BRIGHAM YOUNG UNIVERSITY-IDAHO

STRATEGIC PLAN | 2020 SUMMARY

BYU
IDAHO

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Planning Process

Historical Background:

In December 2016, the President's Executive Group met in an offsite retreat to engage in a "future-back approach" to our strategic planning. They considered the BYU-Idaho Mission, Core Themes, and Institutional Objectives and discussed the principles taught in our founding documents as well as the following:

- Distinctive Characteristics of a BYU-Idaho Education
- Three Imperatives—Quality, Cost, Reach
- Growth Strategy Levers
- Institutional Dashboard Data
- 2014 Gallup-Purdue Index Report—Great Jobs, Great Lives
- Anticipated conditions facing our students and the job market for the foreseeable future

Based on their discussions, they mapped out a set of Strategic Priorities to guide us in our projected and desired growth through 2024. These priorities may be adjusted over time.

In January 2017, the President's Executive Group invited the larger President's Council to participate in a similar discussion. The resulting priorities and strategies were very similar to the ones decided upon previously, and from there, a list of set priorities was adopted. University Council then discussed, gave input, and helped refine the decided set of strategic priorities.

Under the stewardship of the Executive Strategy and Planning Council, these priorities became the basis for discussions about institutional self-evaluation and striving for continual improvement.

Calendar, Review Cycle

- Quarterly Core Theme Reports are presented in President's Council. These reviews include a review of the Core Theme Report Card as well as annual reports for the strategic priorities associated with each Core Theme and any relevant institutional projects and surveys.
- PEG Core Theme Reviews will ask:
    - Are core themes and objectives still valid?
    - Is the institution satisfied that the core themes and indicators lead to mission fulfillment and sustainability? If not, what changes are the institution contemplating?
    - Are there any follow-up assignments to be made as the institution moves forward?
- Annually, through the Executive Strategy & Planning Council, BYU-Idaho also prepares a Five-Year Plan centered around our strategies and priorities to present to the Board of Trustees.

Strategic Priorities

Strategic priorities describe specific actions the university is focusing on to further the mission, core themes, and institutional objectives.

- Strategic priorities are decided upon under the direction of President's Executive Group in response to internal and external data, trends, etc.
- These priorities provide institutional focus by clearly defining the areas university leadership has determined currently need attention. (i.e. They are not meant to be a comprehensive list of every effort across the university related to the mission and core themes.)
- The strategic priorities generally describe efforts on a short-term basis.
- Each priority should be specific and measurable/reportable. (i.e. Strategic priority plans should describe specific actions to be taken rather than only provide an aspirational statement.)

- Strategic priorities are reported annually in university leadership settings (E.g. President's Council, President's Executive Group, University Council).
- Strategic priorities are meant to be flexible. (i.e. They may change based on new or evolving information.)
- They are made available to the university community.

MISSION STATEMENT

BRIGHAM YOUNG UNIVERSITY-IDAHO

Brigham Young University-Idaho was founded and is supported and guided by The Church of Jesus Christ of Latter-day Saints. Its mission is to develop disciples of Jesus Christ who are leaders in their homes, the Church, and their communities.

The university does this by:

1. Building testimonies of the restored gospel of Jesus Christ and fostering its principles in a wholesome academic, cultural, and social environment.

2. Providing a high-quality education that prepares students of diverse interests and abilities for lifelong learning and employment.

3. Serving as many students as possible within resource constraints.

4. Delivering education that is affordable for students and the Church.

BYU-Idaho Foundational Addresses

Henry B. Eyring's Inaugural Charge

Henry J. Eyring's Inaugural Response

BYU-Idaho Institutional Dashboard

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BYU-Idaho Institutional Dashboard

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BYU-Idaho Strategic Priorities

Mission Statement	Core Theme	Strategic Priority
Brigham Young University–Idaho was founded and is supported and guided by The Church of Jesus Christ of Latter-day Saints. Its mission is to develop disciples of Jesus Christ who are leaders in their homes, the Church, and their communities.	**CORE THEME 1: Testimony** Build testimonies of the restored gospel of Jesus Christ and foster its principles in a wholesome academic, cultural, and social environment.	**Discipleship and Learning:** Ground all major academic initiatives on the foundation of BYU–Idaho's mission
		Student Honor: Focus on student honor and integrity and prepare for drifting values
	CORE THEME 2: Quality Provide a high-quality education that prepares students of diverse interests and abilities for lifelong learning and employment.	**Student Success and Retention:** Focus on efforts that strengthen retention and perpetuate student success
		Accreditation: Engage with accrediting bodies as necessary and with agencies regarding bylaws, policies, outcomes, and assessments
		Curriculum Improvement: Focus on curricular improvement to help students keep pace with industry changes, develop skills to meet the needs of the marketplace, and implement Institutional Learning Outcomes to prepare students broadly for their future
		Course of the Future: Develop courses that include hybrid elements and create a library of resources that enhance opportunities for the next generations of learners
		Learning, Innovation and Collaboration: Foster a culture where faculty members actively engage in inspired inquiry, innovation, and collaboration to become a "light on a hill" in the scholarship of learning and teaching
		Employment: Develop a model that unites university efforts, identifies shared responsibility, and increases the percentage of students who obtain meaningful employment or other career outcomes within 120 days of graduation
	CORE THEME 3: Reach Serve as many students as possible within resource constraints.	**BYU–Pathway Worldwide Relationship:** Implement service agreements that enable BYU-Pathway Worldwide to serve students in BYU–Idaho accredited online programs
		Strategic Enrollment Management: Manage enrollments while considering Church-demographic share and student behaviors, strengthen year-round school, and develop a concurrent enrollment program
	CORE THEME 4: Affordability Deliver education that is affordable for students and the Church.	**BYU–Idaho Cost:** Minimize the cost of BYU–Idaho in order to support quality education while serving as many students as possible

Core Theme 1: Testimony

Mission Statement	Core Theme	Strategic Priority
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Discipleship and Learning

Overview

Strategic Priority: Ground all major academic initiatives on the foundation of BYU–Idaho's mission.

The reformulation of BYU-Idaho's mission statement and core themes in 2018 highlighted the fact that the paramount purpose of BYU-Idaho is to develop disciples of Jesus Christ. Such a focus is especially critical in light of President Nelson's caution that the "adversary is quadrupling his efforts to disrupt testimonies and impede the work of the Lord." Surveys have also documented a sharp decline in faith among Americans, especially younger Americans. One religious publication called it "a staggering decline fueled by generational change, a secularizing culture and disillusionment with religion in general."4 Moreover, as the gap between the cost of attending BYU-Idaho and other schools grows, a growing minority of students might be choosing BYU-Idaho more because of its low cost than its unique spiritual environment.

Collectively, these developments suggest an opportunity and a need for faculty members who are on the front lines with students to focus more on developing disciples and to become better at doing it.

Stewardship

Helping students develop as disciples of Jesus Christ is the responsibility of every employee at BYU-Idaho, including faculty members and academic leaders. The Academic Vice President, assisted by his associate academic vice presidents and Deans Council, leads the effort to sharpen faculty focus on and increase their capacity in developing disciples.

Action Plan

The academic leadership team is striving to help faculty members become better disciple builders in four principal areas:
- hiring new faculty members;
- training and vetting pre-CFS faculty members;
- professional development for faculty members with continuing faculty status; and
- course development.

In addition, just as each of BYU-Idaho's core themes is best understood in connection with the mission they support, academic leaders are striving to be more intentional and explicit in connecting trainings on almost any topic to developing disciples. For example, in discussing student success and improving retention, academic leaders emphasize how helping students who are struggling spiritually to gain testimonies can contribute to better retention—and how lower retention undermines our ability to help students fully develop as disciples. In choosing institutional learning outcomes, discipleship was automatically at the top of the list.

Actions Taken Thus Far

Since undertaking this effort, academic leadership has made multiple changes.

Hiring New Faculty Members

- In an Academic Council following the inauguration of President Henry J. Eyring, academic leaders discussed President Henry B. Eyring's comments and charge. Among other things, participants discussed how they would choose new faculty members differently if they saw their paramount purpose as building disciples.
- Academic leaders formalized a focus on hiring capable disciple builders by letting all deans and chairs know one of the primary questions asked in each faculty hiring decision meeting would be what kind of disciple builder the candidate would be. As hiring committees and chairs became aware of this focus, it has heightened their sensitivity to the importance of this factor in the hiring process, and, in many cases, influenced which candidates they have recommended.

Training Pre-CFS Faculty Members

- During the two-week orientation for new faculty members, the associate academic vice president for learning and teaching leads new teachers in a one-hour workshop focused on building disciples.
- Academic leadership has created the Progressing Teacher course, a semester-long in-depth experience in which all new faculty members participate. The concept of developing disciples is woven throughout the course, and it is the exclusive focus of an entire class period.
- Beginning with the class of faculty members hired in 2019, new faculty members will all participate in the Creative Course Collaboration Lab as part of the CFS process. As discussed further below, part of the analysis they will undertake in that experience is exploring ways to do more to develop disciples through course design.

Professional Development

- In 2019, academic leaders revised the conceptual framework faculty members use to evaluate themselves and make annual plans and that department chairs should use to conduct annual stewardship interviews. (They also added the requirement that chairs report on the percentage of annual stewardship interviews conducted in their department, since some had not been in the habit of utilizing this tool.) One of the five focus areas is disciple building, an important addition.
- In 2018 and 2019, a section of the Progressing Teacher course was offered to more seasoned faculty members, including adjunct faculty members.
- In a Fall Faculty Meeting focused on improving student retention, the associate academic vice president for learning and teaching discussed how strengthening students' faith increases retention and modeled how faculty members can do that during office hours with students.
- The learning and teaching team has created a CFS Summit for faculty members who have earned CFS. Built into this two-day workshop is a 45-minute discussion of how they can continue to improve as disciple builders throughout their teaching career at BYU-Idaho.

Course Development

- In 2019, academic leaders adopted four institutional learning outcomes for BYU-Idaho and began implementing them, with discipleship being chief among the four. A committee of academic leaders began creating a rubric to guide faculty members as they

seek to do more to develop disciples in their courses and to measure the effectiveness of their efforts.

- In 2019, academic leaders revamped the Creative Course Collaboration Lab, adding more structure. One of the areas each C3 team revamping a course will now be required to examine is how to help students learn by faith, a critical aspect of discipleship. C3 teams are also asked to consider opportunities to invite students to transfer concepts they learn in a course to the context of discipleship, helping them both cement their understanding of the concept and deepen their own discipleship.

2020 Action Plan

Academic leadership is rethinking the process through which faculty members obtain continuing faculty status. One of the principal changes they are proposing is aligning the CFS process with the same five focus areas used in hiring and in professional development, which includes developing disciples. If adopted, this would require pre-CFS candidates and chairs to evaluate not only whether candidates' level of disciple building is acceptable, but how it could be better. Doing so will involve drawing on not just the high-level student satisfaction data, but more granular data from student feedback. Making disciple building an explicit part of this process will not only guard against granting CFS to those who fall short in this critical area, but it should help raise the game of all faculty members who obtain CFS.

Academic leadership has also inserted two questions in the Faculty Survey to gauge how focused faculty members are on the purpose and how confident they feel about their capacity to help build disciples. These measures will provide a baseline and a gauge to measure the effectiveness of academic leadership's efforts going forward.

Academic leadership also looks forward to collaborating with the Institutional Research and Assessment team as it refines and further develops instruments to better assess our institutional efficacy in developing discipleship.

Finally, the learning and teaching team is in the process of testing a new technological platform and creating content for a Learning and Teaching Library and Community. This digital community will facilitate much more faculty collaboration in all areas of teaching, including the development of disciples.

2020 Results Summary
To be completed in early 2021.

Student Honor

Overview

Strategic Priority: Focus on student honor and prepare for drifting values.

As an institution, BYU-Idaho plays a critical role in helping students choose to live honorable lives and become disciple leaders notwithstanding deteriorating societal values and standards. Prophets have taught, and multiple data points indicate, that the breadth and rate of this deterioration is increasing. The intent of this strategic priority is to counteract this trend through focused, deliberate, and measured action.

Stewardship

Helping students live honorable lives is the responsibility of every employee and organization at BYU-Idaho. The Student Honor Office has been charged with leading out in this strategic priority.

Action Plan

Student Honor organizes its efforts according to the following categories:

- Prevention
- Intervention
- Rescue

Recognizing that the stewardship for this priority rests with all offices across campus, Student Honor will also have an ongoing focus on coordination, which is reflected below.

2020 Action Plan

Honor Council (prevention, intervention)

An Honor Council will be created to address aspects of this strategic priority. In 2020, the council will focus on strengthening BYU-Idaho's dress and grooming standards by:

- building a comprehensive toolbox that will increase faculty confidence and support their efforts in working with students (prevention, intervention)
- creating and deploying a robust outreach campaign that includes the campus community to begin the last week of Winter 2019/beginning of Spring 2019 (prevention, intervention)

Service Missionaries (rescue)

- Service missionaries will be called to help reach out to students who have left the university by way of suspension or endorsement withdrawal. The missionaries will focus on helping these students return to and succeed at the university.

2019 Results Summary

- Prevention
    - Honor Council was created and functioning
        - Met multiple times to consider revised focus and planned Faculty Toolbox
    - [Laws, Blessings, Baseball & BYU-Idaho video](#) for The Faculty Toolbox was developed
    - Developed and implemented a new beard policy
        - Educational seminar
        - One-on-one interviews with all students seeking exemptions
    - Developed a new framework for understanding the Honor Code (D&C 88 "Law of the Squares") (See also Perspective article: "[The BYU-Idaho Honor: What We as Gatekeepers Should Know About It](#)"
    - Outreach efforts: the SHO participated in the Get Connected parent reception, I-Strive, Spirit Week, the All-Employee Conference, the Fall Faculty Conference, various community coalitions, and various department meetings.
- Intervention
    - Administrators are utilizing customized, doctrinally based, and scientifically supported seminars to help students return to good Honor Code standing.
    - Developed and updated tools for helping students return to good Honor Code standing
        - Return with Honor Course, and Academic Integrity Course
- Rescue
    - Utilization of missionaries for outreach to shepherd students in returning to school after suspension
    - Improving retention rates among students not in good standing with the Honor Code by providing opportunities for students to return to good standing while remaining on campus

Core Theme 2: Quality

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Student Success and Retention

Overview

Strategic Priority: Focus on efforts that strengthen retention and perpetuate student success.

As an institution, BYU-Idaho is pleased to widely admit a diverse array of students, and our hallmark has been to focus on caring for those who might "doubt their place here." In his inauguration, President Henry J. Eyring said that we "face the challenge of retaining currently enrolled students, particularly our freshmen," and that "a heartrending number leave prematurely."

Our current student retention and graduation rates are 72% and 57%, respectively. The intent of this strategic priority is to improve these rates. We plan to accomplish this by providing meaningful programming, implementing student-friendly policies, identifying at-risk students, delivering outreach campaigns, and leveraging software solutions.

Stewardship

Student Success & Retention is the job of every employee and organization at BYU-Idaho. A joint academic and administrative council, the Student Success Council, has been charged with leading out in this strategic priority.

2020 Plans and Results

2020 Action Plan

In 2020, the Student Success Council is
- Finalizing and proposing a new Academic Standing Policy.
  - Coordinate implementation efforts once a new policy is approved.
  - Establish reporting metrics to bring greater and ongoing visibility into our at-risk population as defined in the new tier definitions.
- Coordinating employability initiatives with student success initiatives.

In 2020, Career & Academic Advising is:
- Refining and adopting a unified system to track student interactions with campus service providers over time (Mentoring Dashboard)
- Continuing to expand the ways in which we interact with the parents and other family support figures of our future and current students (Parents as Partners)
- Developing a rubric for Academic Advisors to employ when determining when to lift credit restrictions as students improve their academic outlook
- Fully implementing the revised Academic Renewal policy, which will provide an immediate and substantial lift to many higher tier students
- Refining our student success data strategy to enhance our ability to collect and optimally utilize the most relevant and actionable data

In 2020, the Academic Support Department is:
- Creating a new central point of contact (Academic Support Consultant) for students to consult to help them identify the best tutoring for them. This is in conjunction with the College Success course, where all students meet one-on-one with a consultant and learn about all tutoring that is offered by the university. A pilot is planned for Spring 2020 and Fall 2020.

- Refining the College Success class to meet university outcomes and be student focused. The course will be part of the C3 Lab process during the summer break in 2020 and the revised version taught in Fall 2020.
- Collaborating with the librarians in the McKay Library to identify ways to leverage tutoring to help students understand and better use library resources in research projects.
- Continuing to serve as many students as we can through our nine learning centers and courses. The department will be looking at aligning and measuring the amount and quality of our tutoring and our tutoring training to improve our support of students.
- Coordinating with the Student Success Council to provide a high-quality pre-tier college entrance experience for all freshman and transfer students and also support students who are at risk of dropping out through providing intervention support through ENG 102R or the Study Buddy Program.

2020 Results Summary
To be completed in early 2021.

2019 Plans and Results

The chairs of the Student Success Council coordinate academic and administrative efforts according to the following categories:
- Meaningful Interventions and Preventative Programming *(Programming)*
- Identification of At-Risk Students *(Data)*
- Creation & Refinement of Policy *(Policy)*
- Success & Retention Outreach Campaigns *(Campaigns)*
- Support & Improvement of I-Plan, our holistic student success software and other Level Zero solutions *(Software)*

2019 Action Plan
In 2019, the Student Success Council is:
- Refining the Academic Standing Policy, with particular focus on Tier 4 and Tier 5 efforts and establishing appropriate restrictions and protocols for students not maintaining expected standards. *(Policy)*
- Coordinating other key student success efforts, including those listed below.

In 2019, the Student Success & Retention Office is:
- Implementing significant usability improvements to I-Plan, notably with an upgraded Grad Planner released on May 28, to be followed by upgrades to the Mentoring Dashboard and other enhancements. SSR will also provide I-Plan training to faculty, as needed. *(Software)*
- Continuing to lead student success outreach efforts, including those associated with a simplified Academic Standing policy, and others like waitlisting outreach. *(Policy, Campaigns)*
- Partnering with Executive Strategy and Planning to gather data that identifies at-risk students; capturing data from all campaigns to report back and inform future efforts; maintaining up-to-date dashboards that roll up all campaigns. *(Data)*

In 2019, the College Success Course is:
- Now a **required** freshman orientation course in the new GE program
- Being offered to 550 students this semester with a plan to reach 3000 new freshmen in Fall 2019

- Undergoing some administrative adjustments to better connect students with important university resources
  - Faculty will move to Academic Support
  - "Connection Center" will transition to Student Support

In 2019, the Academic Support Office is:
- Planning to serve at least as many students as they did in 2018 (over 20,000 students visited with a BYU-Idaho tutor 216,000 times)
- Able to better serve students due to recent changes in tutoring practices: course-level tutoring in online classes is now handled by Online. This change makes possible the hiring of tutors from a broader pool and training tutors specifically for online courses. It also allows Academic Support to use its limited resources to better focus on the needs of campus students. Online students are also served generally through the Math Lab, the Writing Center, and the Presentation Practice Center.

2019 Results Summary
Overview of efforts, progress, setbacks, etc. from 2019.

In 2019, the Student Success Council:
- Studied at-risk students, which positions the council to propose an Academic Standing Policy attuned to the challenges of this population.
- Began addressing employment planning as a university-wide, integrated success strategy and as an early goal for students.
- Added Associate Deans of student success from each college. This addition has expanded the council's capacity and will more naturally integrate initiatives into students' academic experience.

In 2019, Career & Academic Advising:
- Improved I-Plan functionality in Mentoring Dashboard and usability in Grad Planner.
- Extended outreach support (11,532 unique students in 12,724 interactions)
  - Outreach efforts included: providing course recommendations to new students, assisting students with only waitlisted courses or those who dropped 2+ courses, placing Math students in correct remedial courses, outreaching to education major with <2.0 cGPA and Biomed majors below 3.4, assisting students to change to preferred catalog years, creating Plans for Success for students with holds.

In 2019, the Academic Support Department:
- Integrated the College Success Course and faculty into the department.
- In Fall 2019, 1570 freshman participated in the College Success class. This is smaller than anticipated largely due to student choice. While the class is required, it is not required to be taken in a student's first or second semester.
- Academic Support served 24,000 students in 2019 in 206,000 tutoring appointments across various courses and subjects in one of the 9 learning centers.
- Course specific tutoring for online courses was transferred to Online Learning, while general tutoring for presentations, math and writing for online students is still available through Academic Support.

Accreditation

Overview

Strategic Priority: Engage with accrediting bodies and agencies, as necessary, regarding bylaws, policies, outcomes, and assessment.

BYU-Idaho as an institution is engaged with campus leaders to learn about and comply with NWCCU standards and policies, and is engaged with the NWCCU in a variety of ways:
- The NWCCU holds an annual meeting as well as a variety of training meetings and webinars for those involved in accreditation, outcomes, and assessment of student learning.
- The NWCCU has a few key committees for reviewing accreditation standards, bylaws, and policies.
- The NWCCU is hosting their first Mission Fulfillment Fellowship over the next couple of years.

Stewardship

The goal of the NWCCU standards and policies is to help institutions create a culture of self-evaluation and continuous improvement, especially in the areas of student learning and student achievement. The intent of this strategic priority is to engage in each of these areas in a way that BYU-Idaho can establish and maintain positive relationships as it counsels with the NWCCU staff and commissioners. Additionally, the university will seek out peer institutions who are implementing best practices in areas that are important to the commission and to BYU-Idaho. The university's stewardship is to help create the same culture on the BYU-Idaho campus within the context of its mission.

Action Plan
Internally:
- Creating a culture of self-evaluation and continuous improvement as the university prepares for the upcoming Year 7 NWCCU visit to the BYU-Idaho campus
- Teaching all vice presidents, directors, deans, department chairs, and program leads about the NWCCU standards
- Encouraging the implementation of processes that will ensure continuous improvement in the areas of student achievement and student learning and will document progress
- Continuing to teach the importance of common Course Learning Outcomes (CLOs) and identifying common key assessments for each CLO

With a focus on student learning, BYU-Idaho needs to evaluate its teaching and student learning at the course, certificate, degree program, and institutional levels. Additionally, the university's new General Education (GE) program and the Institutional Learning Outcomes (ILOs) will help its graduates leave with valuable **power skills**.

BYU-Idaho hopes that students know the learning outcomes in each course they take and that they know the outcomes for their program of study and the Institutional Learning Outcomes.

BYU-Idaho hopes that its faculty have an understanding of how their courses fit into the overall program vision as they work to align their CLOs with PLOs and ILOs.

Faculty have a significant role in assessing student learning in their courses. The university is working towards having a tool in place that will assist faculty in having better data of student learning from their courses and programs. With tools and better data, BYU-Idaho hopes there are more discussions in course teaching groups and faculty meetings to look for ways to improve learning and teaching in the classroom.

BYU-Idaho's internal processes may be regulated externally, but its quest for creating a culture of continuous improvement must be something it pushes for at every level of the university if it is going to see the benefits. These efforts culminate in the following:

- Program reviews
- Stewardship reviews
- Core theme reviews
- Employee annual reviews

Externally:
- Actively participating in NWCCU-sponsored training events and annual meetings.
  - Attendance at the NWCCU Annual Meeting.
  - Attendance at NWCCU outcomes and assessment training.
  - Attendance at NWCCU ALO training.
- Actively participating on NWCCU committees when invited.
  - Boyd continues to serve on the NWCCU Standards, Bylaws, and Policies Committee.
- Actively participating in the NWCCU Mission Fulfillment Fellowship.
  - Boyd and Rob Garrett are part of the NWCCU Fellowship.
- Sending BYU-Idaho's five active NWCCU evaluators to visit other campuses across the NWCCU.

2019 Results Summary:
- BYU-Idaho committees visited Concordia University; University of Nevada, Las Vegas; University of Wisconsin–Madison; Penn State University; and the University of Puget Sound as part of the NWCCU assessment learning initiative.
- BYU-Idaho entered into a contract with AEFIS to work on the backside of Canvas to pull student learning data for Academic Leaders and faculty seeking to improve student learning. Fall 2019 was mostly focused on technical implementation. Some programs are being mapped into AEFIS as a manageable pilot during Winter 2019, beginning with Gateway Certificates and some programs requesting early adoption. The university's hope with this software is to be able to hand more helpful student learning data to faculty, rather than leaving the burden of data collection to the faculty.
- BYU-Idaho had representation on the NWCCU Bylaws and Standards Review committee, at the NWCCU Annual Meeting, at various outcomes and assessment trainings via webinar, and at ALO training.
- Program review summary:
  - Significant progress is being made in the areas of annual employee reviews (staff, faculty, and administration) and the simplification of stewardship reviews.
  - Within the College of Business and Communication and the College of Education and Human Development, 29 degree programs and 7 certificates were reviewed.
  - 47 recommendations were made by CC to help move the assessment of student learning forward in the various programs.

- o When asked, most program leads felt like the process was helpful for bringing faculty together to discuss student learning, effectiveness of the programs, and making plans for improvement where needed.
- o The quality of BYU-Idaho's program reviews improves each year across the board; 2019 was no exception.

Curriculum Improvement

Overview

Strategic Priority: Focus on curricular improvement to enable students to develop skills necessary to meet the needs of an evolving job market, and to implement Institutional Learning Outcomes designed to broadly prepare students for their futures.

BYU-Idaho has a responsibility to provide opportunities for students to gain knowledge and skills that will empower them to be successful when they graduate. This effort permeates the design of the courses, programs, and extracurricular activities that students participate in while at BYU-Idaho. It is critical that the university's curriculum enables students to achieve their goals and prepares them to meet the needs of future employers, as well as helps to fulfill the mission of BYU-Idaho.

The intent of this strategic priority is to drive curricular improvement to best meet these needs in a constantly changing world and to prepare students for the workforce after they graduate.

Stewardship

Curricular improvement is the responsibility of faculty as they create, modify, and improve courses and programs. The Academic Office has the responsibility to provide a vision and guidelines for departments and faculty in this process.

Action Plan

The University Curriculum Council plays a major role in helping departments evaluate and, when approved, implement appropriate course and program changes. The Academic Office organizes its efforts around three broad areas:

- Creating a vision of where education is or should be going in the next 20-30 years.
- Creating guidelines that respond to industry changes and are within the scope set by BYU-Idaho's foundational addresses and the Executive Committee of the Board.
- Providing regular accountability for each program to encourage directional change.

Recognizing that the stewardship for this priority rests with all academic departments across campus, the Academic Office works to create a collective understanding of, and agreement for, the direction the university's curriculum in the near future.

2020 Plans and Results

Future of Curriculum *(Data Gathering)*
- BYU-Idaho plans to create several faculty taskforces to look more in-depth at next steps for the university's General Education program, as well as to look at how the use of modular structure could simplify degree complexity and catalog year issues.

Institutional Learning Outcomes *(Responsive Guidelines)*
- Testing the Institutional Learning Outcomes rubrics will continue through Winter 2020, followed by academic discussions around these rubrics. BYU-Idaho is also working on a plan to advertise these outcomes. The current plan is to have both pieces in place for a Fall 2020 rollout to both faculty and students. The main emphasis on measurement will initially be in the General Education courses, but the university is asking all programs to provide places where they are supporting these outcomes so data can be gathered there as well.

Regular Program Reviews *(Accountability)*

- Program reviews will continue as scheduled. BYU-Idaho is planning on moving the annual status updates to fall semester each year, beginning Fall 2020. In Fall 2020, programs in the College of Agriculture and Life Sciences, the College of Language and Letters, under the stewardship of Interdisciplinary Studies, and the university's General Education will be reviewed. As part of these program reviews, we will be reviewing all certificates that these colleges have stewardship over.
- The implementation of AEFIS, BYU-Idaho's data collection software, is moving forward. The university has completed the technical implementation phase and is now mapping program learning outcomes to selected programs. The university has begun to gather useful data from the system and will continue to expand the mapping process this year. The hope is to have all program learning outcomes mapped by the end of 2020.

2019 Accomplishments

Curriculum Research Group *(Data Gathering)*
- Four subgroups of a larger curriculum research group, comprising faculty, met during Spring 2019 and Fall 2019 to look for trends and the academic landscape around industry needs, modular curriculum, micro-credentials, and general education. Each subgroup turned in a report of their findings. These reports will help the university move forward with confidence, knowing what has been happening in these areas.

Institutional Learning Outcomes implementation *(Responsive Guidelines)*
- Institutional Learning Outcomes have been introduced to the faculty. Progress has slowed slightly in order to create a media campaign around these outcomes and to test rubrics that were developed by faculty groups for each learning outcome. The university is still in the development phase. During Fall 2019, a group of about 15 volunteer faculty testing each of the rubrics in their classes.

Regular Program Reviews *(Accountability)*
- Every program participates in a comprehensive program review every three years and provides yearly updates on how the program is doing as it works to help students meet the program learning outcomes. All programs in the College of Business and Communication, the College of Education and Human Development, and the Teacher Preparation Program core were reviewed during Fall 2019.
- BYU-Idaho has continued to refine the program review template and placed a greater focus on student learning and continuous improvement. The university has started to implement software that will hopefully streamline the collection of student learning data and allow departments to access the data more easily. The hope is that the university will be able to continue to shift the focus from the collection of data to how that data can be used for continuous improvement.

Course of the Future

Overview

Strategic Priority: Course of the Future: Develop courses that include hybrid elements and create a library of resources that enhance opportunities for the next generations of learners

The goal of the Course of the Future initiative is twofold. The first goal is to create courses that can be delivered in a remote/hybrid learning environment that utilize the best practices of both online and face-to-face pedagogy. The second goal is to create a library of resources focused on enhancing learning opportunities within these courses. Both goals will serve the next generation of learners who will expect high-quality blended learning experiences.

Stewardship

Developing the Course of the Future will require engagement from faculty, instructional designers, the research and assessment team, the data team, and others. It will require bringing resources currently dedicated to online and campus efforts closer together. The Online Development Council and specifically the associate online vice president has been charged with providing vision and direction in this strategic priority.

Action Plan

The Online Development Council is the group that is responsible for determining the strategy, vision, and direction for Online at BYU-Idaho. Currently the ODC is formulating a high-level strategy for all Campus Online courses (including Course of the Future courses). This strategy includes processes for course prioritization, course development, instructor hiring, instructor management, and continuous improvement of those courses.

2020 Plans

In 2020, the coronavirus severely disrupted campus learning and teaching. For the online organization, this event has accelerated the need for better supporting campus online courses and this Course of the Future initiative.

To support this, the ODC has started to formulate new policies and practices to better support the campus community (students and faculty) in general. A strawman proposal has been created, which outlines the high-level strategy for course development and instructor relationships. Over the next month, the Online Associate Deans from each college will be bringing this proposal to each College Council for discussion and feedback.

In parallel to this, the online organization is formulating plans for better allocating resources to support this initiative. The new resource allocation will ensure that the matriculated online students throughout the world and the campus-based students will be more optimally served. This includes quality assurance resources to ensure high-quality learning and teaching experiences for students and instructors.

Additionally, in 2020, the ODC plans to:
- Continue to refine the high-level strategy for the Course of the Future initiative
- Continue to refine the course development and improvement processes in support of this initiative

- Address the overlap between the Online initiative, the C3 Initiative, and the Course of the Future Initiative to ensure all 3 processes are aligned
- Develop KPI's to measure the quality and effectiveness of the Course of the Future Initiative
- Develop quality assurance processes to ensure the development and continuous improvement of high-quality learning experiences
- Start the development of a number of new Course of the Future courses
- Create quality practices in pedagogy and delivery that apply to face-to-face, online, and hybrid courses for both worldwide and local delivery

2019 Accomplishments

In 2019, three main efforts were started.

The first was the development of the initial set of the standards and processes that will be used for developing Course of the Future courses. These standards and processes were adapted from the existing online standards and processes in place for online courses. This initial set of standards overlap the existing standards and processes by about 70%. The differences are mainly in the use of remote synchronous interactions and richer online collaboration tools and methodologies.

The second effort started in 2019 was the course development of two Course of the Future courses. The first was CHEM 101 with Les Manner and Patty Hendricks. The second was MATH 112 with Matt Lewis and Cindy Goodwill. Both of these courses are still in process right now. CHEM 101's development is complete, and it is piloting this semester; MATH 112 is in development.

The third effort completed in 2019 was the cataloging of core competencies of the online organization and its applicability to the Course of the Future initiative. This effort included an analysis of the capabilities that exist within the online organization and how we could better leverage these strengths for the campus community. A couple of key capabilities identified for this initiative include the opportunity to hire adjuncts in many states across the US as well as the internal quality assurance processes to facilitate continuous course improvements.

Results Thus Far

The first Course of the Future course developed was CHEM 101. Feedback from the development team has been very positive. Les Manner (the course lead) has stated that the flexibility afforded this course development has been very welcome and critical to the successful implementation envisioned. Feedback from the pilot instructor Carrie Christiansen has also been very positive. She has stated:

> *"I'm not sure I can ever go back to teaching a purely "online" course. The interactions and relationships I've developed with my students are far superior to what I experienced when it was purely online. So great!"*

Learning, Innovation and Collaboration

Overview

Strategic Priority: Foster a culture where faculty members actively engage in inspired inquiry, innovation, and collaboration to become a light on the hill in the scholarship of learning and teaching.

Stewardship
The Associate Academic Vice President for Learning and Teaching has been charged with leading out in this strategic priority.

Action Plan
Establish the vision and strengthen the framework for continuous improvement
- Help academic leaders catch the vision for fostering a culture of inquiry, innovation, and collaboration in learning and teaching (early 2019).
- Train academic leaders how to use annual faculty interviews more effectively (Spring 2019).
- Help faculty members catch the vision for fostering a culture of inquiry, innovation, and collaboration in learning and teaching (Fall 2019).
- Introduce revamped form for annual faculty plans and begin following up to ensure all faculty members submit such plans and receive an annual interview (late 2019–early 2020).
- Develop training resources for academic leaders (2018–2019).
- Implement survey questions to track levels of faculty engagement and use of the Learning Model (2019).

Progressing Teacher Course
- Refine this course (2019) and significantly increase the number of seasoned faculty members who take it.

Create a Learning and Teaching Library and Community (2019–2024)
- Create a collection of highlights from the scholarship of learning and teaching relevant to the C3 Lab and making GE courses first-year friendly (2019).
- Test a prototype digital community, where faculty members engage in dialogue and collaborate on issues such as how to help more students succeed without lowering the bar academically (2019–2020).
- Drawing from faculty contributions and existing resources at BYU-Idaho, populate the library with best practices for faculty to consider, beginning with those most relevant to our GE courses (2020–2021, ongoing).
- Coordinate efforts closely with the online team.
- Eventually, create a publicly available, streamlined version of the library (2022–2023).

Refine and Improve the Creative Course Collaboration (C3) Lab
- Adapt the C3 Lab to focus on helping GE courses become first-year friendly.
- Add more structure to the C3 Lab, ensuring each C3 team addresses certain critical questions and helping them draw from BYU-Idaho's best practices and the scholarship of learning and teaching.

2020 Focus Area

In 2020, we are taking the following additional steps to help achieve our goals in learning and teaching:

- We are revamping the CFS process to help all candidates strive for excellence, rather than merely screening out the worst few apples.
- We will introduce an approach for identifying and helping faculty members whose performance levels are unacceptable.
- We are reviving some of the neglected spiritual principles underlying the Learning Model, emphasizing how the Learning Model is intended to help students act in faith to learn by the Spirit and taking steps to better orient students (and remind faculty members) of the entire Learning Model.
- We will roll out the early version of the Learning and Teaching Library and Community, a new platform where faculty members will be able to collaborate.
- We will pilot a new two-day workshop called the Soft Skills Summit or ILO Summit, where faculty members will gather to collaborate and learn from experts about a particular institutional learning outcome.

Reporting Summaries

2019 Results Summary

In 2018 and 2019, we had 197 different faculty members participate in a semester-long professional development experience such as the C3 Lab, the Progressing Teacher course, or a Thinkshop. We also added a series of questions to the faculty survey (which finally went out last month), giving us a baseline to measure our progress on many of our learning and teaching goals.

Last year, we took the following actions to help achieve these goals:

- We have revamped and given greater emphasis to creating meaningful annual plans and holding effective annual stewardship interviews. These will become a primary engine of progress for faculty members.
- We have also bolstered academic leadership training in significant ways. We created a course in Canvas for new chairs and deans and provided training throughout the year in Deans Council and Academic Council. One of our principal aims has been to help academic leaders become more proactive in raising the bar for learning and teaching.
- We revamped the Creative Course Collaboration Lab in a major way, adding more structure and focus on student retention, among other things. We also successfully piloted a couple of courses in a C3 summer boot camp. Both Dan Moore and Forrest Gahn raved about their experience in the revamped C3 Lab (and summer boot camp). That's not survey data, but it thrilled us.
- We finished a remarkably successful conversion to Canvas, freeing up faculty members to focus on improving teaching instead of simply trying to get the course to function well in the learning management system.
- We convened a task force to address concerns and issues regarding adjunct faculty members.

2020 Results Summary

As the effects of the coronavirus pandemic hit our campus at the end of winter semester, some or our activities and plans were modified, refocused, or accelerated.

- **Accelerated Launch of the Learning & Teaching Website:** This site became the collaborative hub for providing resources, training, and sharing innovations as faculty

retooled their courses. We continued to develop and strengthen the site by adding new features and collaborative spaces throughout the spring semester and summer break.

- **Support for New and Modified Teaching Modalities:** The integrated plan for reopening campus for fall semester included the addition of two new modalities of teaching as part of our instructional offerings. To better support and prepare faculty for the new and modified modalities of instruction in the fall, we instituted "Facilitated Gatherings" during the summer break. These gatherings were groups of 8–10 faculty members, focused by modality, who met weekly. More than 200 faculty members participated in these collaborative experiences.
- **Ongoing C3 Lab Development:** Three C3 lab groups met over the summer to continue developing courses, and other incentives were provided to the faculty who were encouraged to utilize more focused time than usual in revamping or modifying their courses in preparation for a unique fall semester.
- **Use of Virtual Experiences to Support Learning & Teaching Efforts**: Our annual Learning & Teaching guest speaker event, which has typically been hosted on campus along with a lunch and workshop, was held as a remote, virtual event. Zoom records indicate that our participation was approximately equal to when we have held the event face-to-face, and feedback suggests that many faculty members appreciated the quality of the experience.
- **Other Innovations to Support Faculty:**
  - The new faculty training at the beginning of fall semester was held as a "Flex" event with some faculty joining from home. This flexibility was greatly appreciated by the faculty and has caused us to rethink the nature of some of our training activities to incorporate the kinds of innovations in preparation, teach one another, and ponder & prove activities that are being done so effectively in the classroom. This will ultimately lead to stronger and more effective new faculty onboarding and training.
  - The annual Fall Faculty Conference was postponed until winter semester, and we are preparing to host this in an innovative and new way as a virtual conference as we have learned that there are some noteworthy advantages to both the flexibility and opportunities that this type of experience can offer.

Employment

Overview

Strategic Priority: Develop a model which unites university efforts, identifies shared responsibility and facilitates the increase of the percentage of students who obtain meaningful employment or other career outcomes within 120 days of graduation.

In accordance with the mission of BYU-Idaho, providing high quality education is to prepare students for lifelong learning and obtaining meaningful employment. Employment is a critical motivating factor for many individuals who choose to attend college. The enduring significance of meaningful employment to BYU-Idaho graduates is that it increases their ability to lead in their homes, the Church and their communities.

The intent of this strategic priority is to support students in career success by enhancing and improving current career readiness efforts, deepening collaboration among university stakeholders, and developing a more formal and visible culture of career preparation earlier in the student lifecycle.

Stewardship

Academic departments, administrative services, and students themselves all share responsibility for achieving meaningful employment and other career outcomes. The BYU-Idaho Career Center has stewardship of leading the effort to define, communicate, and support the employability models of each college and academic program. We accomplish this through key initiatives and measures in four critical areas: proactive employer & faculty relations, high-quality career preparation services, alumni connections, and internship support. This strategy also includes continually developing an employability model, which indicates shared responsibility across academic and administrative efforts to help students fulfill desired career outcomes.

We will engage academic leaders and other stakeholders in defining, creating and communicating programming around a BYU-Idaho Employability model by taking the following action:

1. Form an advisory committee to include faculty, administrators, alumni, and other stakeholders in developing and executing this model.
   A. **Status:** Employability is now a formal agenda item on the Success Council agenda. This council, and new associate deans of student success (also now on this council), act as this advisory committee and influence employment initiatives.
2. Coordinate departmental efforts across Student Life to develop more focused messaging and invitations early in the student lifecycle regarding career readiness.
   B. **Status:** While this is ongoing, the most recent activity has been meetings between the Career Center and Academic Advising as they develop Career Exploration services and initiatives. Next steps will be to identify how to effectively deliver career exploration support and connect it to career outcomes in a continuum of action a student can learn to take.

2020 Plans and Results

A career readiness culture should be integral to a student's academic and campus-life experience. Each area of campus must collaborate and signal to students (within their scope of influence) when they

should make key decisions and take important actions in reaching career goals. While stewardship for this priority is shared by several stakeholders, the BYU-Idaho Career Center will take the lead in organizing and driving the actions outlined in this document.

2020 Action Plan
1. Continue the work already begun by Associate Deans of Student Success to develop professional development roadmaps for students in every program, and create a strategy to develop I-Plan to meet tracking, reporting, and accountability needs.
2. Through the Career Center initiatives, curricular integration of key career readiness activities, and developing momentum for professional development roadmaps in academic programs, we will drive higher adoption of digital engagement and communication platforms Handshake, VMock, Portfolium, and BYU-I Connect.
3. The Career Center will expand its full-time employee allocation in Career Preparation (résumé review, interviews, digital profiles, etc.) in 2020 to begin to match the investment made in other services areas (employer relations, career, and alumni services).
4. In 2019, the Career Center developed career readiness content around 13 key topics in lesson format. We will develop shareable, digital content around these topics for broader use by students and faculty (particularly in the classroom).
5. The Career Center will complete work on a new Career Center Web site designed to focus on educating, motivating, and inviting students to take early action in being career ready. The messaging focus will shift to include early engagement in professional development roadmaps and messaging around student and alumni success.
6. The Career Center will create student behavior reports by college around engagement with career and job market readiness activities

Data Strategy—In collaboration with key offices within Executive Strategy and Planning, we will develop a strategy to appropriately use employment data gathered for graduates at 120 days, 1 year, and 5 years—this helps inform students in making decisions around career planning.

BYU-Idaho Career Center Space Utilization—The Career Center has formed a creative council of faculty, Career Center, and University Relations personnel to examine the user experience and communication opportunity of the Career Center. We will begin to develop content for communication through the new Career Center, which focuses on strategic employability messages.

2020 Results—To be reported in 2021

2019 Plans and Results
The BYU-Idaho Career Center focuses effort in three critical areas: proactive employer & faculty relations, high-quality career preparation services, and alumni connections. We will take the following action in 2019 and beyond.

Career Preparation Staff & Content— We will update and improve our career preparation content, services, and tools (résumé review, interview skills, networking, etc.) delivered through the Career Center. In 2019 we have accomplished the following:

1. Associate deans of student success were identified and invited to serve in Student Success capacities, including employability initiatives within the colleges they represent.
2. Job market readiness content was developed in course format across 13 topics for a GS 170 Course and will be repositioned for use training, workshops, and work with academic classes.

3. The Career Center has developed dashboard measurement tools for quality, satisfaction and impact of our services for students. We will move forward creating similar measures for faculty and employers in 2020.
4. We have successfully implemented digital tools for career readiness including VMock, a virtual resume review platform, and BYU-I Connect, an alumni mentor and networking platform. These are complimentary to our Handshake platform, a digital employer engagement and career events platform, which we have started to use to track student engagement (career prep appointments and events engagement).
5. The GE101 course has evolved, and due to size and content of the class, space in the curriculum is limited. Steve Davis has been invited to inform career content in the GS 101 course as it continues to evolve. GE 101 currently does include some career readiness activities.
6. The Student Success Council, including key academic and administrative leadership, formally included employability as a key ongoing agenda item

Employer and Faculty Relations
We began developing a new Career Center Web site (ETA Fall 2020), which includes a faculty-specific page regarding how to partner with the Career Center effectively.

Data Strategy— As an institution, we have successfully created a strategy and have begun implementing surveys that capture employment data for graduates at 120 days, 1 year, and 5 years.

BYU-Idaho Career Center Space Planning— We have completed the first draft set of program requirements with University Resources, FFKR, and other engineering and communications teams. We have also requested funding through stewardship review for communication technology for external and internal displays. We are continuing to develop data and will develop content for this strategy in 2020.

Core Theme 3: Reach

Mission Statement	Core Theme	Strategic Priority
Brigham Young University-Idaho was founded and is supported and guided by The Church of Jesus Christ of Latter-day Saints. Its mission is to develop disciples of Jesus Christ who are leaders in their homes, the Church, and their communities.	**CORE THEME 1: Testimony** Build testimonies of the restored gospel of Jesus Christ and foster its principles in a wholesome academic, cultural, and social environment.	**Discipleship and Learning:** Ground all major academic initiatives on the foundation of BYU-Idaho's mission
		Student Honor: Focus on student honor and integrity and prepare for drifting values
	CORE THEME 2: Quality Provide a high-quality education that prepares students of diverse interests and abilities for lifelong learning and employment.	**Student Success and Retention:** Focus on efforts that strengthen retention and perpetuate student success
		Accreditation: Engage with accrediting bodies as necessary and agencies regarding bylaws, policies, outcomes, and assessment
		Curriculum Improvement: Focus on curricular improvement to help students keep pace with industry changes, develop skills to meet the needs of the marketplace, and implement Institutional Learning Outcomes to broadly prepare students for their future
		Course of the Future: Develop courses that include hybrid elements and create a library of resources that enhance opportunities for the next generations of learners
		Learning, Innovation and Collaboration: Foster a culture where faculty members actively engage in inspired inquiry, innovation, and collaboration to become a light on the hill in the scholarship of learning and teaching
		Employment: Develop a model which unites university efforts, identifies shared responsibility, and increases the percentage of students who obtain meaningful employment or other career outcomes within 120 days of graduation
	CORE THEME 3: Reach Serve as many students as possible within resource constraints.	**BYU-Pathway Worldwide Relationship:** Implement service agreements that enable BYU-Pathway Worldwide to serve students in BYU-Idaho accredited online programs
		Strategic Enrollment Management: Manage enrollments while considering Church-demographic share and student behaviors, strengthen summer session, and develop a concurrent enrollment program
	CORE THEME 4: Affordability Deliver education that is affordable for students and the Church.	**BYU-Idaho Cost:** Minimize the cost of BYU-Idaho in order to support quality education while serving as many students as possible

BYU-Pathway Worldwide Relationship

Overview

Strategic Priority: Implement service agreements that enable BYU-Pathway Worldwide to serve students in BYU-Idaho accredited online programs.

As an institution, BYU-Idaho has been tasked with serving as many students as possible within resource constraints. In its effort to expand its offerings worldwide through online learning, BYU-Idaho and the Church Board of Education acknowledges that there are differences in the needs of online students. BYU-Idaho is working to meet these needs in part through a service agreement with BYU-Pathway Worldwide. The relationship between BYU-Idaho and BYU-Pathway is described at this site.

Stewardship

Helping students succeed in the online learning format has required BYU-Idaho and the Church Board of Education to step back and find a way to meet those needs in a sustainable and improved manner. Five developments have informed the need for change:

A. The *growth* in the number of online students seeking degrees from BYU-Idaho.
B. *Identified differences in the needs of our online and traditional campus students.* Our online students do not fit the definition of "traditional campus student." Most do not live on campus. Most continue to work at their job while taking a class or two online. Most have families to help support. Many have large numbers of transfer credits when they apply (approximately 70% come to BYU-Idaho with an average of 40–42 transfer credits). Many want to finish a degree that they had started either on our campus or at another institution. Most lack the financial ability to leave home, family, work, etc. and come to campus. Many lack the confidence to pursue further education but are encouraged to try through the gathering component offered by BYU-Pathway during the PathwayConnect courses.
C. *The use of market research.* Through local priesthood leaders all over the world, we receive input as to the educational needs of people in their respective areas. Operating under the direction of local priesthood leaders, the church has in place its own welfare program, a part of which is self-reliance education and services. These resources together have provided significant input into what certificates and programs might best bless the lives of church members throughout the world. BYU-Idaho also consults external reports, such as Burning Glass, especially for domestic markets.
D. *Understanding that we cannot offer everything to everybody.* Our original model of trying to offer many of our campus programs with online classes was unsustainable; therefore, only a limited curriculum is offered in the online format.
E. *The complexity of distance advising and mentoring.* BYU-Pathway is focused exclusively on the needs of online students. BYU-Pathway not only provides a system and portal specifically designed for online students, but they use data and analytics to assure ongoing improvement of the online student experience. The BYU-Pathway mentor program is much more focused on persistence, retention, and social support around stall points in a student's lifecycle. This function has been shown to have a dramatic impact in online student persistence and completion. In this sense, they provide a function that doesn't have a direct campus analogue and is complementary to what is traditionally provided for a campus student. In some ways, the BYU-Pathway mentor is more like a persistence coach than a course or career mentor.

Action Plans

Agreements between BYU-Idaho and BYU-Pathway Worldwide that defined the roles of each were entered into and approved by the Board of Trustees in July 2018.

- The purpose of the service agreements with BYU-Pathway Worldwide are to bolster the online student experience through improved support services for the BYU-Idaho online matriculated student. As set forth in the agreements, contracts, and schedules, these services will be fronted by BYU-Pathway to assist the online student with navigating the campus admissions, registration, advising, etc. Our goal is to simplify the student experience through these services in a way that is targeting the online student directly.
- Admissions is being simplified, and online students are admitted based on their completion of PathwayConnect with a 3.0 GPA, or directly to BYU-Idaho's online degrees by fulfilling all BYU-Idaho admission criteria.
- Financial Aid will not be housed in the BYU-Pathway portal but will be a direct link to the BYU-Idaho financial aid website and office.
- New BYU-Idaho online students began being admitted to a new catalog with a limited online curriculum (certificates and degrees) April 2019. These students will receive most student services via BYU-Pathway, which has an advising model uniquely tailored for online students, a Pathway Service Center, and a Pathway Degree Planner that helps students plan and enroll in a certificate-first program. Students who matriculated before April 2019 will continue to be served by the BYU-Idaho Support Center and BYU-Idaho Advising.
- Library services for online students are already available and used by our online students. Each year, more and more of our library resources are available in digital or online formats. Additionally, more digital resources are directly available in the online courses. All learning resources required for online students are now available digitally, and most are low cost or even free.
- Tutoring is part of BYU-Idaho Online Learning and is being offered within the courses by TAs under the direction of the online course instructors in individual sections. Online students are also able to remotely access the campus math and writing labs.
- Our goal is to not only keep campus student services at the level they are now but to learn from our online students about ways we can serve even our campus students better. Simplified curriculum navigation with nested certificates and associate degrees, imbedded online assistance within the LMS, lower cost digital textbooks, etc. are just a few of the ways our campus students have already benefitted by lessons we've learned from our online students.

2020–2021 Action Plan

Dashboard: BYU-Idaho has the responsibility to see that its online students' needs are being met. While several prototypes have been created in the past year, the BYU-Idaho and BYU-Pathway data and service teams continue to work on a dashboard that will help BYU-Idaho to fulfill its oversight responsibility. BYU-Idaho Institutional Research is currently creating that dashboard. In 2021, data will be collected and applied to the dashboard.

BYU-Idaho/BYU-Pathway Services Exchange Team—The relationship between BYU-Idaho and BYU-Pathway Worldwide is governed by the Services Exchange Team. It is led by the Online Vice President and includes executive leadership of student services from both organizations. It provides direction to task force committees in operationalizing BYU-Pathway services for BYU-Idaho online students. In 2021 the Services Exchange Team will track dashboard metrics and use data to improve the student experience.

Following is a chart that shows the various student services provided to BYU-Idaho online students and the responsible task force:

Admissions	Registration and Advising	Support	Communications
Admissions Processing	*Degree Planner/Academic Policies Registration Transfer Evaluation Academic Advising Transitioning students from BYU-Idaho to BYU-Pathway Services Certificate/Degree Awards Student Records Transcript Requests/ Dissemination*	*Front-Line Support (Customer Service)*	*New Student Checklist/ Onboarding Orientation*

Financials	Online Operations	Career Development	Student Well-being
Financial Aid Payments/Bursar	*Course Level Technical Support Course Materials Instructor/Course Student Grievances Academic Support/Tutoring Library Services*	*Internships Alumni Services Career Placement*	*Disability Services Ecclesiastical Endorsement Renewal Title IX Dean of Student Escalations Student Honor Academic Integrity/Disruptive Students*

*Note—The IT and Data Task Forces serve other task forces with their projects rather than providing specific services on their own.

2019–2020 Action Plan

Dashboard— BYU-Idaho has the responsibility to see that its online students' needs are being met. In an effort to assist BYU-Pathway Worldwide and for BYU-Idaho to fulfill its oversight responsibility, an Online Services Dashboard is being created to help monitor how the needs of online students are being met.

- *Show Dashboard*
- *The BYU-Idaho/BYU-Pathway Services Exchange Team provides direction to task-force committees in operationalizing BYU-Pathway services for BYU-Idaho online degree students. These task forces provide oversight for the following services:*

- *Admissions Processing*
- *Front-Line Support (Customer Service)*
- *Grad Plan/Academic Policies*
- *Registration*
- *Transfer Evaluation*
- *Financial Aid*
- *Course Level Technical Support*
- *Course Materials*
- *Disability Services*
- *Ecclesiastical Endorsement Renewal*
- *Payments/Bursar*
- *Instructor/Course Student Grievances*
- *Internships*
- *Academic Advising*
- *Transitioning students from BYU-Idaho to BYU-Pathway Services*
- *Academic Support/Tutoring*
- *Certificate/Degree Awards*
- *Student Records*
- *Library Services*
- *Title IX*
- *Transcript Requests/Dissemination*
- *Dean of Student Escalations*
- *Student Honor—Academic Integrity/Disruptive Students*
- *New Student Checklist/Onboarding Orientation*
- *Alumni Services*
- *Career Placement*

2019–2020 Results Summary.

By our 2020 Report, we will show the 2019 data per the Online Services Dashboard.

Strategic Enrollment Management

Overview

Strategic Priority: Manage enrollments while considering Church-demographic share and student behaviors and develop a concurrent enrollment program

Stewardship

Leverage all BYU-Idaho's practices, policies, tools, and programs to achieve the optimal enrollment, persistence, and success of our students.

Action Plans

Prospective Enrollment

- Develop and refine projections.
- Develop and refine tracking tools with early warning indicators that will give us enough time to make course corrections and influence behavior.
- Work to balance the three tracks, with extra attention on building spring semester.
- Study and plan for changes to church demographics and better understand our share of applications.
- Build a framework for summer session.
- Continue involvement with Student Life (and specifically Admissions) regarding the CES application.
- Manage year-round enrollment.
- Work toward an annual 30-credit average credit load.

Continuing Enrollment

- Study and plan for changes to continuing student populations with the goal to account for and strengthen retention.
- Work with Data Team and SRR to upgrade university "no-show" process to provide more accurate data.
- Continue involvement with the Student Success Council.

Concurrent Enrollment (CECE)

- Application and enrollment growth doubled from last year.
- Waived ACT/SAT admission requirement to allow more students to participate.
- Increase access to CECE program and courses with particular attention placed on age and grade admissions requirements, along with credit limitations.
- Strengthen relationships with BYU Independent Study, church leadership, homeschool programs, and high school administrators to increase applications and enrollment.
- Continue to promote and provide a low tuition cost that lower the relative cost of education for students and their families.
- Creation of dashboards and reports.
- Development of strategic plan.
- Establishment of Concurrent Enrollment Council.
- Dispel myth across campus that CECE students displace matriculated students from classes.
- Monitor academic performance and promote services to struggling students.
- Study and increase matriculation rates to BYU-Idaho.

Core Theme 4: Affordability

Mission Statement	Core Theme	Strategic Priority
Brigham Young University-Idaho was founded and is supported and guided by The Church of Jesus Christ of Latter-day Saints. Its mission is to develop disciples of Jesus Christ who are leaders in their homes, the Church, and their communities.	**CORE THEME 1: Testimony** Build testimonies of the restored gospel of Jesus Christ and foster its principles in a wholesome academic, cultural, and social environment.	**Discipleship and Learning:** Ground all major academic initiatives on the foundation of BYU-Idaho's mission
		Student Honor: Focus on student honor and integrity and prepare for drifting values
	CORE THEME 2: Quality Provide a high-quality education that prepares students of diverse interests and abilities for lifelong learning and employment.	**Student Success and Retention:** Focus on efforts that strengthen retention and perpetuate student success
		Accreditation: Engage with accrediting bodies as necessary and agencies regarding bylaws, policies, outcomes, and assessment
		Curriculum Improvement: Focus on curricular improvement to help students keep pace with industry changes, develop skills to meet the needs of the marketplace, and implement Institutional Learning Outcomes to broadly prepare students for their future
		Course of the Future: Develop courses that include hybrid elements and create a library of resources that enhance opportunities for the next generations of learners
		Learning, Innovation and Collaboration: Foster a culture where faculty members actively engage in inspired inquiry, innovation, and collaboration to become a light on the hill in the scholarship of learning and teaching
		Employment: Develop a model which unites university efforts, identifies shared responsibility, and increases the percentage of students who obtain meaningful employment or other career outcomes within 120 days of graduation
	CORE THEME 3: Reach Serve as many students as possible within resource constraints.	**BYU-Pathway Worldwide Relationship:** Implement service agreements that enable BYU-Pathway Worldwide to serve students in BYU-Idaho accredited online programs
		Strategic Enrollment Management: Manage enrollments while considering Church-demographic share and student behaviors, strengthen summer session, and develop a concurrent enrollment program
	CORE THEME 4: Affordability Deliver education that is affordable for students and the Church.	**BYU-Idaho Cost:** Minimize the cost of BYU-Idaho in order to support quality education while serving as many students as possible

BYU-Idaho Cost

Overview

Strategic Priority: Minimize the cost of BYU-Idaho in order to support a quality education and serve as many students as possible
As an institution, BYU-Idaho supports the strategic priority above by focusing on the following areas:

- Maintaining operating costs and project expenditures costs while maintaining proper quality.
- Appropriately balancing the costs that students bear versus the financial support that the university's sponsor provides.
- Cost per graduate to the Church.

Budgetarily, the Board of Trustees provides constraints for the university in its operating expenses through guideline increases for annual salary increases as well as non-salary expenses. As needed, the university may request new and expanded requests in addition to technology and facility capital expenditures. However, these are all pending Board of Trustees approval. These budgetary constraints greatly facilitate a low-cost operating model as the university seeks to operate within that framework.

Stewardship

The BYU-Idaho Budget Office is primarily responsible for properly budgeting future years' financials as an institution and by department. Additionally, Financial Services is primarily responsible to account for, report, and analyze actuals each month and ensure that proper financial controls are in place to protect the assets of the university. Also, the President's Executive Group has the responsibility to govern the overall financial management of the university and to recommend tuition rate increases and capital expenditures each budget cycle. Lastly, each employee at the university has the individual responsibility to operate within his/her budget and to properly use the funds provided to bless the students attending the university.

Action Plan

The university organizes its efforts according to the following categories:

- Leading Strategic Planning Efforts
- Establishing Student Tuition and Fees
- Providing Quality, Low Cost/Free Course Content for Students
- Budgeting Revenue and Expenses
- Budgeting Capital Expenditures
- Establishing and Monitoring Proper Financial Controls
- Reporting Financial Progress to Each University Steward
- Analyzing Financial Performance

2021 Action Plan
The university's plan for 2021, according to the categories listed above, is as follows:

- **Leading Strategic Planning Efforts**— President's Executive Group, the Strategic Budget Committee and the Budget Office lead the annual strategic planning efforts, which include

annual stewardship reviews, strategic decisions that involve the upcoming year's budget, and material strategic efforts and the associated required resources.

- **Establishing Student Tuition and Fees**— The university sets the annual tuition rate increase close to the inflation rate (recently a 2.7% annual increase) and keeps student fees to a minimum. The budget can still be balanced without requesting that a higher percentage of funding come from the university's sponsor by increasing tuition rates similar to inflation and by increasing salaries and benefits, the largest cost category of the university's operating expenses, greater than inflation as long as there is additional revenue growth from higher student enrollment. If enrollments level-off or decline, the university will need to establish a tuition-rate increase higher than the university has set in the past several years. Other options include decreasing expenses in order to balance the budget and maintain the current percentage of revenue funded by the university's sponsor.

- **Providing Quality, Low Cost / Free Course Content for Students**— The University Store, in working with faculty, seeks to provide print and digital textbooks at the lowest costs possible. The University Store does this by securing textbooks earlier in the process while prices are lower, by allowing students to rent books for the semester, and by providing access to digital versions of textbooks helping to reduce costs, which is especially cost effective for online students living in foreign countries. This also removes the distribution costs associated with academic materials. Overall, the average student at BYU-Idaho spent 60% of the national average for textbooks during the Fall 2019 semester for all required academic materials.

- **Budgeting Revenue and Expenses**— Using budget guideline increases provided by the Board of Trustees, the Budget Office works with each department on campus to adjust next year's budget. In order not to request additional funds from the university sponsor, areas of campus that do not need all their budget for next year have their budgets reallocated to other departments needing additional budget so that the university does not need to request additional appropriated budget dollars. The Budget Office also reallocates some of the funds associated with guideline increases to better utilize those funds. Areas have continued to improve financial efficiencies. For example, Academics continues to minimize under-enrolled courses and improve student credit hours per FT faculty, where warranted. Expenses, as the result of COVID-19, have been covered with budget savings in areas with reduced costs in 2019, and this same process with continue in 2021 to cover ongoing costs due to the pandemic.

- **Budgeting Capital Expenditures**— With input from university stewards during the yearly stewardship review process, the university identifies potential capital expenditures and vets the potential cost and need of the potential capital expenditures. Current projects will continue while all new projects are put on hold for 2021, due to pandemic economic uncertainty.

- **Establishing and Monitoring Proper Financial Controls**— Continued use, familiarity, and new enhancements in the Workday financial system have added increased levels of control. Developed standardized reports, strengthened security, delegation rules, expenditure approval controls, and annual reviews of all security roles will continue. A new travel system reduces costs and improves controls of travel expenditures. Systematic review of contracts, purchase orders, shipments and receiving improved controls. Financial Services also continues to follow previously established policies and reassesses those policies (as needed), follow clear segregation of duties, and regularly reconcile bank statements to the general ledger. Additionally, previously implemented multi-factor authentication helps restrict access to financial and other sensitive information.

- **Reporting Financial Progress to Each University Steward**— Newly developed and improved reports with associated audits make it easier and more effective for cost center managers and analysts to identify accounting issues and monitor expenditures.
- **Analyzing Financial Performance**— Each month, Financial Services reviews and analyzes the university's financial performance to budget at a university-wide level as well as at a department level. Financial Services works with any department whose financial performance is beginning to trend unfavorably to budget and to help ensure that the annual expenses fall within budget.

Historical Strategic Priority Plans

Telling Our Story

Overview

BYU-Idaho launched an institutional campaign in 2016 in order to properly convey to all audiences the types of experiences and skills they can expect while attending BYU-Idaho. The *Ready* campaign continues today. This report showcases what was done in 2018–2019, the messages that were given, and the web analytics.

Stewardship

Provide accurate and consistent messaging regarding the BYU-Idaho experience to all relevant audiences.

2018–2019 Report

1. The *Ready* campaign has been used consistently in 2018–2019. Here are some of the channels in which the message was given:
    a) Light-pole banners and roll-up banners that were put on and around campus before graduation and taken down after the first week of school.
    b) Prominent placement of campaign ads on www.byui.edu that lead users to the www.byui.edu/student-focused website to further explain the campaign.
    c) Pre-devotional reel: Campaign images rotate on the screens in the BYU-Idaho Center before devotional begins.

2. The *Ready* campaign explains that BYU-Idaho is *Student-Focused by Design* by exemplifying the following principles.
    a) *Shared Values*: Because of the shared commitment to live the gospel by everyone on campus—students, faculty, and employees—BYU-Idaho is a comfortable place to learn and grow as a disciple of Jesus Christ.
    b) *Teaching-Focused Faculty:* BYU-Idaho faculty members are not only experts in their respective fields, but they also put teaching and mentoring as their top priority. That translates to more face-to-face time and individualized help for students as they care most about helping students learn and succeed.
    c) *Real-World Preparation:* From internships to practical assignments to career preparation, BYU-Idaho classes are designed to give students real-world experience. So are the thousands of opportunities to participate in a wide array of activities outside the classroom. Students will find opportunities to get involved at every level of responsibility, whether sports, outdoor activities, the arts, service, and more. These programs are organized and led by students, helping them develop confidence and skills valuable to future employers.
    d) *Potential of Every Student:* Whether an academic rock star or the equivalent of the guy playing the triangle in a garage band, BYU-Idaho will help students discover and achieve their potential.
    e) *High-Value Education:* BYU-Idaho operates on the imperative to offer a high-quality education at a low cost to as many students as possible.

3. The webpage byui.edu/student-focused had 150,214 pageviews in 2018–2019 between the main pages and all of its sub-pages. This averages to about 6,258 pageviews per month.

In Fall 2019, after presenting the priority to the Executive Strategy & Planning Council, this *Ready* campaign was considered part of the standard operating procedure for the university. The campaign will continue to explain where the university is focusing. As this is now part of our normal operations, it won't be included in future Strategic Priority reports.