
Appendix C

Institutional Goals
and Indicators

Goals and Indicators Related to Student Development

| GOAL | INDICATOR(S) |
|---|---|
| <i>Student Development – Testimonies & Gospel Living</i> | |
| Student perceptions of growth -- Testimonies of the restored gospel of Jesus Christ will increase. | The level of agreement among students that their understanding, commitment, and testimonies have increased because of their BYU-Idaho experience. |
| Spiritual commitment -- Students will demonstrate their commitment to the BYU-Idaho Honor Code and principles of gospel living by: <ul style="list-style-type: none"> • Living a chaste, virtuous life • Participating actively in Church services and activities in accordance with the Church’s stated mission • Using clean language and exemplify modesty and cleanliness in behavior and dress • Respecting the rights of others • Abstaining from alcoholic beverages, tobacco, tea, coffee, and drugs • Obeying the law • Being worthy to marry in the temple | The percentage of students in compliance with the Honor Code and other types of related conduct. |
| <i>Student Development – Quality Educational Experience</i> | |
| Student perceptions of experience -- Provide a learning environment with the following characteristics: <ul style="list-style-type: none"> • Teachers with exemplary personal conduct who model high standards and values • Teachers who are deeply committed to students, who are warm and friendly • Teachers who know their material and are well prepared • Clear expectations on what it is to be learned and how it will be evaluated • A classroom climate that is encouraging and positive • A total learning experience that is characterized by honor and integrity | The level of agreement among students that the learning environment is characterized by these qualities. |
| Student satisfaction -- Students are satisfied with the administrative services they receive. | The level of satisfaction among students. |
| Utilization of resources -- Students will optimize their use of campus resources. | The degree of resource utilization as compared to similar institutions of higher learning. |
| Total hours to graduate -- Students will complete their undergraduate education in a timely manner. | Total credit hours earned at graduation. |

Goals and Indicators Related to Student Development

| GOAL | INDICATOR(S) |
|---|--|
| <i>Student Development – Student Preparation</i> | |
| <p>Student perceptions of preparation -- As a result of their BYU-Idaho experiences, students will:</p> <ul style="list-style-type: none"> • Cultivate a higher sensitivity to personal relationships, moral responsibilities. • Be prepared to be a better parent. • Be prepared to be a better citizen. • Be adequately prepared for further education or employment. • Be able to think more clearly. • Appreciate the aesthetic and creative expressions of humanity. • Gain a greater knowledge of the natural world in which I live. • Gain a greater knowledge of the social world in which I live. • Write more clearly. | <p>Self-reported gains in the indicated areas.</p> |
| <p>Achievement in major – Students will acquire the necessary outcomes (skills, knowledge, and values) dictated by their major program of study.</p> | <p>To be developed.</p> |
| <p>Students will benefit from their General Education experiences and attain the following competencies:</p> <ul style="list-style-type: none"> • Understand themselves and their relationship to God • Develop the ability to think and write clearly • Gain a knowledge of the social and natural worlds in which they live • Appreciate the aesthetic and creative expressions of humanity • Cultivate a sensitivity to personal relationships and moral responsibilities • Demonstrate a readiness for further learning and for services to society • Demonstrate computer literacy | <p>Self-reported gains in the indicated areas</p> |

Goals and Indicators Related to Student Development

| GOAL | INDICATOR(S) |
|---|---|
| <i>Student Development – Student Preparation (cont.)</i> | |
| <p>Post-graduation performance –</p> <p>Employment-bound students will obtain meaningful employment with adequate compensation, enter the workforce with the necessary skills, and engage in life-long learning and self-improvement.</p> <p>Graduate school-bound students will be admitted, enter graduate school with the necessary skills, and and engage in life-long learning and self-improvement.</p> | To be developed. |
| <i>Student Development – Wholesome environment</i> | |
| Perception of environment – Students will have a positive outlook of BYU-Idaho. | The level of agreement among students that the BYU-Idaho environment is wholesome, supports their well-being, and academically stimulating. |

Goals and Indicators Related to Resource Adequacy

| GOAL | INDICATOR(S) |
|--|---|
| <i>Resource Adequacy – Cost per student credit hour</i> | |
| The institution will optimize its cost per SCH. | Direct instructional expenditures per SCH for each department. |
| <i>Resource Adequacy – Cost per major</i> | |
| The institution will optimize its cost per major. | Direct instructional expenditures per major for each department. |
| <i>Resource Adequacy – Cost per enrolled student</i> | |
| The institution will optimize its cost per enrolled student. | Direct instructional expenditures per enrolled student for each department. |
| <i>Resource Adequacy – Student credit hours</i> | |
| Each department/program will generate an appropriate number of SCHs to maintain a 25:1 student/instructor ratio. | The number of SCHs generated by each department. |
| <i>Resource Adequacy – Number of majors</i> | |
| Each department/program will enroll an appropriate number of majors. | The number of majors enrolled in each program/department. |
| <i>Resource Adequacy – Degrees awarded</i> | |
| Each department/program will graduate an appropriate number of students. | The number of students who graduate in each program/department. |

Goals and Indicators Related to Faculty Performance

| GOAL | INDICATOR(S) |
|---|--|
| <i>Faculty Performance – Load</i> | |
| The faculty will meet the workload targets set by the administration. | Annual faculty load hours. |
| <i>Faculty Performance – Teaching</i> | |
| The faculty will maximize the amount of time spent in teaching. | The percentage of faculty load dedicated to teaching and direct instruction. |
| <i>Faculty Performance – Terminal Degrees</i> | |
| The faculty will demonstrate competence in their discipline by obtaining a terminal degree. | The percentage of faculty who have earned a terminal degree. |
| <i>Faculty Performance – Satisfaction/Morale</i> | |
| Maintain policies and programs that address faculty compensation, inservice, workload, etc., that assure a high level of faculty morale and performance. | The level of agreement among faculty members that a number of their issues and concerns are being adequately addressed. |
| <i>Faculty Performance – Teaching (Good Practices)</i> | |
| Implement the following principles of good practice in undergraduate education: <ul style="list-style-type: none"> • Encourage student-faculty contact • Encourage cooperation among students • Encourage active learning • Give prompt feedback • Emphasize time on task • Communicate high expectations • Respect diverse talents and ways of learning | The level of agreement among students that various techniques that characterize good teaching are being implemented by their instructors. |
| <i>Faculty Performance – Teaching (Student Ratings)</i> | |
| The faculty will demonstrate competence and excellence in their teaching. | The number of faculty who fall below the 30th percentile of average overall instructor ratings as determined by the past seven years of ratings. |

Goals and Indicators Related to Key Strategic Initiatives

| GOAL | INDICATOR(S) |
|---|--|
| <i>Strategic Initiatives – Program audits</i> | |
| Each program will conform to the university requirements. | Program Requirements Certificate with signatures. |
| <i>Strategic Initiatives – Catalog</i> | |
| The catalog will reflect the most current and accurate information. | Information in catalog from approved Program Requirements Certificate and university master databases. |
| <i>Strategic Initiatives – Program assessment</i> | |
| Each department will generate an assessment plan which includes its central aims, outcomes, teaching methods, and assessment methods to be implemented in each of its courses and programs. | Assessment Plans from every department. |
| <i>Strategic Initiatives – Self study</i> | |
| The institution will complete the self-study. | Self study. |
| <i>Strategic Initiatives – Capstones/internships</i> | |
| Each program will incorporate a capstone or internship experience which provides the students with a hand-on experience in the discipline. | Program requirements. |
| <i>Strategic Initiatives – Academic and career advising</i> | |
| Advising will be accurate and useful and accessible. | The level of satisfaction among students toward the quality of advising they receive. |

Goals and Indicators Related to Key Administrative Initiatives

| GOAL | INDICATOR(S) |
|---|---|
| <i>Administrative Initiatives – Program reviews</i> | |
| All programs will undergo an intensive review every five years. | Status of program reviews. |
| <i>Administrative Initiatives – Stewardship reviews</i> | |
| All colleges and administrative divisions will participate in an annual stewardship review. | Annual stewardship review documents. |
| <i>Administrative Initiatives – Instructional technology issues</i> | |
| To be developed. | To be developed. |
| <i>Administrative Initiatives – Learning and teaching</i> | |
| To be developed. | To be developed. |
| <i>Administrative Initiatives – Transition</i> | |
| <p>The institution will implement the following transitional activities:</p> <ul style="list-style-type: none"> • Increase student enrollment from 8,600 to 11,600 • Increase the number of full-time faculty from 370 to 470. • Increase part-time/adjunct faculty from 31 to 60 over the next five years. • Increase full-time staff over the next five years. • Phase in and phase out academic programs as follows: • Increase space by 12 to 18% through the addition of one new classroom and office building, one new ecclesiastical building, and the remodeling/expansion of the Hart, Snow, and Manwaring Building, and the replacement of the Spori Building. • Develop and implement a new year-round student activities program to replace intercollegiate athletics. • Develop new personnel policies and procedures (e.g., contracts, workload) that will support year-round schooling and innovative calendaring. | <p>Enrollment and hiring figures. Program implementation status. New construction and remodeling status. The level of participation in and satisfaction with activities sponsored by the Activities Program. Status reports on new policies and procedures.</p> |
| <i>Administrative Initiatives – Activities Program</i> | |
| Students will benefit in significant ways from their participation in activities sponsored by the Activities Program. | The level of participation in and satisfaction with activities sponsored by the Activities Program. |

