certificates were not readily identified.
2.D. Student Support Resources

BYUI, overall, has a well-developed program of student support services. A great deal of attention is paid to creating a safe, supportive, and philosophically consistent learning environment. The institution’s mission statement and core themes permeate each of the student support resources resulting in a remarkably consistent and coordinated set of activities. The institution does provide appropriate curricular, co-curricular, and extra-curricular programs that support student learning needs.

Police and safety services are appropriate for an institution of this size. In 2008, police services moved to the development of police force at BYUI after years of services being provided by the city of Rexburg. The University enjoys a very low crime rate. Areas such as fire safety, building security, campus surveillance, dispatching, and emergency notification are all either working effectively or close to achieving an effective response. The student safety council plays an important role in the department’s effort in crime prevention.

BYUI admits virtually all students who apply, and virtually all admitted students are members of the LDS church. Admission criteria are based on 60% non-academic factors and 40% on academic performance. These admission policies result in a unique and relatively non-diverse student body with student body diversity statistics lower than other institutions of this size. This is likely due to a combination of admission policies and demographics.

Once admitted, a wide range of student services come into play to help students succeed. Each non-married student must live in University approved housing. The housing approval process along with the honor code result in a consistent and predictable living environment for the students. Unlike most institutions, the BYU student living experiences serves to support and supplement the academic experience in a manner highly consistent with the mission of the school.

Student services staff were very cognizant of the institution’s mission, and were clear about how the mission applied to their individual area. Registrar Services effectively manages academic record and maintaining integrity of academic system. The switch to the three semester pattern caused some initial confusion, but now it appears to work, though some students reported issues with adjusting to the “off” semester in terms of both housing and course planning.

New systems are being developed to help students who were not meeting academic standards. Rather than dropping students from the University, the goal now is to move to helping students. Approximately 7-10 % of students go below academic standards. These students are encouraged to attend an academic success workshop and to seek help from the Academic Discovery Program. The new system may help retention, but no statistics are available as yet. Retention is slightly low compared
to other institutions. New computer systems helps in shortening the timeline for auditing graduates and allows for access at any time for students and advising. Two points of attention came out of conversations with Student Support Staff. First, virtually all of these offices are coming to rely much more heavily on student workers. For example, the Registrars had 6 student employees in 2006, and now it has 50. Other offices are following a similar pattern. While this movement provides useful jobs for many students, it also reduces the number of professionals who work directly with students. This is an area that will need attention to ensure an appropriate balance of student to professional staff. Second, each office included a comment about the need for stronger Information Technology support. Strides have been made, but work needs to be done to bring IT support up to matching the needs of the offices.

BYUI yearly publishes a catalog that provides the necessary and appropriate information for students, staff, and the public. Student records are appropriately, confidentially, and effectively handled.

Student financial aid is managed effectively. Consistent with University values, tuition is low, students don’t have as many expenses, frugality is emphasized, and students are counseled to borrow only what they need. About 75% of students receive some financial aid with Pell grants accounting for 80% of the total. As is true in other offices, the number of student workers within the financial aid office has greatly increased to now over 50 student workers. Upon graduating, students are advised (primarily online) about responsibilities related to paying back their loans. Default rate is lower than national average.

Student advising is handled through the Academic Discovery Program, recently created through a merger of advising and career services with the goal of making student support a more seamless process. There are twenty-five fulltime advisers and counselors along with about 100 paid students. There is a shared partnership on advising throughout with faculty becoming more involved as soon as students declare a major, generally when they are admitted to the University. A developing integrated advising system will allow more outreach and more online and self-service support. Efforts are being made to ensure online students have an adviser.

There is a well-developed academic tutoring support for math, writing, eLearning, reading, and students with disabilities. The support center sees any student who wishes to take advantage of the services, over 10,000 last year. In spite of that number, the center perhaps could do a better job in locating students who need services. However, resources are plentiful, and online initiatives help through creating video tutorials. As with other student support services, academic tutoring employs many student workers, about 300 students are paid to assist in the center.

Students are monitored throughout their career at BYUI quite closely. Multiple agencies assist in ensuring success in their studies and personal life. With the open admission policy, BYU-I admits some underprepared students. These students need
to be placed academically into the right preparation class. Some, however, will not succeed and will likely need an honorable exit from the University.

BYUI has a strong program of student activities. In keeping with the University’s goal of student involvement and leadership development, last year there were 2800 volunteer leadership positions and 5000 student volunteers. While not all students participate, average participation rates show each student participates in about five activities per year. Attention is being paid to online students and plans are being developed to more fully include them in the life of the University.

As the University moves more aggressively into international online education, efforts will need to be taken to ensure the identity of students enrolled in these courses. Policies of identity verification, student privacy, and all related student policies must be consistent with each student no matter where located.

2.E. Library and Information Resources

2.E.1 Consistent with its mission and core themes, the institution holds or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution’s mission, core themes, programs, and services, wherever offered and however delivered.

The BYUI McKay Library boasts an impressive array of library and information resources (e.g., CCLA), all of which adequately reflect the necessary level and depth of currency needed to support the institution’s existing mission. Library staff express confidence in their ability to meet current institutional needs, though there is some concern over what sorts of needs and demands the Pathway program will require. Clearly, as is the case elsewhere across campus, channels of communication and partnership between Pathway and McKay will need to be established and fostered if ultimate success is to be achieved between these two units.

2.E.2 Planning for library and information resources is guided by data that include feedback from affected users and appropriate library and information resources faculty, staff, and administrators.

McKay library staff oversee an extensive feedback network that provides useful information for strengthening and improving library services for all units on campus. The recently convened Library Rethink Working Group (June 2011) has helped shape the direction and thrust of BYUI’s plans to remodel McKay beginning in 2013.

2.E.3 Consistent with its mission and core themes, the institution provides appropriate instruction and support for students, faculty, staff, administrators, and others (as appropriate) to enhance their efficiency and effectiveness in obtaining, evaluating, and using library and information resources that support its programs and services, wherever offered and however delivered.
At BYU there exists an extensive support infrastructure at McKay Library that allows professional librarians to interact directly with faculty and students on campus to obtain access to existing materials, request new materials, and improve the student learning experience through dedicated workshops. Less clear is how such successes will be implemented and sustained through the institution’s rapidly growing emphasis on online learning (i.e., Pathway).

2.E.4 The institution regularly and systematically evaluates the quality, adequacy, utilization, and security of library and information resources and services, including those provided through cooperative arrangements, wherever offered and however delivered.

Through its cooperative agreement with the Consortium of Church Libraries and Archives (CCLA), McKay Library provides BYU students access to 365 online databases and information collections. Future plans include making available some or all of these resources to study abroad and online learning (e.g., Pathway) students.

2.F. Financial Resources

The University operates on a January 1 fiscal calendar. The "stewardship review" process -- which is BYU’s nomenclature for annual budgeting -- seems very thorough, with good outreach to all departments for their financial requests, and good discussion at various levels, ending with the Board, on prioritization (2.F.3). The University’s ties to the Church of Jesus Christ of Latter-day Saints (the Church) give budget discussions a special tone, because so much of the funding of the University is drawn from the donations (tithing) of ordinary people who give to the Church. There is a spirit of frugality and careful stewardship of donated funds on campus. In the current budget year, operational expenses of $144 million are funded as follows: tuition and fees (36.2%), gifts and investments (.1%), auxiliary sales (1.9%), and Church appropriations and loans (61.8%). Budget figures from recent years demonstrate financial stability, sufficient cash flow and reserves, amid significant growth (2.F.1, F.2, F.3). There is a legacy accounting system on campus with uploads via Lotus Approach to the general ledger (2.F.4). The financial leadership team is currently reviewing several financial accounting/forecasting software packages and hopes to make a transition to a new system in FY 2013.

Capital expenditures ($49.6 million in 2012) are forecast at least five years out and the ambitious building plan, that has added over 1 million square feet to campus infrastructure in the past decade, amply demonstrates the Church’s support of BYU. Annual audits are conducted, with accompanying management letters, and cite no material conditions (2.F.7). Plans on hand for significant enrollment growth seem realistic based on recent gains in enrollment. In 2000, FTE enrollment was 10,160. In 2010, FTE enrollment grew to 18,355. Based on existing enrollment caps, the leadership projects a maximum enrollment of 22,600. There are plans on campus that aim at as many as 30,000 students, especially in combination with online study.
This latter opportunity area is an increasingly important part of the University’s planning, with 37% of students online in the current academic year. Such growth demands careful management and good monitoring of adherence to BYUUI policies. See Recommendations 3 and 4 below.

2.G. Physical and Technological Resources

The BYUUI physical and technical infrastructure is impressive (see Commendation 3). The facilities/technology leadership has developed a Master Facilities Plan with lifecycle data on all capital holdings; it includes data on over $300 million in building infrastructure with approximately $10 -13 million lifecycle ended items inspected annually. There is virtually no deferred maintenance on campus -- needs are addressed as they arise -- great care is taken with the physical plant and grounds, and it shows (2.G. 1-4). BYUUI also increases utilization of its physical plant by 50% due to its three semester plan. The University has entered into a partnership with the City of Rexburg to generate income towards student employment, and also serve the public good, by designing and implementing a citywide recycling program -- in the current year this partnership will employ 85 students. The facilities department employs 110 FT staff and 400 student workers, many of whom are 'interns' under the supervision of facilities personnel for such academic fields as Construction Management (this is why it is so important that line staff be given appropriate support for supervising large numbers of student workers; see 2.A.11, 2.B.1 and Recommendation 4).

The technology department employs 65 FT staff and also a large number of students. Campus technology is very functional and supportive of its large number of users, with good processing speed and appropriate security, backup strategies and controls, but is complicated by the number of legacy systems in use. Planning is underway to develop a comprehensive enterprise system that would tie BYUUI’s many computing resources together into a functioning whole. Subsystems in use include Jenzabar CX, CES (Church Educational System), WebTMA, EMS campus, EasyRent, and Graduation Planner. There are plans to upgrade resources for HR, payroll, accounts payable, purchasing, receiving, fixed assets and (as noted above) a new general ledger system. There is a regularized technology review process on campus, led and supervised by highly qualified IT professionals (2.G. 5-8).

Summary and Conclusion

BYUI has grown considerably in the past decade both in physical terms and in enrollment. The evaluators commend the University community for innovation in education, cost controls, its beautiful campus and its strong sense of common purpose. In terms of institutional history, the University is transitioning from its pioneering days as a junior college. Next steps for the campus include a greater focus on publication and institutional promotion of core academic values such as non-discrimination and academic freedom, close attention to faculty issues including faculty leadership of the academic effort, workloads, hiring, training and
evaluation, close attention to equivalency among all its programs including online and hybrid course deliveries and, matching current enrollment and expected enrollment growth, expansion and deepening of the HR function to support hiring, training, supervision and evaluation of all personnel.

**Commendations.**

1 -- the evaluators commend the University for its innovative approach to education as evidenced by its "learning model" (and the call to student to prepare before, engage in, and ponder after class meetings), its "foundations" program in general education (which focuses on creating a positive learning environment and an integrated learning experience), and its commitment to fully assessing the success of these new measures.

2 -- the evaluators commend President Clark's "three imperatives" and the good work being done on campus to bring them about: controlling cost, improving quality and expanding the reach of the University to serve more students.

3 -- the evaluators commend the University's very impressive physical and technical infrastructure, its ambitious building program, the considerable resources you are making available to students, and the evident care and attention devoted to the grounds and maintenance of this campus.

4 -- the evaluators commend the harmony, the sense of common purpose and the very positive campus environment, evident among the students, faculty, staff and administration at BYU-I.

**Recommendations**

1 -- the evaluators recommend that the University publish in its catalog, student handbook and faculty handbook a policy promoting academic freedom, supporting independent thought in the dissemination of knowledge, and upholding the value of intellectual freedom in the search for truth, as required by Commission standards 2.A.27, 28 and 29.

2 -- the evaluators recommend that the University publish in its catalog, student handbook and faculty handbook a policy promoting non-discrimination and respect for the individual, as required by Commission standards 2.A.18 and 2.A.22.

3 -- the evaluators recommend that greater scrutiny be given to design and delivery of online curricula, to ensure that the content -- both in terms of rigor and for purposes of subsequent evaluation -- is consistent with courses offered in traditional formats. Faculty must have clearly identified authority and responsibility for all course content and pedagogy, wherever and however delivered, as required by Commission standards 2.B.4 and 2.C.5.
4 -- In light of the considerable change and rapid growth of the University in the recent past, the evaluators recommend that close attention be paid to ensure that a sufficient number of qualified personnel maintain the University's support and operations functions, as required by Commission standard 2.B.1.