Year Three Self-Evaluation Report

Prepared for the
Northwest Commission on Colleges and Universities
March 2012

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Introduction

This Year Three Report is the second of four annual installments connected with the implementation of the revised Standards for Accreditation. According to the schedule provided by the Commission (NWCCU), BYU-Idaho is required to file this self-evaluation report and host a visit by a team of evaluators in Spring 2012. Consecutive annual filings for the Year Five (Standards 3 and 4) report and Year Seven (Standard 5) report will follow. The Year Seven report will be followed by a visit by an evaluation team. Full conversion to the seven-year accreditation cycle will begin in 2015 with the preparation of the Year One Report covering Standard One.

Preparing this report has provided an opportunity for BYU-Idaho to update its Year One Report and respond to Standard Two. Thus, this report is primarily aimed at measuring the resources we have to fulfill our mission and achieve our outcomes. We begin with a description of the University and then proceed with our response to the accreditation standards.

1.0 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 255-acre campus 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 effect 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.

This directive resulted in the following major changes to the institution:

- Ricks College was renamed Brigham Young University-Idaho.
- BYU-Idaho shifted its focus toward baccalaureate degree programs while retaining a few career-oriented associate degree programs.
- BYU-Idaho significantly increased its ability to serve more students by (1) developing and implementing plans to operate on an expanded year-round basis through innovative calendaring and scheduling; (2) expanding and improving its building infrastructure; and (3) increasing the number of faculty and staff.
- BYU-Idaho phased out its involvement in intercollegiate athletics and shifted its emphasis to a year-round student activity program designed to involve more students and to meet the needs of a diverse student body.
Along with these major changes, BYU-Idaho 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 its mission statement, in its Core Themes, and in the many traditions which are still in place today. This spirit 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.
3. Lower the relative cost of education.

Between 2000 and 2010, attention to these imperatives allowed the University to deliver high-quality four-year degrees to a growing number of students as shown below:

<table>
<thead>
<tr>
<th></th>
<th>2000</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students (FTE)</td>
<td>10,160</td>
<td>18,355</td>
</tr>
<tr>
<td>Faculty members (full-time)</td>
<td>369</td>
<td>472</td>
</tr>
<tr>
<td>Face to face courses</td>
<td>879</td>
<td>1,293</td>
</tr>
<tr>
<td>Online courses</td>
<td>20</td>
<td>101</td>
</tr>
<tr>
<td>Degree programs</td>
<td>125</td>
<td>94</td>
</tr>
<tr>
<td>Academic departments</td>
<td>38</td>
<td>33</td>
</tr>
</tbody>
</table>

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 enrollments at BYU-Idaho since 1998 from an unduplicated head-count of 9,747 toward a projected maximum of 22,600 based on existing enrollment caps. The top line indicates the number of projected 18 year olds in the Church. The dotted line showing possible enrollments of 30,000 unduplicated head count is the approximate number of students based on our efforts to enhance educational opportunities described in this report.
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 at low incremental cost. The essence of this strategy is to combine the best of the campus with online technologies to create high-quality, lost-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 33,750 per year. The key to serving this number of students is the use of online technology and additional innovation in classroom scheduling, as reflected in these estimates of credit delivery by instructional mode:

- Fully Face-to-face (F2F) 33%
- Hybrid F2F/Online – Daytime 15%
- Hybrid F2F/Online – Evening 12%
- Online, On-track – Rexburg 20%
- Online, On-track – Away 17%
- Modular Options 3%

As we offer students more choices of learning modes and places, the need for efficient use of resources will grow. This Year Three Report provides an opportunity to measure the resources and capacity of the University to fulfill its mission.
2.0  PREFACE

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 the adoption of the Revised Standards by the Northwest Commission, BYU-Idaho maintained its accreditation by responding to various requests of the Commission up to and including a response to questions regarding our online initiative which was submitted as an Addendum to our Year One Report.

In accordance with the schedule established by the Commission, we submitted our Year One Report as of March, 1, 2011. The evaluation team responded with its report dated May 20, 2011, and the Commission notified us of acceptance by letter following its 2011 summer meetings.

Although the Year One team did not include them as concerns, they raised the following questions with respect to the information provided concerning the online report:

- Is the University on track to meet its projections with regard to the number of courses, section and credit hours contained in the report?
- What is the status of “learning content management and collaboration tools?”
- How do we provide support to in-residence students taking online courses? Has the Online Support Center worked?
- What are we doing to mentor on-line faculty since the report was filed?

As of Fall Semester 2011, 7.71% of on-track credit hours were taken online. This compares to 6.33% for the Fall 2010 semester. The following table also represents an update to the overview of online courses:

<table>
<thead>
<tr>
<th></th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses</td>
<td>78</td>
<td>101</td>
<td>114</td>
<td>160</td>
<td>214</td>
</tr>
<tr>
<td>Sections</td>
<td>273</td>
<td>557</td>
<td>779</td>
<td>1,297</td>
<td>2,481</td>
</tr>
<tr>
<td>SCH’s</td>
<td>26,452</td>
<td>45,909</td>
<td>67,361</td>
<td>110,356</td>
<td>211,992</td>
</tr>
</tbody>
</table>
A rudimentary learning content management system is in place called Box.net. This was fully implemented for online learning in January of 2011. Analysis for a more robust learning content management system that will better fill the need has been on-going for the past year and a half. No implementation date has been set. There are two types of collaboration tools — asynchronous and synchronous. The majority of online learning interactions occur through asynchronous tools. With the move to a new learning management system in January 2011 (BrainHoney) we lost asynchronous collaborative tool capability, particularly we no longer had a wiki or blog tool, and the discussion board tool was a step backward in functionality. In mid-2011 a wiki tool was added. Synchronous collaboration is done with Adobe Connect, which is an effective tool but experiences performance issues in peak hours. Analysis for more robust collaborative tools to better fill the need has been on-going for the past year. No implementation date has been set.

The Online Support Center is tied to all of the functional services on campus. There are weekly coordination meetings with the front-line assistance offices of the University (helpdesk & ask BYUI) in order to coordinate responses and present a cohesive message to all students. There is almost daily contact with administrators in all of the functional services areas including enrollment services, student connections and student well-being. Where unique adaptation is not needed, online students use the same processes used by all other students. Lastly, there is at least a bi-monthly meeting with the administrative leaders in each functional service area in order to plan for growth and the adaptations that may need to be made as online needs change.

Significant mentoring is currently in place for instructors through their teaching groups of ten with their Teaching Group Leader, whose primary responsibility is instructor mentoring. Additionally, we continue to develop ways to connect online instructors with their campus counterparts and academic departments and are actively moving in three areas.

A. We are currently developing richer department reports which will provide departments chairs with a dashboard, as well as detailed view of online instructor photos, bios, contact info, performance indicators, training and development goals. This should serve to give departments greater visibility and ownership for their online programs and instructors.

B. We have now more clearly defined the relative roles and responsibilities of campus departments and faculty as they relate to online faculty. More specifically, department chairs and team leaders of Foundations courses are charged with the following:

(1) Help provide, as needed, content and discipline-specific training to online instructors.
(2) Provide critical input to the online team if any content-related concerns arise about an instructor’s performance.
(3) Look for opportunities to reach out to online instructors in their discipline or course and invite them to participate, where possible, in content specific discussions and training, without undermining instructors’ reporting relationship to the online team.
C. An online instruction community has been created as a gathering space where those involved in online Instruction at BYU-Idaho (design, development, support, delivery, instruction, and evaluation) come together to build one another and share experiences and resources with colleagues.

D. We are in the process of establishing mechanisms to assist campus chairs and team leaders in fulfilling these duties. Toward that end, we have created a position within the Academics Office with the title “Academic Coordinator” to facilitate the proper application of resources.
3.0 CHAPTER ONE: MISSION, CORE THEMES, AND EXPECTATIONS

3.1 Executive Summary of Eligibility Requirements 2 and 3

The report by the Year One evaluation team noted that the report was filed prior to the request of the Commission to include an executive summary of Eligibility Requirements 2 and 3 in the report. Consequently, we offer the following:

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 a letter dated June 27, 2007, is attached as Appendix A to this Year Three 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 the Year One Report 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.

3.2 Mission

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. 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.

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.

Figure 1. The mission statement of BYU-Idaho.
3.2.1 Fulfillment of our Mission

The fulfillment of our mission is determined by our success in meeting the stated outcomes associated with 16 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. We discuss the origin and substance of core themes and institutional objectives in section 3.3. A set of outcomes has been established for each of the 16 institutional objectives. These outcomes express 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.

The fulfillment of our mission is ascertained through our University Report Card (see Appendix B) The University Report Card is the top layer of a multi-tiered web-based environment for reporting the results of institutional assessment activity. We have developed this system over the past several years, evolving first from an institutional dashboard to a balanced scorecard, and now to its current format which reflects the NWCCU requirement to establish core themes.

The University Report Card is a summary presentation of the results of all institutional assessment activity in a given year. For each institutional objective, the report card shows

- its goal – the number of outcomes associated with the objective.
- its current value – the number of outcomes successfully met or showing significant progress.
- its status – a symbol which visually indicates whether we are successfully meeting or making significant progress on all stated outcomes (green circle), meeting or making significant progress on most of the stated outcomes (yellow triangle), or failing to meet or make progress on a predetermined number of stated outcomes (red triangle).

The University Report Card also provides an area for key University data and summary notes on the overall assessment picture, planning and implementation designed to address needs, and changes/improvements which have occurred over the year. Our use of the University Report Card is now entering its fifth year. Because it is a dynamic entity, updates and improvements are being made constantly.
Figure 2. Core themes and associated institutional objectives.

DEVELOP DISCIPLE-LEADERS

- Help students to strengthen their testimonies of the restored gospel of Jesus Christ and better live in harmony with its teachings.
- Provide significant opportunities for students to provide service and develop their leadership abilities.
- Provide significant opportunities for students to develop socially and spiritually.
- Serve more students.

PROVIDE A QUALITY EDUCATION

- Apply the BYU-Idaho Learning Model to learning and teaching.
- Provide resources and opportunities for faculty to develop as teachers, as professionals in their disciplines, and as BYU-Idaho employees.
- Increase the use of online and hybrid learning.
- Lower the relative cost of a BYU-Idaho education by using our resources well.
- Improve access to information.

PREPARE STUDENTS FOR FUTURE ROLES

- Prepare students for employment, further education, and roles as parents and citizens.
- Provide satisfying, challenging, engaging, and effective degree programs that meet stated learning outcomes.
- Implement Foundations program which will lead to lifelong learning.
- Build students in key areas so that they become better learners, acquire necessary skills and knowledge, and have significant experiential learning opportunities.

MAINTAIN A WHOLESOME ENVIRONMENT

- Enhance and improve the physical and student living environment.
- Provide resources and opportunities for employees to develop themselves in ways that contribute to the development of students, the individual employee, and to the growth and quality of BYU-Idaho.
- Deliver high quality student services.
3.2.2 Definition of Mission Fulfillment

We have determined that we are successfully meeting our institutional mission when the outcomes associated with all 16 of our key institutional objectives are shown as meeting or making significant progress on all or most of the stated outcomes. Another way to express this is that the University Report Card will show that the status for all 16 institutional objectives is either a green circle or a yellow diamond. This allows for us to establish challenging long-term goals which we know we will not meet in the early stages, but will be able to experience success by making significant progress as we work toward full achievement.

3.3 Core Themes

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

For each of the key institutional objectives, we have established a set of outcomes (see Figure 3). These outcomes express what we hope to achieve for each objective. We have attempted to specify two types of outcomes for each objective: a terminal outcome which defines the end-state we hope to achieve and a driver outcome which is an expression of the primary activity which must take place to influence attainment of the terminal outcome. This approach allows us to develop simple assessment models which are clear and easy for everyone 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 and provides a clear framework for planning and assessing. All of our institutional objectives have terminal outcomes. We are still working to establish driver outcomes for all of them.

As an example, we have established two outcomes for the institutional objective Deliver High Quality Student Services. 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. As another example, we have established one terminal outcome and four driver outcomes for the objective Apply The BYU-Idaho Learning Model to Learning and Teaching (see Figure 5). The terminal outcome is that the learning model has a positive impact on learning. The driver outcomes are (1) that faculty members adopt and apply the principles of the Learning Model, (2) that faculty members know the processes and principles of the learning model, (3) that students adopt and apply the principles of the Learning Model, and (4) that students know the processes and principles of the learning model.
For each outcome, we have established a set of indicators of achievement (see Figure 3). These indicators are the observable metrics which show us the extent to which we are achieving our stated outcomes. For each indicator we have defined three levels of performance: success, significant progress, and failure. In our report card format, success is indicated visually by a green circle, significant progress by a yellow triangle, and failure by a red diamond. Performance levels are defined in a variety of ways depending upon the nature of the indicator. In many cases, performance levels are defined in terms of past performance. In other cases, we have established target values based on a desired level of performance. In some cases we have used national norms. Some indicators/metrics are updated each semester, some are updated each year, and some are updated at the conclusion of an assessment activity. For each outcome, acceptable fulfillment is determined by the number of indicators of achievement that are at the level of success or significant progress.

The following sections describe our core themes and associated objectives.

### 3.3.1 Core Theme #1: Develop Disciple-Leaders

The first core theme 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 able to build and serve others by their Christlike 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).

We have established the following four institutional objectives for this core theme:

1. Help students to strengthen their testimonies of the restored gospel of Jesus Christ and live in closer 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.
4. Serve more students.

There are 10 outcomes associated with these institutional objectives. Indicators of achievement have been established for each of these outcomes. They are shown in Appendix C along with the primary source of data. A report card for this core theme is available on the University Report Card web site. It shows all of the indicators of achievement and their current status.

We have been using this set of indicators in assessing these objectives and outcomes 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 students, alumni and current, using a variety of data collection activities:

- An annual survey of alumni (one-year and five-year cohorts)
- An internally developed Survey of Religious Beliefs and Behaviors administered every four years
- An end-of-semester survey of student leaders and volunteers
- The Survey of Religious Education Outcomes
- Periodic queries of Activities Program participant databases
- Periodic queries of institutional databases

We recognize that much of this information comes from self-reported behaviors and that self-reports of socially desirable behavior is 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. After numerous iterations, we have determined that this information meets our assessment needs.

3.3.2 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 very challenging world. It motivates us to engage in inspired innovation, especially as it relates to teaching and learning and the use of technology to deliver instruction. The BYU-Idaho Learning Model was developed to enhance learning and teaching by defining an architecture which reflected the unique goals and context of a BYU-Idaho education, by establishing certain expectations of both students and teachers, and by creating a common language with which to talk about our vision of inspired learning and teaching. This core theme reflects our hope to use technology to both deepen the learning experience while at the same time creating more opportunities for students to engage in instruction. This core theme recognizes that the quality of the undergraduate experience is dependent upon its faculty and their ongoing development and
preparation. Finally, it recognizes that we must do all this without imposing new financial burdens upon our students or its sponsor, The Church of Jesus Christ of Latter-day Saints.

Accordingly, we have established the following four institutional objectives for this core theme:

1. Apply the BYU-Idaho Learning Model to learning and teaching.
2. Provide resources and opportunities for faculty to develop as teachers, as professionals in their disciplines, and as BYU-Idaho employees.
3. Increase the use of online, competency based and hybrid learning.
4. Lower the relative cost of a BYU-Idaho education by using our resources well.
5. Improve access to information.

There are 19 outcomes associated with these institutional objectives. Indicators of achievement have been established for each of these 19 outcomes. They are shown in Appendix D along with the primary source of data. A report card for this core theme is available on the University Report Card web site. It shows all of the indicators of achievement and their current status.

We have been using this set of indicators in assessing 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, faculty, and our institutional databases. We collect relevant information about the Learning Model from students and faculty using our Learning Model Survey, originally administered each semester and now administered once or twice each year. We use data from our end-of-course evaluation administered every semester. We gather data from departmental records about faculty professional development activity. Finally, we extract information from institutional records about enrollments, room utilization, expenditures, and the like. All these data collection activities have resulted in very useful and reliable information.

3.3.3 Core Theme #3: Prepare Students for Future Roles

The second 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 help our students acquire the subject matter knowledge and technical skills needed for a career. It reflects our desire for a strong program of general education. We have recently created and launched Foundations, our new approach to general education which was designed to

- Be a defining feature of each student’s educational experience at BYU-Idaho.
- Serve the mission of BYU-Idaho to develop disciple-leaders.
- Allow students to delve deeper into specific aspects of the subject matter and not follow the traditional model of the general education survey course.
- Be interdisciplinary.
- Inspire in students a love of learning that will last forever.
• Allow students to be well prepared for their majors/minor

Beyond the discipline-specific skills and knowledge and the life-long skills of writing and reasoning, we hope to provide our students with significant opportunities for experiential learning via practicums, internships, student-based research, capstone course, and other intense hands-on experiences. All of these efforts are designed to prepare our students for their careers as well as for their family and community lives.

We have established the following three institutional objectives for this core theme:

1. Prepare students for employment, further education, and roles as parents and citizens
2. Provide satisfying, challenging, engaging, and effective degree programs that meet stated learning outcomes.
3. Implement Foundations program which will lead to lifelong learning.
4. Build students in key areas so that they become better learners, acquire necessary skills and knowledge, and have significant experiential learning opportunities.

There are 14 outcomes associated with these four institutional objectives. A significant amount of work has been done over the past year in developing three new desired outcomes for the fourth institutional objectives in this core theme: (1) students learn deeply and broadly; (2) students develop core academic skills; and (3) students become disciple-leaders in their academic pursuits. Indicators of achievement are currently being developed for these new outcomes. The indicators of achievement which have been developed and are being measure are re shown in Appendix E along with the primary source of data. A report card for this core theme is available on the University Report Card web site. It shows all of the indicators of achievement and their current status.

We have adopted a number of indicators, but are continually looking for better ones. We are currently using the CAAP test to measure and assess critical thinking and writing ability. We hope to develop more direct measures of learning and growth related to general education outcomes as our program matures and evolves. We are collecting information from our graduated students about their lifelong learning habits. We are collecting information about the quality of internships. We hope to broaden those measures to include all of the other experiential learning activities in which our students are involved.

3.3.4 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 how we use the excellent facilities we have, including a newly opened 15,000 seat auditorium and a major remodeling of the Manwaring Center to double its previous size. This core theme reflects our desire to be more helpful to our students through our administrative services and advising. As with the faculty, it is
very important to help our employees learning and grow so that they can make a significant contribution to the University.

We have established the following three institutional objectives for this core theme:

1. Enhance the physical and student living environment.
2. Deliver high quality student services.
3. Provide resources and opportunities for employees to develop themselves in ways that contribute to the development of students, the individual employee, and to the growth and quality of BYU-Idaho.

There are 9 outcomes associated with these institutional objectives. Indicators of achievement have been established for each of these outcomes. They are shown in Appendix F along with the primary source of data. A report card for this core theme is available on the University Report Card web site. It shows all of the indicators of achievement and their current status.

We have been using this set of indicators in assessing 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 surveys via an annual survey of student satisfaction. Finally, we extract information from institutional records about employee retention and salaries from institutional databases and IPEDS. All these data collection activities have resulted in very useful and reliable information.

3.3.5 Outcomes and Indicators of Achievement Review

The President has recently created a council over which he presides to review institutional outcomes and, in particular, their associated indicators of achievement. The purpose of this review is to consolidate, simplify, and standardize the measures and assessments that are currently employed to address attainment of institutional outcomes. This council is also exploring ways to make data more readily accessible to university leaders so that they can make better decisions because they have better access to good data and reporting tools.
4.0 CHAPTER TWO: RESOURCES AND CAPACITY

4.1 Executive Summary of Eligibility Requirements 4 Through 21

While it has long been accredited by the Commission, BYU-Idaho continues to meet both the letter and spirit of the Eligibility Requirements. This section summarizes the qualification of the University under Eligibility Requirements 4 through 21 on a continuing basis. References are to sections of this Year Three Report which provide additional information.

BYU-Idaho’s programs and services are fully focused on the education of students within the framework of its Mission and Core Themes (3.0). It is organized and maintained by its sponsoring church within the Church Education System and complies with the requirements set by the Commission for its own account. The University operates in a nondiscriminatory way according to high ethical standards (4.2.3). Students and faculty have the opportunity to develop in an atmosphere of intellectual freedom and independence in harmony with the mission of the University (4.2.3).

The University is governed by a Board of Trustees which oversees the quality and integrity of the institution’s programs (4.2.1). The Board appoints the president who administers the University on a full time basis (4.2.1), and does not chair the Board. There is an organization in place which provides leadership and management to all the parts of the University (4.2.2). The faculty contributes significantly to the overall operation of the University. The University employs a sufficient number of qualified faculty members to support its academic programs (4.3).

The programs of the University are described in the University Catalog and consist of University level instruction leading to achievement of clearly established student learning outcomes and degrees (4.4). Degree programs contain a solid foundation of general education courses (now called “Foundations”) (4.4.1) which contain appropriate content and outcomes (4.4.1). Current and accurate information regarding the University is available in current editions of the University Catalog and other materials and websites (4.2.3)

The University has adequate resources to fulfill its mission. BYU-Idaho students, faculty and administration have access to the McKay Library and other information resources with provide support to the programs of the University (4.2.3 and 4.6). These resources are available to students in both face-to-face and online courses (4.2.3). The University has excellent physical facilities and technological infrastructure to support achievement of its mission and goals (4.8). The financial resources of the University are solid and financial operations are audited by external professionals in accordance with generally accepted auditing standards (4.7). Audit results are provided in a timely way to the governing board (4.7).

The University views the self-evaluation process of the Standards as essential to fulfillment of its mission. It actively participates in the accreditation process when measuring itself against the Standards and when cooperating and supporting the process in other institutions within the region (4.2).
4.2 Governance

BYU-Idaho is operated as an independent entity within the Church Education System (CES). Other institutions of higher education within the CES include Brigham Young University located in Provo, Utah, BYU-Hawaii, in Laie, Hawaii, and LDS Business College in Salt Lake City, Utah. Each entity is operated separately within CES with oversight by the Board of Trustees (See below under Governing Board).

The Board of Trustees exercises broad-based oversight of all University activities. It regularly reviews the mission of the University, institutional policies, the academic and administrative structure, all major programs of study, and the operating and capital outlay budgets. It has provided an adequate and stable funding source over the years for the operation and growth of the University.

The Board of Trustees selects the University President and delegates to him the responsibility to implement and administer approved policies and programs under the direction of the CES Commissioner of Education. Assisting the President are four vice presidents having responsibility for Academics, Advancement, Student Services and Activities and University Resources. Two additional positions report to the President: Assistant to the President for Planning and Strategy and Chief Technology Officer. These officers comprise the President’s Executive Group.

The role of faculty in matters of governance, planning, budgeting, and policy development is described in the revised Faculty Handbook which is currently in the review process. Faculty members are involved in academic decisions. Proposals, suggestions, and other input pertaining to departmental, divisional, or University-wide issues are welcomed, and routinely solicited, by department chairmen and college deans who, depending on the issue, are empowered to act directly or pass the information with their recommendation up the academic line for resolution at the appropriate administrative level. Faculty members are participants in many of the standing committees shown in Table 4.

Faculty members may join the Faculty Association. The organization’s purposes are to honor, represent, and improve the faculty. The Faculty Association President is a member of the Academic Council. For the past several years the Faculty Association has conducted various surveys of the faculty which has provided important information in several areas, including faculty development, the Faculty Learning Fellowship program and improving the quality of education at BYUI.

Members of the staff participate in governance within their respective areas administered by the Vice Presidents. Staff members are also members of the Campus Leadership Forum and the University Council.

Students play an invaluable role in the administrative affairs at BYU–Idaho. The University looks to students for input in addressing many of their needs, especially given the changes in our student body that have occurred because of the transition to four-year status. The University makes a conscious effort to ensure that student involvement occurs by assigning students to many of the major councils and committees which serve to operate the institution. Student representatives sit on Academic Council and various student services councils. Students are given significant responsibility on the Honor Code Council in the enforcement of standards relating to conduct and appearance. Students play a major role in the adjudication of campus parking violation appeals. Students who serve on these councils and
committees are accorded the same responsibilities as other members who are assigned to serve on them.

The affiliation of the University with The Church of Jesus Christ of Latter-day Saints provides further opportunities for student involvement in leadership and governance through Church service and responsibilities. As of the fall semester 2011, there were over 100 local ecclesiastical units in which students are the primary members. Students serve in a variety of positions in local ecclesiastical units. These positions include bishoprics, high councils, quorum and Relief Society presidents, teachers, and a multitude of other opportunities for service and leadership to their fellow students. These opportunities enable students to grow socially and spiritually as leaders while learning to serve their fellow students and the Lord at the same time.

Matters regarding compliance with the standards for accreditation by the NWCCU are under the direction of the Academic Vice President. The Academic Vice President oversees all accreditation matters, including preparation of reports, visits by evaluators, requests for information and other activities connected with the University’s regional accreditation. The Academic Vice President is also responsible for interaction with the State Board of Education. The Advancement Vice President is charged with responsibility to monitor legislative actions and other issues connected with local, state and federal governments. BYU-Idaho is not party to any collective bargaining agreements. Matters involving the University and local governments and businesses are coordinated within the President’s Executive Group.

4.2.1 Governing Board

The Board of Trustees (the Board) consists of members of the First Presidency of The Church of Jesus Christ of Latter-day Saints and other prominent Church leaders who are appointed by the First Presidency and ratified by the Board. The Board’s current composition including background information for the members and officers of the Board is shown in Appendix G. Members of the board and its officers have no contractual, employment or financial interest in the University. An Executive Committee of the Board is appointed to engage in the initial discussions and the more detailed reviews of matters concerning the governance of the University. The full Board of Trustees meets monthly except in July. The Executive Committee of the Board also meets monthly except in July.

The Board of Trustees of BYU-Idaho is essentially self-perpetuating because the Board’s membership comes from the central leadership of The Church of Jesus Christ of Latter-day Saints. This arrangement also means that BYU-Idaho enjoys the necessary and appropriate administrative ties to the Church, its sponsoring organization. The Board selects, appoints, and evaluates the University President and delegates to him the responsibility to implement and administer approved policies and programs under the direction of the CES Commissioner of Education. The President of BYU-Idaho is neither a member nor an ex-officio member of the Board of Trustees. He is, however, invited to attend Board meetings when matters pertaining to BYU-Idaho are addressed.

BYU-Idaho’s Board of Trustees provides the necessary oversight to the institution’s budget and financial status. First, the Board reviews and controls the number of employees at the University. Any overall increase in total full-time equivalent staffing must receive Board approval. Second, the Board
approves all new programs or major expansions of existing programs. Third, the Board maintains control over changes in space, buildings, and land utilized by the University. Fourth, the Board approves increases in tuition and fees as well as increases in overall salary, benefits, and other major expense categories. Fifth, the Board reviews and approves the annual budget. Beyond this level of broad guidance from the Board, the University has wide-ranging independence in directing its budgetary and financial affairs.

The Board’s participation in the review and approval of plans for the operation and expansion of BYU-Idaho has been vigorous. The Board has carefully reviewed and approved all major plans and initiatives, including new personnel, new facilities, expanded budgets, revised and new policies, discontinued and new degree programs, new student life programs, and all other proposed activities.

### 4.2.2 Leadership and Management

Overall administration of the institution is conducted by the President through the President’s Executive Group. Beyond the President’s Executive Group is the President’s Council which consists of the President, the four Vice President’s and key members of each of the areas for which the Vice Presidents are responsible. This council is supported by four councils each headed by a vice president. Each of these councils possesses the authority to handle most issues arising within their stewardship. They initiate major strategic initiatives, delegate authority to investigate and plan, initiate and review the results of assessment activity, consider recommendations, and make decisions. Each governing council and unit/program develops the necessary plans and initiatives to carry out its respective stewardship.

The President’s Council and the Vice Presidents’ councils are supported by key advisory councils, including the University Council, and the Campus Leadership Forum. The University Council, convened quarterly, assembles a wide variety of campus leaders and experts who represent the various campus constituencies and perspectives. This council surfaces and discusses key issues facing the institution. The Campus Leadership Forum, convened three times each year, brings the entire campus leadership together to review proposals and initiatives being considered. These groups serve an additional purpose – to enhance communication between the various institutional departments and improve buy-in on major initiatives. A number of other committees and councils are involved in ongoing institutional planning and decision-making as well.

BYU-Idaho is organized and staffed in a traditional manner suitable to the size and mission of the institution. The chief executive officer, Dr. Kim B. Clark, serves as a full-time President of BYU-Idaho. President Clark was Dean of the Harvard Business School when he was hired by the Board of Trustees in July 2005 to serve as the President of BYU-Idaho. The position of President at the University is a full-time appointment.

The University enjoys a rich tradition of cooperative working relationships, coordination within and among organizational units, and open communication, all of which contribute to effective and timely decision-making. As BYU-Idaho has grown in size and complexity since becoming a four-year institution, considerable effort has been made to retain much of the close-knit relationships and communications that were characteristic of the campus in prior years.
Because virtually all ongoing administrative decisions follow well-defined processes which have been in place here for many years, employees have clear expectations about the time needed to make such decisions as employee hiring, annual budgeting, new physical facilities, new curriculum, remodeling requests, catalog development, and the like. Decisions related to strategic initiatives are governed by milestones and deadlines established by governing councils.

A number of committees involving faculty, administrators, and staff members provide invaluable service to the University by addressing a wide variety of needs. Depending on the scope of the assignment, each committee is generally appointed by the President or one of the Vice Presidents. In addition, ad hoc committees are formed as needed to explore new directions, assess programs, revise curricula and to meet other needs as seen by the administration, faculty or staff. Students receive regular assignments to all major councils and committees. Committees that are presently active in each of the major administrative areas are listed in Table 4.

Table 4
Standing Committees

<table>
<thead>
<tr>
<th>President</th>
<th>Academics</th>
<th>University Resources</th>
<th>Advancement</th>
<th>Student Services &amp; Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>· Campus Leadership Forum</td>
<td>· Academic Advising</td>
<td>· Budget Strategy</td>
<td>· Advancement</td>
<td>· Academic Standards</td>
</tr>
<tr>
<td>· Computer Technology Committee (CTC)</td>
<td>· Academic Council</td>
<td>· Building Security Systems Committee</td>
<td>· Comprehensive Council</td>
<td>· Activities Area</td>
</tr>
<tr>
<td>· I-Comm Student Media Board</td>
<td>· Academic Leadership Council</td>
<td>· Campus Planning Committee</td>
<td>· Advancement</td>
<td>· Council (Outdoor &amp; Enrichment)</td>
</tr>
<tr>
<td>· Portfolio Management</td>
<td>· Academic Societies</td>
<td>· Campus Traffic Accident Review Board</td>
<td>· President's Council</td>
<td>· Activities Area</td>
</tr>
<tr>
<td>· President's Council</td>
<td>· Assessment</td>
<td>· Controllers Group</td>
<td>· Alumni Council</td>
<td>· Council (Sports &amp; Wellness)</td>
</tr>
<tr>
<td>· President's Executive Group</td>
<td>· Course Improvement Councils</td>
<td>· Devotional Council</td>
<td>· Communications Council</td>
<td>· Activities</td>
</tr>
<tr>
<td>· University Council</td>
<td>· Curriculum Council</td>
<td>· Employee Advisory Council</td>
<td>· Emeritus Board</td>
<td>· Comprehensive Council</td>
</tr>
<tr>
<td></td>
<td>· Deans Council</td>
<td>· Energy/Sustainability Team</td>
<td>· Enrollment Planning Council</td>
<td>· Behavioral Assessment Risk Council</td>
</tr>
<tr>
<td></td>
<td>· Digital Management</td>
<td>· Events Management Council</td>
<td>· Snow Society</td>
<td>· Enrollment Services Committee</td>
</tr>
<tr>
<td></td>
<td>· Exceptions to Policy</td>
<td>· Executive Risk Management &amp; Compliance Council</td>
<td>· Student Alumni Association</td>
<td>· Concept Approval Committee</td>
</tr>
<tr>
<td></td>
<td>· Faculty Association</td>
<td>· Facilities Safety Committee</td>
<td>· Together for Greatness</td>
<td>· Dean of Students Review Council</td>
</tr>
<tr>
<td></td>
<td>· Forecasting &amp; Scheduling</td>
<td>· Gift Management Committee</td>
<td></td>
<td>· Enrollment Services Council</td>
</tr>
<tr>
<td></td>
<td>· Foundations Council</td>
<td>· Human Resources Council</td>
<td></td>
<td>· Enrollment Services Managing Council</td>
</tr>
<tr>
<td></td>
<td>· Graduation</td>
<td>· Investment Committee</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4.2.3 Policies and Procedures

We regularly evaluate and revise as necessary our policies, procedures, and publications to ensure continued integrity throughout the institution. We have undertaken to review, consolidate, update, and rewrite all of our institutional policies to assure compatibility with our institutional priorities. We have established a single web-based repository for all campus policies to facilitate their dissemination and use by the campus community.
Academic Policies

Academic policies related to teaching, service, scholarship, research, and artistic creation at BYU-Idaho are communicated to students, faculty, and other constituencies through the University Catalog. Academic policies are monitored by the Academics Office under the direction of the Academic Vice President. Proposed policies and amendments of existing policies must be approved by the President’s Council.

The Faculty Handbook is currently being prepared and will be made available to faculty under the direction of the Associate Academic Vice President for Instruction.

The McKay Library maintains policies on access to and use of library and information resources on the library’s web page (http://www.byui.edu/library). Policies can be accessed on library use, borrowing materials, collection management, computer use, honors theses, intellectual freedom, interlibrary loan, multimedia resources and reference and instruction. The library’s policy on borrowing materials and late fees on returns is also outlined in the BYUI Student Handbook. All of the above policies are enforced by the library staff.

In the past two years the University has formed the Intellectual Property Committee to develop policies on copyright and ownership of intellectual property developed by members of the University community. A policy setting forth copyright compliance has been prepared, reviewed and is currently being considered for adoption by the President’s Executive Group in accordance with University procedures. Currently, issues regarding the ownership of intellectual property and its administration are handled on a case-by-case basis between the creator of the property, the line administration and the Academic Vice President.

The University’s transfer admissions policies and transfer of credit policy are available in the University Catalog and posted on the University’s website. All transfer credit is evaluated by the institution’s Office of Student Records and Registration. The University has clearly defined guidelines for the acceptance of transfer credit, which are described in the University Catalog. Additionally, those interested in defined transfer credit may access the information on the University’s web site. Detailed information is available, by institution, regarding courses and transfer equivalency.

Student Policies

BYU-Idaho is committed to making “good students better.” This concept is evident in the Honor Code, Dress and Grooming Standards, Academic Honesty Code, and Housing Regulations. Every student and employee agrees to abide by the Honor Code (http://www2.byui.edu/StudentHonor/University Standards.htm) as a condition of admission or employment. Students reaffirm their commitment to these standards annually through the Continuing Endorsement process. The Honor Code as described in our University Catalog section entitled “Honor Code and University Standards” clearly sets forth expected standards of personal conduct, and dress and grooming. These high standards enable the University to provide a college education in an atmosphere consistent with the ideals and principles of its sponsor, The Church of Jesus Christ of Latter-day Saints. In addition, an ecclesiastical structure of over 100 student...
wards (Church units) promotes living of the high ideals expected at BYU-Idaho.

BYU-Idaho is committed to student rights. Students in violation of the Honor Code are treated fairly and disciplined appropriately as outlined in the University Catalog. This procedure, based on the concept of due process, is communicated to each student as part of the First Year Experience program and again when a student is found in violation of his/her personal commitment to the expected standards. The entire process is explained in the Dean of Students Review Council procedure.

Two publications – the University Catalog and the Class Schedule – contain a comprehensive listing of policies and procedures governing University application, attendance, and graduation and all other items relative to attending the University. These are available in electronic versions.

Admissions policies reflect the mission, goals, values of BYU-Idaho, and the desire to meet the needs of a worldwide Church. In reviewing an applicant’s preparation, 60% of the evaluation is based on non-academic factors (e.g., ecclesiastical leader endorsement, high school counselor endorsement), with 40% based upon academic performance (e.g., high school GPA, ACT scores, and essay submission). The Admissions Committee considers the following factors when making admission decisions:

- Church activity
- Seminary/Institute Activity
- Personal commitment to living BYU-Idaho’s Honor Code and Dress and Grooming Standards

This admissions policy has been implemented as follows: Applicants identify their preferred track. A modest scholarship is offered as an incentive (over and above any other scholarship for which they are qualified) to students who select one of the summer tracks. Applicants who select the fall-winter track are evaluated against all other applicants who prefer the fall-winter track. They are admitted according to their ranking in the pool according to the space allotted. Students who are denied admission to the fall-winter track are offered admission on one of the summer tracks. The acceptance rate of these students to one of the summer-based tracks has averaged over 60 percent, much greater than anticipated. Qualified applicants who initially indicate a preference for the summer-fall or winter-summer track are usually automatically admitted.

One of the most important changes that has taken place with the transition from Ricks College to BYU-Idaho is the formation of an entirely new concept in student activities. With the elimination of intercollegiate athletics, the Activities Program exists to foster the personal, interpersonal, and leadership development of our students while giving them opportunities to participate in a wide variety of activities. The goal is to provide what Henry B. Eyring, former Commissioner of the Church Educational System and member of the Board of Trustees, calls “leadership training of the broadest and most exciting kind.” The Activities Program augments classroom teachings while preparing students for life experiences. The budget that was once used to support approximately 264 varsity student athletes is now benefiting thousands of students as they participate in a broad range of activities and the accompanying leadership responsibilities required by such programs.
This innovative year-round program centers on getting students involved. The foundation for the Activities Program encompasses the following five guiding principles:

- A wide range of activities will meet the diverse interests and abilities of students.
- Students choose their own level of participation.
- Students are the participants rather than the spectators.
- Participants have an opportunity to act rather than to be acted upon.
- Participants will develop personal and spiritual qualities that prepare them for life.

The Activities Program is organized into seven areas of emphasis: Wellness, Talent, Sports, Service, Outdoor, Social and Life Skills. Each area has a wide range of activities in which students participate as organizers, performers, or spectators. The reach of these activities has been exceptional, with nearly every student being touched by some portion of the Activities Program.

All students, regardless of age, race, or student status (as long as they are full-time matriculated), are invited to participate in student activities. More important than the individual activity involved in each of these programs is the character, talent, capability, and leadership experience these activities afford BYU-Idaho students. Information regarding the availability and operation of the Activities program is available at [http://www.byui.edu/activities](http://www.byui.edu/activities).

**Human Resource Policies**

Campus policies are maintained in a central location by Human Resources and are available to all employees on the campus intranet. Department supervisors are responsible to ensure policies are applied in a consistent, fair, and equitable manner. Questions of interpretation are directed to Human Resources which counsels with line management on appropriate application of policies. Policies are updated as needed within the University. All new and revised policies are approved by President’s Council. Policies related to medical, dental, life, and retirement benefits are provided through an outside trust company, Deseret Mutual Benefit Administrators. The Human Resources office serves as a liaison to provide information to employees about their benefits. All benefit information is available online through Deseret Mutual. Deseret Mutual also provides group training and personal counseling to employees.

New employees are provided an orientation meeting where conditions of employment and key policies defining employee rights and responsibilities are discussed. Employees are informed of where to access University policies and are invited to address policy questions with their supervisor or with Human Resources. Job duties, requirements, and expectations are summarized in job advertisements with additional detail in job descriptions. Each department has responsibility to train employees in their specific job duties.

The University has a process to evaluate positions as job duties change. Human Resources conducts market analysis annually, and throughout the year as needed for specific positions, to ensure campus
positions are competitive with the employment market. Supervisors receive training about the evaluation process and are encouraged to keep job descriptions for their area of responsibility updated as duties change.

Employees are encouraged to take advantage of job opportunities on campus. They receive information from formal job postings, Human Resources or line management about jobs on campus. Human Resources also provides counsel to employees about preparing for job opportunities on campus. The University maintains and follows progressive discipline policies for faculty and non-faculty employees for situations leading to involuntary terminations. These policies are designed to facilitate open discussion and dialogue between management and employees to resolve concerns as early as possible to preserve employment and to create successful work relationships.

Human Resources is located in a separate office on campus where only Human Resources personnel work. Official personnel records are kept in locked files within the office (non-faculty files) or the Academic Office (faculty files). Access to electronic records requires an employee ID and password. Electronic access is authorized by the Human Resources Director. Employees sign confidentiality agreements when hired and are reminded through training of their responsibility to keep all matters within the office confidential.

Medical/health records, I-9 records, and discipline files are kept in separate locked files in the Human Resource office.

**Institutional Integrity**

As an institution of higher education affiliated with the Church of Jesus Christ of Latter-day Saints, Brigham Young University-Idaho has since its beginning in 1888 been deeply committed to the highest ethical standards in all areas of operation. This deep commitment is not only rooted in tradition but also can be readily seen in the Mission Statement and Honor code espoused by the University. BYU-Idaho makes every effort to maintain the highest ethical standards in our relationships with students and the public; in our teaching, scholarship, and service; in our treatment of students, faculty, and staff; with regulatory and accrediting agencies as well as in the day-to-day operations and interaction with our varied publics.

Our mission represents our institutional commitment to the highest standards of Christian conduct and wholesome living, for employees and students alike. Honor and integrity are central tenets of our sponsoring Church. All students and University employees are expected to live by the Honor Code (available on line regarding students at [http://www2.byui.edu/StudentHonor/UniversityStandards.htm](http://www2.byui.edu/StudentHonor/UniversityStandards.htm), and regarding employees at [http://www.byui.edu/human-resources/seeking-employment/faculty-administration-and-staff-employment/byu-idaho-honor-code-statement-for-employees](http://www.byui.edu/human-resources/seeking-employment/faculty-administration-and-staff-employment/byu-idaho-honor-code-statement-for-employees).

The University Standards are designed to support and strengthen obedience to the Honor Code. Included are specific standards and policies regarding each of the following: (1) academic honesty, (2) dress and grooming, (3) housing, (4) church attendance, (5) ecclesiastical endorsement for continuing students, and
(6) other standards.

The Honor Code, with its accompanying dress and grooming University Standards and housing guidelines, is the central focus of the high ethical values which are encouraged throughout the University. In seeking to maintain a wholesome academic, cultural, social, and spiritual environment, the University encourages personal modesty and a neat, clean, dignified appearance in students and employees. We are also committed to maintaining a living environment for students conducive to study and also to ethical development and spiritual growth.

These principles are deeply ingrained institutional values embraced by the entire community, including the governing board members, administrators, faculty, and staff who subscribe to, exemplify, and advocate high ethical standards in all aspects of their lives. These standards carry throughout the University in its management, operations, and in all of its dealings. Each year, all students and employees must receive an endorsement from their ecclesiastical leader which certifies that they are living in accordance with the guidelines of the Honor Code. Noncompliance constitutes grounds for dismissal.

Procedures for complaints and grievances are contained in the policies of the University (Policy 5.2 for faculty grievances http://www2.byui.edu/Policies/policy5-2.htm, and Policy 2-5i for employees work related concerns http://www2.byui.edu/Policies/policy2-5i.htm. The policy for student grievances related to academics is http://www.byui.edu/DeanofStudents/academicgrievance.htm).

The University requires students to complete coursework in religion classes to reinforce the ideals of Christian living. The overwhelming majority actively participate in Church activities on Sunday and throughout the week. Students are invited to attend a devotional address Tuesday of each week at 2:10 pm. No classes are held during this time. The library and all administrative offices are closed. Guest speakers are invited to address the student body on topics related to their spiritual commitment and well-being. These addresses are well-attended by students and staff.

The University reviews on a regular basis its commitment to academic integrity through review of its Academic Honesty policy. Students, faculty, and staff are encouraged to be continually watchful in their teaching, learning, writing, and research to ensure that they do not make ethical errors, particularly in the areas of academic honesty and integrity. The highest ethical standard of integrity is expected in all writings and research, through appropriate documentation and citing.

The University has clearly defined conflict of interest policies for its governing board, administrators, faculty, and staff. (The Board has its own policy; refer to Policy 2-2 F for staff employees and 5-7 for faculty employees.) At the time of initial employment, employees sign a Conflict of Interest Disclosure Statement. Employees may be asked to renew that commitment by signing and reaffirming their personal disclosure from time to time. The basic concept is that employees are expected to give their full measure of time, talent, and loyalty to the University. Any activity or work pattern that adversely affects University employees or employment, in terms of productivity, dedication, or improper influence, is in conflict with an employee’s basic obligation. The policies are directed toward such potential conflict situations as engaging in private business during working hours, outside consulting, using University resources for private purposes, accepting gifts from vendors who do business with the University, and
recruiting or advertising on campus. Each year, every employee reviews and signs a Conflict of Interest Disclosure Statement.

The University is working toward a policy on intellectual property created with input from faculty, administrators and staff. The essence of the policy is that the University claims ownership of intellectual property created at its request for use in teaching and learning. Creative works produced by members of the University community are owned by the creators with the University reserving a nonexclusive license to use the creation as defined in the policy. Each project which may result in creation of intellectual property is discussed between creators and supervisors. In the case of the faculty, a faculty member creator enters into discussions with his or her department chair.

The University states on its website and in its catalog that it is accredited by the Northwest Commission on Colleges and Universities.

Contractual arrangements between the University and external entities are carefully reviewed and administered by University administrators and legal counsel. Such contracts are in keeping with the overall academic purposes of the school. For example, we have agreements with hospitals for the training of our nursing students. Each contract is negotiated, prepared, executed and administered within a defined organizational approach under the direction of the Academic Vice President.

**Academic Freedom**

The nature of the relationship between the University and the Church establishes the basic groundwork for institutional academic freedom. BYU-Idaho has very clear and distinct ties to the Church with the value system rooted in the principles of the restored gospel of Jesus Christ. New faculty members are interviewed by Church General Authorities as a condition of employment, and Church members are subsequently expected, as part of their University citizenship, to abide by the precepts and doctrines of the gospel. Although faculty members may not always agree with one another or with all of the precepts or doctrines, it is expected that they will exercise common faith in the gospel and that questions will be raised in ways that seek to strengthen, rather than undermine faith.

BYU-Idaho has a well-defined Academic Freedom policy and is committed to the free pursuit and dissemination of knowledge consistent with our mission statement. The policy reflects the distinctive nature of the University and its relationship to The Church of Jesus Christ of Latter-day Saints. The distinctive religious mission of the University when combined with the pursuit of secular knowledge provides a setting in which both faculty and students pursue academic knowledge in light of the restored gospel of Jesus Christ. This model of education differs clearly and consciously from public universities which assume a separation of church and “state.”

Individual freedom lies at the core of both religious and academic freedom. Freedom of thought, belief, inquiry, and expression are no less crucial to the sacred than to the secular quest for truth. The Church teaches that human “moral agency” (which encompasses freedom and accountability) is basic to the nature and purpose of mortality and is essential to intellectual and spiritual growth. Because the gospel
encompasses all truth and affirms the full range of human understanding, the scope of investigation for LDS scholars is as wide as truth itself. At BYU-Idaho, individual academic freedom is based not only on a belief in the value of free inquiry, but also on the gospel principle that humans are moral agents who should seek knowledge in the sacred as well as in the secular, by the heart and spirit as well as by the mind, and through continuing revelation as well as in the written word of God.

The faculty is entrusted with broad individual academic freedom to pursue truth according to the methodologies and assumptions that characterize scholarship in various disciplines. This trust necessarily encompasses the freedom to discuss a variety of ideas. However, the Board of Trustees and administration reserve the right to place reasonable limitations on individual academic freedom in order to protect the University’s essential identity and mission. In general, individual academic freedom may be reasonably restricted so that behavior or expression does not adversely affect the University’s mission or that of its sponsoring Church.

Financial Policies

BYU-Idaho has clearly defined financial policies regarding management of financial resources that have been approved as prescribed by the board. The budgeting process and related schedules, including capital budgets, along with the independent audit process are controlled centrally by the Commissioner’s Office of the Church Education System under the direction of the Board of Trustees. Expenditures from reserves, donated funds, and investment income, along with debt activities and fund transfers are included in the annual budget. In addition to controlling the budget, the Board maintains two additional primary control levers. The first is control of the number of employees and the second is control of space. Employee additions and increases in total space require specific approval of the board. The President of the University meets regularly with the Board of Trustees to report on activities of the University and to seek approval for new initiatives along with related funding.
4.3 Human Resources

The University has sufficient personnel to conduct the business of the University. Student employees assist full-time employees in providing support for routine tasks as well as advanced professional services. Annual stewardship reviews allow departments to report on resource needs and make requests for additional resources.

The University has a thorough recruiting process to find individuals who best meet the criteria and job qualifications needed to support the University. Each position is posted on the University’s website including information about qualifications for working at the University and how to apply for positions. Job postings are also advertised in regional and national print and online news sources. In some cases advertising is also done in journals as requested by department chairs. Job postings contain specific information about positions. Applications are collected and stored electronically.

Detailed descriptions for each position are prepared by supervisors and stored electronically in a central location by Human Resources. The descriptions detail job duties, requirements, reporting relationships, and span of control.

The University encourages supervisors to meet regularly with their employees for on-going training and development to enable them to perform their job duties. The University feels this is a more effective process than annual written reviews. Vice Presidents have regular reviews with their direct reports on how employees are progressing. Employees who are not meeting performance expectations go through a discipline process as defined by policy.

The University encourages employees to take advantage of education opportunities. Full-time employees may take up to six credits each semester on campus without paying tuition; part-time employees may take up to four credits. The University also provides tuition assistance for those who are seeking post-bachelor degrees. The Human Resources and Academic offices provide information and resources about these benefits online. Departments arrange for employees to participate in a variety of on and off-campus training opportunities specific to their job responsibilities. Faculty members, for instance, are encouraged to seek professional development through conferences, sabbaticals, or any activity that relates to their chosen discipline with the goal of enhancing the quality and effectiveness of their teaching.

BYU-Idaho is a teaching institution with a student-centered, and teaching-focused faculty. During the fall semester 2011, we employed 513 full-time faculty (including temporary appointments) and 203 part-time/adjunct faculty which included approximately 21 administrative and staff members who taught classes. We do not use faculty rank and all are paid on the same scale. These numbers do not include online faculty who are all hired on an adjunct basis.

Table 5 summarizes the annual hiring for full-time faculty positions between 2001 and 2011, and also includes information about the degrees held by those hired for faculty positions during that time.
Table 5
Hiring Summary at BYU-Idaho

<table>
<thead>
<tr>
<th>Year</th>
<th>Faculty New</th>
<th>Faculty Replacement</th>
<th>Annual Total</th>
<th>No. of Applications</th>
<th>No. of Doctorate Level Degrees</th>
<th>Percent PhD</th>
<th>No. of Master Level Degrees</th>
<th>Other Degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>26</td>
<td>9</td>
<td>35</td>
<td>637</td>
<td>15</td>
<td>43%</td>
<td>20</td>
<td>0</td>
</tr>
<tr>
<td>2002</td>
<td>16</td>
<td>13</td>
<td>29</td>
<td>442</td>
<td>17</td>
<td>59%</td>
<td>12</td>
<td>0</td>
</tr>
<tr>
<td>2003</td>
<td>17</td>
<td>17</td>
<td>34</td>
<td>425</td>
<td>17</td>
<td>50%</td>
<td>17</td>
<td>0</td>
</tr>
<tr>
<td>2004</td>
<td>20</td>
<td>15</td>
<td>35</td>
<td>521</td>
<td>16</td>
<td>46%</td>
<td>18</td>
<td>1</td>
</tr>
<tr>
<td>2005</td>
<td>17</td>
<td>17</td>
<td>34</td>
<td>456</td>
<td>19</td>
<td>56%</td>
<td>14</td>
<td>1</td>
</tr>
<tr>
<td>2006</td>
<td>2</td>
<td>24</td>
<td>26</td>
<td>336</td>
<td>15</td>
<td>58%</td>
<td>11</td>
<td>0</td>
</tr>
<tr>
<td>2007</td>
<td>6</td>
<td>19</td>
<td>25</td>
<td>298</td>
<td>13</td>
<td>52%</td>
<td>11</td>
<td>1</td>
</tr>
<tr>
<td>2008</td>
<td>16</td>
<td>19</td>
<td>35</td>
<td>356</td>
<td>7</td>
<td>20%</td>
<td>28</td>
<td>0</td>
</tr>
<tr>
<td>2009</td>
<td>2</td>
<td>7</td>
<td>9</td>
<td>192</td>
<td>2</td>
<td>22%</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>2010</td>
<td>5</td>
<td>8</td>
<td>13</td>
<td>253</td>
<td>4</td>
<td>31%</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>2011</td>
<td>5</td>
<td>13</td>
<td>18</td>
<td>263</td>
<td>2</td>
<td>67%</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>132</td>
<td>166</td>
<td>293</td>
<td>4179</td>
<td>137</td>
<td>47%</td>
<td>148</td>
<td>6</td>
</tr>
</tbody>
</table>

In recruiting faculty members we make it clear that doctoral level training is preferred, but we are looking for the very best teachers we can find. For those faculty hired to begin in the fall of 2006 and after, we initially required a commitment to attain doctorate degrees. Due to a number of challenges faced by faculty in specialized areas, we conducted an extensive review of each of their efforts and reviewed their department needs. It was determined in 2010 that some departments could opt to revise the terminal degree requirements in favor of specialized trainings and licensures that benefit their programs to a greater degree. We continue to actively encourage and assist all faculty members in their pursuit of doctoral degrees.

Online instructors are hired and managed by the Online Courses Department; however, we feel it is important to involve the on-campus department chairs in the selection of online faculty. Department chairs determine academic criteria for new online instructors, which include a master’s or doctorate degree, teaching experience, ecclesiastical endorsements, and a love for the students and mission of BYU-Idaho. One of the primary considerations for selecting faculty is their “fit” with the ideals of BYU-Idaho. All candidates also participate in a two week evaluation course online.

To support faculty members working toward advanced degrees we continue to provide some release from teaching load and financial support of up to $170.00 per credit hour. We also provide a raise in salary in increments as the faculty member progresses toward the doctoral degree which results in a total 10% increase when the faculty member receives the doctoral degree.
In order to provide the academic programs and to support releases for those involved in curriculum development or other activities, we have increased use of part-time and temporary faculty. Table 6 shows the number of on-campus part-time faculty used by each department during the fall 2011 semester.

Table 6
Part-time Faculty Utilization by College and Department, Fall 2011

<table>
<thead>
<tr>
<th>College</th>
<th>Department</th>
<th>Adjunct # Load Hrs.</th>
<th>Adjunct FTE</th>
<th>Temporary # Load Hrs.</th>
<th>Temporary FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ag &amp; Life Sci</td>
<td>Agribusiness, Plant &amp; Animal Sciences</td>
<td>11.0</td>
<td>0.9</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Biology</td>
<td>7.2</td>
<td>0.6</td>
<td>24</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Health, Rec &amp; Human Pfrm</td>
<td>102.2</td>
<td>8.5</td>
<td>24</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Horticulture</td>
<td>2.4</td>
<td>0.2</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Nursing</td>
<td>3.0</td>
<td>0.3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Agricultural &amp; Life Sciences Total</td>
<td></td>
<td>125.8</td>
<td>10.5</td>
<td>72</td>
<td>6</td>
</tr>
<tr>
<td>Bus &amp; Comm</td>
<td>Accounting</td>
<td>5.0</td>
<td>0.4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Business Management</td>
<td>9.0</td>
<td>0.8</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Communication</td>
<td>66.0</td>
<td>5.5</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Computer Information Technology</td>
<td>3.0</td>
<td>0.3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Economics</td>
<td>0.0</td>
<td>0.0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Business &amp; Communication Total</td>
<td></td>
<td>83.0</td>
<td>6.9</td>
<td>24</td>
<td>2</td>
</tr>
<tr>
<td>Ed &amp; Hum Dev</td>
<td>Home &amp; Family</td>
<td>91.3</td>
<td>7.6</td>
<td>48</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Psychology</td>
<td>9.0</td>
<td>0.8</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Religion</td>
<td>26.0</td>
<td>2.2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Sociology/Social Work</td>
<td>9.0</td>
<td>0.8</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Teacher Education</td>
<td>57.7</td>
<td>4.8</td>
<td>36</td>
<td>3</td>
</tr>
<tr>
<td>Education &amp; Human Development Total</td>
<td></td>
<td>193.0</td>
<td>16.1</td>
<td>96</td>
<td>8</td>
</tr>
<tr>
<td>Lang &amp; Letters</td>
<td>English</td>
<td>150.0</td>
<td>12.5</td>
<td>108</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Foreign Language</td>
<td>36.0</td>
<td>3.0</td>
<td>36</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Hist/Pol Sci/Geography</td>
<td>6.0</td>
<td>0.5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Humanities &amp; Philosophy</td>
<td>3.0</td>
<td>0.3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Language &amp; Letters Total</td>
<td></td>
<td>195.0</td>
<td>16.3</td>
<td>144</td>
<td>12</td>
</tr>
<tr>
<td>Perf &amp; Vis Arts</td>
<td>Art</td>
<td>132.0</td>
<td>11.0</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Music</td>
<td>82.8</td>
<td>6.9</td>
<td>24</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Theatre &amp; Dance</td>
<td>68.3</td>
<td>5.7</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Performing &amp; Visual Arts Total</td>
<td></td>
<td>283.1</td>
<td>23.6</td>
<td>36</td>
<td>3</td>
</tr>
</tbody>
</table>
Table 6 (continued)
Part-time Faculty Utilization by College and Department, Fall 2011

<table>
<thead>
<tr>
<th>College</th>
<th>Department</th>
<th>Adjunct</th>
<th></th>
<th></th>
<th>Temporary</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td># Load Hrs.</td>
<td>FTE</td>
<td></td>
<td># Load Hrs.</td>
<td>FTE</td>
<td></td>
</tr>
<tr>
<td>Phys Sci &amp; Eng</td>
<td>Arch, Const Mngmnt, &amp; Int Design</td>
<td>19.2</td>
<td>1.6</td>
<td>12</td>
<td>1</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Chemistry</td>
<td>12.0</td>
<td>1.0</td>
<td>24</td>
<td>2</td>
<td>24</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Computer Science &amp; Engineering</td>
<td>0.0</td>
<td>0.0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Geology</td>
<td>0.0</td>
<td>0.0</td>
<td>12</td>
<td>1</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Math</td>
<td>29.0</td>
<td>2.4</td>
<td>72</td>
<td>6</td>
<td>72</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Mech Engineering &amp; Tech</td>
<td>11.2</td>
<td>0.9</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Physics</td>
<td>3.0</td>
<td>0.3</td>
<td>12</td>
<td>1</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>Physical Sci &amp; Engineering Total</td>
<td></td>
<td>74.4</td>
<td>6.2</td>
<td>132</td>
<td>11</td>
<td>132</td>
<td>11</td>
</tr>
<tr>
<td>Academic Office</td>
<td>Academic Support</td>
<td>13.0</td>
<td>1.1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>General Education</td>
<td>14.0</td>
<td>1.2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Academic Office Total</td>
<td></td>
<td>27.0</td>
<td>2.3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Grand Total</td>
<td></td>
<td>981.3</td>
<td>81.8</td>
<td>504</td>
<td>42</td>
<td>504</td>
<td>42</td>
</tr>
</tbody>
</table>

While departments have the primary responsibility to train and support part-time teachers our campus-wide faculty development programs are available to part-time faculty. For example, our brown bag lunch series and Learning Model seminars are attended by some part-time faculty. Within the past year we have begun offering training specifically aimed at part-time faculty. These sessions are offered both online and day time either in the evening or on Saturdays in hopes of making them accessible to part-time faculty.

Providing professional development opportunities is an important objective of the University. We recognize that without the opportunity for faculty to grow and develop it is difficult to provide a quality education to students.

BYU-Idaho provides a number of opportunities for faculty development now in place. Beginning in June 2007 and then revised in 2012, a Learning and Teaching Council along with seven faculty sub-committees were formed to foster faculty development. Important contributions of this Council and committees have been the creation of a number of successful and on-going learning and teaching activities (learning communities, “brown bag” lunch-time workshops, annual faculty conference, Sporium Summit, etc.). A large percentage of faculty participate voluntarily in or lead these activities. Each Learning and Teaching committee has representation from the six colleges across the University. Faculty have a three year term of service. In addition to their assignments within the committees, these faculty act as liaisons to their colleagues in their respective colleges.

Prior to teaching, all online faculty are required to participate in a three week certification course that focuses on the BYU-Idaho Learning Model and online facilitation skills. Following certification all online faculty are assigned to a teaching group which serve as a peer mentoring environment. Two instructor conferences are held each year, one on-campus and one online.
Regular brown bag discussions are also held via video conferencing. The online instruction social networking community continues to be a significant source of faculty development and collaboration opportunities. It serves as the home for teaching groups and ongoing discussions related to facilitating online courses.

In 2008 the University established the Instructional Development Department. That department is staffed by two full-time, doctorally trained administrators and was initially established in connection with the implementation of the BYU-I Learning Model. Over time it has evolved toward a more general support of faculty instruction. The activities of the Instructional Development Department now include a wide variety of areas including maintenance of a learning and teaching website, assisting individual faculty members, administration of the pre-CFS (See below for description of CFS) program and assistance with other teacher development efforts. The services of the Instructional Development Department are communicated to faculty through both the line organization, deans to chairs to faculty, as well as through direct communication through the Academics Office.

In January of 2010, the Academic Vice President released a revised policy on faculty learning fellowships and application form which had been prepared in conjunction with the college deans. The restated policy and accompanying forms were first communicated to the faculty through the line organization and then made available online. In addition, the Faculty Association included the new policy and forms in conjunction with its 2010 survey of the faculty. One noteworthy change in the current policy from its predecessor is that faculty projects for “professional development and skill maintenance” have been included on the list of activities encouraged by the policy. Previously, leaves based on curriculum development and research involving students had held a higher priority.

The process for applying for Faculty Learning Fellowships is initially administered by a committee established in each of the colleges. Each college now has an operative faculty development committee consisting of faculty members in the college who are tasked with encouraging faculty development, assisting faculty members in selecting fellowship projects, and reviewing applications. The faculty development committees should be the vehicle for faculty development in each of the colleges, thus increasing access to and participation in the array of development opportunities by faculty members.

The most common release patterns for Faculty Learning Fellowships are three, six and twelve hour/semester releases. It has been and continues to be our intention that each full-time faculty member participate in one three-hour fellowship each year. There is concern that some faculty feel empathetic with student demand for their courses and elect to teach courses rather than participate in these annual load reductions. We continue to encourage all faculty members to take advantage of this important opportunity. The three-hour release applications are received, reviewed and approved by each college faculty development committee. The fellowships which are approved by the college committees for “full-time” fellowships (6-12 hour releases) are forwarded for decision by a committee consisting of the President, the Academic Vice President and the Associate Academic Vice President for Instruction. The level of approval of full-time fellowships is indicated on Table 7.
### Table 7
Schedule of Full-time Faculty Fellowships

<table>
<thead>
<tr>
<th>Year</th>
<th>Winter</th>
<th>Spring</th>
<th>Fall</th>
<th>Total</th>
<th>Denied</th>
<th>Postponed or Canceled</th>
<th>Total Granted</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>22</td>
<td>2</td>
<td>23</td>
<td>47</td>
<td>0</td>
<td>5</td>
<td>42</td>
</tr>
<tr>
<td>2005</td>
<td>15</td>
<td>7</td>
<td>26</td>
<td>48</td>
<td>5</td>
<td>1</td>
<td>42</td>
</tr>
<tr>
<td>2006</td>
<td>18</td>
<td>8</td>
<td>30</td>
<td>56</td>
<td>3</td>
<td>2</td>
<td>51</td>
</tr>
<tr>
<td>2007</td>
<td>9</td>
<td>1</td>
<td>5</td>
<td>15</td>
<td>0</td>
<td>4</td>
<td>41</td>
</tr>
<tr>
<td>2008</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>15</td>
<td>0</td>
<td>0</td>
<td>15</td>
</tr>
<tr>
<td>2009</td>
<td>7</td>
<td>0</td>
<td>11</td>
<td>18</td>
<td>0</td>
<td>4</td>
<td>14</td>
</tr>
<tr>
<td>2010</td>
<td>1</td>
<td>1</td>
<td>14</td>
<td>16</td>
<td>0</td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>2011</td>
<td>15</td>
<td>13</td>
<td>17</td>
<td>45</td>
<td>3</td>
<td>2</td>
<td>40</td>
</tr>
</tbody>
</table>

Even in this time of budgetary caution, the Board of Trustees has provided substantial resources for faculty development. The Academic Vice President has a number of budgeted adjunct and temporary positions which may be used to cover for faculty on learning fellowships. Departments continue to have funds budgeted for faculty development and there are additional funds available at the University level through Thomas E. Ricks Associates (restricted endowment funds) and in the budget of the Academic Vice President. In the past year the Academic Vice President has reallocated budgeted funds to support travel by groups of faculty to seminars and conferences on learning and teaching. We feel blessed to have the resources to support professional development for faculty, and, although we acknowledge the need for continued effort, the faculty is now more aware than ever about the availability of development opportunities and the process of qualifying.

In January 2012 the University administration announced additional leave opportunities for all full-time faculty. This change will take the annual load reduction from 3 hours to 6 hours, effectively making the annual load 30 credit hours (10-10-10). We expect this program to be implemented in 2013.

Prior to the adoption of the three-semester calendar in 2007, the long-standing pattern of faculty workload was 15-15-7, that is, a faculty member teaching a full load would teach 15 load hours in fall semester, 15 in winter semester and 7 hours in one of the summer terms. With the adoption of the three-semester calendar, the full time load was changed to 12-12-12 with a faculty member teaching 12 credit hours in each of the three semesters. Concurrently with the implementation of the new calendar, the Board of Trustees approved a 10% increase in salary to accompany the full time contract. At the time of the calendar/contract change the decision was made to provide an opportunity for faculty to choose among a few alternative contract arrangements. The various contracts are described in a document entitled “Guidelines for Faculty Contracts” which was made available to the faculty through the line organization and from the Academics Office. The number of faculty members on the various contracts during the fall semester of 2011 is represented on Table 8.
Table 8
Summary of Faculty Contracts

<table>
<thead>
<tr>
<th>Type of Faculty Contract</th>
<th>No. of Faculty on Contract</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full</td>
<td>466</td>
</tr>
<tr>
<td>Part 33</td>
<td>2</td>
</tr>
<tr>
<td>Part 30</td>
<td>0</td>
</tr>
<tr>
<td>Part 27</td>
<td>21</td>
</tr>
</tbody>
</table>

The full-time faculty are all on one year renewable contracts. Each November/December a faculty member receives a letter from the President with an attached sheet describing, among other things, the contract arrangement the faculty member has elected. Due to the number of faculty members who are on the full time contract, the assumption is that the faculty member desires a full contract unless he or she notifies the Academic Office of a desire to change contracts. The availability of reduced load contracts was discussed with faculty at the outset of the calendar change. Since the calendar change the number of faculty members on reduced load has not varied much. Due to the low number of faculty desiring the 75% contract, we have been able to accommodate changes on a year by year basis. Consequently, each year a few of elected reduced load contracts, or chosen to go from reduced load to full. There is very little movement between these contract levels.

Teaching overloads causes concern for us especially as we seek to reduce the annual load amount for full-time faculty. Table 9 indicates the recent trend toward increased overload hours. The level of overloads in 2009 and 2010, we believe, reflects the involvement of faculty in the development and teaching of Foundations and online courses. While we implemented the requirement that each overload commitment proposed by a chair had to be approved by the dean and the Academic Vice President, the needs to provide classes for programs, including online and Foundations courses, has necessitated the approval of overloads at an undesirable level. Overloads are tracked and paid by the Academics Office on an annual basis and the limitations on overload teaching are described in the Guidelines for Faculty Contracts. That document reflects the limitation on total teaching hours in a year to 44 credit hours by any one teacher.

Of course, one of the major concerns about overloads is the drain they create on a faculty member’s time. It is difficult for a teacher to find time for professional development if he or she is teaching one or more overload courses, particularly on an ongoing basis. Consequently, reducing overloads is an important objective in order to facilitate faculty development.

It is the individual faculty member’s responsibility to demonstrate high-quality teaching and effective advising. Student ratings, small group instructional diagnosis, self-evaluation, peer evaluation, and administrative evaluation are all used to assess the faculty. The specific implementation of faculty evaluation is determined at the college level. All colleges adhere to the guidelines outlined in the following paragraphs.
Table 9
Schedule of Faculty Overloads

<table>
<thead>
<tr>
<th>Year</th>
<th>Hours of Overload</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>1,043</td>
</tr>
<tr>
<td>2005</td>
<td>726</td>
</tr>
<tr>
<td>2006</td>
<td>822</td>
</tr>
<tr>
<td>2007</td>
<td>888</td>
</tr>
<tr>
<td>2008</td>
<td>1,046</td>
</tr>
<tr>
<td>2009</td>
<td>1,238</td>
</tr>
<tr>
<td>2010</td>
<td>1,283</td>
</tr>
<tr>
<td>2011</td>
<td>1,216</td>
</tr>
</tbody>
</table>

For at least the first three years of their hiring at BYU-Idaho, faculty undergo a development process and have a “pre-continuing faculty” (pre-CFS) status. A mentoring committee is formed whose responsibility is to monitor the new instructor’s progress, provide feedback and suggestions for improvement, and make recommendations after each year as to whether the faculty member should be retained. Typically, members of this committee visit the new teacher’s classes, review syllabi and other instructional material, and share ideas. They also bring the new faculty members into their own classes for the purpose of observing them in a reciprocal manner. At the end of the development process, the President, in consultation with the department chair, the college dean, the Academic Vice President and the Associate Academic Vice President for Instruction, decides whether the faculty member should be given continuing faculty status.

Faculty members who have been granted continuing faculty status (CFS) undergo a formal evaluation every three years. These three-year reviews include student ratings of instruction and a self-evaluation of teaching, advising, and professionalism, all reviewed with the faculty member’s department and college dean. A revised policy is being prepared as part of a new Faculty Handbook initiative. This policy would reduce dependence on student evaluation measures, expanding the measure to include self, peer, and chair evaluations.
4.4 Education Resources

Brigham Young University-Idaho offers 70 bachelor’s degree programs and 18 associate degree programs. Each of these degrees are thoroughly reviewed in the institution’s Curriculum Council, Dean’s Council, and President’s Council for adherence to University standards and its mission prior to submittal to the Board of Trustees for final review and approval. Each degree is reviewed to assure that appropriate learning outcomes are identified, that the rigor of coursework is appropriate to collegiate-level work, and that students will be competitively prepared in their chosen field of study.

Each program and course offered by the University are built upon identified student learning outcomes. Program outcomes may be found and published on the University’s report card. Course learning outcomes are published in the University Catalog, and are also provided to students via the course syllabus.

Course credit is granted to students based on documented achievement, monitored by each instructor, and guided by published University policy. Degree completion and achievement is determined by a systematic review and versification of each student’s academic transcript. No degrees are awarded to students until a final degree audit is conducted by the University Registrar, with full verification that all coursework has been successfully completed.

Degree programs, originating with each academic department, are reviewed for design integrity, academic rigor, and adherence to University standards. Degrees are reviewed in the University’s Curriculum Council. Admission and graduation requirements are published in the University Catalog.

Faculty are deeply involved in the design, creation, and revision of all curriculum. Under the leadership of department chairs, new curriculum is proposed, designed, developed, implemented and evaluated. New curriculum proposals are reviewed and approved in the University’s Curriculum Council prior to implementation. The Curriculum Council mainly consists of faculty members representing each academic college. Faculty are actively involved in the selection of new faculty, participating in initial interviews, observing candidates in a teaching environment, and making recommendations to the department chair on final candidate selection. Faculty are being asked to take a larger role in assessing learning and the achievement of student learning outcomes.

The faculty works closely with library personnel to ensure that appropriate library resources are available for students. Each academic department designates a faculty member to serve as a library liaison to assist in the selection of new materials and to participate in major planning initiatives. The library has been especially responsive to faculty and student needs related to information technology. It houses approximately 480 computer workstations for student use, more than 125 large-scale on-line databases (e.g., ProQuest Direct, Newsbank), a state-of-the-art Family History Center, and a full array of media production services including video and audio editing, web page development, scanning, printing, and graphics development. These, as well as the traditional library holdings, support learning activities in many of the courses offered each semester.

All degree programs at BYU-Idaho provide students with significant library experiences. The first comes through the Foundations English 101 requirement which more than 95% of BYU-Idaho students fulfill. (The 5% who do not take Foundations English 101 are either transfer students who have taken their basic
composition course elsewhere or students who have met the basic composition requirement via Advanced Placement English credit.) Foundations English 101 students receive a broad orientation to library services and resources, typically from their English instructor, as well as one class session taught by library personnel, devoted to using on-line databases in research. The second comes with the advanced composition class which requires work in the library to complete research papers.

Library and information resources and services contribute to developing the ability of students, faculty, and staff to use the resources independently and effectively.

At this point in time, the only credit awarded to students for experiential learning is for foreign language proficiency. Many students attending the institution have served full-time missions in foreign countries for the sponsoring institution, The Church of Jesus Christ of Latter-day Saints. In doing so, a large number will have learned a second language. Students with learned language proficiency have the option of taking a foreign language examination, and may earn up to 12 credits in the language.

All transfer credit is evaluated by the institution’s Office of Student Records and Registration. The University has clearly defined guidelines for the acceptance of transfer credit, which are described in the University Catalog. Additionally, those interested in defined transfer credit may access the information on the University’s web site. Detailed information is available, by institution, regarding courses and transfer equivalency.

4.4.1 Undergraduate Programs

4.4.1.1 Foundations

General education at BYU-Idaho dramatically changed when the first new courses of Foundations, the revised general education program, were delivered to students in the Fall Semester 2008. This process of change was initiated shortly after the arrival of President Kim B. Clark in the fall of 2005. With a new structure, all new courses, and a new approach to teaching and learning (The Learning Model), Foundations has been designed to substantially change the undergraduate experience of BYU-Idaho students. Similarly, with the creation of interdisciplinary course development groups and faculty learning communities coupled with the Learning Model, it has greatly changed how faculty members approach undergraduate education.

Foundations is built upon a defined hierarchy of essential academic skills we desire students to develop. These key skills area are identified as: college-level reading and critical analysis, college-level writing and communication, logic and problem solving, mathematical reasoning, cultural literacy, scientific literacy, knowledge integration, and independent life-long learning. There will be continued focus on these key areas as program effectiveness and outcomes are measured. Academic Council and Curriculum Council monitor and evaluate the progress of the program.

Foundations courses provide a liberal framework for all degrees at BYU-Idaho. They are offered according to a specified sequence to provide a systematic approach to the acquisition of key academic skills. Some Foundations courses serve as prerequisites, and prior to enrolling in certain courses students
must have a minimum number of University credits. Four courses, Foundations of English 101, Foundations of Science 101, Foundations of Math 101, and American Foundations (called “Gateway” courses), are prerequisites for all other Foundations courses. Other Foundations courses build upon the Gateway Courses, and a capstone course, Foundations Connections, draws upon knowledge, skills, and character traits developed across the Foundations program.

Table 10
Academic Skills Mapped Across the Foundations Program

<table>
<thead>
<tr>
<th></th>
<th>FDENG</th>
<th>FDMAT</th>
<th>FDAMF</th>
<th>FDCNC</th>
<th>FDHUM</th>
<th>FDINT</th>
<th>FDSCI 101</th>
<th>FDSCI 200-level</th>
<th>FDWLD</th>
</tr>
</thead>
<tbody>
<tr>
<td>College-level reading and critical analysis</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>College-level writing and communication</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Logic and problem solving</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Mathematical reasoning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Cultural literacy</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Scientific literacy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Knowledge integration</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Independent lifelong learning</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

Foundations courses (except for Foundations of English, Math, and Religion) are interdisciplinary and are created and taught by teams of faculty from multiple departments. They are topical rather than survey-oriented. This allows the creation of courses that are more immediate and relevant to the student. They also provide superb collaborative opportunities for faculty development.
### Table 10
Interdisciplinary Content in Foundations Courses

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Academic Departments Represented</th>
</tr>
</thead>
<tbody>
<tr>
<td>FDAMF</td>
<td>American Foundations</td>
<td>History, Geography, Political Science, Economics, Religious Education, Humanities and Philosophy</td>
</tr>
<tr>
<td>FDCNC 250</td>
<td>Connections (Capstone)</td>
<td>Biology, Religious Education, Business Management, Communication, Agriculture and Life Science, Art, Computer Science and Engineering, Recreation Management, Teacher Education</td>
</tr>
<tr>
<td>FDHUM 101</td>
<td>Foundations Humanities: Heroic Journey</td>
<td>Humanities and Philosophy, Art, English</td>
</tr>
<tr>
<td>FDHUM 102</td>
<td>Humanities Foundations: Transitions in Art and Culture</td>
<td>English, Humanities and Philosophy</td>
</tr>
<tr>
<td>FDHUM 103</td>
<td>Humanities Foundations: Art and Propaganda</td>
<td>English, Theatre and Dance, Music</td>
</tr>
<tr>
<td>FDHUM 104</td>
<td>Humanities Foundations: Homer to Tolkien</td>
<td>English, Art</td>
</tr>
<tr>
<td>FDHUM 105</td>
<td>Humanities Foundations: Beauty and Creativity</td>
<td>Humanities, Music, Theatre and Dance</td>
</tr>
<tr>
<td>FDINT 201</td>
<td>International Foundations: Global Hotspot, Pakistan</td>
<td>Religious Education, Foreign Languages, History, Geography, and Political Science, Nursing</td>
</tr>
<tr>
<td>FDINT 203</td>
<td>International Foundations: The Middle East</td>
<td>Psychology, Religious Education, English, History, Geography, and Political Science</td>
</tr>
</tbody>
</table>
Table 10 (continued)
Interdisciplinary Content in Foundations Courses

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Academic Departments Represented</th>
</tr>
</thead>
<tbody>
<tr>
<td>FDSCI 101</td>
<td><em>Science Foundations</em></td>
<td>Biology, Mathematics, Physics, Geology, Chemistry</td>
</tr>
<tr>
<td>FDSCI 200</td>
<td><em>Science Foundations: Energy in the 21st Century</em></td>
<td>Mechanical Engineering, Physics, Geology, Chemistry</td>
</tr>
<tr>
<td>FDSCI 201</td>
<td><em>Science Foundations: Natural Disasters</em></td>
<td>Geology</td>
</tr>
<tr>
<td>FDSCI 202</td>
<td><em>Science Foundations: Issues in Global Climate Change</em></td>
<td>Biology, Physics, Chemistry</td>
</tr>
<tr>
<td>FDSCI 203</td>
<td><em>Science Foundations: Environmental Stewardship</em></td>
<td>Biology, Mechanical Engineering, Ag Business, Plant and Animal Science</td>
</tr>
<tr>
<td>FDSCI 204</td>
<td><em>Science Foundations: The American Epidemic, Diabetes and Cardiovascular Disease</em></td>
<td>Biology, Health Science, Home and Family, Health, Recreation and Human Performance</td>
</tr>
<tr>
<td>FDSCI 205</td>
<td><em>Science Foundations: Understanding DNA</em></td>
<td>Biology</td>
</tr>
<tr>
<td>FDSCI 206</td>
<td><em>Science Foundations: Light and Sound</em></td>
<td>Physics, Biology</td>
</tr>
<tr>
<td>FDSCI 207</td>
<td><em>Science Foundations: Origins of the Universe, Earth, and Life</em></td>
<td>Biology, Physics, Geology</td>
</tr>
</tbody>
</table>
Foundations courses exemplify the BYU-Idaho Learning Model—they are learner-centered. All Foundations courses follow these important guiding principles:

- The focus of our teaching centers on what students will learn—“student learning” vs. “my teaching.”
- A design framework will inform, strengthen, and improve the quality of learner-centered teaching.
- The learner-centered course design addresses three questions:
  - What do I want students to learn and be able to do?
  - What are the learning activities to help the student learn?
  - What will they do (how will I assess the learning) so I know they have learned?

- Learning outcomes, learning activities, and learning assessments are linked and integrated.
- The five areas of Academic Preparedness (Knowledge, Skills, Experience, Character & Values, Learning How to Learn) should be addressed in the design of every course.
- Faculty, course, program, and institutional educational quality is assessed, measured, and evaluated by improvement in student learning.
- Faculty members have a responsibility to continuously improve and develop learning-centered teaching skills.
- Faculty love students, and question and correct them with love.
- The institution has a responsibility to provide support to the faculty, assisting them in their course, program, and personal professional development.

The Foundations program is committed to the University imperatives to serve more students while maintaining quality of learning and keeping the cost of education low. To this end, most Foundations courses have some sections that are delivered online. On-campus Foundations teams work closely with the online development teams to create and maintain quality online courses that match the outcomes for their on-campus iterations. On-campus faculty are assigned to create the content for all online courses. One member of the on-campus team is assigned to be the leader of the Course Improvement Council, who responds to questions and concerns from online instructors and oversees changes and improvements in the online course material. The University is also experimenting with other forms of delivery for Foundations courses, including hybrid and competency-based courses.

All Foundations Courses share common outcomes and practices. These outcomes are assessed both during the creation process of new courses and as a part of ongoing review of current courses. In addition, we plan to assess them in surveys administered to the students at the time of matriculation and again at graduation.

All Foundations courses define and assess outcomes at five levels: 1) Institutional; 2) Academic; 3) Foundations; 4) Area (Eternal Truths, Academic Fundamentals, Science, Cultural Awareness, and Connections); and 5) Course. Outcomes are defined in a hierarchy; outcomes at the institutional level define its purpose and mission. Academic outcomes support the institutional objectives. Foundations,
Area, and Course Objectives each, in turn, support academic goals. This concept is illustrated in Figure 6 below:

![Hierarchy of Outcomes](image-url)

**Figure 6. Hierarchy of Outcomes.**

*University Academic Outcomes*

We have recently developed a new set of outcomes related to the growth and learning of BYU-Idaho students, particularly as it relates to the idea of disciple-leadership. These outcomes are centered within the framework of knowing, doing, and becoming, three key ideas put forth in an address given by President Kim B. Clark to the faculty in September 2011. These outcomes designed to direct the growth and learning of students include:

**TO KNOW – LEARNING DEEPLY AND BROADLY**

- Learn how to learn.
- Learn deeply and broadly in the Foundations experience.
- Cultivate focused learning in a major.
- Seek opportunities to apply and expand learning.
- Elevate learning from remembering information to understanding principles; applying understanding by acting for righteous purposes in real-world settings.
TO DO – DEVELOPING CORE ACADEMIC SKILLS

- Practice to extract and make meaning from written language.
- Improve the ability to express ideas in appropriate styles of speech.
- Sharpen the ability to use quantitative skills to analyze arguments and make decisions.
- Learn to act in ways that contribute to team success.
- Learn to create, locate, and evaluate information.
- Think critically; make wise decisions; and solve problems creatively.

TO BECOME – BECOMING A DISIPLE-LEADER IN PURSUIT OF ACADEMIC GOALS

- Seek faith in and a testimony of Jesus Christ and His restored gospel.
- Cultivate personal peace through obedience and honor.
- Develop the capacity to influence others for good.
- Heighten your learning and teaching skills.
- Refine the power to innovate and improve
- Act in faith to apply for righteous purposes the lessons learned at BYU-Idaho.

We are currently in the process of developing indicators of achievement associated with these outcomes.

**Foundations Outcomes**

Student outcomes for the Foundations program are as follows:

1. Each student will engage in a variety of theories, perspectives and viewpoints on topics relevant to the subject matter.
2. Each student will encounter, absorb, process, formulate, use, share and lead others through skills and information central to the course of study, thereby experiencing multiple levels of engagement.
3. Each student will apply foundational principles of learning and develop key academic skills in communication (both oral and written), analytical/problem solving, teamwork/interpersonal, quantitative reasoning, and technology.
4. In Foundations classes, students connect with a field of study, and develop passions and practices of lifelong learning.

Faculty outcomes for the Foundations program are as follows:

1. Faculty will study and implement the principles and processes of the BYU-Idaho Learning Model though a variety of methods and means.
2. Faculty will have the opportunity of working with colleagues across disciplines, colleges, departments, and boundaries.
3. Faculty will create significant learning and teaching experiences by working in teaching teams and participating in a culture of classroom observation.
4. Faculty will have significant opportunities for personal and professional development as a result of the cross-disciplinary nature of Foundations.

All Foundations courses share the following common practices:

1. In contrast to more traditional survey courses, BYU-Idaho’s Foundations courses will provide a more focused approach, allowing students to investigate and engage deeper into detailed aspects of the subject matter.
2. All courses are cross-disciplinary.
3. All courses are designed to fully implement the BYU-Idaho Learning Model.
4. All courses are taught by teams who collaborate in the development and delivery of course material.
5. All sections of a course should share a common syllabus, outcomes, and assessment measures.
6. Teaching teams should meet weekly to discuss curriculum and teaching techniques.

**Foundations Area Outcomes**

**Eternal Truths**

1. Students’ testimonies will deepen and strengthen as they learn to rely on the scriptures as the primary source of gospel understanding.
2. Acting, rather than being acted upon, students will apply gospel principles in their lives, “at all times, and in all places.”
3. Students will demonstrate greater personal integrity and obedience, living moral and ethical lives as disciples of Jesus Christ.

**Academic Fundamentals**

1. Students will develop the vital skills of critical reading, thinking, and analysis, and verbal and written communications, through fundamental and advanced course work.
2. Students will develop mathematical competency and understanding of collegiate-level expressions and equations, demonstrating the ability to apply mathematical concepts and logic in thinking, action, and real-world settings.

**Science**

1. Students will understand science in both general and specific contexts, learning to appreciate, understand, and evaluate a variety of scientific points of view.
2. Students will learn methods of studying and comprehending the scientific aspects of current events, their consequences, and importance.
3. Building on introductory instruction, students will develop in-depth knowledge of challenging contemporary scientific issues.
4. Students will demonstrate knowledge of subject-specific scientific principles.
5. Students will understand and evaluate a variety of scientific points of view from both the physical and life sciences.
6. Students will test hypotheses by collecting, analyzing, and interpreting data.
7. Students will scrutinize current science news and discoveries through the application of critical scientific thinking.

Cultural Awareness

1. Students will develop an understanding of the history and founding principles of the American experience, including constitutional, economic, and political issues.
2. Students will develop an awareness, understanding, and appreciation of world civilizations, religions, arts, literatures, music, cultures, and perspectives.
3. Students will study current events, developing a comprehension of their significance in the context of history and humanity.

Connections

1. In this capstone experience, students will further develop the skills of critical thinking and problem solving.
2. Students will learn how to develop personal positions and make judgments on challenging moral and ethical issues, giving expression to those positions in both verbal and written form.

Individual Course Outcomes

Individual Foundations courses have common outcomes, syllabus, and assessment practices. They also fulfill Area, Foundations, Academic, and Institutional outcomes. Some courses are taken by all BYU–Idaho students, while others are chosen according to personal preference and interest. Some courses are designed to be permanent fixtures of the academic program at BYU-Idaho. Others are offered for three to five years and then phased out as other topics courses are developed. Courses in the latter category include Humanities, Science, and International Foundations.

Institutional Assessment

The University is committed to measuring outcomes at both the program level and course level. Because the development and implementation of Foundations is a key institutional objective, it is part of the University Report Card. The availability of this data enables the University community to view the current status of outcome achievement. To measure the effectiveness of the Foundations Program, the University Report Card employs three outcomes, each with its own indicators, shown in Table 12.
Table 12  
Foundations Metrics

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Indicator</th>
<th>Instrument</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Graduated students manifest traits of a lifelong learner.</td>
<td>Percentage of alumni who engage in lifelong learning.</td>
<td>Alumni survey</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Students are better able to write, speak, analyze, and think</td>
<td>Critical thinking (seniors vs. national sample)</td>
<td>CAAP test published by ACT</td>
</tr>
<tr>
<td></td>
<td>Critical thinking (seniors vs. freshmen)</td>
<td>Value added freshman to senior in comparison with CAAP</td>
</tr>
<tr>
<td></td>
<td>Writing (seniors vs. national sample).</td>
<td>CAAP</td>
</tr>
<tr>
<td></td>
<td>Writing (seniors vs. freshmen)</td>
<td>Value added freshman to senior in comparison with CAAP</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Foundations courses undergo rigorous quality assurance.</td>
<td>Percentage of courses integrating the Learning Model</td>
<td>Team Lead questionnaire</td>
</tr>
<tr>
<td></td>
<td>Percentage of courses that have syllabi content in common</td>
<td>Team Lead questionnaire</td>
</tr>
<tr>
<td></td>
<td>Percentage of teaching groups that meet regularly</td>
<td>Team Lead questionnaire</td>
</tr>
<tr>
<td></td>
<td>Percentage of teaching groups engaged in peer classroom observation</td>
<td>Team Lead questionnaire</td>
</tr>
<tr>
<td></td>
<td>Percentage of Foundations sections visited by the Dean, Associate Dean, or Team Lead within the past year</td>
<td>Class visitation reports by Dean, Associate Dean, and Team Leads</td>
</tr>
<tr>
<td></td>
<td>Percentage of faculty who received a load release to prior to teaching first semester of a course</td>
<td>Load releases for Foundations instructors (excluding FDENG, FDMAT, and FDREL)</td>
</tr>
</tbody>
</table>
specific learning outcomes. Additionally, members of each teaching team individually conduct a course assessment to assure coordination of outcomes, pedagogies, content, etc. The individual and collective assessments provide valuable information for analysis of course effectiveness, providing impetus for change and improvement. The aggregated data is reported to various key stakeholders: Academic Council, Curriculum Council, and the President’s Council.

The University is continually striving to enhance its use of assessment. We look forward to the acquisition of the “Chalk and Wire” software package to enhance this work. Using information gathered by various assessment instruments, teams of faculty work to enhance each program and course in a cycle of continuous improvement.

4.4.1.2 Continuing Education and Non-credit Programs

Recent organizational changes in the department of Continuing Education resulted in the creation of a new department, named Community Connections. This new organization has responsibility for all non-credit programs, while Continuing Education administers for-credit courses and programs. Each organization has its own Director or Manager and support staff. Both leaders report to the Associate Academic Vice President for Curriculum.

The mission of Community Connections is to provide lifelong learning opportunities to diverse groups of individuals. This is accomplished through educational offerings consistent with the principles of the gospel of Jesus Christ and within the mission of Brigham Young University – Idaho.

The mission of Continuing Education is to extend the services and spirit of BYU-Idaho by providing quality educational programs to students of all ages.

Brigham Young University-Idaho cooperates with the Continuing Education programs sponsored by the Church Educational System (CES) and Brigham Young University in Provo. To that end, the University provides a variety of credit and non-credit programs locally and at various sites in the west. Non-credit programs, focused on high school-aged students are also held throughout the Western United States.

Continuing Education at BYU-Idaho oversees the following programs:

- BYU-Idaho courses for credit: These courses are offered through evening school on the BYU-Idaho campus
- Summer Session: For-credit courses are offered to students during the seven-week summer break
- Christmas Break: For-credit courses are offered to students during the three-week Christmas break
- Nursing Classes, RN to BSN Program: In cooperation with the Nursing Department, Continuing Education administers the RN to BSN program. Courses are offered on campus and also online. Many students who enroll in this program have previously earned an Associate of Science in Nursing degree from the University.
BYU-Idaho Year Three Self-Evaluation Report

- Pre-Missionary Program: Students who have not yet served missions for The Church of Jesus Christ of Latter-day Saints are eligible to enroll in this program, prior to beginning their assigned academic track. This allows them to complete one semester of academic work prior to missionary service.
- Quest: The Quest program appeals to students who enjoy the outdoors, blended with regular academic pursuits. Held partially at the University’s Badger Creek Outdoor Learning Center and partially on-campus students experience an enhanced learning experience through a hands-on approach to education by applying relevance to course material.

All Continuing Education programs have been designed, developed, and evaluated within the mission and institutional framework of the BYU-Idaho mission and goals, and in accordance with established institutional procedures. Courses offered are taught by full-time or adjunct BYU-Idaho faculty, assigned by relevant academic departments.

Community Connections now is the organization overseeing a variety of non-credit course and program offerings. Administrative policies regarding non-credit offerings are consistent with for-credit programs, with the exception that approval to create and sponsor such courses is internal to Community Connections.

Community Connections oversee the following programs:

- CES Programs: These non-credit programs, primarily religious in nature, are offered throughout the Western United States. Community Connections works in cooperation with BYU Provo to offer these programs.
- Badger Creek Outdoor Learning Center Programs: Two programs, Adventure for Youth (AFY), and Outdoor Youth Adventure (OYA) are offered at the Badger Creek facility. These programs, for high school aged students, combine a variety of high adventure activities with religious instruction.
- Non-credit Programs for Youth: These campus-based programs, offered primarily during the summer include theater camps, Especially for Youth, and various other non-credit courses.
- Non-credit Courses for the Community: Courses are offered to local community residents addressing such topics as computer training, physical fitness, dancing, gardening, pottery, etc.
- GMAT/GRE Preparation Courses: Students preparing for graduate school are offered the opportunity to enroll in courses to assist their preparation for graduate school exams.
- Other Non-credit Events and Programs: This includes a variety of activities such as travel to historical sites, Boy Scouts of America Merit Badge workshops, and a genealogy conference.

BYU-Idaho currently does not offer or grant continuing education units (CEUs) as there has not been significant demand for such.

Careful records are maintained describing the number of non-credit courses offered, with a description of the associated learning.
4.5   Student Support Resources

4.5.1 Learning Environments

The Academic Support Center (ASC) is staffed by 8 full time teaching faculty, 3-5 adjunct faculty, 2 administrators, and a department secretary. Two additional full-time employee slots have been approved for 2012. The ASC is subdivided into seven academic centers. They are the Reading, Writing, Math, Tutoring, English Transitional, Study Skills, and Presentation Centers. Each center has a faculty director, but is student led and student run. The ASC also supervises services for students with disabilities which also has a faculty director. At any one time, the ASC employs about 300 student tutors and assistants. These students meet high standards to be hired and then receive additional training. Because we use so many students to teach each other, the ASC is a prime example of the BYU-Idaho Learning Model in action. The ASC provides one-on-one, group, and drop-in tutoring for students. It also has Face to Face and Online formats so that “on campus” and “distant” learners can all be served. In addition to directing the different centers, our faculty teach developmental courses in reading, writing, math, study skills, college success, and English as a Second Language. Table 13 shows the growth of the number of unique individuals coming to the ASC for peer tutoring. They do not reflect the number of students taking classes within the department.

Table 13
Student Patrons of the Academic Support Center

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Visits</th>
<th>Total Hours</th>
<th>Different Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>84,006</td>
<td>84,888</td>
<td>7,996</td>
</tr>
<tr>
<td>2009</td>
<td>87,496</td>
<td>92,369</td>
<td>8,408</td>
</tr>
<tr>
<td></td>
<td>Increase of 3,490 visits</td>
<td>Increase of 7,481 hours</td>
<td>Increase of 412 students</td>
</tr>
<tr>
<td>2010</td>
<td>94,820</td>
<td>100,008</td>
<td>9,221</td>
</tr>
<tr>
<td></td>
<td>Increase of 7,324 visits from last year</td>
<td>Increase of 7,639 hours from last year</td>
<td>Increase of 813 students from last year</td>
</tr>
</tbody>
</table>

BYU-Idaho On-campus Housing consists of 190 apartment-style units and 120 dormitory-style units for a total of 1058 beds. On-campus Housing creates effective learning environments in four important ways. First, the Housing Office recently merged with the Student Living Office. Consequently, the guiding principles of Student Living (i.e., love, shared responsibility, and mutual respect) have been fully integrated into the mission and philosophy of on-campus housing. These principles are taught and reinforced in a variety of ways within BYU-Idaho apartments/dormitories and specifically contribute to healthy learning environments through their consistent emphasis and application. Second, each on-
campus housing unit contains one full-sized desk per tenant fittingly located in the bedrooms. This particular standard exceeds that of off-campus housing and provides convenient opportunities for students to study at “home.” Third, quiet hours, beginning at 10 pm, are clearly communicated and appropriately enforced within on-campus housing. Quiet hours support student learning needs. Lastly, curfew is an integral part of BYU-Idaho apartment living standards. BYU-Idaho students must be in their own apartment by midnight Saturday through Thursday and by 1 am on Friday night. Guests are also invited to leave prior to curfew. Similar to quiet hours, curfew decreases potential distractions and promotes an element of student well-being—both of which support student learning needs.

All single off-campus student housing are under contract to apply the same standards and principles noted for on-campus housing. Units are inspected annually and student surveys are administered annually to monitor the quality of the student experience in the apartments. A specific assessed area is the conduciveness of the apartment for study and learning.

The Academic Discovery Center (ADC) provides academic and career services to all students. It is important to note that these services are equally available to our students who experience an online delivery system for their degree content. Special care is taken to provide online students with the additional resources that they need due to their location off-campus. The Online Degrees and Services Office provide a student service model that is both high-tech and high-touch in approach. A robust communication plan is utilized to provide students with timely information and a personal connection to campus. The ADC partners with the Online Degrees and Services Office through an online orientation class, a series of graduation planning assignments, developmental advising sessions and on-going direction and support throughout the student experience. Included within our off-campus student populations is the pre-matriculation program known as the Pathway program. The ADC provides specialized and personal advising to this unique student population which is comprised of international, ESL, non-traditional and special needs students. Skype, AdobeConnect, Web, email, phone and other technologies allow our counselors to deliver a high quality experience to online students.

4.5.2 Student Safety and Security

BYU-Idaho provides security and safety services for students and employees. University Security & Safety consists of seventeen full time and fifty four student employees. The department provides 24 hour emergency dispatch and security patrol as well as an OSHA compliance safety officer, fire safety officer, parking services and events security. Crime statistics, security policies and other disclosures are published annually and made available to students, employees and potential students in compliance with the Jeanne Clery Act. (34 CFR 668.46) Security & Safety annually reports crime statistics to the Department of Education.

The University Student Safety Council develops and presents six safety campaigns each year that target personal safety, pedestrian safety, accident prevention and personal property protection. The University conducts six Rape Aggression Defense (RAD) courses per year to assist female students in the prevention of sexual assault. The University has a recently updated Emergency Management Plan and a mass notification system that is tested annually.
Brigham Young University Idaho in compliance with The Drug-Free Schools and Campuses Regulations conducts a biennial review of alcohol and other drug (AOD) programs and policies. This is done to determine the effectiveness of and to implement any needed changes to the AOD programs; and to ensure that the disciplinary sanctions for violating standards of conduct are enforced consistently (Complying with the drug free schools and campuses regulations 34 CFR Part 86).

4.5.3 Recruitment, Admission and Matriculation

BYU-Idaho recruits and admits students with the potential to benefit from its educational offerings. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful and accurate information and advising about relevant academic requirements, including graduation and transfer policies.

The Academic Discovery Center (ADC) provides academic and career services to all students. It is important to note that the ADC partners with the Admissions Office in creating a positive student experience. For example, Admissions creates a new student report consisting of all accepted offers. The ADC uses this report to plan our orientation activities and to communicate degree requirements to students. Also, when students accept their offer through the Admission Module, they receive an automated email if additional application and/or requirements apply to their intended major.

Transfer students with a high number of credits are alerted to the need for academic and financial planning. The Student Records and Registration Office publishes our articulation information online for ease of use by students and advisors. This online database is tied to our student information systems and so the content is always up-to-date.

The BYU-Idaho Admissions Office attracts, prepares, and admits qualified students who have the desire to become disciple-leaders and maintains the integrity of University enrollments. The office is staffed by 9 full-time administrators, 6 full-time staff members, and 28 part-time student employees. The objectives of the Admissions Office are served through a fourfold approach, including outreach/recruitment, application/enrollment processing, international services, and counseling/customer service.

Component 1 – Outreach/Recruitment: Through a variety of electronic, print, and in-person venues, Admissions reaches out to prospective and newly admitted BYU-Idaho students explaining services and academic programs available at BYU-Idaho, admission requirements and deadlines, involvement opportunities, campus cultural components and expectations regarding student life, and more. Electronic communication is provided through the Admissions Web site, social networking sites, email correspondence and campaigns, and cooperative efforts with the rest of the LDS Church Educational System (CES), including the central CES recruitment and application Web site, www.besmart.com. Print communications including viewbooks, brochures, and planning guides are provided at recruitment events and can be requested by mail. In-person outreach efforts include joint CES recruitment events held each Fall season, annual high school visits to most high schools in Idaho and Utah, college/career fairs, and more.
Component 2 – Application/Enrollment Processing: Each student seeking to enroll at BYU-Idaho must submit an application either online or on paper. All applications for enrollment are received and processed by the BYU-Idaho admissions staff. Eligibility for admission is based on a combination of academic performance and church and extracurricular involvement. Processing an application includes verification of completion and eligibility, making admission decisions for each complete application, assigning enrollment tracks, and handling applications for enrollment deferments, overrides, and appeals.

Component 3 – International Services: Along with verification of eligibility for admission, International Services helps new and current international students apply for and maintain visas, ensures compliance with U.S. immigration law, counsels students referent to enrollment options affecting their admission and immigration statuses, and more. Because a student’s immigration status continues to affect their ability to work, study, and live in the United States following graduation, International Services continues to serve and advise students well beyond their graduation from BYU-Idaho.

Component 4 – Counseling/Customer Service: A wide variety of questions and requests for assistance accompany each phase of a student’s application, preparation, and enrollment at BYU-Idaho. The Counseling/Customer Service component of Admissions aids students at each step of their progress through admissions counseling in-person, by phone, by email, and on web-based LiveChat. In addition, prospective student tours provided each business day showcase campus facilities, programs, and services. Because the Admissions phone number is the most heavily advertised phone number for BYU-Idaho, Admissions plays a strong role in connecting prospective and new students with other campus resources as they investigate and prepare for study at BYU-Idaho.

Table 14 shows the number of students processed through the admissions office to provide context to the nature of Admissions operations and services. Information is from the calendar year of 2010 unless otherwise noted.

As BYU-Idaho continues to grow, it is anticipated that in coming years BYU-Idaho could reach as many as 30,000 students per year (including all admission types). In order to meet and maintain enrollment goals, outreach/recruitment efforts through a variety of channels and media must increase to meet the needs of an audience steadily increasing in size and diversity. As increasing numbers of students seek admission, applications and associated processing work will increase significantly. This growth will be also accompanied by proportionate increases in demand for admissions counseling, campus visits, in-person and electronic customer service, international services, and other services attendant to admission to BYU-Idaho.

BYU–Idaho publishes transfer policies in the University Catalog each year. The policies regarding the transfer of credit to BYU–Idaho are published on pages 64-66 in the 2011-2012 catalog (www.byui.edu/catalog). Additionally, current and prospective students can view which classes from other institutions have previously been evaluated by BYU–Idaho online at http://my.byui.edu.
Table 14  
Number of Students Served by the Admissions Office

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total admission applications (including incomplete applications) for the 2010-2011 academic year</td>
<td>22,836</td>
</tr>
<tr>
<td>Admission Offers</td>
<td>15,507</td>
</tr>
<tr>
<td>Application parts processed at BYU-Idaho</td>
<td>16,010</td>
</tr>
<tr>
<td>Enrollment deferments</td>
<td>1,066</td>
</tr>
<tr>
<td>Campus Tours</td>
<td>4,612</td>
</tr>
<tr>
<td>LiveChats</td>
<td>10,611</td>
</tr>
<tr>
<td>Appeals</td>
<td>2,606</td>
</tr>
<tr>
<td>Inquiries (including campus tours, event attendance, Web site hits, etc.)</td>
<td>475,702</td>
</tr>
<tr>
<td>Attendance at in-person events</td>
<td>20,052</td>
</tr>
</tbody>
</table>

4.5.3 Program Requirement Changes and Elimination

In the event of program elimination or significant change in requirements, the institution makes appropriate arrangements to ensure that students enrolled in the program have an opportunity to complete their program in a timely manner with a minimum of disruption. Students already in a changed program are notified that the program will be eliminated but that they will also have sufficient time to complete the program should they desire to do so. Once a program is slated for elimination, it will no longer be available for students to enter the program.

The Academic Discovery Center (ADC) provides academic and career services to all students. It is important to note that we work in close association with the Academic Office in creating a positive student experience. The Associate Vice President of Curriculum invites the Registrar, ADC Director, Retention Coordinator and a student leader to serve on the Curriculum Council. With the help of the council, these members assess student impact and suggest solutions that result from curriculum proposals. This routine review results in substitutions, waivers and internal articulation agreements that keep students on-track towards degree completion. If required courses are eliminated, students are given the option to substitute a different course to meet the requirement. Although less likely, if substituting the requirement is not possible, the University may waive the requirement altogether so the student is still able to graduate in the program.
4.5.4 Information and Records

Communicating Current and Accurate Information

BYU–Idaho publishes an online academic catalog on an annual basis. The catalog is on BYU–Idaho’s public web site and is readily available to students, parents, faculty, employees and the public at large. The catalog includes all information identified in this requirement.

Publishing Eligibility for Licensure and Entry into Professions

Most programs and courses provide open access to students. Prerequisite requirements are provided with the BYU-Idaho Catalog and the electronic class schedule and registration program. The degree planning tool also offers information regarding perquisite requirements. Programs requiring application due to a competitive entry process include: Interior Design, Nursing, and Social Work all require application with a limit of number of participants. Criteria and application information is located in the University Catalog.

Records Retention

BYU-Idaho has a records retention policy which was adopted two years ago. The focal point off the document is that all University personnel are required to create and maintain retention schedules for documents created in their respective areas. These retention schedules contain the following:

- The length of time a particular class of records must be maintained
- The final disposition of a record.

Retention schedules have been collected from all areas of campus and are stored in the controller’s office under the direction of the Financial Services Managing Director. Sharepoint sites have also been created for both academic and non-academic departments to facilitate the storing and sharing of electronic documents. Archives works with departments to receive documents whose final disposition is permanent. Records retention schedules are reviewed every two years.

BYU-Idaho complies with confidentiality and privacy regulations and publishes its confidentiality of student records policies and practices annually in the academic catalog.
4.5.5 Financial Assistance

BYU-Idaho provides an effective and accountable program of financial aid consistent with our mission, student need, and institutional resources. The Board of Trustees and donors to the University provide adequate funds for these programs to be administered.

Information regarding the categories of financial assistance is available to prospective and current students in print and electronically. The Student Financial Aid Office, the Admissions Office and Student Support all print brochures containing this information. The information can be found in the on-line catalog at http://www.byui.edu/catalog/2011-2012/Financial%20Aid.pdf and via the financial aid Web site at http://www.byui.edu/FinancialAid/.

As required by Federal regulations, policies and disbursements are audited annually which are reviewed by the Board of Trustees. We have consistently had no findings with one minor exception caused by the transition to our new database system.

Seventy to seventy five percent of our students receive some form of financial aid. The neediest students (Pell grant recipients) receive about 80% of all aid awarded, which accounts for about 73% of their cost of attendance on average. Students that meet the priority application deadline receive their aid by the tuition payment deadline.

BYU-Idaho participates in the Federal loan entrance and exit-counseling program. Student must complete this counseling before they can receive loan money or graduate. Through this program and financial literacy efforts, students are informed of their obligation to repay their loans. The student loan program and default rates are regularly monitored in great detail. BYU-Idaho students’ default rate is consistently well below one percent.

4.5.6 Academic Advising

Personnel responsible for advising students are knowledgeable of the curriculum, program requirements and graduation requirements and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities are defined, published and made available to students.

Academic and Career Counseling

BYU-Idaho provides its students with extensive opportunities to receive academic and career counseling. In July 2011, the offices formerly known as the Career and Academic Advising Center and the Internship and Career Services Office merged to create the Academic Discovery Center (ADC). Our mission is to educate and empower each student to proactively take intelligent and intentional actions, leading to a meaningful academic experience and productive career.

The ADC provides academic and career services to current students, future students and alumni. In addition to our main location in the Hyrum Manwaring Student Center (student union building), major-
specific centers are located across campus in each of the six academic colleges. A wide variety of
resources are available at each center to help students:

- Explore career and life opportunities
- Declare a college major, minor and/or clusters
- Plan and sequence classes
- Develop career plans and career preparation skills
- Find internships and full-time employment
- Prepare for graduate school
- Make successful career transitions

The merger will enable us to grow and provide all of the same services we have always offered in a more
holistic and unified way. The new organization has been designed to provide students with a one-stop
shop experience and a team of experts to guide them through academic, internship and career choices.
Each college team is comprised of two to three full-time career and academic counselors and five to ten
part-time peer advisors depending on college enrollment numbers. Students are also assigned a faculty
mentor upon major selection. In addition, they have access to a rich, off-campus mentoring network
through our Alumni and Service Missionary programs.

The main focus of the advising counselors and peer advisors is to provide a developmental framework
around the student as they make academic and career decisions. This is done by providing a roadmap of
actions for students to take each year, running a series of planned interventions, and through group and
one-on-one advising sessions.

Several opportunities are taken to communicate advising expectations and resources with students
including: the University Catalog, new student welcome emails, Get Connected (new student
orientation), a Getting Started Guide (online student resource), department and University
classes and through institutionally set deadlines.

A robust training program was implemented to support personnel in fulfilling their advising role. For
example, weekly training from content experts, searchable knowledge databases and guiding documents
(advising directives, course sequencing sheets, etc.) all of which support advisors in being successful.
Additionally, we participate in NACADA, NACE and other professional organizations. The Career
Advising Handbook is used as the foundation for our services and model. The University supports and
provides many opportunities for professional development. We are looking forward to creating five-year
development plans for all of our employees.

**Faculty Mentors**

In addition to the college teams, students are also assigned a faculty mentor upon major selection. The
faculty mentoring program was established on campus to help students get direction and support from
experienced professionals in their academic discipline. Faculty Mentors provide guidance within the
major as it relates to department outcomes, industry standards and individual goals. Students may also
visit with their mentor for portfolio feedback, career and graduate school guidance, networking advice and other discipline-specific information.

The goal of a successful post-college career experiences is supported by our internship and professional preparation programs. A BYU–Idaho academic internship is a cooperative effort between the University and approved Experience Providers (employers). The purpose of an internship is to gain professional work experience, to apply skills and knowledge obtained through course curriculum and to expand understanding of various career opportunities.

A faculty internship coordinator is assigned within each academic department to assist students in understanding and arranging an academic internship. In most cases, an academic internship is a required element for both associate and bachelor’s programs. Students meet with their coordinator to understand internship requirements, prerequisites and timing of experiences. A list of assigned internship faculty coordinators is available in all ADC locations and on our Web site.

Professional preparation services are offered to help students present themselves successfully to potential employers. The ADC provides students with an online portfolio system (Optimal Resume), seminars, literature and samples to help them get started writing their résumés, cover letters and to prepare for interviews. Students can then schedule an appointment with a trained mentor to receive one-on-one feedback and guidance for applying these principles and ideas to their specific needs and situation. Assistance is also available for certain graduate school documents, letters and other post-graduate and career paperwork.

Career Workshops and Career Management Seminars are offered to teach students the art of assessing and marketing their skills, networking effectively, communicating with power, enhancing negotiation skills and additional career-related topics.

On a department level, assessing progress in mission fulfillment is done by tracking advising visits as they relate to enrollment numbers; tracking number of completed internships by major and academic department; through student and employer satisfaction as reported through survey data and by degree progress as measured by semester and cumulative numbers.

### 4.5.7 Co-curricular Activities

The BYU-Idaho mission statement describes its commitment to “maintain a wholesome academic, cultural, social, and spiritual environment,” and to “prepare students for lifelong learning, for employment, and for their roles as citizens and parents” (See Figure 1). To this end the University sponsors a comprehensive Student Activities program which includes year-round programs and events in Social, Sports, Outdoor, Service, Talent (arts and performance) and Wellness (fitness and health) programming areas. Programs and events are open to students and BYU-Idaho employees. While some activities have a modest ticket cost, many are free of charge.
Programs are measured against the Student Activities guiding principles, which include allowing students to choose their own level of participation, providing a wide range of programs and events that appeal to students with diverse interests and abilities, and developing personal and spiritual qualities that prepare participants for life. Annual stewardship reviews are used to assess progress in this effort.

Each semester a very large percentage of the student body engages programs and events as participants. The program is administered under the BYU-Idaho Student Leadership Model which prescribes that student volunteers and leaders are the planners, organizers and managers of this programming. Students from a wide range of majors fill the leadership and volunteer positions. Departmental tracking of student participation indicates a 5-year (2006-1010) average number of 2700 volunteer leadership positions and 4700 volunteer staff positions filled each year in the program. The top two levels of leadership positions receive a full-tuition scholarship for one semester.

Student Activities is one platform that directly supports the institutional objective to create significant opportunities for students to provide service and develop their leadership abilities. The Student Activities Program, while managed by students, is overseen by 15-18 full-time advisors, two full-time directors and one managing director who reports to the vice president of Student Services and Activities. Full-time administrators are responsible to ensure that all operations comply with University guidelines, policies and procedures and state and federal laws. Operations for the program are funded by the University as well as revenue generated by various facilities, programs and events within Student Activities.

4.5.8 Auxiliary Services

Auxiliary Services at Brigham Young University-Idaho consists of University Food Services, The University Store and University Print Services, Housing and Student Living, and the Health Center. As an integral part of the University, Auxiliary Services is determined to support and enhance the University’s mission statement.

University Food Services

To assist in this work, employees are expected to exhibit a strong work ethic and to be models in their personal conduct. The auxiliary areas employ, train and serve students of diverse interests and abilities. Employees must have a desire and be capable of mentoring student employees to train them and prepare them for future employment opportunities. Auxiliary Services wants to contribute to the intellectual climate of the campus and enhance the quality of the learning environment.

BYU-Idaho has a unique food services program. The University contracts with Sodexo to provide an on-site food service manager. The remainder of the staff is University employees. The on-site manager has built a strong relationship with the University and is committed to support BYU-Idaho’s mission and to serve its students. Food Services seeks input from students to better understand their wants and needs. During the past year, Food Services conducted the following surveys and organized the following programs in an effort to obtain student, faculty and staff input:
• Created a local Student Board of Directors with representation on Sodexo’s National Student Board of Directors
• Conducted fall and spring customer service surveys through Synovate a third party provider
• Conducted two student demographic assessment CIQ 101/CIQ201 (CIQ-Customer IQ)
• Conducted customer focus groups for single and married students and for catering customers
• Conducted an on campus electronic survey covering students special dietary needs and food allergens
• Conducted a focus group on food allergens
• Created a “We’re Listening” comment box facilitated by student employees to respond to student concerns
• Collaborated with the Student Representative Council to survey students on pricing and nutrition
• Partnered with BYU-Idaho Student Activities on wellness programs
• Partnered with Student Activities on food drives for the local women’s shelter

Approximately two years ago, BYU-Idaho completed a new food court and dining area named The Crossroads. The facility’s seating can be arranged in a variety of designs and can seat up to 1,258 people. It is designed with wireless internet and laptop power outlets. During the afternoon hours, this unique facility is relatively quiet and is often filled with students who come to study individually and in small groups.

**Print and Copy Services**

Auxiliary Services offers faculty and students extensive print and copy services. In addition, an extended hour copy center is located in the library. In 2010, Print Services processed 43,416 tickets, 8,915 were directly related to serving the academic needs of the faculty while 32,791 were student tickets. Almost 96% of all work completed by Print Services contributes directly to student and academic needs.

During 2010, Print Services conducted a variety of surveys with faculty and students to determine their knowledge and understanding of services available for them. These surveys led to the development of a new print services brochure.

**The University Store**

The University Store is owned and operated by Brigham Young University-Idaho. The store offers products and services to meet the spiritual and academic needs of the students.

**Textbooks:** The University Store strives to provide students with academic learning materials at the best possible price. In addition to standard textbooks, the store offers textbook rentals, custom textbooks, on-campus printed materials, e-books and electronic access cards. Learning materials can be purchased either in-store or online at [www.byustore.com](http://www.byustore.com). A textbook reservation program is available and allows students to reserve their textbooks for in-store pick up. Students who purchase their textbooks at the campus store have an opportunity to sell most of their books back to the store at the end of each semester.
Technology: The University Store has partnered with Academics in a campus Laptop Initiative Program. This program is designed to help students achieve their academic goals by making technology affordable. The store offers both PCs and Macs at discount pricing and financial aid can be used to help offset the cost. The store’s technology department offers students computer software, blank media, and accessories for Macs and PCs. Educational software is available at discount prices.

School Supplies: Students can purchase a wide range of school and office supplies that includes a full assortment of binders, notebooks, filler paper, writing instruments, and specialized items such as art and engineering supplies. Students get a 15% discount on all school supplies specifically requested by their instructors.

General Books: The store has a broad assortment of general fiction, nonfiction, study aids, magazines, and more. Students can also shop for scriptures, hymnals, religious prints, framed art, music, and journals. Customers can special order items that are not normally stocked in this department.

Clothing and Memorabilia: The University Store carries a wide variety of BYU–Idaho merchandise for students, alumni and campus guests. Store visitors can find a complete selection of collegiate clothing, memorabilia and imprinted gift items. Alumni, family and friends can also shop for these items at www.byuistoreId.com.

Operational Information: The University Store hours are Monday through Friday from 8 a.m. to 5 p.m. and most Saturdays from 11 a.m. to 3 p.m. For convenience, the store has an after-hours store that remains open until 7 p.m. Monday through Friday and 5 p.m. on Saturdays.

Housing & Student Living Office

The BYU-Idaho Housing & Student Living Office fully supports the institution’s mission. Two of the most pronounced ways in which the Housing & Student Living Office does so is through the coordination and management of Approved Housing and Student Living. Additionally, the quality of the learning environment is inherently enhanced through these two central programs/initiatives.

All single students under the age of 30 must live in BYU-Idaho Approved Housing. In light of Title IX and an associated religious exemption, only BYU-Idaho matriculated students may live in Approved Housing. By contract, all Approved Housing managers must be endorsed by an ecclesiastical leader ensuring worthiness and willingness to exemplify the tenets outlined in the BYU-Idaho Honor Code. All BYU-Idaho students are also ecclesiastically endorsed and agree to live the Honor Code and abide by BYU-Idaho Apartment Living Standards. Therefore, Approved Housing is governed by a collective and individual commitment to live according to the highest principles and standards, thus maintaining a wholesome cultural, social, and spiritual environment.

Approved Housing complexes must also meet minimum physical standards including, but not limited to, exterior and interior appearance and upkeep, square footage requirements, required furnishings, adequate study and storage space, and required internet and cable filters. Like the behavioral standards, the physical
facility standards naturally play an important role in creating environments conducive to healthy living and learning.

Student Living represents an official model of governance within BYU-Idaho Approved Housing intended to assist students in their apartments to develop and live patterns of gospel-centered lives, and to support them in their efforts to become stronger disciples of Jesus Christ. Additionally, Student Living teaches and encourages students to take more responsibility for themselves and for roommates and neighbors in the apartment complex.

Student Living creates and fosters a culture based on principles of love, shared responsibility, and mutual respect. Through a deliberate and coordinated effort among the University, ecclesiastical units, and apartment landlords and managers, the aforementioned principles are taught and reinforced to students within the apartment complex. Student Living calls on all individuals at or affiliated with BYU-Idaho—especially those who interact closely with students—to live and teach the principles that will contribute to a more Christ-like culture of student and apartment life.

**Student Health Center**

The Student Health Center (SHC) is a state of the art facility designed to accommodate the growing needs of students and the health care. The building consists of 12 patient exam rooms, a procedure room, a pharmacy, a lab, and e-ray imaging. The SHC utilizes electronic medical records and electronic scheduling system, an online scheduling option for patients to schedule appointments, the ability to update personal health history information online, and a digital x-ray machine. The staff includes board certified physicians, physician assistants, family nurse practitioners, and registered nurses, as well as pharmacists, lab technicians, and x-ray technicians.

The Student Health Center had 15,996 visits in 2010, and with anticipated growth, they have developed innovations that reduce costs, increase efficiencies, and greatly expand the use of student employees. Student employees are gaining valuable experience in the Health Care industry as they are trusted with management responsibilities under the guidance tutelage of Health Center management and staff.

**Intercollegiate Athletics**

Brigham Young University-Idaho does not conduct an intercollegiate athletic program. As part of the announcement from the Ricks College Board of Trustees that Ricks College would become a four-year institution, it was also determined that the intercollegiate athletic program would be discontinued and subsequently replaced by a comprehensive Student Activities program (see 4.5.7 Co-curricular Activities, addressing Standard 2.D.11). Each year a certain number of student leaders in this activities program receive a tuition scholarship for service and leadership. These students all comply with the same admissions standards and procedures as the general student body.

BYU-Idaho provides scholarships to students that participate in certain levels of co-curricular leadership programs. These students must first be admitted via regular admissions standards and meet the regular
scholarship policies such as not having over 130 credits when awarded, have at least a 2.5 GPA, and be a regular degree-seeking student.

**Distance Learning Identity Verification**

The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in the distance education course or program is the same person whose achievements are evaluated and credentialed. The institution ensures the identity verification process for distance education students protects student privacy.
4.6 Library and Information Resources

The transformation from Ricks College to BYU-Idaho placed an increased obligation on the library to provide expanded collections, services and facilities to the campus community. Our information resources and services, the equipment and tools we provide, and the facilities we maintain are sufficient to support the university’s mission and its curriculum.

The David O. McKay Library sustains the missions of Brigham Young University-Idaho and its sponsor, The Church of Jesus Christ of Latter-day Saints. The library’s mission is to collect, organize and make available appropriate materials to support the academic and religious aims of the University; to assist patrons in locating, evaluating and managing information; and to maintain an atmosphere conducive to learning “even by study and also by faith.”

In early 2011 the Library Rethink Working Group was formed for the purpose of considering the most advantageous approach to organizing and administering the library. In a report to the President’s Executive Group dated June 6, 2011, the Library Rethink Working Group presented a number of principles and recommendations. As a result of the report, three councils were created to address issues surrounding the library and information resources: the Learning Service and Resource Center Council, the Library/Faculty Council and the Digital Management Council. The members of these councils represent a broad range of campus organizations, including academic and technology administrators, representatives of the library and members of the faculty.

The Library’s vision is to provide the resources, environments and services needed by students and faculty to fully support the institutional mission of BYU-Idaho. It aims to offer all BYU-Idaho students the opportunity to develop the skills necessary to continue learning throughout their lives and to thrive in the information-rich environment of the 21st century.

The Library’s mission and vision support each of the four facets of the BYU-Idaho mission as follows:

- We maintain a wide and deep selection of publications by LDS church leaders and other writers whose chief purpose is to build testimonies.
- We build collections of academic learning and research materials that support the curriculum of the university.
- We strive to help each student become information-literate, to be able to locate, evaluate and manage information for lifelong learning and success as a parent, worker, citizen and church member.
- We create environments conducive to study and learning.

Library and information resources are readily accessible to all students and faculty. These resources and services are sufficient in quality, level, breadth, quantity and currency to meet the requirements of the educational program.

The McKay Library building contains approximately 92,000 square feet of space, of which 71,350 is available for use by the Library. The remaining areas are used by Academic Technology Services and the Academic Support Centers. About half of our space is devoted to shelving, offices and service areas, with
the other half devoted to a variety of study areas, including:

- Individual study carrels and tables
- 15 group study rooms
- 300 open-access computer work stations
- Two large study areas with space for approximately 250 students
- Café McKay (lunch and snack service with seating for 40)
- an exhibit area

Each of the 300 work stations allows students to use academic and informational websites, send and receive e-mail and take advantage of programs for writing papers and bibliographies, building spreadsheets or creating websites or other electronic presentations.

Patron input is received in both large and small ways. The most important comes from interactions among teaching faculty and subject librarians that help us acquire relevant information resources as well as improve our services. The new Library/Faculty Council, with faculty representatives from each academic college, meets every other week to evaluate the library collections, to coordinate with library staff, and to make recommendations for additional resources and materials. Patrons can also request new book titles through the online library catalog. As we build our patron-driven acquisition model, most InterLibrary Loan requests are now being handled by purchasing the item rather than borrowing it from another library.

Library and information resources and services contribute to developing the ability of students, faculty, and staff to use the resources independently and effectively. With a gate count of nearly 1.9 million visitors in 2011, the nine professional librarians and eight support staff work diligently to meet the research needs of the faculty and students who reside both on and off campus, and to support traditional, hybrid and online courses.

The librarians interact with patrons in person, over the telephone, via email and online chat (500-1000 queries are answered via chat each year), and in ever-increasing research instruction sessions taught by professional librarians for most of the academic departments on campus (598 such sessions were taught in 2011). In 2011 alone, they responded to 5,000 reference questions per month, or some 200 per day, through our various interactions.

The Library has a modest collection of roughly 196,000 print books, plus 6,000 audio CDs, and 10,000 videos in our in-house collection, with 332,817 items being circulated or renewed in 2011. Approximately 65% of all our print books were used in-house or checked out in the past 5 years, so our collection is very actively used.

In support of both on campus and online students and faculty, our catalog provides access to over 600,000 electronic books and other digital documents, including 85,000 recently published e-books. We currently have subscriptions to 365 online information resources, providing access to over 82,000 full-text journals. We estimate that roughly 1.6 million full-text articles were accessed through our online resources in 2011.

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1 Some of these visitors are only walking through the building to get to the other side of campus.
2 Two additional professional positions have been tentatively approved for hire in 2012.
Cooperative Agreement

Perhaps the most valuable organization to which we belong in terms of financial support is the Consortium of Church Libraries and Archives (CCLA), which provides our students and faculty access to as many online databases and electronic journals as libraries which are many times our size. We provide our students with access to 365 online databases and information collections, from A to Z Maps Online to Zoological Record. These include extraordinary resources from publishers such as Elsevier, IEEE and the American Chemical Society. Without the support and cooperation of the CCLA consortium, we could never afford these kinds of resources. As mentioned above, through these online collections, we have access to over 82,000 full-text journals online. This is far more than we need for our undergraduate curriculum, but these resources provide a depth, breadth and richness of information that is greatly appreciated and frequently consulted by students and faculty alike. Funds provided by CCLA pay the bulk of our InterLibrary Loan transaction costs and shipping charges in those cases where we do not simply purchase the requested item.

Leaders from the member libraries meet twice each year in person to develop plans and report progress, and we hold additional virtual meetings roughly every two months. We share training opportunities via web-based conferencing tools. We also belong to the Online Computer Library Center (OCLC) and Lyrasis library organizations.

Security for the Library is overseen by our campus security office using trained students located within library.
4.7 Financial Resources

As a result of increasing enrollments, consistent support from the Church and detailed financial planning, the University has experienced operating revenues in excess of expenditures for all but one of the last six years. (The one negative year, 2008, was the result of a very significant retirement and postretirement adjustment.) The budgeting process in place at BYU-Idaho ensures a stable cash flow sufficient to meet the approved needs of the University. Annual budgets are developed and approved using processes set by the Church Commissioner of Education in accordance with direction from the Board of Trustees. The process takes a number of steps including setting the annual tuition rate, approving guideline increases for payroll/benefits and for other expense categories. This results in a detailed budget for costs and a projection of tuition and other non-appropriation revenues based on enrollment projections and other information. The guideline appropriation amount from the Church is then calculated by subtracting the projected non-appropriation revenues from projected expenses. Needs in excess of the guideline amounts are submitted as new and expanded programs. Those approved increase the appropriation accordingly. The annual approved appropriation is deposited to a University bank account in twelve monthly installments.

The budget process includes allocation of donated funds and investment earnings using conservative revenue estimates and long-term projections to ensure sustainability of programs funded from these resources. In 2010 they represented $22.3 million or 8.5 percent of gross revenue. The increase in net assets for the year was $70 million and investments grew from $139 million to $154 million.

Appropriations for capital projects are approved in the annual budget on separate detailed schedules. Those approved are funded by the Church as costs are incurred.

The long-term debt of the University as of December 2010, consisted of two loans made by the Church at very favorable rates: one for student family housing in the amount of $10.9 million which is being paid from housing operations and another for $27.0 million for the recent addition and remodel of the Manwaring Student Center which will be paid by an allocation of student tuition and rental payments from auxiliaries operating in that building. Auxiliary and service operations reserves as of December 2010 were $33 million.

In addition to direct financial support, the University also participates in an insurance program administered by the Church. All property and general liability claims of the University are processed and paid through that program by the Church or its underwriters at no cost to the University.

Figure 7 shows the change in net assets over the most recent six years. Figure 8 shows the change in cash and investments over the last six years.
Figure 7. Change in University Net Assets from 2005 to 2010.

Figure 8. University Cash and Investments from 2005 to 2010.

Extensive work is done on an ongoing basis to project and monitor enrollment and related tuition and other revenues. Various individuals and committees on campus take a role in these projections.
Tuition projections are completed primarily by Enrollment Services and the Budget Officer. Tuition rates are set and approved by the Board. Enrollment Services then projects enrollment based on past history, admission goals and changing demographics of potential students which consist primarily of Church members graduating from High School in North America. In recent years, tuition revenues have consistently exceeded the budgeted amounts as enrollments have exceeded projections. From 2005 to 2010 net tuition and fees grew from $36 million to $59 million.

Revenues from donations are projected and monitored by LDS Philanthropies and Financial Services under the direction of the Gift Management and Investment Committees. Investment earnings have been volatile in recent years, but the spending rate of 4.5 percent combined with ongoing contributions have allowed for consistent funding of programs supported by these sources. From 2005 to 2010, the investment assets of the University grew from $106 million to $154 million. Donor contributions during that time period were trending up until the economic down turn resulting in donations in 2010 that are approximately equal to those received in 2005 at $7 million.

The stewardship review and budgeting processes ensure that the priorities of the University are met by identifying the priorities to be funded in accordance with the mission statement of the University. Government research and other grants are not a material source of revenue to the University.

Figure 9 shows revenues from tuitions and fees, contributions and investment income over the last six years in thousands of dollars. Figure 10 shows appropriations from the Church for the last six years. The appropriation for operations is net of amounts that were returned because they were not spent.

![Revenue Summary](image)

*Figure 9. Summary of University Revenues from 2005 to 2010.*
The University has well-documented policies, processes and procedures for financial planning and budget development. The University has an annual stewardship review process where each college, department, and division of the University has the obligation and opportunity to provide and discuss information and make requests for resources. The process allows each constituency time to meet with the President’s Executive Group and the Budget Officer to explain the status and needs of their area of stewardship. At this time they may submit recommendations for expanding or contracting certain activities. They may also make suggestions for new programs that might better achieve the mission of the University. The Budget Strategy Committee then evaluates the various proposals and requests, often pushing back or asking for additional information and then makes decisions for resource allocation in the form of a budget proposal. This proposal often includes a multiyear plan particularly when a change is expected to be implemented over a number of years. That proposal is then presented to the Commissioner’s office for further review after which it is presented to the Board for approval.

The University prepares monthly over 3000 financial reports for the various activities of the University. These reports are available online to the various account stewards and others they select. These reports are generally available within about ten days after the end of the month and show actual expenditures and encumbrances to date along with budgets and remaining balances available in detail by spending category. The reports allow for drill down to details of transactions and images of invoices and other supporting documents.

In addition, annually the University prepares financial statements in accordance with generally accepted accounting principles that are audited by a national accounting firm. Unqualified opinions have been given and no management letter has been issued for more than ten years.

Capital budgets are monitored closely by the Board of Trustees through two processes. First the number of square feet allowed on campus is limited and controlled by the Church Board of Education. The Board
must authorize any change to such limit. The second process is through the budget/stewardship process. The Board approves all capital improvements and most are funded by Church Appropriation. (Occasionally all or a portion of a small project is funded by reserves or donor funds with approval from the board.) Educational capital projects are funded entirely by the Church and auxiliary capital projects are funded from reserves or operations and occasionally by loans from the Church when required and approved. Historically the only material long-term debt of the University is due and payable to the Church and is nominal in comparison to the overall operations and reserves of the University.

A process referred to as CNA (Capital Needs Analysis), controls renovation and renewal of existing facilities. This program predicts when renovation or remodeling will be needed far into the future and budgets are prepared accordingly. Facilities are reviewed and replacement schedules are adjusted annually by a team that includes participants from the University and the Commissioner’s Office to determine when renovation and remodeling will actually occur. The CNA budgets are funded by the Church as approved by the board. This funding has been sufficient to maintain facilities in excellent condition and to avoid deferred maintenance issues while optimizing utilization of financial resources.

Auxiliary operations of the University have their own set of accounts and related fund balances. Auxiliary income historically has not been used to support non-auxiliary operations of the University nor have tuition and Church appropriations been used to support auxiliaries. The auxiliaries have sufficient income and reserves to meet debt, capital projects, and equipment outlays. Fund balances are sufficient to meet unexpected fluctuations in operations with cash and investment reserves that exceed one year of gross revenue. Any allocation of funds between auxiliary and general operations requires board approval which generally would be included as part of the budget process.

The CES Audit Committee operates under the direction of the Board and is independent of the University. The Audit Committee has selected a Big Four accounting firm whose audit reports are presented to the CES Audit committee with any findings and management letter recommendations. Such reports are generally issued within four months of year end. The administration of the University is responsible to resolve any issue or findings.

All fund raising of the University is performed by the Church through its LDS Philanthropies unit. This group consists of trained professionals acting in compliance with government requirements and under the direction of the Church. Their compensation is not tied to production and ethical treatment of donors is a top priority.
4.8 Physical and Technological Infrastructure

4.8.1 Physical Infrastructure

BYU-Idaho maintains the physical environment of the campus at a high standard to ensure the safety of all patrons and to ensure the academic success of the students. Maintenance needs are funded through annual operational budgets and through an asset management database for capital replacements. Major renovations and new capital projects are planned by the Facilities Planning and Construction Office using in-house personnel as well as hiring outside consultants as needed. Minor remodeling projects are designed in-house and the work is normally accomplished by the University Facilities Management Group along with normal maintenance and general operational needs.

Since the initial accreditation visit in 2004, BYU-Idaho has worked with various engineering firms to study the future utility infrastructure needs of the campus. Recommendations from these studies have noted the following issues to be addressed to meet the needs of the campus master plan and have been constructed to support the continuing growth of the campus:

1. Construction of a campus substation to meet expanding growth of the campus and the community of Rexburg. A 28 megawatt substation was constructed in 2003 and came online to serve the campus in November of 2003. Prior to 2003 BYU-Idaho was using approximately 3.5 megawatts of power at peak load, today the peak load is at 8.5 megawatts. The substation has improved the power quality to the campus with a great reduction in the number of outages. During the 8 years the substation has been serving the campus there has only been 4-5 outages of any significance with minimum disruption to academics and the maximum down time was less than one hour and most were less than 15 minutes. The campus power distribution system has been completely upgraded in the last 10 years and will serve the campus for 20 -25 years with annual maintenance. The City of Rexburg benefits from BYU-Idaho being on this substation because of additional capacity freed up to be on the public distribution system.

2. Increased capacity of steam supply and condensate return. BYU-Idaho contracted with Stanly Consultants to study the capacity of the campus steam and condensate system. Two primary system upgrades were identified.

   a. Increase the capacity of the steam and condensate line from the Central Plant east on 4th south to Center Street from a 10” steam line and a 4” condensate line to a 12” steam line and 6” condensate line, this work was completed in 2005.

   b. Increase the capacity of the steam and condensate line from the Central Plant on West Campus way east to Center Street from a 10” steam line and a 4” condensate line to a 12” steam line and 6” condensate line, this work was completed in 2010. Other recommendation will be implemented as the campus growth requires the recommended changes to the campus utility infrastructure. The above noted studies are available for review at the BYU-Idaho Facilities Planning and Design Office.
3. Central Plant steam capacity has been studied for future growth. With the completion of the BYU-Idaho Center and the Manwaring Center the Central Plant is at capacity allowing for 100% redundancy of the boilers. BYU-Idaho is currently contracted with Heath Engineering to increase the capacity of the Central Plant and to convert the plant from coal fired operations to natural gas fired operations. The planned coal to natural gas conversion project will also add the needed capacity to the Central Plant to meet future needs, this project will be complete in 2014.

4. Water and sewer systems are adequate for the campus as it stands today, BYU-Idaho is planning to study the water and sewer capacity needs for the campus beginning in 2015 for future growth and expansion.

BYU-Idaho has been in a constant pattern of growth with the physical plant of the campus for the past 10 years. The 2009 Regular Interim Report noted all of the completed changes to that point. Since the last report BYU-Idaho has completed the construction of 2 facilities that have been under construction for the past 4 years.

1. A 15,000 seat auditorium, and a court space for student activities, this facility has added approximately 470,000 square feet of student support space to the campus.

2. An addition to the Manwaring Center of approximately 130,000 square feet to support Student Activities, Academic Advising, Testing Center, Academic classroom space, student group study rooms, and a new food court. This facility services as a student union type facility and is centrally located on the campus. The Manwaring Center is now connected to the campus library with a sky bridge, this allows for more common space for study by tying the two facilities together.

Current projects under construction and design

1. The central campus landscape is being updated with the reconstruction of the Taylor Quad and the Central Quad. The Taylor Quad has been designed to allow for a quiet pondering and study space, and the Central Quad has been designed as an outdoor amphitheater for student outdoor productions and events. Both of these projects will be completed in October of 2011.

2. Campus Housing is planning and designing a new 980 bed apartment style complex to support both men’s and women’s housing needs, this complex will consist of 4 buildings and approximately 190 apartments, with common spaces for student gathering and study. This project is scheduled to start construction the summer of 2012 with occupancy of phase I January 2014 and phase September 2014.

3. A new complex for Ag-Science, Food Science, and Nursing is being programmed for design and will start construction March of 2013 to be completed December 2014.
4. The McKay Library is under review and is planned to be programmed and designed for a major remodel starting construction March 2013, this project will be phased and is scheduled for completion April 2015.

5. Central Heating Plant is being programmed for design now, the design will be completed October 2012, and construction will be completed December 2014.

6. Many other projects for the campus are under consideration for the next 10 years and will programmed and designed as funds are approved by the Board. Some of the planned projects are: Hart building modification, Clarke building modifications, Kirkham building replacement, academic/ecclesiastical building. Benson building reuse, Austin building reuse, Romney building reuse.

The campus maintains Hazardous Materials procedures within the annually reviewed Hazard Communication Program and the Chemical Hygiene Plan. These procedures include requirements for training, labeling, storage, purchasing, Hazard Communications, Material Safety Data Sheet/Safety Data Sheet acquisition, and compliance by all departments and colleges associated with BYU-Idaho.

The Student Health Center maintains contracts with a third-party vendor for the disposal of all biohazard waste generated on campus. The University Safety Office (Security & Safety) maintains contracts with third-party vendors for the disposal of all hazardous, universal, and electronic waste generated on campus. (i.e. Veolia is contracted to pick up and dispose of hazardous, and some universal waste, from campus on a quarterly basis.) To help streamline the hazard communication and collection process, the University has designated one person to coordinate, update, and manage the campus hazardous materials collection and disposal efforts.

The reduction of hazardous waste is a significant part of BYU-Idaho’s sustainability goals. For example: the chemistry department minimizes chemical disposal by practicing micro scale experiments as much as possible. This practice enables the department to order smaller quantities of chemicals reducing the waste of excess. The University no longer receives donations of chemicals. Custodial has been diligent in updating their cleaning products and practices to those that are less hazardous/non-toxic as much as possible. A new Chemical Safety Building is being designed and built to store and ready hazardous materials and wastes for pickup and disposal.

4.8.2 Technological Infrastructure

Administrative Technology

In 2008, the University made a decision to upgrade our Enterprise Resource Planning (ERP) system so that we can handle more students and support online learning. We decided to take a phase approach to the upgrade and use commercial software wherever possible. The following is an update on our various ERP initiatives:
Registration. A new ERP registration system (Jenzabar CX) was implemented on campus in the winter of 2009. It is a fully integrated, real-time, transaction-based system with a Java-based user interface. The move to Jenzabar registration was our first step in replacing old, outdated computer software with more modern software that is scalable, modular, and has been built using newer technologies.

Financial Aid. This new ERP system from Jenzabar was implemented on campus in 2010. This system, like the registration system, is fully integrated, real-time, and is another step in replacing old software. It is also scalable, modular, and uses newer technologies.

Admissions. This system was written by BYU-Idaho and was put into production this summer. It interfaces with the Jenzabar registration system as well as the Church Educational System (CES) common admissions system. This system was written with a lot more front-end validation, which has helped decrease the amount of time spent correcting invalid data and merging duplicate records. Since it was written in-house, the system handles all the policies and processes that are unique to BYU-Idaho. The processes that handle appeals, deferments, exam scores, overrides, and communication have all been streamlined and improved, which will be a benefit to students and administrators.

Work Order. WebTMA is a product of the TMA Systems in Tulsa, Oklahoma, and was implemented in January 2011. It is a Computerized Maintenance Management System (CMMS) that provides our Physical Facilities with the ability to effectively manage their physical assets and maintenance operations. This system replaced a custom, home-grown system.

Scheduling. Implemented in the summer of 2009, EMS Campus is the backbone of the scheduling office for all academic/non-academic events on campus. It is also integrated with Jenzabar CX to provide the syncing of academic courses to EMS for full-room schedule views for academic and non-academic events. EMS Campus is also integrated with calendar.byui.edu where website visitors are able to see a calendar of campus events based on their event details recorded with the Scheduling Office. Any employee is able to view a room’s schedule and submit requests for space via a web application. EMS Campus replaced a custom, home-grown system.

Housing. The single-student housing system was rewritten by BYU-Idaho student developers over the last two years using C# and a SQL Server database. This system replaced an older system written eleven years ago. It uses web services to link to the University student records system and financial system. One of the unique features of this new system is that students can choose their roommates, apartment, room, and bed. It also allows students to buy and sell existing contracts with little intervention from housing personnel. The system features a web front end for student use and client/server administrative system.

Outdoor Resource Center. Implemented in spring of 2011, EasyRent is a point-of-sale system for the Outdoor Resource Center. It is used to manage its inventory and is integrated with our campus financial system. It also replaced a custom, home-grown system.

Graduation Planner. Implemented in February of 2011, the graduation planner was designed and built by a team of BYU-Idaho employees from IT, Advising, and Student Records and Registration. Students and advisors use the planner to manage a student’s complete eight or more semester plan for implementing their degree audit. Advising uses the tool to review/approve student changes to their graduation plan.
The following systems still need to be improved: HR and payroll; accounts payable; purchasing; stores and receiving; fixed assets; and general ledger.

Improvement may occur through a re-write of the system by BYU-Idaho or through the purchase of commercial software. These systems are very old and have been modified many times over the years to meet new policies and procedures. They have either reached their useful life already or are going to reach their useful life soon. They need to be scalable, modular, real-time, fully integrated, and created using new technologies.

**Academic Technology**

The University made a decision to spend more IT resources on academics to better support teaching and learning. The following are some key accomplishments that have been made toward this effort: we (1) completed our plans to rollout I-Learn 2.0 by winter of 2012; (2) functioned as the lead for stewarding academic technology projects through the ACT (area coordination team) process; (3) expanded the help desk and moved it to a much better location; (4) assumed the responsibility for checking out electronic equipment—digital cameras, video cameras, audio recorders, etc.—from audio visual services; (5) assumed responsibility for all academic computer labs on campus; (6) assumed responsibility for intellectual property issues; and (7) assumed responsibility for technology ADA compliance and have begun the work of developing a University policy to address these issues.

Some major initiatives we are working on are as follows: we are developing a strategy for the next generation of I-Learn; developing a mobile technology strategy and performing research and development from a pedagogical perspective; piloting video conferencing and lecture capture solutions; working with the library redesign committee to create a one-stop-shop environment for academic technology services for both students and faculty/staff; creating a strategy for the next generation of classroom technology, which includes the analog to digital conversion; and creating a sandbox for innovative technology exploration.

**IT Infrastructure Initiatives**

As the University became more dependent on Information Technology, it was imperative that we build a high capacity, redundant, and reliable IT infrastructure, as well as a better connection to the Internet. A plan was put in place in 2007 to work toward these, and the following initiatives have been completed:

**Internet Bandwidth.** Internet bandwidth for the campus has been greatly expanded in recent years. BYU-Idaho’s IT department was instrumental in the creation of the Idaho Regional Optical Network (IRON) and has contributed greatly to the success of the network. Through our work with IRON we have upgraded our internet bandwidth to a one gigabit connection. In addition to this primary connection, we now have two redundant paths to the Internet and one private connection to our sister institution, BYU Provo. Having increased bandwidth serves strategic purposes: meeting online education needs and providing a path to BYU Provo for sending backup data.

**Computing and Telecommunication Centers.** We upgraded our data centers in 2008. They now have sufficient data center room space, electrical supply, and air-conditioning capacity to meet our growth
needs for the next several years. The electrical upgrades included uninterruptible power supplies (UPSs) as well as emergency generators. The upgrade design was modular allowing for future modifications. We are in the process of adding more rack space, UPSs, and in-room air conditioners to the KCC to handle continued equipment growth.

**Network Refresh.** The campus network was upgraded in 2009 to support higher speeds, capacity, new technologies, and greater security. Furthermore, the upgrades have made our network more redundant and reliable. The new network is designed to do voice, data, and video.

**Data Storage and Backup Systems.** Data storage needs are provided by a storage area network (SAN). The SAN is modular and will be expanded as the need demands. We now have sufficient storage for all of our academic content. Our backup environment provides an on-site and an off-site copy of all data that is backed up. The off-site copy is located in the BYU Provo data center. We also have another copy of some of the most critical backup data in a separate building on the BYU-Idaho campus.

**Information Security.** The information security plan has been revised and updated with very specific action items listed as guides for BYU-Idaho to tighten up security concerns. Our data stewardship policy was rewritten to reflect changes in organization updates. We have added additional hardware to better track vulnerabilities, in which the scanning and monitoring is being provided by the LDS Church. We have signed a contractual agreement with CASHNet to replace our cashiering system. This will help bring BYU-Idaho closer into compliance regarding PCI regulations.

**Wireless Network.** The on-campus wireless network has been expanded and improved over the past few years, with pervasive wireless connectivity being available in most locations in most buildings. The wireless network is being upgraded to new hardware and new wireless technologies starting in 2011. This project will likely take three years to complete. This upgrade is intended to ensure availability and reliability of wireless service to students and employees.

**Cell Phone Coverage.** The on-campus cell phone infrastructure has been expanded and improved over the past few years, making cell phone reception available in more campus buildings for employee and student use.

**Support Resources**

To improve customer service and provide better off-hour support, the enterprise help desk was created and implemented. We continue our effort to improve the help desk by adding human resources, improving our processes and procedures, and adding technology tools. We also created an online support center to better support online learning.

**Online Support Center.** Late in 2009 the University established the Online Support Center (OSC) to provide front-line support for online students. The OSC screens calls from online students and provides information and direction to resolve concerns. When students need assistance with issues involving technology, OSC workers either help directly or refer the inquiry to others—such as the Enterprise Help Desk—who can help.
Enterprise Help Desk. We have improved the help desk to better support the University’s mission by moving the help desk from the library basement to the third floor of the library. This allows the help desk to be much more accessible by the students. It also allows for expansion of the help desk as demand increases. The help desk has added several call center students to accommodate demand and we now have an average wait time of less than 30 seconds.

New full-time employees were added to the help desk to accomplish three important improvements: (1) a call center supervisor is in place to provide better training and oversight to the call center student employees; (2) a customer service representative was added to work with the various departments and users across campus, establish service level agreements, and follow-up on customer service issues; (3) a front desk supervisor was added to oversee the walk-in area, train students, and work with warranty repair.

We are currently looking into a new help desk software package called Service Desk, which will allow the help desk to be much more efficient in tracking and responding to issues, will allow for greater reporting ability, and will serve as a knowledge base for internal and external use. We are also working with the library redesign committee to look at future space for the help desk, which will allow for 24/7 operations without impacting the library.
5.0 Conclusion

Preparing this Year Three Report has provided the opportunity to examine the operation of BYU-Idaho in light of the Revised Standards. We have revised our Year One Report in response to additional internal analysis and the evaluation team’s suggestion that we reduce the number of measures monitored to gauge achievement of our outcomes. In accordance with the guidelines, we have expanded the report to include our response to Standard Two to address our educational resources and capacity to fulfill our mission.

We have long desired to align our administrative efforts more fully with the evaluative criteria of the accreditation standards. Under the former ten-year accreditation cycle, it seemed like we were making Herculean efforts at long intervals to conduct detached evaluation of our compliance with the standards. With the introduction of the new standards and what will become a seven-year cycle, we see an opportunity to integrate compliance with the standards and operation of the University.

Our work will continue in the next year with the Year Five Report and response to Standards Three and Four.
Appendix A
Letter from State Board

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 those 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 out 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 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/isc
# Appendix B

## University Report Card

### The University Report Card (2011)

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Goal Value Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Help students to strengthen their testimonies of the restored gospel of Jesus Christ and better live in harmony with its teachings.</td>
<td>2 2</td>
</tr>
<tr>
<td>Provide significant opportunities for students to provide service and develop their leadership abilities.</td>
<td>4 4</td>
</tr>
<tr>
<td>Provide significant opportunities for students to develop socially and spiritually.</td>
<td>2 2</td>
</tr>
<tr>
<td>Serve more students.</td>
<td>2 2</td>
</tr>
</tbody>
</table>

### PROVIDE A QUALITY EDUCATION

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Goal Value Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply the BYU-Idaho Learning Model to learning and teaching.</td>
<td>5 5</td>
</tr>
<tr>
<td>Provide resources and opportunities for faculty to develop as teachers, as professionals in their disciplines, and as BYU-Idaho employees</td>
<td>4 5</td>
</tr>
<tr>
<td>Increase the use of online and hybrid learning.</td>
<td>2 2</td>
</tr>
<tr>
<td>Lower the relative cost of a BYU-Idaho education by using our resources well.</td>
<td>3 3</td>
</tr>
<tr>
<td>Improve access to information.</td>
<td>3 4</td>
</tr>
</tbody>
</table>

### PREPARE STUDENTS FOR FUTURE ROLES

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Goal Value Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepare students for employment, further education, and roles as parents and citizens.</td>
<td>2 3</td>
</tr>
<tr>
<td>Provide satisfying, challenging, engaging, and effective degree programs that meet stated learning outcomes.</td>
<td>2 2</td>
</tr>
<tr>
<td>Implement Foundational program which will lead to lifelong learning.</td>
<td>2 2</td>
</tr>
<tr>
<td>Build students in key areas so that they become better learners, acquire necessary skills and knowledge, and have significant experiential learning opportunities.</td>
<td>2 3</td>
</tr>
</tbody>
</table>

### MAINTAIN A WHOLESOME ENVIRONMENT

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Goal Value Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enhance and improve the physical and student living environment.</td>
<td>2 2</td>
</tr>
<tr>
<td>Deliver high quality student services.</td>
<td>2 2</td>
</tr>
<tr>
<td>Provide resources and opportunities for employees to develop themselves in ways that contribute to the development of students, the individual employee, and to the growth and quality of BYU-Idaho.</td>
<td>5 5</td>
</tr>
</tbody>
</table>

### Key Institutional Data

<table>
<thead>
<tr>
<th></th>
<th>F10</th>
<th>F11</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Employees</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty P/T</td>
<td>504</td>
<td>534</td>
</tr>
<tr>
<td>Faculty P/T</td>
<td>288</td>
<td>369</td>
</tr>
<tr>
<td>Exec/Managerial</td>
<td>51</td>
<td>47</td>
</tr>
<tr>
<td>Technical/Service/Skilled</td>
<td>175</td>
<td>185</td>
</tr>
<tr>
<td>Clerical</td>
<td>162</td>
<td>152</td>
</tr>
<tr>
<td>Other Professionals</td>
<td>251</td>
<td>270</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>1,431</td>
<td>1,547</td>
</tr>
<tr>
<td><strong>Students</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Day) FTE</td>
<td>12,690</td>
<td>13,368</td>
</tr>
<tr>
<td>Full-Time</td>
<td>12,722</td>
<td>13,310</td>
</tr>
<tr>
<td>Part-Time</td>
<td>1,428</td>
<td>1,792</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>14,150</td>
<td>15,102</td>
</tr>
<tr>
<td><strong>ACL</strong></td>
<td>13.45</td>
<td>13.28</td>
</tr>
<tr>
<td><strong>Students</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Non-Day) FTE</td>
<td>1,199</td>
<td></td>
</tr>
<tr>
<td>Headcount</td>
<td>3,008</td>
<td></td>
</tr>
<tr>
<td><strong>Degrees</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bach Degrees (annual)</td>
<td>2,934</td>
<td>2,934</td>
</tr>
<tr>
<td>Assoc Graduates (annual)</td>
<td>1,036</td>
<td>1,036</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>3,970</td>
<td>3,970</td>
</tr>
<tr>
<td><strong>Degree Programs</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor’s</td>
<td>70</td>
<td>70</td>
</tr>
<tr>
<td>Associate</td>
<td>14</td>
<td>17</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>84</td>
<td>87</td>
</tr>
</tbody>
</table>

### Assessment

### Planning and Implementation

### Improvement and Change

### Links
- Build Disciple-Leader Report Card
- Provide a Quality Education Report Card
- Prepare Students for Future Roles Report Card
- Maintain a Wholesome Environment Report Card
## Appendix C  
Objectives, Outcomes, and Indicators of Achievement for Core Theme #1  
**Develop Disciple-Leaders**

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

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

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>
</table>
| Graduated students contribute in meaningful ways to their family, community, ward/stake, and workplace. | • % of alumni who report meaningful service to community. (1)  
• % of alumni who report meaningful service to Church. (1)  
• % of alumni who report meaningful service to profession. (1) |
| Leadership and service opportunities are effective. | • % of students who extend their leadership experiences to other settings. (2)  
• % of students who perceive that their BYU-Idaho leadership experience was critical to their growth as a leader. (2)  
• % of students acquiring practical leadership skills. (2) |
| Students take advantage of leadership opportunities. | • Number of student leadership positions filled each year. (3)  
• Number of volunteer positions filled each year. (3)  
• % of students at graduation who held a leadership or volunteer position. (3) |
| Provide significant of leadership and service opportunities for students. | • Number of student-led programs. (3)  
• Number of trained student leaders. (3)  
• Hits on the “Get Involved” web site. (3)  
• Average ease of engagement. (3)  
• Completion of the leadership transcript. (3)  
• Completion of the participation database. (3) |

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

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>
</table>
| Students are enriched by university-sponsored social and cultural activities. | • Level of participation. (3)  
• Student satisfaction with events and activities. (3) |
| Excellent and effective gospel teaching and oversight. | • % of students indicated with high quality ecclesiastical oversight from ward leaders and home teachers. (1)  
• 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) |

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.

Objective #4: Serve more students.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Indicators of Achievement (source)</th>
</tr>
</thead>
</table>
| More LDS youth must have a BYU-Idaho experience | • Annual unduplicated headcount. (1)  
• Fall/winter enrollments. (1)  
• Spring enrollments. (1) |
| More students complete their BYU-Idaho education in a timely fashion. | • Average credit load per semester. (1)  
• Degrees awarded. (1)  
• Total credits earned at graduation. (1)  
• % of degree programs with students completing with 135 credits or less. (1)  
• Graduation rates. (1)  
• Drop-out and persistence rates. (1) |

Sources of information for indicators: (1) Institutional Data
### Objective #1: Apply the BYU-Idaho Learning Model to learning and teaching

<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.</td>
<td>● Degree of learning attributed to Learning Model. (1)</td>
</tr>
<tr>
<td>Faculty members adopt and apply the learning model.</td>
<td>● Extent of use of Learning Model by faculty members (self-reported, peer-reported, and student-reported). (1)</td>
</tr>
</tbody>
</table>
| Students adopt and apply the learning model. | ● Extent of use of Learning Model by students (self-reported, peer-reported, and teacher-reported). (1)  
  ● Degree to which students come to class prepared. (2)  
  ● Degree to which students are involve in Teach One Another activities in class. (2)  
  ● Degree to which students are involved in ponder/prove activity in class. (2) |
| Faculty members know the processes and principles and of the Learning Model. | ● % of faculty who know at least four Learning Model principles. (1)  
  ● % of faculty who know the three parts of the Learning Model process. (1)  
  ● Number of impressions on the Learning & Teaching website. (3)  
  ● Number of faculty members attending workshops each year. (4)  
  ● Number of faculty involved in teaching groups. (4) |
| Students know the processes and principles and of the Learning Model. | ● % of students who know at least four Learning Model principles. (1)  
  ● % of students who know the three parts of the Learning Model process. (1)  
  ● Degree to which students are familiar with the purposes and process of the Learning Model. (1)  
  ● Number of hits on the Learning Model website. (3) |

*Sources of information for indicators:*  
(1) Learning Model Survey (administered every semester);  
(2) Course Evaluations (administered every semester);  
(3) Institutional Web Analytics Data;  
(4) Departmental Data and Records
## Appendix D

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

**Provide a Quality Education**

Objective #2: 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) |
| Faculty members are actively improving their teaching and curriculum. |  - Number of impressions on the Learning & Teaching website. (2)  
  - 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)  
  *SOURCE – Department Reports* |
| Faculty members are carrying out a professional development plan. |  - Percentage of faculty with a 3-hour release. (3)  
  - Percentage of faculty taking a Faculty Learning Fellowship. (3) |
| More faculty members hold a doctorate. |  - Percentage of faculty who hold a doctorate. (4)  
  - Percentage of faculty who are pursuing a doctorate. (4)  
  *SOURCE – Institutional Data* |
| Faculty members are satisfied with their opportunities for development and their working environment, and are committed to the institutional mission. |  - Level of faculty participation in working committees and task forces. (4)  
  - 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 D
Objectives, Outcomes, and Indicators of Achievement for Core Theme #2
Provide a Quality Education

Objective #3: Increase the use of online and hybrid learning.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Indicators of Achievement (source)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase online enrollments.</td>
<td>• SCHs delivered via online courses. (1)</td>
</tr>
<tr>
<td></td>
<td>• FTE enrollment per semester. (1)</td>
</tr>
<tr>
<td></td>
<td>• Average drop-out rate. (1)</td>
</tr>
<tr>
<td></td>
<td>• Number of new course offerings. (1)</td>
</tr>
<tr>
<td>Deepen and improve learning experiences.</td>
<td>• Learning gains from online learning. (2)</td>
</tr>
<tr>
<td></td>
<td>• Overall course and instructor rating. (3)</td>
</tr>
<tr>
<td></td>
<td>• Student satisfaction (3) and (4)</td>
</tr>
<tr>
<td></td>
<td>• Perceived learning. (3)</td>
</tr>
<tr>
<td></td>
<td>• Grades (online vs. F2F). (1)</td>
</tr>
</tbody>
</table>

Sources of information for indicators: (1) Institutional Data and Online Programs Data; (2) Outcomes Assessment Data; (3) Course Evaluations (administered every semester); (4) Online Programs Survey Data

Objective #4: Lower the relative cost of a BYU-Idaho education by using our resources well.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Indicators of Achievement (source)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower the relative cost to educate a BYU-</td>
<td>• Annual costs (1)</td>
</tr>
<tr>
<td>Idaho student.</td>
<td></td>
</tr>
<tr>
<td>Optimize the use of facilities and space.</td>
<td>• Seat utilization (2)</td>
</tr>
<tr>
<td></td>
<td>• Number of sections with &lt; 20 enrolled students. (2)</td>
</tr>
<tr>
<td></td>
<td>• Square feet per student. (1)</td>
</tr>
<tr>
<td></td>
<td>• Capital assets per student. (1)</td>
</tr>
<tr>
<td>Maintain or lower the rate of academic</td>
<td>• Cost/SCH ratios. (2)</td>
</tr>
<tr>
<td>expenditures</td>
<td>• Use of appropriated and philanthropic budgets. (1)</td>
</tr>
</tbody>
</table>

Sources of information for indicators: (1) Budget Office Data; (2) Academic Office Data; (3) Information Technology Records and Data
Objective #5: Improve access to information.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Indicators of Achievement (source)</th>
</tr>
</thead>
</table>
| Students and employees have ready access to the information they need. | • System reliability. (1)  
|                                                                        | • Level of student access to required course material. (1)  
|                                                                        | • Level of student access to administrative information. (1)  
|                                                                        | • Percentage of students who own a laptop. (1)                                                      |
| Information Technology services have a positive impact on student learning and their educational progress. | < INDICATORS IN DEVELOPMENT>                                                                       |
| Information Technology services have a positive impact on employee work efficiency. | < INDICATORS IN DEVELOPMENT>                                                                       |
| Information Technology projects are on schedule.                      | • Percent completion of Help Desk initiative. (1)                                                  |
|                                                                        | • Percent completion of Data Center Phase I. (1)                                                   |
|                                                                        | • Percent completion of Network Refresh initiative. (1)                                            |
|                                                                        | • Percent completion of Voice Over IP. (1)                                                        |
|                                                                        | • Percent completion of Enterprise Portal initiative. (1)                                        |
|                                                                        | • Percent completion of Jenzabar Registration initiative. (1)                                    |
|                                                                        | • Percent completion of Jenzabar Financial Aid initiative. (1)                                   |
|                                                                        | • Percent completion of upgrade to MS Exchange 2007. (1)                                          |
|                                                                        | • Percent completion of Unified Communication. (1)                                                |
|                                                                        | • Percent completion of BrainHoney transition. (1)                                                |
|                                                                        | • Percent completion of wireless network initiative. (1)                                          |
|                                                                        | • Percent completion of Internet Bandwidth initiative. (1)                                        |
|                                                                        | • Percent completion of video streaming. (1)                                                      |
|                                                                        | • Percent completion of Outlook Live migration. (1)                                               |

Sources of information for indicators: (1) Information Technology Data and Record
Objective #1: Prepare students for employment, further education, and roles as parents and citizens.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Indicators of Achievement (source)</th>
</tr>
</thead>
</table>
| Graduating and graduated students who seek employment are able to obtain meaningful employment. | • “Unemployment rate” of graduating students. (1)                              \[1\]  
|                                                                         | • Percentage of graduating students who feel prepared for their employment. (2) \[2\]           |
|                                                                         | • “Unemployment rate” of graduating students. (2)                                              \[2\] |
|                                                                         | • Percentage of alumni who felt prepared for their employment. (2) \[2\]                      |
|                                                                         | • Percentage of alumni with high career satisfaction. (2) \[2\]                                |
| Graduating and graduated students who continue their formal education are successful. | • Acceptance rate to graduate programs. (1)                                                   \[1\] |
|                                                                         | • Percentage of graduating students who feel prepared for future educational plans. (1) \[1\] |
|                                                                         | • Percentage of alumni felt prepared for further education. (2) \[2\]                       |
|                                                                         | • Number of students completing advanced degrees. (2)                                         \[2\] |
| Graduating and graduated feel prepared for their roles and parents and citizens. | • % of graduating students who attribute a high amount of growth to BYU-Idaho in their ability to be a parent. (1) and (2) \[1\] |
|                                                                         | • % of graduating students who attribute a high amount of growth to BYU-Idaho in their ability to lead and serve others. (1) and (2) \[1\] |
|                                                                         | • % 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.). (3) \[3\] |

Sources of information for indicators:  
(1) Survey of Graduating Students (administered in April, July, and December; (2) Alumni Survey (administered annually); National Survey of Student Engagement (administered every 3 to 4 years).
## Objective #2: Provide satisfying, challenging, engaging, and effective degree programs that 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 students who would definitely choose to attend BYU-Idaho again. (3)  
• Percentage of graduating students who had an excellent educational experience at BYU-Idaho. (3) |
| Academic programs are effective. | • Percentage of academic programs achieving stated program outcomes. (4)  
• Praxis pass rates and scores, field test scores, or similar summative measures of learning. (5)  
• Percentage of alumni who value their BYU-Idaho degree. (6)  
• Percentage of students who would definitely select the same major again. (3) and (6) |
| Course and degree program outcomes are assessed. | • % of departments with published outcomes for each degree program. (7)  
• % of departments with an assessment plan. (7)  
• % of departments with current degree program assessment data. (7)  
• % of departments with course outcomes. (7) |

Sources of information for indicators:  
(1) National Survey of Student Engagement;  
(2) Course Evaluations;  
(3) Survey of Graduating Students (administered April, July, and December);  
(4) Departmental Outcomes Assessment Data (acquired annually);  
(5) National Exam Scores and Data (acquired annually);  
(6) Alumni Survey (administered annually);  
(7) Department Data and Records
## Appendix E

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

**Prepare Students for Future Roles**

Objective #3: Implement Foundations program which will lead to lifelong learning.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Indicators of Achievement (source)</th>
</tr>
</thead>
</table>
| Students are better able to write, speak, analyze, and think. | • Critical thinking ability. (1)  
• Writing ability. (1)  
• Gains in speaking, writing, and other Foundation skills and abilities (2) and (3)  
• Gains in learning outcomes. (4) |
| Graduated students manifest traits of a life-long learner. | • % of alumni who engage in life-long learning. (5) |
| Foundations courses undergo rigorous quality assurance. | • % of courses integrating the Learning Model (6)  
• % of courses that have syllabi content in common. (6)  
• % of teaching groups that meet regularly. (6)  
• % of teaching groups engaged in peer classroom observation. (6)  
• % of Foundations sections visited by the Dean, Associate Dean, or Team Lead within the past year. (7)  
• % of faculty who received a load release to prior to teaching first semester of a course. (8) |

*Sources of information for indicators: (1) Collegiate Assessment of Academic Proficiency (CAAP); (2) Survey of Graduating Students (administered April, July, and December); (3) National Survey of Student Engagement (administered every 3 to 4 years); (4) Outcomes Assessment Studies and Data (administered each semester); (5) Alumni Survey (administered annually); (6) Information from Foundations Course Team Leaders; (7) Data from class visits; (8) Institutional data.*
**Appendix E**

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

**Prepare Students for Future Roles**

Objective #4: Build students in key areas so that they become better learners, acquire necessary skills and knowledge, and have significant experiential learning opportunities.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Indicators of Achievement (source)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students know and apply the Learning Model.</td>
<td>• See Learning Model indicators</td>
</tr>
<tr>
<td>Students have excellent experiential learning experiences.</td>
<td>• Quality and effectiveness of internships, student teaching, and clinical experiences. (1) &lt;br&gt; • Number of research/creative experiences. (2) &lt;br&gt; • Quality and effectiveness of capstone course (3) &lt;br&gt; • Quality and effectiveness of practicums (4)</td>
</tr>
<tr>
<td>Tutoring and advising are effective.</td>
<td>• Level of utilization of services provided (5) &lt;br&gt; • Number of students who self-assess skills, career interests, and values (5) &lt;br&gt; • Academic success rates of at-risk students (5), (6) &lt;br&gt; • Number and frequency of academic changes (5), (6) &lt;br&gt; • Total credits at graduation and semester-to-graduation (6) &lt;br&gt; • Percentage of students completing a graduation plan (5) &lt;br&gt; • Level of satisfaction with BYU-Idaho experience upon graduation and after graduating (7), (8)</td>
</tr>
<tr>
<td>Students learn deeply and broadly. (NEW)</td>
<td>&lt; INDICATORS IN DEVELOPMENT&gt;</td>
</tr>
<tr>
<td>Students develop core academic skills. (NEW)</td>
<td>&lt; INDICATORS IN DEVELOPMENT&gt;</td>
</tr>
<tr>
<td>Students become disciple-leaders in their academic pursuits. (NEW)</td>
<td>&lt; INDICATORS IN DEVELOPMENT&gt;</td>
</tr>
</tbody>
</table>

Sources of information for indicators: (1) End-of-experience Survey Data; (2) Departmental Records and Data; (3) Course Evaluations (administered every semester); (4) Survey to be developed; (5) Academic Discovery Center databases; (6) Institutional student records and databases; (7) Survey of Graduating Students; (8) Survey of Alumni
Appendix F
Objectives, Outcomes, and Indicators of Achievement for Core Theme #4
Maintain a Wholesome Environment

Objective #1: 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. | Supportive Campus Environment. (1)  
Seat utilization. (2)  
Room utilization. (2)  
Square feet per student. (3)  
Participation in Activities Program events. (4)  
Library utilization. (5)  
Percent of students attending campus events and activities. (2)  |
| Students learn and live the principles of Zion in their apartments and homes. | Honor Score. (6)  
Spiritual Progress Score. (6)  
Learning Score. (6)  
Quality of Apartment Life Score. (7)  
Apartment Activity Score. (7)  |

Sources of information for indicators: (1) National Survey of Student Engagement (administered every 3 to 4 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).

Objective #2: 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):
Appendix F

Objectives, Outcomes, and Indicators of Achievement for Core Theme #4
Maintain a Wholesome Environment

Objective #3: Provide resources and opportunities for employees to develop themselves in ways that contribute to the development of students, the individual employee, and to the growth and quality of BYU-Idaho.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Indicators of Achievement (source)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus student employment adds to the overall success of graduates.</td>
<td>• Percentage of students who have a positive campus work experience. (1)</td>
</tr>
<tr>
<td></td>
<td>• Percentage of students who feel their campus work experience added value to their overall education and learning. (1)</td>
</tr>
<tr>
<td></td>
<td>• Percentage of students who feel their campus work experience will add value to future job opportunities. (1)</td>
</tr>
<tr>
<td>Employees are preparing for retirement</td>
<td>• Percentage of full-time employees who receive the full matching funds for 401K plan Number of research/creative experiences. (2)</td>
</tr>
<tr>
<td></td>
<td>• Percentage of full-time employees who receive a partial matching funds amount for 401K plan. (2)</td>
</tr>
<tr>
<td></td>
<td>• Percentage of full-time employees who do not participant in 401K plan. (2)</td>
</tr>
<tr>
<td>Employee salaries compare fairly to the market.</td>
<td>• All employee salary average as compared to BYU-I salary range midpoint (midpoint reflects market median). (3)</td>
</tr>
<tr>
<td></td>
<td>• Administrative employee average salary as compared to BYU-I salary range midpoint (midpoint reflects market median). (3)</td>
</tr>
<tr>
<td></td>
<td>• Staff employee salary average as compared to BYU-I salary range midpoint (midpoint reflect market median). (3)</td>
</tr>
<tr>
<td></td>
<td>• Faculty salary comparison to peers. (3)</td>
</tr>
<tr>
<td></td>
<td>• Percentage of employees who have current job description on file (updated within last three years). (3)</td>
</tr>
<tr>
<td>Administrators and staff have education and job mobility.</td>
<td>• Percentage of administrative jobs filled by internal employees. (2)</td>
</tr>
<tr>
<td></td>
<td>• Percentage of staff jobs filled by internal employees. (2)</td>
</tr>
<tr>
<td></td>
<td>• Percentage of job openings filled by outside hires. (2)</td>
</tr>
<tr>
<td></td>
<td>• Percentage of employees with a current application on file. (2)</td>
</tr>
<tr>
<td>Employees work successfully to retirement or voluntary termination</td>
<td>• Percentage of administrative and staff employees who left employment during the past calendar year. (2)</td>
</tr>
<tr>
<td></td>
<td>• Percentage of employees leaving employment for retirement. (2)</td>
</tr>
<tr>
<td></td>
<td>• Percentage of employees leaving employment voluntarily prior to retirement. (2)</td>
</tr>
<tr>
<td></td>
<td>• Percentage of employees leaving employment involuntarily. (2)</td>
</tr>
</tbody>
</table>

Sources of information for indicators: (1) Survey of Student Employees (administered annually); (2) Institutional Databases and Records; (3) Industry Salary Studies, IPEDS (conducted annually)
## Appendix G

### Background Information

#### Church Board of Education and Boards of Trustees Members

<table>
<thead>
<tr>
<th>Member</th>
<th>Background</th>
</tr>
</thead>
<tbody>
<tr>
<td>President Thomas S. Monson</td>
<td>World leader and President of The Church of Jesus Christ of Latter-day Saints; bachelor’s degree, Business Management, University of Utah; MBA degree, Brigham Young University; executive in publishing and printing.</td>
</tr>
<tr>
<td>President Henry B. Eyring</td>
<td>First Counselor in First Presidency of The Church of Jesus Christ of Latter-day Saints; bachelor’s degree, Physics, University of Utah; MBA and DBA, Harvard University; education, including president of Ricks College, 1972-77.</td>
</tr>
<tr>
<td>President Dieter F. Uchtdorf</td>
<td>Second Counselor in First Presidency of The Church of Jesus Christ of Latter-day Saints; Engineering, Business Administration, Cologne, Germany; International Management, Switzerland; Chief pilot and senior vice-president of Lufthansa Airlines.</td>
</tr>
<tr>
<td>Elder Russell M. Nelson</td>
<td>Quorum of the Twelve Apostles of The Church of Jesus Christ of Latter-day Saints; B.A. and M.D. degrees from University of Utah; Ph.D. from University of Minnesota; several honorary doctors of science degrees; surgeon and research professor at the University of Utah and LDS Hospitals in Salt Lake City, Utah.</td>
</tr>
<tr>
<td>Elder Dallin H. Oaks</td>
<td>Quorum of the Twelve Apostles of The Church of Jesus Christ of Latter-day Saints; bachelor’s degree, Accounting, Brigham Young University; J.D., University of Chicago Law School; attorney and justice of the Utah Supreme Court; President of Brigham Young University, 1971 to 1980</td>
</tr>
<tr>
<td>Elder M. Russell Ballard</td>
<td>Quorum of the Twelve Apostles of The Church of Jesus Christ of Latter-day Saints; attended University of Utah; executive in automotive, real estate, and investment businesses.</td>
</tr>
<tr>
<td>Elder Steven E. Snow</td>
<td>Member of the Presidency of the Quorum of the Seventy of The Church of Jesus Christ of Latter-day Saints; bachelor’s degree, Accounting, Utah State University; J.D., Brigham Young University; attorney; Chairman of the Utah Board of Regents; Chairman of the Western States Commission of Higher Education.</td>
</tr>
<tr>
<td>Sister Julie B. Beck</td>
<td>Relief Society General President of The Church of Jesus Christ of Latter-day Saints; graduate of Dixie College; bachelor’s degree, Family Science, Brigham Young University; First Counselor in Young Women General Presidency; Young Women General Board; homemaker; community and church service.</td>
</tr>
</tbody>
</table>
Appendix G (continued)
Background Information
Church Board of Education and Boards of Trustees Members

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<tr>
<th>Member</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Sister Elaine S. Dalton</td>
<td>Young Women General President of The Church of Jesus Christ of Latter-day Saints; bachelor’s degree, English, Brigham Young University; Young Women First and Second Counselor; Young Women General Board for five years; homemaker; community and church service.</td>
</tr>
<tr>
<td>Roger G. Christensen, Secretary</td>
<td>Assistant to the Commissioner, Church Educational System of The Church of Jesus Christ of Latter-day Saints; bachelor’s degree, Accounting, Brigham Young University; PhD, University of Nebraska-Lincoln; CPA; financial and business executive; community and church service.</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Officers of the Board</th>
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<tbody>
<tr>
<td>President Thomas S. Monson</td>
<td>Chairman</td>
</tr>
<tr>
<td>President Henry B. Eyring</td>
<td>1st Vice Chairman</td>
</tr>
<tr>
<td>President Dieter F. Uchtdorf</td>
<td>2nd Vice Chairman</td>
</tr>
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<td>Roger G. Christensen</td>
<td>Secretary</td>
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<tr>
<th>Executive Committee of the Board</th>
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<td>Elder Russell M. Nelson</td>
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<tr>
<th>System Administration</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Elder Paul V. Johnson</td>
<td>Commissioner of the Church Educational System</td>
</tr>
</tbody>
</table>