Brigham Young University

Year Seven
Standard One
Evaluation of Institutional Effectiveness

Northwest Commission on Colleges and Universities
February 4, 2022

NWCCU
NORTHWEST COMMISSION ON COLLEGES AND UNIVERSITIES

Institutional Report Certification Form

On behalf of the Institution, I certify that:

- [x] There was broad participation/review by the campus community in the preparation of this report.
- [x] The Institution remains in compliance with NWCCU Eligibility Requirements.
- [x] The Institution will continue to remain in compliance throughout the duration of the institution's cycle of accreditation.

I understand that information provided in this report may affect the continued Candidacy or Accreditation of my institution. I certify that the information and data provided in the report are true and correct to the best of my knowledge.

Brigham Young University

(Name of Institution)

Kevin J Worthen

(Name of Chief Executive Officer)

Kevin Worthen

(Signature of Chief Executive Officer)

1/28/2022

(Date)

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Instructions to the Reviewer

Links in this document will take the reviewer to one of three places:

1) The university website.
   All public-facing pages will display in a new window when the reader clicks the link.
   These are designated as hyperlinks with blue, underlined text.

2) A bookmarked place in the main document.
   These are designated as hyperlinks with green, underlined text.

3) A bookmarked document in the appendix.
   These are designated as blue text with no underline.

Links to evidence referenced more than once within a standard appear only with the first reference.

To navigate between sections, please use the bookmarks provided in the PDF file.

After clicking a link, to navigate back to the previous page go to the toolbar and select "View," then "Page Navigation," and then "Previous View."

Alternatively, on the PC you can select ALT+Left Arrow or on the MAC you can select COMMAND + Left Arrow.

Institutional Overview

Brigham Young University (BYU) was established in 1875. The Church of Jesus Christ of Latter-day Saints sponsors the university. The university is primarily an undergraduate institution, with selected graduate programs of consequence in nearly 50 disciplines. Its Carnegie classification is Doctoral University: High Research Activity. BYU values teaching and research; however, one distinguishing characteristic is that faculty members involve undergraduate students as co-researchers. The Northwest Association of Secondary and Higher Schools (predecessor to the Northwest Commission on Colleges and Universities [NWCCU]) first accredited the university in 1923 (Eligibility Requirements 1, 2).

BYU seeks to develop students of faith, intellect, and character prepared to continue learning and serving throughout their lives. This purpose is further explained in the Mission of BYU and Aims of a BYU Education. BYU strives to provide an education that is spiritually strengthening, intellectually enlarging, and character building, leading to life-long learning and service. At BYU, belief enhances inquiry, study amplifies faith, and revelation leads to rich understanding. As the flagship higher education institution of The Church of Jesus Christ of Latter-day Saints, BYU strives to be among the exceptional universities in the world and an essential university for the world.

BYU offers bachelor's degrees in 190 academic programs, master's degrees in 93, and doctorates in 30. BYU's academic units include 10 colleges or schools; Religious Education; Continuing Education; the Harold B. Lee Library; Undergraduate Education; Graduate Studies; the David M. Kennedy Center for International Studies; 58 academic departments; several university-wide centers or institutes; four museums; and several educational support units. The university is located on a 667-acre campus in Provo, Utah.

As of fall semester 2021, BYU has 34,737 students, including 31,627 undergraduate students and 3,110 graduate students. The number of full-time-equivalent students is 31,012. The students come from all 50 states, the District of Columbia, and 87 countries. For fall 2021, the average ACT score for entering first-year students was 30.0,[1] and the average high school GPA was 3.90.

As of fall semester 2021, the university has 1,528 full-time. This number includes 1,310 full-time faculty primarily assigned to instruction or research, 218 other full-time faculty (e.g., librarians, counselors, vice presidents, associate vice presidents, deans, associate deans, department chairs). There are 620 part-time faculty. The university employs 1,734 full-time administrative employees and 843 full-time staff employees. Part-time employees include 1,095 staff and 13,195 students.

The university president is Kevin J Worthen. The Board of Trustees comprises 14 general authorities and officers of The Church of Jesus Christ of Latter-day Saints. It provides broad direction and oversight.

The university has a five-year plan with three strategic objectives. These strategic objectives emphasize maintaining the university's focus as a student-centered, faith-based institution.

[1] Because of difficulties scheduling tests during COVID, ACT tests were optional for students entering in the fall of 2021. This may have slightly inflated scores for 2021. ACT average for 2020 was 28.9 and for 2019 it was 28.6.

Preface

Institutional Changes Since the Last Accreditation Report

The following paragraphs describe substantial institutional changes since the last accreditation report.

Expanded Enrollment

In 2018, the Board of Trustees approved a 10 percent increase in the student full-time equivalent beginning in 2020. This expansion is occurring incrementally over five years without additional budget appropriations because increased tuition covers the cost. The growth accelerated faster than anticipated in 2020 due to the COVID-19 pandemic. During this time, many students who had previously deferred their admission to serve as missionaries for the Church of Jesus Christ of Latter-day Saints paused their mission service or returned early and subsequently matriculated at BYU.

Changes in President's Council Leadership

There has been a substantial change in President's Council leadership. All vice presidents and assistants to the president are new, except the assistant to the president for university communications. This turnover has been due primarily to retirements. There is also a new member, a vice-president-level individual who oversees the Office of Belonging, as described below.

Establishment of the Office of Belonging

In June 2020, BYU formed the Committee on Race, Equity, & Belonging (CoREB) under the university president's direction to examine race and inequality issues at BYU. BYU leadership believes that BYU can uniquely address these issues with our understanding that each of us is a child of heavenly parents.

President Worthen charged CoREB to review BYU processes, policies, and organizational attitudes and to "root [racism] out," as Russell M. Nelson, president of The Church of Jesus Christ of Latter-day Saints, advised in his joint statement with the NAACP (see https://medium.com/@Ch_JesusChrist/locking-arms-for-racial-harmony-in-america-2f62180abf37).

In February 2021, CoREB submitted its report and recommendations to President Worthen. At the same time, the university released the results from a national diversity and equity campus climate survey administered by the Higher Education Data Sharing Consortium during the fall semester of 2020.

The CoREB report and recommendations focused on increasing a sense of belonging among Black, indigenous, and other people of color (BIPOC). The President's Council studied these recommendations, counseled together for several months, and met with the CoREB committee for further dialogue. Although the President's Council agreed in principle with the CoREB suggestions, it also recognized the need for all students and employees to feel a sense of belonging, including all marginalized and minority populations. A sense of belonging is crucial to student success and the achievement of the Mission of BYU and the Aims of a BYU Education. Therefore, the President's Council developed guiding principles that eventually became the university's official Statement on Belonging. President Worthen introduced the Statement on Belonging (see below) at university conference meetings in August 2021.

Statement on Belonging

We are united by our common primary identity as children of God (see Acts 17:29; Psalm 82:6) and our commitment to the truths of the restored gospel of Jesus Christ (see BYU Mission Statement).

We strive to create a community of belonging composed of students, faculty, and staff whose hearts are knit together in love (see Mosiah 18:21) where

- all relationships "reflect devout love of God and a loving, genuine concern for the welfare of our neighbor" (BYU Mission Statement);
- we value and embrace the variety of individual characteristics, life experiences and circumstances, perspectives, talents, and gifts of each member of the community and the richness and strength they bring to our community (see 1 Corinthians 12:12–27);
- our interactions create and support an environment of belonging (see Ephesians 2:19); and
- the full realization of each student's divine potential is our central focus (see BYU Mission Statement).

In August 2021, the president announced the new Office of Belonging, directed by a vice-president-level individual who will serve as a member of the President's Council. This new office will subsume and expand the Office of Student Success and Inclusion, established in 2018. The Statement on Belonging guides the Office of Belonging and all campus efforts to create the community described therein.

Establishment of the Integrity and Compliance Office

In 2019, BYU appointed the university's first full-time compliance officer and created the Integrity and Compliance Office, a standalone office for compliance, policies, and ethics, separate from the Department of Risk Management and Safety. This office oversees the formal university compliance function that addresses the significant regulatory requirements and complex legal environment in higher education.

Increase in Counseling and Psychological Services Full-Time Faculty Positions

The Academic Vice President's Office has allocated six additional full-time faculty positions to Counseling and Psychological Services to hire mental health counselors. Similar to national higher education trends, since 2014, BYU has seen an increase in the number of students seeking mental health services. Full-time positions are the most scarce resource at BYU, so this move signals the university's commitment to mental health and wellness.

Change in Fundraising Guidelines

In 2018, the Board of Trustees approved revised fundraising guidelines that narrowed the fundraising focus to student financial aid, broadly defined as money paid to or on behalf of students for educational experiences and education-related expenses. These guidelines support BYU's "inspiring learning" initiative. The BYU mission and aims state that a BYU education should be intellectually enlarging, and President Worthen began the inspiring learning initiative as described in this brief video. Inspiring learning includes faculty providing students with experiential learning opportunities, mentoring, and innovative teaching. Inspiring learning's

purpose is to develop students as problem solvers and leaders in their families, communities, The Church of Jesus Christ of Latter-day Saints, and the world. President Worthen has stated that as a result of inspiring learning, these students will become an inspiring source of light and truth throughout their lives. The university's goal is to establish a $120M endowment to expand opportunities to more students; the total endowment and spendable as of September 30, 2021, is $78.2M.

Establishment of the David E. and Verla A. Sorensen Center for Moral and Ethical Leadership

In 2020, the university announced the creation of the David E. and Verla A. Sorensen Center for Moral and Ethical Leadership. The center's cross-disciplinary efforts support its mission to develop students as moral and ethical leaders and establish BYU as an internationally recognized leader in moral and ethical leadership teaching, scholarship (including inspiring learning activities described above), and policy engagement. The center is actively working with faculty and students from a variety of departments and programs, including the Marriott School of Business, the J. Reuben Clark Law School, the College of Family, Home, and Social Sciences, the David O. McKay School of Education, the Philosophy Department, the Biology Department, the Honors program, the Air Force ROTC program, Student Life, Athletics, and Alumni Relations.

Improved Physical Facilities

Four new campus facilities have been completed: the Engineering Building, the West View Building, multiple New Heritage residence life buildings, and the Marriott Center Annex for athletics. The Music Building is currently under construction. Following the completion of the Music Building, the university plans to build an arts building. Each of these buildings has replaced or will replace an existing building or structure as required by the Board of Trustees' long-standing policy for maintaining a consistent amount of facilities square footage on campus.

Employment Standard Adjustment

In January 2021, the Church Educational System (CES) announced that all new hires at CES institutions who are members of The Church of Jesus Christ of Latter-day Saints must hold and be worthy to hold a temple recommend. This standard encompasses faith, testimony, sustaining the leaders of the restored Church of Jesus Christ, and conduct consistent with key teachings and doctrines of the Church of Jesus Christ. More information about this adjustment can be found in this news release, in this message from President Kevin J Worthen to BYU faculty, staff and administrative employees, and in this Q&A.

The CES employment standard and its direct connection to BYU's sponsor, The Church of Jesus Christ of Latter-day Saints, is one example of how BYU continues to pursue its religious mission. BYU affirms that the freedom of religion guaranteed by the Constitution and federal law includes the freedom to operate a religious university without sacrificing distinctive religious beliefs or practices. Other examples include BYU's stated preference of lawfully preferring members of the Church of Jesus Christ in employment, consistent with the federal Title VII employment statute; BYU's status as an integrated auxiliary of The Church of Jesus Christ of Latter-day Saints for tax purposes, in addition to its own IRS recognition of its tax-exempt status; BYU's federal contractor status as a religious educational institution for purposes of federal contracting regulations; and BYU's multiple assertions for over forty years of its Title IX religious exemption. By its terms, Title IX does not apply to an educational institution controlled

by a religious organization if the application of Title IX would not be consistent with the religious tenets of the organization. BYU's most recent assertion of its Title IX religious exemption can be found here, and the most recent recognition by the Department of Education of BYU's Title IX religious exemption can be found here.

Response to Topics Previously Requested by the Commission

None to report, including from the year six policy, regulation, and financial review (PRFR).

Student Success and Institutional Mission and Effectiveness

In writing the year seven self-evaluation of institutional effectiveness report, the university created three workgroups that focused on the following standards:

1) Student academic success (Standards 1.D.1, 1.D.2, 1.D.3)
2) General education institutional learning outcomes (Standard 1.C.6)
3) Student learning outcomes (Standards 1.C.3, 1.C.5, 1.C.7)

Each workgroup consisted of employees and faculty with responsibility and expertise in these three areas. The workgroups met for several months to review the relevant information, reflect on how well the university is doing, and provide recommended actions. The self-evaluation committee members provided additional narrative and supporting materials. The university leadership will consider the recommendations described herein in light of its mission, strategic objectives, and resources. The appendix contains a summary of reflections and future plans from each standard.

Institutional Mission

Standard 1.A.1 The institution's mission statement defines its broad educational purposes and its commitment to student learning and achievement.

BYU was established in 1875 and is supported and guided by The Church of Jesus Christ of Latter-day Saints. BYU seeks to develop students of faith, intellect, and character who are prepared to continue learning and serving throughout their lives. This purpose is further explained in the Mission of BYU and the Aims of a BYU Education. BYU strives to provide an education that is spiritually strengthening, intellectually enlarging, and character building, leading to life-long learning and service.

Improving Institutional Effectiveness
(Eligibility Requirements 4, 5, 6)

Standard 1.B.1 The institution demonstrates a continuous process to assess institutional effectiveness, including student learning and achievement and support services. The institution uses an ongoing and systematic evaluation and planning process to inform and refine its effectiveness, assign resources, and improve student learning and achievement.

The university has an established continuous quality improvement program that assesses its systems, structures, practices, and student learning. This includes comprehensive reviews of academic and academic support units, the annual assessment of program-level learning outcomes, and peer review of teaching. The unit reviews and annual learning outcomes

assessment are well-established processes. The peer review of teaching is in a pilot phase with several units, and there are plans to adopt it institutionally in 2022.

Comprehensive Reviews of Academic and Academic Support Units

The Office of Assessment and Planning conducts unit reviews of 70 academic and academic-related units every seven years on a rotating basis, averaging 10 reviews per year. The office also reviews 55 academic support units on the same cycle, averaging eight reviews per year.

Two primary purposes of unit reviews are to (1) support the unit's continuous improvement and (2) inform unit strategic planning. Each unit introspectively reviews its progress over the past seven years, examines future directions, and plans the appropriate actions needed to achieve its established strategic objectives. The forward-looking emphasis of the review process supports units in strategic planning activities. Information articulated in the unit self-study and collected during the review's on-site visit provides the unit feedback on ways to move forward positively and make necessary improvements to enhance student learning and achievement. The review also closes the evaluation loop by assessing strategic objective achievement during annual strategic resource planning (see Standard 1.B.3).

A unit review includes many steps over several months (see the unit review figure in the appendix). The unit's self-study is the foundation of the review. The academic unit's self-study and the two-day on-site interview focus on the unit's improvement and progress, mission and strategic objectives, learning outcomes and assessment, inspiring learning and student mentoring, enrollment trends, faculty, and future plans. The academic support unit self-study concentrates on responses to previous recommendations, mission and strategic objectives, stewardship and unit structure, services and processes, assessment and evaluation, facilities and resources, and future plans.

For academic units that offer graduate programs, the review also includes an outside critique of a sample of three or more theses and dissertations. Graduate Studies sends the randomly selected theses and dissertations to subject matter experts at other universities. The reviewer provides a written evaluation of the thesis or dissertation and scores it *excellent*, *good*, *fair*, or *poor*.

In 2021, the President's Council approved a new mid-cycle review for all unit reviews at year three. This process will begin with academic units reviewed in fall semester 2020 (mid-cycle review in fall 2023) and academic support units starting winter semester 2021 (mid-cycle review in winter 2024). The purpose of the mid-cycle review is threefold: (1) to encourage unit employees to engage in formal discussions about the unit's progress toward the internal report recommendations, (2) to encourage the unit to identify the action(s) it will take to respond to each recommendation in preparation for the year seven review, and (3) to provide a report to the vice president, dean or director, and the Office of Assessment and Planning on the progress of each recommendation.

Two university councils support and facilitate this process: the University Academic Unit Review Council and the Academic Support Unit Review Council. These two councils operate independently using standard procedures. The review team for each unit review includes three or four council members and two external subject matter experts, either faculty or administrators, from other universities.

More information about the unit review process can be found in the appendix (academic unit review seven year cycle, academic support units seven year cycle, sample unit review

report) and the following websites: https://assessmentandplanning.byu.edu/academic-unit-reviews, https://assessmentandplanning.byu.edu/academic-support-unit-reviews, academic unit self-study template and instructions, academic support self-study instructions.

Annual Assessment of Program-Level Learning Outcomes

Departments assess program-level learning outcomes annually. This assessment is referred to as "closing the loop" and is completed by August 31. This video provides an overview of the process. More details about student learning outcome assessment can be found in Standard 1.C.5.

Peer Review of Teaching and the Teaching Portfolio

Inherent in a commitment to teaching excellence is the need for effective evaluation of that teaching to inform continuous improvement efforts. Institutions of higher education use student ratings as the principal means of evaluating teaching effectiveness because of their simplicity and quantified nature. Yet, the literature is replete with studies that demonstrate the insufficiency of student ratings alone in the formative and summative evaluation of teaching and learning.

Recognizing this gap, BYU commissioned an internal task force to develop a more reliable, impactful process to measure teaching. This process will inform the rank and status (continuing faculty status) process and motivate deliberate and informed efforts to improve teaching across the university.

The process of peer review of teaching is built on three pillars of teaching excellence: (1) student learning, (2) the learning environment, and (3) processes of improvement. Faculty members document their teaching efforts in a teaching portfolio structured around these pillars. The portfolio includes evidence of student achievement of learning outcomes, a description of how the learning environment inspires learning and promotes belonging, and documentation of a faculty member's continuous efforts to improve as a teacher. The portfolio is updated each semester and constitutes an evolving record of teaching stewardship. The portfolio empowers the faculty member to control the narrative of their teaching and constitutes an accurate record to inform and guide continuous improvement efforts.

At each step of the rank and status process, a portfolio snapshot can be taken and provided to peer reviewers, who then use the portfolio as the basis for broad and substantive reviews of a faculty member's teaching.

The university anticipates that peer review of teaching will significantly and positively impact education at BYU. Several departments across campus are currently piloting the process. It is slated to be adopted institutionally in 2022.

Annual Strategic Resource Planning

The university's planning and evaluation process in which resources are assigned is called annual strategic resource planning. Academic unit and academic support unit leadership report their accomplishments for the previous year and plans for the upcoming year. This process is described in Standard 1.B.3.

Standard 1.B.2 The institution sets and articulates meaningful goals, objectives, and indicators of its goals to define mission fulfillment and to improve its effectiveness in the context of and in comparison with regional and national peer institutions.

Measuring Mission Fulfillment

The university measures mission fulfillment through assessment of BYU's core themes, which are the Aims of a BYU Education: (1) spiritually strengthening, (2) intellectually enlarging, and (3) character building, leading to (4) lifelong learning and service. This assessment process is regular, systematic, participatory, self-reflective, and evidence-based.

Each of the four core themes has one or more objectives (13 total) and multiple associated indicators (170 total, *not shown*).

Core Theme 1. Spiritually Strengthening

Objective 1.1. Students strengthen their faith and testimony of the restored gospel.
Objective 1.2. Students increase their knowledge and understanding of "the doctrines, the covenants, the ordinances, the standard works, and the history of the restored gospel."[2]

Core Theme 2. Intellectually Enlarging

Objective 2.1. Students acquire the ability to think soundly.
Objective 2.2. Students acquire the ability to communicate effectively.
Objective 2.3. Students acquire the ability to engage in quantitative reasoning.
Objective 2.4. Students develop an understanding of the broad areas of human knowledge, including historical perspective, science, arts and letters, and global awareness.
Objective 2.5. Students achieve competence in their major field.
Objective 2.6. Students participate in experiential learning.
Objective 2.7. Undergraduate students persist to graduation.
Objective 2.8. Faculty actively produce scholarly and creative works.

Core Theme 3. Character Building

Objective 3.1. Students develop "such moral virtues as integrity, reverence, modesty, self-control, courage, compassion, . . . industry," charity, honesty, temperance, and personal righteousness.

Core Theme 4. Lifelong Learning and Service

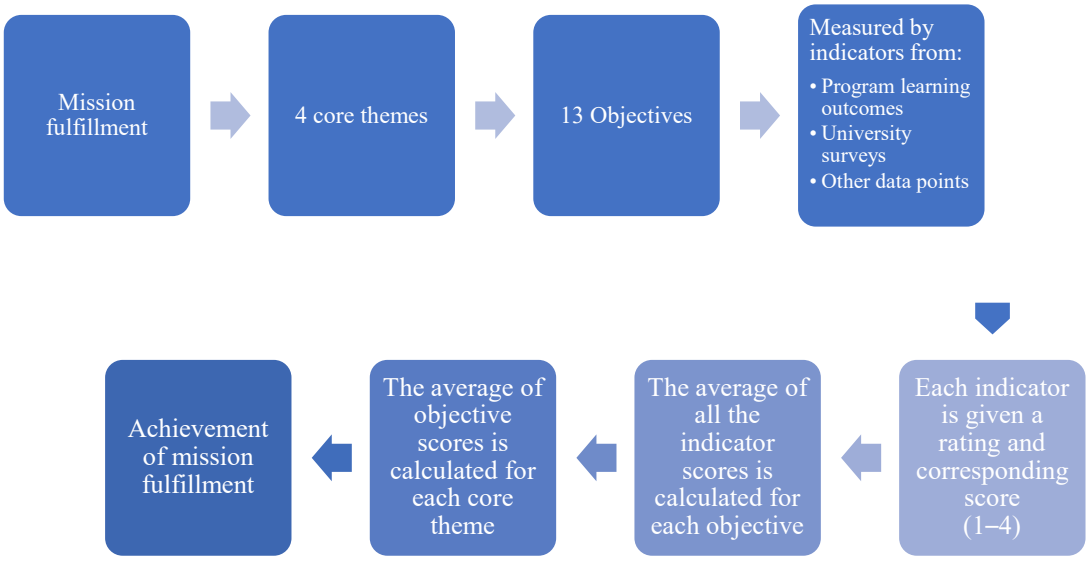
Objective 4.1. Students learn "how to learn" and are prepared "to continue learning throughout their lives."
Objective 4.2**.** Students and graduates participate in lifelong service.

Annually, the Office of Assessment and Planning gives each of the 170 indicators a score. This indicator score is based on university-level data from 24 sources, including the academic department's annual ratings of its program-level student learning outcomes (this learning outcomes rating process is described in Standard 1.C.5).

[2] Quotes are from the Aims of a BYU Education.

The indicator scores are converted to a standard numerical scale and categorized as *excellent*, *good*, *fair*, or *poor* (1–4). The Office of Assessment and Planning then averages all ratings for each core theme objective's indicators. If the average is *good* or *excellent*, then the objective is achieved. If each objective is achieved, then the core theme is achieved. If the core themes are achieved, the university meets its definition of mission fulfillment. Figure 1 illustrates this process.

Figure 1. The Process of Measuring Mission Fulfillment



The assessment results for each academic year are placed in the Core Themes Report. Annually, the university's President's Council reviews the report. Deans, directors, and department chairs also receive a copy of the report. The report is presented to and discussed with the University Curriculum Council (UCC). The university posts a summary of its annual conclusions on its website.

BYU's core themes and objectives are institution-specific, so direct comparison with regional and national peers is not applicable. However, for several indicators, the scores are compared with other institutions. Table 1 displays these indicators and the comparison. The Core Themes Report shows the scores and ratings, including how BYU compares with peer institutions, where applicable.

Table 1. Comparison of Core Theme Indicators with Peer Data

Indicator	Comparison
Undergraduate students persist to graduation	Peer institutions within Utah, NWCCU, and Carnegie class; these data are available on the dashboard at https://data.byu.edu/student-academic-success-indicators
Graduate Record Examination	Subset percentile for a rolling average of multiple years
Law School Admission Test	Percentile overall for a given year
Medical College Admission Test	Subset percentile for a rolling average of multiple years
Graduate Management Admission Test	Subset percentile for a rolling average of multiple years
Dental Admission Test	Subset percentile for a given year
National Survey of Student Engagement	BYU responses compared to the mean of Carnegie classification peer institutions, based on (1) statistically significant differences and (2) corresponding effect sizes
Rank in baccalaureate origins of US doctorate recipients	Rank among all institutions (US and non-US)

Reflection and Future Plans for Measuring Mission Fulfillment

As noted, the university currently uses 170 indicators to measure mission fulfillment. The Office of Assessment and Planning has begun to review existing indicators and will recommend a simplified set of indicators to the President's Council. The university leadership anticipates that this will take substantial time and effort during the next two years.

University Strategic Plan

In addition to specific objectives for measuring mission fulfillment, the university also has a five-year strategic plan. This plan has three primary strategic objectives with associated actions and indicators. An annual report shows progress toward each of these strategic objectives. This strategic plan is posted on the university website and incorporated into university processes (i.e., strategic resource planning and unit reviews). A copy was also distributed to all full-time employees in August 2020. During strategic resource planning (see Standard 1.B.3), units are asked to align their strategic objectives with the university's strategic objectives. The president refers to this plan in the university conference at the start of each academic year. He also annually reports on the plan to the Board of Trustees.

Standard 1.B.3 The institution provides evidence that its planning process is inclusive and offers opportunities for comment by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

Strategic Resource Planning

The university engages in annual strategic resource planning (SRP). SRP is a budgeting, resource allocation, and reporting process that is ongoing, systematic, and comprehensive. All academic colleges, academic departments, and academic support units participate. The most recent year's SRP timeline can be found in the appendix.

Each unit develops and submits an annual progress report and annual plan. The annual progress report includes accomplishments from the prior annual plan, including a description of how the unit used previous funding to accomplish the unit's priorities and to bless students' lives. The annual plan identifies the unit's strategic objectives, yearly priorities, measures of success, and requests for new resources. In the plan, units identify how their strategic objectives and annual priorities link to the university's strategic objectives.

College deans and division leaders review their department's plan and resource requests and decide which requests to fund internally from their budget and which ones to forward to the line vice president. The line vice president reviews proposals and determines which resource requests to fund internally or bring to the President's Council for university funding. The university Budget Office reviews all line vice president requests and supporting information and consolidates the information for President's Council consideration during SRP meetings each August.

In May, college deans present their plans and resource requests to the Academic Vice President's Council. In August, colleges and selected academic support units (on a rotating basis) make in-person presentations and resource requests to the President's Council and the university Budget Office. These presentations focus on the unit's past progress, efforts to support the university's strategic objectives, annual priorities, and resource requests.

The university asks units to show internal reallocations before making any requests. Resource requests are either one-time or continuing. One-time requests are for special initiatives or purchases. Continuing requests include full-time equivalent employee positions (FTE), salary, library collections budget, support budgets for new FTE, and so forth. There are four general funding sources: general endowment, tuition, new Church appropriation, and excess operating budget. Other funding alternatives include fundraising as per approved guidelines, the BYU Trustee/President's Fund, and the University Building Fund.

The President's Council discusses all resource requests, including capital budgets, physical facilities, and information technology needs (described in the year six *Policies, Regulations, and Financial Review*). It then makes funding decisions and approves the distribution of resources. Two main budgeting principles guide the President's Council's decisions:—guideline increases (e.g., salaries, supplies, travel, equipment) and zero-based budgeting (e.g., construction and technology projects).

Once the President's Council and university Budget Office finalize the budget, the university president submits the budget to the Commissioner of the Church Educational System. The next step is the Board of Trustees review, followed by the Church Budget and Appropriations Committee. The final reviews and approvals are by the Council on the Disposition of Tithes and the Church Budget and Appropriations Committee.

Reflections and Future Plans for Strategic Resource Planning

In 2022, the university launched an online resource planning portal. In the past, resource request submissions required entries on multiple separate forms or spreadsheets uploaded to SharePoint or various databases. There were vast differences across units in the level of detail and content provided, making it challenging to draw conclusions about past successes and the feasibility of plans. Calculating the cost of financial and technology requests has also been inefficient. This new portal streamlines, automates, and facilitates submission, access, and use of SRP information. It also facilitates continuous communication between units, vice presidents, and the university Budget Office about fiscal requests. A screenshot of the new resource planning portal is found in the appendix.

Standard 1.B.4 The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it considers such findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, planning, intended outcomes of its programs and services, and indicators of achievement of its goals.

The university monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. The President's Council considers the findings in light of the university's mission and strategic objectives and makes informed planning and resource allocation decisions. An example of the university's response to external and internal environments is described previously in the Establishment of the Office of Belonging.

Internal Environments

BYU monitors its internal environments through several means. The key ones are listed below.

- BYU's assessment practices identify unit areas of strength and areas that need improvement (see Standard 1.B.1). These issues and topics are often relevant to the broader campus community.
- Regular communication with university-wide councils brings pertinent matters to the President's Council's attention. These councils include the Faculty Advisory Council, the Administrative Advisory Council, and the Student Advisory Council.
- The president, the academic vice president, and the assistant to the president for planning and assessment meet over lunch with academic departments on a rotating schedule to answer questions and hear concerns.
- A monthly Dean's Council meeting is held for all academic unit deans, the academic vice president, associate academic vice presidents, and the president to discuss academic matters.
- The university learns of unit-specific and campus-wide issues during the annual SRP process (see Standard 1.B.3). For example, the continual increase in library journal subscription costs was discussed during the last few SRP cycles. The President's Council allocated resources that enabled the library to address this ongoing concern strategically.

- BYU administered a campus climate survey for sexual assault in 2017 and 2021 and a diversity and equity campus climate survey in 2020. Data from these surveys have guided the efforts of the Title IX Office and informed the President's Council's discussions and decisions about increasing belonging (see previous Establishment of the Office of Belonging).
- The university monitors trends in enrollment, applicant demographics, the yield rate, and the potential applicant pool (i.e., the projected number of 18-year-old members of The Church of Jesus Christ of Latter-day Saints in the United States and Canada).

External Environments

BYU monitors its external environments through the efforts described below.

- The university president has regular communication with the Church Educational System Commissioner and the Board of Trustees.
- The Office of the General Counsel and the Integrity and Compliance Office monitor legal and regulatory developments that affect higher education and may affect BYU's ability to pursue its faith-based mission.
- The Executive Risk Management and Compliance Committee (ERMCC) meets quarterly. The ERMCC provides direction and guidance to the BYU compliance program and assists the President's Council in its compliance program oversight. The committee ensures BYU complies with significant legal, ethical, and regulatory requirements. It receives monthly updates on current issues from the Integrity and Compliance Office.
- The Policy Group, composed of the President's Council and the Unified Command (comprising persons from Risk Management and Safety, University Communications, the Office of the General Counsel, and the Office of the academic vice president), is monitoring the external environment during the COVID-19 pandemic. This information informs Policy Group discussions and decisions, allowing the university to respond quickly and effectively. It also enables the university to maintain business continuity, ensuring a safe learning and working environment for students and employees.
- The President's Council continually reads current higher education literature, including the *Chronicle of Higher Education* and communication from NWCCU. President's Council members attend professional conferences and maintain contact with counterparts in other universities. The President's Council generally meets weekly, except for the month of July, to discuss pertinent issues and make decisions.
- Academic units stay abreast of disciplinary trends as they engage in the unit review process (see Standard 1.B.1) and, where applicable, comply with requirements to maintain their disciplinary accreditation.

The most substantial recent effort to monitor external environments is BYU's engagement in a multiyear branding initiative that began in 2019. Effective BYU branding can (1) clarify BYU's mission, including that BYU is different from other schools (including other Church Educational System institutions), (2) help BYU effectively represent The Church of Jesus Christ of Latter-day Saints, and (3) improve general public awareness about BYU. The BYU advancement vice president oversees this project in cooperation with a leading marketing and communication firm, Lipman Hearne. Qualitative and quantitative data were collected in over 30 meetings held with campus community members and from surveys conducted with various public audiences resulting in over 9,000 responses. Testing of brand messages and visual

identity concepts occurred with various audiences, and revisions to the messages and images were made. The brand message and visual identity elements are being rolled out, and a multiyear marketing campaign is being developed. The latest draft brand message is as follows:

> We believe a world yearning for hope and joy needs the graduates of Brigham Young University—disciples of Jesus Christ who are driven by love for God and His children and who are prepared to serve and lead. This preparation demands a unique university model: at BYU, belief enhances inquiry, study amplifies faith, and revelation leads to rich understanding; at BYU, helping students pursue their full divine potential is at the heart of both our teaching and our scholarship. As the flagship higher education institution of The Church of Jesus Christ of Latter-day Saints, BYU strives to be among the exceptional universities in the world and an essential university for the world.

Student Learning

(Eligibility Requirements 5, 13, 18)

Standard 1.C.1 The institution offers programs with appropriate content and rigor that are consistent with its mission, culminate in the achievement of clearly identified student learning outcomes that lead to collegiate-level degrees, certificates, or credentials and include designators consistent with program content in recognized fields of study.

The institution offers undergraduate and graduate degree programs with appropriate content and rigor consistent with its mission, leading to collegiate-level degrees. A list of undergraduate majors can be found in the undergraduate catalog. A list of graduate programs available is located in the Graduate Studies catalog. Student learning outcomes are associated with each degree program as discussed in Standard 1.C.3 below.

Standard 1.C.2 The institution awards credit, degrees, certificates, or credentials for programs that are based upon student learning and learning outcomes that offer an appropriate breadth, depth, sequencing, and synthesis of learning.

Each program offers appropriate breadth, depth, and sequencing, based on student learning outcomes. The undergraduate catalog and the Graduate Studies catalog describe program specifics. Each undergraduate program has a major academic plan, referred to as a MAP sheet, that outlines university core general education requirements, degree program requirements, and a suggested sequence of courses. Student learning outcomes are associated with each degree program as discussed next in Standard 1.C.3.

Standard 1.C.3 The institution identifies and publishes expected program and degree learning outcomes for all degrees, certificates, and credentials. Information on expected student learning outcomes for all courses is provided to enrolled students.

Learning Outcomes

Overview

Program and course learning outcomes are organized and maintained on the Learning Outcomes website. This website is the central repository for all existing program and course learning outcomes. Other BYU systems that publish learning outcomes, such as the undergraduate catalog and Learning Suite, the university's learning management system, pull from the Learning Outcomes website so that all documentation is consistent. For existing programs and courses, changes can be made to the outcomes by individuals designated by the department to maintain the integrity of the curriculum improvement cycle.

Publishing Learning Outcomes

The main sources for public viewing of the expected program and course learning outcomes are the BYU website home page, the undergraduate catalog, and the Graduate Studies website.

- BYU website home page. Program outcomes are public-facing and can be accessed by clicking on the Academics tab. Under Academic Resources, selecting the first option, Catalog (Undergraduate) provides access to a list of colleges, departments, and programs. Program outcomes are published after the program requirements section for each program. Selecting Colleges and Departments provides access to program learning outcomes, as does the section for Majors and Minors. Course learning outcomes can also be viewed on the BYU home page by choosing Class Schedule and selecting the desired college and teaching area. Course learning outcomes can be viewed by selecting "What will I learn?"
- Undergraduate catalog. Program learning outcomes are available by navigating to the colleges, departments, and programs sections. Course outcomes are also published in the undergraduate catalog under the tab Courses. The course outcomes can be located after the course information.
- Graduate Studies website. The Programs tab shows the available programs. The program learning outcomes are listed for 83 programs, and 9 other programs refer students to the department for more information.

Matriculated students can access expected program and course learning outcomes through any of the public-facing mechanisms described above, as well as through three other avenues: the Learning Outcomes website, Learning Suite, and the BYU Syllabi Directory.

- Learning Outcomes website. As mentioned previously, the Learning Outcomes website stores program-level learning outcomes. In addition, the Learning Outcomes website provides access to all course-level learning outcomes. After the college, department, and specific undergraduate program have been selected, all courses are listed in a column on the left. The outcomes appear after choosing a course.

- **Learning Suite.** Course learning outcomes are included automatically for courses in Learning Suite. This is approximately 86 percent of the sections taught at BYU; those courses that use Canvas as the learning management system does not have this option. Learning Suite has a dedicated Learning Outcomes tab for easy access to course learning outcomes. Some sections taught on campus use the Canvas learning management system. Making course learning outcomes available to students is an option available to Canvas users, but it is uncertain how many instructors use that functionality. An example of learning outcomes on Learning Suite is provided in the appendix.
- **BYU Syllabi Directory.** Students interested in finding the learning outcomes of a given course can also access the Syllabi Directory, the central location for syllabi created since fall 2012. At this site, syllabi are available only for courses in which the professor had previously designed and uploaded a syllabus. Students log in, select the semester or term, choose the teaching area, and choose the desired course; the learning outcomes for that course are then displayed. An example of the BYU Syllabi Directory is provided in the appendix.

Student Awareness of Learning Outcomes

The university Senior Survey data collected in 2018, 2019, and 2021 (graduates were not surveyed in April 2020 due to the pandemic) indicate that students are aware of program-level learning outcomes. The appendix includes a summary of these Senior Survey results. The results consistently show that two-thirds of BYU seniors are aware of their learning outcomes, and 90 percent of those students indicate that their academic program helped them achieve the outcomes.

To better understand how BYU students find the *program* learning outcomes, the accreditation workgroup asked faculty in Religious Education, the David O. McKay School of Education, the Marriott School of Business, and Student Life to send a survey to their students asking how they would find a program's learning outcomes. Eighty responses were received. Though the sample was small, the results indicate areas for improvement. Forty-six percent said they would look at the program website, 18 percent woud look at the undergraduate catalog, and 17 percent would look at the BYU website; 15 percent said they would simply Google it, which would direct them to the undergraduate catalog. While students indicate that their first resource would be the program website, a workgroup review revealed that very few undergraduate programs list their outcomes at this location. As noted above, of the 92 graduate programs, 83 list their outcomes on the Graduate Studies website, and 9 link out to the department.

The survey also asked students how they would find the *course* learning outcomes. Twenty-five percent said they would look at the course syllabi. After that, 21 percent of the responses indicated they would use MyMAP as they registered for classes. Another 19 percent said they would look at the learning outcomes tab in Learning Suite, and 19 percent said they would look at the undergraduate catalog. Another option listed by 8 percent of the students was to go through Google, which would lead them to the undergraduate catalog. A small percentage of responses listed the Syllabi Directory (3 percent), the BYU website (2 percent), and the program's website (2 percent) as resources to find course outcomes.

University Initiatives to Support the Development of Learning Outcomes

While it is important to publish program and course learning outcomes and make them available to students, of equal importance is the effort to ensure that outcomes are well formulated. To this end, the university supports various initiatives and programs to support unit

leaders and faculty in developing high-quality learning outcomes linked to student learning assessment. A few are listed below.

- University Curriculum Council (UCC). The UCC scrutinizes new programs and courses. The UCC vets learning outcomes and provides support refinement if needed. The UCC also reviews learning outcomes for existing programs and courses undergoing significant changes requiring UCC approval.
- Graduate Studies Curriculum Council (GCC). The GCC likewise scrutinizes new graduate courses and programs. The council also reviews the learning outcomes when new graduate programs are proposed or when they go through significant changes requiring GCC approval.
- The Curriculum Tools website. This website offers essential information for those working with the curriculum at all levels.
- Center for Teaching & Learning (CTL). The CTL mission is to assist faculty and administrators in improving student learning in the context of the BYU mission and aims. All instructors have access to a CTL consultant assigned to their college who provides resources and individualized support to faculty members on all aspects of teaching and learning, beginning with course design. Initiatives for support involve consultations on writing learning outcomes that align with assessments and provide evidence of student learning. Faculty can find additional resources, including course design and assessment services, for writing high-quality program and course learning outcomes on the CTL website.
- **The Effective Teaching Workshop.** Sponsored by the CTL, the Effective Teaching Workshop provides new faculty with specialized training in establishing well-formulated outcomes linked to assessments to measure student learning accurately. In addition to this three-day workshop, new faculty are provided a mentor from their college and a teaching and learning consultant from the CTL to help them refine their course design and improve student learning.
- Learning Outcomes Reporting Functionality in Learning Suite. One feature available to instructors through Learning Suite is linking all course assignments and test questions to the course learning outcomes. Students and instructors can then observe progress related to the course learning outcomes and refer to course grades. Completing the preliminary work linking all potential evidence of learning in a course to specific learning outcomes provides concrete evidence of how well students achieve each course outcome.

There are also individual college initiatives. Across campus, colleges provide support for teaching specific to college needs. One example of this type of assistance is the The STEM Faculty Institute which was organized by a faculty member who had received a grant for furthering quality teaching and learning in STEM colleges. The institute involves faculty from the College of Life Sciences, the College of Physical and Mathematical Sciences, the Ira A. Fulton College of Engineering, and the David O. McKay School of Education to improve teaching and increase retention in STEM disciplines through more student-centered teaching. A summary of these STEM efforts is included in the appendix.

Another example is the College of Humanities, where faculty attend a retreat called "Camp Assess-a-lot." This is a one- to two-day retreat in which faculty refine the learning outcomes and assessment initiatives within courses and programs. The college has used this process since

2007. These are only two examples of what is happening on campus to continuously improve teaching and learning.

Reflection and Future Plans for Learning Outcomes

This section has summarized the systematic way BYU publishes expected program and course learning outcomes for easy access by the general public and enrolled students. In addition, it described various initiatives that exist across campus that share the common purposes of improving learning outcomes and aligning assessments to make evidence-based decisions that matter. To further enhance student access to learning outcomes, the university will consider the following as possible next steps:

- **Revise where learning outcomes are located in the undergraduate catalog.** Currently, undergraduate program outcomes are found at the end of the program requirements in the undergraduate catalog. The associate academic vice president has tasked the Registrar's Office to place the program outcomes *before* the program requirements.
- **Include program learning outcomes on the program website.** Enrolled students who completed the informal survey on finding program outcomes indicated that they looked at the program website. The college UCC representatives (associate deans) could work with their respective departments to ensure that learning outcomes are more visible on their program website. Graduate Studies is currently collaborating with departments to ensure their graduate program learning outcomes are listed explicitly on the Graduate Studies website.
- **Include program learning outcomes on the MyMAP tool**. When students register for their classes, they use MyMAP, a student academic planning tool that helps them create a graduation plan. When using MyMAP, there is no place where they can quickly see the course learning outcomes directly from that location. The CTL and Enrollment Services could collaborate to prepopulate course learning outcomes from the Learning Outcome website, making them available to students during the registration process.

Standard 1.C.4 The institution's admission and completion or graduation requirements are clearly defined, widely published, and easily accessible to students and the public.

Undergraduate admissions requirements are located in the undergraduate catalog and on the Enrollment Services website. Students can find graduate program admissions requirements on the Graduate Studies website. Information in the catalog and websites are available to the public.

The undergraduate catalog and the Graduate Studies catalog are the official descriptions of programs. Undergraduate MAPs outline how students can complete each academic program on time. Each undergraduate major provides a MAP that contains information on courses that the student must complete before graduation and a suggested course sequence. MAPs are reviewed and updated annually and are available online to any current or prospective student. The Graduate Studies catalog provides current and accurate graduate programs information, including degree and program completion requirements.

Standard 1.C.5 The institution engages in an effective system of assessment to evaluate the quality of learning in its programs. The institution recognizes the central role of faculty to establish curricula, assess student learning, and improve instructional programs.

Assessment of Learning Outcomes Achievement

Overview

In 2007, BYU began developing a comprehensive system to create, track, and assess learning outcomes. Specifically, it developed a system to (1) specify learning outcomes for each program, (2) assess attainment of these learning outcomes, (3) evaluate the assessment data, (4) make improvement plans, and (5) document the process. These efforts began with the specification of program learning outcomes. Enumerating learning outcomes for courses followed. The CTL developed the Learning Outcomes website to make program and course learning outcomes available publicly. In conjunction with the website, the CTL developed the learning outcomes alignment table (alignment table) as an online tool to support the evaluation of program learning outcomes and to document program improvements. The appendix includes a representative sample of the program learning outcomes alignment table and a description of each element. As detailed below, faculty are responsible for program assessment and improvement and for reporting those efforts in the alignment table. Data from the alignment table also inform the university's evaluation of its core themes and objectives (see Standard 1.B.2).

Responsibility for Curricula, Learning, and Improvement

Department faculty-led groups are responsible for program curricula, evaluation of student learning, and program improvements. Each department has one or more faculty members who assume the role of assessment coordinator. They are responsible for gathering evidence of data-driven continuous improvement in student attainment of program learning outcomes and documenting this process in the alignment table. Depending on the program, the coordinators do the work themselves or direct others' efforts.

Programs and courses regularly change based on the university's ongoing cycle of assessment, evaluation, reflection, and action. Departments review proposed changes within the context of current programs and courses. Each department has a curriculum committee composed of faculty. This group works with the assessment coordinators (who may be part of the curriculum committee) to use the learning outcomes evidence, evaluation, and recommendations to propose changes to improve student learning. The curriculum committee and the assessment coordinator/group are not necessarily the same. The former must consider items outside the purview of current learning outcomes, such as input from industrial advisory boards, discipline-specific accreditation, curriculum relevancy relative to current labor needs, and so forth. Small to moderate course-level improvements are the responsibility of the faculty who teach each course.

More extensive changes, such as introducing new programs, program creation, program expiration, or program name changes, are proposed and reviewed by the Academic Vice President's Council, the President's Council, and, when applicable, the Board of Trustees and NWCCU.

The university curriculum proposal process occurs annually. The department faculty or committees initiate curriculum proposals by mid-October of each year through Kuali (an online curriculum management system), which documents the process and tracks the proposal through

every level of approval. Each entry describes the proposed changes, a rationale, and appropriate program- or course-level learning outcomes. The proposals are then acted on by the department curriculum committee and department chair. The proposal is then forwarded to the college curriculum council comprising representative faculty from each department in the college and chaired by an associate dean. This council evaluates the justification for each proposal; the impact on students, resources, and personnel; and the quality of learning outcomes. The proposal may be rejected or approved, or changes may be requested before reaching a decision. Upon approval, the proposal is forwarded to the UCC. The UCC evaluates the justification for each proposal, the impact on students, resources, and personnel, and the quality of learning outcomes. The proposal may be rejected or approved, or changes may be requested before reaching a decision. The process concludes in February. After final approval from the UCC, notification is sent to all appropriate parties. After all university-level approvals are given, updates are pushed to relevant systems such as the course catalog and the Learning Outcomes website. The proposed changes become official on September 1.

In summary, the university has identified responsibilities and processes for reviewing curricula. More details regarding assessing, evaluating, and improving student learning are now described.

Effective System of Assessment

Department curriculum committees are involved in program assessment and improvement, assisted by department assessment coordinators. As mentioned above, the university uses the alignment table to monitor the assessment process across academic programs and to evaluate the effectiveness of improvement plans. The UCC regularly monitors the completion of the alignment table and has been working to improve the culture of assessment and evidence-based improvement. As will be described later, participation in this process has improved each year, and areas for improvement have been identified. Taken as a whole, the evidence indicates that BYU has undertaken a systematic approach spanning several years to create an effective system of assessment to evaluate the quality of learning in its programs.

Each degree program defines its process for assessing and evaluating student attainment of learning outcomes. The university requires all programs to update the alignment table with their results and conclusions each academic year. On August 31 of each year, the university archives a copy of the updated alignment table. During the coming year, programs can review past data and plans, ensure stated actions have been carried out, and determine improvement in student attainment of learning outcomes. This record also allows the university to evaluate how well each program documents the continuous improvement process. Results of program-level learning outcomes assessments are posted on the password-protected Learning Outcomes website. Copies of the alignment tables 2021 closing-the-loop exercise can be found in the appendix.

While BYU has created an effective system for evaluating the quality of learning based on learning outcomes, appropriate assessments, conclusions, and actions planned or taken, the next step is to improve the quality of program assessment. The alignment table is central to that process. The accreditation workgroup reviewed the alignment table program documentation to inform conclusions about the quality of program assessment.

Learning Outcomes Alignment Table Assessment

The learning outcomes workgroup analyzed alignment table information for programs across campus. This workgroup was composed of staff members from the CTL, associate deans,

and faculty members from different colleges/schools based on their university role and experience with student learning assessment and evaluation through their disciplinary accreditations. The workgroup evaluated the alignment table to determine the level at which the system documents are used in (1) assessment of student learning, (2) evaluation of the measured data, (3) actions planned, and (4) actions taken ("closing the loop").

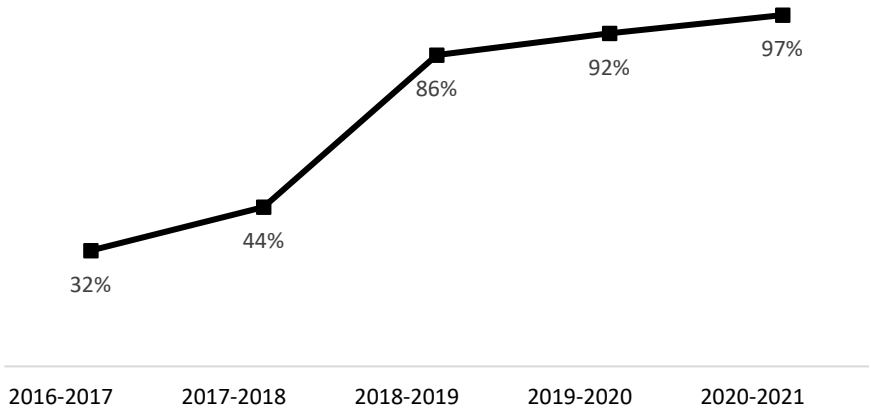
Evidence Gathered. The workgroup gathered three sources of evidence to determine how programs use the alignment table effectively to improve student attainment of learning outcomes.

1) The first data source was the number of programs that update the alignment table each year by August 31. The results indicate the level at which the programs are participating in the process developed by the university to monitor assessment plans and reports and document the use of results to improve learning outcomes across academic departments.
2) The second source was a rubric-based evaluation of the effective use of the alignment table. This review examined the quality of program assessment and improvement as documented in the alignment table. This rubric allowed the university to evaluate the effectiveness of learning assessment plans.
3) Finally, interviews of a sample of assessment coordinators from programs across campus provided the third source of evidence. These qualitative data helped determine the program's level of buy-in and indicate how the alignment table is used internally. The information gathered from these interviews also shows the alignment table's usefulness as a tool to document program reviews and suggestions for improving the alignment table.

Each of these three pieces of evidence is discussed below in detail.

Evidence 1: Usage of the alignment table. Figure 2 depicts the percentage of programs at the university that have updated the alignment table by August 31 over the last several years. When the online tool was first introduced, participation was low. But the fraction of programs has consistently increased each year so that 97 percent of all programs now update the alignment table each year with new assessment data, evaluation of these data, and plans to improve student attainment of the learning outcomes.

Figure 2. The Percentage of Programs Updating the Alignment Table by August 31.



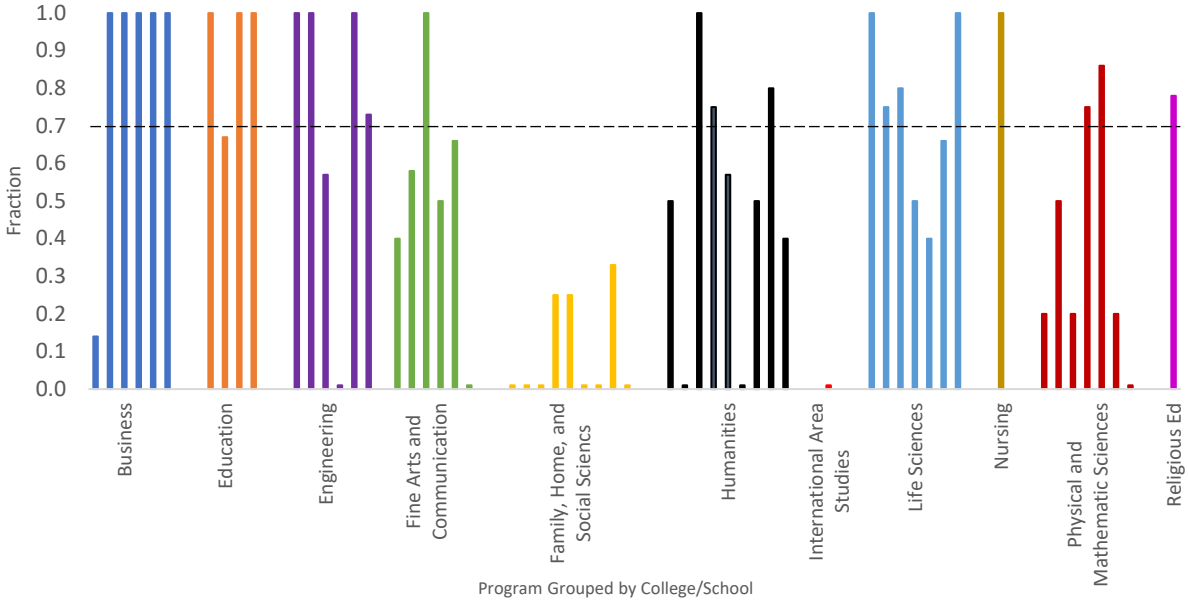
Evidence 2: Effectiveness of learning assessment plans documented in the alignment table. The workgroup collaborated with departments to select one undergraduate program most representative of its undergraduate programs to conduct this review. This review did not include graduate-only departments or schools (e.g., Social Work). The alignment table assessment for each program was completed on a per-outcome basis. Four elements of each program learning outcome were judged against a rubric and assigned one of four scores.

Learning Outcome Elements	Scores
1. Effective learning outcome	E: Exceeding expectations
2. Assessment of student learning	M: Meeting expectations
3. Conclusions based on evidence	A: Approaching expectations
4. Actions taken or planned	I: Incomplete expectations

The process used by the learning outcomes accreditation workgroup for the alignment table assessment, including the rubric, is described in the appendix. The appendix also includes an example entry from the History BA program and the Chemistry BA program.

Figure 3 depicts the aggregate results of program assessments across the university. Each program evaluated is grouped by college or school. The height of each bar represents the fraction of the learning outcomes for the program that met the expected level of attainment for documentation in the alignment table. Specifically, the committee considered ratings of *E* and *M* as meeting expectations and ratings of *A* and *I* as not meeting expectations. The workgroup defined 0.7 (70 percent) as the expected level of attainment for this metric.

Figure 3. The Fraction of Program Learning Outcomes in the Alignment Table Meeting Documentation Expectations



The data in Figure 3 indicate varying levels of proper use of the alignment table to document a continuous improvement of student attainment of learning outcomes. Programs in the Marriott School of Business, the David O. McKay School of Education, the Ira A. Fulton College of Engineering, the College of Life Sciences, and the College of Nursing are doing very well in this regard. This is partially due to the accreditation requirements by discipline-specific agencies. The data also show where improvements need to be made. The College of Family, Home, and Social Sciences (FHSS) needs to document their process in the alignment table better. At the same time, the College of Humanities and the College of Physical and Mathematical Sciences (CPMS) have made progress over the years but still have programs that need improvement.

The most significant conclusion to draw from the data in Figure 3 is that the university "monitors assessment plans and reports and documents the use of results to improve learning outcomes across academic departments" as specified in the Standard 1.C.5 rubric provided by NWCCU. Departments have almost universally adopted the use of the alignment table (see Figure 2). In the future, a university, college, or department committee could use a rubric-based approach to evaluate the plans and reports regularly. Attention can now shift to improving the quality of the process and using the alignment table in each program.

Evidence 3: Effectiveness of the alignment table as a tool. Since developing the original alignment table in 2007, the CTL has upgraded the table by integrating data sources and updating some functionality. The CTL has planned to undertake a major revision to the alignment table based on internal feedback. The current accreditation cycle offered a timely opportunity to gather information for this revision and the year seven self-evaluation report.

To this end, the learning outcomes accreditation workgroup invited assessment coordinators from all undergraduate programs to participate in an interview. Assessment coordinators from 25 programs (45 percent of departments) accepted the invitation. All colleges were represented in the sample. The consistency of responses from these interviews resulted in saturation, and the workgroup determined that additional efforts to increase participation were unnecessary. This interview process and results are described in the appendix.

A key takeaway from the interviews is that most programs have moved from compliance to engagement but still need help and training to improve the quality of their process. In addition, the alignment table could be more functional with a significant redesign with a specific section designated for reporting success on previous goals. Planned improvements to the alignment table, identified through the interviews and the committee's review, are now discussed.

Reflection and Future Plans for Learning Outcomes Assessment

As shown in Figure 2, the university has a solid ongoing process to assess and improve student learning outcomes. Nearly 100 percent of the departments at the university now update the alignment table annually with evidence gathered for student performance on each learning outcome and plans for improvement. In 14 years, the university has moved from only a handful of programs having stated learning outcomes to nearly all programs documenting the process of improvement using the alignment table. This is strong evidence of the administration's commitment to outcomes-based learning and the increasing buy-in of the process at the program level.

While the university has made deliberate and consistent progress over the years, the data in Figure 3 show that there is room for improvement. The interviews indicate that most programs are making good faith efforts to improve, and the data in Figure 2 show that nearly all units fill out the alignment table each year. However, some units are not providing sufficient

documentation of their improvements. Refinements are needed to move the process to the next level and ensure continued student attainment of outcomes.

The accreditation workgroup's efforts to determine the effectiveness of the university's system of assessment that evaluates the quality of learning in its programs has provided invaluable information on how to improve the procedures. The university leadership will consider the following as possible next steps.

Train assessment coordinators. Data for Evidence 2 (see Figure 3) were gathered by reviewing a program's use of the alignment table against a rubric. This process directly assessed the university's continuous improvement performance and generated detailed notes on how each program could improve. These notes could be used for direct training of program assessment coordinators. Initial efforts could focus on those programs not meeting the level of 70 percent attainment.

Conduct a review of programs' efforts toward assessment and improvement. The university may consider inviting the UCC to implement a process in which associate deans collaborate with department curriculum councils to continue to review programs' implementation of assessment and improvement on a regular rotation, using the rubric. Ideally, the university could review programs under the 70 percent level of attainment annually until acceptable performance is achieved. Programs meeting the 70 percent level of attainment could be reviewed less frequently.

Enhance the existing curriculum training for assessment coordinators. The associate academic vice president for undergraduate studies could collaborate with units to ensure all newly assigned assessment coordinators attend the curriculum training at the beginning of their assignment. This training currently emphasizes how to use the Kuali system for curriculum management. There are plans to enhance this training to include the following topics: (1) the need for *effective* and *direct* assessment of each learning outcome, (2) the importance of stating the expected level of attainment as a trigger for improvement actions, (3) the inclusion of data to support conclusions, (4) tracking and reporting results on program improvements, and (5) proper documentation of the process. The interviews conducted to gather Evidence 3 data provided several suggestions to improve the alignment table to document the continuous improvement process more effectively. These suggestions for alignment table improvement are provided in the appendix.

Standard 1.C.6 Consistent with its mission, the institution establishes and assesses, across all associate and bachelor level programs or within a General Education curriculum, institutional learning outcomes and/or core competencies. Examples of such learning outcomes and competencies include, but are not limited to, effective communication skills, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and/or information literacy.

General Education Learning Outcomes

Overview

All students must complete the university's general education (GE) and religious education requirements, collectively called the University Core to graduate. There are six GE program-level learning outcomes. The Aims of a BYU Education mentions some of these as part of three specific skills students should develop: (1) effective communication, and (2) sound thinking, including quantitative reasoning.

BYU has an approved GE assessment plan based on institutional learning outcomes. The GE accreditation workgroup selected the items mentioned in the Aims of BYU Education—effective communication and sound thinking—to assess how well BYU meets Standard 1.C.6.

The GE program-level learning outcome for communication states that "students will be able to communicate effectively with diverse audiences using written, oral, visual, and digital media." GE has no program learning outcome exclusively titled quantitative reasoning. However, the sound thinking and problem solving learning outcome specifies that "students will be able to demonstrate the ability to develop a defensible solution to a problem, evaluate their own and others' strengths and weaknesses of ideas/arguments, and demonstrate the ability to address conflicting perspectives."

The GE effective communication requirement consists of two categories: beginning (first-year writing) and advanced (advanced written and oral communication). First-year writing is completed by taking one course, Writing 150 or English Language 150, as explained on the First-Year Writing website. Students may waive the first-year writing requirement with a score of 4 or 5 on the English Language and Composition AP exam (17 percent of students choose this option).

Students fulfill the advanced written and oral communication requirement by taking courses in the English Department (WRTG 311, 312, 313, 315, or 316) or for business majors, MCOM 320, or by taking an applicable course in their major (18 percent of students choose this option).

Quantitative reasoning requirements also have two categories: beginning (quantitative reasoning) and advanced (languages of learning). Beginning quantitative reasoning may be waived with an ACT math score of 22 and above or an SAT math score of 540 and above. Fewer than 10 percent of students do *not* qualify for the beginning quantitative reasoning waiver. Students can choose from two options to fulfill the advanced languages of learning requirement: (1) an advanced mathematics, statistics, or calculus course (3 credits) or (2) global languages (language competency; requires 3–16 credits). Approximately 20 percent of BYU graduates choose option two exclusively without taking any advanced quantitative reasoning courses. Roughly two-thirds of BYU graduates satisfy both advanced languages of learning options.

Assessment of Quantitative Reasoning

The GE accreditation workgroup's investigation found that institutional learning outcomes and competencies are established. The workgroup evaluated the degree to which they are assessed.

GE program assessment for quantitative reasoning. In 2018, the GE program conducted a sound thinking and problem solving assessment, along with a languages of learning and scientific principles and reasoning assessment, which included quantitative reasoning. This assessment gathered 228 papers from 114 different students (two papers per student) from various sections of relevant GE courses in 16 departments. Nine faculty from eight departments reviewed these papers (no rater scored any papers from their own classes). Raters graded papers on a five-point scale adapted from a rubric created by the American Association of Colleges and Universities. The aggregate score for the assessment was 2.35, which is below the minimum proficiency threshold of 3 established by the rubric.

The indicator subcategories for the assessment achieved the following scores:

- Develop a solution to a problem: 2.38
- Evaluate own ideas: 2.23
- Evaluate others' ideas: 2.36
- Address conflicting perspectives: 2.16

Despite the below-proficient score the learning outcomes achieved overall, there are some positive elements about the consistency of instruction across campus. There were no statistically significant differences in many predictor variables' influence on the scores assigned to the student work samples. Student work sample scores did not significantly vary, whether the course was: (1) taught at the Provo campus, or the Salt Lake Center, (2) taught by a graduate student, adjunct faculty, or faculty rank (assistant, associate, or full professor), (3) taught in a small or large course, (4) taught in a lower-level or upper-level course, (5) taught in a course controlled by the department or by the instructor, (6) taught in a course for GE students or students in the major, or (7) taught in a "hard" science or "soft" science discipline.

Department-level assessment for quantitative reasoning. At the department level, GE-approved quantitative reasoning classes generally use direct and indirect assessments during the semester to assess student mastery of course learning outcomes. For example, Statistics 121 (the largest GE quantitative reasoning class) aligns exam questions on every exam with a specific course learning outcome for direct assessments of student learning. Post-course surveys and student ratings serve as indirect assessments. Statistics 121, however, does not have any long-term assessment of learning outcomes.

Similarly, the Mathematics Department requires students in every calculus class (Math 112, Math 113) to take the same test in any given semester. The test has questions aligned with the specific course learning outcomes (as does the Statistics 121 test) to perform a similar direct assessment of student learning. In this way, course faculty assess the three largest enrollment quantitative reasoning courses.

Accreditation workgroup assessment for quantitative reasoning. The workgroup examined assessment protocols for a sample of programs from departments across the university to better understand how various departments assess quantitative reasoning. Specifically, the workgroup selected one program from two to four representative departments in most colleges across campus. The workgroup deliberately weighted its selection toward programs teaching courses in quantitative reasoning. They began with the assumption that any program that

mentioned using data or quantitative information in the program learning outcomes would actively assess quantitative reasoning skills. This competence ranged from a high level of numeracy to the basic outcome that students show an ability to understand and interpret data. The workgroup's quantitative reasoning assessment results can be found in the appendix.

University-level assessment. The university assesses quantitative reasoning as part of the Core Themes Report (see Standard 1.B.2). The Core Themes Report relies on survey data (National Survey of Student Engagement [NSSE], BYU Senior Survey, and BYU Alumni Survey) and national test data (GRE, GMAT, and DAT quantitative sections). BYU student performance reported in the 2019–2020 Core Themes Report was mixed with results rated as *excellent* for the DAT and BYU Senior Survey, *good* for the NSSE, BYU Alumni, and GRE, and *poor* for the GMAT.

Assessment of Effective Communication

As with quantitative reasoning, effective communication can be assessed by individual departments or by the GE program, Office of Undergraduate Education. The GE program assessment plan is approved by the Faculty General Education Committee (FGEC), and the assessment results are presented to the FGEC. The accreditation workgroup assessed two GE categories for this accreditation self-evaluation: first-year writing and advanced written and oral communication.

First-year writing. University Writing has set specific learning outcomes for first-year writing (Writing 150). Since the 2015 accreditation report, first-year writing coordinators, faculty, and other university partners have carried out various direct and indirect assessments of the GE learning outcomes. They have used direct evidence (rating student papers, including rubric norming and interrater reliability exercises) and a longitudinal qualitative study. Indirect evidence includes mid-semester and end-of-course online evaluations, surveys, student focus groups, and instructor discussion groups. These first-year writing assessments are summarized in the appendix.

Advanced written and oral communication. The Advanced Written and Oral Communication Committee, which reports to the FGEC, composed of faculty from each of the colleges that teach advanced writing, is responsible for assessing advanced writing courses under the direction of the associate dean for GE. The committee presents its findings to the FGEC for approval. The committee supervised the advanced written and oral communication curriculum assessments in 2015 and 2016. The 2015 advanced written and oral communication assessment results are found in the appendix. FGEC has designed an advanced written and oral communication assessment planned for 2022.

Reflection and Future Plans for Quantitative Reasoning and Effective Communication

Quantitative reasoning. Many different assessment activities occur at the course, department, and university levels. This wide variety in assessment methods used, comparisons made, and actions taken are to be expected in a decentralized process in which each department establishes its assessment process. The workgroup found a high level of uniformity of processes and results across these disparate departments and courses. The process seems sustainable with some excellent high points that build on the best practices of meaningful assessment. For example, the Political Science Department intends to prioritize and encourage students to take quantitative skills classes earlier in their education and increase support for research presentations and mentored learning. The Economics Department plans to revamp its curriculum regarding data analysis to better prepare students for jobs requiring those skills. The Human

Development program has added both a methods course and a statistics course and is considering requiring the statistics course for all majors. The Business Management program has modified coursework in response to results gathered from a coursework analysis.

The workgroup's analysis found that assessments of the BYU aims-related skills at the department level are occurring but that studies are rarely longitudinal, nor do they explicitly spark changes in the curriculum, except in a few notable cases as mentioned above. The most significant deficiencies seem to be (1) overreliance on indirect measures or course-specific assessment measures, (2) lack of a comparative university-level direct assessment of quantitative reasoning, and (3) only a small number of assessment activities resulting in meaningful and documented curricular improvements.

Effective communication. The University Writing Office has established institutional learning outcomes for all Writing 150 courses and has consistently assessed those learning outcomes. These assessments have resulted in changes in the curriculum. These first-year writing curricular adjustments are described in the appendix.

To strengthen institutional learning outcomes assessment in the GE curriculum, the university leadership will consider the following as possible next steps:

- **Revise the GE program assessment plan.** A GE assessment plan was authorized in 2015. A prime reason for the university's efforts to redesign the GE program (2017 to present) was to make it more assessable. The proposal for a redesigned GE program has been approved by the UCC and is currently under consideration by the Academic Vice President's Council. Further approvals will be needed from the President's Council, the Board of Trustees, and NWCCU. The earliest the university would implement a new GE curriculum is fall 2024. The university leadership may consider developing a GE curriculum assessment plan as part of the GE implementation plan.
- **Explore the option of creating an office of quantitative reasoning.** Comparing the establishment of learning outcomes and the assessment practices, the university is more successful in assessing effective written and oral communication than quantitative reasoning. One possible reason for the deficiency in assessing quantitative reasoning beyond the program level is the lack of a central university entity such as University Writing. The success of University Writing is a model for how quantitative reasoning could be assessed in an integrated manner to improve student learning. This assessment could transcend departments and majors. As it stands, quantitative reasoning is assessed well in majors that use data extensively and not assessed at all in other majors (such as History) that claim to use data but do not use numerical data. While the GE program does not have the resources to assess quantitative reasoning in its many forms, establishing an office for quantitative reasoning in which departments can collaborate with GE on establishing competencies and assessing them may be beneficial.
- **Improve assessment of advanced writing, including longitudinal analysis.** Assessments of advanced written and oral communication are less robust and less frequent than assessments of first-year writing.
- **Require curricular proposals to show a link to program assessment.** It would be beneficial to have programs making curricular changes that require UCC approval provide explicit documentation of how those changes are inspired by the course and program assessments. This is consistent with the observation and recommendations in Standard 1.C.5.

- **Explore options for strengthening disciplinary writing.** As mentioned, teaching writing adapted for certain majors may be more effective than teaching writing classes designed for a broad range of majors, such as those taught in the English Department. Structural issues inhibit transferring writing responsibilities to major departments; most faculty see themselves as experts in their fields but not in teaching writing. Some departments have been successful (e.g., Dance and Biology) in inviting the English Department writing faculty to design and teach courses specifically for its majors. However, this practice has not gained widespread adoption, purportedly because of the challenges related to compensation for a department to hire adjunct faculty to teach writing or English courses in its department. The university leadership may consider exploring how to strengthen disciplinary writing.

Standard 1.C.7 The institution uses the results of its assessment efforts to inform academic and learning-support planning and practices to continuously improve student learning outcomes.

Assessment Results Inform Efforts to Improve Student Learning

Academic Planning and Continuous Improvement

As mentioned in Standard 1.C.5, the learning outcomes accreditation workgroup interviewed 25 assessment coordinators from various programs in each college to determine how the alignment table is used to document assessment of and improvement in student attainment of learning outcomes. These interviews confirm that evidence of student learning is reviewed and used by faculty to improve student attainment of learning outcomes in two ways. First, faculty use assessment data, student ratings and comments, mid-course evaluations, and other sources to improve course-level learning outcomes throughout the year. Second, assessment data for program learning outcomes are reviewed annually. In some cases, changes are recommended and implemented by the program curriculum committee and reported to the faculty. In some situations—especially in smaller departments—most or all the faculty are involved in improvement discussions. In a few cases in which changes to the program are substantial—more faculty input is sought over an extended period of time. Individual faculty and curriculum committees follow up on the recommendations.

Most programs use courses from other departments to fulfill major requirements. The majority of these "service courses" represent prerequisite skills. Poor student performance in these courses may be detected in subsequent courses offered within the program. Consequently, coordination with the service course department is often informal on an as-needed basis.

The university has five cross-disciplinary programs. These include the Educator Preparation Program (coordinates the preparation of future educators across seven different colleges and schools), International and Area Studies (six majors), Neuroscience, and Animation. Each of these programs has a director or other responsible officer. These programs include cross-disciplinary faculty but function as departmental programs in reviewing student learning outcomes.

Reflection and Future Plans for Using Assessment Results to Inform Efforts to Improve Student Learning

The assessment coordinators who were interviewed were responsible for compiling the data and presenting it to faculty in the annual meeting. In that sense, faculty use assessment data (either as curriculum committees or as a department) to inform programs. However, the preceding alignment table review (see Standard 1.C.5) clarifies that the evidence quality and documentation in the alignment table could be improved for many programs. For future plans, please see Reflection and Future Plans for Standard 1.C.5.

Learning Support Programs Planning and Continuous Improvement

The university provides a wide variety of learning support services. Links to these are below.

Institutional Learning Support

- Academic Support Office
- Counseling and Psychological Services
- Office of Experiential Learning & Internships
- Research & Writing Center
- Student Development Services
- Student Development Courses
- University Accessibility Center
- University Advisement Center
- Career Services
- Y-Serve Center for Service and Learning
- Y-Serve Tutoring Services

Group-Specific Learning Support

- International Students and Scholar Services
- Office of First-Year Experience
- Multicultural Student Services
- Student Athlete Life and Learning Center
- Women's Services & Resources

Program-Specific Learning Support

- College Advisement Centers
- American Heritage Review Room
- Chemistry 105, 106, 107 TA Lab
- Economics 110 TA Lab
- Life Sciences Learning Center
- Math Lab
- Nursing Learning Center
- Physical Science 100 Lab
- Physics and Astronomy TA Labs
- Spanish and Portuguese Language Labs

Many individual courses have assigned TAs, and all full-time faculty have office hours to provide student help.

The university uses sophisticated analytics to proactively identify students who may need academic support through its Early Alert System and the Thriving and Early Alert Stakeholders Committee (see Standard 1.D.3 and Standard 1.D.4).

In addition, learning support services are publicized through other traditional channels: (1) new student orientation provides information about support services, (2) academic support and service units sponsor events and post signs on campus, (3) websites from individual services cross-reference each other extensively, (4) faculty commonly list available services in syllabi, and (5) faculty and advisors refer students to appropriate services.

Reflection and Future Plans for Learning Support Services

The university leadership will consider the following as possible next steps to strengthen learning support services:

- **Explore feasibility of having academic learning support units develop student-centered outcomes.** It is not known the degree to which institutional and group-specific support units have created and published student-centered outcomes for their units. During SRP (see Standard 1.B.3), each unit is invited to submit an annual plan based on their strategic priorities. Each academic support unit reflects on its strategic objectives and accomplishments during the unit review process (see Standard 1.B.1). These units may benefit from more resources to support their efforts to delineate student-centered strategic objectives and measure progress toward achieving those objectives.
- **Create a primary location to host a list of learning support services.** There is no single source to find the various learning support services, even with cross-referencing across web pages. Creating a central website with links to all support services would help students, faculty, and advisors find appropriate services. Further, a section could be included within Syllabus Builder that allows faculty to introduce or remind students of their various support services.

Standard 1.C.8 Transfer credit and credit for prior learning is accepted according to clearly defined, widely published, and easily accessible policies that provide adequate safeguards to ensure academic quality. In accepting transfer credit, the receiving institution ensures that such credit accepted is appropriate for its programs and comparable in nature, content, academic rigor, and quality.

Transfer Credit

The Registrar's Office determines the transferability of undergraduate credit. The undergraduate catalog and the Enrollment Services website prominently display the policies and procedures for evaluating credit transfer.

Students can fulfill BYU general education requirements at another college or university by completing the related courses or earning a qualifying associate of arts or sciences degree. The university publishes transfer guides, institution-specific listings of transfer courses from primary feeder schools that meet BYU's GE requirements. The Registrar's Office annually updates the transfer guides. The student's major advisement center evaluates the equivalency of major requirements.

In evaluating transfer credits to fulfill degree requirements, the university ensures that credits are comparable to its courses. The university maintains articulation agreement integrity through regular collaborations between the university and those institutions with which the university retains formal agreements. The program of study plan includes a policy regarding the transfer of graduate credit (see section three).

Once the university accepts a student for admission, the Registrar's Office sends a notification that directs the student to MyMAP. When the university accepts transfer credit for a student and has an associated equivalency to BYU coursework, the credit will automatically show on the student's MyMAP Plan Courses tab and progress report (e.g., degree audit).

If an applicant or student requires additional assistance in clarifying information regarding the transferability of coursework, full-time advisors in advisement centers or within enrollment services are available to conduct personal interview sessions to explain the university policies.

Standard 1.C.9 The institution's graduate programs are consistent with its mission, are in keeping with the expectations of its respective disciplines and professions, and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. The graduate programs differ from undergraduate programs by requiring, among other things, greater: depth of study; demands on student intellectual or creative capacities; knowledge of the literature of the field; and ongoing student engagement in research, scholarship, creative expression, and/or relevant professional practice.

Graduate Programs

Graduate programs are designed for consistency with the Mission of BYU. Indeed, within this statement, the fourth educational goal regarding scholarly research and creative endeavor sets the standard of "selected graduate programs of real consequence" as the university's general metric. The Aims of a BYU Education provides further guidance on how graduate programs are intellectually enlarging (aim three) and distinct from undergraduate programs in competency, focus, and depth. The document Principles and Characteristics of Graduate Education provides greater detail on expectations for graduate programs. The Graduate Studies dean, appointed in 2021, plans to update this document in the coming year, using feedback from associate deans in the various fields of graduate study.

Achievement of graduate program learning outcomes is evaluated and reported annually. Graduate programs at BYU are also assessed regularly to verify consistency with the expectations of their specific disciplines. BYU's Academic Unit Review Council has responsibility for evaluating departments on a seven-year cycle (see Standard 1.B.1). During this process, external experts work with the council to review graduate programs as part of their assessment of each department. The Graduate Studies office arranges for expert reviews of theses and/or dissertations from each department with a graduate program to further assist in this process. In 2020, Graduate Studies doubled the number of theses/dissertations reviewed during the unit review from three to six from each department to provide a larger and more representative sampling of the quality of graduate student work.

Reflection and Future Plans for Graduate Studies

Graduate Studies is currently working with the CTL to develop a new rating instrument for graduate students in a thesis, project, or dissertation track to provide annual, anonymous feedback about their major professor, committee, and program. These existing and planned processes allow for the ongoing evaluation of discipline-specific expectations of graduate programs.

Student Achievement

(Eligibility Requirements 6, 18)

Standard 1.D.1 Consistent with its mission, the institution recruits and admits students with the potential to benefit from its educational programs. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advice about relevant academic requirements, including graduation and transfer policies.

Admissions

BYU focuses on recruiting and admitting students whose preparation, educational aspirations, and personal goals align with the Mission of BYU and the Aims of a BYU Education. The university's recruiting efforts focus on finding and encouraging applicants who would benefit from and contribute to the BYU experience.

As part of the recruitment effort, BYU encourages prospective students to sign up to receive information years before applying. These individuals receive information about the university and recruiting events in their area. As the persons approach their last year of high school, they receive additional information about the admission application and process.

Recruiting is a collaborative effort across the institution. Departments with programs that require specific talent (e.g., music, art, and athletics) recruit students in a coordinated effort with the Admissions Office. Additionally, the Multicultural Student Services office works closely with the Admissions Office in recruiting students from historically underrepresented populations. BYU's Alumni Association provides support through its staff and chapter chairs for many admission recruiting events. Additionally, the Alumni Association promotes events and includes recruiting information in its marketing materials.

Each year the Admissions Office sponsors several in-person events and a series of livestream broadcasts. The Admissions Office creates a guide (a virtual guide in 2021) and other marketing materials to help students understand the BYU mission and aims and the application process. The Admissions Office also provides both in-person and virtual campus tours.

Not every potential applicant will have the opportunity to participate in a recruiting event or campus tour. Therefore, on its website the Admissions Office provides information about what BYU looks for, recent entrance averages, recommendations about how to prepare for BYU, and a way to contact an admissions representative.

A summary of university policies and procedures is a part of the outreach materials. Complete versions of admissions-related policies and procedures are located in the undergraduate catalog and on the University Policies website. Each year, a copy of the

admission's website is archived, along with the undergraduate catalog, to reference procedures for that year.

Orientation

A primary objective of the Office of First-Year Experience is to provide a year long, high-touch orientation to all students admitted to the university, whether as new first-year students or transfer students. This is accomplished through the following mechanisms:

- **Pre-arrival Mentoring.** Immediately following admission notification, the university provides a first-year experience peer mentor to each new first-year student. The peer mentor welcomes the student, initiates a relationship, answers questions, provides information about important pre-arrival tasks, and refers the student to resources, departments, and individuals as needed. Mentors primarily utilize email, texting (automated and personal), and other technology to connect with students during this time.
- Online Orientation Modules. The university asks new first-year students and transfer students to complete a series of eight online modules before their arrival on campus. Modules include academic requirements (including GE), policies and resources, learning skills resources, student services and support, student life and culture, safety and wellness, and future tasks and deadlines. Students can access this information anytime during their first year. The modules were piloted during summer term 2020, fall semester 2020, and winter semester 2021 when the university was operating under COVID-19 pandemic restrictions. Completion of the online modules is currently not mandatory. However, they will remain available as a permanent fixture of a student's orientation experience.
- New Student Orientation (NSO). The university welcomes first-year students and transfer students to campus two to three days before the beginning of a semester or term for a series of events and activities. The purpose is to orient students to campus and introduce them to their academic/major advisors, program requirements, and other people and resources. Additionally, students participate in activities designed to promote social relationships, a sense of belonging, and further orientation to campus culture. Approximately 72 percent (four-year average) of incoming students typically attend NSO (see NSO Attendance Four-Year Averages in the appendix).
- Peer Mentoring. First-year students are encouraged to continue interacting with their assigned peer mentors throughout their first two major semesters on campus. Whenever possible, a student continues working with their pre-arrival mentor. If the mentor graduates or leaves the program, the university will assign a new mentor. Ideally, students will choose to meet with their mentors face-to-face a few times during a semester. Mentors continue to provide information and respond to questions through email, texting, and other means. In 2019, peer mentors had 21,149 face-to-face meetings with students. Approximately 65 percent of students meet with their peer mentor in person at least once during a typical fall semester.
- **Weekly First-Year Experience Newsletter.** The Office of First-Year Experience sends and highlights important information, opportunities, and resources through a weekly newsletter to all first-year students throughout a student's first year.

The university retention rate is 88 percent. This rate may be a reflection, in part, of the impact of the First-Year Experience program. The proportion of that retention rate that can be explained by student participation in first-year experience programs still needs investigation.

Program efficacy and satisfaction are assessed using student feedback surveys regularly administered by the Office of First-Year Experience. These data help inform the office of student trends and needs that the programs could address. Data includes information from the following sources:

- A post-orientation survey is administered immediately following NSO that gauges student satisfaction with and seeks input about their prearrival mentoring and the NSO experience (see appendix for 2019 New Student Orientation Survey Results).
- An end-of-the-semester survey is sent to all students about their peer mentoring experience (see appendix for 2019 First-Year-End-of-Semester Survey).
- The Office of First-Year Experience occasionally uses focus groups. The last were held during the spring of 2021.
- The Office of Assessment and Planning administered two surveys (pre-arrival and end of the first year) from 2009 to 2019.

In the appendix is a summary of First-Year Orientation Trends, which include the number of face-to-face peer mentor meetings, student satisfaction with their first-year peer mentor, student satisfaction with prearrival mentoring, and the perceived effectiveness and value of the in-person orientation activities held each August.

Advising

All students have access to academic advisement through the University Advisement Center and major advisement centers. Major advisement is decentralized. Each college or school hires, trains, and evaluates its advisement personnel and establishes local advisement priorities. Students can identify the advisors associated with their major programs by accessing their college advisement center website. Co-curricular advisement includes Multicultural Student Services, the University Accessibility Center, International Student and Scholar Services, Preprofessional Advisement, and the Academic Support Office.

Standard 1.D.2 Consistent with its mission and in the context of and in comparison with regional and national peer institutions, the institution establishes and shares widely a set of indicators for student achievement including, but not limited to, persistence, completion, retention, and postgraduation success. Such indicators of student achievement should be disaggregated by race, ethnicity, age, gender, socioeconomic status, first generation college student, and any other institutionally meaningful categories that may help promote student achievement and close barriers to academic excellence and success (equity gaps).

Standard 1.D.3 The institution's disaggregated indicators of student achievement should be widely published and available on the institution's website. Such disaggregated indicators should be aligned with meaningful, institutionally identified indicators benchmarked against indicators for peer institutions at the regional and national levels and be used for continuous improvement to inform planning, decision making, and allocation of resources.

Indicators of Academic Student Achievement

In 2020, The Office of Assessment and Planning convened a nine-person workgroup to identify and define university-level student academic success indicators. This workgroup had representation from the Office of Assessment and Planning, Student Success and Inclusion, Enrollment Services, Student Life, CTL, the David O. McKay School of Education, and the associate academic vice president for undergraduate studies. The workgroup identified indicators for persistence, completion, retention, financial aid (default rate and award rate), academic progress, time to graduation, and post-graduation success. The President's Council approved these as university academic student success indicators.

Eight public-facing academic success dashboards display rates for the following: retention, graduation rate, financial aid (financial aid default rate, financial aid award rate), persistence, and an overall summary. The graduation rates are disaggregated by race, ethnicity, and financial aid status (Pell recipients, subsidized Stafford loan not receiving Pell grant, and not receiving Pell or subsidized Stafford loan). These public-facing dashboard data are based on the Integrated Postsecondary Education Data System (IPEDS) cohort of full-time, first-time, degree-seeking undergraduate students entering the institution during the fall term. These are the data available for peer comparison. (*Note: the reader may consider using an incognito web browser if they encounter problems with the dashboards loading; we are resolving a Brightspot and Tableau interface issue. The appendix also includes a* PDF of each dashboard *for the most recent two years of data.)*

The peer comparisons include three groups: (1) national peer institutions (Carnegie peer schools), (2) regional peer institutions (NWCCU peer schools), and (3) state peer institutions (Utah peer schools). The university selected peer institutions using the following criteria. National peers are universities with the same primary Carnegie classification of Doctoral University: High Research Activity and enrollment of 20,000 or more students (as of fall 2018). Regional peer institutions are those accredited by NWCCU with 20,000 or more students (as of fall 2018) and a primary Carnegie classification of Doctoral University: High Research Activity or Doctoral University: Very High Research Activity (as of fall 2018). State peer institutions are public institutions with a university designation and comparable enrollment. A list of the peer institutions is available in the appendix.

As noted above, the public-facing dashboards are based on the IPEDS cohort of first-time students entering the fall semester. These data do not reflect all BYU students, including transfer students and those who began a semester other than fall. Therefore, to facilitate meaningful analysis of *all* BYU students' academic success, the Office of Assessment and Planning is in the process of creating internal-facing dashboards using a cohort of full-time, matriculated, day-eligible, degree-seeking students entering BYU any time during the academic year. These dashboards will display the abovementioned indicators and BYU-specific academic success indicators described in Standard 1.D.4.

Standard 1.D.4 The institution's processes and methodologies for collecting and analyzing indicators of student achievement are transparent and are used to inform and implement strategies and allocate resources to mitigate perceived gaps in achievement and equity.

Academic Student Success Current Efforts

The academic student success accreditation workgroup met for several months to analyze and discuss data. The comprehensive review results are summarized in this section, and details are included in the appendix.

Perhaps because of selective admissions, high yield, the emphasis on teaching and mentored research, and the rich array of international and experiential learning opportunities, among other factors, BYU's achievement gaps appear—at first glance—to be less severe than those of peer institutions. BYU's minority populations tend to outperform the averages for all students at peer schools for most measures. However, there is still room for improvement. BYU's response to those gaps has been primarily outreach by individual faculty, advisement personnel, and other staff to build capacity in struggling students. Over the last several years, a more robust institutional response has developed, and BYU's current efforts to support academic student success include both structural and interpersonal components.

The weekly Thriving and Early Alert Stakeholders Committee meeting, initiated by the Division of Enrollment Services, brings together representatives from Enrollment Services (including Financial Aid), the Office of Student Success and Inclusion, the advisement community (academic and co-curricular), Residence Life, Counseling and Psychological Services, the Office of First-Year Experience, Student Life, Campus Life, Multicultural Student Services (MSS), International Student and Scholar Services, the University Accessibility Center, CTL, and the BYU associate academic vice president for undergraduate education. The primary purpose of this meeting is to discuss student learning and success. Specific examples of university-wide systems that support student learning and success include the BYU Early Alert tool, D-E-W dashboards, pulse surveys, the student success initiative, and first-year mentoring, each of which is discussed below:

- **BYU Early Alert tool.** The BYU Early Alert tool grew out of a collaborative effort between the Office of First-Year Experience and the Division of Enrollment Services. The tool uses sophisticated analytics to identify students struggling academically and aims to provide early intervention and support to students—especially those vulnerable to equity gaps—who show signs of struggle as early as the second week of the semester. When the model predicts that a student is experiencing an academic challenge, Enrollment Services sends a message to remind them of campus resources

that can help with their specific courses. Advisors can review the dashboards to see who needs their support (see examples of the Early Alert overview dashboard and Early Alert student-view dashboard in the appendix).

- **D-E-W dashboards.** Enrollment Services provides academic leaders with dashboards that display students earning grades of D, E, or W in specific courses (see as sample college D-E-W- dashboard in the appendix). These data allow departments and colleges to understand the D-E-W rate for every course (disaggregated by sex, first-generation status, and minority status). An example of how these data helped support student academic success comes from the Marriott School of Business. The faculty there re-designed the Accounting 200 course to reduce the equity gap for first-generation and minority students by providing second-chance exams.
- **Pulse surveys.** Pulse surveys are conducted with students enrolled in Writing 150 and American Heritage (courses with the highest first-year-student enrollments). These diagnostic surveys are given multiple times during the semester to assess student well-being across different university experience dimensions (e.g., academic, emotional, financial, physical). Examples of pulse survey questions can be seen in the appendix. When students indicate a high degree of anxiety about a given theme, Enrollment Services sends a customized message to them, directing them to campus resources. The peer mentor program coordinator also consults with the assigned peer mentor, reaching out to the student. The peer mentor coordinator can use the weekly Thriving and Early Alert Stakeholders Committee meeting to organize a response to address student needs.
- **Student Success Initiative.** Each year, using factors such as first-generation student status, financial need, and level of college preparation, the Admissions Office identifies between 100 and 200 admitted students who show evidence of academic vulnerability. Enrollment Services established the student success initiative in 2017 as a bridge program to familiarize academically vulnerable students with the university and connect them with campus support services that they can use throughout their time at BYU. Enrollment Services assigns each student to an Enrollment Services counselor and sets up a robust onboarding process. This process includes systematic outreach (through phone calls, texts, and emails), individual counseling appointments, and training modules in the learning management system, Learning Suite (see a Learning Suite sample training module in the appendix). These training modules teach the students about BYU systems, including Learning Suite and MyMAP. The counselors also work with students to find financial aid, identify resources needed for success, and help them register for courses. They provide ongoing support throughout the student's first semester and help them contact other campus support systems.
- **First-year Mentoring.** The first-year mentoring program is a vital part of a university-wide initiative to strengthen undergraduate education (see Standard 1.D.1). It reserves seats for first-year students in specific high-demand GE courses and provides all admitted first-year students with the opportunity for peer mentor support. The program's mission is to lead students to greater success by encouraging learning, inspiring reflection, and building relationships through consistent and focused effort. The Office of First-Year Experience provides all incoming students with the support of a peer mentor. When possible, each first-generation student is paired with a peer mentor who is also a first-generation student (this is possible about 70 percent of the time). The Office of First-Year Experience also sponsors an "ally" program in which

willing first-generation students are matched with first-generation faculty/staff to foster another type of mentoring relationship. The Office of First-Year Experience brings them together for lunch in November. Faculty allies are asked to meet with their assigned students throughout their first year. The Office of First-Year Experience provides funding for faculty and staff allies to take their mentees to lunch twice during that time. Other events promoting financial aid opportunities, stress management, and finals preparation have been held for this group at strategic times during the year.

MSS and the Student Athlete Life and Learning Center (SALLC) provide additional academic student support. MSS annually hosts the Summer of Academic Refinement (SOAR) program. SOAR provides high school juniors from historically disadvantaged, low-income, first-generation, and underrepresented populations with a weeklong experience at BYU. It exposes prospective students to the academic rigors of a college education and increases interactions with members of other minority groups. These efforts prepare students for the potential challenges related to learning in higher education institutions. If a SOAR participant is admitted to BYU, MSS assigns them an MSS advisor who provides the student support before arrival on campus, during their time at BYU, and after graduation.

The Athletic Department has the highest concentration of historically disadvantaged students on campus. SALLC provides support for all newly admitted student-athletes. SALLC's Summer Bridge program enhances minority student-athletes' athletic, social, and academic experiences. Included in this effort is referring student-athletes to on-campus support services. BYU Athletics provides a number of these services for athletes in-house (e.g., financial aid, tutoring, academic advisement, career advisement, learning specialists, and Counseling and Psychological Services).

During each semester and term, SALLC employees review approximately 630 student-athlete's grades during a weekly professional learning community (PLC) meeting. The role of the PLC is to provide a holistic review of student needs. The PLC makes assessments, prescribes resources, and creates or modifies learning objectives for individual students. Each Monday, students who demonstrate substandard academic behaviors meet with a learning specialist to review and evaluate each objective. This process identifies equity and learning gaps in real-time and allows adjustments to meet student needs.

The development of the "total person," as stated in the BYU mission, is directly related to academic achievement. Thus, an evolving grass-roots coalition effort (Wellness Wise Coalition) is being created by faculty and staff across campus, including from Counseling and Psychological Services, Student Wellness, Public Health, Experiential Learning and Internships, Student Connections and Leadership, Undergraduate Education, Financial Services, Mechanical Engineering, the College of Nursing, Social Work, Liberal Arts Advisement, and Career Services. The coalition's work is in the initial exploratory phases.

Although the need for centralized strategies and structures is acute, it remains true that most successful initiatives for both undergraduate and graduate students will take place at the department and college levels. The following summarizes examples of unit-based initiatives to understand and address gaps in opportunity and achievement among students.

The College of Family, Home, and Social Sciences is gathering data through both the efforts of their college's Diversity, Collaboration, and Inclusion (DCI) Committee and the results from their senior survey to see how some outcomes vary among different groups (e.g., outcomes such as experiential learning participation and acceptance into graduate programs). More data

related to in-class success needs to be gathered and analyzed to identify achievement gaps. The following are data from between 2012 and 2021:

- Non-White students who applied to one or more graduate schools: 40.4 percent
- Non-White student applicants accepted to one or more graduate schools: 66.1 percent
- White student who applied to one or more graduate schools: 43.4 percent
- White student applicants accepted to one or more graduate schools: 78.9 percent

Family, Home, and Social Sciences is tracking advisement center visits disaggregated by race. They also track internship, study abroad, club, and student academic association participation, as described in Table 2.

Table 2. Family, Home, and Social Sciences student participation in academic-related activities

Race/Ethnicity	Sample Size	Internship (2012–2021)	Mentored Learning (2012–2021)	Student Clubs (2020–2021)	Study Abroad (2020–2021)
All	N = 4258	68.8%	46.3%	12.9%	5.4%
Non-White	N = 557	67%	45.2%	13.3%	5.4%
White	N = 3686	69.1%	46.4%	12.7%	5.4%

Family, Home, and Social Sciences created a research academy that involved first-generation students and students from minority populations. The academy helps connect these students with faculty mentors to work on research projects together, and it helps them prepare for graduate school and work post-graduation. Hopefully, the academy will reduce the gaps between non-Whites and Whites in graduate school applications and acceptance rates.

The Family, Home, and Social Sciences DCI Committee and the assistant dean over diversity, collaboration, and inclusion will be developing plans to encourage the college to help lessen the gaps in achievement by some subsets of its student population (such as ethnic and racial minorities). The assistant dean is also working to address the mental health issues that some students face.

The College of Life Sciences notes that several programs require students to take the standardized Educational Testing Service (ETS) Major Field Test for Biology. They plan to analyze the results to identify achievement gaps. The Department of Public Health analyzes disaggregated data from the alumni survey and graduating senior exit survey to assess how well graduates feel they achieved competencies and program-level learning outcomes and to determine their employment status. They also ask employers about BYU students' professional knowledge and ability, attitude and demeanor, interaction with colleagues and staff, preparedness to enter the workforce, and overall performance. The Department of Biology measures gaps in achievement by identifying all new incoming students (first-year, transfer, and new majors) who are multicultural or first-generation students. They are given a faculty support mentor and assigned a specific academic advisor. This advisor intervenes when there is evidence of declining performance. The department annually reviews and tracks the performance metrics for BIPOC and first-generation students by major and by major core classes.

The J. Reuben Clark Law School tracks graduates who complete the bar exam. Of the 14.86 percent who failed the bar exam between 2012 and 2018, 40.26 percent identified as some ethnicity other than Caucasian, though only 16.99 percent of test takers identified as other than

Caucasian. These troubling findings show that certain populations of BYU Law graduates are bearing a heavier bar failure burden than others. More research into what inequalities exist within the law school systems that account for this disparity in bar passage would be beneficial.

Ten years ago, the College of Humanities began holding student breakfasts with the dean, and these have now extended to the College of Family, Home, and Social Sciences. The Liberal Arts Advisement Center (serving both colleges) organizes the breakfasts. These events have been a powerful tool to gather information and perspectives from students. During the latest semester, the colleges invited BIPOC, international, and first-generation students and students with a low (below 2.5) GPA to participate. Following each breakfast, the deans and the assistant dean for advisement discuss what was learned. They plan the next steps and resources needed to address the identified needs.

Academic Student Success Indicators and Analysis

Overview

As the efforts described above and the following data illustrate, the university has assumed a more assertive stance in identifying and closing achievement gaps. It now has a clearer picture of the gaps and where the focus should be.

The university has identified eleven academic student success indicators (see Table 3 and Standards 1.D.2 and 1.D.3). Using IPEDS cohorts as comparisons, BYU can benchmark student success across peer institutions. BYU has also disaggregated the data for each of these indicators. The indicators and the disaggregation factors are listed in Table 3 and Table 4. This section contains the workgroup's analyses of each indicator and identifies gaps in student success.

A table containing disaggregated fall enrollments for the past seven years is provided in the appendix to provide context for BYU student achievement gaps. The data are reported in percentages in the tables and throughout this section. The reader should note that some subpopulations are small, and the N-sizes vary from year to year. This results in a consistent amount of variability, making it challenging to identify trends in student success gaps.

Table 3. BYU academic student success indicators and timing

Indicator	Criterion or Timing	Cohort
Graduation	6-year and 8-year rates	IPEDS
First-year retention	First-year students	IPEDS
Persistence	After 1 year of no BYU enrollment	IPEDS
Third-semester retention	Third semester	Day-eligible, matriculated
Financial aid award rate	Eligible for financial aid	First-time, full-time students
Financial aid default rate	Annual report from the Department of Education	All matriculated students
Declared major	Each major semester	Day-eligible, matriculated
2.0 or higher GPA	Each major semester	Day-eligible, matriculated
66 percent or higher credit completion	Each major semester	Day-eligible, matriculated
Cumulative student loan debt	At graduation	BYU graduates with student loans
Post-graduation success	6 months after graduation	BYU graduates

Table 4. Student characteristics used to disaggregate student success indicators

Characteristic	Definition
Gender (female/male)	Binary category self-reported by student
Race/ethnicity	National Center for Educational Statistics categories self-reported by the student
First-generation status	Neither parent completed a 4-year degree; self-reported by the student
Pell-eligible first semester*	Eligible to receive a Pell grant based on family income, reported by BYU Financial Aid Office
Non-traditional age	Older than 25 at first enrollment or older than 25 after a 5-year enrollment gap

*First-semester Pell-eligible provides a more accurate estimate of family income and socioeconomic background since at BYU it is common for students to marry after the first year or later and then become Pell-eligible.

Peer Comparison Overview

As detailed previously, BYU identified three different peer comparison groups (see Standards 1.D.2 and 1.D.3). IPEDS outcome data show that BYU compares favorably with its peer institutions on traditional success measures such as retention, six-year graduation rate, and persistence, as shown in Table 5 below and on the public-facing dashboards.

Table 5. Peer comparison of selected student academic success outcomes–IPEDS cohort

	First-year retention* (2017 cohort)	Six-year graduation rate (2014 cohort)	Six-year graduation rate for non-White students** (2014 cohort)	Six-year graduation rate for all Pell-eligible students (2014 cohort)	Persistence± (2010 cohort)
BYU	88%	76%	50–77%	78%	6%
Utah Peers	70%	40%	27–50%	37%	25%
NWCCU Peers	80%	58%	38–62%	49%	22%
Carnegie Peers	78%	58%	34%–63%	47%	27%

* For full-time students
** Does not include nonresident aliens
± IPEDS now refers to this as the percent subsequently enrolled at another institution

Six-Year Graduation Rate

Peer institution comparison–IPEDS cohort. BYU compares favorably with peer groups for the overall six-year graduation rate. Like peer institutions, BYU has a substantial gap

in the six-year rate among non-White students (see Table 5 and https://data.byu.edu/student-academic-success-indicators/graduation-rate).

BYU six-year graduation disaggregated data—IPEDS cohort. The data reveal significant gaps among student groups for the six-year graduation rate. Asian and White students are graduating at much higher rates than American Indian/Alaska Native and Native Hawaiian/Other Pacific Islander students. In addition, first-generation students and students Pell-eligible their first semester also graduate at lower rates than continuing-generation students and students who are not Pell-eligible. BYU's six-year graduation rate appears to be trending down slightly, and much of this decline is attributed to the steep graduation rate decline among male students who started in 2013 cohort. The 2013 and 2014 student cohorts' compositions are unique in size, gender, and academic preparation. This is attributed to a policy change that lowered the age at which members of The Church of Jesus Christ of Latter-day Saints can serve 18 month or two-year missions. After this policy change, many more students served missions between their acceptance and first enrollment. The university will need to closely monitor its six-year graduation rate to see if this is an anomaly or a pattern that needs attention. A detailed disaggregated six-year graduation data table is in the appendix.

Retention

First-year retention, peer institution comparison—IPEDS cohort. The first-year retention rate for BYU students compares favorably with its peer institutions. Also see Table 5.

Third-semester retention, BYU disaggregated data–IPEDS cohort. BYU also measures retention by looking at students who return for their third major semester rather than fall enrollment in a second year, which is typical for most institutions and is reported by IPEDS. This time-frame choice is because, historically, 30 to 45 percent of students interrupt their academic enrollment after their first or second semester to serve a mission for The Church of Jesus Christ of Latter-day Saints. This means that their third semester might be after a two-year gap in their enrollment, an indicator more meaningful for BYU than a second-year retention. This third major semester rate has changed more recently because, as noted above, many students are deferring before their first enrollment. Yet a third-semester enrollment indicator is still meaningful for BYU.

Most racial/ethnic minority groups retain above 90 percent every year (see the detailed retention data table in the appendix). This rate may be due to BYU's robust first-year support program (see Standard 1.D.1). However, rates among American Indian, Black/African American, Native Hawaiian/Other Pacific Islander students are often lower (i.e., in the high 80 percent range). The three groups with consistently large gaps are first-generation students, older students (over 25 at their first enrollment), and students who are Pell-eligible in the first semester.

Persistence

Persistence, defined as students who leave BYU but continue at another institution, is low. The persistence rate has ranged between 6 and 8 percent in past years. The university does not systematically collect the data that would permit disaggregating this group of students to determine which groups persist after leaving BYU.

BYU-Specific Academic Success Indicators

BYU selected five indicators to measure student academic progress. These first three indicators give insight and bridge the gap between first-year retention and graduation data. Together, these metrics measure that students have a major degree program and select and pass

classes that lead to progress in their program. These indicators are (1) major declared, (2) GPA above 2.0, (3) credit completion above 66 percent, (4) cumulative student loan debt, and (5) post-graduation success. These are internal metrics, so comparable data from peer institutions are not available. The data described below represent the BYU day-eligible matriculated cohort, including transfer students and those who started sometime other than the fall semester. This is in contrast to previous data representing the IPEDS cohort (i.e., first-time, fall-semester students).

Major declared. BYU students are accepted into the university rather than into specific colleges. Students are not required to have a major selected to enroll and are only required to have a declared major after they have earned 60 credits. Having a declared major indicates that a student has chosen an academic path, and it connects students directly with a college advisement center. Over 90 percent of students in each fall semester have a declared major. The only group with lower declared-major rates are Native Hawaiian/Other Pacific Islander students. These major declared data are available in the appendix.

GPA 2.0 or above. Students must have a cumulative and a semester GPA above 2.0 to be in good academic standing, to be eligible for federal financial aid, and to graduate. While most students earn above a 2.0 each semester, there are differences in this rate among certain minority student groups. Hispanic, American Indian/Alaska Native, Black/African American, Native Hawaiian/Other Pacific Islander, and students older than age 25 at first enrollment consistently earn a GPA above 2.0 at rates lower than the overall average. These GPA above 2.0 data are available in the appendix.

Credit completion above 66 percent. To make adequate progress toward graduation and remain eligible for federal financial aid, students must complete at least 66 percent of the credits they attempt each semester. The percentage of overall students who complete more than 66 percent of their attempted credits is over 90 percent. However, there are gaps among some minority student groups. For most fall semesters, American Indian/Alaska Native, Black/African American, Native Hawaiian/Other Pacific Islander, Hispanic students, and students over age 25 at first enrollment have lower rates of meeting this metric. These credit completion data are available in the appendix.

Cumulative student loan debt. Most BYU students graduate with no loans processed by BYU. For the past five years, the percentage of students who graduated with any loans ranged from 26 percent in 2017 to 22 percent in 2020. In an analysis of three years of cohort data, there is not a consistent pattern of which groups have more debt. This will be something the university will continue to track. These cumulative student loan debt data are available in the appendix.

Post-graduation success. Nearly 90 percent of students achieve their desired post-graduation outcome within three months. Only 4–5 percent of students are still seeking their desired outcomes by six months. This latter group grew to 8 percent in 2020, for reasons most likely associated with the pandemic. Post-graduation outcome data for this analysis are available in the appendix.

Analyzing post-graduation success among racial and ethnic groups is challenging for two reasons. First, the number of these students enrolled is small, so there are few potential graduates. Second, graduation rates are lower for these groups; third, the number of students who respond to the senior survey is small. However, data reveal some differences between race/ethnicity categories and first-generation students for post-graduation indicators.

Post-graduation, non-White females are more frequently employed part-time, more frequently report lower salaries, and find employment before graduation less often than students overall. Non-White female students more often report other employment outcomes (e.g.,

homemaker, volunteer service, military, still seeking further education but not enrolled) six months after graduation than students overall. As far as racial or ethnic differences with other groups for this outcome, the data are inconclusive due to small cell sizes or no data. For continuing their education post-graduation, Hispanic/Latino students, Black/African American or Native Hawaiian/Other Pacific Islander often enrolled less frequently than students overall.

There are also differences in post-graduation indicators among first-generation students. Post-graduation, first-generation students less frequently report enrolling in a continuing education program than students overall. First-generation students report finding a job before graduation less often than students overall. They also report lower average salaries than students overall who are employed full-time. First-generation students also less often report having a gap year following graduation.

First-generation students find employment more often by using campus resources, fairs, faculty, friends, and family. Continuing-generation students are more likely to use online sites such as LinkedIn and networks from their internship. Both first-generation and continuing-generation students were likely to have completed an internship.

In summary, BYU has work to do to reduce these student achievement gaps. BYU's most significant challenge is to provide better support for students in these categories: (1) first-generation, (2) Pell-eligible, (3) first enrollment at age 25 or older, and (4) students in the three race/ethnicity groups– American Indian/Alaska Native, Black/African American, and Native Hawaiian/Other Pacific Islander. Although these data are instructive, a multivariate analysis may provide more insight into which groups may be most vulnerable for poor academic performance. The following section provides an overview of action steps the university leadership will consider to reduce these gaps.

Reflections and Future Plans for Academic Student Success

Solutions to resolving gaps are both programmatic and cultural and require that every community member be informed, empowered, and celebrated for efforts to care for the most vulnerable students. That is, an *ethos*, or a community commitment, repeatedly articulated and shared at all levels, can guide and discipline structural and programmatic responses. The university leadership will consider the following as possible next steps.

Improve the availability and consistency of university data. Data sets that reveal gaps should be consistent, accurate, readily available to all campus units, and benchmarked with national peers. Likewise, decision makers would benefit from the Office of Assessment and Planning's expertise if it published annual executive summaries for each data set for use by those charged to address gaps in achievement (e.g., advisors, faculty and faculty leaders, administrators). The Office of Assessment and Planning might take a more active role in summarizing the data so that data consumers can dedicate more time to program improvement. As an added data source, the university may explore the option of administering the Thriving Quotient survey, evaluating the findings, and adjusting practice accordingly.

Create an academic student success executive council. As noted, the university has well-established efforts for academic student success that are primarily decentralized. Closing achievement equity gaps requires greater coordination among all campus entities. Coordination of these efforts is necessary to prioritize resources, including funding, reduce overlap in services, and ensure all efforts to increase academic student success align with the university's strategic

objectives and align with the Statement on Belonging. A more organized effort could increase communication, cooperation, and accountability among all involved parties.

To this end, the President's Council may consider developing a formal academic student success executive council chaired by the Office of Belonging with membership from the following offices, groups, or individuals: the Office of Student Success and Inclusion, academic advising, Career Services, the Office of Assessment and Planning, the Office of First-Year Experience, Division of Enrollment Services, Athletics, the Faculty Advisory Council, the Faculty Center, Multicultural Student Services, the International Student Office, and the associate academic vice president for undergraduate studies. The purposes of this executive council would be threefold: (1) to annually review academic student success data to monitor equity gaps, (2) to make recommendations to the President's Council for new initiatives or actions that would increase academic student success, and (3) to vet proposals from the university community members or groups related to increasing academic student success.

Create a comprehensive strategy for academic student success. As noted above, improving academic student success is decentralized across several offices. The 2018 creation of the Office of Student Success and Inclusion and naming an assistant to the president were steps toward a more unified and coordinated approach. A comprehensive strategy is still under development. This comprehensive strategy could include coherent, supporting organizational structures and clear lines of stewardship and accountabilities to address achievement gaps and coordinate supports and services. Such a comprehensive strategy may include institutional context and integrity fundamentals, consisting of the following five elements.

(1) Engage the faculty. Enlisting the deans, the Faculty Center, and the CTL to inform and engage faculty in helping close achievement gaps will be important for this strategy to succeed. Three specific actions for this group are noted below. The university leadership will consider these as possible actions.

- Develop a comprehensive professional development program for faculty focused on student flourishing, especially as applied to underrepresented populations.
- Seek to understand how pedagogy affects D-E-W rates (BYU's lowest grades) in underrepresented populations, especially in first-year, gateway, and GE courses. This information should be shared with the faculty. Pedagogy should be focused on student flourishing, and the needs of diverse learners benefit both diverse and majority learners.
- Increase faculty involvement in the work of the Thriving and Early Alert Stakeholders group. Scaling up Early Alert activities to effectively leverage faculty interests, commitments, and expertise in promoting student thriving may be beneficial.

(2) Expand advisement's role. Aligning the greater advisement community's efforts (academic, co-curricular, faculty, etc.) and strengthening advising capacity are needed. University-wide efforts initially might focus on those students who experience achievement gaps. The university leadership will consider these as possible actions.

- Improve coordination of faculty advisors and academic advisors. This may be done through the first-year seminar proposed in the new GE program or the Thriving and Early Alert Stakeholder group.
- Focus on increasing major certainty. The University Advisement Center might focus on students' major degree certainty, given that certainty is a proven pathway to thriving.

Good academic and career advisement includes helping students plan with intention and become more certain in their major choice.

- Ensure that the Student Success Hub (Salesforce product now in implementation) and other tools such as the Early Alert dashboard are configured to help advisors collaborate to easily identify, engage, and track students at risk for underachieving.
- Strengthen the Office of First-Year Experience's ability to provide a comprehensive, correlated, and accountable prearrival advisement program. These efforts are crucial to supporting advising. This approach would focus on targeted groups of students. Specifically, possible actions could include the following: (1) identify and assess all prearrival university-sponsored activities to develop a coordinated strategy, (2) coordinate with advisors and faculty to organize "rescue missions" early in the first semester and after the first semester to bridge gaps between first- and second-year students, (3) identify needs and gaps for students between the first and second years, and (4) in conjunction with Enrollment Services, include a message about "belonging" in recruitment, admissions, and post-admissions communication.

Both proactive and developmental advising are critical pieces to student success. The following are issues to be considered to strengthen both advisement facets:

- Encourage proactive advising grounded in theory, research, and best practices; advising should build on student strengths.
- Develop intervention scripts for all employees who interact directly with students to coordinate proactive and early advisement.
- Enhance and increase proactive and early personal interventions for struggling students through the Academic Support Office and other units. These efforts could go beyond notifying a student of problematic academic standing, including following up on intervention plans.
- Explore increasing resources to allow the Academic Support Office and other advisement units to expand and systematize proactive advisement.
- Take steps to improve student-advisor ratios. Developmental advisement requires an appropriate student-advisor ratio. The university could consult industry standards to determine the degree to which it aligns. Means to improve the ratio may include allocations of additional advisement FTE or strategic distribution of FTE to units with credible plans to close achievement gaps.

(3) Engage the new Office of Belonging in the student success strategy. The following principles and actions may be incorporated into the Office of Belonging's work to increase academic student success. The university leadership will consider these as possible actions:

- Reinforce a commitment to the balanced development of the total person through a strategy that identifies, encourages, and resources the structures and practices that lead to student flourishing.
- Ground decisions about institutional structures and resources in a disciplined understanding of what helps students grow.
- Regularly assess institutional structures, resources, and their impact on student academic success.

- Encourage campus-wide collaborative engagement to build a sense of community among students and campus stakeholders.
- Help students engage in learning, feel purpose, and connect to others in healthy ways.
- Collaborate with the director of human resources and the academic vice president to explore nonmonetary incentives to encourage and celebrate faculty members' participation in designing and implementing course strategies focused on identifying and reducing equity gaps in student academic success. The university may also consider recognizing faculty and staff/administrative employees' efforts to improve student academic success during annual stewardship interviews.
- Engage senior leadership in conversations about evolving initiatives, including (1) a broad, mission-attuned, and assessable definition of student success, (2) continuing support for the implementation and maintenance of the Student Success Hub, (3) active support for the Wellness Wise Coalition.

(4) Understand what is contributing to student academic success equity gaps. As noted above, BYU's most significant challenge is to provide better support for first-generation and Pell-eligible students and students in three at-risk race/ethnicity groups with the lowest outcomes: American Indian/Alaska Native, Black/African American, and Native Hawaiian/Other Pacific Islander. More information is needed to provide context for why these gaps exist and what can be done to close the gaps.

The CoREB report (see the previous Establishment of the Office of Belonging), provided context for what factors may be associated with or contribute to achievement gaps. These gaps may be due to the size of the minority population on campus. Asian and Hispanic/Latino students—the largest minority population—experience narrower gaps compared to other less numerous groups. Perhaps this is due to less perceived social support and mentoring from people they identify with, including faculty, staff, and peers. More research needs to be done to inform possible action steps.

BYU's BIPOC students are more likely to be first-generation students and to be Pell-eligible. First-generation students may find the university and its programs and procedures challenging to navigate without family members who have had successful collegiate experiences. Again, more data are needed to understand the first-generation experience.

In addition, the university may consider gathering data and conducting analyses for the following topics:

- What contributes to students not completing 66 percent of their credits and not earning above a 2.0 GPA? What is the student experience inside the classes that they are not completing or not achieving with a sufficient grade?
- What are the perceptions about the appropriateness of student loan debt? What is the relationship between preference for student employment versus student loan debt and student achievement, including graduation rates?
- At what point do students declare a major? How often do they switch majors, and how does this impact academic student success? Declaring a major is not the same as major certainty. Major certainty is a proven pathway to thriving. Do students understand that it is permissible and perhaps even advisable to delay major declaration until they have more university experience?
- What is the achievement gap between international and domestic students, particularly for Hispanic/Latino students?

- Seventy percent of international students are employed (or underemployed) while enrolled versus 50 percent of all students. How does student employment affect student academic achievement?
- There were some fluctuations in credit completion during fall 2020 when most classes were remote or hybrid due to the pandemic. These changes may be due to the online learning environment or the pandemic. Understanding the relationship between online courses, academic success, and selected demographic variables would be beneficial.
- Some programs at BYU are limited enrollment (LEP) and require acceptance before declaring a major. More data are needed to understand if there are demographic differences in who is accepted into LEPs and their academic success once accepted. Knowing differences in outcomes between colleges or programs would be helpful. Also, understanding a student's academic path and time to graduation when they are not admitted to the LEP of their choice would be informative.
- How do BYU students compare on post-graduation success indicators compared with peers from National Association of Colleges and Employers data?

(5) Explore interactions between multiple variables. There are significant gaps between student groups regarding six-year graduation as described above. There are smaller gaps in the indicators of first-year retention, earning a semester GPA above 2.0, and earning at least 66 percent of attempted credits each semester. To better understand student success gaps on campus, these metrics need to be viewed in terms of students' multiple identities. For example, though there are no wide gaps between male and female students, there are wide gaps in retention, GPA, and credit completion for first-generation male students of all ethnicity/race groups, compared with their female counterparts. In addition, non-White first-generation students who are Pell-eligible face more significant risks for all metrics than White Pell-eligible students. Accurately analyzing multiple risk variables in the student body is challenging because of the resulting small N-sizes. Longitudinal analyses using combined cohorts across several years may reveal persistent gaps that BYU could focus on and then develop intervention strategies for.

Develop a strategy to assess equity gaps in student success among graduate students. The current focus has been on establishing a baseline for student equity gaps within BYU's undergraduate population. During the next year, Graduate Studies will work to create outcome measures, identify data sources, and analyze the data.

Expand the definition of student success. The BYU mission and aims provide common commitments held by students, faculty, and staff. These commitments create a unifying standard that underlies an environment of support and belonging. Belonging—recently named by the president as a primary area of focus— has been established in student success literature as a contributing factor to traditional success measures and student thriving. Further, BYU's mission-defined commitments and current literature on success suggest that traditional definitions of student achievement (retention, completion, GPA, etc.), while critical, are only partial indicators of student flourishing during the college years. BYU may consider adopting a formal definition of student success, consistent with the mission and aims but more operationally defined, with nationally-normed metrics. The Thriving framework described in the appendix may help advance these goals. Other frameworks might also be considered, assuming they are (1) mission-aligned, (2) operationally specific, and (3) assessable with national benchmarking.

Appendix

Summary of Reflections and Future Plans

The university leadership will consider the recommendations described herein in light of its mission, strategic objectives, and resources.

Standard 1.B.2— Measuring Mission Fulfillment

- The university currently uses 170 indicators to measure mission fulfillment. The Office of Assessment and Planning has begun to review existing indicators and will recommend a simplified set of indicators to the President's Council. The university leadership anticipates that this will take substantial time and effort during the next two years.

Standard 1.B.3— Strategic Resource Planning

- In 2022, the university launched an online resource planning portal. A screenshot of the new resource planning portal is found in the appendix.

Standard 1.C.3— Learning Outcomes

- **Revise where learning outcomes are located in the undergraduate catalog.** Currently, undergraduate program outcomes are found at the end of the program requirements in the undergraduate catalog. The associate academic vice president has tasked the Registrar's Office to place the program outcomes *before* the program requirements.
- **Include program learning outcomes on the program website.** Enrolled students who completed the informal survey on finding program outcomes indicated that they looked at the program website. The college UCC representatives (associate deans) could work with their respective departments to ensure that learning outcomes are more visible on their program website. Graduate Studies is currently collaborating with departments to ensure their graduate program learning outcomes are listed explicitly on the Graduate Studies website.
- **Include program learning outcomes on the MyMAP tool**. When students register for their classes, they use MyMAP, a student academic planning tool that helps them create a graduation plan. When using MyMAP, there is no place where they can quickly see the course learning outcomes directly from that location. The CTL and Enrollment Services could collaborate to prepopulate course learning outcomes from the Learning Outcome website, making them available to students during the registration process.

Standard 1.C.5 Learning Outcomes Assessment

- **Train assessment coordinators.** Accreditation workgroup members reviewed various program's use of the alignment table against a rubric. This process directly assessed the university's continuous improvement performance and generated detailed notes on how each program could improve. These notes could be used for direct training of program assessment coordinators. Initial efforts could focus on those programs not meeting the level of 70 percent attainment.
- **Conduct a review of programs' efforts toward assessment and improvement.** The university may consider inviting the UCC to implement a process in which associate deans collaborate with department curriculum councils to continue to review programs'

implementation of assessment and improvement on a regular rotation, using the rubric. Ideally, the university could review programs under the 70 percent level of attainment annually until acceptable performance is achieved. Programs meeting the 70 percent level of attainment could be reviewed less frequently.

- **Enhance the existing curriculum training for assessment coordinators.** The associate academic vice president for undergraduate studies could collaborate with units to ensure all newly assigned assessment coordinators attend the curriculum training at the beginning of their assignment. This training currently emphasizes how to use the Kuali system for curriculum management. There are plans to enhance this training to include the following topics: (1) the need for *effective* and *direct* assessment of each learning outcome, (2) the importance of stating the expected level of attainment as a trigger for improvement actions, (3) the inclusion of data to support conclusions, (4) tracking and reporting results on program improvements, and (5) proper documentation of the process. The accreditation workgroup interviews provided several suggestions to improve the alignment table to document the continuous improvement process more effectively. These suggestions for alignment table improvement are provided in the appendix.

Standard 1.C.6 Quantitative Reasoning and Effective Communication

- **Revise the GE program assessment plan.** A GE assessment plan was authorized in 2015. A prime reason for the university's efforts to redesign the GE program (2017 to present) was to make it more assessable. The proposal for a redesigned GE program has been approved by the UCC and is currently under consideration by the Academic Vice President's Council. Further approvals will be needed from the President's Council, the Board of Trustees, and NWCCU. The earliest the university would implement a new GE curriculum is fall 2024. The university leadership may consider developing a GE curriculum assessment plan as part of the GE implementation plan.
- **Explore the option of creating an office of quantitative reasoning.** Comparing the establishment of learning outcomes and the assessment practices, the university is more successful in assessing effective written and oral communication than quantitative reasoning. One possible reason for the deficiency in assessing quantitative reasoning beyond the program level is the lack of a central university entity such as University Writing. The success of University Writing is a model for how quantitative reasoning could be assessed in an integrated manner to improve student learning. This assessment could transcend departments and majors. As it stands, quantitative reasoning is assessed well in majors that use data extensively and not assessed at all in other majors (such as History) that claim to use data but do not use numerical data. While the GE program does not have the resources to assess quantitative reasoning in its many forms, establishing an office for quantitative reasoning in which departments can collaborate with GE on establishing competencies and assessing them may be beneficial.
- **Improve assessment of advanced writing, including longitudinal analysis.** Assessments of advanced written and oral communication are less robust and less frequent than assessments of first-year writing.
- **Require curricular proposals to show a link to program assessment.** It would be beneficial to have programs making curricular changes that require UCC approval provide explicit documentation of how those changes are inspired by the course and

program assessments. This is consistent with the observation and recommendations in Standard 1.C.5.

- **Explore options for strengthening disciplinary writing.** Teaching writing adapted for certain majors may be more effective than teaching writing classes designed for a broad range of majors, such as those taught in the English Department. Structural issues inhibit transferring writing responsibilities to major departments; most faculty see themselves as experts in their fields but not in teaching writing. Some departments have been successful (e.g., Dance and Biology) in inviting the English Department writing faculty to design and teach courses specifically for its majors. However, this practice has not gained widespread adoption, purportedly because of the challenges related to compensation for a department to hire adjunct faculty to teach writing or English courses in its department. The university leadership may consider exploring how to strengthen disciplinary writing.

Standard 1.C.7—Using Assessment Results to Inform Efforts to Improve Student Learning

- The assessment coordinators who were interviewed by the accreditation workgroup were responsible for compiling learning outcomes data and presenting it to faculty in the annual meeting. In that sense, faculty use assessment data (either as curriculum committees or as a department) to inform programs. However, the alignment table review (see Standard 1.C.5) clarifies that the evidence quality and documentation in the alignment table could be improved for many programs. For future plans, please see Reflection and Future Plans for Standard 1.C.5

Standard 1.C.7—Learning Support Services

- **Explore feasibility of having academic learning support units develop student-centered outcomes.** It is not known the degree to which institutional and group-specific support units have created and published student-centered outcomes for their units. During SRP (see Standard 1.B.3), each unit is invited to submit an annual plan based on their strategic priorities. Each academic support unit reflects on its strategic objectives and accomplishments during the unit review process (see Standard 1.B.1). These units may benefit from more resources to support their efforts to delineate student-centered strategic objectives and measure progress toward achieving those objectives.
- **Create a primary location to host a list of learning support services.** There is no single source to find the various learning support services, even with cross-referencing across web pages. Creating a central website with links to all support services would help students, faculty, and advisors find appropriate services. Further, a section could be included within Syllabus Builder that allows faculty to introduce or remind students of their various support services.

Standard 1.C.9—Graduate Studies

- Graduate Studies is currently working with the CTL to develop a new rating instrument for graduate students in a thesis, project, or dissertation track to provide annual, anonymous feedback about their major professor, committee, and program. These existing and planned processes allow for the ongoing evaluation of discipline-specific expectations of graduate programs.

Standard 1.D.4—Academic Student Success

- **Improve the availability and consistency of university data.** Data sets that reveal gaps should be consistent, accurate, readily available to all campus units, and benchmarked with national peers. Likewise, decision makers would benefit from the Office of Assessment and Planning's expertise if it published annual executive summaries for each data set for use by those charged to address gaps in achievement (e.g., advisors, faculty and faculty leaders, administrators). The Office of Assessment and Planning might take a more active role in summarizing the data so that data consumers can dedicate more time to program improvement. As an added data source, the university may explore the option of administering the Thriving Quotient survey, evaluating the findings, and adjusting practice accordingly.
- **Create an academic student success executive council**. As noted, the university has well-established efforts for academic student success that are primarily decentralized. Closing achievement equity gaps requires greater coordination among all campus entities. Coordination of these efforts is necessary to prioritize resources, including funding, reduce overlap in services, and ensure all efforts to increase academic student success align with the university's strategic objectives and align with the Statement on Belonging. A more organized effort could increase communication, cooperation, and accountability among all involved parties.

  To this end, the President's Council may consider developing a formal academic student success executive council chaired by the Office of Belonging with membership from the following offices, groups, or individuals: the Office of Student Success and Inclusion, academic advising, Career Services, the Office of Assessment and Planning, the Office of First-Year Experience, Division of Enrollment Services, Athletics, the Faculty Advisory Council, the Faculty Center, Multicultural Student Services, the International Student Office, and the associate academic vice president for undergraduate studies. The purposes of this executive council would be threefold: (1) to annually review academic student success data to monitor equity gaps, (2) to make recommendations to the President's Council for new initiatives or actions that would increase academic student success, and (3) to vet proposals from the university community members or groups related to increasing academic student success.
- **Create a comprehensive strategy for academic student success.** As noted above, improving academic student success is decentralized across several offices. The 2018 creation of the Office of Student Success and Inclusion and naming an assistant to the president were steps toward a more unified and coordinated approach. A comprehensive strategy is still under development. This comprehensive strategy could include coherent, supporting organizational structures and clear lines of stewardship and accountabilities to address achievement gaps and coordinate supports and services. Such a comprehensive strategy may include institutional context and integrity fundamentals, consisting of the following five key elements.

  (1) Engage the faculty. Enlisting the deans, the Faculty Center, and the CTL to inform and engage faculty in helping close achievement gaps will be important for this strategy to succeed. Three specific actions for this group are noted below. The university leadership will consider these as possible actions.

- Develop a comprehensive professional development program for faculty focused on student flourishing, especially as applied to underrepresented populations.
- Seek to understand how pedagogy affects D-E-W rates (BYU's lowest grades) in underrepresented populations, especially in first-year, gateway, and GE courses. This information should be shared with the faculty. Pedagogy should be focused on student flourishing, and the needs of diverse learners benefit both diverse and majority learners.
- Increase faculty involvement in the work of the Thriving and Early Alert Stakeholders group. Scaling up Early Alert activities to effectively leverage faculty interests, commitments, and expertise in promoting student thriving may be beneficial.

(2) Expand advisement's role. Aligning the greater advisement community's efforts (academic, co-curricular, faculty, etc.) and strengthening advising capacity are needed. University-wide efforts initially might focus on those students who experience achievement gaps. The university leadership will consider these as possible actions.

- Improve coordination of faculty advisors and academic advisors. This may be done through the first-year seminar proposed in the new GE program or the Thriving and Early Alert Stakeholder group.
- Focus on increasing major certainty. The University Advisement Center might focus on students' major degree certainty, given that certainty is a proven pathway to thriving. Good academic and career advisement includes helping students plan with intention and become more certain in their major choice.
- Ensure that the Student Success Hub (Salesforce product now in implementation) and other tools such as the Early Alert dashboard are configured to help advisors collaborate to easily identify, engage, and track students at risk for underachieving.
- Strengthen the Office of First-Year Experience's ability to provide a comprehensive, correlated, and accountable prearrival advisement program. These efforts are crucial to supporting advising. This approach would focus on targeted groups of students. Specifically, possible actions could include the following: (1) identify and assess all prearrival university-sponsored activities to develop a coordinated strategy, (2) coordinate with advisors and faculty to organize "rescue missions" early in the first semester and after the first semester to bridge gaps between first- and second-year students, (3) identify needs and gaps for students between the first and second years, and (4) in conjunction with Enrollment Services, include a message about "belonging" in recruitment, admissions, and post-admissions communication.

Both proactive and developmental advising are critical pieces to student success. The following are issues to be considered to strengthen both advisement facets:

- Encourage proactive advising grounded in theory, research, and best practices; advising should build on student strengths.

- Develop intervention scripts for all employees who interact directly with students to coordinate proactive and early advisement.
- Enhance and increase proactive and early personal interventions for struggling students through the Academic Support Office and other units. These efforts could go beyond notifying a student of problematic academic standing, including following up on intervention plans.
- Explore increasing resources to allow the Academic Support Office and other advisement units to expand and systematize proactive advisement.
- Take steps to improve student-advisor ratios. Developmental advisement requires an appropriate student-advisor ratio. The university could consult industry standards to determine the degree to which it aligns. Means to improve the ratio may include allocations of additional advisement FTE or strategic distribution of FTE to units with credible plans to close achievement gaps.

(3) Engage the new Office of Belonging in the student success strategy. The following principles and actions may be incorporated into the Office of Belonging's work to increase academic student success. The university leadership will consider these as possible actions:

- Reinforce a commitment to the balanced development of the total person through a strategy that identifies, encourages, and resources the structures and practices that lead to student flourishing.
- Ground decisions about institutional structures and resources in a disciplined understanding of what helps students grow.
- Regularly assess institutional structures, resources, and their impact on student academic success.
- Encourage campus-wide collaborative engagement to build a sense of community among students and campus stakeholders.
- Help students engage in learning, feel purpose, and connect to others in healthy ways.
- Collaborate with the director of human resources and the academic vice president to explore nonmonetary incentives to encourage and celebrate faculty members' participation in designing and implementing course strategies focused on identifying and reducing equity gaps in student academic success. The university may also consider recognizing faculty and staff/administrative employees' efforts to improve student academic success during annual stewardship interviews.
- Engage senior leadership in conversations about evolving initiatives, including (1) a broad, mission-attuned, and assessable definition of student success, (2) continuing support for the implementation and maintenance of the Student Success Hub, (3) active support for the Wellness Wise Coalition.

(4) Understand what is contributing to student academic success equity gaps. As noted above, BYU's most significant challenge is to provide better support for first-generation and Pell-eligible students and students in three at-risk race/ethnicity groups with the

lowest outcomes: American Indian/Alaska Native, Black/African American, and Native Hawaiian/Other Pacific Islander. More information is needed to provide context for why these gaps exist and what can be done to close the gaps.

The CoREB report (see the previous Establishment of the Office of Belonging), provided context for what factors may be associated with or contribute to achievement gaps. These gaps may be due to the size of the minority population on campus. Asian and Hispanic/Latino students—the largest minority population—experience narrower gaps compared to other less numerous groups. Perhaps this is due to less perceived social support and mentoring from people they identify with, including faculty, staff, and peers. More research needs to be done to inform possible action steps.

BYU's BIPOC students are more likely to be first-generation students and to be Pell-eligible. First-generation students may find the university and its programs and procedures challenging to navigate without family members who have had successful collegiate experiences. Again, more data are needed to understand the first-generation experience.

In addition, the university may consider gathering data and conducting analyses for the following topics:

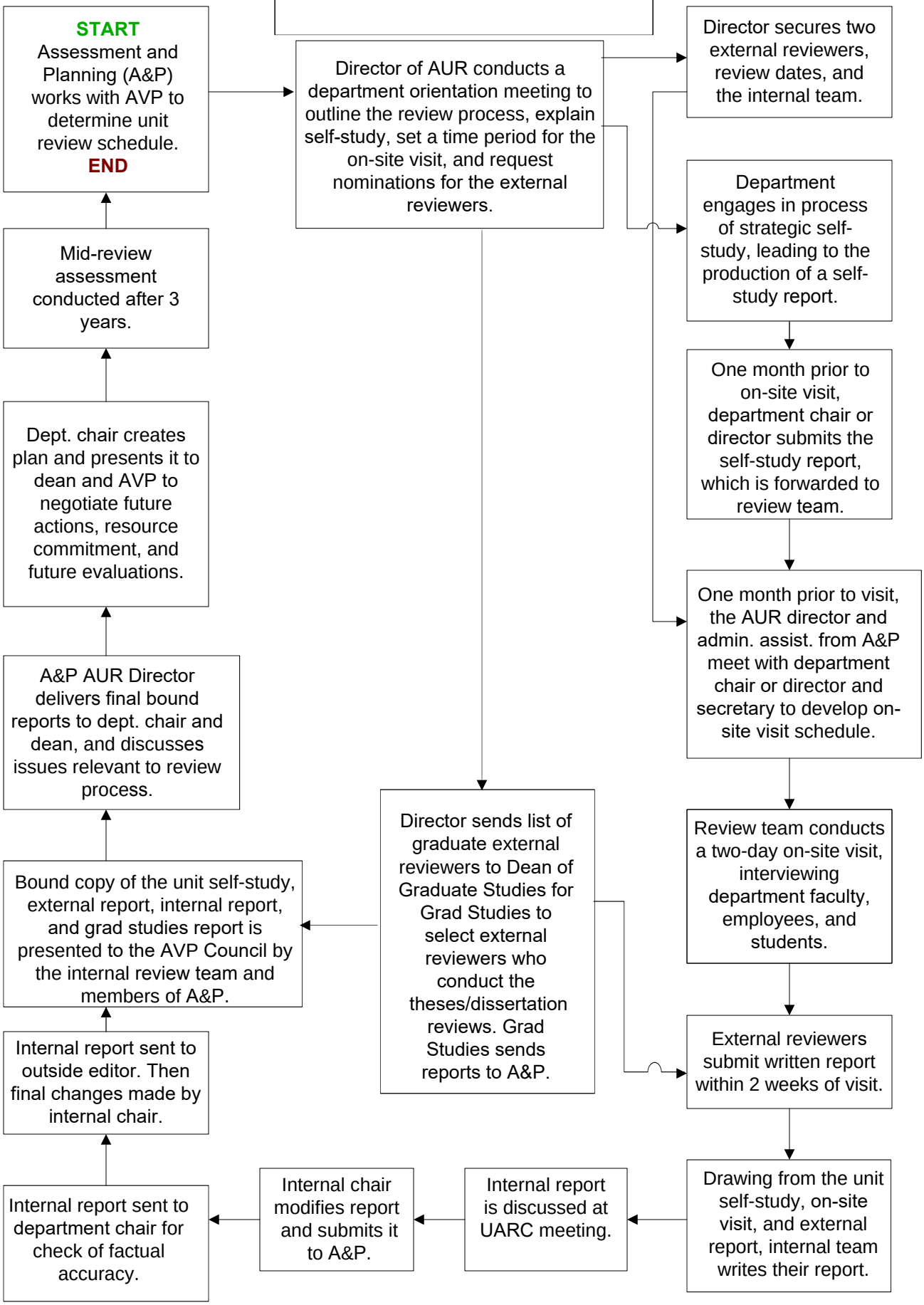
- ✓ What contributes to students not completing 66 percent of their credits and not earning above a 2.0 GPA? What is the student experience inside the classes that they are not completing or not achieving with a sufficient grade?
- ✓ What are the perceptions about the appropriateness of student loan debt? What is the relationship between preference for student employment versus student loan debt and student achievement, including graduation rates?
- ✓ At what point do students declare a major? How often do they switch majors, and how does this impact academic student success? Declaring a major is not the same as major certainty. Major certainty is a proven pathway to thriving. Do students understand that it is permissible and perhaps even advisable to delay major declaration until they have more university experience?
- ✓ What is the achievement gap between international and domestic students, particularly for Hispanic/Latino students?
- ✓ Seventy percent of international students are employed (or underemployed) while enrolled versus 50 percent of all students. How does student employment affect student academic achievement?
- ✓ There were some fluctuations in credit completion during fall 2020 when most classes were remote or hybrid due to the pandemic. These changes may be due to the online learning environment or the pandemic. Understanding the relationship between online courses, academic success, and selected demographic variables would be beneficial.
- ✓ Some programs at BYU are limited enrollment (LEP) and require acceptance before declaring a major. More data are needed to understand if there are demographic differences in who is accepted into LEPs and their academic success once accepted. Knowing differences in outcomes between colleges or programs would be helpful. Also, understanding a student's academic path and time to graduation when they are not admitted to the LEP of their choice would be informative.

- ✓ How do BYU students compare on post-graduation success indicators compared with peers from National Association of Colleges and Employers data?

(5) Explore interactions between multiple variables. There are significant gaps between student groups regarding six-year graduation as described above. There are smaller gaps in the indicators of first-year retention, earning a semester GPA above 2.0, and earning at least 66 percent of attempted credits each semester. To better understand student success gaps on campus, these metrics need to be viewed in terms of students' multiple identities. For example, though there are no wide gaps between male and female students, there are wide gaps in retention, GPA, and credit completion for first-generation male students of all ethnicity/race groups, compared with their female counterparts. In addition, non-White first-generation students who are Pell-eligible face more significant risks for all metrics than White Pell-eligible students. Accurately analyzing multiple risk variables in the student body is challenging because of the resulting small N-sizes. Longitudinal analyses using combined cohorts across several years may reveal persistent gaps that BYU could focus on and then develop intervention strategies for.

- **Develop a strategy to assess equity gaps in student success among graduate students**. The current focus has been on establishing a baseline for student equity gaps within BYU's undergraduate population. During the next year, Graduate Studies will work to create outcome measures, identify data sources, and analyze the data.
- **Expand the definition of student success**. The BYU mission and aims provide common commitments held by students, faculty, and staff. These commitments create a unifying standard that underlies an environment of support and belonging. Belonging—recently named by the president as a primary area of focus— has been established in student success literature as a contributing factor to traditional success measures and student thriving. Further, BYU's mission-defined commitments and current literature on success suggest that traditional definitions of student achievement (retention, completion, GPA, etc.), while critical, are only partial indicators of student flourishing during the college years. BYU may consider adopting a formal definition of student success, consistent with the mission and aims but more operationally defined, with nationally-normed metrics. The Thriving framework described in the appendix may help advance these goals. Other frameworks might also be considered, assuming they are (1) mission-aligned, (2) operationally specific, and (3) assessable with national benchmarking.

AUR PROCESS



9/23/2021 sw

University Academic Review Council (UARC)

The University Academic Review Council conducts regular reviews of academic units throughout the university.

Responsible Officer:

Rosemary Thackeray, Assistant to the President, Assessment and Planning

Chair:

Lin Sherman, Spanish and Portuguese

Members:

- Scott Alvord, Spanish & Portuguese
- Mark Belk, Biology
- Daniel Belnap, Ancient Scripture
- Mark Callister, School of Communications
- Steve Castle, Chemistry and Biochemistry
- Mark Choate, History
- Brigham Daniels, Law School
- Eric DeRosia, Marketing & Global Supply Chain
- Scott Ferrin, Educational Leadership
- Richard Fry, School of Technology
- Sam Hardy, Psychology
- John Hoffmann, Sociology
- Eric Homer, Mechanical Engineering
- Iain Hunter, Exercise Sciences
- Randy Lewis, Chemical Engineering
- Laurence Lowe, School of Music
- Kening Lu, Mathematics
- Brian Poole, Microbiology and Molecular Biology, Life Sciences
- Shelly Reed, Nursing

- Rickelle Richards, Nutrition, Dietetics, & Food Science
- Timothy Smith, Counseling Psychology & Special Education
- Mikle South, Psychology
- Michael Swenson, Marketing & Global Supply Management
- Doug Weatherford, Spanish & Portuguese
- Erin Whiting, Teacher Education
- Miranda Wilcox, English
- Steven Williams, Math Education, Physical and Mathematical Sciences
- Marc Yamada, Comparative Arts & Letters
- Ramon Zabriskie, Experience Design & Management

Academic Support Unit Review Council

The Academic Support Unit Review Council conducts internal reviews of educational support units throughout the university.

Responsible Officer:

Rosemary Thackeray, Assistant to the President, Assessment and Planning

Chair:

Sara Moulton, Assessment and Planning

Secretary:

Britni Exton, Assessment and Planning

Members:

- Todd Allen, BYUB Administration
- Laura Bond, Housing Administration
- Michael Buxton, Student Development Services
- Joel Christensen, Budget Office
- Sherry Cowen, CE BYU Online
- Molli Craghead, AVP Human Resources Office
- Lynn Elliott, Kennedy International Center
- Emily Eyre, Public Health
- Marissa Gilson, Student Success and Inclusion
- Darren Hinton, Honor Code
- Sherami Jara, Advisement Humanities
- Carr Krueger, Auxiliaries and Programs
- Nancy Norman, AV & Enabling Services
- Chris Nukaya, Dining Administration
- Cali O'Connell, Harold B. Lee Library
- David Paul, Treasurer's Office
- Mike Roberts, Alumni and External Relations
- Kyle Slaughter, Dean of Students Office

- Jennie Voorhis, Compliance Risk Manager & Analyst
- Steve Wygant, Institutional Assessment & Analysis

Academic Unit Review Cycle

Updated: November 2020 sw

Hybrid Review: Ed Support leads

Hybrid Review: Academic leads

Fall 2020	Winter 2021
Center for Teaching & Learning (2 academic people)	Asian & Near Eastern Languages
Geography	Communication Disorders
Philosophy	Linguistics
Statistics	Theatre & Media Arts
Harold B. Lee Library (2 academic people)	
Fall 2021	**Winter 2022**
Dance	Exercise Sciences
Accountancy	Geological Sciences
Anthropology	Manufacturing Engineering
Center for Language Studies	Information Systems
Counseling Psychology & Special Ed	Continuing Education (2 academic people)
Fall 2022	**Winter 2023**
Ancient Scripture	Chemical Engineering
Comparative Arts & Letters	Design
Political Science	English
School of Technology	Management
Nutrition, Dietetics, & Food Science	Teacher Education
Psychology	
Fall 2023	**Winter 2024**
Art	Church History and Doctrine
Civil & Environmental Engineering	Instructional Psychology & Technology
Electrical & Computer Engineering	Mechanical Engineering
Finance	Romney Institute of Public Service & Ethics
History	Educational Leadership & Foundations
Kennedy Center Programs (one Academic Support person)	
Fall 2024	**Winter 2025**
Communications	Biology
Experience Design & Management	Computer Science
German & Russian	Sociology
Marketing & Global Supply Chain	Spanish & Portuguese
Mathematics	
Religious Education Graduate Programs	
Fall 2025	**Winter 2026**
Chemistry and Biochemistry	BYU Studies
Educational Inquiry, Measurement, & Evaluation (EIME)	Law School
Graduate Studies	Plant & Wildlife Sciences
Mathematics Education	School of Family Life
Physiology & Developmental Biology	School of Music
Fall 2026	**Winter 2027**
French & Italian	Economics
Public Health	Faculty Center
Physics & Astronomy	Microbiology & Molecular Biology
School of Social Work	Neuroscience Center
Undergraduate Education	Nursing

Academic Support Unit Reviews
7-year Review Cycle

Year	Unit	Unit Leader	Direct Report	VP
2022 (11)	Athletics, Cougar Club	Tom Holmoe		Keith Vorkink
	BYU Continuing Education (true hybrid)	Lee Glines		Renata Forste
	BYU Enrollment Services (former OneStop)	Christine Tanner	Christian Faulconer	Shane Reese & Julie Franklin
	Campus Life: International Student Services	Sam Brown	Casey Peterson Sarah Westerberg	Julie Franklin
	Financial Accounting and Reporting *(does not include Payroll)*	John Leatherwood	Alan Moose Doug Belliston	Steve Hafen
	Performing Arts Management	Shane Wright	Jeff Ringer	Renata Forste
	Print and Mail Services	Doug Maxwell	Carr Kreuger	Steve Hafen
	Physical Facilities: Business Support	J.B. Ostlund	Ole Smith	Steve Hafen
	Residence Life	Paul Barton		Julie Franklin
	Physical Facilities: Building Maintenance Transportation Grounds Maintenance Engineering	Jim Dain*	Ole Smith	Steve Hafen
	Treasury Services	David Paul	Doug Belliston	Steve Hafen
2023 (13)	Administrative Solutions Group	Chad Feilbach	Carr Krueger	Steve Hafen
	Aspen Grove	Craig Freeze	Mike Rogers	Keith Vorkink
	BYU Store	Mark Clegg	Carr Krueger	Steve Hafen
	Career & Experiential Learning (Ed Support + Academic involvement)	Jodi Chowen	John Rosenberg	Shane Reese
	Physical Facilities: CAN & Utilities Management	Dan Gleason	Ole Smith	Steve Hafen
	Multicultural Student Services	Moises Aguirre	Nathan Ward Sarah Westerberg	Julie Franklin
	Honor Code Office	Kevin Utt	Nathan Ward Sarah Westerberg	Julie Franklin
	Kennedy Center (true hybrid)	Stan Benfell		Renata Forste
	Research and Administration Office (RAO) (Ed Support + Academic involvement)	Gene Larson	Larry Howell	Shane Reese
	Payroll Office	Shannon Kelly	Doug Belliston John Leatherwood	Steve Hafen
	Women's Services and Resources	Dixie Sevison	Sarah Westerberg	Julie Franklin
	Assessment and Planning (name change from IA&A)	Danny Olsen*		Rosemary Thackeray
	Regulatory Accounting and Reporting	Kevin Walker	Alan Moose Doug Belliston	Steve Hafen

May 17, 2021

Educational Support Unit Reviews
7-year Review Cycle

Year	Unit	Unit Leader	Direct Report	VP
2024	Alumni Relations	Michael Johanson	Mike Roberts	Keith Vorkink
(9)	**Campus Life:** University Accessibility Center	Clay Frandsen	Casey Peterson Sara Westerberg	Julie Franklin
	Financial Aid Office	Steve Hill	Christian Faulconer	Shane Reese & Julie Franklin
	Human Resource Services	David Tueller		Steve Hafen
	Intellectual Property Services: Copyright Licensing	Peter Midgley	Larry Howell	Shane Reese
	Intellectual Property Services: Creative Works Technology Transfer	Giovanni Tata Mike Alder	Larry Howell	Shane Reese
	Risk Management, Safety, and Compliance	Branden Wilson		Steve Sandberg
	Special Events	Justin Durfey	Mike Roberts	Keith Vorkink
	Student Health Services	Brad LeBaron		Julie Franklin
2025	Admission Services	Lori Gardiner	Christian Faulconer	Shane Reese & Julie Franklin
(9)	**Assoc. Student Life VP - Advisement** Academic Support Office Pre-Professional Advisement University Advisement Center	Scott Hosford Kris Tina Carlston Karen Evans	Steve Smith	Julie Franklin
	Student Development Services (Counseling and Career Center)	Kara Cattani		Julie Franklin
	Dining Services	Dean Wright	Carr Krueger	Steve Hafen
	Monte L. Bean Life Science Museum	Michael Whiting	James Porter	Shane Reese
	OIT	Scott Hunt		Tracy Flinders
	Physical Facilities: Auxiliary Services	Tim Sebra	Ole Smith	Steve Hafen
	Brand and Creative (Publications and Graphics)	Jeff McClellan	Mike Roberts	Keith Vorkink
	University Communications	Carri Jenkins		Keith Vorkink
2026	Arts Production	Russell Richins	Ed Adams Rory Scanlon	Shane Reese
(7)	BYU Broadcasting	Jeff Simpson		Keith Vorkink
	Budget Office	Joel Christensen		Steve Hafen
	General Counsel	Steve Sandberg		
	Museum of Art	Janalee Emmer	Ed Adams	Shane Reese
	Physical Facilities: Architecture and Interior Design Construction Engineering & Maintenance Planning – Space Management	Ray Bernier	Ole Smith	Steve Hafen
	Student Leadership Programs: BYUSA Student Leadership	Angela Blomquist	Sarah Westerberg	Julie Franklin
2027 **(8)**	Center for Service and Learning	Chris Crippen	Sarah Westerberg Nathan Ward	Julie Franklin
	Center for Teaching and Learning &Testing Center (true hybrid)	Janet Losser	John Rosenberg	Shane Reese
	Comprehensive Clinic	Dean Barley	Ben Ogles David Nelson	Shane Reese
	Harold B. Lee Library	Rick Anderson	Laura	Shane Reese

Educational Support Unit Reviews
7-year Review Cycle

	(true hybrid)		Bridgewater	
	Physical Facilities: Campus Projects	Richard Nelson	Ole Smith	Steve Hafen
	Purchasing and Travel	Paul Buckner		Steve Hafen
	Registrar's Office	Barry Allred	Christian Faulconer	Shane Reese & Julie Franklin
	Student FinancialServices	Brian Blum	Alan Moose	Steve Hafen
2028				
(7)	**Physical Facilities:** Building Maintenance Transportation Grounds Maintenance Engineering	Jim Dain*	Ole Smith	Steve Hafen
	Student Wellness and Facility Services (Ed Support + Academic involvement) Student Wellness Programming Facilities Services SWELL classes Extramurals Outdoors Unlimited	Nathan Ormsby	Sarah Westerberg Nathan Ward	Julie Franklin
	Supply & Logistics			Julie Franklin
	Title IX Office	Tiffany Turley Bowcut		Julie Franklin
	Enrollment Service -Administrative Offices	Christian Faulconer		Shane Reese & Julie Franklin
	BYU Police and BYU Security	Chris Autry		Steve Hafen
	University Relations	Jim Kasen	Mike Roberts	Keith Vorkink
2029				
	Athletics, Cougar Club	Tom Holmoe		Keith Vorkink
(9)	BYU Continuing Education (true hybrid)	Lee Glines		Renata Forste
	BYU Enrollment Services (former OneStop)	Christine Tanner	Christian Faulconer	Shane Reese & Julie Franklin
	Campus Life: International Student Services	Sam Brown	Casey Peterson Sarah Westerberg	Julie Franklin
	Financial Accounting and Reporting (does not include Payroll)	John Leatherwood	Alan Moose Doug Belliston	Steve Hafen
	Performing Arts Management	Shane Wright	Jeff Ringer	Renata Forste
	Print and Mail Services, Laundry	Douglas Maxwell	Carr Kreuger	Steve Hafen
	Physical Facilities: Business Support	J.B. Ostlund	Ole Smith	Steve Hafen
	Residence Life	Paul Barton		Julie Franklin
	Treasury Services	David Paul	Doug Belliston	Steve Hafen

LINGUISTICS

ACADEMIC UNIT REVIEW
FINAL REPORT

JUNE 2021

OFFICE OF ASSESSMENT & PLANNING

Internal Report

Internal Report

BYU
ASSESSMENT
& PLANNING

DEPARTMENT OF LINGUISTICS

2021 ACADEMIC UNIT REVIEW

INTERNAL REPORT

EXTERNAL REVIEWERS:
Lourdes Ortega, Department of Linguistics, Georgetown University
David Stringer, Department of Second Language Studies, Indiana University

BYU INTERNAL REVIEWERS:
Richard Fry, Team Chair, School of Technology
Eric DeRosia, Marketing & Global Supply Chain
Kening Lu, Mathematics
Eric Homer, Mechanical Engineering

ON-SITE VISIT: 3–5 March 2021
DATE PREPARED: 25 March 2021

EXECUTIVE SUMMARY

The Department of Linguistics is a department of twenty-five full-time faculty. The department used thirteen additional adjunct faculty in the most recent semester. Students are divided into two graduate programs (TESOL and Linguistics), three undergraduate programs (Linguistics, English Language, and Editing & Publishing), and four minors (Linguistics, Linguistic Computing, Editing, and TESOL).

Total course enrollments over the last six years average 2,700 students per year. Sixty percent of those students are declared majors, 15 percent are minors, and 25 percent are nonmajors.

We agree with the external reviewers that "this is a very successful and well-functioning department" (*External Report*, 1). The department has identified important issues regarding their future and has clear goals moving forward.

Based on recommendations from its 2013 unit review, the department completed a *Rank and Status Scholarship Standards* document, which is appreciated and well accepted by the faculty. Between now and the next unit review, the department states that they have the challenge of "advancing 11 pre-CFS faculty and 8 CFS associate professors" (*Self-Study*, 26).

The department has developed a strong process for assessing learning outcomes; faculty participate in triannual program-level assessment meetings and in an annual faculty retreat.

From September 2014 through August 2019 academic years, an average of 52 percent (with a 60 percent reported high in 2016) of graduating seniors report having one or more mentored

learning experiences with faculty during their time at BYU. The department tracked 377 internships over the same period.

In 2018, the department changed its name from *Linguistics and English Language* to simply *Linguistics*, highlighting a focus on the "core principles, concepts, theories, and tools of linguistics" (*Self-Study*, 4). However, it is not clear if defining these linguistic foundations in the context of the department's disciplinary facets (TESOL, editing/publishing, English language, and linguistics) is possible; the external reviewers highlighted possible areas of difficulty regarding this process (*External Report*, section 7.1)

Dealing with the challenge of defining how each program is clearly linked to a linguistics foundation, as well as the challenge of changing the makeup of the department's faculty to be more reflective of their student population, are driving our main recommendations.

RECOMMENDATIONS

- **Better-defined strategic principles**. The 2013 internal report recommended that the department specify "sustainable action plans for achieving department goals" (*2013 Internal Report*, 9). Although significant work has gone into developing department strategies, the "Model of Linguistics Scholarship and Teaching" (*Self-Study*, 34) does not yet appear to have had a significant impact on the faculty. Likewise, the department's mission statement is currently under revision. In short, these documents seem to articulate important principles but do not appear to guide decision-making as faculty deal with hard issues. The department has difficult discussions ahead regarding the English Language and Editing & Publishing majors (enrollment changes, resource allocations, curriculum structure/philosophy) that would benefit from basic guiding principles that have buy-in from all the faculty.
- **Diversity.** While acknowledging the unique factors that trend our campus toward homogeneity, the external reviewers succinctly describe the need for a long-term strategic effort for increasing faculty gender diversity so that "more BYU Linguistics professors look like BYU Linguistic students" (External Report, p. 16). We concur and urge the department to make specific plans to prepare, identify, and recruit more faculty from under-represented gender and ethnic groups. Ideally, the department will make short-term plans (e.g., mentoring current adjunct faculty who would like to qualify for a CFS-track position) and long-term plans (e.g., encouraging high-performing undergraduate students from under-represented groups to earn a PhD and return to BYU as a member of the faculty).
- **A future plan for the English Language BA and the Editing & Publishing BA.** The department is well aware of the emerging dynamic of these two programs and the subsequent decisions surrounding enrollment pressures, faculty and resource allocations, and the viability of defining "editing and publishing" as a linguistics discipline. We suggest the department consider how best to respond to these issues sooner rather than later.

DISCUSSION & EVALUATION

I. IMPROVEMENTS & PROGRESS

Commendations

- **Identifiable culture of ongoing improvement.** The Department of Linguistics has a strong culture of reflecting, evaluating, and continuously improving. During the review visit, the external reviewers repeatedly commented on the self-reflective and honest nature of the department's self-study. Current leadership, with strong faculty participation, prioritizes improvement.
- **Department unity.** The self-study cites the tradition of "inclusiveness and mutual respect" (*Self-Study*, 3) as a factor that has "enabled [the department] to make significant adjustments" (*Self-Study*, 5), such as changing the department's name in 2018 and creating the Editing & Publishing BA, since the last review.
- ***Rank and Status Scholarship Standards* document.** Creating a department-specific rank and status document was the number one overall recommendation in the 2013 unit-review report. The document was approved by the College of Humanities in October 2019. Faculty members working toward advancement commented that the new document was helpful, clarified the requirements for rank advancement, and confirmed a sense of achievability with the typical teaching load. Of the twenty-three current CFS/CFS-track faculty (*Self-Study*, 54), ten are listed as pre-CFS and eight are at the rank of Associate Professor. In addition, two new hires joining Fall 2021 will enter at Assistant Professor rank with pre-CFS status.

Concerns & Suggestions for Improvement

- **Undefined strategic principles**. The 2013 internal report recommended that the department specify "sustainable action plans for achieving department goals" (*2013 Internal Report*, 9). Although significant work has gone into developing department strategies, the "Model of Linguistics Scholarship and Teaching" (*Self-Study*, 34) does not yet appear to have had a significant impact on the faculty. Likewise, the department's mission statement is currently under revision. In short, these documents seem to articulate important principles but do not appear to guide decision-making as faculty deal with difficult issues. The department has difficult discussions ahead regarding the English Language and Editing & Publishing majors (enrollment changes, resource allocations, curriculum structure/philosophy) that would benefit from basic guiding principles that have buy-in from all the faculty.
- **Leadership change**. With the term ending on the current leadership, the external reviewers commented during the visit that as leadership changes, the department could change. The department has identified noteworthy and significant strategic goals and efforts (*Self-Study*, section VIII) touching all aspects of the department, and we simply encourage the new leadership and the Department Advisory Council to review and be aware of the clearly articulated goals in the self-study.

II. LEARNING OUTCOMES & ASSESSMENT

Commendations

- **Culture of evaluation and assessment.** The department has a robust course/program assessment process in place with built-in faculty participation. Each program's assessment committee meets three times annually to review learning outcomes for programs and courses and to address changes in student needs. The department also organizes an annual faculty retreat to discuss issues such as curriculum development, strategic initiatives, and so forth. Faculty are asked to attend at least two programs' assessment meetings each of the three times meetings are held annually. Multiple case studies are provided in the self-study that highlight the effectiveness of the process.
- **Course in Focus (CIF) effort.** Within the broader evaluation and assessment process, a specific process—Course in Focus (CIF)—is to be commended. This process is focused on specific course-level outcomes and brings together "instructors who teach the course with others with the goal of presenting evidenced-based insights regarding the course's strengths and determining weaknesses and ways to remedy them" (*Self-Study*, 13).

Concerns & Suggestions for Improvement

- **Learning outcomes.** The self-study describes twenty-six learning outcomes across the eight programs in the department. However, the Editing & Publishing BA and the Editing minor have the same outcomes listed. Recognizing this duplication presents the opportunity to either reduce the total number of outcomes or modify/focus the outcomes for the Editing minor or the Editing & Publishing BA. If the Editing & Publishing BA provides a stronger background in linguistics and the English language than the Editing minor, should there not be a change in outcomes to emphasize this increased academic depth? Similarly, the external reviewers identified the need toward "greater leanness and precision" (*External Report*, 7) with regard to learning outcomes.
- **Student awareness of course/major outcomes.** Survey data among students indicates that the department's programs provide students with strong academic experiences. On the senior survey, in response to the statement "My academic experiences helped me to achieve the expected learning outcomes for my major," an average of 90 percent of students responded with either "agree" or "strongly agree." However, the data also show there is a need to communicate expected outcomes to students more effectively. An average of 65 percent of surveyed seniors answered "yes" to being aware of the expected outcomes of their major, and those results are trending lower over time (high of 70 percent in 2015, low of 51 percent in 2019).

III. "INSPIRING LEARNING" & STUDENT MENTORING

Commendations

The department does an outstanding job providing inspired learning and student-mentoring opportunities for undergraduate students and graduate students. This is evident from the department's mindset and efforts and the observable results.

- **Mindset.** Both working versions of the department mission statement that are candidates for adoption show a focus on mentored learning. The department has specific goals for improving mentored learning. For example, the department intends to increase TA and RA rates by 10 percent and increase "internal and external funding for mentored research so that half or more of the faculty have . . . funding in any given year" (*Self-Study*, 32).
- **Departmental efforts.** The department has built significant internal structures that provide mentored-learning opportunities to students: The English-Language Center (ELC), the Faculty Publishing Service (FPS), eight faculty research groups for student collaboration (which are highlighted on the department's web page), paid RA and TA positions, and two study-abroad programs (London and Ecuador). The recently approved *Rank and Status Scholarship Status* document rewards faculty mentorship by giving extra weight during rank and status reviews to publications that are coauthored with students.
- **Observable results.** In our interviews, undergraduate students spontaneously reported the value of their mentored-learning opportunities, and graduate students reported that faculty are readily accessible for mentorship advice. On the senior survey (Self Study, Table 7, question 57a), a five-year average of 52 percent of graduating seniors (with 60 percent in the most recent year) reported having "one or more" mentored learning experiences with faculty**.** The external reviewers indicated that this rate (60 percent of undergraduate students have a mentored learning experience) is an impressive achievement compared to linguistics departments nationwide. There are significant opportunities for mentored-student experiences within the department due to the ELC, FPS, faculty research groups, and study-abroad programs (London and Ecuador). The department also tracked 377 internships over the last five years, which fact "truly impressed" the external reviewers (*External Report*, 6)

Concerns & Suggestions for Improvement

None

IV. ENROLLMENT TRENDS

Commendations

- **Actively addressing shift in demand**. In response to demand for the Editing minor, the department determined it would benefit the students to create an Editing & Publishing BA. After creating the new major, English Language BA enrollment and degrees awarded both dropped approximately 50 percent. There is ample evidence that this is on the minds of department leadership and the English Language BA and Editing & Publishing BA faculty members as they determine the best way forward. We commend the department for their commitment to actively managing a difficult situation.
- **An increase in Linguistics MA applicants.** The department noted efforts to increase the number of graduate student applicants to the Linguistics MA program (*Self-Study*, 25). They are commended for these efforts, which have more than doubled the applicant and admission pool.

- **Evaluating a GE burden.** In the 2013 review, a concern was expressed about the ability to meet the demand of the GE course, LING 110, while not overburdening faculty. The department has demonstrated that this concern is not an issue; they can satisfy demand with four course offerings per year, which they indicate is a reasonable demand on faculty time.

Concerns & Suggestions for Improvement

- **Demand for the Editing & Publishing BA.** We encourage the department to monitor enrollments, remain mindful of the pressures on the faculty involved in the Editing & Publishing major, and be ready to make difficult decisions so that student learning and faculty rank and status progress do not suffer because of the pressures of high teaching responsibilities. The self-study notes that "adjunct faculty are regularly teaching courses in the [Editing and Publishing] program because the full-time editing faculty cannot teach enough courses to meet student demand." Combined enrollments of the Editing & Publishing BA and the Editing minor accounted for 47 percent of the department's undergraduate program enrollments in 2020 with only four faculty designated for the program. There *is* some curricular overlap between the Editing & Publishing BA and the English Language BA, but the degree to which the overlap can be used to address the challenge of meeting the high student demand for the Editing & Publishing BA is not clear.
- **Drop in TESOL MA application numbers:** While the Linguistics MA program has increased in applications, the TESOL MA application numbers have been declining and are now almost half of what they were five years ago. If the TESOL MA is a strategic priority for the department, we encourage them to improve their recruitment efforts.
- **Linguistics MA attrition/time to graduation**. There is a possibility that graduation times for the Linguistics MA are longer than two years or that students are choosing not to complete the program. The self-study indicates that eleven students were accepted in 2016 and nine graduated in 2018; seven were accepted in 2017 and four graduated in 2019; and ten were accepted in 2018 and ten graduated in 2020. We encourage the department to determine if there is indeed a problem with the time to graduation in the Linguistics MA, and to address it as necessary.

V. FACULTY

Commendations

- **Faculty reputation/research.** From the external report: "The faculty engage in a wide range of research initiatives and have a high rate of research productivity. . . . Faculty publications appear in highly respected journals [and] students are lucky to have access to the wide range of high-quality research undertaken in the department" (10–11). We concur.
- **Faculty development and advancement.** Faculty development and advancement is a strategic priority for the department's leadership. One evidential goal is to help each faculty member advance on the "earliest allowable timeline" (*Self-Study*, 31). A related

goal is having the department "promote at least eight faculty members to full professor by the next unit review" (Self Study, 31). In that effort, the newly approved *Rank and Status Scholarship Standards* document provides significant clarity, and the department seems consistent in assigning mentors to pre-CFS faculty.

- **Adjunct-faculty outreach.** The department has undertaken outreach efforts among the many adjunct professors to build a sense of community among themselves as well as a sense of belonging among the broader faculty group. Experienced adjunct faculty relayed a sense of being well prepared for their teaching responsibilities by the department, and they felt they were able to ease into their responsibilities comfortably. They reported that the department was responsive to their issues and that they felt listened to, supported, and involved. The department is encouraged to continue these efforts to support the adjunct faculty, who play an important role in the department's course offerings.

Concerns & Suggestions for Improvement

- **Faculty diversity.** There is a need to improve gender and ethnic diversity among the faculty. In the department, roughly 75 percent of the undergraduates and 65 percent of the graduate students are female. Several female graduate students specifically mentioned the desire to have a female thesis advisor. Currently, CFS-track faculty are predominantly men, and almost all the adjuncts are women. The self-study acknowledges that employing a large number of female adjuncts "does not sufficiently address the need for a more balanced faculty" (*Self-Study*, 28). Ideally, the department will make short-term plans (e.g., mentoring current adjunct faculty who would like to qualify for a CFS-track position) and long-term plans (e.g., encouraging high-performing undergraduate students from under-represented groups to earn a PhD and return to BYU as a member of the faculty).
- **Desire for faculty flexibility.** The department's leadership has the desire that "all faculty maintain skills and competence in basic linguistics" (*Self-Study*, 27). During our visit, we heard that faculty rotate in and out of teaching linguistics core courses at least once every three to five years. We similarly heard the suggestion that ideally, all linguistics faculty should teach courses in editing, and all editing faculty should teach courses in linguistics on some rotational basis. Generally, faculty were supportive of this suggestion. However, while not understanding the explicit goals and potential implementation, we share the concern expressed by external reviewers that "faculty members cannot just be repurposed" (*External Report*, 13) as a method of dealing with enrollment pressures. In follow-up comments based on an earlier draft of this report, the department chair expressed that our perception of this practice was inaccurate, and that "faculty untrained in editing [are not asked] to teach specialized editing classes and editing faculty [are not asked] to teach specialized linguistics classes." Department leadership also clarified that this practice was not "policy" but rather part of exploratory initiatives. We acknowledge that the short duration of the visit did not allow us a complete understanding of this initiative; however, it is important to note that independently, the internal *and* external reviewers perceived this practice as an issue, and we feel the department should be aware of that fact.

- **Rank and status for professional faculty.** The particular needs of professional faculty do not seem to be addressed in the newly approved *Rank and Status Scholarship Standards* document. The department may consider creating an addendum to the new document to address their situation.

2019-20

BYU Core Theme Objective Indicators

University Report

Institutional Assessment & Analysis

UNIVERSITY CONCLUSIONS BASED ON ASSESSMENT

2019-20

Brigham Young University uses assessment results to make determinations of quality, effectiveness, and mission fulfillment.

The university's mission statement is The Mission of Brigham Young University. The university's four core themes are The Aims of a BYU Education: "A BYU education should be (1) spiritually strengthening, (2) intellectually enlarging, and (3) character building, leading to (4) lifelong learning and service."

Each core theme has specific objectives which come from the university mission statement or The Aims of a BYU Education. Each objective is measured by indicators. This report categorizes the quantitative measurement of each indicator as Excellent, Good, Fair, or Poor.

The achievement of each core theme objective is determined though averaging the indicators. To calculate an average of the indicators, the ratings of Excellent, Good, Fair, or Poor are converted to a four-point scale: Excellent = 4; Good = 3; Fair = 2; and Poor = 1.

The indicators for each core theme objective are then averaged, and the averages are categorized through rounding as Excellent, Good, Fair, or Poor:

Excellent	3.50-4.00
Good	2.50-3.49
Fair	1.50-2.49
Poor	1.00-1.49

If the average of the indicators for a core theme objective is Good or Excellent, then the core theme objective is achieved. If all the core theme objectives are achieved, then the core theme is achieved. If all the core themes are achieved, then the university meets its definition of mission fulfillment.

As shown on the next page, the average for each core theme objective is in the Good or Excellent range. Therefore, all the core themes are achieved, and the university meets its definition of mission fulfillment.

BYU 2019-20 Core Theme Objective Averages

Spiritually Strengthening

Rating	Average	Core Theme Objective
Good	3.17	1.1. Students strengthen their faith and testimony of the restored gospel.
Good	3.00	1.2. Students increase their knowledge and understanding of "the doctrines, the covenants, the ordinances, the standard works, and the history of the restored gospel."

Intellectually Enlarging

Rating	Average	Core Theme Objective
Good	3.32	2.1. Students acquire the ability to think soundly.
Good	2.97	2.2. Students acquire the ability to communicate effectively.
Good	3.00	2.3. Students acquire the ability to engage in quantitative reasoning.
Good	2.83	2.4. Students develop an understanding of the broad areas of human knowledge, including historical perspective, science, arts and letters, and global awareness.
Excellent	3.56	2.5. Students achieve competence in their major field.
Good	3.33	2.6. Students participate in experiential learning.
Excellent	3.50	2.7. Undergraduate students persist to graduation.
Good	3.00	2.8. Faculty actively produce scholarly and creative works.

Character Building

Rating	Average	Core Theme Objective
Good	3.13	3.1. Students enhance "such moral virtues as integrity, reverence, modesty, self-control, courage, compassion, … industry," charity, honesty, temperance, and personal righteousness.

Lifelong Learning and Service

Rating	Average	Core Theme Objective
Good	3.13	4.1. Students learn "how to learn" and are prepared "to continue learning throughout their lives."
Good	3.00	4.2. Students and graduates participate in lifelong service.

2019-20 Core Theme Objective Indicators
Brigham Young University

Core Theme 1. Spiritually Strengthening
Objective 1.1. Students strengthen their faith and testimony of the restored gospel.

		Indicators	Poor, Fair, Good, Excellent Scale Application					**Value**	**Rating**
			Response Options	Mean Ranges					
				Poor	Fair	Good	Excellent		
1. Learning Outcomes		Evidence from assessment that students are achieving the learning outcomes regarding faith and testimony of the restored gospel	Based on the indicated evidence, programs rate the achievement of their learning outcomes as Poor (1), Fair (2), Good (3), or Excellent (4). These data are rolled up to the university level.	1.00-1.49	1.50-2.49	2.50-3.49	3.50-4.00	**2.94**	**G**
			Response Options	Mean Response Quartile Ranges					
				Poor	Fair	Good	Excellent		
2. BYU Senior Survey	a.	Major Course that Included Relationships Between Course Content and Gospel Principles	No (0), Yes (1)	0-.25	.26-.50	.51-.75	.76-1.00	**0.81**	**E**
	b.	Participation in Worship Services	Never (1), Almost never (2), Several times a semester (3), Several times a month (4), Every week (5)	1.00-2.00	2.01-3.00	3.01-4.00	4.01-5.00	**4.82**	**E**
	c.	Participation in BYU Devotionals						**3.67**	**G**
	d.	Relationship with God and Religious Identity	Detracted (1), Had no effect (2), Slightly enhanced (3), Enhanced (4), Strongly enhanced (5)					**3.90**	**G**
	e.	Views the World through an Eternal Perspective						**3.87**	**G**
			Response Options	Overall Construct Categorical Mapping					
				Poor	Fair	Good	Excellent		
3. BYU Alumni Questionnaire, Undergraduate Alumni	a.	Relationship with God and Religious Identity	Not at all, Poorly, Somewhat well, Quite well, Extremely well	Not at all, Poorly	Somewhat well	Quite well	Extremely well	**Quite well**	**G**
	b.	Views the World through an Eternal Perspective						**Quite well**	**G**
	c.	Impact of BYU Experiences on Spiritually Strengthening	Detracted (1), Had no effect (2), Slightly enhanced (3), Enhanced (4), Strongly enhanced (5)	1.00-2.00	2.01-3.00	3.01-4.00	4.01-5.00	**3.53**	**G**

2019-20 Core Theme Objective Indicators
Brigham Young University

Core Theme 1. Spiritually Strengthening
Objective 1.1. Students strengthen their faith and testimony of the restored gospel.

	Indicators		Poor, Fair, Good, Excellent Scale Application					**Value**	**Rating**
			Response Options	Overall Construct Categorical Mapping					
				Poor	Fair	Good	Excellent		
4. BYU Alumni Questionnaire, Graduate Alumni	a.	Relationship with God and Religious Identity	Not at all, Poorly, Somewhat well, Quite well, Extremely well	Not at all, Poorly	Somewhat well	Quite well	Extremely well	**Quite well**	**G**
	b.	Views the World through an Eternal Perspective						**Quite well**	**G**
	c.	Impact of BYU Experiences on Spiritually Strengthening	Detracted (1), Had no effect (2), Slightly enhanced (3), Enhanced (4), Strongly enhanced (5)	1.00-2.00	2.01-3.00	3.01-4.00	4.01-5.00	**3.59**	**G**

2019-20 Core Theme Objective Indicators
Brigham Young University

Core Theme 1. Spiritually Strengthening
Objective 1.2. Students increase their knowledge and understanding of "the doctrines, the covenants, the ordinances, the standard works, and the history of the restored gospel."

		Indicators	Poor, Fair, Good, Excellent Scale Application					**Value**	**Rating**
			Response Options	Mean Ranges					
				Poor	Fair	Good	Excellent		
1. Learning Outcomes		Evidence from assessment that students are achieving the learning outcomes regarding knowledge and understanding of the restored gospel	Based on the indicated evidence, programs rate the achievement of their learning outcomes as Poor (1), Fair (2), Good (3), or Excellent (4). These data are rolled up to the university level.	1.00-1.49	1.50-2.49	2.50-3.49	3.50-4.00	**3.40**	**G**
			Response Options	Mean Response Quartile Ranges					
				Poor	Fair	Good	Excellent		
2. BYU Senior Survey	a.	Competence in Studying, Interpreting, and Applying Scripture	Detracted (1), Had no effect (2), Slightly enhanced (3), Enhanced (4), Strongly enhanced (5)	1.00-2.00	2.01-3.00	3.01-4.00	4.01-5.00	**3.74**	**G**
	b.	Understands the Doctrines and History of the Church						**3.94**	**G**
			Response Options	Overall Construct Categorical Mapping					
				Poor	Fair	Good	Excellent		
3. BYU Alumni Questionnaire, Undergraduate Alumni	a.	Competence in Studying, Interpreting, and Applying Scripture	Not very competent, Somewhat competent, Quite competent, Extremely competent	Not very competent	Somewhat competent	Quite competent	Extremely competent	**Quite competent**	**G**
	b.	Understands the Doctrines and History of the Church	Not very confident, Somewhat confident, Quite confident, Extremely confident	Not very confident	Somewhat confident	Quite confident	Extremely confident	**Quite confident**	**G**
	c.	Impact of BYU Experiences on Spiritually Strengthening	Detracted (1), Had no effect (2), Slightly enhanced (3), Enhanced (4), Strongly enhanced (5)	1.00-2.00	2.01-3.00	3.01-4.00	4.01-5.00	**3.53**	**G**

2019-20 Core Theme Objective Indicators
Brigham Young University

Core Theme 1. Spiritually Strengthening
Objective 1.2. Students increase their knowledge and understanding of "the doctrines, the covenants, the ordinances, the standard works, and the history of the restored gospel."

		Indicators	Poor, Fair, Good, Excellent Scale Application					**Value**	**Rating**
			Response Options	Overall Construct Categorical Mapping					
				Poor	Fair	Good	Excellent		
4. BYU Alumni Questionnaire, Graduate Alumni	a.	Competence in Studying, Interpreting, and Applying Scripture	Not very competent, Somewhat competent, Quite competent, Extremely competent	Not very competent	Somewhat competent	Quite competent	Extremely competent	**Quite competent**	**G**
	b.	Understands the Doctrines and History of the Church	Not very confident, Somewhat confident, Quite confident, Extremely confident	Not very confident	Somewhat confident	Quite confident	Extremely confident	**Quite confident**	**G**
	c.	Impact of BYU Experiences on Spiritually Strengthening	Detracted (1), Had no effect (2), Slightly enhanced (3), Enhanced (4), Strongly enhanced (5)	1.00-2.00	2.01-3.00	3.01-4.00	4.01-5.00	**3.59**	**G**

2019-20 Core Theme Objective Indicators
Brigham Young University

Core Theme 2. Intellectually Enlarging
Objective 2.1. Students acquire the ability to think soundly.

	Indicators	Poor, Fair, Good, Excellent Scale Application					**Value**	**Rating**
		Response Options	Mean Ranges					
			Poor	Fair	Good	Excellent		
1. Learning Outcomes	Evidence from assessment that students are achieving the learning outcomes regarding thinking soundly	Based on the indicated evidence, programs rate the achievement of their learning outcomes as Poor (1), Fair (2), Good (3), or Excellent (4). These data are rolled up to the university level.	1.00-1.49	1.50-2.49	2.50-3.49	3.50-4.00	**3.34**	**G**
			Percentile Ranges					
			Poor	Fair	Good	Excellent		
2. Graduate Record Examinations	Verbal Reasoning Section	Percentile	< 36%	36% - 50%	51% - 65%	> 65%	**77%**	**E**
			Percentile Ranges					
			Poor	Fair	Good	Excellent		
3. Law School Admission Test	Overall Score	Percentile	< 36%	36% - 50%	51% - 65%	> 65%	**79%**	**E**
			Percentile Ranges					
			Poor	Fair	Good	Excellent		
4. Medical College Admission Test	Critical Analysis and Reasoning Skills Section	Percentile	< 36%	36% - 50%	51% - 65%	> 65%	**78%**	**E**

2019-20 Core Theme Objective Indicators
Brigham Young University

Core Theme 2. Intellectually Enlarging
Objective 2.1. Students acquire the ability to think soundly.

		Indicators	Poor, Fair, Good, Excellent Scale Application					Value	Rating
			Response Options	Statistical Significance and Effect Sizes					
				Poor	Fair	Good	Excellent		
5. NSSE (Seniors)	a.	Coursework Emphasis: Applying Facts, Theories, or Methods	BYU responses compared to the mean of Carnegie classification peer institutions, based on (1) statistically significant differences, and (2) corresponding effect sizes	Sig. dif. and effect size < -.40	Sig. dif. and effect size -.40 to -.01	No sig. dif., or sig. dif. and effect size .01-.40	Sig. dif. and effect size > .40	**.09**	**G**
	b.	Coursework Emphasis: Analyzing an Idea, Experience, or Line of Reasoning						**ns**	**G**
	c.	Coursework Emphasis: Evaluating a Point of View, Decision, or Information Source						**-.08**	**F**
	d.	Coursework Emphasis: Forming a New Idea or Understanding from Various Pieces of Information						**ns**	**G**
	e.	Educational/Personal Growth: Thinking Critically and Analytically						**.25**	**G**
			Response Options	Mean Response Quartile Ranges					
				Poor	Fair	Good	Excellent		
6. BYU Senior Survey	a.	Major Course that Engaged Students in Critical Reflection, Integration, Application, or Other Critical Thinking	No (0), Yes (1)	0-.25	.26-.50	.51-.75	.76-1.00	**0.89**	**E**
	b.	Major Courses Involving Integrating, Analyzing, Applying, or Other Higher Order Processes	Very few (1), Less than half (2), About half (3), More than three fourths (4), Almost all (5)	1.00-2.00	2.01-3.00	3.01-4.00	4.01-5.00	**4.04**	**E**
	c.	Thinking Skills	Detracted (1), Had no effect (2), Slightly enhanced (3), Enhanced (4), Strongly enhanced (5)					**4.45**	**E**
	d.	Thinking Habits						**4.28**	**E**
			Response Options	Overall Construct Categorical Mapping					
				Poor	Fair	Good	Excellent		
7. BYU Alumni Questionnaire, Undergraduate Alumni	a.	Thinking Skills	Not very competent, Somewhat competent, Quite competent, Extremely competent	Not very competent	Somewhat competent	Quite competent	Extremely competent	**Quite competent**	**G**
	b.	Thinking Habits	Not at all, Poorly, Somewhat well, Quite well, Extremely well	Not at all, Poorly	Somewhat well	Quite well	Extremely well	**Quite well**	**G**

2019-20 Core Theme Objective Indicators
Brigham Young University

Core Theme 2. Intellectually Enlarging
Objective 2.1. Students acquire the ability to think soundly.

		Indicators	Poor, Fair, Good, Excellent Scale Application					**Value**	**Rating**
			Response Options	Overall Construct Categorical Mapping					
				Poor	Fair	Good	Excellent		
8. BYU Alumni Questionnaire, Graduate Alumni	a.	Thinking Skills	Not very competent, Somewhat competent, Quite competent, Extremely competent	Not very competent	Somewhat competent	Quite competent	Extremely competent	**Quite competent**	**G**
	b.	Thinking Habits	Not at all, Poorly, Somewhat well, Quite well, Extremely well	Not at all, Poorly	Somewhat well	Quite well	Extremely well	**Quite well**	**G**
			Response Options	Mean Response Quartile Ranges					
				Poor	Fair	Good	Excellent		
9. BYU Employers	a.	Critical Thinking Skills	Much worse (1), Somewhat worse (2), About the same (3), Somewhat better (4), Much better (5)	1.00-2.00	2.01-3.00	3.01-4.00	4.01-5.00	**3.54**	**G**
	b.	Problem Solving Skills						**3.55**	**G**

2019-20 Core Theme Objective Indicators
Brigham Young University

Core Theme 2. Intellectually Enlarging
Objective 2.2. Students acquire the ability to communicate effectively.

	Indicators	Poor, Fair, Good, Excellent Scale Application					**Value**	**Rating**
		Response Options	Mean Ranges					
			Poor	Fair	Good	Excellent		
1. Learning Outcomes	Evidence from assessment that students are achieving the learning outcomes regarding communicating effectively	Based on the indicated evidence, programs rate the achievement of their learning outcomes as Poor (1), Fair (2), Good (3), or Excellent (4). These data are rolled up to the university level.	1.00-1.49	1.50-2.49	2.50-3.49	3.50-4.00	**3.35**	**G**
			Percentile Ranges					
			Poor	Fair	Good	Excellent		
2. Graduate Record Examinations	Analytical Writing Section	Percentile	< 36%	36% - 50%	51% - 65%	> 65%	**65%**	**G**
			Percentile Ranges					
			Poor	Fair	Good	Excellent		
3. Graduate Management Admission Test	Analytical Writing Section	Percentile	< 36%	36% - 50%	51% - 65%	> 65%	**50%**	**F**
			Percentile Ranges					
			Poor	Fair	Good	Excellent		
4. Dental Admission Test	Reading Comprehension Section	Percentile	< 36%	36% - 50%	51% - 65%	> 65%	**79%**	**E**

2019-20 Core Theme Objective Indicators
Brigham Young University

Core Theme 2. Intellectually Enlarging
Objective 2.2. Students acquire the ability to communicate effectively.

		Indicators	Poor, Fair, Good, Excellent Scale Application					**Value**	**Rating**
			Response Options	Statistical Significance and Effect Sizes					
				Poor	Fair	Good	Excellent		
5. NSSE (Seniors)	a.	Academic and Intellectual Experiences: Given a Class Presentation	BYU responses compared to the mean of Carnegie classification peer institutions, based on (1) statistically significant differences, and (2) corresponding effect sizes	Sig. dif. and effect size < -.40	Sig. dif. and effect size -.40 to -.01	No sig. dif., or sig. dif. and effect size .01-.40	Sig. dif. and effect size > .40	**-.10**	**F**
	b.	Assigned Writing Assignments: Up to 5 Pages						**.19**	**G**
	c.	Assigned Writing Assignments: Between 6 and 10 Pages						**-.13**	**F**
	d.	Assigned Writing Assignments: 11 Pages or More						**-.16**	**F**
	e.	Estimated Number of Assigned Pages of Student Writing						**-.10**	**F**
	f.	Hours Spent Reading for Courses in Typical 7-day Week						**.28**	**G**
	g.	Educational/Personal Growth: Writing Clearly and Effectively						**.20**	**G**
	h.	Educational/Personal Growth: Speaking Clearly and Effectively						**-.05**	**F**
			Response Options	Mean Response Quartile Ranges					
				Poor	Fair	Good	Excellent		
6. BYU Senior Survey	a.	Listening Skills	Detracted (1), Had no effect (2), Slightly enhanced (3), Enhanced (4), Strongly enhanced (5)	1.00-2.00	2.01-3.00	3.01-4.00	4.01-5.00	**4.01**	**E**
	b.	Speaking/Presentation Skills						**4.18**	**E**
	c.	Writing Skills						**4.20**	**E**
	d.	Reading Skills						**3.91**	**G**
			Response Options	Overall Construct Categorical Mapping					
				Poor	Fair	Good	Excellent		
7. BYU Alumni Questionnaire, Undergraduate Alumni	a.	Listening Skills	Not at all, Poorly, Somewhat well, Quite well, Extremely well	Not at all, Poorly	Somewhat well	Quite well	Extremely well	**Quite well**	**G**
	b.	Reading Skills						**Quite well**	**G**
	c.	Speaking/Presentation Skills	Not very confident, Somewhat confident, Quite confident, Extremely confident	Not very confident	Somewhat confident	Quite confident	Extremely confident	**Quite confident**	**G**
	d.	Writing Skills						**Quite confident**	**G**

2019-20 Core Theme Objective Indicators
Brigham Young University

Core Theme 2. Intellectually Enlarging
Objective 2.2. Students acquire the ability to communicate effectively.

		Indicators	Poor, Fair, Good, Excellent Scale Application					**Value**	**Rating**
			Response Options	Overall Construct Categorical Mapping					
				Poor	Fair	Good	Excellent		
8. BYU Alumni Questionnaire, Graduate Alumni	a.	Listening Skills	Not at all, Poorly, Somewhat well, Quite well, Extremely well	Not at all, Poorly	Somewhat well	Quite well	Extremely well	**Quite well**	**G**
	b.	Reading Skills						**Quite well**	**G**
	c.	Speaking/Presentation Skills	Not very confident, Somewhat confident, Quite confident, Extremely confident	Not very confident	Somewhat confident	Quite confident	Extremely confident	**Quite confident**	**G**
	d.	Writing Skills						**Quite confident**	**G**
			Response Options	Mean Response Quartile Ranges					
				Poor	Fair	Good	Excellent		
9. BYU Employers	a.	Speaking and Presentation Skills	Much worse (1), Somewhat worse (2), About the same (3), Somewhat better (4), Much better (5)	1.00-2.00	2.01-3.00	3.01-4.00	4.01-5.00	**3.86**	**G**
	b.	Writing Skills						**3.53**	**G**
	c.	Reading Skills						**3.42**	**G**
	d.	Listening Skills						**3.36**	**G**
	e.	Communication Skills						**3.62**	**G**
	f.	Fluency in Multiple Languages						**3.93**	**G**
			Response Options	Percentage Ranges					
				Poor	Fair	Good	Excellent		
10. BYU Language Skills Survey		Percentage of seniors who speak a second language	No (0), Yes (1)	< 17%	17-33%	34-50%	> 50%	**71%**	**E**

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Brigham Young University

Core Theme 2. Intellectually Enlarging
Objective 2.3. Students acquire the ability to engage in quantitative reasoning.

	Indicators	Poor, Fair, Good, Excellent Scale Application					**Value**	**Rating**
		Response Options	Mean Ranges					
			Poor	Fair	Good	Excellent		
1. Learning Outcomes	Evidence from assessment that students are achieving the learning outcomes regarding quantitative reasoning	Based on the indicated evidence, programs rate the achievement of their learning outcomes as Poor (1), Fair (2), Good (3), or Excellent (4). These data are rolled up to the university level.	1.00-1.49	1.50-2.49	2.50-3.49	3.50-4.00	**3.35**	**G**
			Percentile Ranges					
			Poor	Fair	Good	Excellent		
2. Graduate Record Examinations	Quantitative Reasoning Section	Percentile	< 36%	36% - 50%	51% - 65%	> 65%	**56%**	**G**
			Percentile Ranges					
			Poor	Fair	Good	Excellent		
3. Graduate Management Admission Test	Quantitative Section	Percentile	< 36%	36% - 50%	51% - 65%	> 65%	**35%**	**P**
			Percentile Ranges					
			Poor	Fair	Good	Excellent		
4. Dental Admission Test	Quantitative Reasoning Section	Percentile	< 36%	36% - 50%	51% - 65%	> 65%	**80%**	**E**

2019-20 Core Theme Objective Indicators
Brigham Young University

Core Theme 2. Intellectually Enlarging
Objective 2.3. Students acquire the ability to engage in quantitative reasoning.

	Indicators	Poor, Fair, Good, Excellent Scale Application					**Value**	**Rating**
		Response Options	Statistical Significance and Effect Sizes					
			Poor	Fair	Good	Excellent		
5. NSSE (Seniors)	a. Reached Conclusions Based on Your Own Analysis of Numerical Information (Numbers, Graphs, Statistics, etc.)	BYU responses compared to the mean of Carnegie classification peer institutions, based on (1) statistically significant differences, and (2) corresponding effect sizes	Sig. dif. and effect size < -.40	Sig. dif. and effect size -.40 to -.01	No sig. dif., or sig. dif. and effect size .01-.40	Sig. dif. and effect size > .40	**.08**	**G**
	b. Used Numerical Information to Examine a Real-world Problem or Issue (Unemployment, Climate Change, Public Health, etc.)						**.05**	**G**
	c. Evaluated What Others have Concluded from Numerical Information.						**.16**	**G**
	d. Educational/Personal Growth: Analyzing Numerical and Statistical Information						**.16**	**G**
		Response Options	Mean Response Quartile Ranges					
			Poor	Fair	Good	Excellent		
6. BYU Senior Survey	Quantitative Reasoning Skills	Detracted (1), Had no effect (2), Slightly enhanced (3), Enhanced (4), Strongly enhanced (5)	1.00-2.00	2.01-3.00	3.01-4.00	4.01-5.00	**4.25**	**E**
		Response Options	Overall Construct Categorical Mapping					
			Poor	Fair	Good	Excellent		
7. BYU Alumni Questionnaire, Undergraduate Alumni	Quantitative Reasoning	Not very competent, Somewhat competent, Quite competent, Extremely competent	Not vey competent	Somewhat competent	Quite competent	Extremely competent	**Quite competent**	**G**
		Response Options	Overall Construct Categorical Mapping					
			Poor	Fair	Good	Excellent		
8. BYU Alumni Questionnaire, Graduate Alumni	Quantitative Reasoning	Not very competent, Somewhat competent, Quite competent, Extremely competent	Not vey competent	Somewhat competent	Quite competent	Extremely competent	**Quite competent**	**G**

2019-20 Core Theme Objective Indicators
Brigham Young University

Core Theme 2. Intellectually Enlarging

Objective 2.4. Students develop an understanding of the broad areas of human knowledge, including historical perspective, science, arts and letters, and global awareness.

	Indicators		Poor, Fair, Good, Excellent Scale Application					Value	Rating
			Response Options	Mean Ranges					
				Poor	Fair	Good	Excellent		
1. Learning Outcomes	Evidence from assessment that students are achieving the learning outcomes regarding the broad areas of human knowledge		Based on the indicated evidence, programs rate the achievement of their learning outcomes as Poor (1), Fair (2), Good (3), or Excellent (4). These data are rolled up to the university level.	1.00-1.49	1.50-2.49	2.50-3.49	3.50-4.00	**3.31**	**G**
			Response Options	Statistical Significance and Effect Sizes					
				Poor	Fair	Good	Excellent		
2. NSSE (Seniors)	a.	Collegiate Experiences: Attended an Art Exhibit or Performance	BYU responses compared to the mean of Carnegie classification peer institutions, based on (1) statistically significant differences, and (2) corresponding effect sizes	Sig. dif. and effect size < -.40	Sig. dif. and effect size -.40 to -.01	No sig. dif., or sig. dif. and effect size .01-.40	Sig. dif. and effect size > .40	**.43**	**E**
			Response Options	Mean Response Quartile Ranges					
				Poor	Fair	Good	Excellent		
3. BYU Senior Survey	a.	Possesses Historical Perspective	Detracted (1), Had no effect (2), Slightly enhanced (3), Enhanced (4), Strongly enhanced (5)	1.00-2.00	2.01-3.00	3.01-4.00	4.01-5.00	**3.70**	**G**
	b.	Understands, Uses, and Appreciates Science						**3.95**	**G**
	c.	Appreciates and Enjoys Excellence in the Visual and Performing Arts						**3.67**	**G**
	d.	Understands and Appreciates Literature						**3.54**	**G**
	e.	Possesses Informed Awareness of Peoples, Cultures, Languages, and Nations of the World						**3.94**	**G**

2019-20 Core Theme Objective Indicators
Brigham Young University

Core Theme 2. Intellectually Enlarging

Objective 2.4. Students develop an understanding of the broad areas of human knowledge, including historical perspective, science, arts and letters, and global awareness.

		Indicators	Poor, Fair, Good, Excellent Scale Application					**Value**	**Rating**
			Response Options	Overall Construct Categorical Mapping					
				Poor	Fair	Good	Excellent		
4. BYU Alumni Questionnaire, Undergraduate Alumni	a.	Possesses Historical Perspective	Not very competent, Somewhat competent, Quite competent, Extremely competent	Not very competent	Somewhat competent	Quite competent	Extremely competent	**Quite competent**	**G**
	b.	Understands, Uses, and Appreciates Science	Not very confident, Somewhat confident, Quite confident, Extremely confident	Not very confident	Somewhat confident	Quite confident	Extremely confident	**Quite confident**	**G**
	c.	Understands and Enjoys Excellence in the Visual and Performing Arts	Not at all, Poorly, Somewhat well, Quite well, Extremely well	Not at all, Poorly	Somewhat well	Quite well	Extremely well	**Somewhat well**	**F**
	d.	Understands and Appreciates Literature						**Somewhat well**	**F**
	e.	Possesses Informed Awareness of Peoples, Cultures, Languages, and Nations						**Quite well**	**G**

2019-20 Core Theme Objective Indicators
Brigham Young University

Core Theme 2. Intellectually Enlarging

Objective 2.4. Students develop an understanding of the broad areas of human knowledge, including historical perspective, science, arts and letters, and global awareness.

		Indicators	Poor, Fair, Good, Excellent Scale Application					**Value**	**Rating**
			Response Options	Overall Construct Categorical Mapping					
				Poor	Fair	Good	Excellent		
5. BYU Alumni Questionnaire, Graduate Alumni	a.	Possesses Historical Perspective	Not very competent, Somewhat competent, Quite competent, Extremely competent	Not very competent	Somewhat competent	Quite competent	Extremely competent	**Quite competent**	**G**
	b.	Understands, Uses, and Appreciates Science	Not very confident, Somewhat confident, Quite confident, Extremely confident	Not very confident	Somewhat confident	Quite confident	Extremely confident	**Quite confident**	**G**
	c.	Understands and Enjoys Excellence in the Visual and Performing Arts	Not at all, Poorly, Somewhat well, Quite well, Extremely well	Not at all, Poorly	Somewhat well	Quite well	Extremely well	**Somewhat well**	**F**
	d.	Understands and Appreciates Literature						**Somewhat well**	**F**
	e.	Possesses Informed Awareness of Peoples, Cultures, Languages, and Nations						**Quite well**	**G**
			Response Options	Mean Response Quartile Ranges					
				Poor	Fair	Good	Excellent		
6. BYU Employers		Awareness of People, Culture, and Languages	Much worse (1), Somewhat worse (2), About the same (3), Somewhat better (4), Much better (5)	1.00-2.00	2.01-3.00	3.01-4.00	4.01-5.00	**3.49**	**G**

2019-20 Core Theme Objective Indicators
Brigham Young University

Core Theme 2. Intellectually Enlarging

Objective 2.5. Students achieve competence in their major field.

	Indicators	Poor, Fair, Good, Excellent Scale Application					**Value**	**Rating**
		Response Options	Mean Ranges					
			Poor	Fair	Good	Excellent		
1. Learning Outcomes	Evidence from assessment that students are achieving the learning outcomes regarding competence in their major field	Based on the indicated evidence, programs rate the achievement of their learning outcomes as Poor (1), Fair (2), Good (3), or Excellent (4). These data are rolled up to the university level.	1.00-1.49	1.50-2.49	2.50-3.49	3.50-4.00	**3.31**	**G**
			Poor	Fair	Good	Excellent		
2.Theses and Dissertations	External evaluations of graduate theses and dissertations	External reviewers rate randomly selected theses and dissertations	1.00-1.49	1.50-2.49	2.50-3.49	3.50-4.00	**3.45**	**G**
			U.S. Ranking					
			Poor	Fair	Good	Excellent		
3. Rank in Baccalaureate-origins of U.S. Doctorate Recipients		Based on the number of U.S. doctorate recipients who received their bachelor's degree at BYU	> 60	41-60	21-40	1-20	**9**	**E**
			Poor	Fair	Good	Excellent		
4. BYU Recent Graduates Survey	Placement of bachelor's degree recipients	Percent of graduates employed, students, or homemakers	< 77%	77-84%	85-92%	> 92%	**96%**	**E**
			Poor	Fair	Good	Excellent		
5. BYU Recent Graduates Survey	Placement of graduate degree recipients	Percent of graduates employed, students, or homemakers	< 77%	77-84%	85-92%	> 92%	**96%**	**E**

2019-20 Core Theme Objective Indicators
Brigham Young University

Core Theme 2. Intellectually Enlarging

Objective 2.5. Students achieve competence in their major field.

Indicators			Poor, Fair, Good, Excellent Scale Application					**Value**	**Rating**
				Poor	Fair	Good	Excellent		
6. Admission of graduates to graduate school within 3 years after graduation			Percent of undergraduate alumni three years post degree who were enrolled in or had completed a graduate program	< 16%	16-25%	26-35%	> 35%	**39%**	**E**
			Response Options	Mean Response Quartile Ranges					
				Poor	Fair	Good	Excellent		
7. BYU Senior Survey	a.	Achieve the Learning Outcomes for My Major	Strongly disagree (1), Disagree (2), No opinion (3), Agree (4), Strongly agree (5)	1.00-2.00	2.01-3.00	3.01-4.00	4.01-5.00	**4.16**	**E**
	b.	Develop Confidence in Major Area	Detracted (1), Had no effect (2), Slightly enhanced (3), Enhanced (4), Strongly enhanced (5)	1.00-2.00	2.01-3.00	3.01-4.00	4.01-5.00	**4.38**	**E**
	c.	Work Regularly with a Faculty Member Outside of Class (Mentored Student Learning, Creative Works, etc.) for One or More Semesters	Percent of seniors with one or more semesters	< 21%	21-30%	31-40%	> 40%	**58%**	**E**
	d.	Off-campus Internships for One or More Semesters	Percent of seniors with one or more semesters	< 21%	21-40%	41-60%	> 60%	**59%**	**G**

2019-20 Core Theme Objective Indicators
Brigham Young University

Core Theme 2. Intellectually Enlarging

Objective 2.5. Students achieve competence in their major field.

		Indicators	Poor, Fair, Good, Excellent Scale Application					**Value**	**Rating**
			Response Options	Mean Response Quartile Ranges					
				Poor	Fair	Good	Excellent		
8. BYU Alumni Questionnaire, Undergraduate Alumni	a.	Confidence/Competence in Major	Not very confident, Somewhat confident, Quite confident, Extremely confident	Not very confident	Somewhat confident	Quite confident	Extremely confident	**Quite confident**	**G**
	b.	Preparation for Graduate School	Very ineffectively (1), Ineffectively (2), Effectively (3), Very Effectively (4)	1.00-1.75	1.76-2.50	2.51-3.25	3.26-4.00	**3.40**	**E**
	c.	Preparation for Full-time Employment	Very poorly (1), Poorly (2), Fairly well (3), Quite well (4), Extremely well (5)	1.00-2.00	2.01-3.00	3.01-4.00	4.01-5.00	**3.75**	**G**
			Response Options	Mean Response Quartile Ranges					
				Poor	Fair	Good	Excellent		
9. BYU Alumni Questionnaire, Graduate Alumni	a.	Confidence/Competence in Major	Not very confident, Somewhat confident, Quite confident, Extremely confident	Not very confident	Somewhat confident	Quite confident	Extremely confident	**Quite confident**	**G**
	b.	Preparation for Full-time Employment	Very poorly (1), Poorly (2), Fairly well (3), Quite well (4), Extremely well (5)	1.00-2.00	2.01-3.00	3.01-4.00	4.01-5.00	**4.10**	**E**
			Response Options	Mean Response Quartile Ranges					
				Poor	Fair	Good	Excellent		
10. BYU Employers		Strong Knowledge and Skills in Major Area of Study	Much worse (1), Somewhat worse (2), About the same (3), Somewhat better (4), Much better (5)	1.00-2.00	2.01-3.00	3.01-4.00	4.01-5.00	**3.59**	**G**

2019-20 Core Theme Objective Indicators
Brigham Young University

Core Theme 2. Intellectually Enlarging

Objective 2.6. Students participate in experiential learning.

		Indicators	Poor, Fair, Good, Excellent Scale Application					**Value**	**Rating**
			Response Options	Statistical Significance and Effect Sizes					
				Poor	Fair	Good	Excellent		
1. NSSE (Seniors)	a.	Work with a Faculty Member on a Research Project	BYU responses compared to the mean of Carnegie classification peer institutions, based on (1) statistically significant differences, and (2) corresponding effect sizes	Sig. dif. and effect size < -.40	Sig. dif. and effect size -.40 to -.01	No sig. dif., or sig. dif. and effect size .01-.40	Sig. dif. and effect size > .40	**.41**	**E**
	b.	Participate in an Internship, Co-op, Field Experience, Student Teaching, or Clinical Placement						**.20**	**G**
	c.	Participate in a study abroad program						**.31**	**G**

2019-20 Core Theme Objective Indicators
Brigham Young University

Core Theme 2. Intellectually Enlarging

Objective 2.7. Undergraduate students persist to graduation.

Indicators	Poor, Fair, Good, Excellent Scale Application				**Value**	**Rating**
	Poor	Fair	Good	Excellent		
1. Undergraduate full-time, first-time, first-to-second-year retention rate (IPEDS)	< 61%	61-70%	71-80%	> 80%	**90%**	**E**
	Poor	Fair	Good	Excellent		
2. Undergraduate full-time, first-time, six-year graduations rate (IPEDS)	< 61%	61-70%	71-80%	> 80%	**78%**	**G**

2019-20 Core Theme Objective Indicators
Brigham Young University

Core Theme 2. Intellectually Enlarging

Objective 2.8. Faculty actively produce scholarly and creative works.

Indicators	Poor, Fair, Good, Excellent Scale Application				**Value**	**Rating**
	Poor	Fair	Good	Excellent		
1. Annual number of peer-reviewed scholarly and creative works per faculty member (Productivity Index B)	< .76	0.76 - 1.50	1.51 - 2.25	> 2.25	**1.95**	**G**
	Poor	Fair	Good	Excellent		
2. Percentage of faculty members who produce peer-reviewed scholarly or creative works in a year (Activity Index)	< 36%	36-55%	56-75%	> 75%	**68%**	**G**

2019-20 Core Theme Objective Indicators
Brigham Young University

Core Theme 3. Character Building

Objective 3.1. Students enhance "such moral virtues as integrity, reverence, modesty, self-control, courage, compassion, … industry," charity, honesty, temperance, and personal righteousness.

	Indicators	Poor, Fair, Good, Excellent Scale Application					**Value**	**Rating**
		Response Options	Mean Ranges					
			Poor	Fair	Good	Excellent		
1. Learning Outcomes	Evidence from assessment that students are achieving the learning outcomes regarding character building	Based on the indicated evidence, programs rate the achievement of their learning outcomes as Poor (1), Fair (2), Good (3), or Excellent (4). These data are rolled up to the university level.	1.00-1.49	1.50-2.49	2.50-3.49	3.50-4.00	**3.26**	**G**
			Poor	Fair	Good	Excellent		
2. Default rates on federal student loans (3-year cohort)			> 12%	8.01-12%	4-8%	< 4%	**1.7%**	**E**
		Response Options	Statistical Significance and Effect Sizes					
			Poor	Fair	Good	Excellent		
3. NSSE (Seniors)	Educational/Personal Growth: Developing or Clarifying a Personal Code of Values and Ethics	BYU responses compared to the mean of Carnegie classification peer institutions, based on (1) statistically significant differences, and (2) corresponding effect sizes	Sig. dif. and effect size < -.40	Sig. dif. and effect size -.40 to -.01	No sig. dif., or sig. dif. and effect size .01-.40	Sig. dif. and effect size > .40	**.28**	**G**
		Response Options	Mean Response Quartile Ranges					
			Poor	Fair	Good	Excellent		
4. BYU Senior Survey	a. Strives to Develop Christ-like Character and Live a Christ-like Life	Detracted (1), Had no effect (2), Slightly enhanced (3), Enhanced (4), Strongly enhanced (5)	1.00-2.00	2.01-3.00	3.01-4.00	4.01-5.00	**3.94**	**G**
	b. Maintains Healthy Relationships with Others						**3.88**	**G**
	c. Moral Reasoning						**3.89**	**G**

2019-20 Core Theme Objective Indicators
Brigham Young University

Core Theme 3. Character Building

Objective 3.1. Students enhance "such moral virtues as integrity, reverence, modesty, self-control, courage, compassion, … industry," charity, honesty, temperance, and personal righteousness.

		Indicators	Poor, Fair, Good, Excellent Scale Application					**Value**	**Rating**
			Response Options	Overall Construct Categorical Mapping					
				Poor	Fair	Good	Excellent		
5. BYU Alumni Questionnaire, Undergraduate Alumni	a.	Strives to Develop Christ-like Character and Live a Christ-like Life	Not at all, Poorly, Somewhat well, Quite well, Extremely well	Not at all, Poorly	Somewhat well	Quite well	Extremely well	**Quite well**	**G**
	b.	Maintains Healthy Relationships with Others						**Quite well**	**G**
	c.	Impact of BYU Experiences on Character Building	Detracted (1), Had no effect (2), Slightly enhanced (3), Enhanced (4), Strongly enhanced (5)	1.00-2.00	2.01-3.00	3.01-4.00	4.01-5.00	**3.66**	**G**

			Response Options	Overall Construct Categorical Mapping					
				Poor	Fair	Good	Excellent		
6. BYU Alumni Questionnaire, Graduate Alumni	a.	Strives to Develop Christ-like Character and Live a Christ-like Life	Not at all, Poorly, Somewhat well, Quite well, Extremely well	Not at all, Poorly	Somewhat well	Quite well	Extremely well	**Quite well**	**G**
	b.	Maintains Healthy Relationships with Others						**Quite well**	**G**
	c.	Impact of BYU Experiences on Character Building	Detracted (1), Had no effect (2), Slightly enhanced (3), Enhanced (4), Strongly enhanced (5)	1.00-2.00	2.01-3.00	3.01-4.00	4.01-5.00	**3.75**	**G**

			Response Options	Mean Response Quartile Ranges					
				Poor	Fair	Good	Excellent		
7. BYU Employers	a.	Strong Work Ethic	Much worse (1), Somewhat worse (2), About the same (3), Somewhat better (4), Much better (5)	1.00-2.00	2.01-3.00	3.01-4.00	4.01-5.00	**3.76**	**G**
	b.	Moral Values						**4.10**	**E**
	c.	Honesty, Integrity, Dependability						**3.85**	**G**
	d.	Ability to Maintain Healthy Relationships with Others						**3.48**	**G**

2019-20 Core Theme Objective Indicators
Brigham Young University

Core Theme 4. Lifelong Learning and Service
Objective 4.1. Students learn "how to learn" and are prepared "to continue learning throughout their lives."

	Indicators	Poor, Fair, Good, Excellent Scale Application					**Value**	**Rating**
		Response Options	Mean Ranges					
			Poor	Fair	Good	Excellent		
1. Learning Outcomes	Evidence from assessment that students are achieving the learning outcomes regarding lifelong learning	Based on the indicated evidence, programs rate the achievement of their learning outcomes as Poor (1), Fair (2), Good (3), or Excellent (4). These data are rolled up to the university level.	1.00-1.49	1.50-2.49	2.50-3.49	3.50-4.00	**3.30**	**G**
			Percentile Ranges					
			Poor	Fair	Good	Excellent		
2. Dental Admission Test	Reading Comprehension Section	Percentile	< 36%	36% - 50%	51% - 65%	> 65%	**79%**	**E**
		Response Options	Statistical Significance and Effect Sizes					
			Poor	Fair	Good	Excellent		
3. NSSE (Seniors)	Hours Spent Reading for Courses in Typical 7-day Week	BYU responses compared to the mean of Carnegie classification peer institutions, based on (1) statistically significant differences, and (2) corresponding effect sizes	Sig. dif. and effect size < -.40	Sig. dif. and effect size -.40 to -.01	No sig. dif., or sig. dif. and effect size .01-.40	Sig. dif. and effect size > .40	**.28**	**G**

2019-20 Core Theme Objective Indicators
Brigham Young University

Core Theme 4. Lifelong Learning and Service
Objective 4.1. Students learn "how to learn" and are prepared "to continue learning throughout their lives."

	Indicators		Poor, Fair, Good, Excellent Scale Application					**Value**	**Rating**
			Response Options	Mean Response Quartile Ranges					
				Poor	Fair	Good	Excellent		
4. BYU Senior Survey	a.	Reading Skills	Detracted (1), Had no effect (2), Slightly enhanced (3), Enhanced (4), Strongly enhanced (5)	1.00-2.00	2.01-3.00	3.01-4.00	4.01-5.00	**3.91**	**G**
	b.	Develops Desire and Skills Needed for Lifelong Learning						**4.14**	**E**
	c.	Uses Technology Effectively						**3.94**	**G**

			Response Options	Overall Construct Categorical Mapping					
				Poor	Fair	Good	Excellent		
5. BYU Alumni Questionnaire, Undergraduate Alumni	a.	Reading Skills	Not at all, Poorly, Somewhat well, Quite well, Extremely well	Not at all, Poorly	Somewhat well	Quite well	Extremely well	**Quite well**	**G**
	b.	Possesses the Desire and Skills Needed for Lifelong Learning						**Quite well**	**G**
	c.	Uses Technology Effectively	Not very competent, Somewhat competent, Quite competent, Extremely competent	Not vey competent	Somewhat competent	Quite competent	Extremely competent	**Quite competent**	**G**
	d.	Impact of BYU Experiences on Lifelong Learning and Service	Detracted (1), Had no effect (2), Slightly enhanced (3), Enhanced (4), Strongly enhanced (5)	1.00-2.00	2.01-3.00	3.01-4.00	4.01-5.00	**3.55**	**G**

2019-20 Core Theme Objective Indicators
Brigham Young University

Core Theme 4. Lifelong Learning and Service
Objective 4.1. Students learn "how to learn" and are prepared "to continue learning throughout their lives."

		Indicators	Poor, Fair, Good, Excellent Scale Application					**Value**	**Rating**
			Response Options	Overall Construct Categorical Mapping					
				Poor	Fair	Good	Excellent		
6. BYU Alumni Questionnaire, Graduate Alumni	a.	Reading Skills	Not at all, Poorly, Somewhat well, Quite well, Extremely well	Not at all, Poorly	Somewhat well	Quite well	Extremely well	**Quite well**	**G**
	b.	Possesses the Desire and Skills Needed for Lifelong Learning						**Quite well**	**G**
	c.	Uses Technology Effectively	Not very competent, Somewhat competent, Quite competent, Extremely competent	Not vey competent	Somewhat competent	Quite competent	Extremely competent.	**Quite competent**	**G**
	d.	Impact of BYU Experiences on Lifelong Learning and Service	Detracted (1), Had no effect (2), Slightly enhanced (3), Enhanced (4), Strongly enhanced (5)	1.00-2.00	2.01-3.00	3.01-4.00	4.01-5.00	**3.65**	**G**
			Response Options	Mean Response Quartile Ranges					
				Poor	Fair	Good	Excellent		
7. BYU Employers	a.	Reading Skills	Much worse (1), Somewhat worse (2), About the same (3), Somewhat better (4), Much better (5)	1.00-2.00	2.01-3.00	3.01-4.00	4.01-5.00	**3.36**	**G**
	b.	Technical Computer Skills		1.00-2.00	2.01-3.00	3.01-4.00	4.01-5.00	**3.25**	**G**

2019-20 Core Theme Objective Indicators
Brigham Young University

Core Theme 4. Lifelong Learning and Service
Objective 4.2. Students and graduates participate in lifelong service.

	Indicators	Poor, Fair, Good, Excellent Scale Application					**Value**	**Rating**
		Response Options	Mean Ranges					
			Poor	Fair	Good	Excellent		
1. Learning Outcomes	Evidence from assessment that students are achieving the learning outcomes regarding lifelong service	Based on the indicated evidence, programs rate the achievement of their learning outcomes as Poor (1), Fair (2), Good (3), or Excellent (4). These data are rolled up to the university level.	1.00-1.49	1.50-2.49	2.50-3.49	3.50-4.00	**3.26**	**G**
			Number of Students					
			Poor	Fair	Good	Excellent		
2. Number of students giving service through the Center for Service and Learning			< 5,000	5,000 - 7,000	7,001 - 9,000	> 9000	**18,750**	**E**
			Number of Hours					
			Poor	Fair	Good	Excellent		
3. Number of service hours given by students through the Center for Service and Learning			< 50,000	50,000 - 75,000	75,001 - 100,000	> 100,000	**85,580**	**G**
			Number of Students					
			Poor	Fair	Good	Excellent		
4. Number of volunteers who serve through the Department of Student Leadership			< 500	500 - 1000	1001 -1500	> 1500	**1,375**	**G**
			Number of Hours					
			Poor	Fair	Good	Excellent		
5. Number of volunteer hours given through the Department of Student Leadership			< 10,000	10,000 - 20,000	20,001 - 30,000	> 30,000	**42,363**	**E**

2019-20 Core Theme Objective Indicators
Brigham Young University

Core Theme 4. Lifelong Learning and Service
Objective 4.2. Students and graduates participate in lifelong service.

		Indicators	Poor, Fair, Good, Excellent Scale Application					**Value**	**Rating**
			Response Options	Statistical Significance and Effect Sizes					
				Poor	Fair	Good	Excellent		
6. NSSE (Seniors)	a.	Number of Courses at this Institution that Have Included a Community-based Project (Service Learning)	BYU responses compared to the mean of Carnegie classification peer institutions, based on (1) statistically significant differences, and (2) corresponding effect sizes	Sig. dif. and effect size < -.40	Sig. dif. and effect size -.40 to -.01	No sig. dif., or sig. dif. and effect size .01-.40	Sig. dif. and effect size > .40	**.07**	**G**
	b.	Hours Spent in a Typical 7-day Week Doing Community Service or Volunteer Work						**-.06**	**F**
			Response Options	Mean Response Quartile Ranges					
				Poor	Fair	Good	Excellent		
7. BYU Senior Survey	a.	Being of Service to Others on an Individual Basis	Never (1), Several times a semester (2), Several times a month (3), Every week (4), Several times a week (5), Daily or almost daily (6)	1.00-2.25	2.26-3.50	3.51-4.75	4.76-6.00	**3.43**	**F**
	b.	Church Service	Detracted (1), Had no effect (2), Slightly enhanced (3), Enhanced (4), Strongly enhanced (5)	1.00-2.00	2.01-3.00	3.01-4.00	4.01-5.00	**3.48**	**G**
	c.	Community Service and Involvement						**3.33**	**G**
			Response Options	Overall Construct Categorical Mapping					
				Poor	Fair	Good	Excellent		
8. BYU Alumni Questionnaire, Undergraduate Alumni	a.	Church Service	Not at all, Poorly, Somewhat well, Quite well, Extremely well	Not at all, Poorly	Somewhat well	Quite well	Extremely well	**Quite Well**	**G**
	b.	Impact of BYU Experiences on Lifelong Learning and Service	Detracted (1), Had no effect (2), Slightly enhanced (3), Enhanced (4), Strongly enhanced (5)	1.00-2.00	2.01-3.00	3.01-4.00	4.01-5.00	**3.55**	**G**

2019-20 Core Theme Objective Indicators
Brigham Young University

Core Theme 4. Lifelong Learning and Service
Objective 4.2. Students and graduates participate in lifelong service.

		Indicators	Poor, Fair, Good, Excellent Scale Application					**Value**	**Rating**
			Response Options	Overall Construct Categorical Mapping					
				Poor	Fair	Good	Excellent		
9. BYU Alumni Questionnaire, Graduate Alumni	a.	Church Service	Not at all, Poorly, Somewhat well, Quite well, Extremely well	Not at all, Poorly	Somewhat well	Quite well	Extremely well	**Quite Well**	**G**
	b.	Impact of BYU Experiences on Lifelong Learning and Service	Detracted (1), Had no effect (2), Slightly enhanced (3), Enhanced (4), Strongly enhanced (5)	1.00-2.00	2.01-3.00	3.01-4.00	4.01-5.00	**3.65**	**G**
			Response Options	Mean Response Quartile Ranges					
				Poor	Fair	Good	Excellent		
10. BYU Employers		Desire to Contribute to Society through Community Service and Involvement	Much worse (1), Somewhat worse (2), About the same (3), Somewhat better (4), Much better (5)	1.00-2.00	2.01-3.00	3.01-4.00	4.01-5.00	**3.48**	**G**

Brigham Young University

Core Theme Indicators: Sources and Timing (2019-20 Academic Year)

	Data Sources	Cycle	Most Recent Data
	Graduate School Entrance Tests		
1	Graduate Record Examination (GRE) - Percent below BYU average score	Annual	2016-19
2	Law School Admission Test (LSAT) - Percent below BYU average score	Annua	2018-19
3	Graduate Management Admission Test (GMAT) - Percent below BYU average score	Annual	2017-19
4	Medical College Admission Test (MCAT) - Percent equal to or below BYU average score	Annua	2017-19
5	Dental Admission Test (DAT) - Percent equal to or below BYU average score	Annual	2019
	Surveys		
6	BYU Senior Survey	Annual	2018-19 Academic Year
7	BYU Recent Graduates Survey (Undergraduate Alumni)	Annual	2018-19 Cohort as of 6 months out
8	BYU Recent Graduates Survey (Graduate Alumni)	Annual	2018-19 Cohort as of 6 months out
9	BYU Alumni Questionnaire (Graduate Alumni)	Annual	2016 Cohort as of 2019
10	BYU Alumni Questionnaire (Undergraduate Alumni)	Annual	2016 Cohort as of 2019
11	Employers of BYU Graduates Survey	3 year	2018
12	BYU Language Skills Survey	5 year	2017
13	National Survey of Student Engagement (NSSE): Seniors	Annual	2020
	Varying Data Points		
14	Default rates on federal student loans (3-year cohort)	Annual	FY 2017
15	IPEDS: Retention Rate, Graduation Rate (6-year)	Annual	2019-20 IPEDS: 2013 Cohort as of 2019
16	Number of service hours given by students through the Center for Service and Learning	Annual	2019
17	Number of students giving service through the Center for Service and Learning	Annual	2019
18	Number of volunteer hours given through the Department of Student Leadership	Annual	2019-20 Academic Year
19	Number of volunteers who serve through the Department of Student Leadership	Annual	2019-20 Academic Year
20	Percentage of faculty members who produce peer-reviewed scholarly or creative works in a year (Activity In	Annual	2019
21	Annual number of peer-reviewed scholarly and creative works per faculty member (Productivity Index)	Annual	2019
22	Theses and Dissertations External Evaluations	Annual	2018-19
23	Rank in Baccalaureate-origins of U.S. Doctorate Recipients	Annual	2018
24	Learning Outcomes	Annual	2019-20 Academic Year

University Curriculum Council

The University Curriculum Council advises the Academic Vice President in matters related to curriculum, learning, and teaching at Brigham Young University. This includes but is not limited to approval and oversight of undergraduate programs and courses, graduate courses, grade rules, examination policy, catalog content, limited enrollment programs, and the improvement of teaching and learning through appropriate and effective program and course objectives, outcomes, strategies, and assessments.

Responsible Officer:

John Rosenberg, Associate Academic Vice President–Undergraduate Studies

Chair:

John Rosenberg, Associate Academic Vice President–Undergraduate Studies

Co-Chair:

Janet Losser, Director, Center for Teaching and Learning

Executive Council Members:

- Taylor Adams, Manager, Registrar's Office
- Susan Rugh, Dean, Undergraduate Education

Members:

- Barry Allred, Registrar, Student Academic and Advisemement Services
- Carolyn Andrews, Associate Dean, Continuing Education
- Stan Benfell, Associate Director, Academic Programs and Research
- John Bingham, Associate Dean, Marriott School of Management
- Brent Chowen, Director, Educator Preparation Program
- Kjerste Christensen, Interim Associate University Librarian, Harold B. Lee Library
- Justin Collings, Associate Dean, Law School
- James Crane, Associate Dean, Graduate Studies
- Lynnette Erickson, Associate Dean, McKay School of Education
- Susan Fullmer, Associate Dean, Life Sciences
- Tyler Griffin, Associate Dean, Religious Education
- Jeremy Grimshaw, Associate Dean, Fine Arts and Communications
- Jennifer Nielson, Associate Dean, Physical and Mathematical Sciences
- Christopher (Chip) Oscarson, Associate Dean, Undergraduate Education
- Sam Otterstrom, Associate Dean, Family, Home and Social Sciences
- Tyler Pederson, Associate Director, Counseling and Career Center
- Leslee Thorne-Murphy, Associate Dean, Humanities
- Julie Valentine, Associate Dean, Nursing
- Vincent Wilding, Associate Dean, Engineering and Technology

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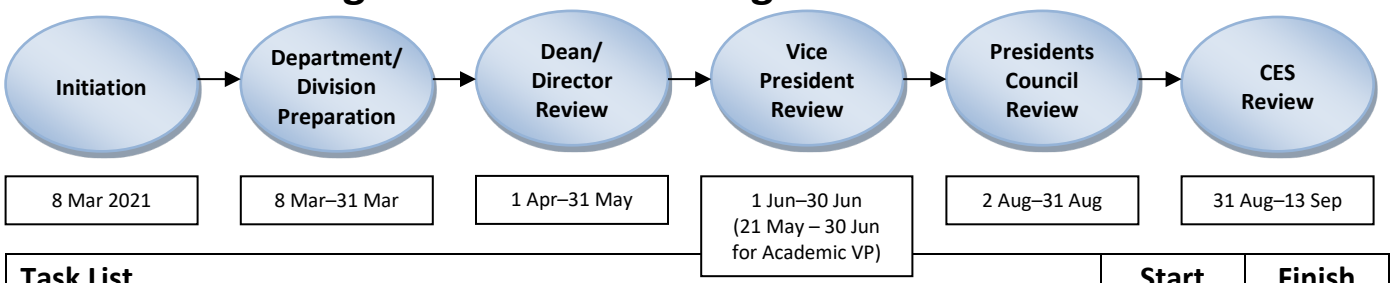
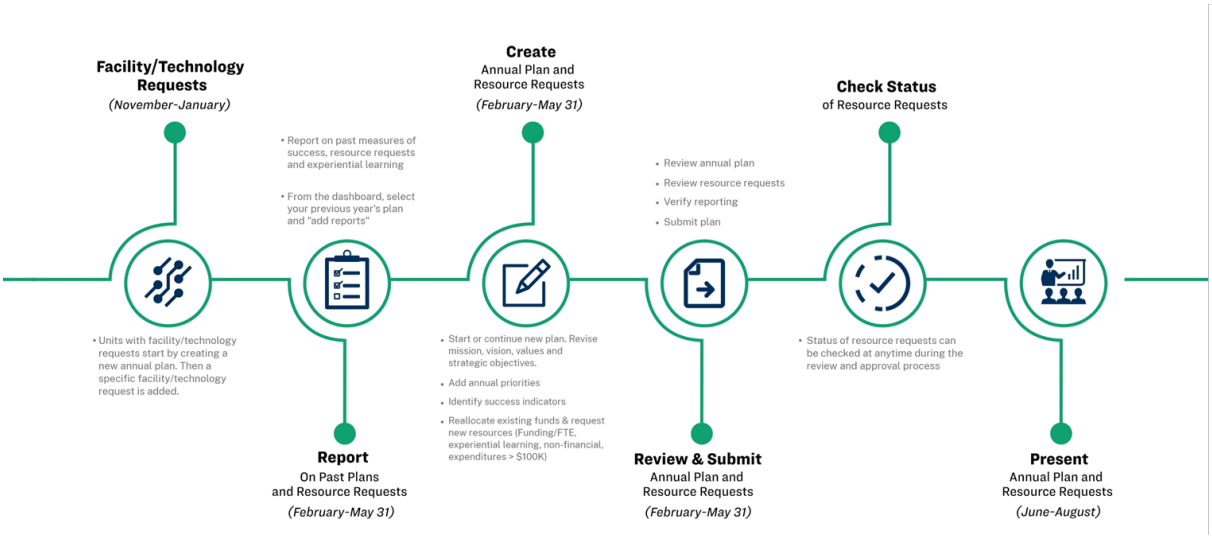
Strategic Resource Planning Process for 2022



Task List	Start	Finish
Initiation	**8-Mar**	
Strategic Resource Planning Process (SRPP) for 2022 instructions and timeline sent to Deans/Directors. Technology Requests instructions sent separately.		
Note: Academic Deans and selected Directors will be invited to present to the President's Council August 2-13, 2021		
Departmental/Division Preparation	**8-Mar**	**31-Mar**
Budget Office distributes SRPP documents to Deans/Directors		
Deans/Directors distribute SRPP documents to departments		
Departmental planning process:		
Complete Resource Planning 2022 Annual Progress Report and Annual Planning at https://resourceplanning.byu.edu		
Request resources (C, C-1, C-2), Estimate budget (D-1)		
Technology Additions and Improvements Request		
Submit unit's SRPP documents to Deans/Directors		31-Mar
Dean's/Director's Review	**1-Apr**	**31-May**
Deans/Directors meet with department/unit leaders to review SRPP documents		
Dean prioritizes requests and prepares college SRPP summary:		
Complete Resource Planning 2022 Annual Progress Report and Annual Planning at https://resourceplanning.byu.edu		
Request resources for college/division (C, C-1, C-2), Estimate budget for the college/division (D-1), Report on Experiential Learning (E)		
Submit college/division SRPP documents to line Vice President and to the Budget Office via SharePoint		31-May
Other Vice President's Review **Academic Vice President's Review**	**1-Jun** **21-May**	**30-Jun** **30-Jun**
VPs meet with Deans/Directors to review SRPP documents		
Deans/Directors adjust initial plans and resource requests as needed		
Deans/Directors finalize SRPP documents and submit final versions to their line VP and to the Budget Office		
VPs summarize strategic plans for their areas		
VPs prioritize resource allocation requests for their areas and indicate in SharePoint status of each request		
Budget Office Preparation	**1-Jun**	**31-Jul**
Budget Office prepares budget summary for President's Council	1-Jun	
President's Council Review	**2-Aug**	**31-Aug**
President's Council meets with selected Deans/Directors	2-Aug	13-Aug
President's Council determines institutional strategies and funding priorities	16-Aug	31-Aug
President's Council approves final list of priorities and budget for 2022		31-Aug
Budget Office prepares budget documents for Commissioner	16-Aug	13-Sep
CES Review	**31-Aug**	**13-Sep**
Meet with Commissioner and Church Budget Office		**13-Sep**
2022 Strategic Resource Planning Report		

Resource Planning Portal



Faculty Advisory Council (FAC)

The Faculty Advisory Council (FAC) is the official voice of the faculty to the administration. The Council of itself may raise issues, consider issues raised by other faculty members, or respond to issues submitted to them by the administration. The standing committees of the FAC may create a liaison with other university committees as needed. Although FAC members are elected by their colleagues, they serve on the Council as university citizens with a university viewpoint and not as college representatives. FAC members serve for a term of three years, which expires at the end of winter semester.

Website:

Faculty Advisory Council (https://fac.byu.edu/)

Responsible Officer:

Laura Bridgewater, Associate Academic Vice President–Faculty Development

Co-Chair:

Byron Adams, Biology (term expires April 2023)

Sarah Coyne, School of Family Life (term expires April 2022)

Secretary:

Amber Dukes, Military Sciences (term expires April 2024)

Members:

- Julie Allen, Comparative Arts & Letters (term expires April 2023)
- Greg Anderson, Information Systems Department (term expires April 2022)
- Clark Asay, Law School (term expires April 2024)
- Leanna Balci, Library Services (term expires April 2024)
- Darron Billeter, Marketing & Global Supply Chain (term expires April 2024)
- Pamela Brubaker, School of Communications (term expires April 2023)
- Brad Bundy, Chemical Engineering (term expires April 2023)
- William Christensen, Statistics (term expires April 2023)
- Jon Cox, Student Development Services (term expires April 2023)
- Ali Crandall, Public Health (term expires April 2024)

- Rebecca DeSchweinitz (term expires April 2023)
- John Dallon, Mathematics (term expires April 2022)
- Dean Duncan, Theatre and Media Arts (term expires April 2022)
- Emron Esplin, English (term expires April 2024)
- Loreen Flinders, Plant and Wildlife Sciences (term expires April 2024)
- Mark Graham, Art (term expires April 2023)
- Marc Hansen, Physiology Developmental Bio (term expires April 2023)
- Jeff Hardy, History (term expires April 2022)
- John Hilton, Religious Education (term expires April 2022)
- Jamie Horrocks, English (term expires April 2022)
- Brock Kirwan, Psychology (term expires April 2024)
- Teresa Leavitt, McKay School (term expires April 2022)
- Rob Martinsen, Spanish and Portuguese, (term expires April 2024)
- Kerry Muhlestein, Ancient Scripture (term expires April 2023)
- Taylor Nadauld, Finance (term expires April 2024)
- Jacob Rugh, Sociology (term expires April 2023)
- Rebecca Sansom, Chemistry & Bio Chemistry (term expires April 2023)
- Grant Schultz, Civil and Environmental Engineering (term expires April 2024)
- Laura Smith, German & Russian (term expires April 2023)
- Denise Stephens, Physics and Astronomy (term expires April 2022)
- Justin Weidman, School of Technology (term expires August 2024)
- Michael Whitchurch, Lee Library (term expires April 2023)
- Jennifer Wimmer, McKay School (term expires April 2022)
- Blaine Winters, Nursing (term expires April 2023)

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Administrative Advisory Council (AAC)

The Administrative Advisory Council (AAC) is a committee of full-time BYU administrative and staff employees whose purpose is to serve as a liaison between the university's administration and support staff.

Charter:

Administrative Advisory Council (AAC) (https://committee.byu.edu/system/files/Administrative%20Advisory%20Council%20Charter-Accessible.pdf)

Website:

Administrative Advisory Council (https://aac.byu.edu/officers-members)

Responsible Officer:

David Tueller, Assistant Administrative Vice President-Human Resources

Chair:

Tamryn Barber, BYU Store

Vice Chair:

Coreena White, HBLL

Secretary:

Sandy Alger, School of Education

Members:

- Jared Bell, Athletics
- Memo Caldera, Student Life
- Shasta Hamilton, Humanities
- Amy Hixson, CE FSY PR Overhead
- Steve Morley, Finance
- Jonathon Owen, Publications and Graphics
- Chris Reeves, Concessions
- Teena Searle, Bindery Total

- Corrine Smith, Dining Services
- Lori Soza, Religious Studies
- James Speirs, OIT
- Lola Taylor, PF AVP Office
- Carolyn Vermeulen, Life Sciences
- Shane Warby, Fine Arts and Communications
- Rick Worthen, Physical Facilities

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Student Advisory Council (SAC)

The Student Advisory Council (SAC) is a credible and sought after resource that represents the voice and sentiment of the BYU student body. SAC collaborates with BYU students and administration to improve the overall BYU student experience. A maximum of 50 total representatives from colleges, departments, and student organizations serve for a minimum of one semester.

Website:

Student Advisory Council (https://byusa.byu.edu/council)

Responsible Officer:

Julie Franklin, Student Life Vice President

Advisor:

Anthony Bates, Assistant Director Student Leadership

Chair:

Gabriel Melendez, BYUSA Vice President of Student Advisory Council

Members:

- COLLEGES (1-2 representatives)
  - Engineering
  - Family, Home, and Social Sciences
  - Fine Arts and Communications
  - Humanities
  - Kennedy Center
  - Life Sciences
  - Marriott School of Business
  - McKay School of Education
  - Nursing
  - Physical and Mathematical Sciences
  - Religious Education
- GRADUATE PROGRAMS (1 representative)

    - Graduate Student Society
    - Law
    - Marriott School of Business
    - Romney Institute
- DEPARTMENTS (1 representative)
    - Athletics
    - Ballard Center
    - Campus Security
    - Center for Service and Learning
    - Counseling and Psychological Services
    - Harold B. Lee Library
    - Honors
    - International Student Services
    - Multicultural Student Services
    - Office of First Year Experience
    - Office of First Year Experience-Freshman
    - Resident Halls Association
    - ROTC
    - Student Alumni
    - Student Employment
    - University Accessibility Center
    - Women's Services and Resources
- STUDENT ORGANIZATIONS (1 representative)
    - Clubs
    - Extramural Sports
    - Military Veterans
    - Non-Traditional Students
    - Student Honor
    - Students of Other Faiths

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Deans' Council

The Deans' Council discusses and reviews academic matters as they affect and apply to the university community.

Responsible Officer:

Shane Reese, Academic Vice President

Chair:

Shane Reese, Academic Vice President

Members:

- Edward Adams, Fine Arts and Communications
- Rick Anderson, University Librarian
- Laura Bridgewater, Associate Academic Vice President–Faculty Development
- Scott Esplin, Religious Education
- Christian Faulconer, Student Academic and Advisement Services
- Renata Forste, International Vice President
- Lee Glines, Continuing Education
- Larry Howell, Associate Academic Vice President – Research and Graduate Studies
- Grant Jensen, Physical and Mathematical Sciences
- Michael Jensen, Engineering and Technology
- Jane Lassetter, Nursing
- Brigitte Madrian, Marriott School of Management
- Scott Miller, Humanities
- Brad Neiger, Associate Academic Vice President–Faculty Relations
- Kris Nelson, Assistant to the Academic Vice President
- Rich Osguthorpe, McKay School of Education
- James Porter, Life Sciences
- John Rosenberg, Associate Academic Vice President – Undergraduate Studies
- Susan Rugh, Undergraduate Education

- Gordon Smith, Law School
- Laura Padilla-Walker, Family, Home and Social Sciences
- Sarah Westerberg, Associate Student Life Vice President and Dean of Students
- Adam Woolley, Graduate Studies

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Executive Risk Management and Compliance Committee (ERMCC)

The Executive Risk Management and Compliance Committee provides direction and guidance to the BYU compliance program and assists the President's Council in their oversight of the BYU compliance program. The committee focuses on ensuring BYU complies with significant legal, ethical, and regulator requirements.

Charter:

Executive Risk Management and Compliance Committee (ERMCC) (https://committee.byu.edu/system/files/Executive%20Risk%20Management%20and%20Compliance%20Committee%20Charter%20%28-2019%29-Accessible.pdf)

Responsible Officer:

Kevin Worthen, University President

Chair:

Steve Sandberg, Assistant to the President and General Counsel

Members:

- Lisa Bohman, Associate University Counsel-Compliance
- Sarah Campbell, Chief Integrity and Compliance Officer
- Tracy Flinders, Information Technology Vice President and CIO
- Julie Franklin, Student Life Vice President
- Steve Hafen, Administration Vice President and CFO
- Rich Hatch, University Counsel
- Vern Heperi, Assistant to the President, Student Success and Inclusion
- Larry Howell, Associate Academic Vice President – Research and Graduate Studies
- Carri Jenkins, Assistant to the President, University Communications
- Shane Reese, Academic Vice President
- Sandra Rogers, International Vice President
- Rosemary Thackeray, Assistant to the President, Assessment and Planning
- Keith Vorkink, Advancement Vice President
- Branden Wilson, Managing Director, Risk Management and Safety
- Kevin Worthen, University President

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Screenshot of Learning Outcomes website

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Expected Learning Outcomes

BYU Colleges

- Business
- Education
- Engineering
- Family, Home, and Social Sciences
- Fine Arts and Communications
- Humanities
- International and Area Studies
- Law School
- Life Sciences
- Nursing
- Physical and Mathematical Sciences
- Religious Education
- Student Life
- Undergraduate Education

BYU Learning Outcomes

This web page links you to the expected learning outcomes for each major at BYU. Learning outcomes are statements that describe the knowledge, skills, and attitudes that learners should have after successfully completing a learning experience or program. By reviewing the published learning outcomes for a given major, students and instructors can keep in mind and discuss the larger picture of student learning within that major how the courses, projects, assessments, and other learning activities help students accomplish those outcomes.

To see the expected learning outcomes for any major, select the college and then the department and program.

Mid-Course Evaluations

One way to enhance student learning and to assist students in achieving the learning outcomes of a course is for instructors to use the Mid-Course Evaluation Tool. This tool allows instructors to create a simple survey for students to provide feedback on their learning experience in a course. Based on the survey results, instructors can respond to the feedback and adjust their instruction and activities to improve the learning experience in their course.

Editing Access

To gain editing access to Learning Outcomes, your department chair or dean should send an email giving permission for you to edit to learningoutcomes@byu.edu.

Tips for Students

By reviewing the program outcomes you can see the big picture of the knowledge and skills you will be able to use upon finishing the program.

Reviewing program outcomes will help you understand how the work you perform in individual courses can enable you develop the knowledge and skills listed in the outcomes.

Knowing the program outcomes will help you develop and organize your personal portfolio of work that will help you impress potential employers.

Tips for Professors

How to Write Effective Course Learning Outcomes

By continually reviewing your outcomes, you will be able to quickly identify areas of strength and weakness in your program. Your case for making changes to improve student learning will be well documented and will contribute to ongoing accreditation for BYU.

By reviewing the published outcomes for your program, you can better plan what you will assess and how those assessments will help your students learn and achieve the outcomes.

You can better meet your responsibilities to account for student learning by reviewing and knowing the outcomes and how the assessments in your course(s) inform decisions regarding student learning.

By reviewing your outcomes and corresponding assessments, you can identify outcomes that need revising in order to be clearer in defining student achievement.

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Expected Learning Outcomes

Life Sciences

Departments

- Biology
- Cell Biology and Physiology
- Exercise Sciences
- Microbiology and Molecular Biology
- Neuroscience Center
- Nutrition, Dietetics, and Food Science
- Plant and Wildlife Sciences
- Public Health

Programs

COLLEGE OF

Life Sciences

The following departments are included within the College of Life Sciences:

- Biology (Bio)
- Cell Biology and Physiology (CELL)
- Exercise Sciences (ExSc)
- Microbiology and Molecular Biology (MMBio)
- Nutrition, Dietetics, and Food Science (NDFS)
- Plant and Wildlife Sciences (PWS)
- Public Health (Hlth) [formerly Health Science]

Courses offered in the life sciences give students a general understanding of the fundamental principles of life that extend from the tiniest microbes to plants, animals, and human beings. Students also obtain the knowledge, skills, and motivation necessary to maintain a healthy lifestyle. Specialized courses emphasizing teaching and research in various life science disciplines are also offered. Disciplines range from basic science to applied science.

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Expected Learning Outcomes

Life Sciences » Nutrition, Dietetics, and Food Science

Programs

- Dietetics BS
- Food Science BS
- Nutritional Science BS
- Food Science MS
- Nutritional Science and Dietetics MS Dietetics
- Nutritional Science and Dietetics MS Nutritional Science

COLLEGE OF LIFE SCIENCES

Nutrition, Dietetics, and Food Science Department

The Department of Nutrition, Dietetics and Food Science offers three different academic programs, each with unique learning outcomes and career paths.

Food Science is the multidisciplinary study of food, including its chemical, physical, and microbiological attributes. Knowledge derived from this study is applied to the development, processing, storage, distribution, and evaluation of food. A degree in Food Science allows students to gain immediate employment in product development, quality assurance, production management and other areas in the world-wide food industry.

Nutritional Science investigates the metabolic and physiological responses of the body to food and diet, including the role of nutrients in the cause, treatment, and prevention of disease. This program prepares students to work in research laboratories or to go on to graduate studies or professional school.

Dietetics combines the study of human nutrition, education, management and food preparation into a discipline that leads to employment in healthcare institutions, government agencies, schools, universities, and private industry.

Example of Learning Outcomes website- student view

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Login

Expected Learning Outcomes

Life Sciences » Nutrition, Dietetics, and Food Science » Dietetics BS

Program Courses

ACC 200
ANTHR 101
CELL 120
CELL 210
CELL 220
CELL 305
CELL 365
CHEM 101
CHEM 285
MKTG 201
MMBIO 221
MMBIO 222
MSB 250
NDFS 100
NDFS 200
NDFS 237
NDFS 250
NDFS 251
NDFS 290
NDFS 300
NDFS 310
NDFS 356
NDFS 374
NDFS 375
NDFS 380
NDFS 400
NDFS 405
NDFS 424
NDFS 434
NDFS 440
NDFS 445
NDFS 455
NDFS 458

Dietetics BS

Program Purpose

The purpose of the Didactic Program in Dietetics (DPD) is to develop informed and productive citizens of the family, community, and nation who are prepared to perform effectively in supervised practice and to make meaningful contributions to the dietetics profession.

Graduates of the Didactic Program in Dietetics will:

1. Excel in Dietetic Internships (DI) or other professional pursuits through acquisition of current knowledge and development of dietetics skills.
2. Demonstrate the desire and skills for continuing education and personal growth.
3. Apply ethical and moral values in personal and professional life.

Following prerequisite courses, the Didactic Program in Dietetics consists primarily of dietetics course work at the junior and senior level. The program is accredited by the Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics. Following graduation, students must gain acceptance into and complete an accredited dietetic internship to qualify for the national examination required for Registered Dietitian (RD) status. Career opportunities fall into the three primary areas of Medical Nutrition Therapy, Foodservice Systems Administration, and Community/Public Health Nutrition. In addition to the planned curriculum, students are encouraged to belong to the Student Dietetic Association (SDA). In SDA, students develop leadership and social skills, participate in service activities, and meet professional role models. Also, students are strongly encouraged to have 1000 hours of dietetics-related work and/or volunteer experience prior to making DI applications in February of the final year of study. These activities add depth and increased understanding to the academic experience.

Curricular Structure

Catalog Information

Learning Outcomes

Effective and Professional Communication
Use effective and professional communication skills.
(KRDN 2.1, 3.3-- 2017 ACEND Standards for Didactic Program in Dietetics)
Courses that Contribute: NDFS 300 NDFS 356 NDFS 374 NDFS 375 NDFS 400 NDFS 424 NDFS 434 NDFS 440 NDFS 445 NDFS 458 NDFS 466 NDFS 475 NDFS 490 NDFS 491 NDFS 621
Linked to BYU Aims: *Communicate effectively, Competence*

Nutrition Care Process
Explain and apply all areas of the nutrition care process.
(KRDN 3.1, 3.2, 3.3-2017 ACEND Standards for Didactic Program in Dietetics)
Courses that Contribute: NDFS 200 NDFS 300 NDFS 356 NDFS 405 NDFS 424 NDFS 440 NDFS 445 NDFS 466 NDFS 475 NDFS 621
Linked to BYU Aims: *Quantitative reasoning, Competence*

Professionalism
Demonstrate professional beliefs, values, attitudes and behaviors in all required student assignments and activities.
(KRDN 2.1, 2.2, 2.7--2017 ACEND Standards for Didactic Program in Dietetics)

Example of Learning Outcomes website- editor view

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Rosemary Thackeray - Editor

Logout

Expected Learning Outcomes

Life Sciences » Nutrition, Dietetics, and Food Science » Dietetics BS

2021-22

Program Courses

ACC 200
ANTHR 101
CELL 120
CELL 210
CELL 220
CELL 305
CELL 365
CHEM 101
CHEM 285
MKTG 201
MMBIO 221
MMBIO 222
MSB 250
NDFS 100
NDFS 200
NDFS 237
NDFS 250
NDFS 251
NDFS 290
NDFS 300
NDFS 310
NDFS 356
NDFS 374
NDFS 375
NDFS 380
NDFS 400
NDFS 405
NDFS 424
NDFS 434
NDFS 440
NDFS 445
NDFS 455
NDFS 458
NDFS 466

Edit / View Alignment Table | Program Courses Report | Department Courses Report | Download Course Outcomes Report

Dietetics BS

Program Purpose Edit Description

The purpose of the Didactic Program in Dietetics (DPD) is to develop informed and productive citizens of the family, community, and nation who are prepared to perform effectively in supervised practice and to make meaningful contributions to the dietetics profession.

Graduates of the Didactic Program in Dietetics will:

1. Excel in Dietetic Internships (DI) or other professional pursuits through acquisition of current knowledge and development of dietetics skills.
2. Demonstrate the desire and skills for continuing education and personal growth.
3. Apply ethical and moral values in personal and professional life.

Following prerequisite courses, the Didactic Program in Dietetics consists primarily of dietetics course work at the junior and senior level. The program is accredited by the Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics. Following graduation, students must gain acceptance into and complete an accredited dietetic internship to qualify for the national examination required for Registered Dietitian (RD) status. Career opportunities fall into the three primary areas of Medical Nutrition Therapy, Foodservice Systems Administration, and Community/Public Health Nutrition. In addition to the planned curriculum, students are encouraged to belong to the Student Dietetic Association (SDA). In SDA, students develop leadership and social skills, participate in service activities, and meet professional role models. Also, students are strongly encouraged to have 1000 hours of dietetics-related work and/or volunteer experience prior to making DI applications in February of the final year of study. These activities add depth and increased understanding to the academic experience.

Curricular Structure Edit Delete

Catalog Information

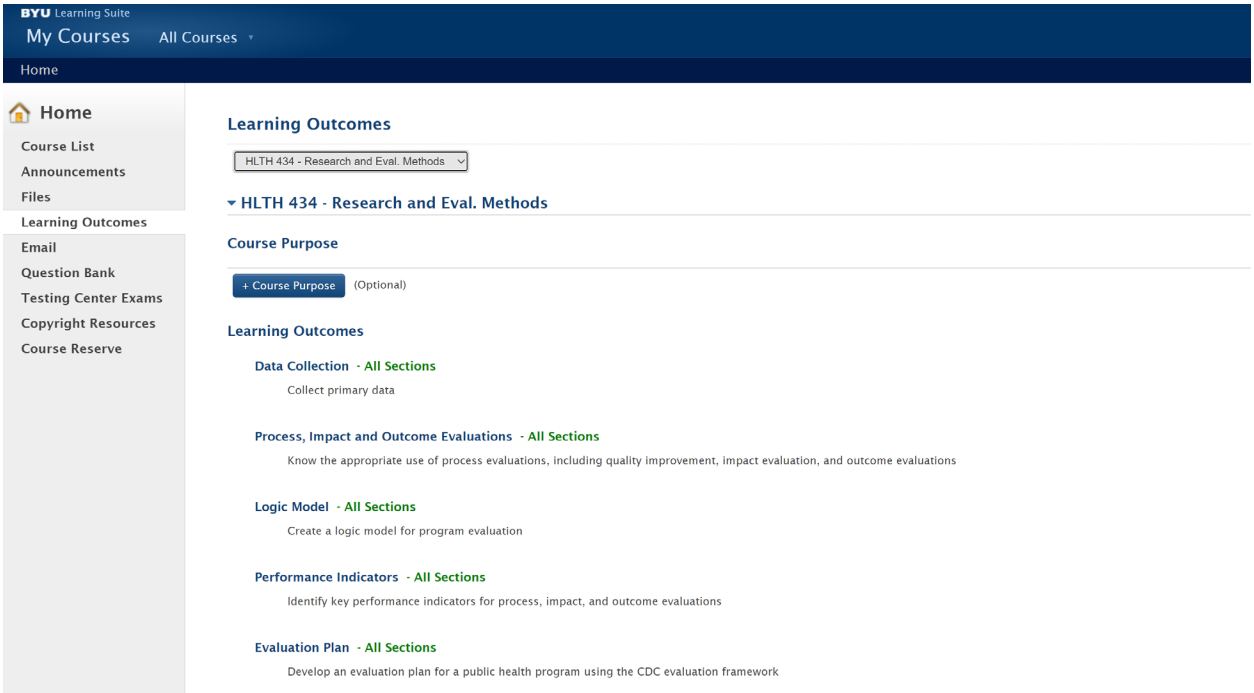
Add a Sub-section

Learning Outcomes Edit Description

Effective and Professional Communication Edit Delete History
Use effective and professional communication skills.
(KRDN 2.1, 3.3-- 2017 ACEND Standards for Didactic Program in Dietetics)
Courses that Contribute: NDFS 300 NDFS 356 NDFS 374 NDFS 375 NDFS 400 NDFS 424 NDFS 434 NDFS 440 NDFS 445 NDFS 458 NDFS 466 NDFS 475 NDFS 490 NDFS 491 NDFS 621
Linked to BYU Aims: *Communicate effectively, Competence*

Nutrition Care Process Edit Delete History
Explain and apply all areas of the nutrition care process.
(KRDN 3.1, 3.2, 3.3-2017 ACEND Standards for Didactic Program in Dietetics)
Courses that Contribute: NDFS 200 NDFS 300 NDFS 356 NDFS 405 NDFS 424 NDFS 440 NDFS 445 NDFS 466 NDFS 475 NDFS 621
Linked to BYU Aims: *Quantitative reasoning, Competence*

Learning Suite, Learning Outcomes Example



Syllabi Directory Example

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Syllabi Directory

Rosemary Thackeray Logout

Reports Help

The Syllabi Directory (syllabus.byu.edu) is central location to access syllabi that have been created or stored in the BYU Syllabus Builder or in BYU Learning Suite. Syllabi are available back to Fall Semester 2012 when the BYU Syllabus Builder was first released. Syllabi are only available for courses where the professor created or uploaded a syllabus previously. To print or save a syllabus, use the browsers print feature. If you need help printing or saving your syllabus, you can either use the Syllabi Directory Help located here or call the Help Desk at 2-4000.

Login to view course syllabi.

Fall 2021 - syllabi | Past syllabi

ARAB - Arabic

ARAB 100R - Intro to Arabic

ARAB 101 - 1st-Year Arabic

Blankinship, Kevin	View Syllabus
Moody, Christian	View Syllabus
Palma, Aremondo	Upload Syllabus
Toronto, James	View Syllabus

Course outcomes common to all sections of ARAB 101

- Demonstrate ability to socially interact with Arabs appropriately (control basic "God wishes," gender/status sensitive).
- Converse simply but successfully with native speakers of Arabic about self and family; order a meal, ask/give simple directions, and accomplish other basic tasks.
- Distinguish and pronounce all Arabic sounds.
- Comprehend simple written and audio/video texts on familiar topics.
- Compose a simple personal letter.
- Control foundational structures (iDaafa, noun/adjective phrase, basic sentence types, etc.).
- Recognize and employ some of the differences between formal and vernacular Arabic.
- Employ key language learning and communicative strategies (e.g. use context and what one knows to infer themeaning of what one does not know).

Summary of Senior Survey Results

Responses from 7,430 graduates to the five questions below are positive.

- Question 44 asked, *"Are you aware of the expected learning outcomes for your major?"*
  - Sixty-four percent of students indicated they were aware of the expected learning outcomes for their majors.
- Question 45 asked, *"To what extent do you agree or disagree with the following statement? 'My academic experience helped me to achieve the expected learning outcomes for my major'."*
  - Of those who were aware of the learning outcomes, thirty-four percent "strongly agreed" with the statement, 56 percent "agreed," and 6 percent had no opinion, leaving only 4 percent who disagreed.
- Question 46 asked seniors, *"Did you use the information about learning outcomes in making decisions relative to your education or career."*
  - Responses reveal that 48 percent of those who were aware used the outcomes to make education and career decisions, and 52 percent did not.
- Question 47 asked, *"How did you personally use the information about learning outcomes in your decision-making (check all that apply)."*
  - Responses indicate that 52 percent of those who were aware used them to help them focus on their learning efforts, 45 percent used them to help them evaluate how well they were learning what they were supposed to be learning, 39 percent used them to select which courses in their major to take, 35 percent of students used the learning outcomes to decide which major to pursue, and 32 percent used them to help prepare for job interviews.
- Question 48 asked, *"For which of the following reasons did you not use the information about learning outcomes in your decision making."*
  - Fifty-six percent of students who were aware of learing outcomes did not use the learning outcomes because their personal goals were more important to them, 31 percent were not aware of them in time to use them, 20 percent indicated the outcomes were not emphasized in their major, 15 percent did not know how to apply them practically, and 3 percent did not understand them.

University Curriculum Council

The University Curriculum Council advises the Academic Vice President in matters related to curriculum, learning, and teaching at Brigham Young University. This includes but is not limited to approval and oversight of undergraduate programs and courses, graduate courses, grade rules, examination policy, catalog content, limited enrollment programs, and the improvement of teaching and learning through appropriate and effective program and course objectives, outcomes, strategies, and assessments.

Responsible Officer:

John Rosenberg, Associate Academic Vice President–Undergraduate Studies

Chair:

John Rosenberg, Associate Academic Vice President–Undergraduate Studies

Co-Chair:

Janet Losser, Director, Center for Teaching and Learning

Executive Council Members:

- Taylor Adams, Manager, Registrar's Office
- Susan Rugh, Dean, Undergraduate Education

Members:

- Barry Allred, Registrar, Student Academic and Advisemement Services
- Carolyn Andrews, Associate Dean, Continuing Education
- Stan Benfell, Associate Director, Academic Programs and Research
- John Bingham, Associate Dean, Marriott School of Management
- Brent Chowen, Director, Educator Preparation Program
- Kjerste Christensen, Interim Associate University Librarian, Harold B. Lee Library
- Justin Collings, Associate Dean, Law School
- James Crane, Associate Dean, Graduate Studies
- Lynnette Erickson, Associate Dean, McKay School of Education
- Susan Fullmer, Associate Dean, Life Sciences
- Tyler Griffin, Associate Dean, Religious Education
- Jeremy Grimshaw, Associate Dean, Fine Arts and Communications
- Jennifer Nielson, Associate Dean, Physical and Mathematical Sciences
- Christopher (Chip) Oscarson, Associate Dean, Undergraduate Education
- Sam Otterstrom, Associate Dean, Family, Home and Social Sciences
- Tyler Pederson, Associate Director, Counseling and Career Center
- Leslee Thorne-Murphy, Associate Dean, Humanities
- Julie Valentine, Associate Dean, Nursing
- Vincent Wilding, Associate Dean, Engineering and Technology

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Graduate Council

The Graduate Council is responsible for the academic review of all graduate (master's and doctoral) programs. The Council advises the Graduate Dean in matters related to proposed new programs and degrees, program changes, and policies governing graduate studies.

Responsible Officer:

Larry Howell, Associate Academic Vice President–Research and Graduate Studies

Chair:

Adam Woolley, Graduate Studies

Committee Assistant:

MariLee Allred, Graduate Studies

Members:

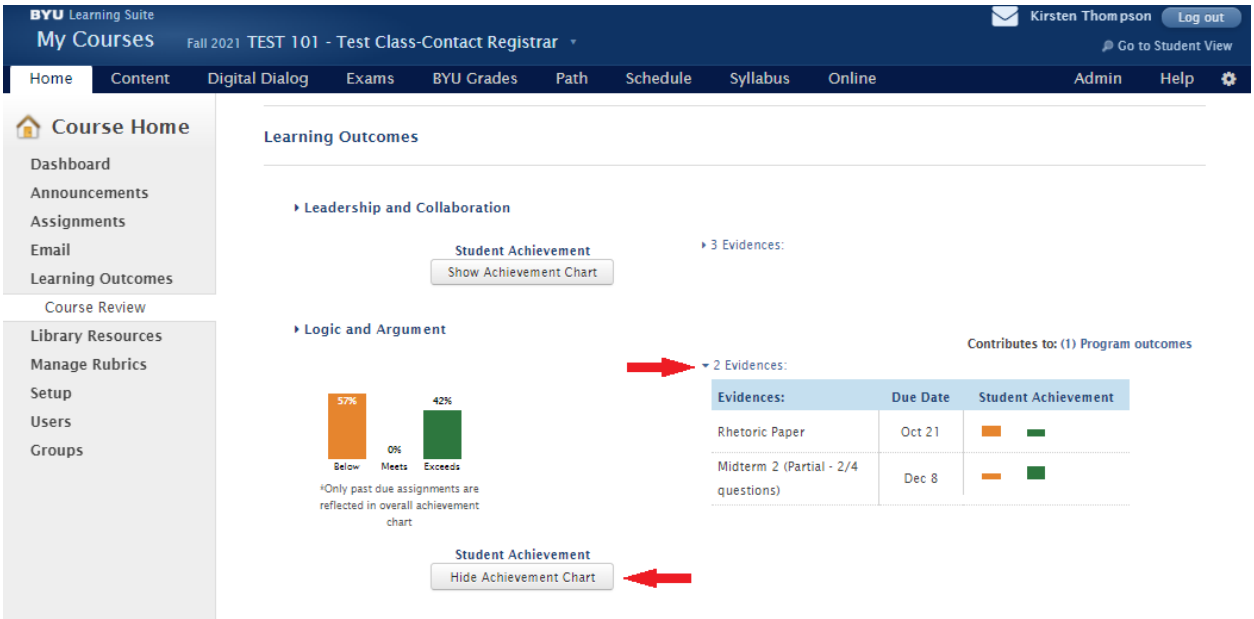
- John Bingham, Marriott School of Business
- Justin Collings, Law School
- Jeremy Grimshaw, College of Fine Arts and Communications
- Rick Jellen, College of Life Sciences
- Beth Luthy, College of Nursing
- Tim McLain, College of Engineering
- Bryan Morse, Physical and Mathematical Sciences
- Samuel Otterstrom, College of Family, Home, and Social Sciences
- Gaye Strathearn, Religious Education
- Tina Taylor, McKay School of Education
- Leslee Thorne-Murphy, Humanities

Learning Outcomes Reporting in Learning Suite

After assignments, exams, rubrics, and/or exam questions or question blocks are associated with learning outcomes, the Course Review page allows instructors to view how well students in the course are performing on the learning outcomes. The Course Review page is under the Learning Outcomes page under the Home tab of the course.

Click the "Show Achievement Chart" to see a charted view of how students are currently performing on the learning outcome. Click the "+ Evidences" to see the individual assignments/exams that are included in the calculation of the graph.

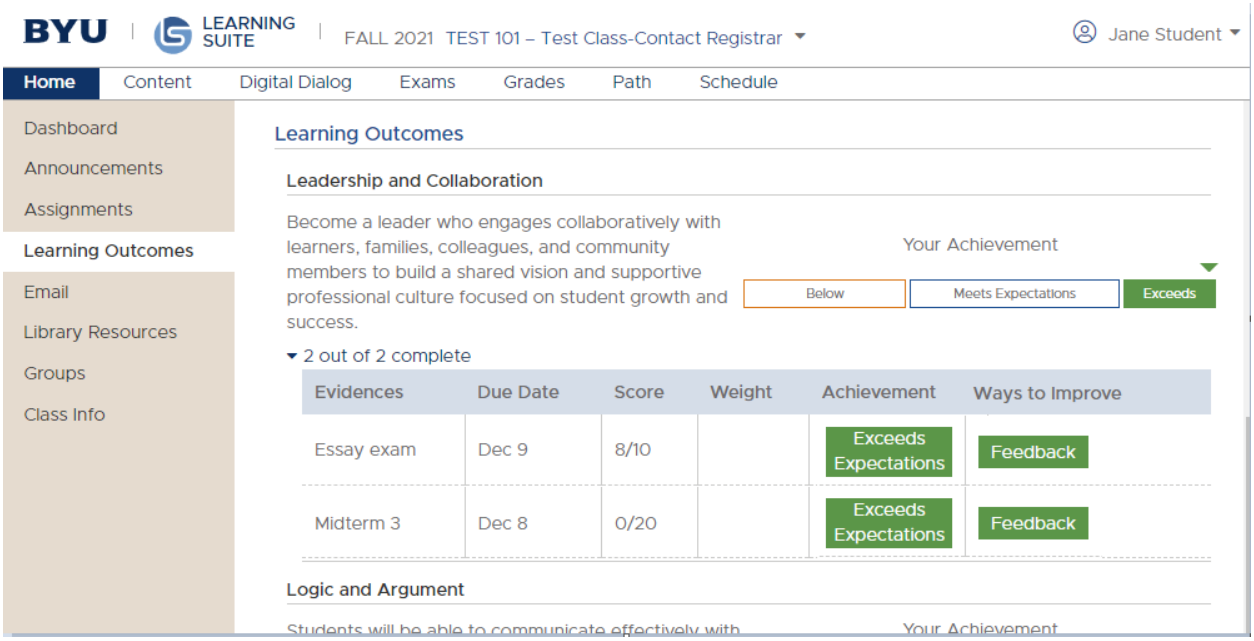
Linking to the Program outcomes this course learning outcome contributes to is found to the right.



The performance level is calculated based upon the weight of the assignment and the grades awarded. The scores are changed to a 4.0 scale—"Exceeds" includes all students who earned an A or A- on the assessment, "Meets" includes students who earned a C- to a B+, and "Below" includes students who earned a D+ or lower.

The evidences are listed along with their due dates and a simplified graph of student performance on that assessment.

Students have a corresponding view of their own achievement toward the course learning outcomes. They access their page by clicking the Learning Outcomes page under the Home tab. Students can click the evidence drop-down link to see their performance on the individual assessments.



Making the STEM Faculty Institute (STEMFI) a Sustainable Faculty Development Program at Brigham Young University

Background and Rationale

The Higher Education Research Institute (Hurtado et al., 2012) reported that entering college students' interest in STEM (Science, Technology, Engineering, Mathematics) is increasing; however, the percentage of students who graduate in STEM is decreasing. According to the 2012 PCAST report, only 40% of students who enter college with the intent to pursue a STEM degree actually do so. Poor teaching by STEM faculty is one of the primary concerns of those who leave (Seymour & Hewitt, 1997). Yet, there is an urgent need to increase retention of students in STEM degrees to meet workforce demands (PCAST, 2012).

The STEM Faculty Institute (STEMFI) is an evidence-based faculty development program aimed at increasing STEM faculty use of evidence-based instructional practices (EBIPs) that improve student achievement, teach scientific reasoning skills, and increase student interest toward the learning environment (Freeman et al., 2014; Hmelo-Silver et al., 2007; Kuhn 2005). Based in the Theory of Planned Behavior (Ajzen, 1991; Ajzen, 2005; see Figure 1). STEMFI has been funded for the last four years by the National Science Foundation and has provided 45 BYU faculty an immersive experience that targeted their attitudes, external factors, and self-efficacy to increase intention and thereby influence changes in behavior toward the use of more EBIPs in their classrooms. An overview and evidence of success of the program are presented below.

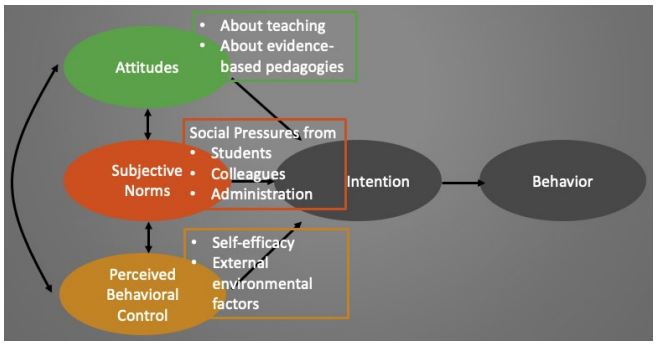


Figure 1. Three factors (attitudes, subjective norms, and perceived behavioral control) influence intentions, which predict behaviors.

In addition, we plan to incorporate new elements into STEMFI in light of BYU's current campus-wide change to the evaluation of teaching quality, using EBIPs and backward design (Wiggins & McTighe, 2005) as guiding philosophies, and de-emphasizing the role of student evaluations of teaching. We plan to facilitate a collaboration between STEMFI and this new university initiative to support change at multiple levels within BYU, impacting the social norms around high-quality teaching campus-wide.

Program Overview

The STEMFI program consists of three phases (see Figure 2). ***Phase I***: In the first phase, we have traditionally approached College Deans and Department Chairs for recommendations on participants. We have been targeting Faculty who (1) have passed their third-year review and who are preparing for full review for continuing faculty status, and (2) have received continuing faculty status (or Full Professorship) who desire to improve their teaching. Most College Deans have advertised broadly, while many Department Chairs have strongly encouraged faculty members in their Departments who would benefit most from the program to apply. Applicants have been fairly evenly spaced between the three STEM Colleges, i.e., the College of Physical and Mathematical Sciences, the College of Life Sciences, and the College of Engineering. Upon receiving permission from Department Chairs for their participation, faculty members are observed four times in their normal, pre-reformed, classroom settings using the Classroom Observation Protocol for Undergraduate STEM (COPUS), an instrument that monitors 25 instructor and student behaviors during each two-minute interval of a class (Smith, Jones, Gilbert, & Wieman, 2013). All observations are performed by trained undergraduate students from the Jensen Lab. We also solicit feedback from students on three measures of instructor behavior: Nonverbal

Immediacy, Learning Climate, and Engagement in Science Learning Activities (NIS, Richmond et al., 2003; LCQ, Williams & Deci, 1996; and ESLA, Chung et al., 2016, respectively).

Phase II: In the second phase, faculty participate in a week-long intensive workshop designed to teach participants how to appropriately design their courses, how to effectively use EBIPs in their classrooms, and how to demonstrate the behaviors indicative of a student-centered instructor. The workshop is taught by seasoned STEM teachers who are both experts in their disciplines and trained extensively in pedagogy. We provide participants with tools, demonstrations, and plenty of practice using EBIPs. At the end of the workshop, participants successfully complete two reformed units for use in their classrooms. Additionally, we will discuss ways in which they can assess their teaching and their efforts to improve in a way consistent with our new "Peer Review of Teaching" protocols being developed at BYU. We also plan to incorporate a module on integrating faith and learning to contribute to the Mission and Aims of BYU.

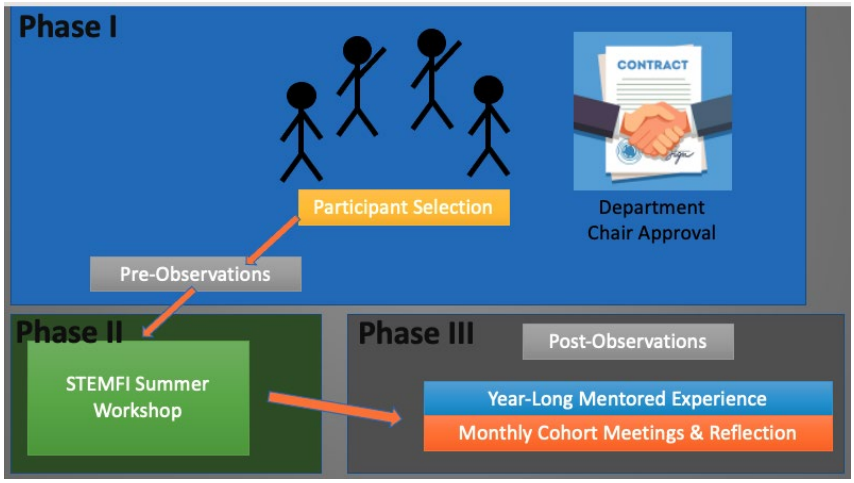


Figure 2. The three phases of the STEMFI Program. Phase I is recruitment and pre-observations; Phase II is the summer workshop; and Phase III is the implementation and mentoring phase.

Phase III: At the conclusion of the workshop, participants are assigned a Peer Teaching Partner (PTP) to mentor them through the process of implementing these changes in the classroom. In previous cohorts of the program, these PTPs have been the Principal Investigators on the grant and then previous participants in the program. In future iterations, these may be past participants as well as CTL consultants. Participants, in collaboration with their PTPs, incorporate new strategies into their Fall or Winter classes. They meet monthly with others from their cohort to discuss success and failures and to receive feedback. We collect new COPUS and attitudinal data on their reformed classes to show the meaningful changes that occur based on their reforming efforts. The program culminates with a letter written by STEMFI facilitators documenting their efforts to improve their teaching and highlighting data as evidence of their success.

Evidence of Success

We would like to take a moment to highlight the success of the program over the two cohorts for which we have data (the third cohort is currently in the beginning of the post-data collection phase, Phase III, so data is not yet available). Using the copusprofiles.org instrument, an instrument that combines COPUS rubrics to create clusters indicative of the type of teaching occurring in the classroom, we can categorize instructors as either "Didactic Lecturers" (predominantly lecture), "Interactive Lecturers" (lectures with interactive, student-centered elements), and "Student-Centered Instructors" (highly interactive classrooms). In our first cohort, all participants made significant improvements in their teaching. Figure 3 shows that two moved from Didactic Lecturers to Interactive Lecturers, three moved from Didactic Lecturers to Student-Centered Instructors, three moved from Interactive Lecturers to Student-Centered Instructors, four began the program as Student-Centered Instructors and simply incorporated a greater diversity of student-centered activities, and two individuals remained Interactive Lecturers. In our second cohort, all but one individual made significant changes to their teaching. Three moved from Didactic Lecturers to Interactive Lecturers, three moved from Didactic Lecturers to Student-Centered Instructors, one moved from an Interactive Lecturer to a Student-Centered Instructor, two began

the program as Student-Centered Instructors and incorporated a greater diversity of student-centered activities, and one individual remained an Interactive Lecturer (three participants' post data was compromised due to COVID closures). In addition, changes were seen in student attitudinal data that are specific to each instructor (data not shown).

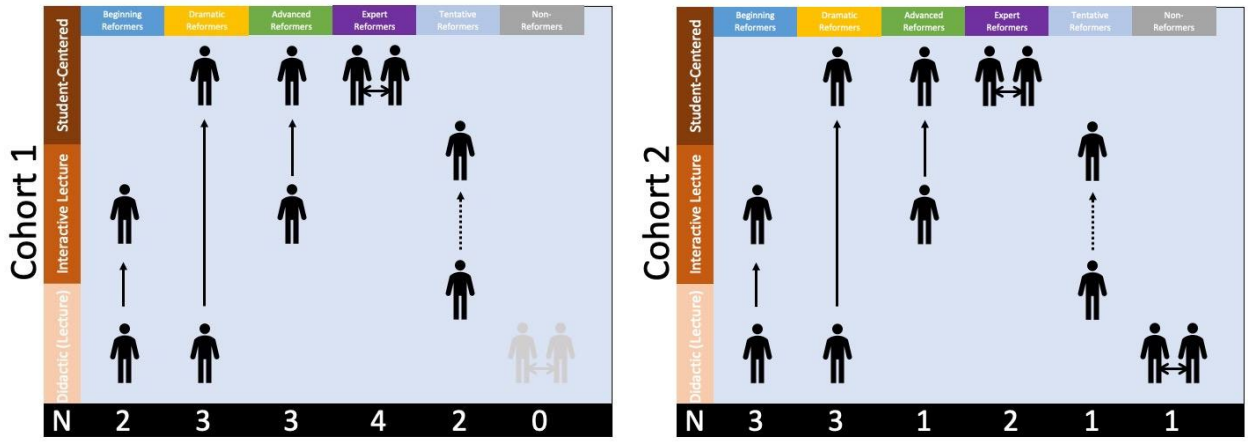


Figure 3. Changes in faculty teaching behaviors for each cohort. A change from Didactic to Interactive is considered a "Beginning Reformer"; a change from Didactic to Student-Centered is considered a "Dramatic Reformer"; a change from Interactive to Student-Centered is considered an "Advanced Reformer"; remaining as Student-Centered is considered an "Expert Reformer"; hovering within Interactive is considered a "Tentative Reformer"; and no change is considered a "Non-Reformer", as indicated.

Impacted Faculty

We would like to highlight below the breadth of faculty who have been positively influenced by the program. *indicates that they chose to return the following year as a Peer Teaching Partner (i.e., Mentor). **indicates that they chose to be a Peer Teaching Partner for two cohorts. (Note: in the first cohort, the following individuals served as mentors: Jenn Nielsen, Cheryl Davis, and Robert Davis from CPMS; Geoff Wright from Engineering; and Jamie Jensen, James LeCheminant, Jeff Barrow, and Loreen Allphin from CLS.)

Name	Rank (at time of participation)	College
Merritt Andrus	Full Professor	College of Physical and Mathematical Sciences
Matt Asplund**	Associate Professor	
Karine Chesnel	Associate Professor	
David Neilsen	Full Professor	
Blake Barker	Assistant Professor	
David Michaelis*	Assistant Professor	
Michael Griffin	Assistant Professor	

Denise Stephens	Associate Professor	
Duane Merrell	Full Professor	
Ryan Farrell	Associate Professor	
James Patterson	Associate Professor	
Mark Kempton	Assistant Professor	
Pam Van Ry	Assistant Professor	
Brad Berges**	Associate Professor	College of Life Sciences
Ben Crooskton	Associate Professor	
Rick Gill*	Associate Professor	
Iain Hunter*	Full Professor	
Jason Kenealey*	Assistant Professor	
Steve Leavitt*	Assistant Professor	
Sarah Ridge*	Assistant Professor	
Josh West	Associate Professor	
Brian Poole*	Associate Professor	
Dario Mizrachi	Assistant Professor	
Len Novilla*	Associate Professor	
Mary Davis*	Assistant Professsor	
Steve Piccolo*	Assistant Professor	
Ulrike Mitchell*	Associate Professor	
Alisha Redelfs	Assistant Professor	
Jeff Glenn	Assistant Professor	
Jim Johnston	Associate Professor	
Perry Ridge	Associate Professor	
Sam Payne	Associate Professor	
Steve Gorell	Associate Professor	College of Engineering
Matt Jones	Associate Professor	

David Lignell*	Associate Professor	
Andrew Ning	Assistant Professor	
Brad Bundy	Associate Professor	
Evan Bingham	Assistant Professor	
Greg Nordin	Full Professor	
John Hedengren	Associate Professor	
Mike Bown*	Associate Professor	
Amanda Hughes	Assistant Professor	
Larry Baxter	Full Professor	
Stella Nickerson	Assistant Professor	
Troy Munro	Assistant Professor	

Proposed Permanence Plan

We propose that the STEMFI program be made a permanent fixture at BYU for the continual improvement of teaching. We propose that the program be housed within the Center for Teaching and Learning, jointly sponsored and supported by the Faculty Center, financially supported by the three STEM Colleges, and approved by BYU upper administration. Below we will outline what each entity has committed to provide for the program:

The Center for Teaching and Learning. The CTL will provide space for a part-time consultant as a coordinator of the program and will provide office space for this individual. This coordinator will recruit participants annually, schedule and facilitate pre-participation data collection, plan and organize the summer workshop, facilitate monthly cohort meetings and PTP partnerships, and organize post-data collection during the implementation phase. As an example of a qualified individual, Bryn St Clair recently graduated with a PhD in Biology Education and specializes in STEM Pedagogy. She is currently facilitating the third cohort. The CTL may also provide students to conduct COPUS observations and consultants to facilitate participants' implementation of EBIPs in Phase III.

Faculty Center. The Faculty Center will provide their support for the program by funding the summer workshop. With 15 participants, 7 to 8 PTPs, and Program Facilitators, approximately 30 individuals will participate. The FC will provide lunches, snacks, and beverages for the five days. Lunch at $12/person/day and snacks and bottled water at $30/day comes to a total of $2000 for the week.

STEM Colleges. Each STEM College has agreed to commit to funding the CTL part-time position and research stipends as incentives for participants. Overall cost of the program is

$30,000 – Part-time position
$9,000 – Research stipend for each of 15 faculty participants ($600 each)
$8,000 – Research stipend for each of the 8 PTP's ($1000 each)

Each STEM college will allocate a third of this budget (a total of approximately $16,000) each year.

Opportunities for Expansion

The incredible impact of the STEMFI program over other efforts to improve teaching is that it is run by 'boots on the ground' STEM professionals who have real-world classroom experience specific to their disciplines (i.e., it is taught *by* STEM professionals *for* STEM professionals). This has been mentioned as a top selling point anecdotally by several of our past participants. They are inspired to use EBIPs because those teaching them have practical experience using EBIPs themselves. We see this program as a gateway to transforming instruction across campus in multiple disciplines. Using STEMFI as an template, and having three years of 'proof of concept' under the joint sponsorship of the CTL and FC, we foresee the expansion of the program to other disciplines. We foresee these expansions being funded by the respective Colleges across campus with part-time CTL consultants specific to their disciplines.

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Example of Program Learning Outcomes Alignment Table and Description

Figure 1 depicts representative entries for an example program outcome. The first column is a statement of the program outcome under consideration. The second column lists the methods/tools used to assess student attainment of the program outcome. Multiple assessments may be entered for each program outcome, and each must be specified as either *direct* or *indirect*. The third column records the evaluation of the assessments. The data from the assessment method/tool is listed, and the conclusions are drawn from the data. Each conclusion is rated as one of the following based on the evaluation of the data: Excellent, Good, Fair, Poor. The fourth column contains action plans done in response to the conclusions. Each action is specified as either *planned* or *taken.* Planned actions are new strategies to improve student attainment of the program outcome and are based on the current reporting period (i.e., current year) assessment/evaluation process. Taken actions are reports on the actions that were planned during the previous reporting period (i.e., last year). Documenting both planned and taken actions shows how programs "close the loop" of the assessment/evaluation/action process to ensure student achievement of the program outcomes is continuously improving.

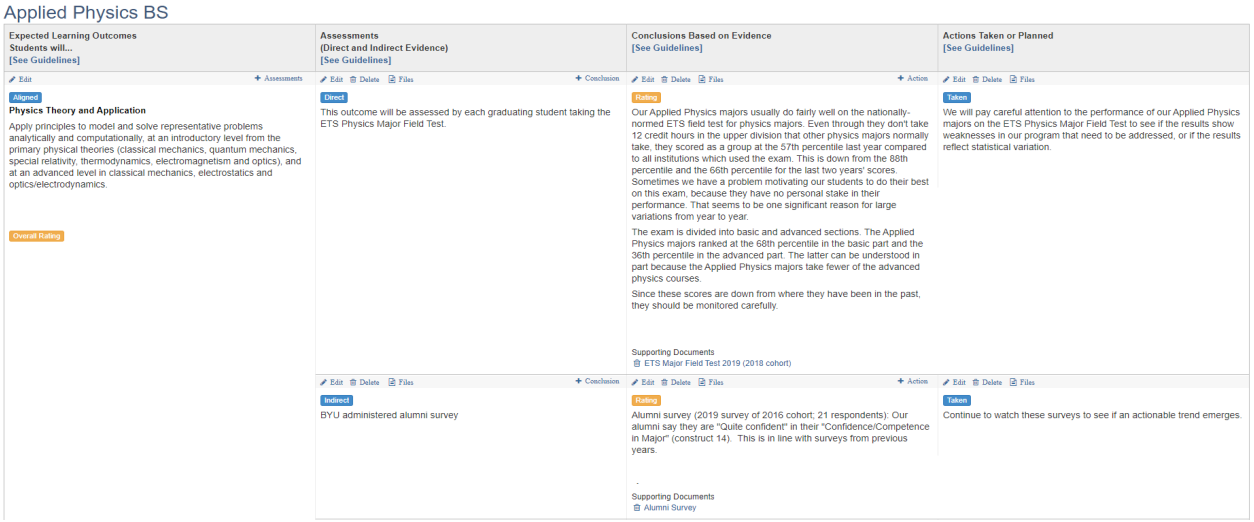


Figure 1 Example alignment table entry showing the four parts of the assessment/evaluation process.

College	Academic Area	Program	Outcome	1.1 Faith and testimony	1.2 Gospel knowledge	2.1 Think soundly	2.2 Communicate effectively	2.3 Quantitative reasoning	2.4 Human knowledge	2.5 Competence	3.1 Character	4.1 Lifelong learning	4.2 Lifelong service	Total Aims	Total Measures (Direct & Indirect)	Direct Measures	Indirect Measures	Total Conclusions (Graded & Not Graded)	# Excellent Grades	# Good Grades	# Fair Grades	# Poor Grades	Total Actions (Taken & Planned)	Actions	# Actions Taken	# Actions Planned	Program Outcome Title	Program Outcome Updated	Total Conclusions & Actions	Total Conclusions & Actions Updated	Percent Conclusions & Actions Updated	Overall Grade (0 Means no score)
Business		Business (BGS) BGS	Reflect on and describe how their coursework in the BGS program has contributed to the aims of a BYU education: Spiritually strengthening Character building Intellectually enlarging Preparing for lifelong learning and service.	Y							Y			2	3	2	1	3	0	3	0	0	3	Planned - These scores are down from last year. We will look into why scores might be lower in relation the the BYU Aims. Planned - These scores are down from last year, although still quite high. We will look into why scores might be lower in relation to the bYU Aims. Taken - These scores are up from last year. BGS has worked with Independent Study and others to better support students in these courses. Some changes in courses have been made, along with a new BGS online community that helps support students in their courses and program.	1	2	BGS Learning Outcome - Aims of a BYU Education	Y	6	3	50	3
Business		Business (BGS) BGS	Demonstrate knowledge of basic management skills, including accounting, finance, marketing, organizational behavior, and human resource management.							Y	Y			2	2	1	1	2	0	2	0	0	2	Planned - This score is down from last year, even though students scored higher on course exams. We will examine why students are rating themselves lower on this Aim. Taken - These scores are up from last year. BGS has worked with Independent Study and others to better support students in these courses. Some changes in courses have been made, along with a new BGS online community that helps support students in their courses and program.	1	1	Management Skills	Y	4	2	50	3
Business		Business (BGS) BGS	Demonstrate an understanding of principles of ethics and be able to make and defend moral and ethical business decisions.			Y					Y			2	2	1	1	2	0	2	0	0	2	Taken - This score is about the same as last year. Measures are being taken to help students improve in character building, including resources on the BGS online community. Taken - These scores are down from last year, although still quite high. We will look into why scores might be lower in relation to the bYU Aims.	2	0	Business Ethics and Decision Making	Y	4	2	50	3
Business		Business Administration MBA	Demonstrate the relevance of personal faith to professional development.	Y							Y			2	2	0	2	2	2	0	0	0	2	Taken - 1. These student rating data are useful for identifying high-performing faculty as a source of "best practice" insights. Individual faculty who score low in the measures indicated are mentored as needed Taken - 2. Student experience discovered through exit interviews has been shared with MBA faculty through a faculty meeting. In that setting we discussed ideas for best practices. We also increased enrollment in the "Razor's Edge" course. This course earns praise for spiritual content.	2	0	Faith and Professional Accomplishment	Y	4	2	50	3
Business		Business Administration MBA	Enhance, as a leader or a member, the leadership and collaborative ability of individuals in teams and organizations.				Y				Y			2	2	1	1	2	1	1	0	0	3	Planned - 2. We are updating the training that students receive through career services. Training in orientation and throughout the job search will focus more on helping students understand how they can best contribute to the success of their organizations. We will monitor the effectiveness of this training through alumni mentors and recruiting firms. Taken - 1. The leadership course is updated each year and is one of the best received courses in the MBA program. We continue to support the faculty assigned to this course with resources needed for this training. The students' performance on the Leadership Profile indicates adequate performance on the whole. In the coming year we will evaluate each of the three sub areas in more detail in order to create future innovation in our leadership curriculum. Taken - We will continue to track the performance of our MBA students in companies where they are placed. We also will continue to request feedback from our alumni partners and recruiters.	2	1	Leadership in Teams and Organizations	Y	5	2	40	3
Business		Business Administration MBA	Identify how trends in the global economy influence the strategies of companies.						Y					1	2	1	1	2	1	1	0	0	2	Planned - We continue to monitor the quality of international learning experiences for our students. We also will continue working closely with the Global Management Center to expand opportunities for international trips, competitions, and other learning venues. We are exploring the possibility of offering a Foreign Business Experience of some kind (perhaps consulting) for ALL students in the program. Planned - 1. The Global Management course in the past has not been one of the best-received courses among students according to student evaluations of the course, though evaluations have improved in the last two years. The course is being improved, based upon student feedback, each year. The embedded measure indicates adequate learning. Student evaluations indicate that delivery is improving. We will continue to work with the faculty to extend this trend of improvement. More changes are planned. The students' performance on the course embedded measure indicates addequate performance on the whole. In the coming year we will evaluate each of the three sub areas in more detail in order to identify future innovations in our leadership curriculum. 2. The MBA program will start offering the Global Management Certificate to students who do not speak a second language. We hope this option will incourage more students to take the international elective courses. 3. We will also work to create more places in the curriculum where global business issues are addressed with some assessment of that increase.	0	2	Trends in the Global Economy	Y	4	2	50	3
Business		Business Administration MBA	Translate ethical values into business practice.								Y			1	1	1	0	1	0	1	0	0	1	Planned - 1. The Global Management course in the past has not been one of the best-received courses among students according to student evaluations of the course, though evaluations have improved in the last two years. The course is being improved, based upon student feedback, each year. The embedded measure indicates adequate learning. Student evaluations indicate that delivery is improving. We will continue to work with the faculty to extend this trend of improvement. More changes are planned. The students' performance on the course embedded measure indicates addequate performance on the whole. In the coming year we will evaluate each of the three sub areas in more detail in order to identify future innovations in our leadership curriculum. 2. The MBA program will start offering the Global Management Certificate to students who do not speak a second language. We hope this option will incourage more students to take the international elective courses. 3. We will also work to create more places in the curriculum where global business issues are addressed with some assessment of that increase.	1	0	Ethical Values	Y	2	1	50	3
Business		Business Administration MBA	Demonstrate proficiency in the subject matter of their major. Additionally, students will gain proficiency in all core disciplines of business including corporate finance, financial accounting, marketing, global supply chain/operations, human resource management, leadership, strategy, global management, managerial accounting, and ethics.							Y				1	1	0	1	1	1	0	0	0	1	Planned - 1. The Global Management course in the past has not been one of the best-received courses among students according to student evaluations of the course, though evaluations have improved in the last two years. The course is being improved, based upon student feedback, each year. The embedded measure indicates adequate learning. Student evaluations indicate that delivery is improving. We will continue to work with the faculty to extend this trend of improvement. More changes are planned. The students' performance on the course embedded measure indicates addequate performance on the whole. In the coming year we will evaluate each of the three sub areas in more detail in order to identify future innovations in our leadership curriculum. 2. The MBA program will start offering the Global Management Certificate to students who do not speak a second language. We hope this option will incourage more students to take the international elective courses. 3. We will also work to create more places in the curriculum where global business issues are addressed with some assessment of that increase.	1	0	Subject Matter Proficiency	Y	2	1	50	4
Business		Business Administration MBA	Articulate a personal brand and value proposition and manage their careers using network, interview, and communication (written, verbal, and social media) skills.											0	1	1	0	1	0	1	0	0	1	Planned - 1. The Global Management course in the past has not been one of the best-received courses among students according to student evaluations of the course, though evaluations have improved in the last two years. The course is being improved, based upon student feedback, each year. The embedded measure indicates adequate learning. Student evaluations indicate that delivery is improving. We will continue to work with the faculty to extend this trend of improvement. More changes are planned. The students' performance on the course embedded measure indicates addequate performance on the whole. In the coming year we will evaluate each of the three sub areas in more detail in order to identify future innovations in our leadership curriculum. 2. The MBA program will start offering the Global Management Certificate to students who do not speak a second language. We hope this option will incourage more students to take the international elective courses. 3. We will also work to create more places in the curriculum where global business issues are addressed with some assessment of that increase.	1	0	Developing Career and Professional Competencies	Y	2	1	50	3

Business		Executive MBA MBA	Demonstrate the relevance of personal faith to professional development	Y						Y			2	2	0	2	2	1	1	0	0	2	Planned - Up to, and including, the 2018-19 academic year, the Executive MBA program was considered as a part of the overall MBA program. The program objectives are the same and the required curriculum includes the entire requried curriculum of the full-time program. Thus, we used the same evidence of learning, including course embedded measures, across both programs. Beginning in the 2018-19 academic year, we will gather independent evidence for the Executive MBA program. Thus, this table will be updated based upon evidence and plans that are, as needed, unique to the Executive MBA program. Shared evidence will still be used where applicable. Thus, for this year the Actions Taken or Planned, are covered in the Alignment Table for the MBA program. We are currently following the same plan across both programs. Planned - Up to, and including, the 2018-19 academic year, the Executive MBA program was considered as a part of the overall MBA program. The program objectives are the same and the required curriculum includes the entire requried curriculum of the full-time program. Thus, we used the same evidence of learning, including course embedded measures, across both programs. Beginning in the 2018-19 academic year, we will gather independent evidence for the Executive MBA program. Thus, this table will be updated based upon evidence and plans that are, as needed, unique to the Executive MBA program. Shared evidence will still be used where applicable. Thus, for this year the Actions Taken or Planned, are covered in the Alignment Table for the MBA program. We are currently following the same plan across both programs.	0	2	Faith and Professional Accomplishment	Y	4	2	50	3
Business		Executive MBA MBA	Contribute, as a leader or a member, to the collaboration of their teams and organizations				Y			Y			2	1	1	0	1	1	0	0	0	1	Planned - Up to, and including, the 2018-19 academic year, the Executive MBA program was considered as a part of the overall MBA program. The program objectives are the same and the required curriculum includes the entire requried curriculum of the full-time program. Thus, we used the same evidence of learning, including course embedded measures, across both programs. Beginning in the 2018-19 academic year, we will gather independent evidence for the Executive MBA program. Thus, this table will be updated based upon evidence and plans that are, as needed, unique to the Executive MBA program. Shared evidence will still be used where applicable. Thus, for this year the Actions Taken or Planned, are covered in the Alignment Table for the MBA program. We are currently following the same plan across both programs.	0	1	Contributing to Teams and Organizations	Y	2	1	50	4
Business		Executive MBA MBA	Identify and demonstrate how trends in the global economy influence the strategies of companies						Y				1	1	1	0	1	1	0	0	0	1	Planned - Up to, and including, the 2018-19 academic year, the Executive MBA program was considered as a part of the overall MBA program. The program objectives are the same and the required curriculum includes the entire requried curriculum of the full-time program. Thus, we used the same evidence of learning, including course embedded measures, across both programs. Beginning in the 2018-19 academic year, we will gather independent evidence for the Executive MBA program. Thus, this table will be updated based upon evidence and plans that are, as needed, unique to the Executive MBA program. Shared evidence will still be used where applicable. Thus, for this year the Actions Taken or Planned, are covered in the Alignment Table for the MBA program. We are currently following the same plan across both programs.	1	0	Trends in the Global Economy	Y	2	1	50	4
Business		Executive MBA MBA	Translate ethical values into business practice							Y			1	1	1	0	1	0	0	1	0	1	Planned - Up to, and including, the 2018-19 academic year, the Executive MBA program was considered as a part of the overall MBA program. The program objectives are the same and the required curriculum includes the entire requried curriculum of the full-time program. Thus, we used the same evidence of learning, including course embedded measures, across both programs. Beginning in the 2018-19 academic year, we will gather independent evidence for the Executive MBA program. Thus, this table will be updated based upon evidence and plans that are, as needed, unique to the Executive MBA program. Shared evidence will still be used where applicable. Thus, for this year the Actions Taken or Planned, are covered in the Alignment Table for the MBA program. We are currently following the same plan across both programs.	0	1	Ethical Values	Y	2	1	50	2
Business	Accountancy	Accounting BS	Express a stronger testimony of Jesus Christ and of his gospel.	Y	Y								2	1	0	1	1	1	0	0	0	1	Planned - Up to, and including, the 2018-19 academic year, the Executive MBA program was considered as a part of the overall MBA program. The program objectives are the same and the required curriculum includes the entire requried curriculum of the full-time program. Thus, we used the same evidence of learning, including course embedded measures, across both programs. Beginning in the 2018-19 academic year, we will gather independent evidence for the Executive MBA program. Thus, this table will be updated based upon evidence and plans that are, as needed, unique to the Executive MBA program. Shared evidence will still be used where applicable. Thus, for this year the Actions Taken or Planned, are covered in the Alignment Table for the MBA program. We are currently following the same plan across both programs.	0	1	Stronger Testimony of Jesus Christ	Y	2	1	50	4
Business	Accountancy	Accounting BS	Work hard and appreciate hard work.							Y	Y		2	1	1	0	1	1	0	0	0	1	Planned - Up to, and including, the 2018-19 academic year, the Executive MBA program was considered as a part of the overall MBA program. The program objectives are the same and the required curriculum includes the entire requried curriculum of the full-time program. Thus, we used the same evidence of learning, including course embedded measures, across both programs. Beginning in the 2018-19 academic year, we will gather independent evidence for the Executive MBA program. Thus, this table will be updated based upon evidence and plans that are, as needed, unique to the Executive MBA program. Shared evidence will still be used where applicable. Thus, for this year the Actions Taken or Planned, are covered in the Alignment Table for the MBA program. We are currently following the same plan across both programs.	0	1	Hard Work	Y	2	1	50	4
Business	Accountancy	Accounting BS	Demonstrate mastery of content areas of accounting and business.					Y	Y				2	1	1	0	1	1	0	0	0	1	Planned - Up to, and including, the 2018-19 academic year, the Executive MBA program was considered as a part of the overall MBA program. The program objectives are the same and the required curriculum includes the entire requried curriculum of the full-time program. Thus, we used the same evidence of learning, including course embedded measures, across both programs. Beginning in the 2018-19 academic year, we will gather independent evidence for the Executive MBA program. Thus, this table will be updated based upon evidence and plans that are, as needed, unique to the Executive MBA program. Shared evidence will still be used where applicable. Thus, for this year the Actions Taken or Planned, are covered in the Alignment Table for the MBA program. We are currently following the same plan across both programs.	0	1	Master Accounting and Business Content	Y	2	1	50	4
Business	Accountancy	Accounting BS	Think critically: Evaluate information objectively through research, data analysis, and technical knowledge resulting in high quality professional judgments.			Y		Y					2	1	1	0	1	0	1	0	0	1	Planned - Up to, and including, the 2018-19 academic year, the Executive MBA program was considered as a part of the overall MBA program. The program objectives are the same and the required curriculum includes the entire requried curriculum of the full-time program. Thus, we used the same evidence of learning, including course embedded measures, across both programs. Beginning in the 2018-19 academic year, we will gather independent evidence for the Executive MBA program. Thus, this table will be updated based upon evidence and plans that are, as needed, unique to the Executive MBA program. Shared evidence will still be used where applicable. Thus, for this year the Actions Taken or Planned, are covered in the Alignment Table for the MBA program. We are currently following the same plan across both programs.	0	1	Think Critically	Y	2	1	50	3
Business	Accountancy	Accounting BS	Use Technology: Become comfortable and curious using technology to solve problems and enhance performance.					Y		Y			2	1	1	0	1	0	1	0	0	1	Planned - Up to, and including, the 2018-19 academic year, the Executive MBA program was considered as a part of the overall MBA program. The program objectives are the same and the required curriculum includes the entire requried curriculum of the full-time program. Thus, we used the same evidence of learning, including course embedded measures, across both programs. Beginning in the 2018-19 academic year, we will gather independent evidence for the Executive MBA program. Thus, this table will be updated based upon evidence and plans that are, as needed, unique to the Executive MBA program. Shared evidence will still be used where applicable. Thus, for this year the Actions Taken or Planned, are covered in the Alignment Table for the MBA program. We are currently following the same plan across both programs.	0	1	Use Technology	Y	2	1	50	3
Business	Accountancy	Accounting BS	Interact with others: Act ethically, work well with others, communicate effectively, both orally and in writing, appreciate and leverage diversity, embrace culture, and be able to lead and to follow.				Y			Y			2	1	1	0	1	0	1	0	0	1	Planned - Up to, and including, the 2018-19 academic year, the Executive MBA program was considered as a part of the overall MBA program. The program objectives are the same and the required curriculum includes the entire requried curriculum of the full-time program. Thus, we used the same evidence of learning, including course embedded measures, across both programs. Beginning in the 2018-19 academic year, we will gather independent evidence for the Executive MBA program. Thus, this table will be updated based upon evidence and plans that are, as needed, unique to the Executive MBA program. Shared evidence will still be used where applicable. Thus, for this year the Actions Taken or Planned, are covered in the Alignment Table for the MBA program. We are currently following the same plan across both programs.	1	0	Interact with Others	Y	2	1	50	3

Business	Accountancy	Accounting BS	Embrace continuous Learning: Actively engage in continuous improvement, desirous and able to be self-taught and learn new concepts.									Y	Y	2	1	1	0	1	0	1	0	0	1	Planned - Up to, and including, the 2018-19 academic year, the Executive MBA program was considered as a part of the overall MBA program. The program objectives are the same and the required curriculum includes the entire requried curriculum of the full-time program. Thus, we used the same evidence of learning, including course embedded measures, across both programs. Beginning in the 2018-19 academic year, we will gather independent evidence for the Executive MBA program. Thus, this table will be updated based upon evidence and plans that are, as needed, unique to the Executive MBA program. Shared evidence will still be used where applicable. Thus, for this year the Actions Taken or Planned, are covered in the Alignment Table for the MBA program. We are currently following the same plan across both programs.	1	0	Embrace Continuous Learning	Y	2	1	50	3
Business	Accountancy	Tax MACC	Express a stronger testimony of Jesus Christ and of his gospel.	Y										1	1	0	1	1	1	0	0	0	1	Planned - Up to, and including, the 2018-19 academic year, the Executive MBA program was considered as a part of the overall MBA program. The program objectives are the same and the required curriculum includes the entire requried curriculum of the full-time program. Thus, we used the same evidence of learning, including course embedded measures, across both programs. Beginning in the 2018-19 academic year, we will gather independent evidence for the Executive MBA program. Thus, this table will be updated based upon evidence and plans that are, as needed, unique to the Executive MBA program. Shared evidence will still be used where applicable. Thus, for this year the Actions Taken or Planned, are covered in the Alignment Table for the MBA program. We are currently following the same plan across both programs.	0	1	Stronger Testimony of Jesus Christ	Y	2	1	50	4
Business	Accountancy	Tax MACC	Work hard and appreciate hard work.							Y				1	1	1	0	1	1	0	0	0	1	Planned - Up to, and including, the 2018-19 academic year, the Executive MBA program was considered as a part of the overall MBA program. The program objectives are the same and the required curriculum includes the entire requried curriculum of the full-time program. Thus, we used the same evidence of learning, including course embedded measures, across both programs. Beginning in the 2018-19 academic year, we will gather independent evidence for the Executive MBA program. Thus, this table will be updated based upon evidence and plans that are, as needed, unique to the Executive MBA program. Shared evidence will still be used where applicable. Thus, for this year the Actions Taken or Planned, are covered in the Alignment Table for the MBA program. We are currently following the same plan across both programs.	0	1	Hard Work	Y	2	1	50	4
Business	Accountancy	Tax MACC	Demonstrate mastery of content areas of accounting and business.				Y	Y						2	1	1	0	1	1	0	0	0	1	Planned - Up to, and including, the 2018-19 academic year, the Executive MBA program was considered as a part of the overall MBA program. The program objectives are the same and the required curriculum includes the entire requried curriculum of the full-time program. Thus, we used the same evidence of learning, including course embedded measures, across both programs. Beginning in the 2018-19 academic year, we will gather independent evidence for the Executive MBA program. Thus, this table will be updated based upon evidence and plans that are, as needed, unique to the Executive MBA program. Shared evidence will still be used where applicable. Thus, for this year the Actions Taken or Planned, are covered in the Alignment Table for the MBA program. We are currently following the same plan across both programs.	1	0	Master Accounting and Business Content	Y	2	1	50	4
Business	Accountancy	Tax MACC	Think critically: evaluate information objectively through research, data analysis, and technical knowledge resulting in high quality professional judgments.			Y								1	1	1	0	1	1	0	0	0	1	Planned - Up to, and including, the 2018-19 academic year, the Executive MBA program was considered as a part of the overall MBA program. The program objectives are the same and the required curriculum includes the entire requried curriculum of the full-time program. Thus, we used the same evidence of learning, including course embedded measures, across both programs. Beginning in the 2018-19 academic year, we will gather independent evidence for the Executive MBA program. Thus, this table will be updated based upon evidence and plans that are, as needed, unique to the Executive MBA program. Shared evidence will still be used where applicable. Thus, for this year the Actions Taken or Planned, are covered in the Alignment Table for the MBA program. We are currently following the same plan across both programs.	0	1	Think Critically	Y	2	1	50	4
Business	Accountancy	Tax MACC	Use Technology: Become comfortable and curious using technology to solve problems and enhance performance.				Y	Y						2	1	0	1	1	0	1	0	0	1	Planned - Up to, and including, the 2018-19 academic year, the Executive MBA program was considered as a part of the overall MBA program. The program objectives are the same and the required curriculum includes the entire requried curriculum of the full-time program. Thus, we used the same evidence of learning, including course embedded measures, across both programs. Beginning in the 2018-19 academic year, we will gather independent evidence for the Executive MBA program. Thus, this table will be updated based upon evidence and plans that are, as needed, unique to the Executive MBA program. Shared evidence will still be used where applicable. Thus, for this year the Actions Taken or Planned, are covered in the Alignment Table for the MBA program. We are currently following the same plan across both programs.	1	0	Use Technology	Y	2	1	50	3
Business	Accountancy	Tax MACC	Interact with others: Act ethically, work well with others, communicate effectively, both orally and in writing, appreciate and leverage diversity, embrace culture, and be able to lead and to follow.				Y							1	1	0	1	1	0	1	0	0	1	Planned - Up to, and including, the 2018-19 academic year, the Executive MBA program was considered as a part of the overall MBA program. The program objectives are the same and the required curriculum includes the entire requried curriculum of the full-time program. Thus, we used the same evidence of learning, including course embedded measures, across both programs. Beginning in the 2018-19 academic year, we will gather independent evidence for the Executive MBA program. Thus, this table will be updated based upon evidence and plans that are, as needed, unique to the Executive MBA program. Shared evidence will still be used where applicable. Thus, for this year the Actions Taken or Planned, are covered in the Alignment Table for the MBA program. We are currently following the same plan across both programs.	0	1	Interact with Others	Y	2	1	50	3
Business	Accountancy	Tax MACC	Embrace continuous Learning: Actively engage in continuous improvement, desirous and able to be self-taught and learn new concepts.									Y	Y	2	1	0	1	1	0	1	0	0	1	Planned - Up to, and including, the 2018-19 academic year, the Executive MBA program was considered as a part of the overall MBA program. The program objectives are the same and the required curriculum includes the entire requried curriculum of the full-time program. Thus, we used the same evidence of learning, including course embedded measures, across both programs. Beginning in the 2018-19 academic year, we will gather independent evidence for the Executive MBA program. Thus, this table will be updated based upon evidence and plans that are, as needed, unique to the Executive MBA program. Shared evidence will still be used where applicable. Thus, for this year the Actions Taken or Planned, are covered in the Alignment Table for the MBA program. We are currently following the same plan across both programs.	0	1	Embrace Continuous Learning	Y	2	1	50	3
Business	Accountancy	Professional Accountancy MACC	Express a stronger testimony of Jesus Christ and of his gospel.	Y										2	1	0	1	1	1	0	0	0	1	Planned - Up to, and including, the 2018-19 academic year, the Executive MBA program was considered as a part of the overall MBA program. The program objectives are the same and the required curriculum includes the entire requried curriculum of the full-time program. Thus, we used the same evidence of learning, including course embedded measures, across both programs. Beginning in the 2018-19 academic year, we will gather independent evidence for the Executive MBA program. Thus, this table will be updated based upon evidence and plans that are, as needed, unique to the Executive MBA program. Shared evidence will still be used where applicable. Thus, for this year the Actions Taken or Planned, are covered in the Alignment Table for the MBA program. We are currently following the same plan across both programs.	0	1	Stronger Testimony of Jesus Christ	Y	2	1	50	4
Business	Accountancy	Professional Accountancy MACC	Work hard and appreciate hard work.							Y				1	1	0	1	1	1	0	0	0	1	Planned - Up to, and including, the 2018-19 academic year, the Executive MBA program was considered as a part of the overall MBA program. The program objectives are the same and the required curriculum includes the entire requried curriculum of the full-time program. Thus, we used the same evidence of learning, including course embedded measures, across both programs. Beginning in the 2018-19 academic year, we will gather independent evidence for the Executive MBA program. Thus, this table will be updated based upon evidence and plans that are, as needed, unique to the Executive MBA program. Shared evidence will still be used where applicable. Thus, for this year the Actions Taken or Planned, are covered in the Alignment Table for the MBA program. We are currently following the same plan across both programs.	1	0	Hard Work	Y	2	1	50	4
Business	Accountancy	Professional Accountancy MACC	Demonstrate mastery of content areas of accounting and business.				Y	Y						2	3	3	0	3	2	1	0	0	3	Taken - Had guest speakers Darrell Schubert (Chairman of ASB) and Antonio Poe (Expert on ACL) come in to speak to students. Had students watch a webinar on Satyam fraud that occurred in India. Added in-class conceptual sampling problems. Provided the students with ability to complete additional sampling problems and check solutions in Chapter 8 and 9 in preparation for Exam #2. Taken - This year I ended the forecasting lecture early to provide students with an opportunity to work on the case and ask questions. This proved hugely beneficial. Look further into introducing a unit on accounting-based trading using Portfolio123. Planned - This course will be taught by a new adjunct professor in F2020. He will bring new assignments and cases to the class based on his real world experience.	2	1	Master Accounting and Business Content	Y	6	3	50	4

Business	Accountancy	Professional Accountancy MACC	Think critically: Evaluate information objectively through research, data analysis, and technical knowledge resulting in high quality professional judgments.			Y							1	2	2	0	2	2	0	0	0	2	Taken - Previously, the instructor simply assigned the term project to be completed as one assignment at the end of the semester. Upon reading the students' research proposals, the instructor noted that many of the students struggled to adequately complete one or more of the steps involved in preparing a research proposal, as listed above. Inadequate completion of any one of the steps makes it difficult to properly execute subsequent steps and complete a satisfactory overall product. To improve the experience, the instructor changed the project from a single assignment due at the end of the term, to a series of assignments requiring students to complete each intermediate step toward the completion of the research proposal. This format allows for timely feedback on each of the steps as students work to build a high quality research proposal. The instructor found that this approach has greatly enhanced the learning experience for the students and the quality of their final research proposals. Planned - This year, the lead instructor of the courses was frustrated with the grading of individual cases, due to limitations on his ability to give feedback. Lacking the time or resources to give feedback on all of them, the graders are too inconsistent. This year, the instructor will decrease the size of the groups from five down to three or four. This will allow students a better learning experience where the feedback will seem more individual because fewer people helped create the report. He will also give a final project/exam that is individual based. Those will be the only individual asssessments besides quizzes and assignments.	1	1	Think Critically	Y	4	2	50	4
Business	Accountancy	Professional Accountancy MACC	Use Technology: Become comfortable and curious using technology to solve problems and enhance performance.						Y				1	1	0	1	1	0	1	0	0	1	Planned - This year, the lead instructor of the courses was frustrated with the grading of individual cases, due to limitations on his ability to give feedback. Lacking the time or resources to give feedback on all of them, the graders are too inconsistent. This year, the instructor will decrease the size of the groups from five down to three or four. This will allow students a better learning experience where the feedback will seem more individual because fewer people helped create the report. He will also give a final project/exam that is individual based. Those will be the only individual asssessments besides quizzes and assignments.	1	0	Use Technology	Y	2	1	50	3
Business	Accountancy	Professional Accountancy MACC	Interact with others: Act ethically, work well with others, communicate effectively, both orally and in writing, appreciate and leverage diversity, embrace culture, and be able to lead and to follow.				Y		Y				2	1	0	1	1	0	1	0	0	1	Planned - This year, the lead instructor of the courses was frustrated with the grading of individual cases, due to limitations on his ability to give feedback. Lacking the time or resources to give feedback on all of them, the graders are too inconsistent. This year, the instructor will decrease the size of the groups from five down to three or four. This will allow students a better learning experience where the feedback will seem more individual because fewer people helped create the report. He will also give a final project/exam that is individual based. Those will be the only individual asssessments besides quizzes and assignments.	0	1	Interact with Others	Y	2	1	50	3
Business	Accountancy	Professional Accountancy MACC	Embrace continuous Learning: Actively engage in continuous improvement, desirous and able to be self-taught and learn new concepts.								Y		1	1	0	1	1	0	1	0	0	1	Planned - This year, the lead instructor of the courses was frustrated with the grading of individual cases, due to limitations on his ability to give feedback. Lacking the time or resources to give feedback on all of them, the graders are too inconsistent. This year, the instructor will decrease the size of the groups from five down to three or four. This will allow students a better learning experience where the feedback will seem more individual because fewer people helped create the report. He will also give a final project/exam that is individual based. Those will be the only individual asssessments besides quizzes and assignments.	0	1	Embrace Continuous Learning	Y	2	1	50	3
Business	Experience Design and Management	Experience Design and Management BS	Based on COAPRT accreditation guidelines, students graduating from the experience design and management program shall demonstrate entry-level knowledge of the nature and scope of the experience based professions.						Y				1	1	1	0	1	0	1	0	0	1	Planned - This year, the lead instructor of the courses was frustrated with the grading of individual cases, due to limitations on his ability to give feedback. Lacking the time or resources to give feedback on all of them, the graders are too inconsistent. This year, the instructor will decrease the size of the groups from five down to three or four. This will allow students a better learning experience where the feedback will seem more individual because fewer people helped create the report. He will also give a final project/exam that is individual based. Those will be the only individual asssessments besides quizzes and assignments.	0	1	Foundational Knowledge - Nature and Scope of Industry	Y	2	1	50	3
Business	Experience Design and Management	Experience Design and Management BS	Based on COAPRT accreditation guidelines, students graduating from the program shall demonstrate the following entry-level knowledge: b) techniques and processes used by professionals and workers in the experience based professions.						Y				1	1	1	0	1	0	1	0	0	1	Planned - This year, the lead instructor of the courses was frustrated with the grading of individual cases, due to limitations on his ability to give feedback. Lacking the time or resources to give feedback on all of them, the graders are too inconsistent. This year, the instructor will decrease the size of the groups from five down to three or four. This will allow students a better learning experience where the feedback will seem more individual because fewer people helped create the report. He will also give a final project/exam that is individual based. Those will be the only individual asssessments besides quizzes and assignments.	0	1	Foundational Knowledge - Professional Techniques & Processes	Y	2	1	50	3
Business	Experience Design and Management	Experience Design and Management BS	Based on COAPRT accreditation guidelines, students graduating from the program shall demonstrate the following entry-level knowledge: c) the foundation of the profession in history, science and philosophy.						Y				1	1	1	0	1	0	1	0	0	1	Planned - This year, the lead instructor of the courses was frustrated with the grading of individual cases, due to limitations on his ability to give feedback. Lacking the time or resources to give feedback on all of them, the graders are too inconsistent. This year, the instructor will decrease the size of the groups from five down to three or four. This will allow students a better learning experience where the feedback will seem more individual because fewer people helped create the report. He will also give a final project/exam that is individual based. Those will be the only individual asssessments besides quizzes and assignments.	0	1	Foundational Knowledge - History, Science, Philosophy	Y	2	1	50	3
Business	Experience Design and Management	Experience Design and Management BS	Based on COAPRT accreditation guidelines, students graduating from the program shall demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.					Y				Y	2	1	1	0	1	0	1	0	0	1	Planned - This year, the lead instructor of the courses was frustrated with the grading of individual cases, due to limitations on his ability to give feedback. Lacking the time or resources to give feedback on all of them, the graders are too inconsistent. This year, the instructor will decrease the size of the groups from five down to three or four. This will allow students a better learning experience where the feedback will seem more individual because fewer people helped create the report. He will also give a final project/exam that is individual based. Those will be the only individual asssessments besides quizzes and assignments.	0	1	Experience Delivery Embracing Personal & Cultural Diversity	Y	2	1	50	3
Business	Experience Design and Management	Experience Design and Management BS	Based on COAPRT accreditation guidelines, students graduating from the program shall demonstrate entry-level knowledge about operations and strategic management/administration in the experience based professions.				Y		Y				2	1	1	0	1	0	1	0	0	1	Planned - This year, the lead instructor of the courses was frustrated with the grading of individual cases, due to limitations on his ability to give feedback. Lacking the time or resources to give feedback on all of them, the graders are too inconsistent. This year, the instructor will decrease the size of the groups from five down to three or four. This will allow students a better learning experience where the feedback will seem more individual because fewer people helped create the report. He will also give a final project/exam that is individual based. Those will be the only individual asssessments besides quizzes and assignments.	0	1	Management of Experience Based Professions	Y	2	1	50	3
Business	Experience Design and Management	Experience Design and Management BS	Based on COAPRT accreditation guidelines, students graduating from the program shall demonstrate, through a comprehensive internship of not less than 400 clock hours and no fewer than 10 weeks, the potential to succeed as professionals at supervisory or higher levels in the experience based professions.								Y	Y	2	1	1	0	1	0	1	0	0	1	Planned - This year, the lead instructor of the courses was frustrated with the grading of individual cases, due to limitations on his ability to give feedback. Lacking the time or resources to give feedback on all of them, the graders are too inconsistent. This year, the instructor will decrease the size of the groups from five down to three or four. This will allow students a better learning experience where the feedback will seem more individual because fewer people helped create the report. He will also give a final project/exam that is individual based. Those will be the only individual asssessments besides quizzes and assignments.	0	1	Internship - Potential to Succeed as Professionals	Y	2	1	50	3

Business	Finance	Finance BS	Quantify risk, make sound and ethical financial decisions in a risky environment, and design financial strategies for managing business risks.			Y		Y		Y			3	8	8	0	8	6	2	0	0	11	Taken - The papers seem to be effective mechanisms and will continue to be used. Planned - I need to make a discussion regarding factor loadings more intuitive. I could also apply to more asset classes besides stocks and tie into simple Python examples. Planned - Professors plan to employ more cases and assignments related to the more mathematically challenging concepts, such as multi-factor risk adjustment models. Professors also plan to devote more time explaining the math and intuition behind the more challenging risk concepts. We also hope to work towards curriculum changes that will better prepare our students to comprehend mathematically complex risk models, though curriculum changes are necessarily slow-moving in nature. When risk is first introduced the discussion needs to be expanded. In the past we have briefly discussed the distinction between risk and volatility, but I want to drive home this point that volatility is a simplification of what the idea of "risk" really captures. Taken - In Fin 401, we have developed a 1-week module that conceptually focuses on risk, starting with volatility and moving to actual priced risk. Planned - Have more class dicussion and visual images to help students better understand risk in terms of portfolio management. Taken - Additional spreadsheet problems were added to the class. Planned - Students would benefit from a broader treatment of spreadsheet approaches. They need additional in-class work with greater accountability. Planned - We need to continue to have students complete the risk profile questionnaire to show them their own attitude toward risk. We can continue to discuss risk-return tradeoffs and the principles of diversification and correlation in both the domestic and international arena. We continue to specifically list the various types of risks that firms face and provide examples of each type. Taken - We had a goal to add more Monte Carlo simulation to the course. We have added a module on this that involves the utilization of @Risk (a simulation software package). So far, the students seem to be grasping the concept well. Taken - Students were initially reluctant to take a position on cases or in-class discussions. They were encouraged to focus on being analytical and not on being right or wrong. Together, we quickly learned that there are often multiple options available for any given	6	5	Understand and Manage Risk	Y	19	8	42	3
Business	Finance	Finance BS	Acquire, interpret, and analyze accounting, economic, and financial data to facilitate decision making in corporate and investment environments in both personal and professional settings.			Y		Y		Y			3	7	7	0	7	4	3	0	0	20	Planned - Extra practice on valuing forward contracts, options, swaps, and credit default swaps. Add appropriate cases to help with intuition. Taken - Additional spreadsheet problems were added to the course in order for students to benefit from a broader treatment of spreadsheet approaches. Planned - We have aspirations to include more training on how to automate some of the data collection and analysis. This may involve VBA or python. But this is still a couple years out as the professors need to tool up a bit in order to do this. Planned - More credit analysis, spreading, and ratio background is needed before taking Fin 432. Though armed with the basic tools, students were inadequate for the case studies presented. A credit analysis/ratio cheat sheet was provided and used very effectively for the remainder of the semester. Taken - We created a simplified version of an exercize to walk students through the intuition before doing the more complicated exercize listed above. Taken - This year we introduced a new exercise, "The Case of the Unidentified Industries." In this activity, students match financial statements to industries. We found this was a much more engaging way to force the students to think about what the numbers actually mean, rather than just memorize a definition. We also spent part of a lecture discussing interpretation of data, and plan to do more of that next year. Taken - Every summer revisions are made to the course packet for Fin 401 to make Excel and data work more meaningful and effective. Taken - With hybrid learning, I included more Excel exercises in their exams (which were take-home), which I think also opened new avenues for students to manipulate financial statements. Planned - We plan to simplify some of the Excel examples and problems this summer and focus more on the intuition to help students learn the mechanics. Taken - More Bloomberg homework has been added to applicable classes to emphasize the learning tools. Planned - I plan to place more emphasis on the different types of line items that appear in financial statements across different industries. I have learned that students get tripped up when they see a line item they haven't seen before. I can help give them exposure to a variety of financial statements that have different line items. Taken - This past year I increased my focus on private equity as a source of capital for private	12	8	Analyze Financial Data	Y	27	7	26	4
Business	Finance	Finance BS	Make and effectively communicate sound and ethical financial decisions by calculating and interpreting standard financial-decision metrics such as NPV, IRR, duration, Sharpe Ratio, YTM, and OAS.			Y		Y		Y			3	7	6	1	8	5	3	0	0	17	Planned - In the future we need to assign problems that allow students to navigate to data on their own. We can also motivate the exploration of FRED data beyond the perfunctory, perhaps by asking multi-part questions that incorporate, rather than focus on, FRED data. Taken - We added a lecture in the middle of this class discussing work place integration. Planned - Duration remains the single topic that is missing from the other first semester core courses. Taken - All problem sets contain an open-ended question designed to hone data finding and data analytical skills. Taken - I discuss duration (conceptually) during two different lecturesno, but there is no related math. Planned - We focus on a limited number of topics and cover those thoroughly. Taken - We believe this continues to be one of our strongest areas. We plan to continue our current efforts and monitor the efficacy. Starting with a discussion of IRRs is very helpful when discussing YTMs. Knowing the overlap with the rest of the envelope will also help improve performance of this outcome. Planned - Students entered the Fin 432 class with a sound conceptual grasp of critical finance tools, application, etc. However, only 1 of 42 students had ever worked with non-US statements or Int'l GAP. In the future I would introduce non-US materials earlier and with greater emphasis on similarities and differences. Taken - Students helped teach Moneywise seminars, contributed to 20+ articles in the International Family Initiative. These teaching moments show the practical application of the principles and calculation skills needed, reinforcing the classroom learning. Taken - Students helped teach lessons to spouses, family, friends, roommates, and Wards and Stakes, and quite a few opened Roth IRAs, got credit cards, insurance, and many other things. Anecdotal evidence suggests that sutdents are making better financial decisions from this course. This includes big-ticket purchases (house and cars) as well. Planned - We feel like we are doing well here. No plans to make changes. Planned - Next year I am going to have an RA create a video to show the calculations behind these metrics and have the students teach part of the class. Planned - Post examples of good and bad writing to help students see the difference. Taken - Explicitly told students they are graded on writing and trained TA's on what I was looking	8	9	Calculate/Interpret Metrics	Y	25	8	32	4
Business	Finance	Finance BS	Use standard data resources and software (such as Excel) to model asset valuation, construct optimal portfolios, and perform other useful estimation or optimization procedures.			Y		Y		Y			3	4	3	1	4	1	3	0	0	11	Planned - Extra appropriate cases need to be added to Fin 411 to help with intuition for the students. Additional spreadsheet problems also need to be added to the course. Planned - Incorporate a trading simulation into the course to build students' intuition of the functioning of derivatives markets in the real world. Taken - A trading simulation was incorporated into the course. Planned - Next time, I will have students use only firms that are large enough to have quite a bit of data available to students. Find more examples of ethical/unethical behavior in treasury management. Planned - It will be helpful for students to consider capex decisions made by the firm and to attempt to track the performance of past capex investments. Taken - Students from the prior semester benefitted from an increased focus on cases. Taken - Over the past three years I have dramatically changed how I discuss asset valuation. Many students enter my course thinking that stock valuation is different from bond valuation, and have never even considered valuing other assets. I have introduced exam questions and problem sets that attempt to highlight that it is the same logical process to value any asset - ranging from their education to a used car to a small business. By the end of the course, most students do very well with the basics of valuation of any asset. Planned - After students have learned concepts, the concepts are validated in their minds if they perceive that finance professionals use these techniques in the course of everyday management decisions. Accordingly, I would like to supplement with outside professionals who can validate the principles. I would also like to incorporate some assignments that require students to acquire and analyze data using the FRED Add-in, but I'm still wrestling with how to fit that in. This class is already pretty full. Some students are better at Excel than others. I'd like to develop a set of progressive tasks to push those students even farther, while allowing those who are less adept to 'catch up' using the set of labs that are already in place. Planned - While students in Fin 401 do well with asset valuation for stocks and bonds, I continue to feel that they struggle with the intuition behind it. For example, on an exam question I asked them to estimate the market value of a person's future earnings, which is essentially valuing human	5	6	Perform Estimation/Optimization Procedures	Y	15	4	27	3

Business	Information Systems	Information Systems BS	Program graduates will apply knowledge of information systems as well as general business to bridge the gap between technical and business personel.				Y		Y			2	7	7	0	7	3	4	0	0	7	Taken - IS 110 : Faculty are continuing to monitor the curriculum and success of student learning. Taken - IS 401 : Changes are still being made to update and improve the new course content. For Fall 2021 there will be more user experience design topics and speakers from industry and less UML diagramming Taken - IS 402 : The course is better integrated with the core and especially with IS 403. The curriculum will continue to be modified to include the proper amount of rigor while still increasing learning. Taken - IS 404 : Less busy work assignments and better defined assignments need to evolve until the correct balance of rigor is found. Taken - IS 414 : In Winter 2020 the course content was adjusted due to remote teaching (Covid). Overall, course evaluations confirm that the changes made have improved the content, delivery, and assessment. Many busy work assignments were removed. Students felt more prepared to apply security and accounting processes knowledge and skills. Taken - IS 413: Videos are being added to assist students in learning the material. Tests and assignments are also being revised and are more applicable to the content being addressed in other core winter courses. The course is becoming more integrated with the other core courses. By the end of the semester, students are recognizing how much was learned in the course by applying the principles in the semester's INTEX project. Taken - IS 303 : The course materials have been re-written to specifically meet the needs of the students in our program. The materials contains over 100 videos to help emphasize learning material along with the inclusion of the chatbot in slack that assists students by answering questions about topics being learned. The material is continually being updated to meet needs of industry and the program objects.	7	0	1. Gain a Knowledge of Information Systems and Business	Y	14	7	50	3
Business	Information Systems	Information Systems BS	Acquire, deploy, maintain, and manage, information technology systems, infrastructure, security, resources, and services			Y		Y				2	6	6	0	6	3	3	0	0	6	Taken - PLO : Mentors have been assigned to student teams to provide a real-world experience. Students are able to interact with mentors (from industry) which can provide realistic views of solutions. Projects are being selected that provide students with a feeling that the work they do provides a needed service in the world. Taken - S 404 : Alternative options for project deployment (the cloud) is not being discussed and taught. Taken - IS 403 : Revisions to the course materials includes 100+ videos to compliment lectures, assignments, quizzes, projects, and tests. Assignments are small stepping stones to the creation of a large project within the course. The course provides a "capstone" type feel in the creation and delivery of a website. Taken - IS 413 : The course was re-written and the assignments, quizzes, tests, and projects demonstrate that students are learning the material. INTEX directory implemented student learning and advisory members, who acted as judges, were impressed with the level of quality and work completed. Taken - IS 401 : Course used less diagramming and more project based and user experience topics. Students spent more time in the course analyzing homework problems by showing correct and incorrect approaches to problems. Taken - IS 403 : Students are able to recognize software development requirements and allow them to demonstrate more creativity in problem solving.	6	0	2. Create and Manage Organizational Technical Functions	Y	12	6	50	3
Business	Information Systems	Information Systems BS	Graduates will be able to make informed business and technical decisions and solve unstructured problems in a rapidly changing environment.			Y		Y	Y			3	3	3	0	3	1	2	0	0	3	Taken - IS 201 : (Manipulate and analyze data): Provide a greater variety of in-class and out-of-class examples to help students generalize the concepts learned in class. Spend more class time on pivot charts in class. We also found that the pivot table case can be clearer and should be revised. Additionally, we are revising the Excel curriculum set that students need to take to allow for more depth in key areas. This will not completely roll out for a couple of semesters. (Building and querying a database): We are examining the database content of the class as part of a regular review of the class. We do not anticipate any major changes to the materials related to this objective. (Internet search skills): Given the time constraints of the class, we need to assess the importance of the networking technologies and focus on what students need to be informed consumers of computer technology. We are also assessing the appropriateness of the web search activities. We are finding the students come with better search skills than the past. We may use the time we devote to this material for other purposes Taken - IS 403 : Continue helping students work with unstructured problems. Less "step by step" instructions will be given and more focus will be placed on students devising and implementing their own solution Taken - IS 414 : The course content has been modified to have less account processes and more security updated with current technology.	3	0	3. Make Informed Business and Technical Decisions	Y	6	3	50	3
Business	Information Systems	Information Systems BS	Graduates will be prepared to pursue lifelong learning.							Y		1	2	0	2	2	2	0	0	0	2	Taken - IS 403 : Stay the course. Taken - INTEX : Stay the course	2	0	4. Develop Lifelong Learning Skills	Y	4	2	50	4
Business	Information Systems	Information Systems Management MISM	Graduates will be prepared to pursue lifelong learning.							Y		1	4	4	0	4	2	2	0	0	4	Planned - IS 555 - Revamp course with advanced modeling techniques as class content is being moved to the undergraduate program, and we need to replace that with additional content on advanced modeling. Taken - IS 590R - Full Stack Development -This was a new class this last semester. Take the feedback from peer-reviews and students to properly scope the work going forward. Taken - IS 531 - Will reduce this assignment from a lengthy group project to a smaller scoped individual assignment to increase individual accountability and accommodate other course material. Taken - IS 571 - Every time I teach it, the last thing we do is have a discussion around the table regarding how to improve the course. I make several revisions each year. This year, for example, I have completely overhauled the reading list, added links to all readings, and provided a quick summary of what I hope they'll get out of that reading. I've also spread out the assignments more (due to student feedback)	3	1	4. Develop Lifelong Learning Skills	Y	8	4	50	4
Business	Information Systems	Information Systems Management MISM	Graduates will be able to make informed business and technical decisions and solve unstructured problems in a rapidly changing environment.			Y			Y			2	5	5	0	5	4	1	0	0	5	Planned - IS 555 - Revamp course with advanced modeling techniques as class content is being moved to the undergraduate program, and we need to replace that with additional content on advanced modeling. Taken - IS 590R Managing Software Startup - Add modules on prompting software business and business module to better prepare students for entrepreneurship in the tech world Taken - IS 560 - Revised labs to use latest security technology Planned - IS 590R IT Strategy and Leadership - Will place greater emphasis on the type of analysis expected when teaching in future semesters Taken - IS 552 - Continue to consider changes to technology and new trends in technology, and incorporate these into the course as appropriate.	3	2	3. Make Informed Business and Technical Decisions	Y	10	5	50	4
Business	Information Systems	Information Systems Management MISM	Acquire, deploy, maintain, and manage, information technology systems, infrastructure, security, resources, and services				Y		Y			2	4	4	0	4	4	0	0	0	4	Taken - IS 560 - Add opportunity for in-depth security emphasis selection in class. Planned - IS 590R Managing Software Startup - Include a module on a specialization skill area that allows students to get an in-depth exposure to a given skill and share it with the class Taken - IS 551 - Focused more on getting customer feedback on prototype interactions Planned - IS 555 : Revamp course with advanced modeling techniques as class content is being moved to the undergraduate program, and we need to replace that with additional content on advanced modeling.	2	2	2. Create and Manage Organizational Technical Functions	Y	8	4	50	4
Business	Information Systems	Information Systems Management MISM	Program graduates will apply knowledge of information systems as well as general business to bridge the gap between technical and business personnel.						Y	Y		2	4	4	0	4	2	2	0	0	4	Taken - IS 560 - Inncopriate a more diverse set of guest speakers Planned - IS 531 - Will have three projects of this nature over the duration of the course rather than just one to get more breadth of capability related to infrastructure solutions. Planned - IS 552 - The instructor plans to increase requirements for quantitative analysis of solution viability. Planned - IS 551 - The instructor plans to increase UX user design content and introduce more user research tools and assignments to improve outcomes.	1	3	1. Apply Knowledge of Information Systems and Business	Y	8	4	50	4
Business	Management	Human Resource Management BS	Describe the major theories, concepts, and research findings in the fields of organizational behavior and human resource management.			Y			Y			2	2	1	1	2	1	1	0	0	2	Taken - Based on feedback from recent alumni we will continue to incorporate a greater HRM focus into all of the courses (e.g., HRM specific cases, HRM data). However, this was no longer feasable with the MCOM course because the program is too big for an eveloped section. We are investigating possibilities for offering an HRM-specific section in the future. Taken - Our faculty and advisory board agree that the topics currently being taught are the most relevant. However, now the optional HR analytics course will become part of the required curriculum.	2	0	Acquiring HRM Theories, Tools, Principles and Concepts	Y	4	2	50	4
Business	Management	Human Resource Management BS	Demonstrate how to apply relevant HRM theories, policies, tools and practices to specific organizational settings and problems.			Y			Y			2	1	1	0	1	1	0	0	0	1	Taken - Our faculty and advisory board agree that the topics currently being taught are the most relevant. However, now the optional HR analytics course will become part of the required curriculum.	1	0	Applying HRM Theories, Principles, Tools and Practices	Y	2	1	50	4

Business	Management	Human Resource Management BS	Contribute to the effective performance of a team as the team leader or a group member.				Y							1	1	1	0	1	0	1	0	0	1	Taken - Our faculty and advisory board agree that the topics currently being taught are the most relevant. However, now the optional HR analytics course will become part of the required curriculum.	0	1	Leading Teams	Y	2	1	50	4
Business	Management	Human Resource Management BS	Apply HRM knowledge to diagnose and solve organizational problems.			Y				Y				2	1	1	0	1	1	0	0	0	1	Taken - Our faculty and advisory board agree that the topics currently being taught are the most relevant. However, now the optional HR analytics course will become part of the required curriculum.	1	0	Diagnosing and Solving Organizational Problems	Y	2	1	50	3
Business	Marketing and Global Supply Chain	Global Supply Chain Management BS	Students will be able to use commonly accepted frameworks and tools to analyze supply chain situations. Students will be able to evaluate opportunities for process improvement, efficiency improvement, effectiveness improvement and integration Students will be able to create rationale solutions for identified opportunities. Students will understand inventory management principles, operations management principles, supplier management principles, TQM principles, transportation management principles, service-operation-management principles, and warehousing principles. Advisory board members rated this as a strength of the GSCM program. The advisory board recommended that leadership skills and project management skills were the only area where graduates needed improvement. Students placed in National case competitions. MBA students placed 2nd at the TCU National Case Competition Internship reports from students report a feeling of being much better prepared than other interns in supply chain skills.							Y				1	1	0	1	1	0	1	0	0	0		0	0	Supply Chain Skills	Y	1	1	100	3
Business	Marketing and Global Supply Chain	Global Supply Chain Management BS	Students will be able to create strategies that lead to productive relationships, effective communication and efficient processes to integrate supply chain members and customers.						Y					1	1	0	1	1	1	0	0	0	0		0	0	Supply Chain Integration Skills	Y	1	1	100	4
Business	Marketing and Global Supply Chain	Global Supply Chain Management BS	Students will be able to apply understanding of the global implications of supply chain management. The entire coursework of GSCM 310 reflects the global nature of supply chain. Specifically this class has created better understanding of how culture affects international negotiations. The logistics issues that arise due to differing laws and differing country strategic issues. The operations issues associated with differing emphasis in different countries. Students will apply PEST and display a cultural awareness in negotiations and dealings with global citizens. Pest and other paradigms are taught in purchasing, logistics, supply chain strategy, GSCM 310.							Y				1	1	1	0	1	1	0	0	0	0		0	0	Global Competence	Y	1	1	100	4
Business	Marketing and Global Supply Chain	Global Supply Chain Management BS	Students will be able to interrogate data, manipulate data, and create meaning through commonly used analytical tools Students showed competence in this area. A team of BYU GSCM students came in second at a National Analytics competition at Michigan State University.					Y						1	1	1	0	1	0	1	0	0	0		0	0	Supply Chain Analytics Skills	Y	1	1	100	3
Business	Marketing and Global Supply Chain	Global Supply Chain Management BS	Students will be able to describe the ethical and professional standards expected among supply chain management professionals. Each class taught in the GSCM major takes at least one class period to discuss supply chain ethics. Exams and projects help students understand the ethical dilemmas they might face.								Y			1	1	0	1	1	0	1	0	0	0		0	0	Supply Chain Ethics	Y	1	1	100	3
Business	Marketing and Global Supply Chain	Global Supply Chain Management BS	Students will be able to write and present in a clear, concise and comprehensive manner Students reported back from their summer internships that this was an area where BYU GSCM students clearly are better prepared from interns from other schools. Students are expected to give high quality presentations often throughout the semester. For instance, each student must present at least 5 times in the logistics class.				Y							1	1	1	0	1	1	0	0	0	1	Taken - Our faculty and advisory board agree that the topics currently being taught are the most relevant. However, now the optional HR analytics course will become part of the required curriculum.	1	0	Communication Skills	Y	2	1	50	4
Business	Marketing and Global Supply Chain	Global Supply Chain Management BS	Students will be familiar with the different types of information systems used in the supply chain and understand basic information technology integration. We have had guest speakers come to discuss these issues - however, there is an urgent need to hire a faculty member with an understanding in this area. The GSCM advisory board has identified this an area of importance.							Y				1	1	0	1	1	0	0	1	0	1	Taken - Our faculty and advisory board agree that the topics currently being taught are the most relevant. However, now the optional HR analytics course will become part of the required curriculum.	0	1	Information Technology Skills	Y	2	1	50	2
Business	Marketing and Global Supply Chain	Marketing BS	Use the marketing research process to define a problem/opportunity, design the research project, collect data, analyze data, and take action. Generate a survey instrument, know how and when to apply statistical techniques (t-tests, cross tabs/chi square, ANOVA, correlation, and regression), and conduct conjoint analysis.							Y				1	1	1	0	1	1	0	0	0	1	Taken - Our faculty and advisory board agree that the topics currently being taught are the most relevant. However, now the optional HR analytics course will become part of the required curriculum.	0	1	Conducting Marketing Research	Y	2	1	50	4
Business	Marketing and Global Supply Chain	Marketing BS	Find novel and effective ways to profitably meet and exceed customer needs and desires through a deep understanding of consumer psychology.											0	1	1	0	1	1	0	0	0	1	Taken - Our faculty and advisory board agree that the topics currently being taught are the most relevant. However, now the optional HR analytics course will become part of the required curriculum.	0	1	Generating Consumer Insights	Y	2	1	50	4
Business	Marketing and Global Supply Chain	Marketing BS	Use professional skills to plan, design, and critically evaluate marketing communications.							Y				1	1	1	0	1	1	0	0	0	1	Taken - Our faculty and advisory board agree that the topics currently being taught are the most relevant. However, now the optional HR analytics course will become part of the required curriculum.	0	1	Advertising and Promotion Management	Y	2	1	50	4
Business	Marketing and Global Supply Chain	Marketing BS	Develop and implement a marketing strategy to address a specific target market with a cohesive marketing mix of product, price, promotion, and place.							Y				1	1	1	0	1	1	0	0	0	1	Taken - Our faculty and advisory board agree that the topics currently being taught are the most relevant. However, now the optional HR analytics course will become part of the required curriculum.	1	0	Developing a marketing strategy	Y	2	1	50	4

Business	Marketing and Global Supply Chain	Marketing BS	Marketing students should, through their selection of electives, develop deep skills in at least one of the following areas: digital marketing, marketing analytics, or professional sales. Digital Marketing - Improve website performance through implementation of the following tactics: web design, search engine optimization, paid search advertising, display advertising, email marketing, social media, and more. Marketing Analytics - Generate market insights and inform profitable marketing decisions through analysis of primary and secondary data. Students develop fluency in statistical programming and apply it to execute a variety of projects both common and emerging in the practice of marketing analytics. Professional Sales - Improve company profits by facilitating and managing customer exchange relationships.										0	2	2	0	2	2	0	0	0	2	Planned - Reevaluate content and delivery in light of the modified marketing research course and the newly required introductory business analytics course. Also consider the place and presentation of inferential and predictive modeling. Taken - Invite guest speakers to provide additional training on lower-performance topics, specifically off-site search engine optimization.	1	1	Specialization Track	Y	4	2	50	4
Business	Public Service and Ethics	Public Administration MPA	BYU MPA graduates demonstrate an understanding of, passion for, and commitment to public service values, including reverence for the dignity and worth of all people and dedication to ethical governance.	Y	Y					Y		Y	4	2	1	1	2	2	0	0	0	2	Planned - We have seen public service values demonstrated by our students, both in the classroom and in their placement. Our faculty continue to be very intentional in discussing public service values in their classrooms and their interactions with individual students. We are also encouraging faculty to be more actively engaged in publishing strong research in PA journals. Planned - In the past, we have sponsored an annual day of service. Due to COVID-19, we were unable to do so, but we plan to continue that tradition again starting in April 2022.	0	2	Public Service Values	Y	4	2	50	4
Business	Public Service and Ethics	Public Administration MPA	BYU MPA graduates are skilled at evaluating programs and policies. They know how to gather data, correctly analyze it, and employ the analysis to recommend policy and programmatic action in public service organizations.			Y	Y	Y		Y			4	2	1	1	2	2	0	0	0	3	Planned - We will continue to refine our data collection in order to assess our students' quantitative analysis abilities. Taken - We have increased the number of opportunities for our students to work with community partners in order to both develop and demonstrate their skills in quantitative analysis. Planned - We are in the process of hiring new faculty who will be part of teaching our quantitative analysis courses. In the meantime, we have adjunct faculty who teach some of these courses. We are grateful for their expertise, but look forward to having full-time faculty who can assist in developing strong Quantitative Analysis skills and knowledge in our students.	1	2	Quantitative Analysis	Y	5	2	40	4
Business	Public Service and Ethics	Public Administration MPA	BYU MPA graduates effectively convey verbal and written information with the polish and professionalism appropriate for the public service context. They listen to and promote understanding among people with diverse viewpoints.			Y	Y		Y	Y			4	2	1	1	2	2	0	0	0	2	Planned - We will continue to refine our data collection in order to assess the communication skills of our students. Planned - We will continute to emphasize communication throughout the program, not just in the first semester communication course. Our faculty will also continue to assess written and verbal communication skills across the curriculum.	0	2	Communication	Y	4	2	50	4
Business	Public Service and Ethics	Public Administration MPA	BYU MPA graduates know how to leverage the power of a team. They conduct effective, agenda-based team meetings, and promote mutual accountability with teammates and collaborative partners.				Y			Y		Y	Y	4	2	1	1	2	2	0	0	0	2	Planned - Although this is a signature strength of the MPA program and we regularly receive overwhelmingly positive feedback in this area, we need to continue to be intentional about building teamwork and collaboration opportunities throughout the program. Taken - In the past, we have taken the students to Moab for new student orientation, where we are able to focus on teamwork and collaboration skills. For fall 2020 and fall 2021, we made adaptations to our NSO activities since we were unable to travel to Moab. We found similar activities nearby that focused on teambuilding and collaboration, and provided opportunities for debriefing and feedback to intentionally recap those lessons.	1	1	Teamwork & Collaboration	Y	4	2	50	4
Business	Public Service and Ethics	Executive MPA MPA	BYU EMPA graduates demonstrate an understanding of, passion for, and commitment to public service values, including reverence for the dignity and worth of all people and dedication to ethical governance.	Y	Y								Y	3	2	1	1	2	2	0	0	0	2	Planned - We have seen public service values demonstrated by our students, both in the classroom and in their jobs. Our faculty continue to be very intentional in discussing public service values in their classrooms and their interactions with individual students. We are also encouraging faculty to be more actively engaged in publishing strong research in PA journals. Planned - This is an area that we need to be more intentional to collect information. While it is difficult to assess public service values, we believe that it continues to be a strong emphasis of our program, and will continue to assess how this learning is occuring from the student perspective.	0	2	Public Service Values	Y	4	2	50	4
Business	Public Service and Ethics	Executive MPA MPA	BYU EMPA graduates are skilled at evaluating programs and policies. They know how to gather data, correctly analyze it, and employ the analysis to recommend policy and programmatic action in public service organizations.			Y		Y		Y			Y	4	2	1	1	2	2	0	0	0	2	Planned - We are in the process of hiring new faculty who will be part of teaching our quantitative analysis courses. In the meantime, we have adjunct faculty who teach some of these courses. We are grateful for their expertise, but look forward to having full-time faculty who can assist in developing strong Quantitative Analysis skills and knowledge in our students. Planned - We will continue to be intentional in assessing the level of quantitative analysis gained by our students.	0	2	Quantitative Analysis	Y	4	2	50	4
Business	Public Service and Ethics	Executive MPA MPA	BYU EMPA graduates effectively convey verbal and written information with the polish and professionalism appropriate for the public service context. They listen to and promote understanding among people with diverse viewpoints.				Y		Y		Y			3	2	1	1	2	2	0	0	0	2	Planned - We will continue to emphasize communication skills thoughout the program, not just in the communication course. Our faculty will continue to assess written and verbal communication skills in each of the courses. Planned - We will continue to refine our data collection to assess the communication skills of our students.	0	2	Communication	Y	4	2	50	4
Business	Public Service and Ethics	Executive MPA MPA	BYU EMPA graduates know how to leverage the power of a team. They conduct effective, agenda-based team meetings, and promote mutual accountability with teammates and collaborative partners.			Y	Y			Y	Y			4	2	1	1	2	2	0	0	0	2	Taken - We continue to reinforce teamwork and collaboration skills and the collaborative culture of our program. For example, during the orientation activities, we provide an introduction to team skills and also provide practical opportunities to engage in team-building activities. This is followed by continued opportunities and expectations to work closely in teams on significant student assignments. Planned - Although this is a signature strength of the EMPA program and we regularly receive overwhelmingly positive feedback in this area, we need to continue to be intentional about building teamwork and collaboration opporunities throughout the program.	1	1	Teamwork & Collaboration	Y	4	2	50	4
Education		Educ Inquiry, Measurement, & Evaluation PHD	3. Students will demonstrate the knowledge and skills needed to evaluate written proposals submitted by other scholars to conduct research and/or measurement stuides and formulate constructive suggestions for improving the proposed project.					Y		Y				2	1	1	0	1	1	0	0	0	1	Planned - Although this is a signature strength of the EMPA program and we regularly receive overwhelmingly positive feedback in this area, we need to continue to be intentional about building teamwork and collaboration opporunities throughout the program.	0	1	Analyze and Critique Research Proposals Prepared by Others	Y	2	1	50	4
Education		Educ Inquiry, Measurement, & Evaluation PHD	1. Students will demonstrate ability to find, interpret, and evaluate published research and evaluation studies relevant to current issues and policy questions in public education and prepare comprehensive summary reports designed to communicate the findings and recommendations to public school adminisrators and policy makers at the local or state level.					Y		Y				2	1	1	0	1	0	0	0	1	1	Planned - Although this is a signature strength of the EMPA program and we regularly receive overwhelmingly positive feedback in this area, we need to continue to be intentional about building teamwork and collaboration opporunities throughout the program.	0	1	Prepare Reviews of Published Research Literature	Y	2	1	50	1
Education		Educ Inquiry, Measurement, & Evaluation PHD	2. Students will show evidence that they have acquired conscious ethical judgment and demonstrate an understanding of and sensitivity to the kinds of ethical issues that frequenlty arise when conducting educational research; evaluating educational programs and curricula; or constructing, administering, interpreting, and reporting the results of tests and other assessments of what students have and have not learned.				Y			Y				2	1	1	0	1	0	0	0	0	1	Planned - Although this is a signature strength of the EMPA program and we regularly receive overwhelmingly positive feedback in this area, we need to continue to be intentional about building teamwork and collaboration opporunities throughout the program.	0	1	Exercise Conscious Ethical Judgment	Y	2	1	50	2

Education		Educ Inquiry, Measurement, & Evaluation PHD	4. Students will demonstrate the knowledge and skills needed to plan an original research, evaluation, or measurement study that is likely to contribute to improving educational theory, practice, and/or policy.				Y	Y						2	1	1	0	1	0	1	0	0	1	Planned - Although this is a signature strength of the EMPA program and we regularly receive overwhelmingly positive feedback in this area, we need to continue to be intentional about building teamwork and collaboration opporunities throughout the program.	0	1	Plan an Original Research or Measurement Study	Y	2	1	50	4
Education	Communication Disorders	Communication Disorders BS	1. Program graduates will demonstrate understanding of professional practice issues. 2. Program graduates will be able to apply principles of ethical practice to resolve ethical dilemmas using the ASHA Code of Ethics. 3. Program graduates will be able to use the ASHA website and other sources of information to make evidence based decisions in professional matters.							Y		Y		2	1	1	0	2	2	0	0	0	2	Taken - ComD 450 This course was adapted to a a blended online format. Group projects were adapted for online format and and The finall project format was adapted from a multiple choice and short answer exam to a strcutured project that increased individual engaga,emt with the course's core concepts. Taken - ComD 450: This course was refined from the prior years redesign. Exam questions and sup[porting assignments were updated based on student performace statistics and mid course sruvey results from both fall and winter semesters. Course development continues with new application assignments, and critical thinking assigned readings.	2	0	Scope of Practice	Y	4	2	50	4
Education	Communication Disorders	Communication Disorders BS	Define and describe the anatomy and physiology of speech production and explain the scientific basis of measuring speech performance. Describe atypical speech sound production and identify appropriate intervention approaches.						Y	Y				2	6	6	0	6	2	4	0	0	6	Planned - ComD 351: Having made a concerted effort to improve rubrics/project assignments to better differentiate high-skill from lower-skill students, progress is being made. Several changes have been made to improve the student experience and to better enhance student learning, particularly in terms of transcription practice and application projects. This includes adding labs and clearer guidelines for projects. Taken - ComD 421: Improve student engagement in acoustic analysis with a flipped classroom model Taken - Apply spiritually strengthening and intellectually enlarging survey results to better integrate the Aims of a BYU education in COMD 320 Review course feedback with students, teaching assistants, and faculty colleagues to maximize student accomplishment of learning outcomes Taken - ComD 420: A new instructor began teaching this course in Winter 2020, during which a significant re-design took place. The course has since been adjusted, based on student and TA feedback, instructor observation, and COVID-19 requirements. The basic structure includes low-stakes pre-class preparation, in-class engagement, post-class quizzing (also low-stakes), and then culmination of learning demonstrated during exams, and especially two major course projects. These projects emphasize critical thinking and academic argument, rather than simply summarization, etc. Taken - ComD 331 Additional multi-media files were added for online access to allow for more individualized learning and to increase generalization of knowledge to more diverse treatment populations. Planned - Integrate more video examples, case examples, and discussion	4	2	Speech	Y	12	6	50	4
Education	Communication Disorders	Communication Disorders BS	Explain the processes of normal hearing, including key anatomic structures and neural systems along with their function in perceiving and interpreting environmental and speech sounds. Describe the assessment of hearing in adults and children and demonstrate the ability to create and interpret audiograms. Describe basic aspects of intervention in remediating the effects of hearing impairment. Develop sensitization to social difficulties of the hearing impaired.						Y	Y				2	4	3	1	4	1	3	0	0	4	Planned - ComD 334 Hearing Science – Course was re-designed completely in Fall 2019. Incremental improvements have been made since then, based on instructor observation, student feedback, and COVID-19 requirements. Taken - ComD 438 The simulated deafness exercise was modified and now is coordinated with ComD 442 thus providing the students an extended experience from assessment to rehabilitation. Both the simulated deafness and virtual audiometer exercises were revised to coordinate more effectively with the class readings and lectures. Course media was updated, as is the case each year. A student simulated hearing impaired experience was added to the course. This was probably the most successful engagement exercise since introducing the virtual audiometer. Taken - ComD 442 - new 5th edition text has been used, oordinated with prerequisite course to ensure course continuity and improve the HL simulation assignment, increased experiential learning activities throughout the course each semester. Revisions to pacing of lecture content and assignment deadlines adjusted according to student feedback in mid course survey and end of semester student ratings Planned - Work with audiology faculty to improve hearing content.	2	2	Hearing	Y	8	4	50	3
Education	Communication Disorders	Communication Disorders BS	1. Describe the typical acquisition of language and key developmental milestones. 2. Describe the relationship of language to cognitive, psychological, and social development. 3. Describe the construct of language and language treatment approaches. 4. Describe atypical language use in conditions such as autism spectrum disorders, language learing disability, and developmental language disorder.						Y	Y				2	19	17	2	19	10	9	0	0	18	Taken - 332 DA Posttest 1 : For Fall 2020 and Winter 2021, I focused on helping the students achieve greater mastery of the content in preparation for their upcoming exams. Mean performances on the dynamic assessment posttests was similar to last year, but the standard deviations were larger. Performance on the pretests was close to 0% accurate (as expected). 332 Exam 1 : For Fall 2020 and Winter 2021, The number of questions on theory better reflected course content. Questions were focused around case studies, which increased the clinical application of the course content. I eliminated some of the less clinicallly-relevant information from the test which was generally easy content. 332 Exam 2 : For Fall 2020 and Winter 2021, exam questions continued to be related to case study scenarios. I increased the complexity of the syntax content and the students rose to the occasion. For the first time we addressed clausal complements and went deeper into morphosyntax. The rigor of the exams increased, yet student performance also increased. 330 Midterm Exam: Fall 2020/Winter 2021, I spent more lecture time on Theories of Language Acquisition, Added a review session with TAs 330 Quiz 2: Fall 2020/Winter 2021: developed the Theories of Language Acquisition lectures to include more video examles and references for students to explore independently. Taken - 332 DA Posttest 3 : For Fall 2020 and Winter 2021, I decreased the relative weight of the dynamic assessments even more. These assessments continue reflect student learning, demostrating significant gains from pretest to posttest. 332 Exam 2 : For Fall 2020 and Winter 2021, I increased the number of questions on subordination and verb-tense agreement, adding greater weight in this area to the exam. This increased the diffiuclty of the exam, and results of the exam better reflected student knoweldge of complex syntax. I continued to place all questions in case study contexts. Taken - 332 DA Posttest 1 :Case studies on these dynamic assessment Posttests included a culturally and linguistically diverse student. 332 Exam 1 : Student performance continues to increase even though complexity of the content also increases. I increased the rigor of this exam, yet better focused the dynamic assessments, resulting in improved learning. Cultural and linguistic	14	4	Language	Y	37	19	51	4
Education	Communication Disorders	Communication Disorders MS	Students will demonstrate ability to plan and implement an assessment and treatment of clients presenting with various communication disorders (as identified in ASHA's nine disorder areas) and with various severity levels while under the direction of a certified SLP at an approved clinical rotation site such as a hospital, a public school, a skilled nursing care facility, or a private practice, etc. Students will demonstrate appropriate case management skills including professionally appropriate social behavior, oral and written communication, prevention activities, and sensitivity to multicultural populations while working under the direction of a certified SLP in a clinical rotation such as a hospital, public school placement, skilled nursing care facility, private practice, etc. Students will demonstrate appropriate clinical writing skills as they learn the paperwork system specific to their clinical rotation site.				Y		Y	Y			Y	4	1	1	0	2	2	0	0	0	2	Taken - During COVID - 19 pandemic restrictions additional preparation and individual mentoring was required to facilitate students in externship placements and to prepare supervisors to facilitate successful safe experiences. Taken - Students' ratings of the class, instructor and clinical educator continue to improve on sites and clinical educators we match our students with.	2	0	Externship Clinic Experience	Y	4	2	50	4
Education	Communication Disorders	Communication Disorders MS	Students will explain articulation (the ability to produce speech with developmentally appropriate motor and phonological skills) in terms of the current research-based theories of causation, evaluation, and treatment of speech, language, and hearing disorders			Y			Y	Y			Y	4	1	1	0	1	1	0	0	0	1	Taken - Students' ratings of the class, instructor and clinical educator continue to improve on sites and clinical educators we match our students with.	0	1	Articulation	Y	2	1	50	4

Education	Communication Disorders	Communication Disorders MS	Students will explain fluency (the ability to communicate without stuttering or stammering) in terms of the current research-based theories of causation, evaluation, and treatment of speech, language, and hearing disorders			Y			Y	Y			Y	4	1	1	0	1	1	0	0	0	1	Taken - Students' ratings of the class, instructor and clinical educator continue to improve on sites and clinical educators we match our students with.	0	1	Fluency	Y	2	1	50	4
Education	Communication Disorders	Communication Disorders MS	Students will explain voice and resonance, including respiration and phonation (the ability to produce normal sounding vocal tone) in terms of the current research-based theories of causation, evaluation, and treatment of speech, language, and hearing disorders			Y			Y	Y			Y	4	1	1	0	1	1	0	0	0	1	Taken - Students' ratings of the class, instructor and clinical educator continue to improve on sites and clinical educators we match our students with.	0	1	Voice and Resonance	Y	2	1	50	3
Education	Communication Disorders	Communication Disorders MS	Students will explain swallowing (oral, pharyngeal, esophageal, and related functions, and the underlying processes of chewing and swallowing) in terms of the current research-based theories of causation, evaluation, and treatment of speech, language, and hearing disorders			Y			Y	Y			Y	4	1	1	0	1	1	0	0	0	1	Taken - Students' ratings of the class, instructor and clinical educator continue to improve on sites and clinical educators we match our students with.	0	1	Swallowing	Y	2	1	50	3
Education	Communication Disorders	Communication Disorders MS	Students will explain receptive and expressive language (phonology, morphology, syntax, semantics, and pragmatics) in speaking, listening, reading, writing, and manual modalities in terms of the current research-based theories of causation, evaluation, and treatment of speech, language, and hearing disorders			Y			Y	Y			Y	4	4	4	0	4	4	0	0	0	5	Taken - ComD 630 To streamline content for students, the instructors of the Early Language Intervention course and the School-Age Language course will meet together to coordinate content covered in each course to create strategic redundancy and integration of concepts between the two courses. This aims to solidify clinical concepts and provide appropriate practice for students. Planned - COMD 679 course revisions will include a more in depth evaluation of the reading connections assignments with a pre-establish rubric to set student expectations and the inclusion of more guest lecturers who are currently working in the schools as speech-language pathologists. Taken - ComD 674 was updated to incorporate current information and research. For example, current findings and thinking with regard to the underdiagnosis of girls with high functioning ASD was presented. Additional information on incorporating AAC with a variety of populations was presented. Students incorporated this information into their presentations. Taken - Course content was updated to include new information on assessment methods, particularly with regard to planning treatment options. Collaboration was stressed and demonstrated by students working with students from Counseling Psychology. Update course content to include current information on testing measures, collaboration, and synthesizing information in clinical decision making. A stronger emphasis on psychometric evaluation was emmbedded throughout the coourse. Planned - Integrate a writing assignment to help students evaluate the evidence base for possible treatment approaches to use in aphasia intervention.	3	2	Receptive and Expressive language	Y	9	4	44	3
Education	Communication Disorders	Communication Disorders MS	ComD 601 has been moved to the undergraduate program as ComD 420.			Y			Y	Y			Y	4	0	0	0	0	0	0	0	0	0		0	0	Hearing	Y	0	0	0	3
Education	Communication Disorders	Communication Disorders MS	Students will explain cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning) in terms of the current research-based theories of causation, evaluation, and treatment of speech, language, and hearing disorders			Y			Y	Y			Y	4	1	1	0	1	0	1	0	0	1	Planned - Integrate a writing assignment to help students evaluate the evidence base for possible treatment approaches to use in aphasia intervention.	1	0	Cognitive Aspects of Communication	Y	2	1	50	3
Education	Communication Disorders	Communication Disorders MS	Students will explain social aspects of communication (including challenging behavior, ineffective social skills, lack of communication opportunities; the behaviors associated with communication including human relationships and interactions) in terms of the current research-based theories of causation, evaluation, and treatment of speech, language, and hearing disorders			Y			Y	Y			Y	4	3	3	0	3	1	2	0	0	3	Taken - ComD 630. Monitor performance; refinements will be made using student performance and course feedback. Taken - A new instructor has been teaching this course beginning F-2019. Taken - COMD 610, continue to work with the chair of CSE and with the course instructor to maintain and extend gains in collaborative work.	3	0	Social Aspects of Communication	Y	6	3	50	3
Education	Communication Disorders	Communication Disorders MS	Students will explain communication modalities (including oral, manual, augmentative, and alternative communication techniques and assistive technologies) in terms of the current research-based theories of causation, evaluation, and treatment of speech, language, and hearing disorders.			Y			Y	Y			Y	4	1	1	0	1	0	1	0	0	1	Taken - COMD 610, continue to work with the chair of CSE and with the course instructor to maintain and extend gains in collaborative work.	1	0	Communication Modalities	Y	2	1	50	3
Education	Communication Disorders	Communication Disorders MS	Students will demonstrate competence in assessment and treatment of clients presenting with various communication disorders including speech sound production, fluency, voice, language, hearing, swallowing, cognition, social aspects of communication and assistive and alternative forms of communication. Students will demonstrate competence in appropriate case management skills including appropriate social behavior, oral and written communication, prevention activities, and sensitivity to multicultural populations with various communication disorders including speech sound production, fluency, voice, language, hearing, swallowing, cognition, social aspects of communication and assistive and alternative forms of communication.				Y		Y	Y			Y	4	1	1	0	1	1	0	0	0	1	Taken - COMD 610, continue to work with the chair of CSE and with the course instructor to maintain and extend gains in collaborative work.	1	0	BYU Clinic Experience	Y	2	1	50	4
Education	Communication Disorders	Communication Disorders MS	Students will develop a skill set that permits them to ask relevant questions within the field of communication disorders, search and evaluate pertinent literature and evidence, evaluate its efficacy, develop and test a hypothesis using current approaches and tools central to basic and applied research, and analyze and interpret the resulting data.			Y	Y					Y		3	1	1	0	1	1	0	0	0	1	Taken - COMD 610, continue to work with the chair of CSE and with the course instructor to maintain and extend gains in collaborative work.	1	0	Masters Thesis	Y	2	1	50	4
Education	Counseling Psychology and Special Education	Counseling Psychology PHD	Students are able to plan, develop, and disseminate scholarly works.					Y	Y					2	7	6	1	7	4	3	0	0	7	Planned - Continue using this as a learning outcome and continue to monitor efforts. Planned - Continue using this as a learning outcome, and consider how this outcome might be revised to more consistently translate into dissertation progress. Our program's shift to manuscript format dissertations may also help students improve their efficiency in writing their dissertations. Need to formally evaluate the this shift in the future Planned - Continue using this as a learning outcome and continue efforts toward this outcome. Planned - Continue using this as a learning outcome. The program's use of manuscript-ready dissertations is expected to improve students' efficiency in completing dissertations. We need to evaluate the impact of this change in the future. Planned - Continue using this as a learning outcome. The program's use of manuscript-ready dissertations is expected to improve students' efficiency in completing dissertations. Planned - Continue using this as a learning outcome and continue efforts to improve outcomes. Planned - Continue using this as a learning outcome and continue efforts toward this outcome.	0	7	Scholarship	Y	14	7	50	3

Education	Counseling Psychology and Special Education	Counseling Psychology PHD	Students demonstrate competence in assessment and interventions consistent with their future role as health service psychologists.						Y		Y		2	2	1	1	2	2	0	0	0	2	Planned - Continue using these learning outcomes. Planned - Continue using this as a learning outcome.	0	2	Counseling Practice	Y	4	2	50	4
Education	Counseling Psychology and Special Education	Counseling Psychology PHD	Students are able to appropriately integrate spiritual and religious issues into the science and practice of counseling psychology	Y	Y								2	2	1	1	2	0	2	0	0	2	Planned - Continue using this as a learning outcome and continue efforts toward this outcome. Planned - Continue using this as a learning outcome.	0	2	Integration of Spiritual Issues	Y	4	2	50	3
Education	Counseling Psychology and Special Education	Counseling Psychology PHD	Students demonstrate multicultural competence in the science and practice of counseling psychology.					Y	Y				2	2	1	1	2	1	1	0	0	2	Planned - Continue using this as a learning outcome and continue efforts toward this outcome. Planned - Continue using this as a learning outcome.	0	2	Multicultural Competence	Y	4	2	50	3
Education	Counseling Psychology and Special Education	Counseling Psychology PHD	Students demonstrate competence in identifying and successfully resolving ethical issues in the science and practice of counseling psychology.			Y					Y		2	2	1	1	2	2	0	0	0	2	Planned - Continue using this as a learning outcome. Planned - Continue using this as a learning outcome.	0	2	Counseling Ethics	Y	4	2	50	4
Education	Counseling Psychology and Special Education	Mild/Moderate Disabilities BS	The teacher understands cognitive, linguistic, social, emotional and physical areas of student development.					Y	Y				2	2	1	1	2	0	2	0	0	2	Planned - Faculty will work with students on all sections of the RTWS related to learner development. Planned - Faculty will continue to monitor achievement of this outcome.	0	2	1. Learner Development	Y	4	2	50	3
Education	Counseling Psychology and Special Education	Mild/Moderate Disabilities BS	The teacher understands individual learner differences and cultural and linguistic diversity.			Y		Y	Y				3	2	1	1	2	1	1	0	0	2	Planned - Faculty will continue to support students as they prepare for the Praxis test and work on relevant sections of the RTWS. Planned - Faculty will continue to monitor achievement of this outcome.	0	2	2. Learning Differences	Y	4	2	50	3
Education	Counseling Psychology and Special Education	Mild/Moderate Disabilities BS	The teacher works with learners to create environments that support individual and collaborative learning , positive social interaction , active engagement in learning, and self motivation.			Y		Y	Y				3	2	1	1	2	0	2	0	0	2	Planned - Faculty will continue to monitor achievement of this outcome. Planned - Faculty will continue to monitor achievement of this outcome.	0	2	3. Learning Environments	Y	4	2	50	3
Education	Counseling Psychology and Special Education	Mild/Moderate Disabilities BS	The teacher understands the central concepts, tools of inquiry, and structures of the discipline .			Y		Y	Y				3	2	1	1	2	0	2	0	0	2	Planned - Faculty will continue to monitor achievement of this outcome. Planned - Faculty will continue to monitor achievement of this outcome.	0	2	4. Content Knowledge	Y	4	2	50	3
Education	Counseling Psychology and Special Education	Mild/Moderate Disabilities BS	The teacher plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, Utah Core Standards, instructional best practices, and the community context.			Y	Y	Y	Y				4	2	1	1	2	0	2	0	0	2	Planned - Faculty will continue to monitor achievement of this outcome. Planned - Faculty will continue to monitor achievement of this outcome.	0	2	6. Instructional Planning	Y	4	2	50	3
Education	Counseling Psychology and Special Education	Mild/Moderate Disabilities BS	The teacher uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections, and build skills to apply and extend knowledge in meaningful ways.			Y	Y		Y				3	2	1	1	2	1	1	0	0	2	Planned - Faculty will continue to monitor achievement of this outcome. Planned - Faculty will continue to monitor achievement of this outcome.	0	2	7. Instructional Strategies	Y	4	2	50	3
Education	Counseling Psychology and Special Education	Mild/Moderate Disabilities BS	The teacher is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner.	Y		Y	Y				Y		4	2	1	1	2	1	1	0	0	2	Planned - Faculty will continue to monitor achievement of this outcome. Planned - Faculty will continue to monitor achievement of this outcome.	0	2	8. Reflection and Continuous Growth	Y	4	2	50	3
Education	Counseling Psychology and Special Education	Mild/Moderate Disabilities BS	The teacher is a leader who engages collaboratively with learners, families, colleagues, and community members to build a shared vision and supportive professional culture focused on student growth and success.		Y	Y	Y				Y		4	2	1	1	2	1	1	0	0	2	Planned - Faculty will continue to monitor achievement of this outcome. Planned - Faculty will continue to monitor achievement of this outcome.	0	2	9. Leadership and Collaboration	Y	4	2	50	3
Education	Counseling Psychology and Special Education	Mild/Moderate Disabilities BS	The teacher demonstrates the highest standard of legal, moral, and ethical conduct as specified in Utah State Board Rule R277-515 .		Y	Y	Y				Y		4	2	1	1	2	0	2	0	0	2	Planned - Faculty will continue to monitor achievement of this outcome. Planned - Faculty will continue to monitor achievement of this outcome.	0	2	10. Professional and Ethical Behavior	Y	4	2	50	3
Education	Counseling Psychology and Special Education	Mild/Moderate Disabilities BS	The teacher uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.			Y		Y	Y				3	2	1	1	2	0	2	0	0	2	Planned - Faculty will continue to monitor achievement of this outcome. Planned - Faculty will continue to monitor achievement of this outcome.	0	2	5. Assessment	Y	4	2	50	3
Education	Counseling Psychology and Special Education	Severe Disabilities BS	The teacher understands cognitive, linguistic, social, emotional and physical areas of student development.					Y	Y				2	2	1	1	2	0	0	0	0	2	Planned - Faculty will continue to monitor achievement of this outcome. Planned - Faculty will continue to monitor achievement of this outcome.	0	2	1. Learner Development	Y	4	2	50	0
Education	Counseling Psychology and Special Education	Severe Disabilities BS	The teacher understands individual learner differences and cultural and linguistic diversity.			Y		Y	Y				3	2	1	1	2	0	0	0	0	2	Planned - Faculty will continue to monitor achievement of this outcome. Planned - Faculty will continue to monitor achievement of this outcome.	0	2	2. Learning Differences	Y	4	2	50	0
Education	Counseling Psychology and Special Education	Severe Disabilities BS	The teacher works with learners to create environments that support individual and collaborative learning , positive social interaction , active engagement in learning, and self motivation.			Y		Y	Y				3	2	2	0	2	0	0	0	0	2	Planned - Faculty will continue to monitor achievement of this outcome. Planned - Faculty will continue to monitor achievement of this outcme.	0	2	3. Learning Environments	Y	4	2	50	0
Education	Counseling Psychology and Special Education	Severe Disabilities BS	The teacher understands the central concepts, tools of inquiry, and structures of the discipline .			Y		Y	Y				3	2	2	0	2	0	0	0	0	2	Planned - Faculty will continue to monitor achievement of this outcome. Planned - Faculty will continue to monitor achievement of this outcome.	0	2	4. Content Knowledge	Y	4	2	50	0
Education	Counseling Psychology and Special Education	Severe Disabilities BS	The teacher uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.			Y		Y	Y				3	2	1	1	2	0	0	0	0	2	Planned - Faculty will continue to monitor achievement of this outcome. Planned - Faculty will continue to monitor achievement of this outcome.	0	2	5. Assessment	Y	4	2	50	0
Education	Counseling Psychology and Special Education	Severe Disabilities BS	The teacher plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, Utah Core Standards, instructional best practices, and the community context.			Y	Y	Y	Y				4	2	1	1	2	0	0	0	0	2	Planned - Faculty will continue to monitor achievement of this outcome. Planned - Faculty will continue to monitor achievement of this outcome.	0	2	6. Instructional Planning	Y	4	2	50	0
Education	Counseling Psychology and Special Education	Severe Disabilities BS	The teacher uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections, and build skills to apply and extend knowledge in meaningful ways.			Y	Y		Y				3	2	1	1	2	0	0	0	0	2	Planned - Faculty will continue to monitor achievement of this outcome. Planned - Faculty will continue to monitor achievement of this outcome.	0	2	7. Instructional Strategies	Y	4	2	50	0
Education	Counseling Psychology and Special Education	Severe Disabilities BS	The teacher is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner.	Y		Y	Y				Y		4	2	1	1	2	0	0	0	0	2	Planned - Faculty will continue to monitor achievement of this outcome. Planned - Faculty will continue to monitor achievement of this outcome.	0	2	8. Reflection and Continuous Growth	Y	4	2	50	0
Education	Counseling Psychology and Special Education	Severe Disabilities BS	The teacher is a leader who engages collaboratively with learners, families, colleagues, and community members to build a shared vision and supportive professional culture focused on student growth and success.		Y	Y	Y				Y		4	2	1	1	2	0	0	0	0	2	Planned - Faculty will continue to monitor achievement of this outcome. Planned - Faculty will continue to monitor achievement of this outcome.	0	2	9. Leadership and Collaboration	Y	4	2	50	0
Education	Counseling Psychology and Special Education	Severe Disabilities BS	The teacher demonstrates the highest standard of legal, moral, and ethical conduct as specified in Utah State Board Rule R277-515 .		Y	Y	Y				Y		4	2	1	1	2	0	0	0	0	2	Planned - Faculty will continue to monitor achievement of this outcome. Planned - Faculty will continue to monitor achievement of this outcome.	0	2	10. Professional and Ethical Behavior	Y	4	2	50	0

Education	Counseling Psychology and Special Education	Special Education MS	Analyze historical, philosophical, and conceptual issues in behavior analytic service delivery for people with disabilities in school, home, and clinical settings.	Y				Y					2	3	2	1	3	2	1	0	0	3	Planned - By the end of Spring 2022, all revised courses will have been taught once. At this time we will begin a comprehensive review of the coursework to ensure it meets expectations on the 5th Edition of the BACB task list and is consistent with advanced preparation standards from CEC. Taken - All admitted students have expressed interest in becoming a Board Certified Behavior Analyst and we now have four certified and licensed faculty to support supervision within the program. We will continue to work with district partners to ensure that students have a pathway for future employment in schools and clinics. Planned - Our goal to reach >85% completion of the comprehensive exam for students in the 2019 cohort was not met. We anticipate that 100% of students from the 2020 cohort and 50% of students from 2020 will complete the comprehensive exam. In addition, two faculty members have agreed to head up an effort to enhance the comprehensive exam to ensure it more clearly aligns with the content of the BCBA exam and is aligned with professional expectations in the field. This will likely culminate in a revised process to be implemented in Fall 2022.	1	2	Historical, philosophical, & conceptual issues in services for people with disabilities	Y	6	3	50	4
Education	Counseling Psychology and Special Education	Special Education MS	Design, conduct, write, and defend a comprehensive manuscript based upon original research. Students prepare and orally defend a written thesis based upon research in current issues in education. Students learn effective communication skills to interact with clients, parents, administrators, and others they interact with in a professional capacity.				Y			Y			2	2	1	1	2	1	1	0	0	2	Planned - In semester evaluations, faculty will begin discussing expectations for written work and how to provide additional opportunities outside of the thesis project to enhance support for developing effective writing. Planned - The program coordinator will organize multiple program meetings to discuss student progress and set goals to complete on time.	0	2	Effective Writing	Y	4	2	50	3
Education	Counseling Psychology and Special Education	Special Education MS	Demonstrate knowledge of ethical principles and legal procedures for providing services to individuals with disabilities in school, home, and clinical settings.								Y		Y	2	1	1	0	1	1	0	0	0	1	Planned - The program coordinator will organize multiple program meetings to discuss student progress and set goals to complete on time.	0	1	Ethical and Legal Issues in Services for People with Disabilities	Y	2	1	50	4
Education	Counseling Psychology and Special Education	Special Education MS	Analyze current research design and methodology issues in educational research and service delivery for people with disabilities in school, home, and clinical settings.					Y				Y		2	1	1	0	1	0	1	0	0	1	Planned - The program coordinator will organize multiple program meetings to discuss student progress and set goals to complete on time.	0	1	Research Issues in Special Education, Behavior Analysis, and Related Disciplines	Y	2	1	50	4
Education	Counseling Psychology and Special Education	Special Education MS	Demonstrate knowledge of effective leadership skills to supervise emerging professionals, work collaboratively with professionals, paraprofessionals, and families of children who are at risk or have disabilities, and to provide effective consultation with stakeholders.				Y					Y		2	1	1	0	1	1	0	0	0	1	Planned - The program coordinator will organize multiple program meetings to discuss student progress and set goals to complete on time.	1	0	Leadership, Supervision, Collaboration, and Consultation	Y	2	1	50	4
Education	Counseling Psychology and Special Education	Special Education MS	Develop competencies around the use of evidence-based practice to assess strengths and identify challenges to create programs to improve academic skill building, develop social and emotional skills, and reduce problem behaviors.	Y						Y				2	2	1	1	2	1	0	1	0	2	Taken - Courses that prepare students for professional issues in clinics and schools have been identified by the graduate committee. Syllabi and instruction have been aligned with the 5th edition BCBA task list to make these connections more explicit and more targeted. Taken - We continue to examine the effectiveness of the comprehensive exam and have engaged with universities through the Association of Behavior Analysts International on the promotion of ethical practice. The VCS coordinator works within this framework to evaluate best practices and ensure we are maintaining a focus on ethical practice throughout the program.	2	0	Professional issues in behavior analytic service delivery for people with disabilities	Y	4	2	50	3
Education	Counseling Psychology and Special Education	School Psychology EdS	School psychology students will have knowledge of varied models and methods of assessment and data collection for identifying an individual child's, group's, or program's strengths and needs; will demonstrate the ability to develop and implement effective services and programs; and will gather data to monitor progress and outcomes.			Y		Y						2	1	0	1	1	1	0	0	0	1	Taken - We continue to examine the effectiveness of the comprehensive exam and have engaged with universities through the Association of Behavior Analysts International on the promotion of ethical practice. The VCS coordinator works within this framework to evaluate best practices and ensure we are maintaining a focus on ethical practice throughout the program.	0	1	Domain 1: Data-Based Decision Making & Accountability	Y	2	1	50	4
Education	Counseling Psychology and Special Education	School Psychology EdS	T o promote effective implementation of services, s chool psychology students' course work and service delivery will demonstrate knowledge and application of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods.				Y			Y				2	1	0	1	1	1	0	0	0	1	Taken - We continue to examine the effectiveness of the comprehensive exam and have engaged with universities through the Association of Behavior Analysts International on the promotion of ethical practice. The VCS coordinator works within this framework to evaluate best practices and ensure we are maintaining a focus on ethical practice throughout the program.	0	1	Domain 2: Consultation and Collaboration	Y	2	1	50	4
Education	Counseling Psychology and Special Education	School Psychology EdS	School psychology students' course work and service delivery will demonstrate knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.					Y		Y				2	1	0	1	1	1	0	0	0	1	Taken - We continue to examine the effectiveness of the comprehensive exam and have engaged with universities through the Association of Behavior Analysts International on the promotion of ethical practice. The VCS coordinator works within this framework to evaluate best practices and ensure we are maintaining a focus on ethical practice throughout the program.	0	1	Domain 3: Academic Interventions & Instructional Support	Y	2	1	50	4
Education	Counseling Psychology and Special Education	School Psychology EdS	As evidenced in their course work and service delivery, school psychology students will have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social–emotional functioning and mental health.				Y			Y				2	1	0	1	1	1	0	0	0	1	Taken - We continue to examine the effectiveness of the comprehensive exam and have engaged with universities through the Association of Behavior Analysts International on the promotion of ethical practice. The VCS coordinator works within this framework to evaluate best practices and ensure we are maintaining a focus on ethical practice throughout the program.	0	1	Domain 4: Mental and Behavioral Health Services and Interventions	Y	2	1	50	4
Education	Counseling Psychology and Special Education	School Psychology EdS	As evidenced in course work and service delivery, school psychology students will have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health.				Y			Y				2	1	0	1	1	1	0	0	0	1	Taken - We continue to examine the effectiveness of the comprehensive exam and have engaged with universities through the Association of Behavior Analysts International on the promotion of ethical practice. The VCS coordinator works within this framework to evaluate best practices and ensure we are maintaining a focus on ethical practice throughout the program.	0	1	Domain 5: School-Wide Practices to Promote Learning	Y	2	1	50	4
Education	Counseling Psychology and Special Education	School Psychology EdS	As evidenced in course work and service delivery, school psychology students will have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health.				Y			Y				2	1	0	1	1	1	0	0	0	1	Taken - We continue to examine the effectiveness of the comprehensive exam and have engaged with universities through the Association of Behavior Analysts International on the promotion of ethical practice. The VCS coordinator works within this framework to evaluate best practices and ensure we are maintaining a focus on ethical practice throughout the program.	0	1	Domain 6: Services to Promote Safe and Supportive Schools	Y	2	1	50	4
Education	Counseling Psychology and Special Education	School Psychology EdS	As evidenced in course work and service delivery, school psychology students will have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children's learning and mental health; and strategies to develop collaboration between families and schools.			Y				Y				2	1	0	1	1	1	0	0	0	1	Taken - We continue to examine the effectiveness of the comprehensive exam and have engaged with universities through the Association of Behavior Analysts International on the promotion of ethical practice. The VCS coordinator works within this framework to evaluate best practices and ensure we are maintaining a focus on ethical practice throughout the program.	0	1	Domain 7: Family and School Collaboration Services	Y	2	1	50	4
Education	Counseling Psychology and Special Education	School Psychology EdS	As evidenced in course work and service delivery, school psychology students will have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.				Y				Y			2	1	0	1	1	1	0	0	0	1	Taken - We continue to examine the effectiveness of the comprehensive exam and have engaged with universities through the Association of Behavior Analysts International on the promotion of ethical practice. The VCS coordinator works within this framework to evaluate best practices and ensure we are maintaining a focus on ethical practice throughout the program.	0	1	Domain 8: Equitable Practices for Diverse Student Populations	Y	2	1	50	4

Education	Counseling Psychology and Special Education	School Psychology EdS	As evidenced in course work, service delivery, and in their thesis project, school psychology students will have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research, interpreting data in applied settings, and explaining data to parents and teachers.				Y			Y		2	1	0	1	1	1	0	0	0	1	Taken - We continue to examine the effectiveness of the comprehensive exam and have engaged with universities through the Association of Behavior Analysts International on the promotion of ethical practice. The VCS coordinator works within this framework to evaluate best practices and ensure we are maintaining a focus on ethical practice throughout the program.	0	1	Domain 9: Research and Program Evaluation	Y	2	1	50	4
Education	Counseling Psychology and Special Education	School Psychology EdS	As evidenced in course work and service delivery, school psychology students will have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.						Y		Y	2	1	0	1	1	1	0	0	0	1	Taken - We continue to examine the effectiveness of the comprehensive exam and have engaged with universities through the Association of Behavior Analysts International on the promotion of ethical practice. The VCS coordinator works within this framework to evaluate best practices and ensure we are maintaining a focus on ethical practice throughout the program.	0	1	Domain 10: Legal, Ethical, and Professional Practice	Y	2	1	50	4
Education	Educational Leadership and Foundations	Educational Leadership EDD	Moral agents of improvement are leaders who promote educational equity and culturally responsive policies and practices through collaboration with fellow educators and other stakeholders based on a shared vision of learning to achieve systemic reform.			Y	Y					2	2	1	1	2	0	0	2	0	2	Planned - Due to the pandemic and its impact on our normal routines we did not implement this goal. We plan to do so this year with the courses being taught. We will draft a common prompt for the reflective memos and invite faculty to use this prompt in their courses. We will add a question to the university student ratings assessment for each doctoral course. Planned - We plan to continue working with faculty to improve alignment between course learning outcomes and program outcomes for each course in the program. Our goal is to compolete this alignment for all courses taught this academic year.	0	2	Moral agents of improvement	Y	4	2	50	2
Education	Educational Leadership and Foundations	Educational Leadership EDD	Scholarly practitioners who use and develop appropriate data and technology systems and who apply the lessons of research to assess student outcomes and to evaluate personnel and programs for the improvement of educational systems.				Y			Y		2	2	1	1	2	0	1	1	0	2	Planned - Due to the pandemic and its impact on our normal routines we did not implement this goal. We plan to do so this year with the courses being taught. We will draft a common prompt for the reflective memos and invite faculty to use this prompt in their courses. We will add a question to the university student ratings assessment for each doctoral course. Planned - Due to the pandemic and its impact on our normal routines we did not implement this goal. We plan to do so this year with the courses being taught. We will draft a common prompt for the reflective memos and invite faculty to use this prompt in their courses. We will add a question to the university student ratings assessment for each doctoral course.	0	2	Scholarly Practitioners	Y	4	2	50	3
Education	Educational Leadership and Foundations	Educational Leadership EDD	Steward leaders who plan, collaborate, and advocate for accountability to stakeholders and transparency in systems for the ethical and effective use of resources to improve educational outcomes.						Y		Y	2	2	1	1	2	0	0	2	0	2	Planned - Due to the pandemic and its impact on our normal routines we did not implement this goal. We plan to do so this year with the courses being taught. We will draft a common prompt for the reflective memos and invite faculty to use this prompt in their courses. We will add a question to the university student ratings assessment for each doctoral course. Taken - We plan to improve alignment between course learning outcomes and program outcomes for each course in the program. We plan to more explicitly connect course signature written assignments to program outcomes.	1	1	Steward Leaders	Y	4	2	50	2
Education	Educational Leadership and Foundations	Educational Leadership MED	Facilitate and lead strategic inquiry, data-driven decision making and systemic change for the improvement of the school and student learning. Facilitate and lead strategic inquiry. Faciliate and lead data-driven decision making. Facilitate and lead systemic change.			Y		Y				2	4	2	2	4	3	1	0	0	4	Planned - We will continue to track and examine scores in each of these areas and compare them with the scores on our comprehensive examination. Planned - We will continue assessing students against the state and national standards and try to find other sources of data that would help us triangulate our findings. Planned - We will continue to track the placement of our completers, and work with local districts to better understand what they are looking for in graduates. Planned - We will contintue to conduct an annual audit to review the list of program completers that have and have not applied for administrative licensure. We will contact those who have not applied, and encourage them to apply.	0	4	Lead Strategic Decision Making and Change	Y	8	4	50	4
Education	Educational Leadership and Foundations	Educational Leadership MED	Lead the school's learning community with integrity and in a caring and professional manner to improve teaching and learning of all students.				Y			Y		2	4	1	3	4	3	1	0	0	4	Planned - We will continue assessing students against the state and national standards and try to find other sources of data that would help us triangulate our findings. Planned - We will continue to have students take the Praxis test and use the subscores to inform our program improvement. Planned - We will continue to track the placement of our completers, and work with local districts to better understand what they are looking for in graduates. Planned - We will conduct an annual audit to review the list of program completers that have and have not applied for administrative licensure. We will contact those who have not applied, and encourage them to apply.	0	4	Lead Learning Communities with Effective, Caring Leadership	Y	8	4	50	4
Education	Educational Leadership and Foundations	Educational Leadership MED	Demonstrate competence in the design of a quantitative study and the performance of quantitative data anaylsis.			Y		Y				2	1	1	0	1	0	1	0	0	1	Planned - We will conduct an annual audit to review the list of program completers that have and have not applied for administrative licensure. We will contact those who have not applied, and encourage them to apply.	0	1	Quantitative Research Design and Data Analysis	Y	2	1	50	3
Education	Educational Leadership and Foundations	Educational Leadership MED	Contribute to addressing an educational or social problem through work with an educational organization (capstone internship), the production of education-focused research (capstone thesis), or the design of an innovative solution to an existing educational challenge (capstone project).				Y		Y			2	1	1	0	1	1	0	0	0	1	Planned - We will conduct an annual audit to review the list of program completers that have and have not applied for administrative licensure. We will contact those who have not applied, and encourage them to apply.	0	1	Addressing Educational and Social Problems	Y	2	1	50	4
Education	Educational Leadership and Foundations	Educational Leadership MED	Demonstrate an understanding of educational policies, practices, and issues in social, cultural, and political economic contexts at the local, national, and international levels.			Y						1	1	1	0	1	1	0	0	0	1	Planned - We will conduct an annual audit to review the list of program completers that have and have not applied for administrative licensure. We will contact those who have not applied, and encourage them to apply.	0	1	Education Policies, Practices, and Issues	Y	2	1	50	4
Education	Instructional Psychology and Technology	Instructional Psychology & Technology MS	Demonstrate depth and breadth understanding of the fundamental principles related to instructional design, development, evaluation, assessment, and research.			Y	Y	Y	Y			4	2	1	1	2	1	1	0	0	4	Taken - We continue to strengthen instructional elements in our core classes and many elective classes to mentor students in the core knowledge of the discipline. We have developed more teaching opportunities through our undergraduate minor, allowing more students to develop teaching skills. We have also incorporated accessibility testing and universal design into our IPT 564 textbook and IPT 661 curriculum. Planned - Continue to model and provide instruction in these foundational areas. Further develop accessible/universal design as an ethical approach in our field. Actively seek out teaching opportunities for students and invite students to teach with us when it is helpful for them and the course. Consider adding an explicit ethical discussion to most courses and clarifying for students that these discussions are about professional ethics. Taken - We emphasized scholarly writing for all students through IP&T 510 (Scholarly Writing). We have emphasized evaluation as an outcome for design projects (which is their lowest-rated element) through focusing more on product evaluation in IP&T 661 (our basic course in evaluation). We redesigned the IPT 661 class to emphasize top industry practices and to work on authentic projects with real product development teams. Planned - Our plan for the 2021-2022 year is to continue to emphasize high quality writing and advising, including through IP&T 510. We will also explore customizing sections of IPT 510 for either professional writing or scholarly writing to better support their writing of design and/or thesis projects. We will also continue to emphasize evaluation as an outcome for design projects through product evaluation in IP&T 661 (our basic course in evaluation).	2	2	Foundational Knowledge and Understanding	Y	6	2	33	3
Education	Instructional Psychology and Technology	Instructional Psychology & Technology MS	Develop a personal commitment to integrate into their lives the standards of professional ethics within the field, and demonstrate a willingness to live by high standards of ethical practice consistent with the gospel of Jesus Christ.	Y	Y					Y	Y	4	2	2	0	2	1	1	0	0	4	Taken - We have discussions in many classes about ethical issues related to education, instruction, learning, and technology. Planned - We will continue to model and discuss ethical issues with our students to maintain the outcomes we are achieving here. We will further emphasize that these issues are ones of professional ethics. Consider articulating more clearly for students what our professional issues/ethics are. Taken - We have discussions in many classes about ethical issues related to education, instruction, learning, and technology. Planned - We will continue to discuss and model ethical behavior with our students. We will further emphasize that these issues are ones of professional ethics and consider how to articulate more clearly for students what our professional issues/ethics are.	2	2	Ethical and Professional Practice	Y	6	2	33	4

Education	Instructional Psychology and Technology	Instructional Psychology & Technology MS	Demonstrate ability to complete a quality project in the field by applying knowledge and skills related to design, development, evaluation, assessment and research.			Y			Y		Y	3	2	2	0	2	2	0	0	0	4	Taken - We used our skills-based and studio experience courses to prepare students for professional work as instructional designers. Advanced students review beginning students' designs based on principles and criteria derived from established educational research. Planned - We will continue to use our skills-based and studio experience courses to prepare students for professional work as instructional designers. Advanced students will review beginning students' designs based on principles and criteria derived from established educational research, which helps to bring diversity and increased perspective to projects. We will continue to build students' professional skills by involving them in reviewing each others' work in our studio courses and involving them in designing practical projects in their courses. Taken - We emphasized that mentors need to work with students more closely on ensuring that their discussions/conclusions and evaluation sections are defensible, well-articulated, and backed by evidence. In addition, we pressed students to explain and expand their discussions/conclusions sections in greater depth in oral defenses. This was the section that we most often required changes on for revisions prior to completing project work. Planned - We will encourage faculty to mentor students to write their discussion in a way that the "lessons learned" connect their personal experience to the wider field, such that these become generalized knowledge and extend the literature as appropriate.	2	2	Practical Application Skills	Y	6	2	33	4
Education	Instructional Psychology and Technology	Instructional Psychology & Technology PHD	Develop a personal commitment to integrate into their lives the standards of professional ethics within the field, and demonstrate a willingness to live by high standards of ethical practice consistent with the gospel of Jesus Christ.			Y			Y			2	2	2	0	2	2	0	0	0	4	Taken - Continued to teach and model ethical behavior and administer survey. Planned - Continue to teach and model ethical behavior and administer survey. Taken - Continued to model and provide instruction in ethical behavior. Planned - Continue to model and provide instruction in ethical behavior. Once or twice during the academic year, have a seminar that focuses on ethical dilemmas within the field.	2	2	Ethical and Professional Practice	Y	6	2	33	4
Education	Instructional Psychology and Technology	Instructional Psychology & Technology PHD	Demonstrate depth and breadth of understanding of the fundamental principles related to instructional design, development, evaluation, assessment, and research.			Y	Y					2	3	2	1	3	1	1	1	0	6	Taken - Reinforced theoretical understanding so students could continue to achieve high levels. Planned - Continue to emphasize the importance of theoretical understanding through coursework and in students' discussion sections of their theses and dissertations. Taken - Modeled and provided instruction in these foundational areas. As not all PhD students teach college classes, we added an N/A category to these questions in the future. Planned - Share the survey data with students, gather qualitative feedback on ways to increase their confidence in theoretical understanding, with the goal of minimizing the "not well" and "not at all" responses. Implement student feedback. Taken - Supported PHD project and dissertation literature reviews in IPT 510 and 750. Encouraged committee chairs to strengthen mentoring on lit reviews. Taught a writing support requirement as part of IP&T 799R. Planned - Continue promoting courses that enable students to conduct and write thorough lit. reviews (IP&T 510, 755). Discontinue superfluous courses (IP&T 799R). As mentors, work with students to ensure APA compliance and high quality writing so that defended theses and dissertations can pass through departmental and college review more quickly.	3	3	Foundational Knowledge and Understanding	Y	9	3	33	3
Education	Instructional Psychology and Technology	Instructional Psychology & Technology PHD	Demonstrate ability to complete quality projects in the field by applying knowledge and skills related to design, development, evaluation, assessment and research.			Y			Y			2	3	2	1	3	1	2	0	0	6	Taken - Continue to emphasize the importance of completing the literature review and writing courses. Continue to mentor students to complete projects. Planned - Continue to emphasize the importance of completing the literature review and writing courses. Continue to mentor students to complete projects. Look for opportunities to encourage more students to do product or program evaluation projects. Taken - Continue to provide students with practice and training to work in this field. Continue to encourage students to engage in a variety of internship opportunities. Planned - Continue to provide students with practice and training to work in this field. Continue to encourage students to engage in a variety of internship opportunities. Encourage PhD students to take research methods courses earlier in their program of study so that more will be prepared on research and data analysis. Taken - Continued to work with students in this area. Planned - Advisors shoiuld encourage PhD students to start on research methods courses earlier on in their program of study (preferabbly in their first or second semester).	3	3	Practical Application Skills	Y	9	3	33	3
Education	Instructional Psychology and Technology	Instructional Psychology & Technology PHD	Demonstrate the ability to design, implement, report, and critique quality research within the discipline.				Y		Y			2	5	5	0	5	2	3	0	0	10	Planned - The area they tend score the lowest on are their results and discussion. By the time students reach this point of their papers, they are beyond their class experience. On the whole, the research and writing scores seem to be excellent, and we will continue to emphasize writing skills as a core aspect of our program. Taken - Continue to emphasize writing skills as a core aspect of our program. Taken - We have made research and writing a core aspect of our PhD program, emphasizing article-format dissertations, and incentivizing faculty mentoring of student co-authors. Planned - Continue preparing students to conduct research at a professional level. Taken - We have made research and writing a core aspect of our PhD program, emphasizing article-format dissertations, and incentivizing faculty mentoring of student co-authors. Faculty who publish second behind a student primary author whom they have mentored get credit for primary authorship in the CFS process. Planned - (1) Continue to include students in research as much as possible. Emphasize the importance of publishing research from theses and dissertations. (2) Take greater advantage of funding opportunities for students to be able to attend conferences and publish their research. Taken - We have volunteered to work with the MSE Dean's Office to pilot a program for regular external review of dissertations/theses at some point in the future Planned - Encourage more students to choose the article format dissertation when appropriate. Planned - Continue providing quality support for students in coursework and projects that relate to research. Taken - We have made research and writing a core aspect of our PhD program, emphasizing article-format dissertations, and incentivizing faculty mentoring of student co-authors. We also expanded the number of response options for the following survey.	5	5	Research Skills	Y	15	5	33	3
Education	Instructional Psychology and Technology	Instructional Psychology & Technology PHD	Demonstrate the ability to effectively communicate research and evaluation findings.			Y						1	3	3	0	3	1	2	0	0	6	Taken - We provided departmental funding to help students participate in professional conferences. Planned - We will continue to provide funds for PhD student travel to professional conferences. We will promote conference participation through deparmental channels (seminar, listserv) and celebrate student successes when they occur. Taken - Emphasized the IP&T 510 Academic Writing course and standardized the process by which this course could be waived. Encouraged all PhD students to take the Literature Review class. Planned - Continue to encourage PhD students to take academic writing courses. Planned - Encourage students to do the article format dissertation, which reduces barriers to publication post graduation. Continue to track and emphasize publishing dissertation research. Maintain contact with graduates and encourage them to pursue publication of their dissertation work beyond graduation. Encourage students to submit their dissertation articles for publication in a timely manner after graduation and follow up throughout the year. Encourage students who complete traditional dissertations to publish their work. Taken - Encouraged PhD candidates to complete journal ready dissertations rather than a traditional dissertation. We also highlighted student publications through departmental social media channels to current students and alumni.	3	3	Professional Communication	Y	9	3	33	3
Education	Teacher Education	Elementary Education BS	The teacher candidate understands cognitive, linguistic, social, emotional, and physical areas of student development.					Y	Y			2	3	3	0	3	3	0	0	0	3	Planned - Mean scores for PAES Standard 1, in both Competencies 1.1 and 1.2 indicate no immediate need for improvement. Frequencies of scores are largely in the top two available scoring categories. We will continue to attend to state and national standards and teach strategies to help preservice teachers meet learner needs. Planned - While scores for RTWS Competencies 1, 2, and 3 lie within the acceptable range, scores relative to Competencies 1 and 3 (Contextual Factors & Assessment) are consistency lower. We recognize that changes need to be made in the Planning and Assessment courses regarding contextual factors and the assessment plan. We also recognize that more emphasis needs to be placed on assessment across all methods courses. We are planning to change our assessment from the RTWS to the PPAT, and the program is planning to determine which courses will attend to these areas. Planned - We will continue to attend to state and national standards and teach strategies to help preservice teachers meet learner needs.	0	3	1. Learner Development	Y	6	3	50	3

Education	Teacher Education	Elementary Education BS	The teacher candidate understands individual learner differences and cultural and linguistic diversity.				Y			Y			2	3	3	0	3	2	1	0	0	3	Planned - Mean scores for PAES Standard 2 suggest that because this is an area in which students score lower, we need to continue to identify ways in which we can better instruct and support our students in this area. However, frequencies of scores are largely in the top two available scoring categories. We will continue to attend to state and national standards and teach strategies to help preservice teachers meet learner needs. Planned - We recognize that continued emphasis needs to be placed on equitable access to academic knowledge and achievement, particularly as it relates to learner differences in contextual factors, learning goals, assessment plans, and design for instruction. Planned - Students are meeting expectations in this area. We hope to continue to help all students reach higher levels, which exceed minimum expectations to embrace and support all students.	0	3	2. Learning Differences	Y	6	3	50	3
Education	Teacher Education	Elementary Education BS	The teacher candidate works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self-motivation.				Y			Y			2	3	3	0	3	2	1	0	0	3	Planned - Mean scores for PAES Standard 3, Competencies 3.1, 3.2, and 3.3 indicate no immediate need for improvement. Frequencies of scores are largely in the top two available scoring categories. We will continue to attend to state and national standards and teach strategies to help preservice teachers create a positive learning environment. Planned - Mean scores for RTWS Standard 3, Competency 4 indicate no immediate need for improvement. Frequencies of scores are largely in the top two available scoring categories. Planned - Students are meeting expectations in this area. We hope to continue to help all students reach higher levels, which exceed minimum expectations to embrace and support all students.	0	3	3. Learning Environments	Y	6	3	50	3
Education	Teacher Education	Elementary Education BS	The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline.							Y		Y	2	3	3	0	3	2	1	0	0	3	Planned - Data indicate no immediate need for improvement. Planned - Mean scores for PAES Standard 4 indicate no immediate need for improvement. Frequencies of scores are largely in the top two available scoring categories. Methods courses will continue to support students in the acquisition and development of academic language and discipline-specific teaching skills. Planned - Data indicate no immediate need for improvement. Praxis II pass rates are among the highest of all indicators of teacher candidate performance.	0	3	4. Content Knowledge	Y	6	3	50	3
Education	Teacher Education	Elementary Education BS	The teacher candidate uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.				Y			Y			2	2	2	0	2	1	1	0	0	2	Planned - All methods courses and the Planning and Assessment course in the program need to attend more carefully to data collection and analysis. Planned - While mean scores for PAES Standard 5, Competencies 5.1, 5.2, and 5.3 fell within acceptable ranges, we recognize need for improvement. We recognize a need to improve candidates' ability to design and implement effective assessment strategies. Additional attention needs to be placed on assessment in all methods courses. The Planning and Assessment course has been redesigned to help students to be more successful in this area.	0	2	5. Assessment	Y	4	2	50	3
Education	Teacher Education	Elementary Education BS	The teacher candidate plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, Utah Core Standards, practices, and the community context.				Y			Y			2	2	2	0	2	1	1	0	0	2	Planned - Mean scores for PAES Standard 6 indicate a need for greater attention to instructional planning, particularly in relation to cross-disciplinary skills in the Planning and Assessment course and all methods courses. Planned - Mean scores for RTWS Standard 6 indicate no immediate need for improvement. Frequencies of scores are largely in the top two available scoring categories. We will continue to work to enhance our students' ability to attend to assessment strategies and analysis.	0	2	6. Instructional Planning	Y	4	2	50	4
Education	Teacher Education	Elementary Education BS	The teacher candidate uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections, and build skills to apply and extend knowledge in meaningful ways.							Y		Y	2	3	3	0	3	1	2	0	0	3	Planned - Data suggest we review the curriculum in the program to determine where real-world problem solving can be better addressed. This is the focus of new national standards in muliple content areas (e.g., science, technology, mathematics). We also need to continue to collaborate with teacher colleagues in the five school districts where Elementary Education teacher candidates are placed for their field experiences so that teacher candidates can see multiple methods of effective instruction, including a discussion at EEPAC. University faculty members provide instruction in research-based methods across many disciplines in the teacher preparation program. Planned - Data indicate no need for improvement. University faculty members will continue to provide instruction in research-based methods across many disciplines in the teacher preparation program. Planned - Initiate programatic collaboration regarding instructional strategies and how to cite them.	0	3	7. Instructional Strategies	Y	6	3	50	3
Education	Teacher Education	Elementary Education BS	The teacher candidate is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner.				Y			Y			2	3	3	0	3	2	1	0	0	3	Planned - Mean scores for PAES Standard 8, Competency 8.1 indicate no immediate need for improvement. Frequencies of scores are largely in the top two available scoring categories. Planned - Scores are well above the 80% standard. This will not be a focus for improvement for the program this upcoming year. Planned - A majority of students met the expectation. This will not be a focus for improvement for the program this upcoming year.	0	3	8. Reflection and Continuous Growth	Y	6	3	50	4
Education	Teacher Education	Elementary Education BS	The teacher candidate is a leader who engages collaboratively with learners, families, colleagues, and community members to build a shared vision and supportive professional culture focused on student growth and success.								Y	Y	2	2	2	0	2	1	1	0	0	2	Planned - Mean scores and passing rates for PAES Standard 9 indicate no ineed for improvement. Becuase the data set includes scores from practicum students who are not yet in a position to fully complete this stnadard, the score is necessarily lower. Continued support and attention will be given to ensure students in later field experiences continue to meet expectations. Planned - Data suggest no need for change at this time.	0	2	9. Leadership and Collaboration	Y	4	2	50	3
Education	Teacher Education	Elementary Education BS	The teacher candidate demonstrates the highest standard of legal, moral, and ethical conduct as specified in Utah State Board of Education Rule R277-515.								Y	Y	2	2	2	0	2	2	0	0	0	2	Planned - 10.1 Mean scores and passing rates for PAES Standard 10 indicate no immediate need for improvement. Frequencies of scores are in the affirmative. Planned - Data suggest there is no need for change at this time.	0	2	10. Professional and Ethical Behavior	Y	4	2	50	4
Education	Teacher Education	Early Childhood Education BS	The teacher candidate understands cognitive, linguistic, social, emotional and physical areas of student development.						Y	Y			2	3	3	0	3	0	0	0	0	3	Planned - 1.1 Mean scores for PAES Standard 1 indicate no immediate need for improvement. We are submitting a program revision to the university to include a Schools, Families, and Communities course to support growth in 1.2. Planned - 1.2 To help support teacher candidates knowledge in task 1, we added a Contextual Factors assignment to our planning and assessment course. Planned - 1.3 No program adjustments are needed.	0	3	1. Learner Development	Y	6	3	50	4
Education	Teacher Education	Early Childhood Education BS	The candidate understands individual learner differences and cultural and linguistic diversity.				Y			Y			2	3	3	0	3	0	0	0	0	3	Planned - 2.1 Because our efforts are yielding positive results, we will continue emphasizing learner differences and cultural and linguistic diversity in our program specifically in ECE 335 and the methods courses. Planned - 2.2 Because task 1 scores were lower than than the other tasks, we added a contextual factors assignment to ECE 336 to support our candidates knowledge in this area. Planned - 2.3 No program changes are needed at this time.	0	3	2. Learning Differences	Y	6	3	50	3
Education	Teacher Education	Early Childhood Education BS	The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline.							Y		Y	2	3	3	0	3	0	0	0	0	3	Planned - 4.1 Mean scores and passing rates for PAES Standard 4 indicate no immediate need for improvement. Planned - 4.2 We plan to ask the EPP office to include data from the ECE PRAXIS II test on our annual report so it can be used it to inform our decision-making moving forward. We are concerned that not all students passed the Math and Science subtests. We will continue to encourage our students to use the online study resources available to help them prepare for this exam. Planned - 4.3 No program changes are needed at this time.	0	3	4. Content Knowledge	Y	6	3	50	3
Education	Teacher Education	Early Childhood Education BS	The teacher candidate uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.				Y			Y			2	2	2	0	2	0	0	0	0	2	Planned - 5.1 We will continue to emphasize assessment feedback across all courses. Planned - 5.2 No changes are needed at this time.	0	2	5. Assessment	Y	4	2	50	4
Education	Teacher Education	Early Childhood Education BS	The teacher candidate uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections, and build skills to apply and extend knowledge in meaningful ways.							Y		Y	2	3	3	0	3	0	0	0	0	3	Planned - 7.1 We will continue to emphasize helping teacher candidates understand and utilize higher-order thinking skills that are appropriate for young children. These will be emphasized in methods courses and field work. Planned - 7.2 Data indicate no immediate need for improvement. Planned - 7.3 We will continue to encourage students to research developmentally appropriate practices and content as they plan their lessons. Students who did not reach proficiency were placed on a remediation plan and will receive extra support in this area in subsequent semesters.	0	3	7. Instructional Strategies	Y	6	3	50	4
Education	Teacher Education	Early Childhood Education BS	The teacher candidate is a leader who engages collaboratively with learners, families, colleagues, and community members to build a shared vision and supportive professional culture focused on student growth and success.								Y	Y	2	2	2	0	2	0	0	0	0	2	Planned - 9.1 Mean scores and passing rates for PAES Standard 9 indicate no immediate need for improvement. Planned - 9.2 To help improve indicator 3.5, we will build on established collaboration opportunities by providing semester long group projects in program courses (e.g., ECE 335, ECE 336) where students take on varied roles and responsibilities with accountability. To help improve indicator 4.1, we have added a list of support resources to all program syllabi. To help improve indicator 4.2 we will add a place on the PAES evaluation where students indicate how they attended to the feedback. In addition, students who did not reach proficiency were place on a remediation plan where additional support is provided during subsequent semesters.	0	2	9. Leadership and Collaboration	Y	4	2	50	4

Education	Teacher Education	Early Childhood Education BS	The candidate plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, Utah Core Standards, practices, and the community context.				Y			Y				2	2	2	0	2	0	0	0	0	2	Planned - 6.1 Additional emphasis will be placed on understanding cross-disciplinary integration in ECE 335 by having students evaluate multiple integrated lesson plans and apply this knowledge to their planning and teaching. We will include a literacy skill/social studies standard integrated lesson plan assignment in our Social Studies methods course. Planned - 6.2 We added a Contextual Factors assignment to ECE 336 to support our candidates knowledge in this area.	0	2	6. Instructional Planning	Y	4	2	50	4
Education	Teacher Education	Early Childhood Education BS	The candidate works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self-motivation.				Y			Y				2	3	3	0	3	0	0	0	0	3	Planned - 3.1 Mean PAES scores and passing rates for Standard 3 indicate no immediate need for improvement. Planned - 3.2 Mean scores and passing rates for RTWS Standard 4 indicate no immediate need for improvement. Planned - 3.3 To help support students in EDA indicators 1.1 and 6.2, we added an assignment to ECE 331 where students watch a video of a teacher and take note of evidence of positive affect and whole group participation techniques. In addition, students will watch a video of themselves teaching and note the positive verbal and nonverbal interactions as well as participation strategies (ECE 441). Students who struggled with 1.1 and 6.2 were placed on a remediaton plan and supported as they address the concerns during subsequent semesters.	0	3	3. Learning Environments	Y	6	3	50	4
Education	Teacher Education	Early Childhood Education BS	The teacher candidate is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner.				Y			Y				2	3	3	0	3	0	0	0	0	3	Planned - 8.1 No immediate action is needed at this time. Planned - 8.2 Data indicate no immediate need for improvement. Planned - 8.3 We will add a piece to the PAES evaluation form for students to record how they attending to feedback from their last observation. We will refer to this during the briefing session for the next observation. Students who did not reach proficiency were placed on and EDA remediation plan with additional support provided during subsequent semesters.	0	3	8. Reflection and Continuous Growth	Y	6	3	50	4
Education	Teacher Education	Early Childhood Education BS	The teacher candidate demonstrates the highest standard of legal, moral, and ethical conduct as specified in Utah State Board of Education Rule R277-515.									Y	Y	2	2	2	0	2	0	0	0	0	2	Planned - 10.1 Students who do not pass 10.1 and/or 10.2 are placed on a remediaton plan and supported as they address the concerns over subsequent semesters. Planned - 10.2 Students who struggled with 5.3 were placed on a remediaton plan and supported as they address the concerns over subsequent semesters.	0	2	10. Professional and Ethical Behavior	Y	4	2	50	4
Education	Teacher Education	Physical Education Tchg/Coaching (K-12) BS	Physical education teacher candidates are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health enhancing fitness as delineated in the NASPE K-12 Standards.							Y			Y	2	2	2	0	2	0	2	0	0	2	Taken - 1.1 PAES Standard 4 data indicate no immediate need for improvement. Frequencies of scores are near the top of the range. Planned - 1.2 Most students passed the PRAXIS test. Give more details about the PRAXIS in PETE 377, especially making sure students know where to go to see practice test items. Continue to hold reviews each semester with the EAC advisor assigned to PETE to detect students that may need remediation based on their academic performance. When detected, PETE Program Coordinator will meet with students to develop a remediation plan.	1	1	1. Skill and Fitness Based Competence	Y	4	2	50	3
Education	Teacher Education	Physical Education Tchg/Coaching (K-12) BS	The candidate understands individual learner differences and cultural and linguistic diversity.				Y			Y				2	3	3	0	3	1	2	0	0	3	Taken - 3.1 PAES Standard 2 data indicate no immediate need for improvement. Taken - 3.2 RTWS Standards 1, 2, 3 and 4 are well within the acceptable ranges of performance that our candidates need at graduation. Planned - EDA Dispositions 6.1 and 6.2 data indicate no immediate need for improvement. If candidates score <2, PETE Program Coordinator will meet with candidate to develop a remediation plan.	2	1	3. Learning Differences	Y	6	3	50	3
Education	Teacher Education	Physical Education Tchg/Coaching (K-12) BS	The candidate works with learners to create environments that support individual and collaborative learning, positive social interaction, active engagement in learning, and self-motivation.				Y			Y				2	3	3	0	3	0	3	0	0	3	Taken - 4.1 PAES Standard 3 data indicate no immediate need for improvement. Taken - 4.2 RTWS Standard 4 is well within the acceptable ranges of performance that our candidates need at graduation. Planned - 4.3 EDA Dispositions 1.1, 1.2, 4.3, and 6.2 data indicate no immediate need for improvement. If candidates score <2, PETE Program Coordinator will meet with candidate to develop a remediation plan.	2	1	4. Learning Environments	Y	6	3	50	3
Education	Teacher Education	Physical Education Tchg/Coaching (K-12) BS	The candidate understands the central concepts, tools of inquiry, and structures of the discipline.							Y			Y	2	3	3	0	3	0	3	0	0	3	Taken - 5.1 PAES Standard 4 data indicate no immediate need for improvement. Planned - 5.2 Most students passed the PRAXIS test. Give more details about the PRAXIS in PETE 377, especially making sure students know where to go to see practice test items. Continue to hold reviews each semester with the EAC advisor assigned to PETE to detect students that may need remediation based on their academic performance. When detected, PETE Program Coordinator will meet with students to develop a remediation plan. Planned - 5.3 EDA Disposition 1.3 data indicate no immediate need for improvement. If candidates score <2, PETE Program Coordinator will meet with candidate to develop a remediation plan.	1	2	5. Content Knowledge	Y	6	3	50	3
Education	Teacher Education	Physical Education Tchg/Coaching (K-12) BS	The candidate uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.				Y			Y				2	2	2	0	2	0	2	0	0	2	Planned - 6.1 While mean scores for PAES Standard 5, Competencies 5.1, 5.2, and 5.3 fall within acceptable ranges, we recognize the need for improvement. We recognize a need to improve candidates' ability to design and implement effective assessment strategies. Additional attention is being placed on assessment in PETE 276R (preparing students to take Task 2 Assessment on the PPAT) and PETE 377 (making sure assessment is included in lesson plans). Taken - 6.2 RTWS Standards 3, 5, and 6 are within the acceptable ranges of performance that our candidates need at graduation.	1	1	6. Assessment	Y	4	2	50	3
Education	Teacher Education	Physical Education Tchg/Coaching (K-12) BS	The candidate understands cognitive, linguistic, social, emotional and physical areas of student development.						Y	Y				2	3	3	0	3	0	3	0	0	3	Taken - 2.1 Frequencies of scores are largely near the top of the range. Taken - 2.2 RTWS Standards 1, 2 and 3 are within the acceptable ranges of performance that our candidates need at graduation. Planned - EDA Disposition 1.3 data indicate no immediate need for improvement. If candidates score <2, PETE Program Coordinator will meet with candidate to develop a remediation plan.	2	1	2. Learner Development	Y	6	3	50	3
Education	Teacher Education	Physical Education Tchg/Coaching (K-12) BS	The candidate plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, Utah Core Standards, instructional best practices, and the community context.				Y			Y				2	2	2	0	2	0	2	0	0	2	Taken - 7.1 PAES Standard 6 data indicate no immediate need for improvement. Taken - 7.2 RTWS Standards 1, 2 and 4 are well within the acceptable ranges of performance that our candidates need at graduation.	2	0	7. Instructional Planning	Y	4	2	50	3
Education	Teacher Education	Physical Education Tchg/Coaching (K-12) BS	The candidate uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections, and build skills to apply and extend knowledge in meaningful ways.							Y			Y	2	3	3	0	3	0	3	0	0	3	Taken - 8.1 PAES Standard 7 data indicate no immediate need for improvement. Taken - 8.2 RTWS Standards 4 and 5 are within the acceptable ranges of performance that our candidates need at graduation. Planned - 8.3 EDA Disposition 8.2 data show >80% Meets Expectations. If candidates score <2, PETE Program Coordinator will meet with candidate to develop a remediation plan.	2	1	8. Instructional Strategies	Y	6	3	50	3
Education	Teacher Education	Physical Education Tchg/Coaching (K-12) BS	The candidate is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner.				Y			Y				2	3	3	0	3	1	2	0	0	3	Taken - 9.1 PAES Standard 8 data indicate no immediate need for improvement. Taken - 9.2 RTWS Standards 6 and 7 are within the acceptable ranges of performance that our candidates need at graduation. Planned - 9.3 EDA Dispositions 5.1, 5.2, and 5.4 data indicate no immediate need for improvement. If candidates score <2, PETE Program Coordinator will meet with candidate to develop a remediation plan.	2	1	9. Reflection and Continuous Growth	Y	6	3	50	3
Education	Teacher Education	Physical Education Tchg/Coaching (K-12) BS	The candidate is a leader who engages collaboratively with learners, families, colleagues, and community members to build a shared vision and supportive professional culture focused on student growth and success.									Y	Y	2	2	2	0	2	1	1	0	0	2	Taken - 10.1 PAES Standard 9 data indicate no immediate need for improvement. Planned - 10.2 EDA Dispositions 2.1, 3.5, 4.1, 4.2, 7.1, 7.2, 7.3, 9.1 and 9.3 data indicate no immediate need for improvement. If candidates score <2, PETE Program Coordinator will meet with candidate to develop a remediation plan.	1	1	10. Leadership and Collaboration	Y	4	2	50	3
Education	Teacher Education	Physical Education Tchg/Coaching (K-12) BS	The candidate demonstrates the highest standard of legal, moral, and ethical conduct as specified in Utah State Board Rule R277-515.									Y	Y	2	2	2	0	2	1	1	0	0	2	Taken - 11.1 PAES Standard 10 data indicate no immediate need for improvement. Planned - 11.2 EDA Dispositions 3.2, 3.3, 3.4, and 5.3 data indicate no immediate need for improvement. If candidates score <2, PETE Program Coordinator will meet with candidate to develop a remediation plan.	1	1	11. Professional and Ethical Behavior	Y	4	2	50	3
Education	Teacher Education	Teacher Education MA	Candidates can make sound arguments grounded in relevant literature and evidence.			Y	Y							2	3	2	1	3	0	1	2	0	3	Planned - We will continue to use this as our measure of this learning outcome and monitor student progress. Planned - We will continue to expect students to complete their thesis around the end of their second year in the graduate program. Planned - The post-program survey to assess students' sense of how they have acquired this learning outcome will be administered at the end of the two-year program and student ratings reports will be used to compare to the quantitative data.	0	3	Effective Communication	Y	6	3	50	3
Education	Teacher Education	Teacher Education MA	Candidates can identify and address ethical and equity concerns related to conducting and applying research in ways that are inclusive and culturally appropriate for all populations.								Y		Y	2	4	3	1	4	1	2	1	0	4	Planned - New procedures will be implemented with the 2020 cohort where students will complete this step and data will be collected as noted. Planned - Continued use of the pre-post survey as well as a comparison of that data to student ratings reports. Taken - We will continue to use the IRB and MSE review process to evaluate this outcome. Planned - We plan to continue to make the successful completion of the CITI training a required component of one of the research courses.	1	3	Research Ethics	Y	8	4	50	3

Education	Teacher Education	Teacher Education MA	Candidates can identify and articulate the links between education and civic engagement, including attention to issues of equity, diversity, participation in public institutions, and access to community resources.								Y	Y	2	2	1	1	2	0	0	2	0	2	Planned - New procedures will be implemented with the 2020 cohort and data will be gathered as noted. Planned - We will continue to use the survey and compare it to student ratings report to determine the outcome of this objective.	0	2	Education and Lifelong Service	Y	4	2	50	3
Education	Teacher Education	Teacher Education MA	Candidates can demonstrate their ability to analyze complex educational issues, develop new knowledge, and utilize resources and evidence in meaningful inquiry that addresses educational problems and practices.				Y		Y				2	3	2	1	3	0	2	1	0	3	Planned - We will continue to use this as our measure of this learning outcome. Planned - We will continue to use this as our measure of this learning outcome. Planned - Pre-post survey data will be compared to student ratings reports to determine the learning acquired.	0	3	Effective Analysis and Problem Solving	Y	6	3	50	3
Education	Teacher Education	Teacher Education MA	Candidates can identify changes they have made or actions they have taken to improve schools or their own practice.								Y	Y	2	2	1	1	2	1	0	1	0	2	Planned - New procedures will be implemented with the 2020 cohort and data will be gathered as noted. Planned - Survey data will contine to be gathered and will be compared with student ratings report to assess growth over time in the program.	0	2	Professional Development	Y	4	2	50	3
Engineering	Chemical Engineering	Chemical Engineering BS	ABET Student Outcome 2: an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors					Y					1	2	1	1	3	0	1	2	0	3	- The curriculum adequately fulfills the expected learning outcome in this regard. No action is needed at this time. Assessment will continue to ensure continued learning of this competency. Full data on the assessment of this outcome dating back to Fall 2005 to the present can be found at https://chemicalengineering.byu.edu/undergraduate/learning-outcomes . Taken - Action Planned from Previous Assessment: Assessment across the curriculum shows that student sentiment about the eight factors in SO 2 needs improvement. The UG Committee will be conducting discussions with the faculty about how help students understand that these factors are not "add on" or "extra" but are integral to the design process. Make sure explain to students the expected level of attainment and meaning of this Student Outcome before they fill out the assessment survey. For this class, we do not expect them to understand each of these factors in detail, but we want to start training them to think about these important factors whenever they have a design problem. Please introduce the AIChE Code of Ethics when doing the case study. The Code contains several items that relate to the eight "factors" in this outcome. You do not need to spend a lot of time on this topic, and can tell students that ChEn 311 will focus more on the Code and Ethics, Safety, Global, etc. Again, the purpose is to introduce students to the idea that design involves many stake holders, so the engineer must address these. Responsible: UG Committee, ChEn 273 instructor, all Faculty in Broader Discussion on the eight factors Report: The instructors went over the AIChE Code of Ethics twice in the course and also talked about SO 2 and the expected leve of attainment. This seemed to have fixed the problem as zero students reported not feeling proficient in this SO. The UG Committee did training on proper assessment of SO 2 at the fall retreat and had a workshop for all faculty at the beginning of the semester. Future Actions: See below. Planned - The UG Committee will conduct faculty training on the Learning Outcome. We will work with faculty to find realy problems that encompass each aspect of this Student Outcome so it feels a more natural fit.	1	1	Engineering Design	Y	6	3	50	3
Engineering	Chemical Engineering	Chemical Engineering BS	ABET Student Outcome 3: an ability to communicate effectively with a range of audiences				Y						1	2	1	1	3	1	1	1	0	3	Taken - The curriculum adequately fulfills the expected learning outcome in this regard. No action is needed at this time. Assessment will continue to ensure continued learning of this competency. Full data on the assessment of this outcome dating back to Fall 2005 to the present can be found at https://chemicalengineering.byu.edu/undergraduate/learning-outcomes . Taken - The curriculum adequately fulfills the expected learning outcome in this regard. No action is needed at this time. Assessment will continue to ensure continued learning of this competency. Full data on the assessment of this outcome dating back to Fall 2005 to the present can be found at https://chemicalengineering.byu.edu/undergraduate/learning-outcomes . Taken - Action Planned from Previous Assessment: Make sure explain to students the expected level of attainment and meaning of this Student Outcome before they fill out the assessment survey. For this class, this communication is in the form of a resume and the audience is recruiters. Help them understand that their resume likely won't be very full at this point, but that learning how to effectively communicate on a resume is important to start learning and especially that they need to start being involved in activities that will build their resumes. Responsible: ChEn 191 instructor Report: I did emphasize the scope and degree of communication that would be covered in the class, and spoke about how resumes represented written communication, and their discussion at the career fair represented verbal communication with companies and potential employers. I emphasized this over the course of 2 separate courses, to help them understand the proficiency expectations for the course. Future Actions: None: This appeared to fix the problem as students no longer report more than 10% No's. Please continue to explain the expectation for this outcome.	3	0	Communication	Y	6	3	50	3
Engineering	Chemical Engineering	Chemical Engineering BS	ABET Student Outcome 6: an ability to develop and conduct appropriate experimentation, analyze andinterpret data, and use engineering judgment to draw conclusions				Y		Y				2	2	1	1	2	1	0	1	0	3	Taken - Action Planned from Previous Assessment: Have a faculty meeting to discuss the issue and solicit feedback and solutions. Renew focus on conceptual understanding in lecture courses Responsible: UG Committee Chair (Argyle) and UG Committee We just completed the first full year of fundamental labs. These need to be assessed with a focus on critical thinking, analyzing and interpreting data, and using engineering judgement to draw conclusions. The learning activities done in these labs needs to focus on this, so adapt the curriculum accordingly. Do this assessment during Sp/Su 2020 to be ready for the next academic year. Responsible: UG Committee Report: Due to COVID and other pressing matters for the department, we did not have a faculty meeting about this . The fundamental labs have been put into the normal assessment/evaluation cycle. Each is being optimized. Future Actions See below Planned - Future Actions: Have a faculty meeting to discuss the issue and solicit feedback and solutions. Renew focus on conceptual understanding in lecture courses Responsible: UG Committee Chair (Argyle) and UG Committee Taken - The curriculum adequately fulfills the expected learning outcome in this regard. No action is needed at this time. Assessment will continue to ensure continued learning of this competency. Full data on the assessment of this outcome dating back to Fall 2005 to the present can be found at https://chemicalengineering.byu.edu/undergraduate/learning-outcomes .	2	1	Experiment and Analysis	Y	5	2	40	3
Engineering	Chemical Engineering	Chemical Engineering BS	ABET Student Outcome 7: an ability to acquire and apply new knowledge as needed, using appropriatelearning strategies								Y	Y	2	2	1	1	3	2	0	1	0	3	Taken - The curriculum adequately fulfills the expected learning outcome in this regard. No action is needed at this time. Assessment will continue to ensure continued learning of this competency. Full data on the assessment of this outcome dating back to Fall 2005 to the present can be found at https://chemicalengineering.byu.edu/undergraduate/learning-outcomes . Taken - Action Plan from Previous Assessment: Make a plan to help student learn by themselves and implement the plan. Contact the UG Committee if you have questions. Responsible: ChEn 374 Instructor Instructor Report: On SO 7.0 (an ability to acquire and apply new knowledge as needed), I explained in my assessment form last year that the students ended up with a very low average score on the designated assignment because, for whatever reason, a large fraction of the class didn't complete the assignment at all. I suspect it's because it was due the day after we suddenly switched to remote teaching. The class this year did much better. UG Committee Discussion: Student attainment of this outcome is now satisfactory. Future Actions: None. Just continue as done this year. Taken - The curriculum adequately fulfills the expected learning outcome in this regard. No action is needed at this time. Assessment will continue to ensure continued learning of this competency. Full data on the assessment of this outcome dating back to Fall 2005 to the present can be found at https://chemicalengineering.byu.edu/undergraduate/learning-outcomes .	3	0	Knowledge and Learning	Y	6	3	50	4

Engineering	Chemical Engineering	Chemical Engineering BS	ABET Student Outcome 1 : an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics			Y				Y			2	2	1	1	4	2	1	1	0	5	Planned - The department has been focusing on complex problem solving for years, and we were seeing improvements. We suspect the decrease in the assessment this year was from the factors listed in the conclusions. However, we are also going to do the following. Discuss complex problem solving, and correct assessment of this outcome, at the fall retreat. Pass off the assessment for this outcome for each faculty member. Review the department emphasis of understanding things from the molecular to the macrosopic levels. Monitor the situation during the next assessment to see if more actions are needed. Taken - The action plans from the previous assessment was to monitor the situation. This has been done, and the new plan is found in this report. Taken - Action Planned from Previous Assessment: Make sure explain to students the expected level of attainment and meaning of this Course Objective before they fill out the assessment survey. For this class, the main concept is that of viscosity and how it relates to fluid flow. These are undoubtable taught in the course, but students fail to realize that this is the context of this objective. Responsible: ChEn 374 Instructor Report: The instructor explained three times that viscosity and density are physical properties of materials that affect behavior. This improved the situation as only 1 student reported not feeling proficient in this objective. No further action is needed to address this issue. Taken - Action Planned from Previous Assessment: Review student comments on Course Objective 1.10 and make plans to improve student proficiency. Responsible: ChEn 311 Instructor Report from Instructor: Last class, the students indicated that more than 10% did not feel proficient in Outcome 1.10, dealing with order of magnitude estimates. I emphasized this outcome in two more assignments this class (not additional assignments, but emphasis on existing assignments that I had not placed before). I am hopeful that this will have helped the students to feel that they have had more practice and be more prepared in this area. UG Committee Discussion: Great jobon this action. Apparently it was effective because 0 students reported not feeling proficient this year. No further actions are needed. Planned - The course will be taught in a normal classroom environment in Fall 2021. The instructor and UG Committee have worked on new wording for this outcome. The new	3	2	Complex Problem Solving	Y	9	4	44	3
Engineering	Chemical Engineering	Chemical Engineering BS	ABET Student Outcome 4: an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts								Y		1	2	1	1	2	2	0	0	0	2	Taken - The curriculum adequately fulfills the expected learning outcome in this regard. No action is needed at this time. Assessment will continue to ensure continued learning of this competency. Full data on the assessment of this outcome dating back to Fall 2005 to the present can be found at https://chemicalengineering.byu.edu/undergraduate/learning-outcomes . Taken - The curriculum adequately fulfills the expected learning outcome in this regard. No action is needed at this time. Assessment will continue to ensure continued learning of this competency. Full data on the assessment of this outcome dating back to Fall 2005 to the present can be found at https://chemicalengineering.byu.edu/undergraduate/learning-outcomes .	2	0	Ethical, Professional, and Personal Responsibilities	Y	4	2	50	4
Engineering	Chemical Engineering	Chemical Engineering BS	ABET Student Outcome 5: an ability to function effectively on a team whose members together provideleadership, create a collaborative and inclusive environment, establish goals,plan tasks, and meet objectives			Y							1	2	1	1	2	2	0	0	0	2	Planned - Teaching UO Lab (ChEn 477) remotely (due to COVID protocols) made team work really suffer. Faculty did their best to improve the situation, but it seems (especially in Winter semester after several semester/terms of remote learning) that students sentiment suffered. The faculty and staff are making every effort to arrange the labs and sections to hold all labs in person going forward regardless of COVID protocols. Effort have been made to allow social distancing to occur. The UG Committee feels like this should fix problems with this teamwork outcome. Taken - The curriculum adequately fulfills the expected learning outcome in this regard. No action is needed at this time. Assessment will continue to ensure continued learning of this competency. Full data on the assessment of this outcome dating back to Fall 2005 to the present can be found at https://chemicalengineering.byu.edu/undergraduate/learning-outcomes .	1	1	Teamwork and Leadership	Y	4	2	50	4
Engineering	Chemical Engineering	Chemical Engineering MS	Demonstrate accurate and broad understanding of engineering science as evidenced through innovative, timely, and sound solutions to problems							Y			1	2	1	1	2	2	0	0	0	2	Taken - Continue to use the revised competency assessment tools (forms used during defenses and annual reviews) based on feedback. Continue to place higher emphasis (annual review timeline) on publications early in students program. Reviewed and revised elective course offerings in mathematics to meet student needs. Planned - Send out another survey to recent students.	1	1	Broad Understanding of Engineering Science	Y	4	2	50	4
Engineering	Chemical Engineering	Chemical Engineering MS	Interact productively with people from diverse backgrounds as both leaders/mentors and team members and with integrity and professionalism.				Y						1	2	1	1	2	2	0	0	0	2	Taken - Initiated periodic graduate seminars on culture, customs, history, and current affairs of different ethnic groups. Had minority guest speakers at graduate and department seminars. We set up a graduate student council to address graduate student issues. Taken - Encourage more undergraduates to work in labs.	2	0	Productive Interaction	Y	4	2	50	4
Engineering	Chemical Engineering	Chemical Engineering MS	Exhibit communication skills verbally and in writing				Y						1	1	1	0	1	0	1	0	0	1	Taken - Encourage more undergraduates to work in labs.	1	0	Communication Skills	Y	2	1	50	3
Engineering	Chemical Engineering	Chemical Engineering MS	Understand sub-discipline at levels clearly exceeding undergraduate expectations.							Y			1	2	2	0	2	2	0	0	0	2	Taken - To improve faculty training and mentoring of students, faculty give short "teaching" and "management" tutorials in faculty meeting and annual retreat. Taken - Require classes in key areas of chemical engineering	2	0	Understanding Sub-disciplines	Y	4	2	50	4
Engineering	Chemical Engineering	Chemical Engineering MS	Conduct research under advisor supervision while making personal contributions.			Y				Y			2	1	1	0	1	1	0	0	0	1	Taken - Require classes in key areas of chemical engineering	1	0	Conducting Research	Y	2	1	50	4
Engineering	Chemical Engineering	Chemical Engineering MS	Publish contributions to their area of study				Y						1	2	2	0	2	2	0	0	0	2	Taken - Continue to have students evaluate their publication goals and accomplishments according to the written expectations. Planned - Expectations regarding publications were clarified for students and committees. The peer-review process necessitated by early publications will improve quality of thesis work.	1	1	Publishing	Y	4	2	50	3
Engineering	Chemical Engineering	Chemical Engineering MS	Exhibit safety skills										0	1	1	0	1	1	0	0	0	1	Planned - Expectations regarding publications were clarified for students and committees. The peer-review process necessitated by early publications will improve quality of thesis work.	1	0	Safety Skills	Y	2	1	50	4
Engineering	Chemical Engineering	Chemical Engineering PHD	Demonstrate accurate and broad understanding of engineering science as evidenced through innovative, timely, and sound solutions to problems.					Y					1	2	1	1	2	2	0	0	0	4	Taken - Annual instruction and reminders about IDP (individual development plan) requirement. Taken - Continue to place higher emphasis (annual review timeline) on publications early in students program. Taken - Reviewe and revise elective course offerings to meet student needs. Taken - Continue to have the students evaluate themselves annually.	4	0	Broad Understanding of Engineering Science	Y	6	2	33	4
Engineering	Chemical Engineering	Chemical Engineering PHD	Exhibit communication skills in speaking and writing				Y						1	2	1	1	2	0	2	0	0	2	Taken - Placed higher emphasis (annual review timeline) on publications early in student's program. Work with college and university on individual laboratory safety issues. Students must have documented training in each research group. Continuation of safety principles reviewed in graduate seminar, and in annual reviews and defenses. Taken - Continue to have the students evaluate themselves annually.	2	0	Communication Skills	Y	4	2	50	3
Engineering	Chemical Engineering	Chemical Engineering PHD	Interact productively with people from diverse backgrounds as both leaders/mentors and team members and with integrity and professionalism				Y				Y		2	2	1	1	2	2	0	0	0	3	Taken - Continued periodic graduate seminars on culture, customs, history, and current affairs of different ethnic groups. Taken - Continued minority guest speakers at graduate and department seminars. Taken - Continue to have the students evaluate themselves annually.	3	0	Productive Interaction	Y	5	2	40	4
Engineering	Chemical Engineering	Chemical Engineering PHD	Understand sub-discipline at a level that meets or exceeds that of world experts and their advisors.							Y			1	2	2	0	2	1	1	0	0	2	Taken - To improve faculty training and mentoring of students, faculty give short "teaching" and "management" tutorials in faculty meeting and annual retreat. Taken - Continue to remind them of the goal of 2 research papers before they graduate.	2	0	Understanding Sub-disciplines	Y	4	2	50	4
Engineering	Chemical Engineering	Chemical Engineering PHD	Conduct research independent of their advisers and take personal responsibility for its direction and conclusions.			Y				Y			2	1	1	0	1	1	0	0	0	1	Taken - Continue to remind them of the goal of 2 research papers before they graduate.	1	0	Conducting Research	Y	2	1	50	3
Engineering	Chemical Engineering	Chemical Engineering PHD	Innovate contributions to new science/scientific methods.					Y					1	2	2	0	2	2	0	0	0	2	Planned - Examples of student innovative work (publications) posted on board near dept. office. This was done in old building and now needs to be done in new Engineering Building. Taken - Continue to have the students evaluate their publication goals and acheivements annually.	1	1	Innovating Contributions	Y	4	2	50	4
Engineering	Chemical Engineering	Chemical Engineering PHD	Publish contributions in respected, archival journals.				Y						1	2	2	0	2	0	2	0	0	2	Taken - Expectations regarding publications were clarified for students and committees. The peer-review process necessitated by early publications will improve quality of thesis work. Taken - Continue to ask and emphasize publications at annual evaluation with entire committee.	2	0	Publishing Contributions	Y	4	2	50	4
Engineering	Chemical Engineering	Chemical Engineering PHD	Exhibit safety skills.										0	1	1	0	1	1	0	0	0	1	Taken - Continue to ask and emphasize publications at annual evaluation with entire committee.	1	0	Safety Skills	Y	2	1	50	4

Engineering	Civil and Construction Engineering	Civil Engineering BS	1) An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.			Y			Y					2	2	1	1	2	2	0	0	0	4	Planned - Next action planned for 2021 Fall Dept retreat in response to 2020/2021 data including graded coursework and FE Exam results and ABET accreditation evaluation. Taken - Course updates and improvements based on 2020 ABET accreditation data accumulation and evaluation. Planned - Next action planned for 2021 Fall Dept retreat in response to 2020/2021 data including alumni and senior survey data and exit interviews data. Taken - Course updates and improvements based on 2020 ABET accreditation data accumulation and evaluation.	2	2	Problem Solving applying Math and Science	Y	6	2	33	4
Engineering	Civil and Construction Engineering	Civil Engineering BS	3) An ability to communicate effectively with a range of audiences.				Y							1	2	1	1	2	2	0	0	0	4	Planned - Next action planned for 2021 Fall Dept retreat in response to 2020/2021 data including graded coursework and FE Exam results and ABET accreditation evaluation. Taken - Course updates and improvements based on 2020 ABET accreditation data accumulation and evaluation. previous action: 2013 - To further enhance the development of communication skills, students in our capstone design course have been required to make project presentations to their sponsor (or some other relevant individual). Planned - Next action planned for 2021 Fall Dept retreat in response to 2020/2021 data including alumni and senior survey data and exit interviews data. Taken - Course updates and improvements based on 2020 ABET accreditation data accumulation and evaluation. previous action: 2016 - This data was discussed at Aug 2016 meeting. It was suprising the students rated themselves so low in their ability to communicate effectively. Our sense is that our students are good communicators and have numerous opportunities to improve through the program. We are going to change the question on the survey to include a parenthetical statement at the end to remind students of experiences they had to learn communication skills.	2	2	Communication	Y	6	2	33	4
Engineering	Civil and Construction Engineering	Civil Engineering BS	2) An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare as well as global, cultural, social, environmental, and economic factors.					Y	Y					2	2	1	1	2	2	0	0	0	4	Planned - Next action planned for 2021 Fall Dept retreat in response to 2020/2021 data including graded coursework and FE Exam results and ABET accreditation evaluation. Taken - Course updates and improvements. Responding to Relatively Low Scores for Student Outcome #2 – Design (Table 4-10) Changes in Capstone Design: To improve our students' culminating design experience, we expanded Capstone to include more options (i.e., projects) for the students to choose from, expanded/improved a study abroad option for Capstone, and implemented a better and more structured framework for the mentoring of students on their projects from department faculty and industry partners. While these efforts for improvement have largely been effective based on feedback from faculty and industry partners, some students have indicated that they feel more challenged and perhaps unprepared to handle such "real-world" design experiences. We as a faculty believe that this perception of unpreparedness is a challenge that needs to be addressed as soon as possible. We will discuss this challenge and possible solutions during our annual faculty retreat meeting during summer 2020. Changes in Environmental Engineering Processes: To provide those students who are seeking careers in Environmental Engineering with design experience in their chosen field, and recognizing the advanced nature of many water, wastewater, and environmental engineering design processes and principles, the course Introduction to Environmental Engineering (CEEN 351) was eliminated and replaced with Environmental Engineering Processes (CEEN 451). This course was designed to cover the evaluation and design of drinking water, wastewater, air pollution, and hazardous waste treatment and management. The course was designated as a senior technical elective. It is not yet designated as a senior design elective because it does not yet meet the content criteria required for such a designation. However, the potential modification of this course for its designation as a senior design elective is scheduled to be addressed by our department Undergraduate Committee during the 2020-2021 academic year. Changes in Foundation Design and Geometric Design of Highways: To provide those students who are seeking careers in Geotechnical Engineering or Transportation Engineering with design experience in their	2	2	Design and Contemporary Issues	Y	6	2	33	4
Engineering	Civil and Construction Engineering	Civil Engineering BS	4) An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.	Y					Y					2	2	1	1	2	2	0	0	0	4	Planned - Next action planned for 2021 Fall Dept retreat in response to 2020/2021 data including graded coursework and FE Exam results and ABET accreditation evaluation. Taken - Course updates and improvements. Responding to Relatively Low Scores for Student Outcome #4 – Ethics & Sustainability (Table 4-10) Changes in Global Leadership: Foundations of Global Leadership (ENGT 231) was previously taught by the Ira A. Fulton College of Engineering but was discontinued by current college leadership. Due to its perceived value to our students, our department adopted a version of the course and designated it CEEN 231 in fall 2018. This course covers foundational principles and practices of individual and organizational leadership and ethics in a global context from an integrated moral, technical and social perspective. It emphasizes developing personal integrity, valuing and leveraging diversity, and acquiring and applying leadership skills. Recognizing the need to increase our students' exposure to topics of ethics, leadership, and globalization, we created our own version of this course within our department. Changes in Sustainable Infrastructure: Recognizing the need to emphasize principles of sustainability in engineering design and their application to infrastructure, the course Sustainable Infrastructure (CEEN 201) was created. This course was created to introduce sophomore students at an early stage in their engineering education to topics of ethics and sustainability. This two-hour credit course introduces students to concepts of sustainability as they are demonstrated in applications of water resources, structures, geotechnics, transportation, and environmental engineering. The course also covers principles of engineering economics and finance that are tested on the FEE. Changes in Sustainable Infrastructure / Global Leadership Study Abroad: To inspire undergraduate freshman and/or sophomore students and to introduce them to global concepts of engineering and leadership at an early stage in their educations, a study abroad program combining Sustainable Infrastructure (CEEN 201) and Foundations of Global Leadership (CEEN 231) was created. This program focuses on incorporating engineering sites from select foreign countries in their curriculum, and then spending three weeks visiting these sites in the foreign countries. Currently, the program visits the countries of Italy, France, and the	2	2	Ethics, Faith and Sustainability	Y	6	2	33	4
Engineering	Civil and Construction Engineering	Civil Engineering BS	5) An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.				Y							1	2	1	1	2	2	0	0	0	4	Planned - Next action planned for 2021 Fall Dept retreat in response to 2020/2021 data including graded coursework and FE Exam results and ABET accreditation evaluation. Taken - Course updates and improvements. Responding to Relatively Low Scores for Student Outcome #5 – Teamwork (Table 4-10) Changes in Global Leadership: As described above, the Global Leadership course (CEEN 231) instituted in fall 2018 within the department focuses a significant portion of its curriculum on effective teamwork. Not surprisingly, measured student performance in Student Outcome #5 increased rapidly in 2019. Changes in Sustainable Infrastructure: As described above, the Sustainable Infrastructure course (CEEN 201) instituted in fall 2019 a term project for teams to describe a significant civil engineering case history and to assess its various elements of sustainability. This project is one of the earliest opportunities that our students now begin building teamwork skills in their engineering education. previous action: Senior students in seminar (CE En 400) are now required to fulfill leadership roles on projects. We are also considering migrating towards a cohort (lock-step) program, by offering some of our key classes only once each year. We are currently investigating the pros and cons of this approach on students(like enhanced comraderie, time to graduation, etc.). Planned - Next action planned for 2021 Fall Dept retreat in response to 2020/2021 data including alumni and senior survey data and exit interviews data. Taken - Course updates and improvements based on 2020 ABET accreditation data accumulation and evaluation. previous action: 2016 - The faculty discussed this data in Aug 2016 meeting. We expect students to have experiences related to this outcome in ENG T 231 and their capstone experience. We suspect that some students ranked this lower because their capstone project may not have had obvious multidisciplinary aspects. We plan to watch this data and see if recent modifications to capstone have any impact.	2	2	Teamwork	Y	6	2	33	4
Engineering	Civil and Construction Engineering	Civil Engineering BS	6) An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.					Y						1	2	1	1	2	2	0	0	0	4	Planned - Next action planned for 2021 Fall Dept retreat in response to 2020/2021 data including graded coursework and FE Exam results and ABET accreditation evaluation. Taken - Course updates and improvements based on 2020 ABET accreditation data accumulation and evaluation. Planned - Next action planned for 2021 Fall Dept retreat in response to 2020/2021 data including alumni and senior survey data and exit interviews data. Taken - Course updates and improvements based on 2020 ABET accreditation data accumulation and evaluation.	2	2	Experiments and Data	Y	6	2	33	4

Engineering	Civil and Construction Engineering	Civil Engineering BS	7) An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.								Y	Y	2	2	1	1	2	2	0	0	0	4	Planned - Next action planned for 2021 Fall Dept retreat in response to 2020/2021 data including graded coursework and FE Exam results and ABET accreditation evaluation. Taken - Course updates and improvements. Responding to Relatively Low Scores for Student Outcome #7 - Lifelong Learning (Table 4-10) Changes in Computational Methods: To help the confidence and qualifications of our freshmen undergraduates, and to encourage their familiarization with spreadsheets, basic engineering calculations, and Visual Basic programming, Computation Methods was changed from CEEN 270 to CEEN 170 beginning in fall 2018. This change also allowed the students to be prepared to use spreadsheets and basic programming as computational tools in their 200-level courses. Learning to program and become comfortable with basic computational methods is a lifelong skill that will serve our students in many aspects of their professional lives. Changes in Geomatics: In response to feedback from our industry advisors and from our observations of the technological advancements in the fields of civil engineering and surveying, Surveying (CEEN 113) was eliminated and Geomatics (CEEN 214) was created in its place. Geomatics was designed to expose students to common surveying equipment and methods in the field, but to also introduce them to geographic information systems (GIS) and various methods of remote sensing. Introducing our students to new equipment, technology, and software is a lifelong skill in that it reinforces the need to learn and embrace new technologies and methods. Changes in Sustainable Infrastructure / Global Leadership Study Abroad: To inspire undergraduate freshman and/or sophomore students and to introduce them to global concepts of engineering, different cultures, and broadened geo-political perspectives, a study abroad program combining Sustainable Infrastructure (CEEN 201) and Foundations of Global Leadership (CEEN 231) was created in winter 2018. This program focuses on incorporating engineering sites from select foreign countries in their curriculum, and then spending three weeks visiting these sites in the foreign countries. Currently, the program visits the countries of Italy, France, and the Netherlands. Gaining such broad and diverse global perspectives reinforces the lifelong skill to look beyond our own limited perspectives and to open our minds to others' ideas and methods.	2	2	Life-long Learning and Service	Y	6	2	33	4
Engineering	Civil and Construction Engineering	Civil Engineering MS	Competency in fundamental civil engineering math and science.				Y		Y			2	1	1	0	1	1	0	0	0	1	Taken - Course updates and improvements based on 2020 ABET accreditation data accumulation and evaluation.	1	0	Math and Science - Project Option	Y	2	1	50	4
Engineering	Civil and Construction Engineering	Civil Engineering MS	Solves applied problems using state of the art tools and methods in at least one of the Civil and Environmental Engineering specialty areas: geotechnical, structures, transportation/materials, or water resources/environmental.				Y	Y				2	1	1	0	1	1	0	0	0	1	Taken - Course updates and improvements based on 2020 ABET accreditation data accumulation and evaluation.	1	0	Problem Solving - Project Option	Y	2	1	50	4
Engineering	Civil and Construction Engineering	Civil Engineering MS	Develops a project plan, including objectives, scope, and timeline with a clear understanding of the intended results.			Y			Y			2	1	1	0	1	1	0	0	0	1	Taken - Course updates and improvements based on 2020 ABET accreditation data accumulation and evaluation.	1	0	Project Planning - Project Option	Y	2	1	50	4
Engineering	Civil and Construction Engineering	Civil Engineering MS	Appreciates the contributions of others and can research the literature of the chosen specialty discipline.					Y			Y		2	1	1	0	1	1	0	0	0	1	Taken - Course updates and improvements based on 2020 ABET accreditation data accumulation and evaluation.	1	0	Researching Relevant Literature - Thesis Option	Y	2	1	50	4
Engineering	Civil and Construction Engineering	Civil Engineering MS	Articulates challenging research problems and derived conclusions to the intended audience.			Y	Y					2	1	1	0	1	1	0	0	0	1	Taken - Course updates and improvements based on 2020 ABET accreditation data accumulation and evaluation.	1	0	Articulating Problems and Conclusions - Thesis Option	Y	2	1	50	4
Engineering	Civil and Construction Engineering	Civil Engineering MS	Competency in fundamental civil engineering math and science.				Y		Y			2	1	1	0	1	1	0	0	0	1	Taken - Course updates and improvements based on 2020 ABET accreditation data accumulation and evaluation.	1	0	Math and Science - Thesis Option	Y	2	1	50	4
Engineering	Civil and Construction Engineering	Civil Engineering MS	Articulates results of challenging design problems to the intended audience.			Y			Y			2	1	1	0	1	1	0	0	0	1	Taken - Course updates and improvements based on 2020 ABET accreditation data accumulation and evaluation.	1	0	Articulating Results - Thesis Option	Y	2	1	50	4
Engineering	Civil and Construction Engineering	Civil Engineering MS	Solves applied problems using state of the art tools and methods in at least one of the Civil and Environmental Engineering specialty areas: geotechnical, structures, transportation/materials, or water resources/environmental.			Y		Y				2	1	1	0	1	1	0	0	0	1	Taken - Course updates and improvements based on 2020 ABET accreditation data accumulation and evaluation.	1	0	Problem Solving - Thesis Option	Y	2	1	50	4
Engineering	Civil and Construction Engineering	Civil Engineering MS	Publishes contributions in technical area of research.			Y					Y	2	1	1	0	1	1	0	0	0	1	Taken - Course updates and improvements based on 2020 ABET accreditation data accumulation and evaluation.	1	0	Publishing - Thesis Option	Y	2	1	50	3
Engineering	Civil and Construction Engineering	Civil Engineering PHD	Is Competent in fundamental civil engineering math and science.				Y		Y			2	1	1	0	1	1	0	0	0	1	Taken - Course updates and improvements based on 2020 ABET accreditation data accumulation and evaluation.	1	0	Math and Science	Y	2	1	50	4
Engineering	Civil and Construction Engineering	Civil Engineering PHD	Solves applied problems using state of the art tools and methods in at least one of the Civil and Environmental Engineering specialty areas: geotechnical, structures, transportation/materials, or water resources/environmental.				Y		Y			2	1	1	0	1	1	0	0	0	1	Taken - Course updates and improvements based on 2020 ABET accreditation data accumulation and evaluation.	1	0	Problem Solving	Y	2	1	50	4
Engineering	Civil and Construction Engineering	Civil Engineering PHD	Appreciates the contributions of others and can research the relevant literature of the chosen specialty discipline.			Y					Y	2	1	1	0	1	1	0	0	0	1	Taken - Course updates and improvements based on 2020 ABET accreditation data accumulation and evaluation.	1	0	Researching Relevant Literature	Y	2	1	50	4
Engineering	Civil and Construction Engineering	Civil Engineering PHD	Researches independently, thus making a contribution to new science in chosen specialty.					Y			Y	2	1	1	0	1	1	0	0	0	1	Taken - Course updates and improvements based on 2020 ABET accreditation data accumulation and evaluation.	1	0	Researching Independently	Y	2	1	50	4
Engineering	Civil and Construction Engineering	Civil Engineering PHD	Articulates results of challenging technical problems to the intended audience with an ability to teach these difficult concepts to others.			Y						Y	2	1	1	0	1	1	0	0	0	1	Taken - Course updates and improvements based on 2020 ABET accreditation data accumulation and evaluation.	1	0	Articulating and Teaching Challenging Technical Problems	Y	2	1	50	4
Engineering	Electrical and Computer Engineering	Computer Engineering BS	An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.				Y		Y			2	1	1	0	1	1	0	0	0	1	Taken - Course updates and improvements based on 2020 ABET accreditation data accumulation and evaluation.	0	1	Engineering Problems	Y	2	1	50	4
Engineering	Electrical and Computer Engineering	Computer Engineering BS	An ability to apply engineering design to produce solutions that meet specified needs with consideration for public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factor.			Y			Y			2	1	1	0	1	1	0	0	0	1	Taken - Course updates and improvements based on 2020 ABET accreditation data accumulation and evaluation.	0	1	Engineering Design	Y	2	1	50	4
Engineering	Electrical and Computer Engineering	Computer Engineering BS	An ability to communicate effectively with a range of audiences.			Y						1	1	1	0	1	1	0	0	0	1	Taken - Course updates and improvements based on 2020 ABET accreditation data accumulation and evaluation.	0	1	Communication	Y	2	1	50	4
Engineering	Electrical and Computer Engineering	Computer Engineering BS	An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.							Y	Y	2	1	1	0	1	1	0	0	0	1	Taken - Course updates and improvements based on 2020 ABET accreditation data accumulation and evaluation.	0	1	Ethics	Y	2	1	50	4
Engineering	Electrical and Computer Engineering	Computer Engineering BS	An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.					Y		Y		2	1	1	0	1	1	0	0	0	1	Taken - Course updates and improvements based on 2020 ABET accreditation data accumulation and evaluation.	0	1	Teamwork	Y	2	1	50	4
Engineering	Electrical and Computer Engineering	Computer Engineering BS	An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.			Y	Y					2	1	1	0	1	1	0	0	0	1	Taken - Course updates and improvements based on 2020 ABET accreditation data accumulation and evaluation.	1	0	Experimentation	Y	2	1	50	4
Engineering	Electrical and Computer Engineering	Computer Engineering BS	An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.								Y	Y	2	1	1	0	1	1	0	0	0	1	Taken - Course updates and improvements based on 2020 ABET accreditation data accumulation and evaluation.	0	1	Lifelong Learning	Y	2	1	50	4
Engineering	Electrical and Computer Engineering	Electrical Engineering BS	An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.				Y		Y			2	1	1	0	1	0	1	0	0	1	Taken - Course updates and improvements based on 2020 ABET accreditation data accumulation and evaluation.	0	1	Engineering Problems	Y	2	1	50	3
Engineering	Electrical and Computer Engineering	Electrical Engineering BS	An ability to apply engineering design to produce solutions that meet specified needs with consideration for public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.			Y			Y			2	1	1	0	1	1	0	0	0	1	Taken - Course updates and improvements based on 2020 ABET accreditation data accumulation and evaluation.	0	1	Engineering Design	Y	2	1	50	4
Engineering	Electrical and Computer Engineering	Electrical Engineering BS	An ability to communicate effectively with a range of audiences.			Y						1	1	0	0	1	1	0	0	0	1	Taken - Course updates and improvements based on 2020 ABET accreditation data accumulation and evaluation.	0	1	Communication	Y	2	1	50	4

Engineering	Electrical and Computer Engineering	Electrical Engineering BS	An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.							Y		Y	2	1	1	0	1	1	0	0	0	1	Taken - Course updates and improvements based on 2020 ABET accreditation data accumulation and evaluation.	0	1	Ethics	Y	2	1	50	4
Engineering	Electrical and Computer Engineering	Electrical Engineering BS	An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.					Y		Y			2	1	1	0	1	1	0	0	0	1	Taken - Course updates and improvements based on 2020 ABET accreditation data accumulation and evaluation.	0	1	Teamwork	Y	2	1	50	4
Engineering	Electrical and Computer Engineering	Electrical Engineering BS	An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.		Y		Y						2	1	1	0	1	1	0	0	0	1	Taken - Course updates and improvements based on 2020 ABET accreditation data accumulation and evaluation.	1	0	Experimentation	Y	2	1	50	4
Engineering	Electrical and Computer Engineering	Electrical Engineering BS	An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.								Y	Y	2	1	1	0	1	1	0	0	0	1	Taken - Course updates and improvements based on 2020 ABET accreditation data accumulation and evaluation.	0	1	Lifelong Learning	Y	2	1	50	4
Engineering	Electrical and Computer Engineering	Electrical & Computer Engineering MS	Communicate difficult technical concepts both orally and in writing.			Y							1	2	1	1	2	1	1	0	0	1	Taken - Course updates and improvements based on 2020 ABET accreditation data accumulation and evaluation.	0	1	Oral and Written Communication	Y	3	2	67	3
Engineering	Electrical and Computer Engineering	Electrical & Computer Engineering MS	Understanding of fundamental concepts in a broad range of Electrical and Computer Engineering topics.						Y				1	2	1	1	2	1	1	0	0	1	Taken - Course updates and improvements based on 2020 ABET accreditation data accumulation and evaluation.	0	1	Understanding of Fundamental Concepts	Y	3	2	67	3
Engineering	Electrical and Computer Engineering	Electrical & Computer Engineering MS	Contribute to peer-reviewed scholarship.			Y							1	2	1	1	2	0	2	0	0	1	Taken - Course updates and improvements based on 2020 ABET accreditation data accumulation and evaluation.	0	1	Peer-Reviewed Scholarship	Y	3	2	67	3
Engineering	Electrical and Computer Engineering	Electrical & Computer Engineering MS	Participate in mentored research experiences.						Y				1	2	1	1	2	2	0	0	0	1	Taken - Course updates and improvements based on 2020 ABET accreditation data accumulation and evaluation.	0	1	Mentored Research	Y	3	2	67	4
Engineering	Electrical and Computer Engineering	Electrical & Computer Engineering PHD	Communicate difficult technical concepts both orally and in writing.			Y							1	2	1	1	2	2	0	0	0	1	Taken - Course updates and improvements based on 2020 ABET accreditation data accumulation and evaluation.	0	1	Oral and Written Communication	Y	3	2	67	4
Engineering	Electrical and Computer Engineering	Electrical & Computer Engineering PHD	Mastery of fundamental concepts in Electrical and Computer Engineering.						Y				1	2	1	1	2	0	2	0	0	1	Taken - Course updates and improvements based on 2020 ABET accreditation data accumulation and evaluation.	0	1	Mastery of Fundamental Concepts	Y	3	2	67	3
Engineering	Electrical and Computer Engineering	Electrical & Computer Engineering PHD	Conduct independent research.								Y		1	2	1	1	2	1	1	0	0	1	Taken - Course updates and improvements based on 2020 ABET accreditation data accumulation and evaluation.	0	1	Conduct Independent Research	Y	3	2	67	3
Engineering	Electrical and Computer Engineering	Electrical & Computer Engineering PHD	Disseminate research results through peer-review and publication.			Y							1	2	1	1	2	0	2	0	0	1	Taken - Course updates and improvements based on 2020 ABET accreditation data accumulation and evaluation.	0	1	Dissemination of Research Results	Y	3	2	67	3
Engineering	Electrical and Computer Engineering	Electrical & Computer Engineering PHD	Teach or mentor other students in classroom or directed research activities.									Y	1	2	1	1	2	0	2	0	0	1	Taken - Course updates and improvements based on 2020 ABET accreditation data accumulation and evaluation.	1	0	Teaching and Mentoring	Y	3	2	67	3
Engineering	Manufacturing Engineering	Manufacturing Engineering BS	An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.				Y		Y				2	2	1	1	1	1	0	0	0	0		0	0	1. Complex Engineering Problems	Y	1	1	100	4
Engineering	Manufacturing Engineering	Manufacturing Engineering BS	An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.		Y				Y				2	2	1	1	1	1	0	0	0	0		0	0	2. Engineering Design	Y	1	1	100	4
Engineering	Manufacturing Engineering	Manufacturing Engineering BS	An ability to communicate effectively with a range of audiences.			Y							1	2	1	1	1	1	0	0	0	0		0	0	3. Communication	Y	1	1	100	4
Engineering	Manufacturing Engineering	Manufacturing Engineering BS	An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.		Y					Y			2	2	1	1	1	1	0	0	0	0		0	0	4. Ethics and Professionalism	Y	1	1	100	4
Engineering	Manufacturing Engineering	Manufacturing Engineering BS	An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.						Y	Y			2	2	1	1	1	1	0	0	0	0		0	0	5. Teamwork	Y	1	1	100	4
Engineering	Manufacturing Engineering	Manufacturing Engineering BS	An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.		Y		Y						2	2	1	1	1	1	0	0	0	0		0	0	6. Experimentation	Y	1	1	100	4
Engineering	Manufacturing Engineering	Manufacturing Engineering BS	An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.					Y			Y		2	2	1	1	1	1	0	0	0	0		0	0	7. New Knowledge	Y	1	1	100	4
Engineering	Manufacturing Engineering	Manufacturing Engineering MS	Demonstrate creative and analytical thinking skills that provide a basis for problem solving within their area of emphasi.										0	0	0	0	0	0	0	0	0	0		0	0	Creative and Analytical Thinking	Y	0	0	0	4
Engineering	Manufacturing Engineering	Manufacturing Engineering MS	Demonstrate an understanding of the elements of leadership, teamwork, management, and professionalism.										0	0	0	0	0	0	0	0	0	0		0	0	Leadership, Teamwork, Management and Professionalism	Y	0	0	0	4
Engineering	Manufacturing Engineering	Manufacturing Engineering MS	Demonstrate a pattern of living consistent with high ethical and moral standards.										0	0	0	0	0	0	0	0	0	0		0	0	Ethical and Moral Standards	Y	0	0	0	4
Engineering	Manufacturing Engineering	Manufacturing Engineering MS	Exhibit safety skills relevant to the discipline.										0	0	0	0	0	0	0	0	0	0		0	0	Safety Skills	Y	0	0	0	4
Engineering	Manufacturing Engineering	Manufacturing Engineering MS	Exhibit communication skills verbally and in writing.										0	0	0	0	0	0	0	0	0	0		0	0	Communication Skills	Y	0	0	0	4
Engineering	Manufacturing Engineering	Manufacturing Engineering MS	Interact productively with people from diverse backgrounds as both leaders/mentors and team members and with integrity and professionalism.										0	0	0	0	0	0	0	0	0	0		0	0	Productive Interaction	Y	0	0	0	4
Engineering	Manufacturing Engineering	Manufacturing Engineering MS	Understand sub-discipline at levels clearly exceeding undergraduate expectations.										0	0	0	0	0	0	0	0	0	0		0	0	Understanding Sub-disciplines	Y	0	0	0	4
Engineering	Manufacturing Engineering	Manufacturing Engineering MS	Conduct research under advisor supervision while making personal contributions.										0	0	0	0	0	0	0	0	0	0		0	0	Conducting Research	Y	0	0	0	4
Engineering	Manufacturing Engineering	Manufacturing Engineering MS	Publish contributions to their area of study.										0	0	0	0	0	0	0	0	0	0		0	0	Publishing	Y	0	0	0	4
Engineering	Mechanical Engineering	Mechanical Engineering BS	An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.		Y		Y						2	4	3	1	4	3	1	0	0	5	Taken - The department has worked hard to integrate solutions to complex engineering problems into each required course, and this work is paying off in student achievement. Planned - A review of the department "thread" supporting complex engineering problems is planned for the August 2021 department retreat, to ensure that new faculty can learn how to support these outcomes. Planned - Continued monitoring of FE results. Planned - The undergraduate committee will continue to encourage senior students to take the FE exam. Planned - Continued encouragement for undergraduate students to be involved in mentored research.	1	4	SO-1. Complex Engineering Problems	Y	9	4	44	4
Engineering	Mechanical Engineering	Mechanical Engineering BS	An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.				Y		Y				2	3	3	0	3	2	1	0	0	3	Taken - The department has recently added design content to several courses, giving students more experience with open-ended design problems. Taken - Faculty continue to rotate through the Capstone senior design program as coaches, giving them continuous training in the methods and practices of Engineering Design. All department faculty are expected to serve as a Capstone coach at least every few years. Planned - Continued monitoring of this performance.	2	1	SO-2. Engineering Design	Y	6	3	50	4
Engineering	Mechanical Engineering	Mechanical Engineering BS	An ability to communicate effectively with a range of audiences.			Y							1	2	2	0	2	2	0	0	0	3	Taken - The department has worked hard to implement several new course outcomes to ensure that Communication is supported across the curriculum. Taken - The department has worked hard to implement several new course outcomes to ensure that Communication is supported across the curriculum. Planned - The department conducts on-going training and faculty discussions to help faculty to better teach the outcomes related to Communication. One such training in planned for the August 2021 department retreat.	2	1	SO-3. Communication	Y	5	2	40	4

Engineering	Mechanical Engineering	Mechanical Engineering BS	An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.							Y			1	3	3	0	3	2	1	0	0	3	Planned - The department is considering a new voluntary program to train students to participate in research. This program will include training on ethics and professionalism. Planned - A program is under consideration that would teach research skills, including ethics and professionalism, to undergraduate students to improve their ability to participate in research. Planned - Student performance on the FE exam will continue to be monitored.	0	3	SO-4. Ethics and Professionalism	Y	6	3	50	4
Engineering	Mechanical Engineering	Mechanical Engineering BS	An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.						Y				1	2	2	0	2	2	0	0	0	2	Planned - Teamwork will continue to be emphasized in our courses. Planned - Continue to monitor student performance on teamwork course outcomes.	0	2	SO-5. Teamwork	Y	4	2	50	4
Engineering	Mechanical Engineering	Mechanical Engineering BS	An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.				Y		Y				2	3	3	0	3	2	1	0	0	3	Planned - ME 362 is a 3-credit class that has been responsible for many of the outcomes supporting Experimentation (8 out of 26 course outcomes). The course committee is in the process of making changes to improve student learning in this class. Taken - New labs based on using Arduino microcontrollers were introduced to ME 362 this year. Students responded positively to the new labs. Planned - Performance on the FE exam will continue to be monitored.	1	2	SO-6. Experimentation	Y	6	3	50	4
Engineering	Mechanical Engineering	Mechanical Engineering BS	An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.					Y			Y		2	2	2	0	2	1	1	0	0	2	Taken - One course outcome supporting New Knowldege, ME 372 outcome 12, has performed relatively poorly as evaluated by students. The ME 372 course committee planned ways to beter achieve this outcome, and students rated it much more highly this year. Planned - Faculty on the ME 372 course committee are continuing to work to improve teaching of Course Outcome 12, which supports the New Knowledge student outcome.	1	1	SO-7. New Knowledge	Y	4	2	50	3
Engineering	Mechanical Engineering	Mechanical Engineering MS	An understanding of a sub-discipline of mechanical engineering sufficient to practice as an influential mechanical engineer.				Y		Y				2	4	2	2	4	1	3	0	0	5	Taken - Failure to remedy either situation the subsequent semester results in a second "less than satisfactory" student evaluation and dismissal from the program Taken - Exit surveys from all recent graduates are reviewed each semester by the graduate coordinator and department graduate advisor. Summary information is passed on to the graduate committee, department chair, and on an annual basis to the entire department faculty. Taken - Suggestions from alumni surveys are reviewed and considered for implementation at the annual department retreat. Planned - The topic of instilling confidence in our graduates with respect to their expertise in their major area was discussed in a faculty meeting last year, and assignments were made for each faculty member to consider how to convey this more effectively to their graduate students. We will have a follow-up faculty meeting in 2021 to review how faculty have had success in this effort. Taken - Annual discussion as a faculty regarding strength of graduate outcomes.	4	1	Subject Mastery (MS)	Y	9	4	44	3
Engineering	Mechanical Engineering	Mechanical Engineering MS	The ability to independently study and learn new information that increases depth and breadth of technical knowledge.				Y				Y		2	5	4	1	5	2	3	0	0	5	Taken - No action needed Taken - No action needed. Taken - No action needed. Taken - For MS students, one of the key questions that graduate committee chairs answer is regarding aptitude for further graduate work (i.e., a PhD degree). Asking this question has encouraged key conversations between students and graduate committee chairs and has enhanced the number of MS students seeking PhD degrees both at BYU and elsewhere. Taken - We recently added this assessment to the exit survey	5	0	Independent Research (MS)	Y	10	5	50	3
Engineering	Mechanical Engineering	Mechanical Engineering MS	Persuasive technical writing and oral presentation skills evidenced by presentation and publication in peer-reviewed venues.		Y	Y							2	4	3	1	4	1	3	0	0	4	Taken - We have altered the manner of collecting publication data. We are now identifying student publications by querying the faculty profile data of the graduate committee chairs. This provides a more accurate and complete view of student publications over the last several years. Taken - No action needed. Taken - No action needed. Taken - We recently added this assessment to the exit survey	4	0	Communication (MS)	Y	8	4	50	4
Engineering	Mechanical Engineering	Mechanical Engineering MS	An understanding of how their work technically and ethically affects their sponsor, sub-discipline, and society.		Y					Y			2	4	3	1	4	0	3	1	0	4	Taken - The university takes action for students with ecclesiastical endorsement issues. Taken - We have specifically asked faculty to evaluate program learning outcomes in biennial graduate student review sheets. Taken - This was recently added to the defense outcomes survey to provide a direct assessment of student performance. Taken - We recently added this assessment to the exit survey	4	0	Perspective (MS)	Y	8	4	50	3
Engineering	Mechanical Engineering	Mechanical Engineering MS	The desire, faith and persistence to seek out and solve meaningful technical and societal chall enges.							Y		Y	2	3	2	1	3	0	3	0	0	3	Taken - We have specifically asked faculty to evaluate program learning outcomes in biennial graduate student review sheets. Taken - We have revised the defense survey completed by the committee and advisor at the time of defense that includes an evaluation of impact. Taken - We recently added this assessment to the exit survey	3	0	Impact (MS)	Y	6	3	50	3
Engineering	Mechanical Engineering	Mechanical Engineering PHD	The ability to independently study and learn new information that increases depth and breadth of technical knowledge.				Y				Y		2	2	2	0	2	0	2	0	0	2	Taken - Qualifying exams have been improved (better exam materials, better student guidance, "kick-off meeting") based on both student and faculty input. Taken - Annual discussion as a faculty regarding strength of graduate outcomes.	2	0	Independent Learning (PhD)	Y	4	2	50	3
Engineering	Mechanical Engineering	Mechanical Engineering PHD	In-depth understanding of a sub-discipline of mechanical engineering, combined with understanding of related subjects sufficient to practice as an influential mechanical engineer.				Y		Y				2	5	3	2	5	0	5	0	0	6	Taken - Failure to remedy either situation the subsequent semester results in a second "less than satisfactory" student evaluation and dismissal from the program Taken - Annual discussion as a faculty regarding strength of graduate outcomes. Taken - Exit surveys from all recent graduates are reviewed each semester by the graduate coordinator and department graduate program manager. Summary information is passed on to the graduate committee, department chair, and on an annual basis to the entire department faculty. Taken - Suggestions from alumni surveys are reviewed and considered for implementation at the annual department retreat. Planned - The topic of instilling confidence in our graduates with respect to their expertise in their major area was discussed in a faculty meeting last year, and assignments were made for each faculty member to consider how to convey this more effectively to their graduate students. We will have a follow-up faculty meeting in 2021 to review how faculty have had success in this effort. Taken - Qualifying exams have been improved (better exam materials, better student guidance, "kick-off meeting") based on both student and faculty input.	5	1	Subject Mastery (PhD)	Y	11	5	45	3
Engineering	Mechanical Engineering	Mechanical Engineering PHD	The ability to plan, perform and assess research which creates new knowledge or advances the state-of-the-art.		Y			Y					2	4	4	0	4	1	3	0	0	4	Taken - No action needed. Taken - No action needed. Taken - No action needed. Taken - No action needed.	4	0	Independent Research (PhD)	Y	8	4	50	4
Engineering	Mechanical Engineering	Mechanical Engineering PHD	Persuasive technical writing and oral presentation skills evidenced by presentation and publication in peer-reviewed venues.		Y	Y							2	4	4	0	4	1	3	0	0	4	Taken - We have altered the manner of collecting publication data. We are now identifying student publications by querying the faculty profile data of the graduate committee chairs. This provides a more accurate and complete view of student publications over the last several years. Taken - No action needed. Taken - No action needed. Taken - No action needed.	4	0	Communication (PhD)	Y	8	4	50	3
Engineering	Mechanical Engineering	Mechanical Engineering PHD	An understanding of how their work technically and ethically affects their sponsor, sub-discipline, and society.		Y					Y			2	3	3	0	3	0	3	0	0	3	Taken - The university takes action for students with ecclesiastical endorsement issues. Taken - No action needed. Taken - We revised the defense survey completed by the committee and advisor at the time of defense that includes an evaluation of perspective.	3	0	Perspective (PhD)	Y	6	3	50	3
Engineering	Mechanical Engineering	Mechanical Engineering PHD	The ability to clearly guide, advise, teach and work with others in technical endeavors.						Y	Y			2	2	1	1	2	0	2	0	0	2	Planned - We will be acquiring data on "Influence" from students who are in the classes being TA'd by these PhD students. Taken - No action needed.	1	1	Influence (PhD)	Y	4	2	50	3
Engineering	Mechanical Engineering	Mechanical Engineering PHD	The desire, faith and persistence to seek out and solve meaningful technical and societal chall enges							Y		Y	2	2	2	0	2	0	2	0	0	2	Taken - We have specifically asked faculty to evaluate program learning outcomes in biennial graduate student review sheets. Taken - We revised the defense survey completed by the committee and advisor at the time of defense that includes an evaluation of perspective.	2	0	Impact (PhD)	Y	4	2	50	3
Engineering	Technology	Information Technology BS	Analyze a complex computing problem and apply principles of computing and other relevant disciplines to identify solutions.		Y		Y						2	3	2	1	3	2	0	1	0	1	Taken - We revised the defense survey completed by the committee and advisor at the time of defense that includes an evaluation of perspective.	1	0	Problem Analysis and Solutions	Y	4	3	75	4
Engineering	Technology	Information Technology BS	Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.					Y	Y				2	2	1	1	2	1	1	0	0	1	Taken - We revised the defense survey completed by the committee and advisor at the time of defense that includes an evaluation of perspective.	0	1	Design, Implement, & Evaluate Computing Solutions	Y	3	2	67	3
Engineering	Technology	Information Technology BS	Communicate effectively in a variety of professional contexts.			Y					Y		2	1	0	1	1	0	1	0	0	1	Taken - We revised the defense survey completed by the committee and advisor at the time of defense that includes an evaluation of perspective.	0	1	Communicate Effectively	Y	2	1	50	3
Engineering	Technology	Information Technology BS	Recognize professional responsibilities and make informed judgements in computing practice based on legal and ethical principles.					Y		Y			2	1	0	1	1	1	0	0	0	1	Taken - We revised the defense survey completed by the committee and advisor at the time of defense that includes an evaluation of perspective.	1	0	Legal & Ethical Judgment	Y	2	1	50	4
Engineering	Technology	Information Technology BS	Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.						Y			Y	2	1	0	1	1	0	1	0	0	1	Taken - We revised the defense survey completed by the committee and advisor at the time of defense that includes an evaluation of perspective.	0	1	Teamwork and Management	Y	2	1	50	3

Engineering	Technology	Information Technology BS	Identify and analyze user needs and take them into account in the selection, creation, integration, evaluation, and administration of computer-based systems.						Y		Y		2	1	0	1	1	0	1	0	0	0		0	0	Meet User Needs via Computing Systems	Y	1	1	100	4
Engineering	Technology	Industrial Design BFA	Program graduates will: 1- research, synthesize, define, ideate, design, refine, and validate mass-produced products. 2- recognize and apply contemporary manufacturing methods and materials to product design proposals. 3- organize and present evidence-based research, meaningful product concepts, and final design proposals, compellingly and convincingly.			Y		Y	Y				3	1	1	0	1	0	1	0	0	3	Taken - 2017/18 - Hired an adjunct to teach a second course in CAD focused on surfacing. Planned - 2016 - Work with Manufacturing to allow ID students to take materials and processes from them. Work to provide a safe way for our students to access labs. 2018 - We did not find a way to collaborate with Manufacturing. We hired an Adjunct with an industrial design background to teach the materials and processes course. Taken - 2018/9 - actively seeking an adjunct to teach a prototyping course. 2020/21- we have hired a well qualified adjunct and are helping him prepare for the course	2	1	Design Products	Y	4	1	25	3
Engineering	Technology	Industrial Design BFA	Program graduates will: 1- Use computer-aided design software to construct, evaluate, and design three-dimensional product forms and assemblies. 2- Use multiple two-dimensional computer-aided design software tools to organize and design a variety of communication artifacts.				Y		Y				2	1	1	0	1	0	1	0	0	2	Taken - 2018/19 - Held an 8-week workshop on generative design methods using Rhino. Added modules in two courses on using Keyshot rendering tools. Planned - 2016 - the program is reviewing ideas to offer additional content in existing software (solidworks) or introduce new programs like Rhino. 2017/18 - Hired an adjunct to teach a second course in CAD focused on surfacing. 2020/21 - Rhino software is available to all our students	1	1	Software Technology	Y	3	1	33	4
Engineering	Technology	Industrial Design BFA	Program graduates will: 1- Identify and examine the fundamental trends of contemporary design history. 2- Investigate, summarize, and present about the artifacts and design principles of notable historical designers.					Y					1	1	1	0	1	0	1	0	0	1	Planned - 2016 - the program is reviewing ideas to offer additional content in existing software (solidworks) or introduce new programs like Rhino. 2017/18 - Hired an adjunct to teach a second course in CAD focused on surfacing. 2020/21 - Rhino software is available to all our students	0	1	Contemporary Design History	Y	2	1	50	3
Engineering	Technology	Industrial Design BFA	Program graduates will: 1- review, examine, and discuss the fundamental elements of design-related business activities.						Y				1	1	1	0	1	0	1	0	0	2	Taken - Continue to build a strong local contact list to help mentor our students in professional practices. 2019 - evolving effort. looking at using our website to help this goal. Planned - Assessing the best time in our program to offer this instructions.	1	1	Design Business Practices	Y	3	1	33	3
Engineering	Technology	Industrial Design BFA	Program graduates will: 1- Investigate and synthesize components of marketing, sales, engineering, manufacturing, servicing, and ecological needs and responsibilities and reconcile them with identified user desires and values. 2- Define product-related problems, variables, and requirements; conceptualize and evaluate alternatives; and test and refine solutions.				Y	Y	Y				3	1	1	0	1	0	1	0	0	1	Planned - Assessing the best time in our program to offer this instructions.	1	0	Structured Creativity	Y	2	1	50	3
Engineering	Technology	Industrial Design BFA	Program graduates will: 1- Practice, compose, and explain product and process concepts and requirements to current and future designers, colleagues, clients, and employers. 2- create both verbal and written communications using both low and high fidelity two, and three-dimensional tools and methods.				Y						1	1	1	0	1	0	1	0	0	1	Planned - Assessing the best time in our program to offer this instructions.	0	0	Communication	Y	2	1	50	4
Engineering	Technology	Industrial Design BFA	Human-Centered Program graduates will: 1- Review, employ, examine, and assess principles of human psychology, human factors, and digital user interface while designing products and services.					Y	Y				2	1	1	0	1	0	1	0	0	3	Taken - 2017/18 hired a UX course adjunct Planned - 2018/19 - redirect adjunct away from experience design and more into product interface design. Taken - 2016 - The program has introduced a interdisciplinary UX course.	2	1	Human-Centered	Y	4	1	25	3
Engineering	Technology	Industrial Design BFA	Program graduates have the option to: 1- Discover and participate in international programs that enrich individual cultural experiences and increase design exposure. 2- Evaluate and participate in undergraduate research endeavors. 3- Investigate and participate in courses that relate to or inform industrial design such as engineering, business, marketing, art, art history, entrepreneurship, ethnography, graphic design, photography, and so on.				Y		Y				2	1	1	0	1	0	1	0	0	3	Taken - 2017/18 - added 11 elective courses to the catalog Planned - 2018/19 - further modify the number of elective courses in the ID catalog - promote the study abroad course. Taken - 2016 - Continue to build course listings as opportunities for elective credit	2	1	Enriching Experiences	Y	4	1	25	4
Engineering	Technology	Industrial Design BFA	Program graduates will: 1- Design, invent, create, and construct both digital and physical artifacts in facilities appropriate for such activities. 2- Manipulate wood, polymers, metals to develop physical models. 3- Explore, build, design, and render digital models.			Y							1	1	1	0	1	1	0	0	0	3	Taken - 2016 - Purchase for our shop basic metalworking tools; brake, shear, roller, spot welder. - 20118/19 - Advertise for a prototype adjunct. Taken - 2020/21 - We have hired an adjunct for this position (Shane Wood) and helped him prepare for the course.	2	0	Prototyping Labs	Y	4	1	25	4
Engineering	Technology	Industrial Design BFA	Program graduates will: 1- Investigate, evaluate, and arrange for one or more internship experiences.						Y				1	1	1	0	1	0	1	0	0	2	Planned - no changes Planned - The program internship requirement has been relaxed to accept an elective substitution.	0	2	Internships	Y	3	1	33	4
Engineering	Technology	Industrial Design BFA	Program graduates will: 1- Practice team-based product development activities within the design program. 2- Have the opportunity to create and operate an interdisciplinary team project either through self-generated projects or elective courses.				Y			Y			2	1	1	0	1	1	0	0	0	2	Taken - 2016 - The program has introduced a multidisciplinary User Experience course Taken - 2017/18 actively increasing the number of disciplines our students are collaborating with. This year experience design course had 13 different disciplines attending and we have 6 students in the crocker fellowship	2	0	Team Projects	Y	3	1	33	4
Engineering	Technology	Technology MS	Demonstrate creative and analytical thinking skills that provide a basis for technological problem solving within their area of emphasis.			Y			Y				2	1	1	0	1	0	1	0	0	1	Taken - 2017/18 actively increasing the number of disciplines our students are collaborating with. This year experience design course had 13 different disciplines attending and we have 6 students in the crocker fellowship	0	1	Creative and Analytical Thinking	Y	2	1	50	4
Engineering	Technology	Technology MS	Demonstrate an understanding of the elements of leadership, teamwork, management, and professionalism.				Y						1	2	2	0	2	0	2	0	0	2	Planned - Continue to monitor performance in TECH 638. The SOT graduate program continues to evolve with additional emphasis areas becomeing independent degree plans. For now, TECH 638 will continue to be a required part of the degree plan. Programs should continue to seek for additional opportunities to include leadership, teamwork, management and professionalism within their discipline specific curriculum. Planned - Continue to have semi-annual reviews. Graduate studies has recently asked that we be better at doing these, and ensuring that students really are moving forward. This will rely on the individual program coordinators to work with the faculty chairs and ensure that the information is passed on to the graduate advisor appropriately. Programs have done a better job of following through with the semi-annual assessments, mostly because the graduate advisor has done a great job of ensuring this is happening.	0	2	Leadership, Teamwork, Management and Professionalism	Y	4	2	50	3
Engineering	Technology	Technology MS	Communicate effectively, both orally and in writing.				Y						1	1	1	0	1	0	1	0	0	1	Planned - Continue to have semi-annual reviews. Graduate studies has recently asked that we be better at doing these, and ensuring that students really are moving forward. This will rely on the individual program coordinators to work with the faculty chairs and ensure that the information is passed on to the graduate advisor appropriately. Programs have done a better job of following through with the semi-annual assessments, mostly because the graduate advisor has done a great job of ensuring this is happening.	0	1	Effective Communication	Y	2	1	50	4
Engineering	Technology	Technology MS	Demonstrate an understanding of the impact of technology on society.					Y					1	1	1	0	1	0	1	0	0	1	Planned - Continue to have semi-annual reviews. Graduate studies has recently asked that we be better at doing these, and ensuring that students really are moving forward. This will rely on the individual program coordinators to work with the faculty chairs and ensure that the information is passed on to the graduate advisor appropriately. Programs have done a better job of following through with the semi-annual assessments, mostly because the graduate advisor has done a great job of ensuring this is happening.	0	1	Impact of Technology	Y	2	1	50	3
Engineering	Technology	Technology MS	Demonstrate ability to perform rigorous, original research								Y		1	1	1	0	1	0	1	0	0	1	Planned - Continue to have semi-annual reviews. Graduate studies has recently asked that we be better at doing these, and ensuring that students really are moving forward. This will rely on the individual program coordinators to work with the faculty chairs and ensure that the information is passed on to the graduate advisor appropriately. Programs have done a better job of following through with the semi-annual assessments, mostly because the graduate advisor has done a great job of ensuring this is happening.	0	1	Research	Y	2	1	50	3

Engineering	Technology	Technology MS	Demonstrate a pattern of living consistent with high ethical and moral standards.							Y		1	1	0	1	1	1	0	0	0	1	Planned - Continue to have semi-annual reviews. Graduate studies has recently asked that we be better at doing these, and ensuring that students really are moving forward. This will rely on the individual program coordinators to work with the faculty chairs and ensure that the information is passed on to the graduate advisor appropriately. Programs have done a better job of following through with the semi-annual assessments, mostly because the graduate advisor has done a great job of ensuring this is happening.	0	1	Ethical and Moral Standards	Y	2	1	50	4
Engineering	Technology	Construction Engineering Management MS	Demonstrate creative and analytical thinking skills that provide a basis for technological problem solving within their area of emphasis.			Y						1	1	1	0	1	0	1	0	0	1	Planned - Continue to have semi-annual reviews. Graduate studies has recently asked that we be better at doing these, and ensuring that students really are moving forward. This will rely on the individual program coordinators to work with the faculty chairs and ensure that the information is passed on to the graduate advisor appropriately. Programs have done a better job of following through with the semi-annual assessments, mostly because the graduate advisor has done a great job of ensuring this is happening.	1	0	Creativity and Analytical Thinking	Y	2	1	50	3
Engineering	Technology	Construction Engineering Management MS	Demonstrate an understanding of the elements of leadership, teamwork, management, and professionalism.				Y					1	1	1	0	1	0	1	0	0	1	Planned - Continue to have semi-annual reviews. Graduate studies has recently asked that we be better at doing these, and ensuring that students really are moving forward. This will rely on the individual program coordinators to work with the faculty chairs and ensure that the information is passed on to the graduate advisor appropriately. Programs have done a better job of following through with the semi-annual assessments, mostly because the graduate advisor has done a great job of ensuring this is happening.	1	0	Leadership, Teamwork, Management and Professionalism	Y	2	1	50	3
Engineering	Technology	Construction Engineering Management MS	Communicate effectively, both orally and in writing.				Y					1	1	1	0	1	0	1	0	0	1	Planned - Continue to have semi-annual reviews. Graduate studies has recently asked that we be better at doing these, and ensuring that students really are moving forward. This will rely on the individual program coordinators to work with the faculty chairs and ensure that the information is passed on to the graduate advisor appropriately. Programs have done a better job of following through with the semi-annual assessments, mostly because the graduate advisor has done a great job of ensuring this is happening.	0	1	Effective Communication	Y	2	1	50	3
Engineering	Technology	Construction Engineering Management MS	Demonstrate an understanding of the impact of technology on society.					Y				1	1	1	0	1	0	1	0	0	1	Planned - Continue to have semi-annual reviews. Graduate studies has recently asked that we be better at doing these, and ensuring that students really are moving forward. This will rely on the individual program coordinators to work with the faculty chairs and ensure that the information is passed on to the graduate advisor appropriately. Programs have done a better job of following through with the semi-annual assessments, mostly because the graduate advisor has done a great job of ensuring this is happening.	0	1	Impact of Technology	Y	2	1	50	3
Engineering	Technology	Construction Engineering Management MS	Demonstrate a pattern of living consistent with high ethical and moral standards.							Y		1	1	1	0	1	1	0	0	0	1	Planned - Continue to have semi-annual reviews. Graduate studies has recently asked that we be better at doing these, and ensuring that students really are moving forward. This will rely on the individual program coordinators to work with the faculty chairs and ensure that the information is passed on to the graduate advisor appropriately. Programs have done a better job of following through with the semi-annual assessments, mostly because the graduate advisor has done a great job of ensuring this is happening.	1	0	Ethical and Moral Standards	Y	2	1	50	4
Engineering	Technology	Construction Engineering Management MS	Demonstrate ability to perform rigorous, original research								Y	1	1	1	0	1	0	1	0	0	1	Planned - Continue to have semi-annual reviews. Graduate studies has recently asked that we be better at doing these, and ensuring that students really are moving forward. This will rely on the individual program coordinators to work with the faculty chairs and ensure that the information is passed on to the graduate advisor appropriately. Programs have done a better job of following through with the semi-annual assessments, mostly because the graduate advisor has done a great job of ensuring this is happening.	0	1	Research	Y	2	1	50	3
Engineering	Technology	IT & Cybersecurity MS	Demonstrate an understanding of the impact of technology on society.			Y						1	1	1	0	1	1	0	0	0	1	Planned - Continue to have semi-annual reviews. Graduate studies has recently asked that we be better at doing these, and ensuring that students really are moving forward. This will rely on the individual program coordinators to work with the faculty chairs and ensure that the information is passed on to the graduate advisor appropriately. Programs have done a better job of following through with the semi-annual assessments, mostly because the graduate advisor has done a great job of ensuring this is happening.	1	0	Impact of Technology	Y	2	1	50	4
Engineering	Technology	IT & Cybersecurity MS	Demonstrate a pattern of living consistent with high ethical and moral standards.							Y		1	2	1	1	2	2	0	0	0	2	Planned - Continue annual ecclesiastical endorsements. Planned - Continue to assure that security-related IT classes cover the ethical use of techniques learned in the classes.	0	2	Ethical and Moral Standards	Y	4	2	50	4
Engineering	Technology	IT & Cybersecurity MS	Demonstrate creative and analytical thinking skills that provide a basis for technological problem solving within their area of emphasis.			Y						1	3	2	1	3	2	0	0	1	3	Taken - On an annual basis, propose new gradulate level IT courses that will continue to require creative and analytical thinking and phase out older courses not now needed. Planned - We will start collecting these forms again for graduating students. Planned - We had 5 students graduate during the 2020-2021 AY. We have a much a large cohort of students (7-8) that we anticipate will graduate this next academic year, which will give us more data to better assess this outcome.	1	2	Creative and Analytical Thinking	Y	6	3	50	3
Engineering	Technology	IT & Cybersecurity MS	Communicate effectively, both orally and in writing.				Y					1	3	3	0	3	2	0	0	1	4	Planned - Continue to have semi-annual reviews Taken - Work with students that are not making satisfactory progress to find solutions to their challenges. Planned - The monthly IT grad seminar was held virtually this year due to COVID-19. While we had good attendance, we are looking forward to having in-person meetings again, as it will be easier for students to interact and get to know one another better. Planned - We will start collecting these forms again for graduating students.	1	3	Effective Communication	Y	7	3	43	3
Engineering	Technology	IT & Cybersecurity MS	Demonstrate an understanding of the elements of leadership, teamwork, management, and professionalism.				Y					1	3	2	1	3	2	1	0	0	4	Planned - Continue to monitor performance in TECH 638. Planned - Continue to have semi-annual reviews Taken - Work with students that are not making satisfactory progress to find solutions to their challenges. Planned - Several of the students talked about there being room for improvement in the Leadership class (TECH 638). We are hiring a new person to teach this course this year and hope to improve the course.	1	3	Leadership, Teamwork, Management and Professionalism	Y	7	3	43	4
Engineering	Technology	Manufacturing Systems MS	Demonstrate creative and analytical thinking skills that provide abasis for technological problem solving within their area of emphasis.			Y						1	1	0	0	1	0	0	0	0	1	Planned - Several of the students talked about there being room for improvement in the Leadership class (TECH 638). We are hiring a new person to teach this course this year and hope to improve the course.	0	0	Creative and Analytical Thinking	N	2	0	0	0
Engineering	Technology	Manufacturing Systems MS	Demonstrate an understanding of the elements of leadership, teamwork, management, and professionalism.				Y					1	1	1	0	1	0	0	0	0	1	Planned - Several of the students talked about there being room for improvement in the Leadership class (TECH 638). We are hiring a new person to teach this course this year and hope to improve the course.	0	0	Leadership, Teamwork, Management and Professionalism	N	2	0	0	0
Engineering	Technology	Manufacturing Systems MS	Communicate effectively, both orally and in writing.				Y					1	1	0	0	1	0	0	0	0	1	Planned - Several of the students talked about there being room for improvement in the Leadership class (TECH 638). We are hiring a new person to teach this course this year and hope to improve the course.	0	0	Effective Communication	N	2	0	0	0
Engineering	Technology	Manufacturing Systems MS	Demonstrate an understanding of the impact of technology on society.			Y						1	1	0	0	1	0	0	0	0	1	Planned - Several of the students talked about there being room for improvement in the Leadership class (TECH 638). We are hiring a new person to teach this course this year and hope to improve the course.	0	0	Impact of Technology	N	2	0	0	0
Engineering	Technology	Manufacturing Systems MS	Demonstrate a pattern of living consistent with high ethical and moral standards.							Y		1	1	0	0	1	0	0	0	0	1	Planned - Several of the students talked about there being room for improvement in the Leadership class (TECH 638). We are hiring a new person to teach this course this year and hope to improve the course.	0	0	Ethical and Moral Standards	N	2	0	0	0
Engineering	Technology	Manufacturing Systems MS	Demonstrate ability to perform rigorous, original research								Y	1	1	0	0	1	0	0	0	0	1	Planned - Several of the students talked about there being room for improvement in the Leadership class (TECH 638). We are hiring a new person to teach this course this year and hope to improve the course.	0	0	Research	N	2	0	0	0
Engineering	Technology	Technology and Engineering Education MS	Demonstrate creative and analytical thinking skills that provide a basis for technological problem solving within their area of emphasis.			Y						1	1	1	0	1	0	1	0	0	1	Planned - Several of the students talked about there being room for improvement in the Leadership class (TECH 638). We are hiring a new person to teach this course this year and hope to improve the course.	1	0	Creative and Analytical Thinking	Y	2	1	50	3
Engineering	Technology	Technology and Engineering Education MS	Demonstrate an understanding of the elements of leadership, teamwork, management, and professionalism.				Y					1	1	1	0	1	0	1	0	0	1	Planned - Several of the students talked about there being room for improvement in the Leadership class (TECH 638). We are hiring a new person to teach this course this year and hope to improve the course.	1	0	Leadership, Teamwork, Management and Professionalism	Y	2	1	50	3
Engineering	Technology	Technology and Engineering Education MS	Communicate effectively, both orally and in writing.				Y					1	1	1	0	1	0	1	0	0	1	Planned - Several of the students talked about there being room for improvement in the Leadership class (TECH 638). We are hiring a new person to teach this course this year and hope to improve the course.	1	0	Effective Communication	Y	2	1	50	3
Engineering	Technology	Technology and Engineering Education MS	Demonstrate an understanding of the impact of technology on society.			Y						1	1	1	0	1	0	1	0	0	1	Planned - Several of the students talked about there being room for improvement in the Leadership class (TECH 638). We are hiring a new person to teach this course this year and hope to improve the course.	1	0	Impact of Technology	Y	2	1	50	3
Engineering	Technology	Technology and Engineering Education MS	Demonstrate a pattern of living consistent with high ethical and moral standards.							Y		1	1	0	1	1	0	1	0	0	1	Planned - Several of the students talked about there being room for improvement in the Leadership class (TECH 638). We are hiring a new person to teach this course this year and hope to improve the course.	1	0	Ethical and Moral Standards	Y	2	1	50	3
Engineering	Technology	Technology and Engineering Education MS	Demonstrate ability to perform rigorous, original research.								Y	1	1	1	0	1	0	1	0	0	1	Planned - Several of the students talked about there being room for improvement in the Leadership class (TECH 638). We are hiring a new person to teach this course this year and hope to improve the course.	1	0	Research	Y	2	1	50	3

Engineering	Technology	Construction Management BS	An ability to identify, formulate, and solve broadly defined technical or scientific problems by applying knowledge of mathematics and science and/or technical topics to areas relevant to the discipline.			Y		Y						2	2	1	1	2	1	1	0	0	1	Planned - Several of the students talked about there being room for improvement in the Leadership class (TECH 638). We are hiring a new person to teach this course this year and hope to improve the course.	0	1	Problem Solving	Y	3	2	67	3
Engineering	Technology	Construction Management BS	An ability to formulate or design a system, process, procedure or program to meet desired needs.			Y				Y				2	2	1	1	2	0	2	0	0	1	Planned - Several of the students talked about there being room for improvement in the Leadership class (TECH 638). We are hiring a new person to teach this course this year and hope to improve the course.	0	1	Design	Y	3	2	67	3
Engineering	Technology	Construction Management BS	An ability to develop and conduct experiments or test hypotheses, analyze and interpret data, and use scientific judgment to draw conclusions.			Y		Y						2	2	1	1	2	0	1	1	0	3	Planned - All faculty should participate in the assessment process, including collecting the student work and completing the assessment forms for their assigned indicators. Planned - The faculty will develop a formal definition of what this outcome means within our discipline, so that we can correspondingly help the students better demonstrate this outcome. Especially where this outcome has three distinct components, we need to specifically improve our ability to explicitly help students conduct experiments or test hypotheses AND use scientific judgment to draw conclusions. This will be significantly easier to do with a clear definition of what the context of this outcome is within the CFM curriculum. Planned - The direct assessment for this outome also indicated that this was an area to work on. Some specific recommendations are included there. We believe those changes will begin to help see these indirect scores improve.	0	3	Experiment and Analysis	Y	5	2	40	3
Engineering	Technology	Construction Management BS	An ability to communicate effectively with a range of audiences.				Y							1	2	1	1	2	2	0	0	0	1	Planned - The direct assessment for this outome also indicated that this was an area to work on. Some specific recommendations are included there. We believe those changes will begin to help see these indirect scores improve.	0	1	Communication	Y	3	2	67	3
Engineering	Technology	Construction Management BS	An ability to understand ethical and professional responsibilities and the impact of technical and/or scientific solutions in global, economic, enviornmental, and societal contexts.							Y	Y			2	2	1	1	2	1	1	0	0	1	Planned - The direct assessment for this outome also indicated that this was an area to work on. Some specific recommendations are included there. We believe those changes will begin to help see these indirect scores improve.	0	1	Ethics and Professional Responsibility	Y	3	2	67	3
Engineering	Technology	Construction Management BS	An ability to function effectively on teams that establish goals, plan tasks, meet deadlines, and anlyze risk and uncertainty.				Y			Y				2	2	1	1	2	1	1	0	0	2	Planned - All faculty should participate in the assessment process, including collecting the student work and completing the assessment forms for their assigned indicators. Planned - The committee recommendation for this is to do more specific teaching associated with effective teams, and have the students document their actual experiences, as well as strategies and adjustments the make to ensure team success. We believe having the students focus on team behavior and performance, and evaluating it themselves, will not only improve the quality of teamwork, but help the students strengthen their abilities to meet this outcome. These adjustments should specifically include goal setting, planning tasks, meeting deadlines, and analyzing risk and uncertainty as part of their team involvement.	0	2	Teamwork	Y	4	2	50	3
Engineering	Technology	Facility and Property Management BS	An ability to identify, formulate, and solve broadly defined technical or scientific problems by applying knowledge of mathematics and science and/or technical topics to areas relevant to the discipline.			Y		Y						2	2	1	1	2	1	1	0	0	1	Planned - The committee recommendation for this is to do more specific teaching associated with effective teams, and have the students document their actual experiences, as well as strategies and adjustments the make to ensure team success. We believe having the students focus on team behavior and performance, and evaluating it themselves, will not only improve the quality of teamwork, but help the students strengthen their abilities to meet this outcome. These adjustments should specifically include goal setting, planning tasks, meeting deadlines, and analyzing risk and uncertainty as part of their team involvement.	0	1	Problem Solving	Y	3	2	67	3
Engineering	Technology	Facility and Property Management BS	An ability to formulate or design a system, process, procedure or program to meet desired needs.			Y				Y				2	2	1	1	2	0	2	0	0	1	Planned - The committee recommendation for this is to do more specific teaching associated with effective teams, and have the students document their actual experiences, as well as strategies and adjustments the make to ensure team success. We believe having the students focus on team behavior and performance, and evaluating it themselves, will not only improve the quality of teamwork, but help the students strengthen their abilities to meet this outcome. These adjustments should specifically include goal setting, planning tasks, meeting deadlines, and analyzing risk and uncertainty as part of their team involvement.	0	1	Design	Y	3	2	67	3
Engineering	Technology	Facility and Property Management BS	An ability to develop and conduct experiments or test hypotheses, analyze and interpret data, and use scientific judgment to draw conclusions.			Y		Y						2	2	1	1	2	0	1	1	0	2	Planned - The faculty will develop a formal definition of what this outcome means within our discipline, so that we can correspondingly help the students better demonstrate this outcome. Especially where this outcome has three distinct components, we need to specifically improve our ability to explicitly help students conduct experiments or test hypotheses AND use scientific judgment to draw conclusions. This will be significantly easier to do with a clear definition of what the context of this outcome is within the CFM curriculum. Another element for consideration is finding ways to better incorporate this outcome earlier within the FM curriculum. Planned - The direct assessment for this outome also indicated that this was an area to work on. Some specific recommendations are included there. We believe those changes will begin to help see these indirect scores improve.	0	2	Experiment and Analysis	Y	4	2	50	3
Engineering	Technology	Facility and Property Management BS	An ability to communicate effectively with a range of audiences.				Y							1	2	1	1	2	2	0	0	0	0		0	0	Communication	Y	2	2	100	3
Engineering	Technology	Facility and Property Management BS	An ability to understand ethical and professional responsibilities and the impact of technical and/or scientific solutions in global, economic, enviornmental, and societal contexts.							Y	Y			2	2	1	1	2	1	1	0	0	1	Planned - The direct assessment for this outome also indicated that this was an area to work on. Some specific recommendations are included there. We believe those changes will begin to help see these indirect scores improve.	0	1	Ethics and Professional Responsibility	Y	3	2	67	3
Engineering	Technology	Facility and Property Management BS	An ability to function effectively on teams that establish goals, plan tasks, meet deadlines, and anlyze risk and uncertainty.				Y			Y				2	2	1	1	2	1	1	0	0	1	Planned - The direct assessment for this outome also indicated that this was an area to work on. Some specific recommendations are included there. We believe those changes will begin to help see these indirect scores improve.	0	1	Teamwork	Y	3	2	67	3
Engineering	Technology	Teaching BS	Each candidate understands cognitive, linguistic, social, emotional, and physical areas of student development.						Y					1	2	1	1	2	0	2	0	0	1	Planned - The direct assessment for this outome also indicated that this was an area to work on. Some specific recommendations are included there. We believe those changes will begin to help see these indirect scores improve.	1	0	UETS Standard 1: Learner Development	Y	3	2	67	3
Engineering	Technology	Teaching BS	Each candidate understands individual learner differences and cultural and linguistics diversity.						Y					1	2	1	1	3	0	3	0	0	1	Planned - The direct assessment for this outome also indicated that this was an area to work on. Some specific recommendations are included there. We believe those changes will begin to help see these indirect scores improve.	1	0	UETS Standard 2: Learning Differences	Y	4	3	75	3
Engineering	Technology	Teaching BS	Each candidate works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self-motivation.							Y				1	2	1	1	2	0	2	0	0	1	Planned - The direct assessment for this outome also indicated that this was an area to work on. Some specific recommendations are included there. We believe those changes will begin to help see these indirect scores improve.	1	0	UETS Standard 3: Learning Environments	Y	3	2	67	3
Engineering	Technology	Teaching BS	Each candidate understands the central concepts, tools of inquiry, and structures of the discipline.							Y				1	2	1	1	2	0	2	0	0	1	Planned - The direct assessment for this outome also indicated that this was an area to work on. Some specific recommendations are included there. We believe those changes will begin to help see these indirect scores improve.	1	0	UETS Standard 4: Content Knowledge	Y	3	2	67	3
Engineering	Technology	Teaching BS	Each candidate uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.			Y								1	2	1	1	2	0	2	0	0	1	Planned - The direct assessment for this outome also indicated that this was an area to work on. Some specific recommendations are included there. We believe those changes will begin to help see these indirect scores improve.	1	0	UETS Standard 5: Assessment	Y	3	2	67	3
Engineering	Technology	Teaching BS	Each candidate is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner.			Y								1	2	1	1	2	0	2	0	0	1	Planned - The direct assessment for this outome also indicated that this was an area to work on. Some specific recommendations are included there. We believe those changes will begin to help see these indirect scores improve.	1	0	UETS Standard 8: Reflection and Continuous Growth	Y	3	2	67	3
Engineering	Technology	Teaching BS	Each candidate is a leader who engages collaboratively with learners, families, and colleagues, and community members to build a shared vision and supportive professional culture focused on student growth and success.			Y								1	2	1	1	2	0	2	0	0	1	Planned - The direct assessment for this outome also indicated that this was an area to work on. Some specific recommendations are included there. We believe those changes will begin to help see these indirect scores improve.	1	0	UETS Standard 9: Leadership and Collaboration	Y	3	2	67	3
Engineering	Technology	Teaching BS	Each candidate demonstrates the highest standard of legal, moral, and ethical conduct as specified in Utah State Board Rule R277-515.								Y			1	2	1	1	2	0	2	0	0	1	Planned - The direct assessment for this outome also indicated that this was an area to work on. Some specific recommendations are included there. We believe those changes will begin to help see these indirect scores improve.	1	0	UETS Standard 10: Professional and Ethical Behavior	Y	3	2	67	3
Engineering	Technology	Teaching BS	Each candidate uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections, and build skills to apply and extend knowledge in meaningful ways.			Y	Y							2	2	1	1	2	0	2	0	0	1	Planned - The direct assessment for this outome also indicated that this was an area to work on. Some specific recommendations are included there. We believe those changes will begin to help see these indirect scores improve.	1	0	UETS Standard 7: Instructional Strategies	Y	3	2	67	3

Engineering	Technology	Teaching BS	Each candidate plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, Utah Core Standards, practices, and the community context.						Y				1	2	1	1	3	0	3	0	0	1	Planned - The direct assessment for this outome also indicated that this was an area to work on. Some specific recommendations are included there. We believe those changes will begin to help see these indirect scores improve.	1	0	UETS Standard 6: Instructional Planning	Y	4	3	75	3
Engineering	Technology	Teaching BS	Each candidate possesses a knowledge of and an ability to implement a contemporary technology and engineering education program based on all 20 of the Standards for Technological and Engineering Literacy (STEL) developed by the International Technology and Engineering Educators Association (ITEEA).						Y				1	2	1	1	2	2	0	0	0	1	Planned - The direct assessment for this outome also indicated that this was an area to work on. Some specific recommendations are included there. We believe those changes will begin to help see these indirect scores improve.	1	0	ITEEA Standards for Technological and Engineering Literacy (STEL)	Y	3	2	67	3
Engineering	Technology	Technical BS	Students will demonstrate technical competency in technology and engineering studies.					Y	Y				2	1	1	0	1	0	1	0	0	1	Planned - The direct assessment for this outome also indicated that this was an area to work on. Some specific recommendations are included there. We believe those changes will begin to help see these indirect scores improve.	1	0	TES Technical: Learning Outcome 1	Y	2	1	50	3
Engineering	Technology	Technical BS	Students will demonstrate creative, design, entrepreneurial, innovative, problem-solving, and critical thinking skills.		Y					Y			2	1	1	0	1	0	1	0	0	0		0	0	TES Technical: Learning Outcome 2	Y	1	1	100	3
Engineering	Technology	Technical BS	Students will demonstrate effective communication skills.		Y	Y							2	1	1	0	1	0	1	0	0	0		0	0	TES Technical: Learning Outcome 3	Y	1	1	100	3
Engineering	Technology	Technical BS	Students will demonstrate lifelong learning skills.							Y	Y		2	1	1	0	1	0	1	0	0	0		0	0	TES Technical: Learning Outcome 4	Y	1	1	100	3
Engineering	Technology	Cybersecurity BS	Analyze a complex computing problem and apply principles of computing and other relevant disciplines to identify solutions.		Y		Y						2	3	2	1	3	2	1	0	0	1	Planned - The direct assessment for this outome also indicated that this was an area to work on. Some specific recommendations are included there. We believe those changes will begin to help see these indirect scores improve.	1	0	Problem Analysis and Solutions	Y	4	3	75	4
Engineering	Technology	Cybersecurity BS	Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.					Y	Y				2	2	1	1	2	1	0	1	0	1	Planned - The direct assessment for this outome also indicated that this was an area to work on. Some specific recommendations are included there. We believe those changes will begin to help see these indirect scores improve.	0	1	Design, Implement, & Evaluate Computing Solutions	Y	3	2	67	3
Engineering	Technology	Cybersecurity BS	Communicate effectively in a variety of professional contexts.			Y				Y			2	1	0	1	1	0	0	1	0	1	Planned - The direct assessment for this outome also indicated that this was an area to work on. Some specific recommendations are included there. We believe those changes will begin to help see these indirect scores improve.	0	1	Communicate Effectively	Y	2	1	50	2
Engineering	Technology	Cybersecurity BS	Recognize professional responsibilities and make informed judgements in computing practice based on legal and ethical principles.					Y		Y			2	1	0	1	1	0	1	0	0	1	Planned - The direct assessment for this outome also indicated that this was an area to work on. Some specific recommendations are included there. We believe those changes will begin to help see these indirect scores improve.	1	0	Legal & Ethical Judgment	Y	2	1	50	3
Engineering	Technology	Cybersecurity BS	Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.						Y			Y	2	1	0	1	1	0	1	0	0	1	Planned - The direct assessment for this outome also indicated that this was an area to work on. Some specific recommendations are included there. We believe those changes will begin to help see these indirect scores improve.	1	0	Teamwork and Management	Y	2	1	50	3
Engineering	Technology	Cybersecurity BS	Apply security principles and practices to maintain operations in the presence of risks and threats.						Y		Y		2	1	0	1	1	0	0	1	0	1	Planned - The direct assessment for this outome also indicated that this was an area to work on. Some specific recommendations are included there. We believe those changes will begin to help see these indirect scores improve.	1	0	Security Principles and Practices	Y	2	1	50	3
Family, Home, and Social Sciences	Anthropology	Archaeology BA	Graduates will be able to write well.						Y		Y		2	2	2	0	2	1	1	0	0	4	Taken - We have experimented with including lessons on the mechanics of writing in Anthr 456, a prerequisite to Anthr 499, the senior thesis course. Previously, the only specific writing instruction occurred in Anthr 499. This has helped. Planned - Due to impractical nature of having all faculty read all senior theses (our previous plan), we will create an Assessment Committee that will be responsible for assessing senior theses (as well as other program outcomes). We planned to do this last year, but with COVID disruptions it didn't get done. - We plan to enlist graduate students as mentors for undergraduate students in Anthr 499 (the senior thesis course), so undergraduates have more one-on-one help with their writing. Planned - We will continue emphsizing writing in almost all courses in our curriculum as well as continuing to require that students produce high-quality senior theses.	1	2	Effective and Professional Communication	Y	6	2	33	3
Family, Home, and Social Sciences	Anthropology	Archaeology BA	Graduates will be able to appropriately use methods to gather, process, and interpret archaeological data.				Y		Y				2	3	2	1	3	0	2	1	0	4	Taken - We have added courses (e.g., Anthr 405 [Archaeological Science] and Anthr 406 [Archaeoinformatics]) to provide more instruction in research methods. Planned - We will add instruction on quantitative methods, and on integrating quantitative and qualitative methods, to the lab class (Anthr 456) in fall 2021. Most students use the lab class to begin the research that leads to their senior thesis. Planned - We need to find a better way to keep track of students post-graduation. Antecdotally we know we are doing well at placing students, and we know who is getting into graduate school, but we don't have the data to quantify how many are getting jobs in the field. Planned - We hope to be able to teach field school in 2022, so that students can receive individual instruction in field methods.	1	3	Research Skills and Methods	Y	7	3	43	3
Family, Home, and Social Sciences	Anthropology	Archaeology BA	Graduates will possess a solid knowledge of the diversity of past human cultures throughout the world, as well as how the theories and methodologies of Archaeology have contributed to that knowledge.			Y						Y	2	1	1	0	1	1	0	0	0	1	Planned - We hope to be able to teach field school in 2022, so that students can receive individual instruction in field methods.	1	0	Human Cultural History and Diversity	Y	2	1	50	4
Family, Home, and Social Sciences	Anthropology	Archaeology BA	Program graduates will understand and be able apply appropriate theory in the analysis of archaeological problems.					Y				Y	2	3	2	1	3	1	2	0	0	3	Planned - We will explore ways to better integrate theory throughout the curriculum. Taken - We have reorganized our required theory courses (Anthr 201, 202, and 215) and worked to incorporate theory into other courses as well. Planned - The assessment committee will review the senior theses, with attention to how well the students are able to use theory in their analyses.	1	2	Theory	Y	6	3	50	3
Family, Home, and Social Sciences	Anthropology	Archaeology BA	Students will be able to apply their methodological, and theoretical knowledge in original research projects culminating in a high quality, theoretically informed senior thesis. This will come from research experiences that are closely mentored by faculty.		Y				Y				2	2	1	1	2	1	1	0	0	2	Planned - We will continue to require all students to complete original research as part of their capstone sequence. Planned - We will continue to provide close and strong mentorship of students and to be available to students.	0	2	Original Mentored Research	Y	4	2	50	4
Family, Home, and Social Sciences	Anthropology	Sociocultural BA	By learning to think anthropologically, program graduates will be prepared to analyze and understand human activity, sociality, and thought. Graduates will be able to uncover and explain the real conditions and social contexts of human problems and social systems of organization including economy, kinship, law, religion.				Y		Y				2	2	2	0	2	1	1	0	0	3	Taken - We have created an Assessment Committee with the two 495 instructors. They will report annually on the quality of the theses. Planned - We are still figuring out how to add more members to that committee so that we more faculty assessing the theses, but we haven't yet figured it out how we will structure that so that it will be sustainable and enduring. Taken - Considering that this has been a consistent strength of our department, we will continue to actively teach critical thinking and analysis in all of our courses.	2	1	Critical Thinking and Analysis	Y	5	2	40	4
Family, Home, and Social Sciences	Anthropology	Sociocultural BA	Graduates will be able to write clearly and precisely.		Y	Y							2	3	1	1	3	0	3	0	0	4	Planned - We continue to fail at putting systems in place to be more systematic in our tracking of our graduates and the schools that they attend post-graduation. This is and continues to be difficult since we don't have staff dedicated to this sort of thing. It would be a huge help if the college could manage this for all departments (or perhaps this data already exists). Planned - We have established an informal, but, as yet, weak mentoring system in which graduate students will act as mentors for undergraduates. It remains weak because it is based on graduate students TAing for the relevant courses in the research sequence. It was effective this past year because most of the undergraduate students took the optional Data Analysis course (543), and graduate student TA's were employed in all of the other thesis sequence courses including the field research. We will continue to find ways to formalize this relationship, even if it only through a formal understanding that additional graduate student TA's will be available for the thesis sequence courses. Taken - We will continue to keep writing as a central focus of the Senior Thesis (499) class. Planned - We will check to make sure that our writing expectations did not slip during the 2018-2019 school year and will remind faculty of the importance of writing requirements in our program.	1	3	Effective Writing	Y	7	3	43	3

Family, Home, and Social Sciences	Anthropology	Sociocultural BA	Program graduates will understand and apply essential frameworks of contemporary social theory to comprehend the nature of human agency and action, the relationship between actors and social structures, the role of meaning in human cognition, the relationship between people and things.	Y		Y							2	2	2	0	2	0	1	1	0	2	Planned - At the end of this year, we will need to re-evaluate whether we would like to keep this as a point of assessment or whether we might be asking too much of our students by expecting all (or the majority) of them to integrate theory into their senior theses. Taken - We continue to look into ways to better integrate theory into the curriculum in a manner that will better help students to better incorporate theory into their theses. We discussed this at our first faculty meeting and faculty are seeking to integrate theory and practical applications in more of their courses.	1	1	Social Theory	Y	4	2	50	3
Family, Home, and Social Sciences	Anthropology	Sociocultural BA	Graduates will gain experience with research methods used to gather, process, and interpret ethnographic data.			Y						Y	2	3	3	0	3	1	2	0	0	3	Planned - We have been making an effort to teach Applied Anthropology regularly, but have been unable to do so due to our limited number of sociocultural faculty. Planned - We have slightly changed our intensive, four course, fifteen credit sequence by making one course no longer required. In our first year of making this course optional, most students opted to take the data analysis course even though it is no longer required. This year, due to our limited number of sociocultural faculty we were unable to teach the data analysis class and students will be heading directly into thesis writing class in the fall. We will need to assess this change next fall to see 1) if the resulting senior theses were just as good as in previous years (in which case, we will consider not encouraging so many undergraduates to take the data analysis class) and 2) if students remain interested in the data analysis class (these classes often lose momentum if not taught for a year). Planned - In the coming years, we would like to sustain the growth that we have had so far while also extending our connections to consulting with businesses and institutions that could benefit from qualitative research. We had a recent trio of graduates who are setting up a qualitative research consulting firm and perhaps they will soon be willing to mentor our undergraduate researchers.	0	3	Research Skills and Methods	Y	6	3	50	3
Family, Home, and Social Sciences	Anthropology	Sociocultural BA	Students will be able to apply their cultural, methodological, and theoretical knowledge in original research projects culminating in a high quality, theoretically informed senior thesis. This will come from research experiences that are closely mentored by faculty.			Y			Y				2	2	1	1	2	0	1	1	0	2	Planned - Although we remain above average overall, it seems that our scores in this area dropped last year. We will need to watch next year to ensure that this is not a trend. The faculty will also be alerted of this change. Planned - For the coming year we have provided students with the option of opting out of the thesis sequence, given the impacts of COVID-19. But we are pleased to say that so far it looks like all of the students are planning to write a senior thesis.	0	2	Original Mentored Research	Y	4	2	50	3
Family, Home, and Social Sciences	Anthropology	Sociocultural BA	Students will be able to understand and interpret diverse social and cultural worlds through empirical research and empathetic engagement.			Y			Y				2	2	2	0	3	1	1	1	0	3	Taken - We continue to assess student needs and add regional courses based on student concerns and faculty specialities. Taken - For the coming year we have provided students with the option of opting out of the thesis sequence, given the impacts of COVID-19. But we are pleased to say that so far it looks like all of the students are planning to write a senior thesis. Taken - In this domain, we are well above the averages for the college and the university. We will continue to focus on helping our students develop an awareness of peoples, cultures, languages, and nations of the world.	3	0	Human Cultural Diversity	Y	6	3	50	3
Family, Home, and Social Sciences	Anthropology	Anthropology (Sociocultrl Double Major) BA	See Anthropology BA Sociocultural.				Y		Y				2	1	0	1	1	0	1	0	0	1	Taken - In this domain, we are well above the averages for the college and the university. We will continue to focus on helping our students develop an awareness of peoples, cultures, languages, and nations of the world.	0	1	See Anthropology BA Sociocultural	Y	2	1	50	3
Family, Home, and Social Sciences	Anthropology	Anthropology MA	Graduate students will have a solid foundation in current method and theory, as well as an appreciation and understanding of the historic development of the broader discipline of anthropology.			Y					Y		2	2	1	1	2	0	2	0	0	3	Taken - Students are given individually tailored supplemental readings in response to deficiencies in theoretical knowledge exposed during the comprehensive exam. Planned - We will provide students with reading lists tailored to their individual needs prior to the comprehensive exam to help them prepare. Taken - All MA students are required to take a two graduate-level courses in archaeological theory, and they receive additional training in theory from their thesis comittees.	2	1	Method and Theory	Y	5	2	40	3
Family, Home, and Social Sciences	Anthropology	Anthropology MA	Graduate students will be competent in fieldwork and data analysis. Specific technical skills include some combination of the following: archaeological excavation techniques, archaeological site documentation, mapping, artifact analysis, field note writing, participant observation, interviewing, and/or ethnographic data analysis.			Y			Y				2	2	1	1	2	1	1	0	0	2	Taken - Advisors and thesis committee members evaluate the quality of field work and analysis during the development of student's thesis research, as well as the final results in as reported in the thesis and oral thesis defense. Planned - As the COVID crisis allows, we will provide students with opportunities to work directly with individual faculty members in the field, and the supervising faculty member will directly evaluate and develop students' skills and abilities.	1	1	Field Work and Technical Skills	Y	4	2	50	3
Family, Home, and Social Sciences	Anthropology	Anthropology MA	Graduate students will know and follow professional standards and ethics relative to their field. For students focusing on archaeology this will include understanding ethical issues related to the management, excavation, interpretation, and display of cultural resources. For students focusing on sociocultural anthropology, this will include an understanding of the ethics of working with human subjects.						Y	Y			2	2	1	1	2	2	0	0	0	3	Taken - All MA students are required to take a course in Heritage Resource Management, which emphasizes the legal and ethical aspects of archaeological practice. Professional standards and ethics are also discussed in the other graduate courses. Taken - Committee Chairs and committes work closely with students to ensure student research complies with professional standards and ethics. Taken - See above.	3	0	Professional Standards and Ethics	Y	5	2	40	4
Family, Home, and Social Sciences	Anthropology	Anthropology MA	Graduate students will be able to produce professional quality research papers suitable for presentation at professional meetings or publication.			Y	Y						2	3	2	1	3	1	1	1	0	6	Taken - We have encouraged students to publish their research, and to be coauthors on papers by their faculty mentors. Taken - Most of the student publications originated as conference presentations, and are, to a large extent, a result of our efforts to encourage students to attend conferences and present their research. Planned - We will continue to provide students and former students with opportunities to be coauthors, and encourage them to develop their own research into sole-authored publications. Taken - We have invested significant resources to help students pay for travel to conferences, and have encouraged them to present their research in those venues. Planned - We will continue to encourage student participation at conferences. We are beginning to track student presentations more systematically, and will develop a system to collect and archive student presentations. We hope students will be able to resume participation at conferences in the next year. Taken - The committee Chair and committe members monitor achievement of this outcome. Thesis writing usually requires several drafts and extensive editing help from faculty members.	4	2	Professional Communication	Y	9	3	33	3
Family, Home, and Social Sciences	Economics	Economics BS	Program graduates will be able to conduct basic econometric analysis including using data to estimate behavioral models, test hypotheses and measure quantitative relationships; they will have a basic understanding of mathematical statistics that underlies applied econometric analysis.					Y		Y			2	2	0	2	2	0	2	0	0	2	Taken - We have added an additional section of Econ 488 (soon to be Econ 398) due to high demand and adding another professor to teach the class. We have modified the empirical curriculum to include this course as a requirement. A major reason for the modification is to better prepare students for careers in data science. Taken - We have added the Econ 484: Machine Learning course as another option for students to use econometric skills. We have also added Econ 488 (soon to be Econ 398) as a required course for all majors.	2	0	Econometric Analysis	Y	4	2	50	3
Family, Home, and Social Sciences	Economics	Economics BS	Program graduates will be able to conceptualize a wide range of constrained optimization problems in economics and related fields and will be able to apply formal mathematical analysis to evaluate these problems.					Y	Y				2	1	0	1	1	1	0	0	0	1	Taken - We have added the Econ 484: Machine Learning course as another option for students to use econometric skills. We have also added Econ 488 (soon to be Econ 398) as a required course for all majors.	1	0	Economic Problem Solving	Y	2	1	50	4
Family, Home, and Social Sciences	Economics	Economics BS	Program graduates will be prepared and qualified to pursue careers in economics, business, finance, law, public policy and related disciplines.				Y					Y	2	3	0	3	3	0	1	2	0	4	Taken - Since 2010, the Economics Student Association has hosted representative alums from different career tracks as part of our Career Prep Seminar. Econ 210: Career Prep Seminar course invites alumni to come speak about their careers and provides students with information about how to find and secure job opportunities. Planned - Create a master database for tracking students' internships and career preparation while they are in the undergraduate program to help students access the career assistance they need. Since last year, we have started the process of tracking our students. Planned - Work closely with Career Services to identify internship opportunities that fit best with our students. Encourage more students to join BYU's recruiting platform, Handshake. Taken - Our Alumni and Internship coordinator is expanding our database of companies who have hired and expressed interest in our students, and will seek to enhance our relationship with these firms. Work closely with Career Services to identify internship opportunities that fit best with our students. Encourage more students to join BYU's recruiting platform, Handshake.	2	2	Career Preparation	Y	7	3	43	3

Family, Home, and Social Sciences	Economics	Economics BS	Program graduates will be prepared and qualified to pursue graduate studies in economics, business, finance, law, public policy and related disciplines.					Y		Y				2	3	1	2	3	0	3	0	0	4	Taken - The department has a "Graduate School Advisor" who counsels with students who are contemplating different types of graduate programs. The Economics Student Association also hosts several workshops throughout the year with invited speakers from a variety of backgrounds (law, public policy, medicine, etc.) to provide students with advice on different careers and grad programs. Econ 210:The Career Prep Seminar course also explores a variety of graduate programs for economics undergrads. Planned - We have started the process of tracking our students' interests in graduate school and other post-graduate pursuits. Taken - The department has used the Career Series, Mentoring Program and Career Preparation seminar to engage students with alumni in their desired fields to learn about and better prepare for future education goals. To further strengthen skills in empirical analysis, the department made an overhaul on the major curriculum effective fall 2021; these are skills that we believe will make our students stronger candidates for graduate degrees and/or careers. Taken - Focus on undergraduate education based on theory and rigorous quantitative training, with many opportunities for research and teaching assistant work for students. Use Visiting Scholar program to network with faculty from programs where we would like to place our students. We've spent more funding this past year on research assistant wages to train more students for rigorous graduate programs.	3	1	Preparation for Graduate Studies	Y	7	3	43	3
Family, Home, and Social Sciences	Family Life	Family Life (BGS) BGS	Describe how their coursework in the BGS program has contributed to the aims of a BYU education: Spiritually strengthening Character building Intellectually enlarging Preparing for lifelong learning and service.	Y								Y	2	3	2	1	3	2	1	0	0	3	Taken - These scores are high, eventhough they have dropped some overall. Character building which was the lowest score in the past, as well as currently, has increased somewhat. This is encouraging as character building is being address in the BGS Online Community and other resources. Taken - These scores are generally higher than last year. This shows that last years dip was likely more of an anomoly than the begnning of a trend. We continue to implement and support a number of efforts to help students in these areas. It looks like these are helping with Family Life students. Taken - This is a high level of exam scores for Family Life Students. The number of courses in which Family Life students have scored higher than other students has increased.	3	0	Aims of a BYU Education	Y	6	3	50	4
Family, Home, and Social Sciences	Family Life	Family Life (BGS) BGS	Describe major theories and research findings related to marriage, family living, & human development.			Y				Y			2	3	1	2	3	3	0	0	0	3	Planned - This score has increased quite dramatically from last year. This shows that the fall in this score last year was more of an anomoly rather than the beginning of a trend. This is a very high score. We will see if these high results continue in future years. Taken - This is a high level of exam scores for Family Life Students. The number of courses in which Family Life students have scored higher than other students has increased. Planned - This is an excellent score and is higher than last year. These students believe that they are doing well in developing intellectual skills. [Student rating scores were not available for this past year, so scores are reported from the year before. This will be updated in the future.]	1	2	Marriage, Family, and Human Development Knowledge	Y	6	3	50	4
Family, Home, and Social Sciences	Family Life	Family Life (BGS) BGS	Write professional research papers in the discipline that demonstrate an ability to synthesize and critically evaluate research related to specific theories and/or substantive areas.				Y			Y			2	3	1	2	3	3	0	0	0	3	Taken - BGS students are doing well in these writing course exams in relation to other BYU students and non-BYU students. Writing helps continue to be made available to BGS students. Planned - This is an excellent score and is higher than last year. These students believe that they are doing well in developing intellectual skills. [Student rating scores were not available for this past year, so scores are reported from the year before. This will be updated in the future.] Planned - This rating has increased from last year. This is almost a perfect score. Students are doing well in writing and critical thinking	1	2	Effective Writing and Critical Thinking	Y	6	3	50	4
Family, Home, and Social Sciences	Family Life	Family & Consumer Sciences Education BS	Identify and use a variety of instructional strategies and tools of inquiry in Family and Consumer Sciences to create learning experiences that encourage students' development of critical thinking, problem solving, and performance skills.						Y	Y			2	3	3	0	3	3	0	0	0	3	Planned - It appears that students are doing well. Students will continue to be assess using the Utah Effective Teaching Standards rubric. Intervention stratgies will be used to help students achieve a 3 or better on their final evaluations. Planned - Continue to provide opportunities for students to write lesson plans and provide experiential learning during the SFL 276, 378, 377, 476, and 495 courses. Students will be provided with opportunities to execute those plans on the student populations that they will be teaching. Resources will be made available to students to provide examples of learning experiences. Instructors will help students become familiar with the resources so that they increase competency in creating learning experiences appropriate for the age groups they are teaching. Planned - Instructors will assess PPAT task 1 documents using the rubric designed by ETS. Final Scores for Task 1 samples must be above 4.0. Those failing to meet this score, will be advised on what can be done to revise the Task 1 document to obtain a passing score. They will be allowed to resubmit the document. Candidates submit Task 2, 3, and 4 of the PPAT by the official ETS deadlines for the outside graders to assess their score. Candidates must have a combined score of a 36 on Task 2, 3 and 4 in order to pass. They are also provided with help in writing the PPAT in the FHSS writing lab.	0	3	Instructional Design and Reflection	Y	6	3	50	4
Family, Home, and Social Sciences	Family Life	Family & Consumer Sciences Education BS	Demonstrate basic competence in the ten Utah Effective Teaching Standards established by the Department of Education of the State of Utah.				Y			Y			2	1	1	0	1	1	0	0	0	1	Planned - Instructors will assess PPAT task 1 documents using the rubric designed by ETS. Final Scores for Task 1 samples must be above 4.0. Those failing to meet this score, will be advised on what can be done to revise the Task 1 document to obtain a passing score. They will be allowed to resubmit the document. Candidates submit Task 2, 3, and 4 of the PPAT by the official ETS deadlines for the outside graders to assess their score. Candidates must have a combined score of a 36 on Task 2, 3 and 4 in order to pass. They are also provided with help in writing the PPAT in the FHSS writing lab.	0	1	Basic Utah Effective Teaching Standards	Y	2	1	50	4
Family, Home, and Social Sciences	Family Life	Family & Consumer Sciences Education BS	Demonstrate an understanding of the core concepts and principles associated with the Family and Consumer Sciences curricula taught in secondary classrooms (related to child development, family studies, foods and nutrition, clothing, home management, and interior design).				Y					Y	2	1	1	0	1	1	0	0	0	1	Planned - Instructors will assess PPAT task 1 documents using the rubric designed by ETS. Final Scores for Task 1 samples must be above 4.0. Those failing to meet this score, will be advised on what can be done to revise the Task 1 document to obtain a passing score. They will be allowed to resubmit the document. Candidates submit Task 2, 3, and 4 of the PPAT by the official ETS deadlines for the outside graders to assess their score. Candidates must have a combined score of a 36 on Task 2, 3 and 4 in order to pass. They are also provided with help in writing the PPAT in the FHSS writing lab.	0	1	Family and Consumer Sciences Content	Y	2	1	50	4
Family, Home, and Social Sciences	Family Life	Human Development BS	Demonstrate understanding of major concepts, theories, and research findings in substantive areas of human development.			Y				Y			2	3	1	2	3	2	0	1	0	3	Taken - We will again look at the senior surveys when they come out next year. We have created two academy classes for individuals going on to graduate school. This has been highly effective in training students for graduate school, with 100% of students in the academy being accepted to graduate school. We have also had our student association hold meetings on what to do after one graduates. Last year we lost almost all the academy students to MFT. This year, many of them applied to the MFHD program and we are hoping for a banner year. We will work with the MFHD graduate coordinator to track how many HD students this applies to in a given year. Taken - Human development faculty are in agreement that successful completion of upper division coursework should include some indication of the ability to demonstrate in writing a solid foundation in theories and research in the substantive area. This was assessed by faculty through the addition of our new writing class and in writing projects in the courses. Planned - We will wait for next year for the senior survey to come out to see how this has changed over the past few years (it only comes out once every 3-4 years).	2	1	Human Development Content and Theory	Y	6	3	50	4

Family, Home, and Social Sciences	Family Life	Human Development BS	Critically evaluate and/or use the various methodologies used in human development research.			Y		Y						2	3	2	1	3	1	0	2	0	4	Planned - We included a question about methods on the senior survey - should be released next year. Planned - In 2013 we added research methodology courses for advanced (Academy) students who are planning graduate studies. this class has been well received. In 2015 we also added a new track to our Human Development major called the Biological Foundations Track. This has continued rigorous research and methodology, but also strengthens students in areas that will prepare them for a career as a child life specialist or in the health professions. In 2017-2018 we planned to create an SFL stats class to be offered to students in 2019. We made some great progress on this course this year (including identifying an HD faculty who could teach the course) and this is on the books to be taught Fall, 2020. We hope that this will become a requirement for all students to take in the future. In 2020, the stats class was taught for the first time by HD and FS faculty to a small group of students. Student ratings were outstanding and students said they learned so much in the class. This year, we will have discussion on whether we will require this class for all SFL students, though this would require substantial faculty input. Taken - Continued encouragement of faculty mentoring of undergraduate research. We have also added experiential learning opportunities such as study abroad and internships. We have invested in large scale student driven learning research projects (e.g., Projet M.E.D.I.A., Project READY) to increase student involvement in research. We have also provided support through Garner funds to support more students. We will encourage faculty to work with students on posters this year and hope the blip was due to COVID. Taken - We have added tracks to our major to make students more employable and we have been working on a detailed website that will help our students have clear career or education plans after graduation. We also need to help our students market their research and writing skills for employment. We have added a writing class (SFL315) to directly address this issue. We are working on adding a stats class to the curriculum - this will be taught Fall, 2020. Finally, we will discuss ways to discuss HD related careers in SFL101, possibly encouraging HD students to talk to the student advisement center or a faculty member.	2	2	Research and Evaluation Methodologies	Y	7	3	43	3
Family, Home, and Social Sciences	Family Life	Human Development BS	Write professional research papers on human development questions that demonstrate an ability to synthesize and critically evaluate research related to specific theories and/or substantive areas.			Y	Y					2	1	1	0	1	1	0	0	0	3	Planned - Faculty in human development have agreed that successful completion of upper division coursework should include some evidence of the ability to demonstrate in writing a solid foundation in theories and research in the substantive area. SFL is now teaching a class, SFL 315 Adanced Writing and Presenting in SFL, for our majors to take to fulfull the GE Advanced Writing requirement. SFL faculty will teach this course. We have hired a full-time professional faculty member who started Summer 2018 to lead ths effort and teach 7-10 sections a year. Other SFL professorial faculty will also help to meet the demand for this class. We feel that our own faculty can do a better job of teaching our students effective writing in the field, both academic writing and writing to broader audiences. We will examine writing skills pre and post this change to examine whether writing skills have increased with this new addition. Initial evidence (student ratings) suggests that students enjoy the class and learn much about the writing process. May (20+) students published their work in public scholarship outlets. We will continue to track this success with our new hire. Taken - During 2013 we began developing senior academy courses for outstanding senior students who are planning graduate school work. These courses are writing intense. The SFL Academy has been going well for the last three years. It is producing highly trained students who are top candidates for further graduate studies. We also identified for our students a series of Human Development classes that were writing intensive, for those interested. This year, academy applications were very low, including from HD students. We will specifically work with faculty to encourage them to help their most promising students apply. Planned - We will continue to discuss ways to improve student writing and encourage professors to use the FHSS Writing Lab. We will also encouage HD professors to make writing a priority in their classroom and to have a number of key courses in our track that have writing as a central componenet. The NSSE report suggests that HD students are higher than peer institutions and BYU on using the writing center and other tutoring services.	1	2	Effective Writing and Analysis	Y	4	1	25	4
Family, Home, and Social Sciences	Family Life	Family Studies BS	Demonstrate understanding of major concepts, theories, and research results in substantive areas related to marriage, family, and home.						Y	Y		2	3	1	2	4	1	2	1	0	6	Taken - Faculty in Family Studies have worked hard to see that students who successfully complete upper division coursework are able to demonstrate in writing a solid foundation in theories and research in the substantive area of the course. Perhaps the most significant action taken is the development of an advanced writing course (SFL 315) within our discipline. Julie Haupt, an outstanding faculty member, began teaching this course in Fall 2018. This yielded outstanding results for students who contributed significantly in many writing endeavors, such as public scholarship, academic writing, and the launching of an SFL student journal. Of particular note, students have been involved the much greater academic and public scholarship publishing. Julie Haupt spearheaded the creation of "Family Perspectives" a student journal of the School of Family Life. To date 15 students published in Volume 2, Issue 1; 13 students published in Volume 1, Issue 2; and 14 students published in Volume 1, Issue1. In addition, in 2020 92 different graduate and undergraduate students were co-authors on peer-reviewed scholarly publications. Planned - Faculty in Family Studies agree that students who successfully complete upper division coursework should be able to demonstrate in writing a solid foundation in theories and research in the substantive area of the course. Faculty will continue working to identify how to assess student competency in this outcome and will discuss how papers are used across the curriculum. Our SFL 315 Advanced Writing class is essential to the training and use of writing across the curriculum and in papers submitted on the outside. Julie Haupt did an outstanding job of initiating this course. Tragically she passed away early in January 2021. We have since hired Daniel Frost to take her place, and we expect he will continue on the fine work that she started. Planned - We will identify areas of strrength and weakness based on the BYU Senior Survey. We will build upon our strengths and address our weaknesses. Our SFL curriculum committee will identify changes necessary to bring this about. Taken - We have emphasized writing much more by developing the integrative advanced writing program (SFL 315) and added emphasis on public	2	4	Marriage and Family Content and Theory	Y	10	4	40	3
Family, Home, and Social Sciences	Family Life	Family Studies BS	Critically evaluate and/or use the various methodologies used in marriage, home, and family studies research.						Y	Y		2	5	2	3	5	1	3	1	0	11	Taken - Our core research projects in the SFL (including PACIFIC, CREATE, Project Media, CHAMPS, Flourishing Families, and Project READY) along with other faculty-sponsored projects give many students opportunities for experiential learning. This school year (2020-2021), the SFL has also been able to support 50 undergraduate students in experiential learning including student teaching and mentored research, thanks to generous funding from donors and the university. Field study and study abroad programs were cancelled because of the Covid-19 global pandemic. Planned - Return to field work (e.g., Project Media) and study abroad after the Covid-19 global pandemic subsides. Taken - In 2020-2021 Ashley Gibby and Alex Jensen piloted an applied numeracy course that has helped students learn to critically evaluate the various methodologies used in marriage and family studies. Taken - In 2013 we added research methodology courses for advanced (Academy) students who are planning graduate studies. We have now offered these courses for the past 8 years with great success. We have seen a substantial increase in the quality of graduate students in our MFHD graduate program, many of which were Academy students. Planned - We plan to ramp up our applied numeracy course in 2021-2022. In addition to Ashley Gibby and Alex Jensen, Jocelyn Wilke will also begin teaching in Fall 2021. This will give us the chance to teach many more students. Taken - In 2013 we added research methodology courses for our Academy students who are planning graduate studies. We are continuing to update these classes and respond to feedback for improvement. We have required a cultural awareness course (SFL 356) for graduation. In 2015 we also added a new track to our Family Studies major called the Family Services Track. This has continued rigorous research and methodology, but also strengthens students in areas that will prepare them for a career in family services. In 2020-2021 Ashley Gibby and Alex Jensen piloted an applied numeracy course that has helped students learn to critically evaluate the various methodologies used in marriage and family studies. Taken - We developed an advanced writing course within our discipline (SFL 315) and hired an outstanding faculty member (Julie Haupt) to teach the class. She has worked	7	4	Research and Evaluation Methodologies	Y	16	5	31	3

Family, Home, and Social Sciences	Family Life	Family Studies BS	Write professional research papers on marriage and family studies questions that demonstrate an ability to synthesize and critically evaluate research related to specific theories and/or substantive areas.				Y		Y					2	2	1	1	2	1	1	0	0	6	Taken - Our advanced writing course (SFL 315), with its emphasis on public scholarship and other avenues of publication, is making a big difference in this area! Taken - We added an advanced, advanced writing course ("SFL 415") in Spring 2021 to further develop the best writers in our discipline. . Planned - Daniel Frost, our new Integrative Writing Director who we hired to replace Julie Haupt, will make improvements to the SFL writing program in 2021-2022. Taken - Of particular note, students have been involved the much greater academic and public scholarship publishing. Julie Haupt spearheaded the creation of "Family Perspectives" a student journal of the School of Family Life. To date 15 students published in Volume 2, Issue 1; 13 students published in Volume 1, Issue 2; and 14 students published in Volume 1, Issue1. Planned - Daniel Frost, our new Integrative Writing Director who we hired to replace Julie Haupt, will make improvements to the SFL writing program in 2021-2022. Taken - During 2013 we began developing senior Academy courses for outstanding senior students who are planning graduate school work. These courses are writing intensive and often result in co-authoring with faculty in scholarly outlets. In 2020 92 students were co-authors on peer-reviewed scholarly publications.	4	2	Effective Writing and Analysis	Y	8	2	25	3
Family, Home, and Social Sciences	Family Life	Marriage & Family Therapy MS	Be competent in knowledge of systemic and marriage and family therapy theories.			Y				Y				2	2	1	1	2	2	0	0	0	2	Planned - We have revamped the alumni data gathering process, simplified it, and placed it on qualtrics. Going forward we will continue assess all learning outcomes from alumni, graduating students, and employers in this way. We have created a single, central data collection database with all information. We report this data each year in our annual report to the accrediting body. We have adjusted our new goals to meet qualifications for our next accreditation. The accreditation manager has attended the accreditation conferences that are available. Planned - The safe guards we put in place with various reminders to the instructor ensured that this test was administered this year. All students passed.	0	2	Marriage and Family Therapy Theory Skills	Y	4	2	50	4
Family, Home, and Social Sciences	Family Life	Marriage & Family Therapy MS	Be competent in terms of applied clinical skills				Y			Y				2	3	2	1	3	3	0	0	0	3	Taken - We will continue to monitor supervisor clinical evaluations and rates of licensing. We were able to overcome obstacles to face-to-face therapy due to the pandemic. Students are now using tele-health systems. Taken - Continued evaluation of practicum readiness at the end of each student's beginning semester. The new MFT 625R course was successfully implemented. Taken - Use alumni and student surveys to track student therapist's experience in clinical training and assess clinical competence. The nation experienced some challenges due to the pandemic and COAMFTE approved tele-health options since face-to-face was not possible. We have been able to impletement this new technology fairly successfully.	3	0	Marriage and Family Therapy Clinical Skills	Y	6	3	50	4
Family, Home, and Social Sciences	Family Life	Marriage & Family Therapy MS	Be competent in the area of Marriage and Family Therapy research skills			Y		Y						2	1	1	0	1	1	0	0	0	1	Taken - Use alumni and student surveys to track student therapist's experience in clinical training and assess clinical competence. The nation experienced some challenges due to the pandemic and COAMFTE approved tele-health options since face-to-face was not possible. We have been able to impletement this new technology fairly successfully.	0	1	Marriage and Family Therapy Research Skills	Y	2	1	50	4
Family, Home, and Social Sciences	Family Life	Marriage & Family Therapy MS	Understand and respect cultural diversity as a contextual factor in the lives of others, including clients.								Y		Y	2	2	1	1	2	2	0	0	0	2	Taken - Continued evaluation of all students. Taken - We will continue to monitor supervisor clinical and 653 course evaluations to determine if students are becoming competent.	2	0	Understanding Cultural Diversity	Y	4	2	50	4
Family, Home, and Social Sciences	Family Life	Marriage, Family, & Human Development MS	Demonstrate knowledge of the dominant theories, main research findings, & contemporary issues in the MFHD research literature.						Y	Y				2	2	1	1	2	1	1	0	0	2	Planned - With the exception of one MS student who failed to complete her thesis on time, all students passed their coursework from last year. Graduate coordinator has been (and will remain) in contact with the three MS students who did not graduate on time. The GC has been (and will remain) in contact with the students' advisors as well as the Department Chair who makes funding allocation decisions. The GC will investigate any future students who are struggling. The graduate committee is continually working to improve our selection process to better identify students who are not likely to succeed in graduate school. We also carefully follow students who are struggling to assure they can take the steps necessary to complete the program. We admitted a near record number of MS students (9) for Fall 2021 and vigilance will be required to keep abreast of the struggles and progress of this new cohort--who are a promising group. The graduate committee is currently exploring options related to offering additional content courses at the MS level. (Key issues include faculty vacancies and lack of critical mass/interest/enrollment in content courses). Planned - We have created a graduate student committee. They have created a survey that will ask the 2nd year students about their experiences as a first year graduate student. This will help identity problems with courses, professors, coursework, etc and will be an additional point of data as compared to exit interviews. These students presented their findings to the new grad student cohort. During Spring 2021, data collection did not take place as usual due to COVID-19. However, data (including publication data) have been sought and reported. Improved measurement and rigor are planned for the 2021-2022 academic year.	0	2	Marriage, Family, and Human Development Fundamentals	Y	4	2	50	3
Family, Home, and Social Sciences	Family Life	Marriage, Family, & Human Development MS	Demonstrate knowledge of and competence in the general research methods and statistics used in MFHD.				Y			Y				2	1	1	0	1	0	1	0	0	1	Planned - We have created a graduate student committee. They have created a survey that will ask the 2nd year students about their experiences as a first year graduate student. This will help identity problems with courses, professors, coursework, etc and will be an additional point of data as compared to exit interviews. These students presented their findings to the new grad student cohort. During Spring 2021, data collection did not take place as usual due to COVID-19. However, data (including publication data) have been sought and reported. Improved measurement and rigor are planned for the 2021-2022 academic year.	0	1	Research Skills	Y	2	1	50	3
Family, Home, and Social Sciences	Family Life	Marriage, Family, & Human Development MS	Synthesize existing research: design, analyze, and report original research that contributes to a scholarly specialty.			Y		Y						2	1	1	0	1	0	1	0	0	1	Planned - We have created a graduate student committee. They have created a survey that will ask the 2nd year students about their experiences as a first year graduate student. This will help identity problems with courses, professors, coursework, etc and will be an additional point of data as compared to exit interviews. These students presented their findings to the new grad student cohort. During Spring 2021, data collection did not take place as usual due to COVID-19. However, data (including publication data) have been sought and reported. Improved measurement and rigor are planned for the 2021-2022 academic year.	0	1	Effective Research Analysis and Reporting	Y	2	1	50	3
Family, Home, and Social Sciences	Family Life	Marriage & Family Therapy PHD	Be competent in teaching and supervision.			Y				Y				2	2	2	0	2	2	0	0	0	2	Taken - Faculty members (in their role as teaching mentors) will continue to observe doctoral students teach and continue to review student evaluations and provide feedback to Ph.D. students. Taken - Surveys from MS students regarding their experience of supervision by Ph.D. students are evaluated.	2	0	Teaching/Supervision Skills	Y	4	2	50	4
Family, Home, and Social Sciences	Family Life	Marriage & Family Therapy PHD	Understand and respect cultural diversity as a contextual factor in the lives of others, including clients.						Y		Y			2	1	1	0	1	1	0	0	0	1	Taken - Surveys from MS students regarding their experience of supervision by Ph.D. students are evaluated.	0	1	Understanding Cultural Diversity	Y	2	1	50	4
Family, Home, and Social Sciences	Family Life	Marriage & Family Therapy PHD	Be productive in the area of Marraige and Family Therapy research methods (qualitative and quantitative) and statistics.				Y	Y						2	3	3	0	3	2	1	0	0	3	Taken - We will continue to indentify and work to resolve the issues that prevent the issues which contribute to the very few doctoral students who spend excess time in the ABD category. Taken - Continue to mentor students for journal article submission. Taken - Continue to encourage student applications for presentations to AAMFT/NCFR/IFTA and other national and international conferences.	3	0	Marriage and Family Therapy Research Skills	Y	6	3	50	4
Family, Home, and Social Sciences	Family Life	Marriage & Family Therapy PHD	Demonstrate competence in Marriage and Family Therapy theory development and practice.			Y				Y				2	3	3	0	3	3	0	0	0	3	Planned - In addition to course work, we continue to prepare students for the national exam by providing a practice exam twice during the program. Planned - The plan to develop program-level clinical research project for students to access for dissertations and portfolio-level publications happened in 2019. This will continue to facilitate publications and presentations and will allow for better access to top-tier journals and other publication outlets. Taken - We continue to use scoring rubrics to evaluate papers and presentations. These include rubrics from clinical practicum and didactic classes.	1	2	Marriage and Family Therapy Theory Skills	Y	6	3	50	4

Family, Home, and Social Sciences	Family Life	Marriage, Family, & Human Development PHD	Demonstrate knowledge of the dominant theories, main research findings, & contemporary issues in the MFHD research literature.			Y				Y			2	3	2	1	3	0	0	2	1	3	Planned - The trend, supported strongly by the graduate committee, is (and will continue to be) for students to pursue the three publications option that serves as fulfillment of the qualifying exams requirement. Several PhD students in a row have successfully exercised this option and we will continue to promote it as optimal in 2021-2022 (for PhD students and involved faculty). Planned - The graduate coordinator will stay apprised of the progress of the two remaining PhD students and will meet with them personally once a semester (minimum). The graduate coordinator will also follow up with the faculty advisors involved. The Graduate Committee has proposed that PhD applications NOT be accepted for 2022. Two admissions are planned for Fall 2021 but neither will be given tuition funding (one will be on a faculty spouse tuition waiver, one is a transfer student from USU). As we look to the future, we carefully limit PhD admissions and funding, given that a fully funded PhD student costs the program the equivalent of four MS students. Planned - TAKEN: The graduate coordinator met at length with the Graduate Dean to discuss the concern regarding placing BYU PhDs and to discuss a plan to reallocate PhD monies to the MS program in order to strengthen the MS efforts. A furlough of the PhD program was proposed and then later softened to a year without PhD admissions (Fall 2020) with further decisions to be made later. Currently, we have admitted two new PhD students for Fall 2021 without tuition support from the program. PLANNED: We have reviewed and will continue to review feedback from students regarding course content to identity any issues early on in the process. A key point of feedback has been the limited number of courses available (in house, in SFL) to PhD students.	0	3	Marriage, Family, and Human Development Fundamentals	Y	6	3	50	2
Family, Home, and Social Sciences	Family Life	Marriage, Family, & Human Development PHD	Demonstrate advanced knowledge of and competence in the general research methods and statistics used in MFHD.				Y			Y			2	2	2	0	2	0	2	0	0	2	Planned - As mentioned previously, the trend, supported strongly by the graduate committee, is (and will continue to be) for students to pursue the three publications option that serves as fulfillment of the qualifying exams requirement. Several PhD students in a row have successfully exercised this option and we will continue to promote it as optimal (for PhD students and involved faculty). Planned - We have and will continue to communicate with students and professors to assess whether our offering of statistical courses is adequately balanced with content courses. Additional course options will be explored. At present, our students are requesting additional classes but available faculty are limited. Four new hires this fall may help in this regard.	0	2	Research Skills	Y	4	2	50	3
Family, Home, and Social Sciences	Family Life	Marriage, Family, & Human Development PHD	Review existing research: design, analyze, and report advanced original research that contributes to a scholarly specialty.			Y	Y						2	1	1	0	1	0	0	1	0	1	Planned - We have and will continue to communicate with students and professors to assess whether our offering of statistical courses is adequately balanced with content courses. Additional course options will be explored. At present, our students are requesting additional classes but available faculty are limited. Four new hires this fall may help in this regard.	0	1	Effective Research Analysis and Reporting	Y	2	1	50	2
Family, Home, and Social Sciences	Geography	Tourism Studies BS	Understand, explain, and apply the NGS-related foundational concepts of Human Societies and Spatiality, Physical Environments, Human-Environmental Interaction, Regional Geography, Critical Spatial Thinking, and Effective Communication.			Y			Y				2	1	1	0	1	0	1	0	0	1	Planned - We have and will continue to communicate with students and professors to assess whether our offering of statistical courses is adequately balanced with content courses. Additional course options will be explored. At present, our students are requesting additional classes but available faculty are limited. Four new hires this fall may help in this regard.	0	1	Core geographic knowledge and skills	Y	2	1	50	3
Family, Home, and Social Sciences	Geography	Tourism Studies BS	Interpret tourism issues and trends vis-a-vis key geographic concepts of globalization, mobility, production, and consumption. Explain the spatial patterns of tourism development and the dynamic relationships between travel generating regions and destination regions using geographic principles.			Y			Y				2	3	2	1	3	1	2	0	0	5	Taken - Evaluate alignment of course curricula with learning objectives. This is a continuing process. Planned - Faculty will continue to strengthen practical applications in relevant courses. Taken - Faculty will continue to invite professionals to share information about job types and skills needed to succeed as a travel professional. In GEOG 347 and 350, tourism professionals were invited to speak to the students about tourism industry trends and professional development. Taken - Focus on the class content of professors who teach in these areas to better evaluate the ways they can improve this outcome. Taken - Internships are excellent tools and most of our students have good experiences. We continue to encourage more students to take advantage of these opportunities. Internships have an elective status in the department, so it is not mandatory for students to complete one. As such, professors encourage students to participate in internships by talking about them in class and inviting professionals to visit the classes. Professors present internship opportunities to the tourism majors in class when internships become available while also encouraging students to seek their own experiential learning opportunities.	4	1	Tourism Issues and Trends	Y	8	3	38	4
Family, Home, and Social Sciences	Geography	Tourism Studies BS	Leverage tourism activities to promote increased understanding, knowledge, passion, respect, and empathy for other peoples, cultures, and places.			Y	Y						2	3	1	2	3	0	3	0	0	4	Taken - Faculty continue to evaluate the alignment of course curricula with learning objectives. Taken - Some projects, such as in GEOG 347 and 350, have been modified to to strengthen practical applications in relevant courses. Faculty are working on improving in this area. Taken - We will continued to look at ways to increase achievement in this outcome through course and survey analysis. Taken - We will continue to invite former students/alumni to visit courses, mentor, and provide career information and what life is like in the tourism industry. Guest lecturers from people in the industry make the discipline more real for the students and allows them to network and have other sources of support and information.	4	0	Tourism and Cultural Understanding	Y	7	3	43	4
Family, Home, and Social Sciences	Geography	Tourism Studies BS	Understand and explain how the different geographies of tourism are created, maintained, and utilized in the modern world. Evaluate the impacts of tourism on present and future economies, cultures, societies, and physical environments.			Y			Y				2	3	2	1	3	0	3	0	0	4	Taken - Course instructors continue to revise lecture content and course assignments to more closely align with geography concepts. While the teaching of geographical principles and themes is a more dominant theme in tourism courses, there will be an increasing emphasis on the business of tourism to help with the employability of tourism students through an expansion of cross-listed courses students can take as elective classes. Taken - Collect sample coursework and examine student evaluations for further assessment. Taken - Continue to revise teaching and course content to better meet the students needs and to better emphasize geographic underpinnings of geography. Taken - The instructors continue to review and modify lecture materials each semester. Emphasis continues to be on how geography is relative to tourism studies and why it is important to tourism professionals.	4	0	Geography and Tourism	Y	7	3	43	3
Family, Home, and Social Sciences	Geography	Geospatial Science & Technology BS	Acquire and manage geospatial data as appropriate to a given application, using the proper sources, data models, and data formats (NGS standard 1; NGS Skill 2: acquiring geographic information and 3: organizing geographic information; BoK Knowledge Areas GD: Geospatial Data, DA: Design Aspects, DM: Data Models).			Y				Y			2	3	1	2	3	0	3	0	0	7	Taken - No evidence of a need for major changes, but we will continue to watch the survey. Taken - 212 Provide more experience acquiring raw data. Planned - Link assignments to learning outcomes in all courses Planned - Data Management assignments can often turn into "did it/didn't do it." How can we better evaluate competency in this area? Planned - 212: Introduce students more quickly to data and software. Taken - 312: better generalization expectations Taken - 412, 521: find projects that require a substantial data management component, preferably enterprise-based	4	3	Geospatial Data Acquisition and Management	Y	10	3	30	3
Family, Home, and Social Sciences	Geography	Geospatial Science & Technology BS	Analyze geospatial data to accomplish geographic tasks in scientific research and/or decision support, by applying spatial thinking principles using geospatial analysis procedures (GIS, RS, statistical) (NGS Standard 3; NGS skill 4: analyzing geographic information; BoK Knowledge Area AM: Analytical Methods)					Y		Y			2	3	1	2	3	0	3	0	0	3	Planned - No evidence of a need for major changes, but we will continue to watch this survey. Taken - Periodically update labs and projects to latest data and methods Planned - Link assignments to learning outcomes in all courses	1	2	Geospatial Data Analysis	Y	6	3	50	3
Family, Home, and Social Sciences	Geography	Geospatial Science & Technology BS	Explain the fundamental theories underlying geospatial technologies, and correlate them to the data models and procedures implemented in those technologies (NGS Standard 2, BoK Knowledge Area CF: Conceptual Foundations)			Y				Y			2	3	1	2	3	0	3	0	0	4	Taken - No evidence of a need for major changes, but we will continue to watch this survey. Planned - Link assignments to learning outcomes in all courses Taken - 212 - Modified base lectures and assignments to be more applied Taken - 311, 412: Tie GIScience principles more into the thinking of what they are doing	3	1	Geographic Information Science	Y	7	3	43	3
Family, Home, and Social Sciences	Geography	Geospatial Science & Technology BS	Understand, explain and apply the NGS-related foundational concepts of Human Societies and Spatiality, Physical Environments, Human-Environmental Interaction, Regional Geography, Critical Spatial Thinking, and Effective Communication.			Y			Y				2	2	1	1	2	0	2	0	0	2	Planned - With this and other indirect survey responses we will monitor results and analyze progress more critically if there are negatively weighted results. Planned - We need to add/change questions on our exit exam to better assess our progress to fulfilling our learning outcomes.	0	2	Core geographic knowledge and skills	Y	4	2	50	3
Family, Home, and Social Sciences	Geography	Geospatial Science & Technology BS	Design quality maps to visualize and communicate geographic information and analysis results (NGS standard 1; NGS skill 5: answering geographic questions; BoK Knowledge Area CV: Cartography and Visualization).				Y			Y			2	3	1	1	3	0	3	0	0	3	Taken - No evidence of a need for major changes, but we will continue to watch this survey. Taken - 212: Cartography is now an integral part of several assignments and final project Planned - Link assignments to learning outcomes in all courses	2	1	Cartography	Y	6	3	50	3

Family, Home, and Social Sciences	Geography	Geospatial Science & Technology BS	Create programs and scripts to automate geospatial tasks and implement geographic concepts (NGS skill 5: answering geographic questions; BoK Unit DA6: Application Design)						Y		Y			2	3	1	2	3	0	3	0	0	5	Taken - Working to incorporate some form of programming into more courses beyond the core programming series (217/317) to help students appreciate the applicability of the skill and increase their competence and confidence, including 521R, 412, 413, and even 211. Taken - Experimenting with different programming languages to see which has the best balance of learnability and applicability, including Python and Javascript. Based on results, we will likely incorporate both more. Planned - Link assignments to learning outcomes in all courses Planned - 212: Working on simple programming assignments and incorporating programming into the final project Planned - The programming teaching seems to be adequate, but the biggest hurdle is that most of our students start with a major fear of programming, which continues to drag down their confidence, even while they are successfully learning and doing. How do we solve this "confidence gap?"	2	3	Programming	Y	8	3	38	3
Family, Home, and Social Sciences	Geography	Environmental Studies BS	Analyze the causes and potential impacts of global and local environmental change on ecological systems (NGS standards 7, 15, 16, 18).			Y		Y				2	2	1	1	2	1	1	0	0	3	Planned - A new full-time Environmental Geographer was hired this year and we are discussing which new courses to add, and how to modify existing ones to better meet these outcomes. Taken - Collect a subset of coursework from each class to evaluate the degree to which this outcome is being met, and design actitvities and assignments for new courses with outcomes in mind: -GIS projects from 110 -Research papers from 307 -Catastrophic Extinctions reading discussion in 303 In conjunction with the University GE assment in 2018, I evaluated two assignments in Geog 110 (mid-course exercse, and end-of-course GIS project). I evaluated specific GE learning outcomes for each project and found that the vast majority of students did very well in meeting these objectives. I have also edited several assignments this year to clarify instructions and bring them more in alignment with learning outcomes. Planned - Continue to encourage Env Studies students to take the survey	1	2	Environmental Change and Ecological Systems	Y	5	2	40	3
Family, Home, and Social Sciences	Geography	Environmental Studies BS	Develop a solution to a given environmental issue that incorporates the relevant political, ethical, economic, legal, and cultural factors, in addition to the principles of physical geography (NGS standard 18, skills)				Y		Y			2	2	1	1	2	1	1	0	0	3	Taken - Encourage more Env Studies students to take the survey N has increased; most answer "very well"; continue to encourage Taken - Modified an exercise in Geog 303 to include a specific problem-solving component Students evaluated an endangered species case, assessed the situation, and proposed a solution incorporating course concepts. Students did well on this overall, but the assignment coud be improved to place even more focus on solutions. Planned - For 101, 110, 304, and 307, closely examine a sample of coursework from projects already assigned in these courses to evaluate the degree to which this outcome is being met. For new courses being proposed and modified with our new hire, we will plan activities and assignments that address this outcome and I will ask all three faculty for their conclusions in 2022. Encourage Env Studies students to complete college and Dept. surveys. (N has increased for surveys in recent years).	2	1	Environmental Problem Solving	Y	5	2	40	4
Family, Home, and Social Sciences	Geography	Environmental Studies BS	Evaluate the biological, geological, climatic, and other physical processes that produce spatial patterns in the natural landscape.			Y			Y			2	2	1	1	2	1	1	0	0	3	Taken - Encourage more Env Studies to take the survey N has increased Planned - Will continue to collect a subset of coursework; identify and evaluate specific exam questions that are designed to assess this outcome as I did in the GE assessment in 2018. As above, as new courses are developed or modified as we work on the curriculum with our new hire, we will develop assignments and activities that are clearly associated with this outcome, and assess how we did in 2022. Taken - Doing well here; synthesis of interactions is a strength of the program and we will continue to emphasize that as we strengthen the geomorphology & soils component of physical geography	2	1	Physical Processes and the Natural Landscape	Y	5	2	40	4
Family, Home, and Social Sciences	Geography	Environmental Studies BS	Understand, explain and apply the NGS-related foundational concepts of Human Societies and Spatiality, Physical Environments, Human-Environmental Interaction, Regional Geography, Critical Spatial Thinking, and Effective Communication.					Y	Y			2	1	1	0	1	0	1	0	0	1	Taken - Doing well here; synthesis of interactions is a strength of the program and we will continue to emphasize that as we strengthen the geomorphology & soils component of physical geography	0	1	Core geographic knowledge and skills	Y	2	1	50	3
Family, Home, and Social Sciences	Geography	Global Studies BS	Examine the characteristics of a given place or region vis a vis the physical and human patterns and processes that are present (NGS element: Places and Regions).			Y		Y				2	3	2	1	3	1	0	2	0	3	Taken - The department is doing well regarding this outcome, and will continue to monitor progress in this area. Planned - We are in the process of developing questions types common across all regional courses and getting professors to include these on their exams. Once we have those - and the scores - we will assess how well we are teaching these learning outcomes. Planned - The department is working on an instrument to help faculty can more easily report (i.e., provide evidence from their course work) on student learning regarding these specific outcomes.	1	2	Regional Geography	Y	6	3	50	3
Family, Home, and Social Sciences	Geography	Global Studies BS	Understand, explain and apply the NGS-related foundational concepts of Human Societies and Spatiality, Physical Environments, Human-Environmental Interaction, Regional Geography, Critical Spatial Thinking, and Effective Communication.				Y	Y				2	3	2	1	3	0	1	2	0	3	Planned - The department will continue to evaluate core courses to insure that the classes help lead to this outcome. Faculty teaching our principal methods courses (212, 222) are attempting to incorporate real world examples/data of how these methods are used in various disciplines to analyze current issues. Planned - Revise exit exam in 2020-2021 to better assesss core course objectives. Average student exit exam scores in each emphasis, instead of obtaining a department average, to better show improvements within individual emphases. Link student scores in GEOG 100 to their own exit exam results to illustrate knowledge gain during time in major. Planned - The department is working on an instrument to help faculty can more easily report (i.e., provide evidence from their course work) on student learning regarding these specific outcomes.	0	3	Core geographic knowledge and skills	Y	6	3	50	2
Family, Home, and Social Sciences	Geography	Global Studies BS	Evaluate the core human and environmental processes which create the context for global issues (Geog 101, 110, 120, 130 and other human and physical geography courses)			Y		Y				2	3	2	1	3	1	1	1	0	3	Taken - Continue to assess student learning in this outcome and revise where appropriate. Planned - We are in the process of developing questions types common across all introductory courses and getting professors to include these on their exams. Once we have those - and the scores - we will assess how well we are teaching these learning outcomes. Taken - See comments in core geographic knowledge and skills section.	2	1	Human and Environmental Processes	Y	6	3	50	3
Family, Home, and Social Sciences	Geography	Global Studies BS	Recognize and illustrate the tradeoffs associated with current world issues from an increase in knowledge, understanding, passion and emphathy (Courses: Geog 120, 110, 130, 331, 341, 346 and various regional courses).			Y		Y				2	3	3	0	3	0	1	2	0	3	Taken - The department Curriculum Committee has suggested that the department may want to find ways to include more hands-on, real-life learning examples as is done in planning, GIS, and geospatial intelligence. Planned - The department Curriculum Committee is in the process of gathering course work to evaluate and give feedback to faculty regarding current world issues. Planned - The department is working on an instrument to help faculty can more easily report (i.e., provide evidence from their course work) on student learning regarding these specific outcomes.	1	2	Current World Issues	Y	6	3	50	3
Family, Home, and Social Sciences	Geography	Urban & Regional Planning BS	Create plans, maps, ordinances, and reports to communicate effectively with citizens and officials concerning planning issues and solutions				Y		Y			2	2	1	1	3	2	1	0	0	3	Planned - Increase exposure to comprehensive urban plans in Geog. 310 so they are better equipped to create plans in 410 and 510. Make sure 310, 410, & 510 relate to each other in terms of comprehensive plan exposure and learning. Record specific assessment by faculty of plans made by students to monitor outcome quality changes. In 2020-21 310 and 410 were taught by the same faculty member, which helped the coordination level of content there. This action is on-going and so is both "planned" and "taken". With faculty transition, the content of these three courses needs to be evaluated for consistency to the interrelatedness goal. Planned - Increase public agency awareness of the capabilities of the planning program and its students so the best potential public-oriented projects are available for our students to give them the most valuable practical experience. Continue reaching out to communities and agencies interested in working with our BYU planning students on real world projects to ensure learning outcomes in this area continue to improve. With transitions in faculty, we need to also adjust the types of services that we can offer to these agencies, and we are constantly looking for ways to most efficiently work with these communities to serve them and help our students. Planned - With current transition of faculty teaching planning courses, we need to have new faculty consider how each applicable course can integrate planning document creation into the course materials. Students seem qutie pleased with their skill development in this area.	0	3	Plan Development	Y	6	3	50	4
Family, Home, and Social Sciences	Geography	Urban & Regional Planning BS	Understand, explain and apply the NGS-related foundational concepts of Human Societies and Spatiality, Physical Environments, Human-Environmental Interaction, Regional Geography, Critical Spatial Thinking, and Effective Communication.			Y		Y				2	1	1	0	1	0	1	0	0	1	Planned - With current transition of faculty teaching planning courses, we need to have new faculty consider how each applicable course can integrate planning document creation into the course materials. Students seem qutie pleased with their skill development in this area.	0	1	Core geographic knowledge and skills	Y	2	1	50	3

Family, Home, and Social Sciences	Geography	Urban & Regional Planning BS	Evaluate new and historic projects to identify patterns of failure and strategies for success.			Y							1	3	1	2	3	2	1	0	0	3	Planned - Continue contacting former students and asking for assessments of this learning outcome. This action is both "taken" and "planned" as it is on-goining. Need more detail on student placements to show this as being "excellent". Because of COVID we took the opportunity to invite former students to present virtually to our classes and to a department alumni event, which helped strengthen these connections. Taken - Doing fairly well on this outcome. Will continue to monitor progress in this area. Consider where more emphasis can be placed in this area of the curriculum. Geog 336 this past year was taught by an adjunct who also taught a planning course for us, which helped integrate it into the planning curriculum to increase historical and contemporary urban planning knowledge. Planned - Look at opportunities to improve planning theory exposure to students in 310 and other applicable courses (esp. 421 and 422). While actions have been taken in this area, continued review and improvement is on-going. It is challenging to deliver all that the students need in this area within the course time allotted. This will continue to be an area of improvement moving forward. A new faculty member (starting F 2021) in the planning area will help analyze this need to coordinate theoretical teaching among the planning classes.	1	2	Understand Historical and Contemporary Planning Practice	Y	6	3	50	4
Family, Home, and Social Sciences	Geography	Urban & Regional Planning BS	Identify and describe the social, economic, legal, and environmental structure of urban and regional systems and how these play out spatially in the urban landscape.					Y					1	3	2	1	3	2	1	0	0	5	Planned - Continue to observe and report student performance as it relates to this learning outcome, reports should continue to be given by full time and adjunct faculty as well as professional planners serving as student project sponsors. These types of mentored research projects need to be reevaluated and reestablished with the current faculty transition. Students find value in these opportunities. This action is on-going so it is both "planned" and "taken" Planned - With new faculty member starting July 2021 plan more field trips for planning courses to specific urban environments. Taken - Greg Haws has been teaching urban design (422) and unique and sensitive lands (423) for the past few years and has been doing an excellent job. Gary McGinn has been teaching our Planning Law course (421). Student ratings are high for these classes. Laura Redford taught both urban geography (336) and transportation planning (424). We use feedback from these adjuncts from these classes as well as the project from the Senior Planning Studio (510) to evaluate student learning and understanding of these core areas of urban planning. Planned - Work to show the relationship between core courses in geography and planning. This hoped-for integration will help the students better connect with other geography majors in other emphases. This should be considered by new faculty teaching F 2021. Planned - Doing quite well on this outcome. Will continue to monitor progress in this area to see if students can make more connections to this outcome. Look at trends.	1	4	Understand Human Settlement as it relates to Urban Planning	Y	8	3	38	3
Family, Home, and Social Sciences	Geography	Urban & Regional Planning BS	Develop coherent solutions to urban and other land management issues, that respect the diverse (and sometimes conflicting) needs of planners, engineers, architects, land developers, elected officials, and citizens including using the methods of of plan creation, plan adoption, and plan implementation to bring about the greatest public good while mitigating foreseeable negative impacts.						Y	Y			2	3	2	1	4	3	1	0	0	4	Taken - Collect sample coursework for further assessment. Compare all planning classes that have significant practical skill development included in them. In 2021 there was helpful reporting on this from several instructors (for 310, 336, 410, 421, 424, and 510). This action should be taken once a year to help evaluate course learning outcome attainment. Also need to consider whether Geog 306 sufficiently relates to this program outcome (it is an elective course). This one is a combination of "planned" and "taken". Planned - Continue to build relationships with communities who will take on our students as interns (e.g., for Geog 399r). As a planned action, we need to expand our scope a bit to enlarge student opportunities both within and outside the state of Utah. Along those lines, one student did apply for an internship in Spokane, WA after their transportation planner talked in class (over Zoom) about their tranport system. The student was offered the position, but chose not to take it. We need to determine whether to restart our rural utah general plan update initiative. In the past, the program allowed our students to work with local rural communities during Summer months to update their general plans. Currently, a large number of rural communities are still in need of general plan updates as their current plans have fallen out of conformity with state requirements due to lack of update within the past 10 years. Taken - Doing well on this aspect as per the students' perceptions. Will continue to monitor progress in this area year by year. Taken - Continue working with public sector partners to provide real world planning projects for classes. New projects from various communities were made available (as of 2020-21). Continue to monitor FHSS survey response from graduating seniors in this area.	3	1	Possess the Skills Needed to Practice Planning	Y	8	4	50	4
Family, Home, and Social Sciences	Geography	Geospatial Intelligence BS	Students will be able to act professionally using fundamental principles of intelligence (e.g., collection, analysis) and describe how intelligence is used in government and private environments. Contributing courses include Geography 441 and 442.						Y				1	1	0	1	1	0	1	0	0	1	Taken - Continue working with public sector partners to provide real world planning projects for classes. New projects from various communities were made available (as of 2020-21). Continue to monitor FHSS survey response from graduating seniors in this area.	1	0	Intelligence and the Intelligence Community	Y	2	1	50	4
Family, Home, and Social Sciences	Geography	Geospatial Intelligence BS	Understand, explain and apply the NGS-related foundational concepts of Human Societies and Spatiality, Physical Environments, Human-Environmental Interaction, Regional Geography, Critical Spatial Thinking, and Effective Communication.			Y		Y					2	2	1	1	3	0	1	2	0	2	Planned - Revise exit exam to better assesss core course objectives. This is an ongoing process. Average student exit exam scores in each emphasis, instead of obtaining a department average, to better show improvements. Link student scores in Geog 100 to their own exit exam results to illustrate knowledge gain during time in major. This may technologically not be feasible. I just don't know. As a department we are talking about incentives that may get students serious about the exit exam. So far we have not been able to cast the magic bullet. Planned - Planned: Revised exit exam. Planned: Continue to monitor progress in this outcome in its relationship to the Geography core.	0	2	Core geographic knowledge and skills	Y	5	3	60	3
Family, Home, and Social Sciences	Geography	Geospatial Intelligence BS	Students will be able to analyze simple security and intelligence problems using a geographic perspective, relating human actions to cultural, political, economic, social,and physical landscapes.						Y				1	3	2	1	3	1	1	1	0	3	Planned - A formal pre-test that I can compare with the final exam to assess learning. Taken - Taken : Monitor progress in this outcome. Planned: Continue to monitor progress. Planned - Taken: The class has five or six students regularly, and I get to know the students well. I am not convinced that collecting work each semester and filing it is helpful. As mentioned in previous column, I HAVE spent much more time on current events and dealt with thinking clearly regarding conspiracy theories. You can't have an intelligence analyst believing conspiracy theories when real consipiracies should be solved. The planned current event journal was not implemented. With the friction created by covid, it just didn't seem worth the trouble. I think it is better if I have them write a couple of two page papers regarding such things. We can call that planned. Planned: The need here is for me to be more educated in the current events. I plan on reading more in high quality outlets to better prepare myself. I am also probably going to require a short paper on a current event topic that persists during the semester, such as the Taliban in Afghanistan after the US withdrawl. I also need to read early drafts of long papers so I am not disappointed by the final term papers produced. Busy late semester scheduling makes this harder than it sounds, even for just a few students. TAs do not have the experience to do this reading, and peer-review is insufficient.	1	2	Geography and Security	Y	6	3	50	3
Family, Home, and Social Sciences	Geography	Geospatial Intelligence BS	Students will be able to analyze social science data (case histories) using structured analytical methods peculiar to intelligence analysis as practiced in the US.			Y		Y					2	2	1	1	2	0	2	0	0	2	Taken - Students now have a formal lab text to cover this issue. It has increased the quality and rigor of the labs significantly. 2018 Update: Agree. It was a good move to get the formal lab text. 2021 Update: While I have now used the formal lab text, it does not hit the mark in terms of what I want the students to learn. Their effort produces a sophmoric result rather than professional result. It would be a lot of work, but I need to do some of these labs exactly as I want them done, and then give those to the students so they can see the type of work I expect of them. This is a significant issue. I need to raise the bar in terms of expectations. Planned - Planned and taken: Have monitored /continue to monitor the surveys. All of the above will also help here.	1	1	Case Study Analysis	Y	4	2	50	3
Family, Home, and Social Sciences	Geography	Geospatial Intelligence BS	Students will be able to combine their acquired group research habits with their individual competencies in oral and written information exchange using geographic concepts and investigative techniques.				Y						1	2	1	1	2	0	2	0	0	3	Planned - Monitor results in this area over the next year to see if more focus needs to be given to collaboration. However, we really do a lot of collaboration already in the case studies. The problem is one of limited time necessary to facilitate the collaboration and do the public briefings. Taken - Revisit and modify learning outcomes of capstone to reflect more analysis and writing. Planned - Last year I wrote "Have the students record their presentations outside of class and submit them electronically for viewing by the other students." This is just too much trouble. During the covid times, things just fell apart in the second semester and we never got here. We will pick it up and try again Fall 2021 and Winter 2022	1	2	Collaboration and Problem Solving	Y	5	2	40	4

Family, Home, and Social Sciences	History	Social Science Teaching BS	Candidates can identify the core concepts and standards associated with the social science curricula taught in secondary classrooms (subject areas: history, political science, geography, psychology) and can create learning experiences that make these concepts meaningful for students.						Y	Y				2	3	3	0	3	1	1	1	0	3	Planned - Continue with current courses and policies which appear to adequately prepare students to be successful on the PAES. Taken - Lower average scores on item 4 on 2016-2017 RTWS appear to be outliers as scores since 2017 exceed EPP averages. Planned - Continue with current course requirement, which appear to adequately prepare the majority of our students to pass the Praxis II exam.	1	2	Subject Matter	Y	6	3	50	3
Family, Home, and Social Sciences	History	Social Science Teaching BS	Candidates can articulate how young people learn and develop, acknowledging individual and cultural differences, in order to create environments that motivate collaborative learning.						Y	Y				2	2	2	0	2	1	0	1	0	2	Planned - PAES scores indicate adequate mastery, though scores are comparatively lower than in content knowledge, indicating a possible area of improvement Planned - Continue with current practices which appear to meet objectives.	0	2	Learning and Learning	Y	4	2	50	3
Family, Home, and Social Sciences	History	Social Science Teaching BS	Candidates use a variety of instructional strategies to encourage students? development of critical thinking, problem solving, and performance skills, and use assessments to inform instruction.				Y			Y				2	2	2	0	2	1	1	0	0	2	Planned - PAES results suggest that assessment has improved to match EPP averages though other scores have declined slightly. Observe scores in the future to see whether lower scores are a trend or an outlier. Planned - Above EPP average scores on all items indicated no program changes are currently needed.	0	2	Instructional Strategies	Y	4	2	50	3
Family, Home, and Social Sciences	History	Social Science Teaching BS	Candidates continually reflect on and evaluate their teaching practices, actively seek opportunities to grow professionally, engage in ethical behavior, and collaborate with stakeholders (students, parents, and other professionals in the learning community).								Y	Y		2	2	2	0	2	1	1	0	0	2	Planned - Continue with current courses and policies which appear to adequately prepare students to be successful in the area of professionalism and reflection. Taken - It appears that the lower scores for 2017-18, the previous year do not indicate a program weakness as scores rebounded in 2018 and have remained near EPP averages since.	1	1	Professional Development	Y	4	2	50	3
Family, Home, and Social Sciences	History	Social Science Teaching BS	Demonstrate basic competency in the Utah Effective Teaching Standards as established by Utah Teacher Education Assessment and Accreditation Council and the Utah State Board of Education											0	1	1	0	1	0	1	0	0	1	Taken - It appears that the lower scores for 2017-18, the previous year do not indicate a program weakness as scores rebounded in 2018 and have remained near EPP averages since.	0	1	Utah Effective Teaching Standards	Y	2	1	50	3
Family, Home, and Social Sciences	History	History (BGS) BGS	Gain a historical consciousness by demonstrating knowledge of major developments in American and world history and understand key historical terms and theories						Y	Y				2	3	1	2	3	3	0	0	0	3	Planned - This is a high score and has improved over the past two years. History emphasis students are doing very well on intellectual aspects of their courses. Planned - This rating has improved and is a high rating. These data combined with improved scores on the senior survey are encouraging. Resources will continue to be improved in these areas, including resources throught the BGS online community. [Student rating data is not available for this past year. So, ratings from the previous year are used. This will be corrected in the future.] Planned - These scores have improved over the past two years; this appears to be a positive trend. History/Family History emphasis students are doing well on this outcome.	0	3	American and World History	Y	6	3	50	4
Family, Home, and Social Sciences	History	History (BGS) BGS	Describe how coursework in the BGS program has contributed to the aims of a BYU education: Spiritually strengthening Character building Intellectually enlarging Preparing for lifelong learning and service.	Y			Y							2	3	1	2	3	1	2	0	0	3	Planned - These ratings have improved over the last two years. The difference between this measure and the student reflective paper on the Aims of a BYU Edcuation, especially in the area of character building, will be examined. Resources will continue to be improved in these areas. Planned - This rating has improved and is a high rating. These data combined with improved scores on the senior survey are encouraging. Resources will continue to be improved in these areas, including resources throught the BGS online community. [Student rating data is not available for this past year. So, ratings from the previous year are used. This will be corrected in the future.] Planned - These scores improved this year for spiritually strengthening and intellectual enlarging but fell considerably in character building. Current resources to help students in this area will be reviewed to see where imporvements may be made. Some resources have already been made available to students through the BGS online community.	0	3	Aims of a BYU Education	Y	6	3	50	3
Family, Home, and Social Sciences	History	History (BGS) BGS	Demonstrate basic proficiency in using the historical method of research			Y				Y				2	3	1	2	3	3	0	0	0	3	Planned - This is a high score and has improved over the past two years. History emphasis students are doing very well on intellectual aspects of their courses. Planned - These scores have improved over the past two years; this appears to be a positive trend. History/Family History emphasis students are doing well on this outcome. Planned - This rating has improved and is a high rating. These data combined with improved scores on the senior survey are encouraging. Resources will continue to be improved in these areas, including resources throught the BGS online community. [Student rating data is not available for this past year. So, ratings from the previous year are used. This will be corrected in the future.]	0	3	Historical Research Methods	Y	6	3	50	4
Family, Home, and Social Sciences	History	History (BGS) BGS	Write effectively about historical topics.				Y			Y				2	2	1	1	2	2	0	0	0	2	Planned - These scores have improved over the past two years; this appears to be a positive trend. History/Family History emphasis students are doing well on this outcome. Planned - This is a high score and has increased from last year. Resources are being made available to students to help them with the Aims of a BYU Education.	0	2	Effective Writing	Y	4	2	50	4
Family, Home, and Social Sciences	History	History BA	Gain a historical consciousness by demonstrating a knowledge of major developments in American and world history and understand key historical terms and theories. (For course-specific application of this learning outcome, please see: History Course Learning Outcomes						Y	Y				2	3	1	2	3	2	1	0	0	3	Planned - A review of the History Major Portfolio is conducted every three years. The next review will take place in 2022. Planned - The data collected from these surveys indicates that this learning outcome is being met. Data will be collected again in 2021, and reviewed by the curriculum committee. Planned - The data collected from these surveys indicates that this learning outcome is being met. Data will be collected again in 2021, and reviewed by the curriculum committee.	0	3	Historical Knowledge	Y	6	3	50	4
Family, Home, and Social Sciences	History	History BA	Acquire the ability to analyze historical questions and issues clearly, assess historical information accurately, and distinguish between questionable and valid historical assertions. (For course-specific application of this learning outcome, please see: History Course Learning Outcomes				Y			Y				2	3	1	2	3	2	1	0	0	3	Planned - A review of the History Major Portfolio is conducted every three years. The next review will take place in 2022. Planned - The data collected from these surveys indicates that this learning outcome is being met. Data will be collected again in 2021, and reviewed by the curriculum committee. Planned - The data collected from this survey indicates that this learning outcome is being met. Data will be collected again in 2021, and reviewed by the curriculum committee.	0	3	Historical Analysis	Y	6	3	50	4
Family, Home, and Social Sciences	History	History BA	Demonstrate proficiency in using the historical method of research effectively by skillfully and honestly using primary and secondary sources. (For course-specific application of this learning outcome, please see: History Course Learning Outcomes			Y				Y				2	3	1	2	3	0	3	0	0	3	Planned - A review of the History Major Portfolio is conducted every three years. The next review will take place in 2022. The Department's Curriculum Committee will examine the results of the 2019 assessment in 2020 and determine if any change in methods should occur. It will also present recommendations to the faculty on any necessary changes to course content. Planned - The data collected from this survey indicates that this learning outcome is being met, particularly when compared to BYU Alumni as a whole. Data will be collected again in 2021, and reviewed by the curriculum committee. Planned - The data from this survey indicate that the learning outcome is being met. Data will be collected again in 2021, and reviewed by the curriculum committee.	0	3	Effective Historical Research	Y	6	3	50	3
Family, Home, and Social Sciences	History	History BA	Skillfully integrate data into a coherent argument expressed through a clear, well-written style and through oral communication. (For course-specific application of this learning outcome, please see: History Course Learning Outcomes				Y			Y				2	3	1	2	3	0	3	0	0	3	Planned - A review of the History Major Portfolio is conducted every three years. The next review will take place in 2022. The Department's Curriculum Committee will examine the results of the 2019 assessment during the Fall of 2020 and determine if any change in methods should occur. It will also present recommendations to the faculty on any necessary changes to course content. Planned - The data collected from this survey indicates that this learning outcome is being met. Data will be collected again in 2021, and reviewed by the curriculum committee. Taken - The data collected from this survey indicates that this learning outcome is being met. Data will be collected again in 2021, and reviewed by the curriculum committee.	1	2	Data Integration and Effective Communication	Y	6	3	50	3
Family, Home, and Social Sciences	History	History Teaching BA	Candidates can identify the core concepts, tools of inquiry, and standards associated with the history curricula taught in secondary classrooms and can create learning experiences that make these concepts meaningful for students.						Y	Y				2	4	4	0	4	1	2	1	0	4	Taken - Lower average scores on item 4 on 2016-2017 RTWS appear to be outliers as scores since 2017 exceed EPP averages. Planned - Monitor praxis results in the future to identify whether this decline represents a trend and whether a change in coursework might be needed to better prepare students for the praxis. Planned - Continue with current courses and policies which appear to adequately prepare students to be successful on the PAES. Planned - Evaluation of History 200 and 490 papers is repeated every few years.	1	3	Subject Matter	Y	8	4	50	3
Family, Home, and Social Sciences	History	History Teaching BA	Candidates can describe how young people learn and develop, acknowledging individual and cultural differences, in order to create environments that motivate collaborative learning.				Y			Y				2	2	2	0	2	1	1	0	0	2	Taken - PAES scores indicate adequate mastery, though scores are comparatively lower than in content knowledge, indicating a possible area of improvement. Planned - Continue with current practices which appear to meet objectives.	1	1	Learner and Learning	Y	4	2	50	3
Family, Home, and Social Sciences	History	History Teaching BA	Candidates use a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills, and use assessments to inform instruction.			Y				Y				2	2	2	0	2	1	1	0	0	2	Planned - PAES results suggest that assessment has improved to match EPP averages though other scores have declined slightly. Observe scores in the future to see whether lower scores are a trend or outliers. Taken - Above EPP average scores on all items indicate that no program changes are currently needed.	1	1	Instructional Strategies	Y	4	2	50	3
Family, Home, and Social Sciences	History	History Teaching BA	Candidates continually reflect on and evaluate their teaching practices, actively seek opportunities to grow professionally, engage in ethical behavior, and collaborate with stakeholders (students, parents, and other professionals in the learning community).			Y	Y							2	2	2	0	2	1	1	0	0	2	Planned - Continue with current courses and policies which appear to adequately prepare students to be successful in the area of professionalism and reflection. Taken - It appears that the lower scores for 2017-18, the previous year do not indicate a program weakness as scores rebounded in 2018 and have remained near EPP averages since.	1	1	Professional Development	Y	4	2	50	3

Family, Home, and Social Sciences	History	History Teaching BA	Demonstrate basic competency in the Utah Effective Teaching Standards as established by Utah Teacher Education Assessment and Accreditation Council and the Utah State Board of Education					Y	Y				2	1	1	0	1	1	0	0	0	1	Taken - It appears that the lower scores for 2017-18, the previous year do not indicate a program weakness as scores rebounded in 2018 and have remained near EPP averages since.	0	1	Utah Effective Teaching Standards	Y	2	1	50	4
Family, Home, and Social Sciences	History	Family History - Genealogy BA	Demonstrate proficiency in using genealogical research methodology through informed and honest use of primary and secondary sources and by incorporating knowledge of the historical context.			Y			Y				2	5	3	2	5	0	5	0	0	5	Planned - A review of the Family History Major Portfolio is conducted periodically. The 2016 review was the first review completed after the creation of Hist. 217 and the results show that this learning outcome is being met. The next review will take place in 2023. The Family History Coordinator will examine the results of the 2016 assessment and determine if any change in methods should occur, or if there are necessary changes to course content. The 2020 review will also include an assessment of final reports from the last geographic-specific methodology course students completed before taking Hist. 439. Taken - This is the fourth year the FHSS Senior Survey has Family History-specific questions, so the dataset remains somewhat small. It does indicate that FH students are meeting or exceeding expectations. More recent surveys will be used in a program-wide assessment scheduled for 2022. Planned - At our request, FHSS advisement helped us develop an alumni survey that asks more field-specific questions about professional development. The findings gathered information from the past several years and is invaluable in assessing strengths and weaknesses to work on. The 2018/19 results are not yet available. We will use them in the next report. More recent surveys will be used in a program-wide assessment scheduled for 2022. Planned - Next year we will use the FHSS FH alumni survey (done only every three years) to assess this question with a broader set of alumni. More recent surveys will be used in a program-wide assessment scheduled for 2022. - Interestingly, a number of students pointed out they would like more opportunities to do research in physical archives as part of their coursework. We already encourage this and have discussed ways we can make it consistently more available.	1	3	Effective Genealogical Research	Y	10	5	50	3
Family, Home, and Social Sciences	History	Family History - Genealogy BA	Gain a historical consciousness by demonstrating a knowledge of major developments in American and world history and understand key historical terms and theories.					Y	Y				2	5	2	2	5	0	4	0	0	5	Planned - A review of the Family History Major Portfolio is conducted every three years. The 2016 review was the first review completed after the creation of Hist. 217 and the results show that this learning outcome is being met. The next review will take place in 2023. The Family History Coordinator will examine the results of the 2016 assessment and determine if any change in methods should occur, or if there are necessary changes to course content. The 2020 review will also include an assessment of final reports from the last geographic-specific methodology course students completed before taking Hist. 439. Taken - Overall, Family History students are meeting the learning outcomes related to historical knowledge. There is still room for improvement in the students' historiographic skills and putting genealogical information into well-considered historical context, but we are encouraged by the improvement over previous years, and we remain optimistic that new courses, clearer learning outcomes, and efforts to more fully integrate the Family History program into the History Department will help achieve continued progress. More recent surveys will be used in a program-wide assessment scheduled for 2022. Planned - We will use the full FH Alumni Survey results next year. It is highly probably that they will reveal the same difficulty with historiography – a factor we are already aware of and working on. More recent surveys will be used in a program-wide assessment scheduled for 2022. Planned - As we continue to emphasize historical and historiographical knowledge in Family History courses, we will continue to monitor alumni responses to this particular issue. Planned - More recent surveys will be used in a program-wide assessment scheduled for 2022.	1	4	Historical Knowledge	Y	10	5	50	3
Family, Home, and Social Sciences	History	Family History - Genealogy BA	Acquire the ability to analyze genealogical and historical questions and issues clearly, assess historical and genealogical information accurately, and distinguish between questionable and valid historical and genealogical assertions.			Y			Y				2	5	1	4	5	0	5	0	0	5	Planned - The survey indicates that FH students are meeting or exceeding expectations in this learning outcome. We will continue to use the survey in future years. More recent surveys will be used in a program-wide assessment scheduled for 2022. Planned - A review of the Family History Major Portfolio is conducted every four years. The 2016 review was the first review completed after the creation of Hist. 217 and the results show that this learning outcome is being met. The next review will take place in 2023. The Family History Coordinator will examine the results of the 2016 assessment and determine if any change in methods should occur, or if there are necessary changes to course content. The 2020 review will also include an assessment of final reports from the last geographic-specific methodology course students completed before taking Hist. 439. Planned - The survey indicates that FH students are meeting or exceeding expectations in this learning outcome. We will continue to use the survey in future years. Planned - The survey indicates that FH students are well prepared to enter the workforce. They value the courses, the internships, and the opportunity to work at the Center for Family History and Genealogy. More recent surveys will be used in a program-wide assessment scheduled for 2022. Planned - In 2022 we will analyze the more complete set of data from NSSE and do more fine-grained comparison with the peer programs at other institutions.	0	5	Genealogical and Historical Analysis	Y	10	5	50	3
Family, Home, and Social Sciences	History	Family History - Genealogy BA	Skillfully integrate data into a coherent argument expressed through a clear, well-written style and through oral communication.				Y		Y				2	5	1	3	5	0	5	0	0	5	Planned - A review of the Family History Major Portfolio is conducted every three years. The 2016 review was the first review completed after the creation of Hist. 217 and the results show that this learning outcome is being met. The next review will take place in 2023. The Family History Coordinator will examine the results of the 2019 assessment and determine if any change in methods should occur, or if there are necessary changes to course content. The 2019 review will also include an assessment of final reports from the last geographic-specific methodology course students completed before taking Hist. 439. Planned - The survey indicates that FH students are meeting or exceeding expectations in this learning outcome. There was a student who extreme negative options to most questions. It's possible since the student was clicking the wrong end of the scale. We will examine these questions to see if they need revision before next year's survey. More recent surveys will be used in a program-wide assessment scheduled for 2022. Planned - We will continue to use surveys to assess and identify patterns. The FH Senior Survey shows good rates of public speaking and engagement. The NSSE results, and our own collective wisdom, has us thinking about ways to improve students' communication and presentation skills. More recent surveys will be used in a program-wide assessment scheduled for 2022. Planned - In 2022 we will use the FHSS FH alumni survey to get a bigger sample size. Planned - We consistently provide opportunities for oral communication. In 2022 we will survey the updated NSSE data to see if more students have this experience each year, instead of just "sometimes."	0	5	Effective Communication	Y	10	5	50	3
Family, Home, and Social Sciences	Political Science	Political Science BA	Use rigorous methods of research design and analysis to answer political questions, including multiple research methodologies					Y	Y				2	4	1	3	4	2	2	0	0	5	Taken - Continue to emphasis rigorous research methods. Continue to advise students to take 200 and 328 early in their studies. Continue to provide extensive department support for mentored research learning. Continue to support student presentation of research in campus fora and at academic conferences. Planned - Track performance in these assessment measures over time to determine progress. Taken - See above. Taken - See above. Taken - See above.	4	1	2. Employ Rigorous Research Methods	Y	9	4	44	4
Family, Home, and Social Sciences	Political Science	Political Science BA	Write and speak with originality and clarity, providing reasons and evidence to support claims using proper citation of source material.				Y		Y				2	4	1	3	4	2	2	0	0	6	Taken - Continue to emphasize written and oral communication in our classrooms. Faculty committe on improving writing has made recommendations to the department, and the department has met to discuss the report. Planned - Implement the new writing standards. Planned - Track performance in these assessment measures over time to determine progress. Taken - See above. Taken - See above. Taken - See above.	4	2	3. Write and Speak with Originality and Clarity	Y	10	4	40	4
Family, Home, and Social Sciences	Political Science	Political Science BA	Collaborate effectively with others, including participation in political processes and engagement on issues of political importance.								Y	Y	2	4	1	3	4	0	4	0	0	6	Taken - Provide opportunities for collaboration, where appropriate, including mentored research with faculty and other students. Planned - Implement new writing standards to better faciliate effective collaborative work. Planned - Track performance in these assessment measures over time to determine progress. Taken - See above. Taken - See above. Taken - See above.	4	2	5. Collaborate Effectively	Y	10	4	40	3
Family, Home, and Social Sciences	Political Science	Political Science BA	Demonstrate advanced understanding of the discipline of political science, including familiarity with each of the four major subfields: American politics, comparative politics, international relations, and political philosophy.					Y	Y				2	3	1	2	3	3	0	0	0	4	Taken - Continue to provide a set of diverse and challenging set of courses each year. Executive committee evaluates and encourages faculty performance in the classroom to improve student learning. Planned - Track performance in these assessment measures over time to determine progress. Taken - See above. Taken - See above.	3	1	1. Understand Political Science and Its Subfields	Y	7	3	43	4

Family, Home, and Social Sciences	Political Science	Political Science BA	Think critically and analytically about government, political processes, and political theories, including the components of a good society.			Y		Y					2	4	1	3	4	2	2	0	0	5	Taken - Continue to emphasize critical thinking skills in all our courses. Previous curricular reformed involved the creation of a sophomore-level seminar to promote theoretical thinking among students, and the capstone course reinforces that effort. Planned - Track performance in these assessment measures over time to determine progress. Taken - See above. Taken - See above. Taken - See above.	4	1	4. Think Critically and Analytically about Politics	Y	9	4	44	4
Family, Home, and Social Sciences	Psychology	Psychology (BGS) BGS	Identify the major theoretical approaches in psychology & how they apply to human behavior				Y			Y			2	3	2	1	3	3	0	0	0	3	Taken - These are high scores. The low score is for character building, but this score has improved over last year. Resourses are being made available to help students in this area. Taken - The Psychology emphasis students scored exceptionally high on exams in the core courses that they took.Their scores have increased over the past two years. Efforts have been made to improve Independent Study courses in the Psychology emphasis. Taken - After steady improvement in this score over the past three years, there is a slight dip this year, but this is still a very high score. The Psychology Department and the BGS program are making good progress in helping BGS students in the area of intellectually enlarging.	3	0	Psychology Theory	Y	6	3	50	4
Family, Home, and Social Sciences	Psychology	Psychology (BGS) BGS	Describe how their coursework in the BGS program has contributed to the aims of a BYU education: Spiritually strengthening Character building Intellectually enlarging Preparing for lifelong learning and service.	Y	Y								2	3	2	1	3	2	1	0	0	3	Planned - These are high scores. The low score is for character building, but this score has improved over last year. Resourses are being made available to help students in this area. Taken - These are high scores except for character building. Efforts are being made to help students improve in this area. Taken - The Psychology emphasis students scored exceptionally high on exams in the core courses that they took.Their scores have increased over the past two years. Efforts have been made to improve Independent Study courses in the Psychology emphasis.	2	1	BGS General Learning Outcome - Aims of a BYU Education	Y	6	3	50	3
Family, Home, and Social Sciences	Psychology	Psychology (BGS) BGS	Describe possible connections between psychological science & the principles and values of the restored gospel of Jesus Christ				Y			Y			2	2	1	1	2	2	0	0	0	2	Planned - These are high scores. Spiritually strengthening has improved over last year. The low score is for character building, but this score has improved over last year. Resourses are being made available to help students in these areas. Taken - This rating has improved over the past two years. This is a high score. The Psychology Department and the BGS program are making prgress in improving in this area.	1	1	Psychological Science and the Gospel of Jesus Christ	Y	4	2	50	4
Family, Home, and Social Sciences	Psychology	Psychology (BGS) BGS	Identify the stages of human development & factors that influence it				Y			Y			2	3	1	2	3	3	0	0	0	3	Planned - After steady improvement in this score over the past three years, there is a slight dip this year, but this is still a very high score. The Psychology Department and the BGS program are making good progress in helping BGS students in the area of intellectually enlarging. Planned - This is a high score and indicates that this has increased from last year. [Student ratings were not available for this past year, so ratings were used from the previoius year. This will be corrected in the fututre.] Taken - The Psychology emphasis students scored exceptionally high on exams in the core courses that they took.Their scores have increased over the past two years. Efforts have been made to improve Independent Study courses in the Psychology emphasis.	1	2	Human Development	Y	6	3	50	4
Family, Home, and Social Sciences	Psychology	Psychology BS	Apply the principles of psychology in an internship setting (399R), a teaching (410R) or community service setting (420R), or in a mentored-research setting (430R) before graduation.				Y					Y	2	3	1	2	3	2	1	0	0	3	Planned - Due to COVID-19 pandemic, majority of internships were suspended. We are still committed to providing quality experiential learning opportunities for students through mentoring and consultation with the FHSS Internship Coordinator. Planned - We are committed to providing quality experiential learning opportunities for students through mentoring and consultation with the FHSS Internship Coordinator. Planned - We are committed to providing quality experiential learning opportunities for students through mentoring and consultation with the FHSS Internship Coordinator.	0	3	C. Experiential Learning	Y	6	3	50	4
Family, Home, and Social Sciences	Psychology	Psychology BS	Understand and apply basic research methods in psychology including data analysis and interpretation, research design, psychometric methods, and the writing of results in the light of previous findings. (Competency Outcome)				Y			Y			2	4	2	2	4	2	1	1	0	4	Planned - We will continue to provide more writing and research opportunities to help students improve their effective research and writing skills. Taken - The PDEE was given remotely due to pandemic. Planned - We will continue to provide more writing and research opportunities to help students improve their effective research and writing skills. Planned - We are committed to providing high-quality research mentoring relationships.	1	3	B. Effective Research and Writing	Y	8	4	50	3
Family, Home, and Social Sciences	Psychology	Psychology BS	Comprehend,apply,and synthesize knowledge of the discipline of psychology. (ContentOutcome)						Y	Y			2	2	1	1	2	1	0	1	0	2	Taken - The PDEE was given remotely due to pandemic Planned - We will continue to enhance students' understanding of the discipline through innovative teaching, mentoring, and actively promoting research.	1	1	A. Knowledge of the Discipline	Y	4	2	50	3
Family, Home, and Social Sciences	Psychology	Clinical Psychology PHD	Engage in psychological practice with attitudes and behaviors that are ethical, driven by science and the welfare of affected individuals, respectful and tolerant of diversity, and critically self-evaluative.	Y								Y	2	2	2	0	2	1	1	0	0	1	Planned - We will continue to enhance students' understanding of the discipline through innovative teaching, mentoring, and actively promoting research.	0	1	Professional and Ethical Practice	Y	3	2	67	3
Family, Home, and Social Sciences	Psychology	Clinical Psychology PHD	Students will demonstrate intellectual sophistication that exemplifies critical thought, analytical reasoning, a strong basis in psychological knowledge, and effective communication skills.			Y	Y						2	2	2	0	2	1	1	0	0	1	Planned - We will continue to enhance students' understanding of the discipline through innovative teaching, mentoring, and actively promoting research.	0	1	Critical Thinking and Effective Communication	Y	3	2	67	3
Family, Home, and Social Sciences	Psychology	Clinical Psychology PHD	Be able to demonstrate a strong foundation in the broader field of psychological knowledge.						Y	Y			2	2	2	0	2	1	1	0	0	1	Planned - We will continue to enhance students' understanding of the discipline through innovative teaching, mentoring, and actively promoting research.	0	1	Psychology Fundamentals	Y	3	2	67	3
Family, Home, and Social Sciences	Psychology	Clinical Psychology PHD	Be able to demonstrate broad knowledge and clinical skill in the areas of psychopathology, psychological evaluation, and psychological intervention.				Y			Y			2	3	3	0	3	1	2	0	0	1	Planned - We will continue to enhance students' understanding of the discipline through innovative teaching, mentoring, and actively promoting research.	0	0	Clinical Skills and Area Competencies	Y	4	3	75	4
Family, Home, and Social Sciences	Psychology	Clinical Psychology PHD	Use research skills, including statistical skills, research methodology, framing of psychological questions, and critical analysis, to evaluate published research.				Y			Y			2	2	2	0	2	0	2	0	0	0		0	0	Research Skills and Analysis	Y	2	2	100	3
Family, Home, and Social Sciences	Psychology	Clinical Psychology PHD	Be able to conduct research, education, and mental health service delivery.				Y	Y					2	2	2	0	2	0	2	0	0	0		0	0	Mental Health Research and Education	Y	2	2	100	3
Family, Home, and Social Sciences	Psychology	Clinical Psychology PHD	Students will continue the development of their professional skills and contribution to society by gaining licensure, securing employment, and participating in professional organizations.	Y								Y	2	2	2	0	2	2	0	0	0	1	Planned - We will continue to enhance students' understanding of the discipline through innovative teaching, mentoring, and actively promoting research.	1	0	Professional Development	Y	3	2	67	4
Family, Home, and Social Sciences	Psychology	Psychology PHD	Be able to demonstrate a comprehensive familiarity with at least four major sub-disciplines within psychology a) behavioral neurobiology; b) cognition; c) development; and d) social.						Y	Y			2	2	2	0	2	2	0	0	0	2	Planned - All second year students will take the comprehensive exam in August. Planned - We will be continuing the process of evaluating students and will refine the process of selecting incoming students.	0	2	Psychology Fundamentals and Area Specialization	Y	4	2	50	4
Family, Home, and Social Sciences	Psychology	Psychology PHD	Be able to design, produce, analyze, and report original research that contributes to the student's self-selected area of scholarly specialty.							Y			1	2	2	0	2	2	0	0	0	2	Planned - The Graduate Coodinator has been checking the status of doctoral dissertations and second-year projects every month and communicating with faculty mentors about students' progress. Planned - We will keep encouraging students as well as their mentors to present and/or publish their research studies.	0	2	Effective Research Design and Reporting	Y	4	2	50	4
Family, Home, and Social Sciences	Psychology	Psychology PHD	Be able to improve professional development through internships, teaching, and presenting and publishing research projects.	Y			Y						2	2	1	1	2	2	0	0	0	2	Planned - We will keep collecting information about where our graduates are working. Meanwhile, we will encourage current students to improve their professional skills through internships, teaching, and publishing. Planned - We will encourage students to be involved in teaching, publishing, and serving internships to improve professional development.	0	2	Improve Professional Development	Y	4	2	50	4
Family, Home, and Social Sciences	Social Work	Social Work MSW	1. Demonstrate ethical and professional behavior. Links to BYU AIM: Character Building (integrity, social justice)								Y		1	2	2	0	2	2	0	0	0	2	Taken - Overall, data from course work and faculty affirm that students graduating in 2021 met this competency. Therefore, all students showed competence in demonstrating ethical and professional behavior. Taken - Overall, data from field instructors affirm that students graduating in 2021 met this competency. Therefore, all students showed competence in demonstrating ethical and professional behavior.	2	0	CSWE 2015 Competency 1: Ethical and Professional Behavior	Y	4	2	50	4
Family, Home, and Social Sciences	Social Work	Social Work MSW	9. Evaluate practice with individuals, families, groups, organizations, and communities. Links to BYU AIM: Intellectually Enlarging (competence)							Y			1	2	2	0	2	1	1	0	0	2	Taken - Overall, data from course work and faculty affirm that students graduating in 2021 met this competency. Three students did not meet this competency initially but through remediation, become competent. Thus, all students demonstrated competence in evaluating practice with individuals, families, groups, organizations, and communities. Taken - Overall, data from field instructors affirm that students graduating in 2021 met this competency. Therefore, all students demonstrated competence in evaluating individuals, families, groups, organizations, and communities.	2	0	CSWE 2015 Competency 9: Evaluate	Y	4	2	50	4

Family, Home, and Social Sciences	Social Work	Social Work MSW	8. Intervene with individuals, families, groups, organizations, and communities. Links to BYU AIM: Lifelong Learning and Service (service)								Y	Y	2	2	2	0	2	2	0	0	0	2	Taken - Overall, data from course work and faculty affirm that students graduating in 2021 met this competency. Therefore, all students demonstrated competence in intervening with individuals, families, groups, organizations, and communities. Taken - Overall, data from field instructors affirm that students graduating in 2021 met this competency. Therefore, all students demonstrated competence in intervening with individuals, families, groups, organizations, and communities.	2	0	CSWE 2015 Competency 8: Intervene	Y	4	2	50	4
Family, Home, and Social Sciences	Social Work	Social Work MSW	7. Assess individuals, families, groups, organizations, and communities. Links to BYU AIM: Spiritually Strengthening (importance of human relationships, inherent dignity & worth of the person) and Intellectually Enlarging (competence)						Y			1	2	2	0	2	2	0	0	0	2	Taken - Overall, data from course work and faculty affirm that students graduating in 2021 met this competency. Therefore, all students demonstrated competence in assessing individuals, families, groups, organizations, and communities. Taken - Overall, data from field instructors affirm that students graduating in 2021 met this competency. Therefore, all students demonstrated competence in assessing individuals, families, groups, organizations, and communities.	2	0	CSWE 2015 Competency 7: Assess	Y	4	2	50	4
Family, Home, and Social Sciences	Social Work	Social Work MSW	6. Engage with individuals, families, groups, organizations, and communities. Links to BYU AIM: Lifelong Learning and Service (service)								Y	Y	2	2	2	0	2	2	0	0	0	2	Taken - Overall, data from course work and faculty affirm that students graduating in 2021 met this competency. Thus, all students demonstrated competence in engaging with individuals, families, groups, organizations, and communities. Taken - Overall, data from field instructors affirm that students graduating in 2021 met this competency. Therefore, all students demonstrated competence in engaging with individuals, families, groups, organizations, and communities.	2	0	CSWE 2015 Competency 6: Engage	Y	4	2	50	4
Family, Home, and Social Sciences	Social Work	Social Work MSW	5. Engage in policy practice. Links to BYU AIM: Lifelong Learning and Service (service)								Y	Y	2	2	2	0	2	2	0	0	0	2	Taken - Overall, data from course work and faculty affirm that students graduating in 2021 met this competency. Therefore, all students demonstrated competence in engaging in policy practice. Taken - Overall, data from field instructors affirm that students graduating in 2021 met this competency. Therefore, all students demonstrated competence in engaging in policy practice.	2	0	CSWE 2015 Competency 5: Policy Practice	Y	4	2	50	4
Family, Home, and Social Sciences	Social Work	Social Work MSW	4. Engage in practice-informed research and research-informed practice. Links to BYU AIM: Intellectually Enlarging (competence)						Y			1	2	2	0	2	1	1	0	0	2	Taken - Overall, data from course work and faculty affirm that students graduating in 2021 met this competency. We did have three students who intially were not competence but through remediation became competent. Therefore, all students demonstrated competence in engaging in practice-informed research and research-informed practice. Taken - Overall, data from field instructors affirm that students graduating in 2021 met this competency. Therefore, all students demonstrated competence in engaging in practice-informed research and research-informed pracice.	2	0	CSWE 2015 Competency 4: Research Skills	Y	4	2	50	4
Family, Home, and Social Sciences	Social Work	Social Work MSW	3. Advance human rights and social, economic, and environmental justice. Links to BYU AIM: Spiritually Strengthening (importance of human relationships, inherent dignity & worth of the person) and Character Building (integrity, social justice)							Y		1	2	2	0	2	2	0	0	0	2	Taken - Overall, data from course work and faculty affirm that students graduating in 2021 met this competency. Therefore, all students demonstrated competence in advancing human rights and social, economic, and environmental justice. Taken - Overall, data from field instructors affirm that students graduating in 2021 met this competency. Therefore, all students demonstrated competence in advancing human rights and social, economic, and environmental justice.	2	0	CSWE 2015 Competency 3: Human Rights and Justice	Y	4	2	50	4
Family, Home, and Social Sciences	Social Work	Social Work MSW	2. Engage diversity and difference in practice. Links to BYU AIM: Spiritually Strengthening (importance of human relationships, inherent dignity & worth of the person) and Character Building (integrity, social justice)							Y		1	2	2	0	2	2	0	0	0	2	Taken - Overall, data from course work and faculty affirm that students graduating in 2021 met this competency. Therefore, all students showed competence in engaging diversity and difference in practice. Taken - Overall, data from field instructor assessments affirm that students graduating in 2021 met this competency. Therefore, all students demonstrated competence in engaging diversity and difference in practice.	2	0	CSWE 2015 Competency 2: Diversity	Y	4	2	50	4
Family, Home, and Social Sciences	Sociology	Sociology BS	Graduates will demonstrate they can apply a sociological perspective (i.e., recognize the influence of social structure) to individual-level or collective phenomena.					Y		Y		2	2	1	1	2	0	2	0	0	2	Planned - The undergraduate curriculum committee meets yearly to evaluate the relevant data across these surveys and identify issues that need to be addressed by the faculty. The results from the college exit survey are generally presented to and addressed by the faculty at our August department retreat, or discussed at department meetings throughout the year. We will also conduct a Learning Outcome survey of faculty at the end of each semester to assess student achievement of learning outcomes from the faculty perspective. Planned - Despite experiencing setbacks in the implementation of curriculum changes due to COVID-19, we are planning on focusing on curriculum changes this year to sharpen the curriculum and to facilitate the successful achievement of this learning outcome. We submit the following plans to achieve this objective In the fall semester, we have created a poster session for student research that will provide the opportunity to directly assess student understanding of our learning outcomes In the winter semester, we will encourage even more students to submit a poster to the Mary Lou Fulton conference to provide the opportunity to directly assess student understanding of our learning outcomes As a department, we will be discussing ways we can more regularly assess student learning outcomes throughout the year	0	2	Sociological Perspective	Y	4	2	50	4
Family, Home, and Social Sciences	Sociology	Sociology BS	Graduates will understand how race, class, or gender stratify (power, inequality, etc.) individual outcomes and shape social relations in a diverse society.			Y					Y		2	2	1	1	2	1	1	0	0	2	Taken - Continue testing planned for classes focused on Race, Gender and Class Completed Qualitative Evaluation of minority experience in the major and college Continue to conduct Learning Outcome survey of faculty at the end of each semester to assess student achievement of learning outcomes from the faculty perspective. Taken - The undergraduate curriculum committee meets yearly to evaluate the relevant responses from the college exit survey each and identify issues that need to be addressed by the faculty. The results from the college exit survey are then presented to and addressed by the faculty at our August department retreat. Finally, enrollment in our diversity courses has more than doubled over the past two years and tripled in the past 10 years. Instructors are using pre-/post-assessment surveys to document the specific impact of these courses on eight diversity-specific outcomes.	2	0	Understanding Diversity	Y	4	2	50	4
Family, Home, and Social Sciences	Sociology	Sociology BS	Graduates will apply the appropriate qualitative or quantitative research method to address a social problem (issue, phenomena, etc.)			Y		Y					2	2	1	1	2	0	2	0	0	2	Planned - In the process of curriculum evaluation as a department. Discussing the development of an "in-house" stats for sociology courses to help students achieve this learning outcome. Need to make decisions as a department and begin applying findings to the program. Taken - The undergraduate curriculum committee meets yearly to evaluate the relevant responses from the college exit survey each and identify issues that need to be addressed by the faculty. The results from the college exit survey are then presented to and addressed by the faculty at our August department retreat.	1	1	Research Methodologies	Y	4	2	50	4
Family, Home, and Social Sciences	Sociology	Sociology MS	Graduates will have a broad understanding of sociology as a discipline and a deeper understanding of at least one substantive area within sociology.			Y		Y					2	7	5	2	7	1	6	0	0	13	Taken - We created a short rubric examining the degree to which competence is demonstrated on each of the four learning outcomes for thesis committees to fill out after each thesis oral defense. Use of this rubric has had minimal support. The committee will revisit recent thesis manuscripts and assess competence using a similar approach and reengage with faculty. Planned - Every fall, the graduate committee will review representative theses and/or course papers and projects. Planned - The graduate secretary will keep a spreadsheet tracking graduates' enrollment, progress, and completion in PhD programs. Planned - The graduate secretary will keep a spreadsheet tracking students into employment opportunities not related to acacdemia after they have finished their degrees. Planned - The graduate committee performs these evaluations in August and January. Formal evaluation letters are given to students by email and certified mail and are shared with advisors via email. Planned - These exit interviews are performed by the graduate coordinator after completion of the student thesis. Taken - Development of applied internships. Planned - The graduate coordinator reviews student preparation for career outcomes in ProSem as a supplement to survey data. Planned - Formalizing into a Qualtrics or similar survey. Planned - The graduate coordinator works with the graduate committee to create a "transfer packet" to provide more pursuasive details of the program quality to prospective PhD programs. Planned - Inclusion in the formalized Qualtrics survey. Taken - The graduate coordinator contacts DGS in January when compiling the student data. Planned - Formalized into Qualtrics or similar survey.	3	10	Sociology Fundamentals and Specialization	Y	20	7	35	3

Family, Home, and Social Sciences	Sociology	Sociology MS	Graduates will be conversant in sociological theory, sufficient to participate meaningfully in current theoretical debates.				Y		Y					2	5	4	1	5	0	3	2	0	7	Planned - Need a reassessment of content in theory courses to reflect the discipline. Alignment is needed with other top sociology programs. Planned - The graduate committee reviews syllabi of every graduate course to determine inclusion of theoretical readings. The committee will periodically review a sample of representative papers and projects from classes to assess theoretical skills. Need to compete with undergraduate for more faculty rotation in theory classes in the graduate program. Planned - Ongoing assessment of the number of graduate students who have been co-authors on publications and presentation. The graduate secretary will keep a spreadsheet of such products. Taken - The graduate coordinator performs these surveys in January, after the first semester of PhD students' programs. Planned - Formalizing into a Qualtrics or similar survey. Taken - The graduate coordinator inquires about credits accepted with the surveys in January. Planned - Inclusion in the formalized Qualtrics survey.	2	5	Sociological Theory	Y	12	5	42	3
Family, Home, and Social Sciences	Sociology	Sociology MS	Graduates will be able to design and conduct sociological research.						Y	Y				2	6	5	1	6	2	3	1	0	8	Planned - The rubric created for thesis committee members to assess competencies will include assessments specifically on research methodology skill. Taken - The graduate committee will review syllabi of every graduate course to determine inclusion of analytic readings and practice and the discussion of methodological issues. The committee will periodically review a sample of representative papers and projects from classes to assess research skills. Planned - Tracking graduates through future educational and professional paths. The graduate secretary will keep a spreadsheet tracking graduates' enrollment, progress, and completion in PhD programs. Planned - Ongoing assessment of the number of graduate students that have been co-authors on publications and presentation. The graduate coordinator keeps a spreadsheet of such products. Planned - The graduate secretary performs these surveys in January, after the first semester of PhD students' programs. Planned - Formalizing into a Qualtrics or similar survey. Taken - The graduate coordinator inquires about credits accepted with the surveys in January. Planned - Inclusion in the formalized Qualtrics survey.	2	6	Research Design and Reporting	Y	14	6	43	4
Family, Home, and Social Sciences	Sociology	Sociology MS	Graduates will be able to present original sociological research or theory for a scholarly audience, both orally and in writing.			Y	Y							2	3	3	0	3	0	3	0	0	5	Planned - Ongoing assessment of the number of graduate students that have been co-authors on publications and presentation. The graduate secretary keeps a spreadsheet of such products. Planned - The committee periodically reviews a sample of representative papers and projects from classes to assess writing skills. Taken - The committee created writing workshops working with Joyce Adama focusing on students near the end of the thesis projects when the majority of their work is in the writing phase. Students reported the workshops were helpful in completing theses. Taken - The graduate coordinator focused the professionalization seminar to include specific instruction on writing. Planned - Ongoing assessment of the number of graduate students that have been co-authors on publications and presentation. The graduate coordinator keeps a spreadsheet of such products.	2	3	Effective Communication	Y	8	3	38	4
Fine Arts and Communications	Art	Art BA	Students will demonstrate a comprehension of fundamental concepts, processes, history and criticism of visual arts.						Y	Y				2	3	2	1	3	0	3	0	0	3	Taken - The department continues to refine our intro-level courses where the fundamental skills are learned and where the ground work for a valuable education in art is layed. University proposals about general education requirements also are factoring into the discussions about intro-level courses and their content. Taken - Based on previous formal assessments and recent informal assessments: An additional track, Printmaking and Book Arts, was added to the three existing tracks in BA program, providing students with another option to gain more experience specifically applicable to their post-graduation goals. As students elect to pursue these various tracks, we will continue to assess their comprehension of the broad fundamentals in order to weigh what is gained and lost in giving them the option for a more focused curriculum. ART 226 is a course that has had positive impact on students in the program. The Non-LEP Committee is reviewing the content of the course and may make adjustments to address needs that were identified in previous rounds of assessment to improve students' conceptual understanding and development, awareness of program options and potential career paths, and important issues of diversity. Planned - The department plans to initiate an exit interview and exit survey process with students graduating from the BA program.	2	1	Visual Arts History, Concepts and Processes	Y	6	3	50	3
Fine Arts and Communications	Art	Art BA	Students will develop a personal sensitivity to the aesthetics of visual art.				Y			Y				2	3	2	1	3	0	3	0	0	3	Planned - The plan for 2020-2021 to directly compare application portfolios to exit portfolios did not occur.This year we plan to directly compare individual students' application and exit portfolios so we can see the growth of individual students rather than trying to evaluate them as a mass. Planned - This year we plan follow up on plans from last year and establish some clearer standards for our expectations of a graduating BA student's "personal sensitivity to the aesthetics of visual art" in an effort to avoid comparing them to the BFA student standards. Planned - We will continue to work with the university and college to implement alumni surveys and customize questions.	0	3	Aesthetic Development	Y	6	3	50	3
Fine Arts and Communications	Art	Art BA	Students will critically examine spiritual values and ethical issues relevant to art.	Y									Y	2	2	1	1	2	0	2	0	0	2	Planned - This outcome was not assessed, but the department is following up on the plan to have ART 320 (20th Century Art and Theory) include ethics more directly and incorporate an ethics-focused research and writing assignment. We plan to evaluate our curriculum in relation to race, diversity, and inclusion as core ethical issues in our teaching. Planned - Continue to refine the survey data we collect.	0	2	Spirituality, Ethics and the Visual Arts	Y	4	2	50	3
Fine Arts and Communications	Art	Art BA	Students will demonstrate an awareness of and preparation for traditional and interdisciplinary career opportunities.						Y				Y	2	2	2	0	1	0	1	0	0	1	Planned - Continue to refine the survey data we collect.	0	1	Career Development	Y	2	1	50	3
Fine Arts and Communications	Art	Art BA	Students will demonstrate competency in traditional, experimental and/or cross-disciplinary approaches to art making.							Y		Y		2	1	0	0	1	0	1	0	0	1	Planned - Continue to refine the survey data we collect.	0	1	Skill Development	Y	2	1	50	3
Fine Arts and Communications	Art	Art Education MA	Students will further develop their personal artistic practice in relation to current discourses related to contemporary art and their own pedagogy.						Y	Y				2	1	1	0	1	0	1	0	0	1	Planned - Continue to refine the survey data we collect.	0	1	Studio Practice	Y	2	1	50	3
Fine Arts and Communications	Art	Art Education MA	Students will demonstrate understanding and knowledge of historical trends in art, design, and education and the ability to access relevant sources of research and commentary within these fields.				Y		Y					2	1	1	0	1	0	1	0	0	1	Planned - Continue to refine the survey data we collect.	0	1	Literature and History of the Field	Y	2	1	50	3
Fine Arts and Communications	Art	Art Education MA	Students will contribute to a strong collaborative community network through leadership and service within a graduate cohort and among various art education professional organizations.									Y	Y	2	1	1	0	1	1	0	0	0	1	Planned - Continue to refine the survey data we collect.	0	1	Leadership and Community	Y	2	1	50	4
Fine Arts and Communications	Art	Art Education MA	Students will actively participate and contribute to the field as researchers and practitioners.						Y	Y				2	1	1	0	1	0	1	0	0	1	Planned - Continue to refine the survey data we collect.	0	1	Professional Activity	Y	2	1	50	4
Fine Arts and Communications	Art	Art Education MA	Students will conduct reflective research within their own teaching contexts and explore and contribute to significant topics within the field.			Y		Y						2	1	1	0	1	0	1	0	0	1	Planned - Continue to refine the survey data we collect.	0	1	Research	Y	2	1	50	3
Fine Arts and Communications	Art	Art Education MA	Students will demonstrate the ability to consider complex questions and personal responsibilities associated with art and education in the light of gospel principles and through their experiences as researchers, artists, and teachers.	Y	Y		Y				Y			4	1	0	1	1	1	0	0	0	0		0	0	Spirituality	Y	1	1	100	4
Fine Arts and Communications	Art	Studio Art MFA	Students will examine art past and present through required on and off campus learning experiences, and will locate their work within this larger context.				Y		Y					2	1	1	0	1	0	1	0	0	1	Planned - Continue to refine the survey data we collect.	0	1	Art Historical Context	Y	2	1	50	3
Fine Arts and Communications	Art	Studio Art MFA	Students will create a body of work that meets the requirements for the MFA Final Thesis Project including a project proposal, project report, and exhibition of a cohesive body of their work, which meets the expectations of a MFA degree.				Y			Y				2	1	1	0	1	0	1	0	0	1	Planned - Continue to refine the survey data we collect.	0	1	Final Thesis Project	Y	2	1	50	3

Fine Arts and Communications	Art	Studio Art MFA	Students will demonstrate an awareness of and preparation for teaching opportunities and professional studio, gallery, museum and other art-related work.							Y			Y	2	2	1	1	2	1	1	0	0	2	Planned - N/A Planned - Conduct an alumni survey in 2022. Then send them out every two years after that.	0	2	Professional Preparation	Y	4	2	50	4
Fine Arts and Communications	Art	Studio Art MFA	Students will critically examine spiritual values and ethical issues relevant to art.				Y						Y	2	3	1	2	3	1	1	1	0	3	Planned - The ethics paper has been reinstated to ART 640, so we should have a better sampling moving forward. Planned - Conduct a survey next year. Planned - N/A	0	3	Spirituality, Ethics and Art	Y	6	3	50	4
Fine Arts and Communications	Art	Art Education K-12 BA	Students will actively engage in communities of learning through collaborative inquiry, research, and service.				Y						Y	2	1	1	0	1	1	0	0	0	0		0	0	Community, Research, Lifelong Learning, and Service	Y	1	1	100	4
Fine Arts and Communications	Art	Art Education K-12 BA	Students will construct curricula and other professional materials that reflect current practices and theories in art and education.				Y			Y				2	1	1	0	1	1	0	0	0	0		0	0	Curriculum Theory	Y	1	1	100	4
Fine Arts and Communications	Art	Art Education K-12 BA	Students will develop a studio practice that connects to their identity as an art educator and that includes the breadth of media and skills required of art educators in schools.				Y			Y				2	1	1	0	1	1	0	0	0	0		0	0	Studio Practice	Y	1	1	100	4
Fine Arts and Communications	Art	Art Education K-12 BA	Students will demonstrate sound teaching practices in a variety of contexts.				Y			Y				2	1	1	0	1	1	0	0	0	0		0	0	Teaching Experience	Y	1	1	100	4
Fine Arts and Communications	Art	Art Education K-12 BA	Students will fulfill all professional licensure requirements and standards as required by the Art Education Program, the McKay School of Education, and University Standards for Educational Preparation Programs.				Y			Y				2	1	1	0	1	1	0	0	0	0		0	0	Professional Licensure	Y	1	1	100	4
Fine Arts and Communications	Art	Art Education K-12 BA	Students will demonstrate their ability to consider complex questions and personal responsibilities associated with art and education in the light of gospel principles.	Y	Y									2	1	0	1	1	1	0	0	0	0		0	0	Spiritual Dimension of Art Education	Y	1	1	100	4
Fine Arts and Communications	Art	Art BFA	Students will examine art past and present through required on and off-campus learning experiences and locate their work within this larger context.				Y	Y						2	1	1	0	1	0	1	0	0	1	Planned - N/A	1	0	Art History and Context	Y	2	1	50	3
Fine Arts and Communications	Art	Art BFA	Students will meet the requirements for the BFA program including the BFA final project and the BFA exit portfolio and will demonstrate artistic maturity as evidenced through their final project.							Y				1	1	1	0	1	1	0	0	0	1	Planned - N/A	1	0	BFA Final Project and Portfolio	Y	2	1	50	4
Fine Arts and Communications	Art	Art BFA	Students will exhibit fundamental knowledge and skill in painting, drawing, printmaking, ceramics, sculpture, photography, and new genres.						Y	Y				2	1	1	0	1	1	0	0	0	1	Planned - N/A	1	0	Skill Development and Proficiency	Y	2	1	50	4
Fine Arts and Communications	Art	Art BFA	Students will critically examine spiritual values and ethical issues relevant to art.	Y									Y	2	1	1	0	1	0	1	0	0	1	Planned - N/A	0	1	Spirituality, Ethics, and Art	Y	2	1	50	3
Fine Arts and Communications	Art	Art BFA	Students will demonstrate an awareness of and preparation for graduate studies, teaching opportunities, professional gallery work, or other art and non-art related opportunities that might incorporate collaboration in an interdisciplinary environment.							Y			Y	2	1	1	0	1	1	0	0	0	1	Planned - N/A	1	0	Professional Development	Y	2	1	50	4
Fine Arts and Communications	Communications	Advertising BA	Students will write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.			Y	Y							2	5	4	1	5	1	2	0	2	5	Planned - The findings suggest that employers believe students possess sufficient writing skills to succeed in a professional communications environment. While no immediate action is planned, faculty will more closely examine the quality of writing in classes to ensure students are ready for professional writing demands. Planned - Faculty believes it needs to develop more effective ways for evaluating student writing in Advertising clases. Making this assessment a more central component of classes and improving rubrics will help faculty place value on this important skill. Planned - Faculty members are discussing the results to understand the apparent drop in quality of writing. Although it is possible the discontinuation of Comms 310 (Branded Content Writing) and Comms 311 (News Writing) negatively impacted the quality of student writing in Comms 300, it is not certain, as many students take Comms 300 before they took 310 or 311. Taken - The faculty is revising the Comms 309 and 489 assessment rubrics to directly measure writing. Planned - The faculty will continue to monitor results of this survey, next planned for the 2022 Sundance Recruiting Fair. For the moment, the faculty believes the past two years of results suggest a high level of writing from advanced advertising students.	1	4	Writing	Y	10	5	50	3
Fine Arts and Communications	Communications	Advertising BA	Students will critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.			Y	Y							2	2	2	0	2	0	1	0	1	2	Planned - As with writing, this learning outcome may be affected by an anticipated curriculum change to replace the block-length skills courses, may affect writing instruction. Advertising faculty will continue to monitor assessments related to editing as any changes take place. Planned - The faculty plans to revise rubrics for the final campaign assignments in Comms 309, 417, and 489 so they include an evaluation of students' ability to submit work that is polished and well-edited.	0	2	Editing	Y	4	2	50	3
Fine Arts and Communications	Communications	Advertising BA	Students will apply basic numerical and statistical concepts.					Y		Y				2	2	1	1	2	0	1	0	1	2	Planned - Based on the faculty's assessment of student performance in Comms 317, it believes students are effectively leveraging numerical and quantiative skills in developing high-quality research. Furthermore, the faculty believes that the numerical competencies of students are comensurate with the demands of the field. Nevertheless, Communications students tend to rate lower in numerical skills. Thus, this is an issue for the entire faculty to study. Planned - The faculty plans to add numerical proficiency to the rubric for the Comms 417 final campaign assignment.	0	2	Numerical skills	Y	4	2	50	2
Fine Arts and Communications	Communications	Advertising BA	Students will apply tools and technologies appropriate for the communications professions in which they work.				Y			Y				2	4	3	1	4	3	0	0	1	4	Planned - Students are finding ways to use innovative technologies that reflect a dynamic and ever changing advertising environtment. Nevertheless, the faculty plans special trainings on equipment and relevant technologies in the AdLab. Planned - The faculty is working to do more collaborative work with the Public Relations lab so students can be introduced to additional technologies and tools, including social listening. The faculty has a goal for students to take part in more collaborative projects. Planned - The faculty is working to do more collaborative work with the Public Relations lab so students can be introduced to additional technologies and tools, including social listening. The faculty has a goal for students to take part in more collaborative projects. Planned - The faculty plans to modify rubrics to measure technology fluency for final campaigns created in these two classes.	0	4	Technology	Y	8	4	50	4
Fine Arts and Communications	Communications	Advertising BA	Students will conduct research and evaluate information by methods appropriate to the communications professions in which they work.					Y	Y					2	4	3	1	4	2	0	1	1	4	Planned - The faculty plans to add research to its rubrics for the final campaign in Comms 309 and Comms 417. Planned - Despite a lower score and lower response rate, the faculty believes 2.59 out of 3 suggests that overall recruiters find student research skills to be strong. The faculty plans to monitor this number in the 2022 Sundance event. Planned - The faculty plans to continue to identify additional research opportunities in the Adlab and faculty research projects. Planned - The faculty believes students are socring well in this area. The sequence recently started implementing the advertising research database "WARC" into classroom projects and assignments. The faculty plans to prioritize finding ways to connect advertising library tools to classroom assignments.	0	4	Research	Y	8	4	50	3
Fine Arts and Communications	Communications	Advertising BA	Students will understand and apply the principles and laws of freedom of speech and the press, for the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances.						Y		Y			2	2	2	0	2	0	1	0	1	2	Planned - Students appear to be applying First Amendment thinking to their work at a high level. The faculty plans to continue monitoring this standard. Planned - The faculty plan to assess freedom of speech in a future assessment cycle.	0	2	Freedom of speech	Y	4	2	50	2
Fine Arts and Communications	Communications	Advertising BA	Students will demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness, and diversity.								Y		Y	2	3	2	1	3	1	0	1	1	3	Planned - Students scored high on acting ethically in their work. Nevertheless, faculty expect the additionl of Comms 309, coupled with efforts to better integrate teaching around ethics into sequence classes, will result in even higher scores. Planned - Faculty expect the addition of Comms 309, coupled with efforts to better integrate teaching around ethics into sequence classes, will result in even higher scores. Planned - The faculty plans to again assess student papers for this standard in a future year.	0	3	Ethics	Y	6	3	50	3

Fine Arts and Communications	Communications	Advertising BA	Students will understand concepts and apply theories in the use and presentation of images and information.				Y		Y					2	1	0	1	1	0	0	1	0	1	Planned - The faculty plans to again assess student papers for this standard in a future year.	1	0	Theory	Y	2	1	50	2
Fine Arts and Communications	Communications	Advertising BA	Students will demonstrate an understanding of the history and role of professionals and institutions in shaping communications.						Y			Y		2	1	1	0	1	0	0	0	1	1	Planned - The faculty plans to again assess student papers for this standard in a future year.	0	1	History	Y	2	1	50	1
Fine Arts and Communications	Communications	Advertising BA	Students will think critically, creatively and independently.			Y			Y					2	5	4	1	5	0	1	2	2	5	Planned - The faculty plans to assess critical thinking in a future assessment of the Comms 417 final campaign. Planned - In addition to assessing critical thinking in the Comms 417 final campaign, the faculty would like to evaluate how each project throughout the program might engage students in critical thinking in novel and challenging ways. Planned - The results are slightly lower from the 2019 assessment. Now that media law and media ethics have been split into two separate, required classes, faculty will again assess critical thinking in the writing assignment. Planned - Faculty would like to continue to find new and challenging tasks for students to exercise their critical thinking abilities. They would also like to invite more client projects into the AdLab, where students can gain critical first-hand experience on a project with unique objectives and challenges. Planned - The faculty will revise the rubric for the Comms 417 final campaign.	0	5	Critical thinking	Y	10	5	50	2
Fine Arts and Communications	Communications	Advertising BA	Students will demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communication.	Y									Y	2	4	3	1	4	0	2	2	0	4	Planned - While this assessment is encouraging, other assessments suggest the need for continued improvement. With improved data gathering, faculty expect to see evidence of improvement from actions taken last year. Planned - FAcultу recognize the need to continue pushing students to engage with topics that reflect a sensitivity and care for all. Faculty would like to take in another year of data, while trying to improve and maintain some of the current energy in the program around the issue of diversity. Planned - This is an area that needs consistent engagement and consideration. Helping students in the sequence have more opportunities to learn about and understand the lived experiences of others (both alike and unalike) will help students develop empathy and become responsible citizens. The faculty would like to continue encouraging students to make work that engages with cultural issues and telling narratives of those less represented. The faculty also wants students to focus on addressing issues while remaining true to gospel doctrine. During 2020-2021, the sequence had some exceptional guests, including Marcus Collins (PhD and head of planning at Widen + Kennedy), Terri Meyer and Sandy Greenberg (Terri & Sandy Advertising), Margaret Johnson (Chief Creative Officer at Goodby Silverstein & Partners), and Carlina Matias (Brand Director for Wyndham Hotels & Resorts, and former strategist at FCB). The faculty plans for more guests with diverse backgrounds in the coming year. Taken - As a result of the previous year's assessment efforts, the school is now offering Comms 304, Media Ethics: Ethical Decision-Making in a Diverse Society. In addition to our efforts in inculcate the entire curriculum with diversity, this new class is now required of all Communications majors. The School considers this its most significant example of potentially closing of the the assessment loop. The faculty looks forward to continue assessment activities for evidence of improvement.	1	3	Domestic Diversity	Y	8	4	50	3
Fine Arts and Communications	Communications	Advertising BA	Students will demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.	Y								Y		2	3	3	0	3	0	1	1	1	3	Planned - As a result of the previous year's assessment efforts, the school is now offering Comms 304, Media Ethics: Ethical Decision-Making in a Diverse Society. In addition to our efforts in inculcate the entire curriculum with diversity, this new class is now required of all Communications majors. The School considers this its most significant example of potentially closing of the the assessment loop. The faculty looks forward to continue assessment activities for evidence of improvement. Planned - Students have a wide range of experience with other cultures, often because of serving missions in other countries. Faculty anticipate introducing projects that have more global implications. The faculty believes the newly created 371R class will be a perfect site for these projects to be developed. Specifically, they would like to have the class center around creating positive social change in a global world. It is hoped this initiative will improve student engagement with issues that are beyond our borders. Planned - The faculty plans to add this element in the rubric for the Comms 417 final campaign.	0	3	International diversity	Y	6	3	50	2
Fine Arts and Communications	Communications	Public Relations BA	Students will write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.				Y							1	7	6	1	7	1	0	0	6	7	Taken - In 2021, the faculty decided to remove applications to the major as an assessment activity. In 2019-2020, the faculty had planned to continue monitoring admissions materials with an amended rubric. Planned - None provided. In 2019-2020 the faculty reported that previous portolio assessments had suggested writing to be an area of concern. After focusing efforts on improving writing, the faculty concluded it had closed the loop. Planned - Faculty members are discussing the results to understand the apparent drop in quality of writing. Although it is possible the discontinuation of Comms 310 (Branded Content Writing) and Comms 311 (News Writing) negatively impacted the quality of student writing in Comms 300, it is not certain, as many students take Comms 300 before they took 310 or 311. Planned - The faculty will assess 425 in a future assessment cycle. In 2019-2020, faculty concluded that student writing showed a marked improvement from the earlier levels at which this learning outcome was assessed. The faculty believed the measures they had taken had resulted in students working at the level of a practitioner or expert. Planned - None provided. In 2019-2020, the faculty anticipated that an overall curriculum change might affect some writing instruction, as faculty discussed replacing the block-length skills courses. The faculty was to continue monitoring assessments related to writing as changes took place. Planned - The faculty suggest following up research about specifics of the PR program, including writing. Planned - None provided. In 2019-2020, faculty concluded writing was clear and demonstrated good flow, with some evidence of professional orientation. Faculty believe writing has improved since earlier assessments.	1	6	Writing	Y	14	7	50	2
Fine Arts and Communications	Communications	Public Relations BA	Students will apply basic numerical and statistical concepts					Y						1	3	2	1	3	0	0	1	2	3	Planned - None provided in 2021. In 2020-2021, faculty concluded that, overall, Communications students tend to rate lower in numerical skills. Thus, this is an issue for the entire faculty to study. Planned - One statistics class is required of PR students (Stats 121). Additionally, students engage quantitative methods in Comms 318. Nevertheless, the faculty will evaluate the feasibillity of increasing the focus on statistics in other classes. Planned - The faculty will evaluate the feasibility of increasing focus on statistics later in the course.	0	3	Numerical skills	Y	6	3	50	1
Fine Arts and Communications	Communications	Public Relations BA	Students will critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.				Y							1	1	1	0	1	0	0	0	1	1	Planned - The faculty will evaluate the feasibility of increasing focus on statistics later in the course.	0	1	Editing	Y	2	1	50	1
Fine Arts and Communications	Communications	Public Relations BA	Students will apply tools and technologies appropriate for the communications professions in which they work.								Y			1	3	2	1	3	0	0	1	2	3	Taken - In 2021, the faculty concluded to evaluate the standards of porfolios in the public relations industry and ascertain the extent to which they are valued. In 2019-2020, it was reported that previous portfolio assessments had suggested technology to be an area of concern and were targeted for improvement across the classes from which the portfolio pulls. Thus, the faculty believed the changes reflected a closing of the assessment loop. Taken - The PR faculty created a new PR Intelligence Lab, wherein all students in teh major will now have the opportunity to work with critical software tools. This is a change from the previous lab structure, "Y Digital" in which only about 30 students per semester had the opportunity to learn these tools in a lab setting. The faculty has also re-designed one of the core PR classes, Comms 350, to teach students how to use the Adobe Creative Suite. Planned - The faculty will conduct follow-up research about specifics of the PR program, including technology.	2	1	Technology	Y	6	3	50	1
Fine Arts and Communications	Communications	Public Relations BA	Students will conduct research and evaluate information by methods appropriate to the communications professions in which they work.					Y		Y				2	5	4	1	5	1	0	0	4	5	Planned - Conduct follow-up research about specifics of the PR program, including research skills. Taken - None provided. Planned - Put more focus on data analysis at the end of the program, specificallly in 336 and then focus on finallizing portfolios in 485 to capture better representation of research-based work. Taken - None provided in 2021. In 2019-2021, it was suggested that students had advanced from the secondary research done in Comms 336 to high quality primary research in Comms 425. Taken - The faculty revised the rubric to focus more on critical thinking by separating the category into "creativity" and "critical thinking." The faculty also moved Comms 336 to later in the curriculum (placing a tactics course earlier) so students have a better focus on critical thinking once they've learned tactics. The faculty decided to put more focus on data analysis and data-based decision-making in the class and offer the class later in the program. The class was renamed "Public Relations Strategy."	3	2	Research	Y	10	5	50	1

Fine Arts and Communications	Communications	Public Relations BA	Students will understand and apply the principles and laws of freedom of speech and the press, for the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances.			Y						Y		2	3	2	1	3	0	1	0	2	3	Planned - The faculty plan to assess freedom of speech in a future assessment cycle. Planned - Work with the internship office to assess what types of freedom of speech activities students engage in during their internship and integrate activities into coursework. Planned - Conduct follow-up research about specifics of the PR program, including freedom of speech.	0	3	Freedom of speech	Y	6	3	50	2
Fine Arts and Communications	Communications	Public Relations BA	Students will demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness, and diversity.			Y					Y			2	3	2	1	3	0	1	0	2	3	Planned - Increase discussion of real-world practice in PR classes. Planned - The faculty plans to again assess student papers for this standard in a future year. Planned - Conduct follow-up research about specifics of the PR program, including professionalism and ethics.	0	3	Ethics	Y	6	3	50	2
Fine Arts and Communications	Communications	Public Relations BA	Students will understand concepts and apply theories in the use and presentation of images and information.			Y				Y				2	1	1	0	1	0	0	0	1	1	Planned - Conduct follow-up research about specifics of the PR program, including professionalism and ethics.	1	0	Theory	Y	2	1	50	1
Fine Arts and Communications	Communications	Public Relations BA	Students will demonstrate an understanding of the history and role of professionals and institutions in shaping communications.			Y						Y		2	1	1	0	1	0	0	0	1	1	Planned - Conduct follow-up research about specifics of the PR program, including professionalism and ethics.	0	1	History	Y	2	1	50	1
Fine Arts and Communications	Communications	Public Relations BA	Students will think critically, creatively and independently.			Y								1	4	3	1	4	0	0	0	4	4	Planned - In 2021, the faculty decided to remove applications to the major as an assessment activity. In 2019-2020, the faculty had planned to continue to assess artifacts connected with applications to the major in order to detect any changes. Planned - Consider follow-up research about specifics of the PR program, including critical thinking. Taken - Faculty have implemented an increased focus on creativity and "the big idea" earlier in the program, including designing a new class on design and video production. Last year, faculty planned to expose students to elements of the capstone project earlier in their program to reinforce the critical thinking skills needed for a higher level of analysis. This has been accomplished with a curriculum change. Planned - Faculty revised the rubric to focus more on critical thinking by separating the category into "creativity" and "critical thinking" because there was some confusion as to the difference between creativity and critical thinking. The new rubric differentiates the two more clearly. Last year, the faculty concluded that 336 projects demonstrated students' extensive understanding of context and big picture, although the faculty detected needs for improvement in the areas of core analysis, SWOT, making connections with all parts of the planning process, and carrying ideas through. Faculty were to look for ways to improve on this finding.	1	3	Critical thinking	Y	8	4	50	1
Fine Arts and Communications	Communications	Public Relations BA	Students will demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communication.	Y									Y	2	4	3	1	4	0	0	2	2	4	Planned - Faculty will look to improve student experience in diversity and will evaluate the options to work with the internship office to help students find more diverse working environments. Planned - The PR faculty will refocus course projects to include components on diverse audiences. Taken - As a result of the previous year's assessment efforts, the school is now offering Comms 304, Media Ethics: Ethical Decision-Making in a Diverse Society. In addition to our efforts in inculcate the entire curriculum with diversity, this new class is now required of all Communications majors. The School considers this its most significant example of potentially closing of the the assessment loop. The faculty looks forward to continue assessment activities for evidence of improvement. Planned - In 2021, the PR faculty concluded it needs to offer more opportunities to work on projects reflecting diverse audiences, especially in campaign classes.	1	3	Domestic diversity	Y	8	4	50	2
Fine Arts and Communications	Communications	Public Relations BA	Students will demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.	Y									Y	2	1	0	1	1	0	0	0	1	1	Planned - In 2021, the PR faculty concluded it needs to offer more opportunities to work on projects reflecting diverse audiences, especially in campaign classes.	0	1	International diversity	Y	2	1	50	1
Fine Arts and Communications	Communications	Journalism BA	Students will write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.				Y							1	5	4	1	5	0	2	1	2	5	Planned - The assessment indicated an ongoing area of weakness: writing soft leads. The scores suggest that nearly a third (29.1%) of the students leads were scored below average. In the 2019 assessment 26% scored below average. The substandard scores suggest instructors need to re-focus the curriculum to address the problem. Faculty members agreed corrective action was needed. Planned - Last year it was reported that the curriculum was replacing the block classes (which included newswriting) with a new version of Comms 239 and a new class, Comms 305. More measurement is needed to assess the result of these changes. In the meantime, to improve writing skills, the faculty is considering universal rubrics for writing assignments to ensure rigor and provide a template for studetns to follow. The faculty also intends to press students to produce higher quality content by giving them more time and more mentored learning experiences outside of the deadline requirements. Planned - Faculty members are discussing the results to understand the apparent drop in quality of writing. Although it is possible the discontinuation of Comms 310 (Branded Content Writing) and Comms 311 (News Writing) negatively impacted the quality of student writing in Comms 300, it is not certain, as many students take Comms 300 before they took 310 or 311. Planned - The Journalism faculty will continue to emphasize writing mastery through intensive writing in specific courses and extensive lab opportunities. Planned - The Journalism faculty concluded that students are successfully meeting the program's basic learning outcomes while acknowledging that improvement is warranted.	0	5	Writing	Y	10	5	50	1
Fine Arts and Communications	Communications	Journalism BA	Students will critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.				Y							1	1	1	0	1	0	0	0	1	0		0	0	Editing	Y	1	1	100	1
Fine Arts and Communications	Communications	Journalism BA	Students will apply basic numerical and statistical concepts					Y						1	1	0	1	1	0	0	0	1	1	Planned - The Journalism faculty concluded that students are successfully meeting the program's basic learning outcomes while acknowledging that improvement is warranted.	0	1	Numerical skills	Y	2	1	50	1
Fine Arts and Communications	Communications	Journalism BA	Students will conduct research and evaluate information by methods apprropriate to the communications professions in which they work.							Y				1	2	1	1	2	0	0	0	2	2	Planned - To increase student involvement in research in the journalism sequence, it was suggested that professional faculty include more students in their research and assist them in the publication and presentation of peer-reviewed articles, and spend less time mentoring students on professional projects. Planned - Journalism faculty will continue to evaluate the journalism research methods course for effectiveness. Implementing research modules or course-specific exercises and in other settings (labs, in particular) could provide additional opportunities for students to develop a proficiency in research methodology.	0	2	Research	Y	4	2	50	1
Fine Arts and Communications	Communications	Journalism BA	Students will demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness, and diversity.								Y	Y		2	3	2	1	3	0	2	0	1	3	Taken - Student labs (newsroom responsibilities) provide opportunities to get approximate to other groups that might be outside their own social circles. As a result, Journalism students can develop ethical sensitivities to marginalized groups as well as those impacted by power structures within their communities. The sequence remains committed to providing these experiences to students, as well as requiring courses that examine ethics in media, a key learning objective. Planned - The faculty plans to again assess student papers for this standard in a future year. Planned - According to this data, a vast majority of grads feel they have a good understanding of professional ethics and norms. The data does not actually assess the ethics of journalism per se, but school-wide for all Communications students. Faculty is considering assessing ethics specifically in journalism in a direct or indirect manner.	1	2	Ethics	Y	6	3	50	3
Fine Arts and Communications	Communications	Journalism BA	Students will understand and apply the principles and laws of freedom of speech and the press, for the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances.						Y			Y		2	3	2	1	3	0	0	2	1	3	Planned - The faculty plan to assess freedom of speech in a future assessment cycle. Planned - All Journalism students are required to take a communication law course, which provides the knowledge and foundation for the concepts of free speech. Additionally, students are presented modules in several other courses (Comms 239, Comms 305, Comms 321, Comms 325) throughout their time in the program. The sequence will continue to emphasize the principles of free speech in their courses. Planned - To improve student satisfaction in the area of free speech, the faculty will review the content in the communications law class to make sure it fits in with needs in the professional field and not just a venue to recruit students to pursue going to law school. The class also appears to use adjunct instructors who may not be familiar with legal issues facing advertising, public relations, journalism, and communications studies. The faculty is considering whether the course should be split into 4 different sections to address the specific needs of each cohort.	0	3	Freedom of speech	Y	6	3	50	2
Fine Arts and Communications	Communications	Journalism BA	Students will apply tools and technologies appropriate for the communications professions in which they work.							Y				1	2	2	0	2	1	0	0	1	2	Taken - The school provides students access to key technology and software required to enter the work force. These technologies are introduced and developed in lab settings (newsrooms) that help students develop proficiencies. Planned - Students slightly underperformed, which indicates the program has an opportunity to better instruct students in how to utilize technology available to them in their storytelling. Overall, the results suggest that much of the student work is close to entry-level industry ready, but still below the program's desired goals.	1	1	Technology	Y	4	2	50	2

Fine Arts and Communications	Communications	Journalism BA	Students will understand concepts and apply theories in the use and presentation of images and information.					Y	Y			2	1	1	0	1	0	0	0	1	1	Planned - Students slightly underperformed, which indicates the program has an opportunity to better instruct students in how to utilize technology available to them in their storytelling. Overall, the results suggest that much of the student work is close to entry-level industry ready, but still below the program's desired goals.	0	1	Theory	Y	2	1	50	1
Fine Arts and Communications	Communications	Journalism BA	Students will think critically, creatively and independently.		Y							1	2	1	1	2	0	0	1	1	2	Planned - The results are slightly lower from the 2019 assessment. Now that media law and media ethics have been split into two separate, required classes, faculty will again assess critical thinking in the writing assignment. Planned - More emphasis is needed to develop critical thinking. While students understand and appreciate assignments that cause them to think critically, the faculty has failed to develop assignments that can measure critical thinking and measure student learning in this area. This will require a change in direction from deadline-driven assignments to rubric-driven assignments where students have more time to reflect and think critically about the articles of evidence they produce.	0	2	Critical thinking	Y	4	2	50	1
Fine Arts and Communications	Communications	Journalism BA	Students will demonstrate an understanding of the history and role of professionals and institutions in shaping communications.					Y		Y		2	1	1	0	1	0	0	0	1	1	Planned - More emphasis is needed to develop critical thinking. While students understand and appreciate assignments that cause them to think critically, the faculty has failed to develop assignments that can measure critical thinking and measure student learning in this area. This will require a change in direction from deadline-driven assignments to rubric-driven assignments where students have more time to reflect and think critically about the articles of evidence they produce.	0	1	History	Y	2	1	50	1
Fine Arts and Communications	Communications	Journalism BA	Students will demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communication.	Y							Y	2	3	2	1	3	0	1	2	0	3	Taken - As a result of the previous year's assessment efforts, the school is now offering Comms 304, Media Ethics: Ethical Decision-Making in a Diverse Society. In addition to our efforts in inculcate the entire curriculum with diversity, this new class is now required of all Communications majors. The School considers this its most significant example of potentially closing of the the assessment loop. The faculty looks forward to continue assessment activities for evidence of improvement. Planned - The sequence continues to offer exercises that challenge students' perceptions of the world. Course work, labs, and mentored experiences are designed to help students think about issues regarding diversity and will continue to be a primary focus of the sequence. In regards to religious diversity (where journalism students scored below the university and peer institional averages) the sequence has offered courses and study abroad opportunities that explore religious topics. However, faculty are committed to providing increased course work, mentored experiences, and lab work that excamines diverse religious experiences. Planned - Student labs (newsroom responsiblities) provide opportunities to get approximate to other groups that might be outside their own social circles. As a result, Journalism students can develop ethical sensitivities to marginalized groups as well as those impacted by power sgtructures within their communities. The faculty remains committed to providing these experiences to students, as well as requring courses that examin ethics in media as a key learning objective.	1	2	Domestic diversity	Y	6	3	50	2
Fine Arts and Communications	Communications	Journalism BA	Students will demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.	Y							Y	2	1	0	1	1	0	0	1	0	1	Planned - Student labs (newsroom responsiblities) provide opportunities to get approximate to other groups that might be outside their own social circles. As a result, Journalism students can develop ethical sensitivities to marginalized groups as well as those impacted by power sgtructures within their communities. The faculty remains committed to providing these experiences to students, as well as requring courses that examin ethics in media as a key learning objective.	0	1	International diversity	Y	2	1	50	2
Fine Arts and Communications	Communications	Mass Communications MA	Students will be able to correctly explicate theories from the fields of communication, sociology, psychology, and cultural anthropology and correctly apply them to significant media questions and issues facing individuals, families, and broader social institutions.				Y		Y			2	2	1	1	1	0	0	0	0	1	Planned - Student labs (newsroom responsiblities) provide opportunities to get approximate to other groups that might be outside their own social circles. As a result, Journalism students can develop ethical sensitivities to marginalized groups as well as those impacted by power sgtructures within their communities. The faculty remains committed to providing these experiences to students, as well as requring courses that examin ethics in media as a key learning objective.	1	0	Understanding The Role of Media in Society	N	2	0	0	0
Fine Arts and Communications	Communications	Mass Communications MA	Students will be able to produce valid and reliable research in the form of theses, projects, conference papers, and peer-reviewed journal articles. Students will be able to use appropriate quantitative and qualitative research methods to answer significant and relevant questions. Students will be able to formulate testable research questions and hypotheses and select the appropriate methodological design to answer their research questions and test their hypotheses. Students will be able to analyze their data using approporiate multivariate statistical tests and arrive at the appropriate conclusions based on those tests. Students will be able to explain the basic ontologoical and epistemological differences that undergird the quanitative and qualitative research paradigms. Students will be able to develop and execute rigorous qualitative research strategies leading to the application and development of grounded theory.				Y		Y			2	1	1	0	1	0	0	0	0	2	Taken - We have expanded our Introduction to Graduate Studies course from 1 to 3 credits, and expanded the instruction to deal with all kinds of issues dealing with thesis writing, conducting research, working with faculty committees, and other aspects of successfully navigating graduate work and preparing for a PhD program for those interested. Such a course has allowed students to learn lessons early on how to be successful in the program. Planned - We continue to encourage our students to produce papers and articles and to provide financial support for research and travel expenses. We continue to offer assistantships to our graduate students. We have worked carefully to assess student research interests and experience and match those with faculty research interests. We feel that this approach has increased the quantity and quality of our research, both for faculty members and students. These efforts often result in co-authored papers and journal articles. Also, as mentioned in the previous section, we will have the graduate faculty read three randomly selected theses to assess student competencies in the area of qualitative and quantitative research methods and we will continue to monitor faculty feedback coming from assessments of the comprehensive exams.	1	1	Conducting Scientific Research	N	3	0	0	0
Fine Arts and Communications	Communications	Mass Communications MA	Students will learn to plan communication that serves audience needs and advances the goals of the organizations served by our graduates. Students will be able to apply theory and research to the needs of their employers. Students will increase their capacity to be competent professional communicators.				Y		Y			2	1	1	0	1	0	0	0	0	3	Taken - In terms of professional development, we have given the charge to the Internship/Job Placement coordinator, Natalie Chambers, to establish connections with our graduate student alumni to determine their interest mentoring our graduate students and possibly providing internship opportunities. The hope is that students will better understand the demands of the workplace and how best to prepare academically and professionally for those eventualities. Natalie also has provided the graduate students with lists of mentors that were prepared to give guidance to our graduate students. Taken - As a graduate faculty, we considered revisions to our curriculum that would include more professionally-oriented classes to meet the needs of our students who are already working professionals in media industries. As a result of these considerations, we offered a class dealing with the use of social media in persuasive campaigns. The course professor worked with an actual social issue (drug addiction arising from pain pills) and began an online awareness campaign. Taken - We created a course of storytelling in nonprofit organizations to develop a campaign for an actual nonprofit, Feed the World . Such experiences in areas that have strong professional value further prepare our students to communicate in a world that is experiencing rapid change in communication delivery, especially in the area of digital media.	3	0	Communicating Effectively	N	4	0	0	0
Fine Arts and Communications	Communications	Mass Communications MA	Students will understand the nexus between faith. scholarship and character. This program follows the AIMS of a BYU Education, to offer an educational experience that is spiritually strengthening, intellectually enlarging, character building, and that leads to lifelong learning and service.		Y			Y				2	1	0	1	1	0	0	0	0	1	Taken - We created a course of storytelling in nonprofit organizations to develop a campaign for an actual nonprofit, Feed the World . Such experiences in areas that have strong professional value further prepare our students to communicate in a world that is experiencing rapid change in communication delivery, especially in the area of digital media.	0	1	Developing Scholar-Disciples	N	2	0	0	0
Fine Arts and Communications	Communications	Communications Studies BA	Students will write correctly and clearly in forms and styles appropriate for the communications professions, audiences, and purposes they serve.			Y	Y					2	3	2	1	3	0	1	1	1	3	Planned - The assignment has the capacity to assess student learning related to theory, critical thinking, and editing. However, this first version of the rubric did not specifically measure those skills. Faculty plan to revise the rubric to standardize it, make it more realistic (ie "fewer than 3 errors in APA will result in a lower grade"). Faculty believe they may have spent too much time assessing writing, which is also assessed elsewhere, and that others of the values and competencies are learned in the class and can be assessed with a revised rubric. Planned - Faculty members are discussing the results to understand the apparent drop in quality of writing. Although it is possible the discontinuation of Comms 310 (Branded Content Writing) and Comms 311 (News Writing) negatively impacted the quality of student writing in Comms 300, it is not certain, as many students take Comms 300 before they took 310 or 311. Planned - Communications Studies faculty will continue to monitor assessments related to writing as any changes take place.	0	3	Writing	Y	6	3	50	3

Fine Arts and Communications	Communications	Communications Studies BA	Students will critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style, and grammatical correctness.			Y	Y						2	1	1	0	1	0	1	0	0	1	Planned - Communications Studies faculty will continue to monitor assessments related to writing as any changes take place.	0	1	Editing	Y	2	1	50	3
Fine Arts and Communications	Communications	Communications Studies BA	Students will apply basic numerical and statistical concepts.					Y		Y			2	1	0	1	1	0	1	0	0	1	Planned - Communications Studies faculty will continue to monitor assessments related to writing as any changes take place.	0	1	Numerical skills	Y	2	1	50	2
Fine Arts and Communications	Communications	Communications Studies BA	Students will apply tools and technologies appropriate for the communications professions in which they work.				Y			Y			2	2	2	0	2	0	2	0	0	2	Planned - While encouraged by the high level of competence demonstrated in this assessment, the faculty realizes the numbers have declined slightly from last year's assessment. The 80% "Highly Developed" classification had slipped to 75% in the current year. However, "Partially Developed" jumped from 3% to 21%, and "Not Developed" declined from 13% to only 4%. Therefore, the top-tiered ePortfolios dropped off a bit, while the middle- and lower-tiered ePortfolios have increased dramatically in terms of quality. The faculty believes that more time needs to be spent in the classroom addressing keeping the presentations to the allocated time window. Taken - These numbers indicate that students are performing well with acquiring skills relating to technology. Faculty acknowledge that these numbers may be low because the wide range of internships Comms Studies serve in--only some of them specifically relate to Comms technologies. Out of all the programs, the Comms Studies internships have the widest range of particular skills. Still, 80% particiapted in an internship, compared to 51% of their peers. Overall, with few exceptions, Comms Studies students were regarded highly by their supervisors, based on the assessments they were asked to provide.	1	1	Technology	Y	4	2	50	3
Fine Arts and Communications	Communications	Communications Studies BA	Students will conduct research and evaluate information by methods appropriate to the communications professions in which they work.					Y	Y				2	3	2	1	3	0	1	2	0	3	Planned - While encouraged by the high level of competence demonstrated in this assessment, the faculty realizes that the numbers have declined slightly from last year's assessment. The 70% "Highly Developed" classification had slipped to 64% in the current year. However, "Partially Developed" jumped from 18% to 29%, and "Not Developed" declined form 10% to 7%. Therefore, the top-tiered ePortfolios dropped off a bit, while the middle- and lower-tiered ePortfolios have increased dramatically in terms of quality. The faculty believes that more time needs to be spent in the classroom addressing how students might utilize storytelling and pathos in their presentations. Planned - The results correspond with the direct assessment of student portfolios. Further refinement and additional data is required to make a judgment on curricular implications. Planned - The faculty interpreted these results, which were perhaps lower than expected, through a framework related to its curriculum. Communications Studies students generally group themselves as either academic track or professional track students. The students who opt to complete internships are more professionally-minded, and thus are using more applied skills at these internships, while the academic students are oting instead to work with faculty on mentored opportunities. The faculty will consider assessment strategies.	0	3	Research	Y	6	3	50	2
Fine Arts and Communications	Communications	Communications Studies BA	Students will understand concepts and apply theories in the use and presentation of images and information.				Y		Y				2	1	1	0	1	0	1	0	0	1	Planned - The faculty interpreted these results, which were perhaps lower than expected, through a framework related to its curriculum. Communications Studies students generally group themselves as either academic track or professional track students. The students who opt to complete internships are more professionally-minded, and thus are using more applied skills at these internships, while the academic students are oting instead to work with faculty on mentored opportunities. The faculty will consider assessment strategies.	0	1	Theory	Y	2	1	50	3
Fine Arts and Communications	Communications	Communications Studies BA	Students will demonstrate an understanding of the history and role of professionals and institutions in shaping communications.						Y			Y	2	1	1	0	1	0	0	1	0	1	Planned - The faculty interpreted these results, which were perhaps lower than expected, through a framework related to its curriculum. Communications Studies students generally group themselves as either academic track or professional track students. The students who opt to complete internships are more professionally-minded, and thus are using more applied skills at these internships, while the academic students are oting instead to work with faculty on mentored opportunities. The faculty will consider assessment strategies.	0	1	History	Y	2	1	50	2
Fine Arts and Communications	Communications	Communications Studies BA	Students will think critically, creatively, and independently.			Y			Y				2	3	2	1	3	0	1	2	0	3	Planned - The faculty was concerned by the changes between 2020 and 2021 regarding critical thinking: Only 71% were "Highly Developed" (compared to 87% in 2020), 21% were "Partially Developed" (compared to 7% in 2020) and 7% were "Not Developed" (compared to 3% in 2020). While these changes may appear alarming, the faculty believes that it may be due to the variance in how the assignemnt was assessed. In 2021, the same rubric was used to assess two similar (but different) assignments: One was a persuasvie speech, the other was an industry pitch. Because they both had the same objectives, they were viewed as similar enough to assess together. Still, one of them h ad slightly different expectations regarding the structure of the speech. For this reason, the network of reviewers provided lower numbers than expected. For future assessments, faculty across sections will be given more of a standardized template for values and competencies across both assignments. Planned - This indirect evidence suggests students believe they've learned to think critically and analytically. Faculty will re-examine how this learning outcome is measured for consistency. Planned - The results are slightly lower from the 2019 assessment. Now that media law and media ethics have been split into two separate, required classes, faculty will again assess critical thinking in the writing assignment.	0	3	Critical thinking	Y	6	3	50	2
Fine Arts and Communications	Communications	Communications Studies BA	Students will understand and apply the principles and laws of freedom of speech and the press, for the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances.						Y		Y		2	3	2	1	3	0	1	1	1	3	Planned - While encouraged by the high level of competence demonstrated in this assessment, the faculty realizes there is room for improvement. Still faculty was heartened to learn that the numbers were stronger in 2021 than they were in 2020: "Highly Developed" was at 57% (compared to 53% in 2020) and "Partially Developed" was 43% (compared to 40% in 2020). Based on this assessment, the faculty does not see evidence to suggest that significant pedagogical action needs to be taken for freedom of speech. The plan is to compare these results with the next assessment. Planned - Both direct and indirect evidence suggests students have a high level of understanding of freedom of speech and First Amendment principles. These findings are consistent with previous assessments. Faculty will continue to assess and look for any changes. Planned - The faculty plan to assess freedom of speech in a future assessment cycle.	0	3	Freedom of speech	Y	6	3	50	2
Fine Arts and Communications	Communications	Communications Studies BA	Students will demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness, and diversity.								Y		Y	2	3	3	0	3	1	1	0	1	3	Planned - The faculty was encouraged to see that the numbers were generally better this year than last--71% of ePortfolios were considered "Highly Developed" by the network of reviewers in the area of ethics (compared to 73% in 2020); 25% were "Partially Developed," compared to 20% in 2020, and only 4% were "Not Developed." Faculty will continue to assess to compare data. Planned - The faculty plans to again assess student papers for this standard in a future year. Planned - The faucly was pleased to note that employers were impressed with the personal ethical behavior of student uinterns. Faculty will continue efforts to ensure that students can contact them during their internships if ethical questions arise.	0	3	Ethics	Y	6	3	50	3
Fine Arts and Communications	Communications	Communications Studies BA	Students will demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communication.	Y									Y	2	2	1	1	2	0	1	1	0	2	Planned - The Communications Studies faculty is pleased with the results of this indirect assessment and will continue to integrate domestic diversity into the curriculum. Under the direction of the committee, the School hosted a panel discussion during Spring Term 2021, over Zoom regarding sexual diversity. Additionally, facuty will be mindful of multicultural applicants to the program. Taken - As a result of the previous year's assessment efforts, the school is now offering Comms 304, Media Ethics: Ethical Decision-Making in a Diverse Society. In addition to our efforts in inculcate the entire curriculum with diversity, this new class is now required of all Communications majors. The School considers this its most significant example of potentially closing of the the assessment loop. The faculty looks forward to continue assessment activities for evidence of improvement.	1	1	Domestic diversity	Y	4	2	50	3
Fine Arts and Communications	Communications	Communications Studies BA	Students will demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.	Y								Y	2	1	0	1	1	0	0	0	0	1	Taken - As a result of the previous year's assessment efforts, the school is now offering Comms 304, Media Ethics: Ethical Decision-Making in a Diverse Society. In addition to our efforts in inculcate the entire curriculum with diversity, this new class is now required of all Communications majors. The School considers this its most significant example of potentially closing of the the assessment loop. The faculty looks forward to continue assessment activities for evidence of improvement.	0	1	International diversity	Y	2	1	50	3

Fine Arts and Communications	Dance	Dance BA	Students will demonstrate advanced or high intermediate technical and artistic skill in at least one dance genre.							Y			1	3	3	0	3	0	0	0	0	5	Planned - We need to put in place an annual, systematic, process for evaluating ePortfolio artifacts. Taken - Due to technique screenings that take place at all 300 and 400 level technique courses, we determined that this PLO does not need additional assessment each year beyond technique placement auditions and submission of ePortfolio artifacts. Planned - In future placement auditions we would like to track students more closly to determine whether some are taking longer than others to progress. Taken - This action has proven successful for the ballet area, so we know that there is value in having consistent and clear standards and criteria for each ballet class. The contemporary area is starting to implement such standards so it will be interesting to see how effective they feel this new level of assessment is in regard to student progress and advancement. The ballroom classes that our majors take have always had in place various exams at each level, and world dance is very specific so there are clear dances from different countries that the students have to excel in to advance. Taken - Since the contemporary area's measurable and consistent technique standards were a point of NASD concern when assessing the students' levels of technique throughout the program, the contemporary area has reviewed their guiding technique document. This document applies to the following dance major technique courses: Dance 241/243, Dance 340/440. Additionally, the contemporary area is creating a Dance 341 (an additional technique course) table. The contemporary faculty is considering the combination of all the technique course assessment tables into one document. They have also been working on a placement class rubric and wordsmithing their guiding technique document.	3	2	Technical Skill and Artistry	Y	8	3	38	3
Fine Arts and Communications	Dance	Dance BA	Students will demonstrate competency in a self-selected dance specialty such as pedagogy, choreography, or performance.				Y		Y				2	2	2	0	2	0	0	0	0	3	- We need to put in place an annual, systematic, process for evaluating ePortfolio artifacts. Planned - Planned actions include: The senior project coordinator and the instructor of Dance 469 Senior Projects will identify mentor responsibilities and clarify what it is they need to do with those seniors that they are mentoring. The senior project rubric that was used for the last round of senior projects will be revised to improve it. Faculty that evaluated the choreography learning outcome suggested specific changes that need to be made. Possibly, each choreography class will adopt the same rubric to have consistency through the choreography course levels. And, additionally, the plan is to add specific criteria for ballroom and world dance senior projects that accurately reflect their genres. Taken - The focus this year for this learning outcome was the "Teaching" or the pedagogy aspect. A common pedagogy rubric has been created to be used departmentally in the 300-level pedagogy courses. This rubric provides shared pedagogical values, regardless of dance genre. The instructors of these 300-level pedagogy courses have been asked to use this common rubric once during the upcoming academic year.	1	1	Teaching, Choreography, or Performance	Y	5	2	40	3
Fine Arts and Communications	Dance	Dance BA	Students will examine, synthesize, and apply theory within a comprehensive dance curriculum.				Y			Y			2	2	2	0	2	0	0	0	0	3	Planned - We need to put in place an annual, systematic, process for evaluating ePortfolio artifacts. Planned - The assessment group determined several solutions, but also it reaffirmed that the Dance 317 writing course approved for the dance department beginning fall semester 2020 is desperately needed and will greatly strengthen the writing of our majors. This course will provide the scaffolding for much stronger writing. Also, we want to create a database that has sample quality papers for the students to review. In our discussion, we determined that a progression of developing writing skills is needed--beginning as a freshman in the freshman seminar class and culminating in a comprehensive research paper in Dance 461, Dance History 2, or the Senior Seminar class. It was agreed that we need to get the students into the literature, guide them to dance research resources, teach them how to document properly (everyone using Chicago Manual style documentation), and develop their critical thinking skills more from the beginning of the major. We are going to put into place a common research paper proposal process across the major courses that require writing Additional planned actions include having the students use the editing and library resources on campus. And, we want to use the same rubric across the major courses for writing assignments. This will require a revamping of the writing assessment rubric created by the curriculum meeting for this faculty assessment meeting. One specific change on that rubric is a word count requirement across the department for large final papers. We believe that a word count of 2500-3000 words is a good length for a culminating research paper. In the future another possibly planned action may be reinstating the Writers' Symposium in connection with the Dance 317 writing course. This is a symposium for which the top academic papers from the department are selected by a faculty committee and presented to the department. A possible financial award could be part of this, which is always motivating to students. Taken - This past academic year the Dance 317 course was implemented into the major, and the faculty are excited at the strength in writing skills that the students will gain in this class, and this course will provide valuable artifacts in the future. We are currently designing a new BA program that will take into consideration the progression of	1	2	Research and Theory	Y	5	2	40	2
Fine Arts and Communications	Dance	Dance BA	Students will model professional behavior and practice.								Y		1	3	2	1	3	0	0	0	0	4	Planned - We need to put in place an annual, systematic, process for evaluating ePortfolio artifacts. Taken - Responses were transcribed and analyzed for frequency of specific responses. The Teaching and Learning Committee looked at the resulting data and determined that the PLO had been met. Planned - There are both taken and planned actions for this learning outcome. Two years ago we reviewed this learning outcome and evaluated it the following year. The determined action was to distribute the policy to the majors at the majors meeting in the fall semester with the signed form to be returned to the dance major coordinator or the department secretary. After receiving the signed form we placed it into the major student's file. Most of the forms were not turned in, so that was an issue. The following year, which was last year, we stapled the policy to the advisement packet that each student has to complete each year through mandatory advisement. This coming year, the dance major coordinator will go through each of the major students' files to review this action--to see if we actually received the forms, and if not we will make sure everyone (faculty advisors and students are reminded that this is the new process. Planned - This past year's taken action of including the professionalism policy contract with the advisement packet in order to have more students read through it and sign it, was not as successful as hoped. Some of the individual advisors were able to collect them, but there was not a common storage place, which was a procedural error. The committee in charge of this learning outcome this year has decided on a new and improved process. For this upcoming academic year the entire professionalism policy contract will be read outloud to the students at the first major's meeting and then the students can sign it digitally so that we can house all of the students' signatures in a google doc file. The professionalism policy contract was updated for this upcoming year. The changes that were recently made are: adding the department mission statement; increasing clarity with new language and categorical divisions; and, including new leadership/involvement expectations.	1	3	Professionalism	Y	7	3	43	3
Fine Arts and Communications	Dance	Dance BA	Students will critically examine spiritual, ethical, and professional issues relevant to dance.								Y		1	2	1	0	2	0	0	0	0	3	Planned - We need to put in place an annual, systematic, process for evaluating ePortfolio artifacts. - This learning outcome will need to be addressed in the near future. Taken - The committee reviewing this program learning outcome assessed three writing assignments from Dance 230, Dance 317, and Dance 459 and concluded that students are making spiritual connections and that journals, self-assessments, and spiritual reflection papes were the most direct assessments of this PLO. The committee felt that this PLO could incude the professionalism policy contract as an assessment as well as the Dance 469, Senior Capstone writing assignment. New language will be added to Dance 469 to accomplish this committee recommendation. However, at this time the Capstone is not currently required in the BA program, so this needs to be considered. The committee is also considering the addition of a mind/body/spirit connection focus to additional assignments to further assess this learning outcome. In the mean time, Dance 230 will house the artifacts for this learning outcome.	1	1	Spiritual Values and Ethical Issues	Y	5	2	40	2

Fine Arts and Communications	Dance	Dance Education K-12 BA	Students will demonstrate proficiency in contemporary modern dance technique, performance, and choreography.				Y			Y				2	4	3	1	4	0	0	0	0	8	Taken - Curriculum refinement and discussions. Faculty updated the weighted percentage for final grades in the upper level technique courses. Technique instructors meet and discuss protocols, procedures, and needs for the technique classes. Faculty course coordinators attend class and combine classes occasionally to observe students and indirectly/informally assess student progress. Taken - This is a statement for ALL of the PLO's: we have continued to refine the assessment requirements and have consistent and meaningful discussion about this requirement. The Dance Education Committee review student needs and achievements regularly Planned - We have noticed some increase in injuries between the high intensity of performance and technique and plan to keep watching injuries as we strive to find the right balance of intense training with overall wellness. Taken - Traditionally, students in performing groups have been expected to concurrently enroll in a technique course. The past few years, we have noticed a trend for students to audit technique classes. Subsequently, many students don't attend regularly. This past school year, we implemented a written policy for students of the performing groups to enroll in a technique course. Students auditing courses has decreased and overall the technique classes are better attended and taken more seriously. We implemented a strict audit policy and have students sign an audit agreement. This has also increased student engagement and achievements in both technique and performance. Taken - We have started tracking Placement Class results via dancetrack.byu.edu. As we continue to collect data, we will be able to track student progress more thoroughly using this program. Taken - In March 2019, faculty met together and reviewed choreographic artifacts. Each faculty member evaluated choreographic work in both his/her area of expertise as well as a work outside his/her area of expertise. We shared data via dancetrack.byu.edu and discussed trends and strategies to support student learning and achievement in choreography. Taken - We are trying to increase opportunities for students to practice and analyze choreography. Some of our students, under the direction of a full-time faculty member, have created Dance in Dezign-- an informal showing of student choreographic works-in-progress. Taken - We are currently refining our Choreography	7	1	Dance Technique, Performance, and Choreography	Y	12	4	33	0
Fine Arts and Communications	Dance	Dance Education K-12 BA	Students will meet the Utah Effective Teaching Standards at the basic competence level.			Y				Y				2	1	1	0	2	0	0	0	0	4	Taken - We will continue to assess the teaching standards of our students. The DELTA test for licensure (similar to PRAXIS) may be adopted by the State of Utah and will give additional assessment information about our dance education students. We have had our students participate in initial DELTA testing and hope to continue this trend. Taken - We will continue refining the PAES and PPAT instruments for better assessment and reporting of teaching, particularly as it pertains to dance. Planned - The newly adopted PPAT evaluation will be implemented this coming year. We anticipate some large learning curves, but hope the data will be valuable. Taken - This is a teaching-specific PLO in order to align with the McKay School of Education. It is specific to the State of Utah teaching requirements. As we continue with this learning outcome (assessing and evaluating it), we anticipate future discussion with the McKay School.	3	1	Instructional Strategies, Standards, and Pedagogy	Y	6	2	33	0
Fine Arts and Communications	Dance	Dance Education K-12 BA	Students will examine, synthesize, and apply theory within a comprehensive dance curriculum.			Y			Y					2	1	1	0	1	0	0	0	0	1	Taken - This is a teaching-specific PLO in order to align with the McKay School of Education. It is specific to the State of Utah teaching requirements. As we continue with this learning outcome (assessing and evaluating it), we anticipate future discussion with the McKay School.	1	0	Dance Theory and Curriculum	Y	2	1	50	0
Fine Arts and Communications	Dance	Dance Education K-12 BA	Students will model professional behavior and practice in dance education.								Y	Y		2	1	1	0	2	0	0	0	0	3	Taken - These artifacts encourage more holistic and internal commitment to this learning outcome. Section 7 of the Teacher Work Sample involves in-depth reflection of teaching and future plans for improvement. The additional artifacts of choice reflect students' actions-- not just proof of membership. 9/16/13 Taken - We anticipated that the wording of this PLO will be changed to include the Five Commitments in order to align with the McKay School of Education. Although we have not implemented a PLO specific to the Five Commitments, we are committed to the philosophies and framework. Taken - The past school year, we implemented a Professionalism Rubric for all technique courses. We feel this has helped make professionalism aspects clearer to students. Dispositions and attitudes about communication, body language, civility, and inclusion are part of the professionalism rubric.	3	0	Professional Engagement, Behaviors, and Interaction	Y	5	2	40	0
Fine Arts and Communications	Dance	Dance Education K-12 BA	Students will critically examine spiritual, secular, and ethical issues relevant to dance and education.	Y							Y			2	1	0	1	1	0	0	0	0	2	Planned - We will continue to assess the assessment artifacts and how the course work can support this PLO in a meaningful and connected way for students. We have regular discussions regarding spirituality and ethics within the Dance Education major, Dance Department, and CFAC College. All of these discussions will continue to inform our practice and requirements in this area. This action taken is in response to better prepare students spiritually to enter the dance field. 9/16/13 Taken - Students complete ethically-based surveys and engage in many ethical tasks during the student teaching semester. The Professional Responsibility section of the PAES evaluation for Dance Education K-12 majors includes ethical practice.	1	1	Spiritual and Ethical Issues	Y	3	1	33	0
Fine Arts and Communications	Dance	Dance BFA	Students will demonstrate advanced skill in dance technique and performance.						Y	Y				2	2	2	0	2	0	1	0	0	3	Planned - Progress can still be made towards students achieving advanced skill in more than one genre of dance. Due to a change in the ballet schedule starting Fall 2020, students will have the opportunity to take advanced technique courses in both ballet and contemporary. Faculty will be looking to assess if students choose to take classes in both areas and how that might enhance their progression in the major. Taken - We have rewritten the language for the proficiency/audition rubric to clarify how to score a student (scoring where students technical and performance skills are in the program as a whole, rather than in comparison to other students in their year of matriculation.) This will create more accurate scoring of our students for assessment purposes. Planned - Students will be surveyed about what technqiue courses they are taking at the upcoming proficiency/audition to see if they are taking advantage of the schedule change mentioned in 2020 that made it possible for them to take upper level ballet and contemporary during the same semester.	1	2	Technical Skill and Performance	Y	5	2	40	3
Fine Arts and Communications	Dance	Dance BFA	Students will demonstrate advanced skill in choreographic principles.			Y	Y							2	2	2	0	2	0	1	0	0	2	Planned - Since choreographic classes combine BFA, BA, and Dance Ed majors, we may assess student choreography specifically from the BFA students instead of assessing a sampling from each choreography course. This will give faculty a more accurate reading of how the BFA students progress in their choreographic skills throughout the major. We continue to streamline policies for senior capstone projects, including clarified faculty mentor guidelines. In upper-level choreographic courses, faculty mentors will encourage creative processes fueled by research. They will also help students learn how to speak and write about their choreographic works in clear, effective ways. Taken - The choreography rubric for proficiencies/auditions has been changed to better reflect the constraints of the assignment and broaden the scope of successful choreography to include more contemporary sensiblities as well as traditional choreographic values. In addition students will be required to give an oral introduction of their work which will also be assessed.	1	1	Choreography	Y	4	2	50	3
Fine Arts and Communications	Dance	Dance BFA	Students will examine, synthesize, and apply theory within a comprehensive dance curriculum.			Y						Y		2	2	2	0	2	0	0	1	0	3	Planned - Starting Fall 2020, BFA students will be required to take Dance 317, an advanced writing course for dance. Students will engage in critical writing processes, including research, literature review, and reflective writing. Dance 317 will be an important stepping stone towards understanding how to navigate significant writing assignments in DANCE 342 - Kinesiology for Dancers, DANCE 343 - Principles of Somatics, DANCE 351 - Laban Movement Analysis, DANCE 459 - Seminar in Dance, and DANCE 461 - Dance History 2: Early Modern Dance through Present Day. DANCE 317 will be a listed pre-requisite for all these courses. In addition at least one faculty member will be co-teaching the DANCE 317 course with a professor from the English department, and a second dance faculty member will be observing the course. This is both preperation for multiple faculty members to co-teach the course and for our faculty as whole to become more knowledgable in writing and creating appropriate writing assignments. Planned - Currently the Dance 317 course conflicts with BFA students who are members of Ballet Showcase or Theatre Ballet, we are looking at possibly creating another section of the course during the Winter semester at a different time of day to mitigate this conflict. Taken - A basic shared rubric that will be used in all 300 level pedagogy courses has been created to assist in consistentcy for students across generes and also to assist in assessment needs.	1	2	Research and Theory	Y	5	2	40	2

Fine Arts and Communications	Dance	Dance BFA	Students will critically examine spiritual, ethical, and professional issues relevant to dance.	Y						Y			2	2	0	2	2	0	0	0	0	2	Planned - Faculty members educate students about spiritual values and ethical issues in the field of dance through conversations and lesson plans. However, faculty will reassess which courses actually produce artifacts that pertain to these conversations, and which courses have the potential to add artifacts. Planned - The afore mentioned actions have been created and are ready to be implemented in Fall 2021. In addition the requirements for the senior capstone final paper will be rewritten to include a section that addresses their experience with the mind, body, spirit connection during the process of their capstone creation. All BFA's are required to complete a senior capstone project.	0	2	Spiritual Values and Ethical Issues	Y	4	2	50	2
Fine Arts and Communications	Dance	Dance BFA	Students will model professional behavior and practice.					Y		Y			2	2	0	2	2	0	1	0	0	2	Planned - Faculty will continue to exemplify and promote professional behavior within their classes, as well as provide opportunities for students to engage in professional outreach programs, such as workshops, summer intensives, and master classes. We have also begun instituting professionalism assessments in our contemporary and ballet technique classes and will continue to see what evidence results from that. Taken - A major wide professionalism document has been created and will be presented for each dance major to read and sign during our upcoming major meeting in Fall 2021.	1	1	Professionalism	Y	4	2	50	3
Fine Arts and Communications	Design		Students will be able to understand the basic principles of design, including composition, color, and visual form.			Y	Y						2	2	1	1	1	1	0	0	0	1	Taken - A major wide professionalism document has been created and will be presented for each dance major to read and sign during our upcoming major meeting in Fall 2021.	0	1	Communication Through Design	Y	2	1	50	4
Fine Arts and Communications	Design		Students will be able to identify international design artifacts throughout history and recognize their influence on contemporary visual culture.				Y						1	2	0	2	1	0	1	0	0	1	Taken - A major wide professionalism document has been created and will be presented for each dance major to read and sign during our upcoming major meeting in Fall 2021.	0	1	Visual Culture	Y	2	1	50	2
Fine Arts and Communications	Design		Student will be able to demonstrate the basic skills of their chosen emphasis, including representational drawing, principles of animation, photography, and graphic design.			Y			Y				2	2	1	1	1	1	0	0	0	1	Taken - A major wide professionalism document has been created and will be presented for each dance major to read and sign during our upcoming major meeting in Fall 2021.	0	1	Technical Skill Development	Y	2	1	50	4
Fine Arts and Communications	Design		Students will be able to survey the potential career paths within their chosen emphasis and identify the current challenges in the field.						Y			Y	2	2	0	2	1	0	0	1	0	1	Taken - A major wide professionalism document has been created and will be presented for each dance major to read and sign during our upcoming major meeting in Fall 2021.	0	1	Career Survey	Y	2	1	50	2
Fine Arts and Communications	Design	Graphic Design BFA	Students will be able to recognize design as a catalyst for positive cultural change and consider the importance of context, audience, and history in their work.				Y		Y				2	3	2	1	3	0	3	0	0	2	Planned - We'll continue to evaluate student portfolios at the end of each semester. Additionally, our area plans to establish clearer guidelines for which types of portfolio projects should be completed for each class (and subsequently integrated in an overall gradution portfolio). Planned - We'll be reviewing incoming Seniors' complete portfolio in September, December, and April 2019 for a complete evaluation of their abilities, including this outcome (which will be best evaluated in December and April after they complete key classes related to this outcome).	0	2	Cultural Change, Context and Audience	Y	5	3	60	3
Fine Arts and Communications	Design	Graphic Design BFA	Students will be able to create strong, conceptual work which is informed by research, design thinking, and their own personal voice.					Y		Y			2	1	1	0	1	0	1	0	0	2	Taken - We assessed the capstone writing and initial ideas in December 2020 and the final capstone projects in April 2021. In response of our review we are adding a credit hour to the 2nd semeter DESGD 497R class. This will move our total capstone credits from 4.0 to 5.0 over the final year for students in the capstone class. Planned - We'll be reviewing incoming Seniors' complete portfolio in September, December 2021 and April 2022 for a complete evaluation of their abilities. In particular, we'll be evaluating their written work in October and December in 2021.	1	1	Design Thinking	Y	3	1	33	3
Fine Arts and Communications	Design	Graphic Design BFA	Students will be able to create dynamic visual communications which utilize effective composition, typography, and visual form.				Y	Y					2	1	1	0	1	1	0	0	0	1	Planned - We'll be reviewing incoming Seniors' complete portfolio in September, December 2021 and April 2022 for a complete evaluation of their abilities. In particular, we'll be evaluating their written work in October and December in 2021.	0	1	Effective Communication Through Design	Y	2	1	50	4
Fine Arts and Communications	Design	Graphic Design BFA	Students will be able to exhibit a professional work ethic, demonstrate the ability to work collaboratively, and present themselves professionally through a well-designed portfolio and effective written and oral communication.			Y				Y			2	1	1	0	1	1	0	0	0	2	Taken - We added written and presentation requirements in curriculum for all design classes where presentation and critique are central to learning. We will continue to expose the students to practicing professionals from the industry, and work with them to refine portfolios and other professional skills. Planned - We'll be reviewing incoming Seniors' complete portfolio in September, December 2021 and April 2022 for a complete evaluation of their abilities. In particular, we'll be evaluating their written work in October and December in 2021.	1	1	Professional Practice	Y	3	1	33	3
Fine Arts and Communications	Design	Graphic Design BFA	Students will be able to choose sustainable methods of working that anticipate the economic, environmental, ethical, moral, spiritual, and cross-cultural impact of their design.						Y			Y	2	1	0	1	1	0	1	0	0	3	Planned - Continue to introduce sustainable materials and working solutions earlier on in the curriculum, in DESGD 243, and DESGD 245. Should introduce discussion of sustainability and design impact of new media in DESGD 280. Planned - In upper level courses, we will start to introduce a wider view of the product cycle, referred to as "System Design." Taken - In 2014 Chris Hacker, Design Director for Herman Miller, visited during the same time to present his "sustainable design" philosophy and professional practices to all graphic design students. He also presented these ideas to the larger University community in the Museum of Art auditorium, where hundreds of people came to listen. In 2018 and 2019 we invited Jon Guerra, VP of Design from PepsiCo to discuss the impact of design decisions on sustainability. In 2018 and in multiple previous years, Steve Rich, lifelong rancher, biologist and holistic land management specialist came to speak to BFA studetns on how to manage the land and environment using eternal principles.	1	2	Design Impact and Sustainability	Y	4	1	25	3
Fine Arts and Communications	Design	Graphic Design BFA	Students will be able to create design solutions across multiple mediums, including print, interactive media, and film.			Y				Y			2	1	1	0	1	0	1	0	0	2	Planned - Although students have much better skills in newer media such as Interaction Design or User Experience Design and Motion Design, during evaluations we've noticed that some students do not seem to understand print production. We're looking at ways to improve technical education on print and web design production methods, even while we do feel we have and continue to provide excellent conceptual and theoretical training. Planned - We'll be reviewing incoming Seniors' complete portfolio in September, December 2021 and April 2022 for a complete evaluation of their abilities. In particular, we'll be evaluating their written work in October and December in 2021.	0	2	Design Across Media Types	Y	3	1	33	3
Fine Arts and Communications	Design	Illustration BFA	Students will be able to create work that reflects spiritually uplifting themes.	Y	Y					Y		Y	4	1	0	1	1	1	0	0	0	1	Planned - We'll be reviewing incoming Seniors' complete portfolio in September, December 2021 and April 2022 for a complete evaluation of their abilities. In particular, we'll be evaluating their written work in October and December in 2021.	0	1	Uplifting Themes	Y	2	1	50	4
Fine Arts and Communications	Design	Illustration BFA	Students will be able to have a functional knowledge of the history of illustration, including its origins in the fine arts and its relationship to written communication.		Y	Y			Y			Y	4	1	0	1	1	0	0	1	0	1	Planned - We'll be reviewing incoming Seniors' complete portfolio in September, December 2021 and April 2022 for a complete evaluation of their abilities. In particular, we'll be evaluating their written work in October and December in 2021.	0	1	History and Context	Y	2	1	50	2
Fine Arts and Communications	Design	Illustration BFA	Students will be able to have a deeper understanding of the commercial and business practices of illustration.					Y	Y	Y		Y	4	1	0	1	1	0	1	0	0	1	Planned - We'll be reviewing incoming Seniors' complete portfolio in September, December 2021 and April 2022 for a complete evaluation of their abilities. In particular, we'll be evaluating their written work in October and December in 2021.	0	1	Markets and Business	Y	2	1	50	3
Fine Arts and Communications	Design	Illustration BFA	Students will be able to develop deep theoretical and practical understanding of design.					Y	Y				2	4	2	2	2	0	1	1	0	2	Planned - We will be discussing more collaborative opportunities with all areas within the department to encourage students to more fully understand how their illustrative work is applicable to a contemporary design application. Students will be encouraged to take classes that will bolster their comprehension of design principles. Planned - Reference new Design Department mission statement and, through Area discussions, further align Illustration Learning Outcomes with department and university aims. Specifically, how to foster the 'problem-solver' idea.	0	2	Design Practice and Theory	Y	4	2	50	3
Fine Arts and Communications	Design	Illustration BFA	Students will be able to analyze and develop visual images based on narrative (literal) illustration solutions.				Y			Y			2	4	2	2	2	0	2	0	0	2	Planned - As with the symbolic analysis mentioned above, this area of our studies will require greater effort on the faculty's part as we develop a more critical method within the students. This will be addressed through course work offered by other areas as well as current faculty development and the coming new faculty hires. Planned - Our efforts to bolster both the observational and imaginative skills continue to develop with the addition of new faculty, both full-time and adjunct, and the application of the new collaborations within the department and university.	0	2	Literal Image Development and Analysis	Y	4	2	50	3

Fine Arts and Communications	Design	Illustration BFA	Students will be able to create marketable illustrations incorporating concept, rough sketches, color comps, and finished art as well as effectively communicate story concept.				Y			Y				2	4	2	2	3	0	3	0	0	3	Planned - While our students continue to maintain positive and grateful attitudes toward our program, we are seeing increasing motivation for growth in digital illustration, entertainment-focused work, and contemporary business and marketing strategies. We will need to allow for more inclusion of these perspectives in our course work and class options. Planned - The addition of new faculty over the next two years will have a great impact on the direction and focus of our program. This will also bring in the ability to teach new courses that will better suit the current and future needs of the students. Additionally, the increased efforts to provide experiential learning and collaboration will open doors for new areas of teaching and learning. Planned - While we enjoy the success of our students, we also recognize that we as a faculty need to also grow and adapt to an increasingly diverse illustration market to properly teach and prepare our students. Within this effort, we are refining our curriculum to involve more contemporary and forward thinking assignments and hiring new faculty, full-time and adjunct, to ensure that our program can progress with our students.	0	3	Illustration Development and Concept	Y	6	3	50	3
Fine Arts and Communications	Design	Illustration BFA	Students will be able to create successful life drawings by implementing tools and procedures including proportion, gesture, balance, foreshortened perspective, composition, drapery, and structure through light and shadow.					Y		Y				2	4	2	2	3	0	3	0	0	3	Planned - Offering the students opportunities for advanced representational training will continue within the curriculum, while also directing that effort through student feedback and industry insight from alumni. Planned - Our efforts to build off of a foundation of fundamental drawing skills will continue and also expand into new applications of those skills. Targeting specific areas for that expansion with the faculty resources we have will continue to be a challenge that we'll address through new hires and developmental training for existing faculty. Planned - Solid foundational life-drawing skills are essential for all of our students. To maintain that focus, their BFA application portfolios must demonstrate their continued progress. Additionally, we are maintaining adjunct faculty who excel in developing this skill set in our students throughout the program.	0	3	Skill and Concept Mastery	Y	6	3	50	4
Fine Arts and Communications	Design	Illustration BFA	Students will be able to demonstrate proficiency in at least one of the illustration mediums studied, including oil, acrylics, gouache, or digital.					Y		Y				2	4	2	2	2	0	2	0	0	2	Planned - Our students will continue to receive both the training necessary to develop their illustrative skill set and to develop a mindset of life-long learning. Planned - Through a refinement of our curriculum and the addition of new full-time and adjunct faculty, we will be developing a more contemporary illustrative focus that will prepare our students for new opportunities.	0	2	Medium Proficiency	Y	4	2	50	3
Fine Arts and Communications	Design	Illustration BFA	Students will be able to analyze and develop visual images based on conceptual (symbolic) illustration solutions.						Y	Y				2	4	2	2	2	0	1	1	0	2	Planned - Inclusion of a greater artistic analysis of art, both that which they observe and create, will be a focus of our classes going forward. Identify the many aspects that make an illustration successful, beyond just the technique will be something that the area can more fully address. Taken - Through the recent hiring of two new full-time faculty, we hope to include more of this mindset in our coursework and allow for the students to have a broader understanding of the inclusion of conceptual imagery in their work.	1	1	Symbolic Image Development and Analysis	Y	4	2	50	3
Fine Arts and Communications	Design	Photo- & Lens- Based Design BFA	Students will be able to understand and apply professional photography business practices, including finding career opportunities, marketing, pricing, ethics, and preparing for graduate school.			Y	Y							2	7	1	0	7	2	3	2	0	9	- An additional course that will be taught by an adjunct faculty will be taught during the next year that will augment the material taught in VAPHO 488. - (Winter 2014) Because of the results of Photography Program assessment, the full-time faculty have dropped the Color Photography course - VA-Pho 272 (originally designed for traditional darkroom processing of films and prints) and replaced it with an Applied Photography Survey course, which better meets the BA track students needs, while at the same time creating a useful introduction to BFA students of those skills needed in a variety of professional fields, including Illustration, Editorial, Product, Documentary, Portrait and Architecture photography. - The proposed new lighting course (2013) during the Freshman year was also implemented into the future curriculum for the program (2014-15). - We have also designed a new streamlined offering of all courses for a more ordered and efficient semester by semester and year by year sequence , insuring better pacing of courses without excessive load one semester versus the next. - (Winter 2013) Changes to the photography discipline my be coming as a result of a recommendation that the design disciplines separate from the traditional fine art disciplines for more effective instruction in both. In the interim period, we recommend that in the Fall of 2013 a new introductory level lighting course by taught by Jerry Garns or Jay P. Morgan for all freshman photography students. - In addition, we recommend that Capture One software be purchased on put on the three Photography Area computers (one in the studio, two in the darkroom), and that at least one Visual Arts computer lab be equipped with this software on all machines. Planned - Add a more robost curriculum for professional practices while hiring an adjunct to teach it. - Hired James Swenson to teach DESPH 490. Taken - We have collapsed course curriculums into new courses and dropped courses with outdated curriculum.	1	1	Professional Development and Career Preparation	Y	16	7	44	3
Fine Arts and Communications	Design	Photo- & Lens- Based Design BFA	Students will be able to understand photographic history and contemporary art theory, including trends and movements in both silver and non-silver processes and moving imagery.			Y			Y					2	6	4	0	7	2	2	3	0	8	- (Winter 2013) In a meeting of all photography faculty (full and part-time) it was determined that current curriculum and teaching methods remain in tact. Planned - A more formal application of the assesment by faculty involving the student and student feedback. Taken - Divided the curriculum in DESPH478 into two separate semesters. - (Winter 2014) It was determined that students be better advised as how to register for the History of Photography course as it is now listed under both the Art History listing of courses and those of the Photography Program. In addition the full-time photography faculty decided to eliminate the VA-Pho 273 black and white course (advanced) and build its most important concepts into the VA-Pho 170 black and white course (beginning). The full-time faculty also decided to eliminate the current VA-Pho 272 color photography course and replace it with a newer "survey" course, which would also better meet the needs of BA students, while still preparing BFA students for upper level courses and the professional photography world. The new course, "Professional Photography Survey" is currently being designed for implementation in the 2014-15 school year. - The possibility of teaching a second section of this course is being considered. While it is possible for students to repeat this course, we feel it would be better if a more advanced section were offered. We will also plan additional field trips to off campus art galleries and museums where photography is being exhibited. Taken - The curriculum for the Advanced B&W class was folded into a new course: DESPH 378 Photographic Practice Taken - The curriculum for DESPH 478 was divided into two separate courses, DESPH 273 and DESPH 378 Taken - Divided the curriculum in DESPH478 into two separate semesters.	4	1	Photographic History, Theory and Trends	Y	15	7	47	3
Fine Arts and Communications	Design	Photo- & Lens- Based Design BFA	Students will be able to demonstrate expertise with lighting and other techniques in the still and video imaging areas. Students will be able to problem solve for clients and exhibit personal expression with both traditional, digital, and moving imaging methods with the goal of communicating meaning through two dimensional design, composition, and content.				Y			Y				2	5	1	0	4	2	2	0	0	5	- (Winter 2013) In a meeting of all photography faculty (full and part-time) it was determined that more equipment was needed for the current video production class. Guidelines for its use (such as accepting payment) must be worked out with the TMA Department who currently checks this gear out for us. Taken - Video equipment is continuely being purchased and updated. The pool of equipment available to students continues to increase. Taken - We are continuely added more professional grade equipment to the pool of equipment available for student use. Taken - The video curriculum was divided into two courses, Beginning Video and Advanced. - While this objective appears to have been met, the photography faculty will continue to evaluate curriculum and course content to stay current with discipline and industry standards. Though goals have been met in the still photography area, new goals will be implemented this year to strengthen coursework and related assessment in the area of video lighting and production techniques with still cameras.	3	0	Technical Expertise	Y	9	4	44	4
Fine Arts and Communications	Design	Photo- & Lens- Based Design BFA	Students will be able to produce works consistent with the Church and the aims of BYU.	Y	Y									2	4	2	0	4	1	3	0	0	3	- No action was taken this year, as most of our resources and time has been spent on creating a new curriculum for the Photography Program in connection with the hiring of a new faculty member soon. The faculty do understand its importance, however, and plan to focus on assessing this goal more carefully in the near future. Taken - No action need at this time. Faculty will continue to stress the importance and reasoning behind creation of work within the bounds and standards consistent with the Church and BYU Aims. Taken - All facutly agreed that this goal should be addressed individually by sharing experiences and insights which merge practical application of Gospel principles with day to day problem solving in the discipline.	2	0	Commitment to the Church and BYU Aims	Y	7	4	57	4
Fine Arts and Communications	Design	Photo- & Lens- Based Design BFA	Students will be able to develop and visually communicate poignant ideas, concepts, and independent thought.											0	2	1	1	3	0	3	0	0	3	Taken - Changed the name of the course. Taken - A curriculum change that supports a more sequencial approach to editorial photography. Taken - Added a capstone project that is a better combination of skills needed in the industry.	3	0	Ideation	Y	6	3	50	3

Fine Arts and Communications	Design	Animation BFA	Animation graduates will be able to implement fundamental design, narrative, and animation skills and will demonstrate proficiency in at least one of these areas.				Y			Y				2	1	1	0	1	0	1	0	0	2	Taken - Part of our Junior portfolio review every year has included a frank discussion with the students on how they are performing in this area. We have also added a similar review for Sophomores, and it has paid dividends in helping students to orient themselves with respect to these goals earlier. Planned - We have also decided to hold Exit Interviews in which we can give them any final advice we feel is needed. We would also like to use a set of questions that are similar to those used by Industrial Design, so that we can clearly understand what the students feel they have learned and what they would have wanted to learn. We have made a little progress in enacting this goal, but will need to develop a more formal system to make sure that it happens with every student.	1	1	Artistic Development and Proficiency	Y	3	1	33	3
Fine Arts and Communications	Design	Animation BFA	Animation graduates will be able to apply problem-solving abilities in the technical processes of modeling, lighting, rigging, animation, and special effects, and will demonstrate proficiency in at least one of these areas.				Y			Y				2	1	0	1	1	0	1	0	0	1	Planned - We have also decided to hold Exit Interviews in which we can give them any final advice we feel is needed. We would also like to use a set of questions that are similar to those used by Industrial Design, so that we can clearly understand what the students feel they have learned and what they would have wanted to learn. We have made a little progress in enacting this goal, but will need to develop a more formal system to make sure that it happens with every student.	0	1	Technological Development and Proficiency	Y	2	1	50	3
Fine Arts and Communications	Design	Animation BFA	Animation graduates will be able to engage in the collaborative production processes of animation and exhibit professional behavior while creating interdisciplinary creative works.							Y		Y		2	1	0	1	1	0	1	0	0	1	Planned - We have also decided to hold Exit Interviews in which we can give them any final advice we feel is needed. We would also like to use a set of questions that are similar to those used by Industrial Design, so that we can clearly understand what the students feel they have learned and what they would have wanted to learn. We have made a little progress in enacting this goal, but will need to develop a more formal system to make sure that it happens with every student.	0	1	Collaboration and Professionalism	Y	2	1	50	3
Fine Arts and Communications	Design	Animation BFA	Animation graduates will be able to critically examine spiritual values and ethical issues relevant to their respective experiences in the entertainment industry.							Y		Y		2	1	0	1	1	0	1	0	0	1	Planned - We have also decided to hold Exit Interviews in which we can give them any final advice we feel is needed. We would also like to use a set of questions that are similar to those used by Industrial Design, so that we can clearly understand what the students feel they have learned and what they would have wanted to learn. We have made a little progress in enacting this goal, but will need to develop a more formal system to make sure that it happens with every student.	0	1	Spirituality, Ethics and Animation	Y	2	1	50	3
Fine Arts and Communications	Design	Animation BFA	Animation graduates will be able to implement ideas and principles from the history of animation and art in general by identifying the meaning and purpose of major works and movements within the context of their own projects.									Y		1	1	0	1	1	0	1	0	0	1	Planned - We have also decided to hold Exit Interviews in which we can give them any final advice we feel is needed. We would also like to use a set of questions that are similar to those used by Industrial Design, so that we can clearly understand what the students feel they have learned and what they would have wanted to learn. We have made a little progress in enacting this goal, but will need to develop a more formal system to make sure that it happens with every student.	0	1	History and Critical Thinking	Y	2	1	50	3
Fine Arts and Communications	Design	Design BA	Students will be able to understand the basic principles of design, including composition, color, and visual form.			Y	Y							2	2	1	1	1	1	0	0	0	1	Planned - We have also decided to hold Exit Interviews in which we can give them any final advice we feel is needed. We would also like to use a set of questions that are similar to those used by Industrial Design, so that we can clearly understand what the students feel they have learned and what they would have wanted to learn. We have made a little progress in enacting this goal, but will need to develop a more formal system to make sure that it happens with every student.	0	1	Communication Through Design	Y	2	1	50	4
Fine Arts and Communications	Design	Design BA	Students will be able to identify international design artifacts throughout history and recognize their influence on contemporary visual culture.				Y							1	2	0	2	1	0	1	0	0	1	Planned - We have also decided to hold Exit Interviews in which we can give them any final advice we feel is needed. We would also like to use a set of questions that are similar to those used by Industrial Design, so that we can clearly understand what the students feel they have learned and what they would have wanted to learn. We have made a little progress in enacting this goal, but will need to develop a more formal system to make sure that it happens with every student.	0	1	Visual Culture	Y	2	1	50	2
Fine Arts and Communications	Design	Design BA	Student will be able to demonstrate the basic skills of their chosen emphasis, including representational drawing, principles of animation, photography, and graphic design.			Y			Y					2	2	1	1	1	1	0	0	0	1	Planned - We have also decided to hold Exit Interviews in which we can give them any final advice we feel is needed. We would also like to use a set of questions that are similar to those used by Industrial Design, so that we can clearly understand what the students feel they have learned and what they would have wanted to learn. We have made a little progress in enacting this goal, but will need to develop a more formal system to make sure that it happens with every student.	0	1	Technical Skill Development	Y	2	1	50	4
Fine Arts and Communications	Design	Design BA	Students will be able to survey the potential career paths within their chosen emphasis and identify the current challenges in the field.						Y			Y		2	2	0	2	1	0	0	1	0	1	Planned - We have also decided to hold Exit Interviews in which we can give them any final advice we feel is needed. We would also like to use a set of questions that are similar to those used by Industrial Design, so that we can clearly understand what the students feel they have learned and what they would have wanted to learn. We have made a little progress in enacting this goal, but will need to develop a more formal system to make sure that it happens with every student.	0	1	Career Survey	Y	2	1	50	2
Fine Arts and Communications	Music	Music BA	Show mastery of the basic cultural and historical background of Western civilization, and the important musical styles that have emerged therefrom.						Y	Y				2	1	1	0	1	1	0	0	0	1	Planned - We have also decided to hold Exit Interviews in which we can give them any final advice we feel is needed. We would also like to use a set of questions that are similar to those used by Industrial Design, so that we can clearly understand what the students feel they have learned and what they would have wanted to learn. We have made a little progress in enacting this goal, but will need to develop a more formal system to make sure that it happens with every student.	1	0	Music History and Theory	Y	2	1	50	4
Fine Arts and Communications	Music	Music BA	Show proficiency in performance on an instrument or voice.							Y			Y	2	1	1	0	1	1	0	0	0	1	Planned - We have also decided to hold Exit Interviews in which we can give them any final advice we feel is needed. We would also like to use a set of questions that are similar to those used by Industrial Design, so that we can clearly understand what the students feel they have learned and what they would have wanted to learn. We have made a little progress in enacting this goal, but will need to develop a more formal system to make sure that it happens with every student.	1	0	Performance and Musicianship	Y	2	1	50	4
Fine Arts and Communications	Music	Music BA	Demonstrate ability to connect their music training to their broader personal goals whether in music or in another discipline.						Y			Y		2	1	1	0	1	1	0	0	0	1	Planned - We have also decided to hold Exit Interviews in which we can give them any final advice we feel is needed. We would also like to use a set of questions that are similar to those used by Industrial Design, so that we can clearly understand what the students feel they have learned and what they would have wanted to learn. We have made a little progress in enacting this goal, but will need to develop a more formal system to make sure that it happens with every student.	1	0	Personalized Program Plan	Y	2	1	50	4
Fine Arts and Communications	Music	Music Composition BM	Compose music with modern, contemporary, or experimental music vocabularies rooted in historical principles.				Y			Y				2	1	1	0	1	1	0	0	0	1	Planned - We have also decided to hold Exit Interviews in which we can give them any final advice we feel is needed. We would also like to use a set of questions that are similar to those used by Industrial Design, so that we can clearly understand what the students feel they have learned and what they would have wanted to learn. We have made a little progress in enacting this goal, but will need to develop a more formal system to make sure that it happens with every student.	0	1	Composition	Y	2	1	50	4
Fine Arts and Communications	Music	Music Composition BM	Write for diverse color combinations, including orchestral, vocal, and electroacoustic resources.						Y	Y				2	1	1	0	1	1	0	0	0	1	Planned - We have also decided to hold Exit Interviews in which we can give them any final advice we feel is needed. We would also like to use a set of questions that are similar to those used by Industrial Design, so that we can clearly understand what the students feel they have learned and what they would have wanted to learn. We have made a little progress in enacting this goal, but will need to develop a more formal system to make sure that it happens with every student.	0	1	Colors	Y	2	1	50	4
Fine Arts and Communications	Music	Music Composition BM	Prepare and present a juried recital of their own music during their senior year.				Y			Y				2	1	1	0	1	1	0	0	0	1	Planned - We have also decided to hold Exit Interviews in which we can give them any final advice we feel is needed. We would also like to use a set of questions that are similar to those used by Industrial Design, so that we can clearly understand what the students feel they have learned and what they would have wanted to learn. We have made a little progress in enacting this goal, but will need to develop a more formal system to make sure that it happens with every student.	0	1	Concert	Y	2	1	50	4
Fine Arts and Communications	Music	Music Composition BM	Expand and deepen one's knowledge of the contemporary canon of serious composition.						Y	Y				2	1	1	0	1	1	0	0	0	1	Planned - We have also decided to hold Exit Interviews in which we can give them any final advice we feel is needed. We would also like to use a set of questions that are similar to those used by Industrial Design, so that we can clearly understand what the students feel they have learned and what they would have wanted to learn. We have made a little progress in enacting this goal, but will need to develop a more formal system to make sure that it happens with every student.	0	1	Canon	Y	2	1	50	4

Fine Arts and Communications	Music	Commercial Music BM	Students will demonstrate a working knowledge of the specific music and sound creation, recording, and production technologies used in today's music productions. Students need to become familiar enough with the technology that it goes from something unknown to a valuable tool in their creative process and production.					Y		Y				2	2	1	1	10	10	0	0	0	6	Taken - Feb 2017: 1. All 20 stations in the Alma lab were upgraded with Logic Pro and ProTools DAW software. 2. The Commercial Production Suites continue to be upgraded with the latest software and Virtual instruments to allow students to have professional sound sets and tools. 3. In Music 481 orchestration, weekly lab assignments are given to further increase the depth knowledge on the use of specific Virtual Software Instruments. 4. Core classes are continually evaluated and modifications are made to syllabi to reflect current trends, techniques and principles that are congruent with the music industry. 5. An agreement with the Piano Division was made where commercial music piano students will take their first two semesters of 260R piano instruction with a piano performance instructor and then the can elect to take their remaining two semesters choosing from 260R synth lessons and 260R Jazz piano instruction. Taken - Feb 2017: We will continue to assess the effectiveness of the assignments and projects and make modifications as deemed necessary. Some students aren't taking advantage of the production resources we have for them and when they reach upper level classes are at disadvantage to those who have increased their knowledge and skills. So we need to find a way to encourage all students to go beyond the class room and use the resources available to them. Planned - (2021) Faculty will review the program and learning outcomes to take stock of where the program can improve moving forward. There is a movement within the SoM to modernize our curriculum and Commerical Music will take a lead in what our program will look like in the future. This review will help in that process. FEB 2015: Taken :3 new midi production suites were created in 2014 and opened in winter of 2015. The suites contain a iMac computer loaded with current production software, a 88 key midi controller, studio monitors, a recording pre-amp and high quality AKG microphone. Studio Y was completely upgraded with new recording consoles, recording software, processing gear and electronics. Planned : Uprading the ALMA Lab computers with more current production software, like Logic Pro. Continual upgrading of production labs to stay current with modern production software. Introduce more software	2	4	Technology	Y	16	10	63	4
Fine Arts and Communications	Music	Commercial Music BM	Demonstrate the ability to identify and create the different components of the music production and performance process as it relates to a given music production or performance idiom.				Y			Y				2	2	1	1	8	8	0	0	0	8	Planned - 2021: The curriculum committee will work with CM faculty to evaluate this area in 2021-2022. As this is the debut year of the Commercial Music Degree, we will be acquiring the necessary data over the course of the coming year. A report on the conclusions reached and plans taken or planned for each learning outcome will be submitted during the School of Music's assessment retreat in Winter Semester 2014. Feb 2015 Taken: We have been effective in aligning students with broadcast production opportunities within the college. Planned: We will continue to expand broadcast production opportunities as well creating new opportunities with animation, film, theater and game development areas within and hopefully outside of the college. Feb 2014: At the conclusion of the winter semester, May - June, we will look at the learning evidence, especially from the new and 'retooled' classes and make evalutions at that time. Planned - 2021: This is in process. Action - Ask curriculum committee to allow commercial music students to not be subject to the large and small ensemble requirement which would allow them to be in ensembles that would be more relevant to there study. i.e., Jazz Ensembles and combos jazz voices, YA show bands. Proposal for an ensemble focused on contemporary styles, studio recording skills, and expanded musicality. Taken - We are losing our synth studio instructor at the end of the winter 2018 semester. This will necessitate a re-evaluation of synth studio objectives and outcomes as well as the hiring of a new instructor. We hope to maintain and even improve upon the current success level of the synth studio. Planned - 2021: This is still under evaluation. Feb 2019: We will continue to lobby for a dedicated ensemble for commercial music as we truly believe it will be a benefit not only to our own students but to the school of music as a whole. It has the potential to be a premiere ensemble with high potential for exposure and publicity which would attract more exceptional players and performers who want this kind of contemporary ensemble experience to apply to BYU thus raising the level of our our ensembles. Taken - May 2020: As mentioned, we have and will continue to push for more commercially viable ensemble experiences on campus for not just commercial music but all students that wish to gain that experience. Taken - We	3	5	Production and Performance	Y	16	8	50	4
Fine Arts and Communications	Music	Commercial Music BM	Demonstrate the ability to apply various production, performance and business skills necessary to create commercially viable music projects from conception to completion.				Y			Y				2	2	1	1	8	8	0	0	0	6	Planned - Feb 2019: Continued evaluation and survey of students with their capstone and internship classes. Based on our results we feel very confident as to our approach and foundation these classes are providing to our students at this time. Reaching out for better internship opportunities is an area where we can improve. Taken - Feb 2015: Continue to track and receive feedback from students and industry professional about the effectiveness of the skills we are teaching and how it is translating post graduation. Continue to encourage students to enter national contests and evaluate the work against similar programs and peers. ----- As this is the debut year of the Commercial Music Degree, we will be acquiring the necessary data over the course of the coming year. A report on the conclusions reached and plans taken or planned for each learning outcome will be submitted during the School of Music's assessment retreat in Winter Semester 2014. Feb 2014: At the conclusion of the winter semester, May - June, we will look at the learning evidence, especially from the new and 'retooled' classes and make evalutions at that time. Taken - Continue to expect high level capstone proposals that will sufficiently prepare the student for a career in their chosen area of expertise. Monitoring of Internships that they also provide a nurturing and as close to professional experience for the student. Taken - Continue to provide support, encouragement and mentorship in capstone projects and internships. Planned - Feb 2019: With the departure of both our long time Music Technology(synth) studio instructor and Media Orchestration instructor, we have painfully looked for high caliber replacements. We will monitor very closely the results of the students in these classes with the new instructors, and hope we continue the high level of proficiency and instruction that we have had in the past. Taken - May 2020: We have filled the vacancies with outstanding adjust instructors who continue to provide the highest level of instruction based on their current work in the industry. Having instructors that are currently successful in their careers as musicians, producers, composers, etc. is crucial to our continued success as a program.	4	2	Application	Y	14	8	57	4
Fine Arts and Communications	Music		Prepare performances at the highest possible level, including continual increase in technical proficiency, and gain a working knowledge of standard repertoire.					Y	Y				2	2	1	1	2	2	0	0	0	2	Planned - We are currently forming proposals to renumber our performance courses and establish school-wide policies for grading. This should add rigor to the lesson and jury processes. Taken - The shift toward school-administered experiential learning money has increased faculty awareness of summer festival opportunities for our students. Anecdotally, this has resulted in an increase in student participation in summer festivals.	1	1	Performance Preparation	Y	4	2	50	4
Fine Arts and Communications	Music		Demonstrate command of performance practice from the major stylistic periods as appropriate to the instrument/voice.					Y	Y				2	1	1	0	1	1	0	0	0	1	Taken - The shift toward school-administered experiential learning money has increased faculty awareness of summer festival opportunities for our students. Anecdotally, this has resulted in an increase in student participation in summer festivals.	1	0	Performance Practice	Y	2	1	50	4
Fine Arts and Communications	Music		Understand and apply the principles of music pedagogy, as demonstrated in private lessons, masterclasses, and pedagogy classes.				Y			Y				2	1	1	0	1	1	0	0	0	1	Taken - The shift toward school-administered experiential learning money has increased faculty awareness of summer festival opportunities for our students. Anecdotally, this has resulted in an increase in student participation in summer festivals.	0	1	Music Pedagogy	Y	2	1	50	4
Fine Arts and Communications	Music		Students will function as competent educators with a secure grasp of effective pedagogical practice grounded in sound teaching philosophy and carefully considered curricular and instructional priorities.			Y				Y				2	1	1	0	1	1	0	0	0	1	Taken - The shift toward school-administered experiential learning money has increased faculty awareness of summer festival opportunities for our students. Anecdotally, this has resulted in an increase in student participation in summer festivals.	1	0	1. Effective Pedagogy, Philosophy, and Practice	Y	2	1	50	4
Fine Arts and Communications	Music		Students will demonstrate effective interpersonal and communication skills, especially the ability to connect with students.			Y	Y							2	1	1	0	1	1	0	0	0	1	Taken - The shift toward school-administered experiential learning money has increased faculty awareness of summer festival opportunities for our students. Anecdotally, this has resulted in an increase in student participation in summer festivals.	1	0	2. Effective Communication	Y	2	1	50	4
Fine Arts and Communications	Music		Students will demonstrate a knowledge of a broad array of skills, strategies, methodologies, and materials related to music teaching.					Y			Y			2	1	1	0	1	1	0	0	0	1	Taken - The shift toward school-administered experiential learning money has increased faculty awareness of summer festival opportunities for our students. Anecdotally, this has resulted in an increase in student participation in summer festivals.	1	0	3. Music Teaching Strategies and Materials	Y	2	1	50	4
Fine Arts and Communications	Music	Composition MM	Understand how aesthetics applies to their discipline.				Y		Y					2	1	1	0	1	1	0	0	0	1	Taken - The shift toward school-administered experiential learning money has increased faculty awareness of summer festival opportunities for our students. Anecdotally, this has resulted in an increase in student participation in summer festivals.	0	1	Understanding of Aesthetic Application	Y	2	1	50	4

Fine Arts and Communications	Music	Composition MM	Articulate the historical aspects of music, particularly that of the modern era.				Y		Y					2	1	1	0	1	1	0	0	0	1	Taken - The shift toward school-administered experiential learning money has increased faculty awareness of summer festival opportunities for our students. Anecdotally, this has resulted in an increase in student participation in summer festivals.	0	1	Articulation of Historical Aspects	Y	2	1	50	4
Fine Arts and Communications	Music	Composition MM	Compose with advanced skill and techniques and mount a full recital of new works.				Y			Y				2	1	1	0	1	1	0	0	0	1	Taken - The shift toward school-administered experiential learning money has increased faculty awareness of summer festival opportunities for our students. Anecdotally, this has resulted in an increase in student participation in summer festivals.	0	1	Music Composition	Y	2	1	50	4
Fine Arts and Communications	Music	Composition MM	Know how to create a large-scale composition.				Y			Y				2	1	1	0	1	1	0	0	0	1	Taken - The shift toward school-administered experiential learning money has increased faculty awareness of summer festival opportunities for our students. Anecdotally, this has resulted in an increase in student participation in summer festivals.	0	1	Large-Scale Composition	Y	2	1	50	4
Fine Arts and Communications	Music	Composition MM	Expand and deepen one's knowledge of the contemporary canon of serious composition.						Y			Y		2	1	1	0	1	1	0	0	0	1	Taken - The shift toward school-administered experiential learning money has increased faculty awareness of summer festival opportunities for our students. Anecdotally, this has resulted in an increase in student participation in summer festivals.	1	0	Contemporary Canon of Composition	Y	2	1	50	4
Fine Arts and Communications	Music	Conducting MM	Analyze a score, showing structure, key centers, tempi, dynamics, articulation, and text. Explain the historical context and stylistic issues of choral music from various historical periods. Demonstrate techniques that build a healthy, flexible, and beautiful tone in the ensemble.				Y			Y				2	2	1	0	1	1	0	0	0	1	Taken - The shift toward school-administered experiential learning money has increased faculty awareness of summer festival opportunities for our students. Anecdotally, this has resulted in an increase in student participation in summer festivals.	0	0	Rehearsal Techniques	Y	2	1	50	4
Fine Arts and Communications	Music	Conducting MM	Choral: Conduct with appropriate gestures for ensemble precision and convincing sense of dynamic, meaningful musical line. Instrumental: Conduct with appropriate gestures for ensemble precision and artistically compelling performance.				Y			Y				2	2	0	0	2	2	0	0	0	2	Taken - After review of previous year's outcomes, we have expanded the possible criteria. We anticipate that this will simplify and clarify the outcomes. - In coming semesters of Music 533R, we will continue carefully examining the challenges of phrase shaping in all the music we study, so that students' improvement in this facet of the conducting art can maintain a good pace of maturation in the learning and refining process. Students will continue to be asked to clearly and articulately describe the phrasing requirements of the music, include these elements in their graphs of all pieces studied, and then meaningfully demonstrate the phrasing in their conducting gestures.	1	0	Expressive and Clear Conducting	Y	4	2	50	4
Fine Arts and Communications	Music	Conducting MM	Analyze a score for detailed knowledge of the compostion, which may include: melody, harmony, form, rhythm, tempo, orchestration, dynamics, style, and expression. Utilize schlolarly analysis to formulate personal interpretive decisions, such as: tempi, phrasing, dynamic architecture, timbre, texture, and stylistic matters. Explain the historical context and stylistic issues of music from the various historical periods. Demonstrate rehearsal technique that lead to structured and systematic learning and musical achievement.			Y				Y				2	2	2	0	1	1	0	0	0	1	- In coming semesters of Music 533R, we will continue carefully examining the challenges of phrase shaping in all the music we study, so that students' improvement in this facet of the conducting art can maintain a good pace of maturation in the learning and refining process. Students will continue to be asked to clearly and articulately describe the phrasing requirements of the music, include these elements in their graphs of all pieces studied, and then meaningfully demonstrate the phrasing in their conducting gestures.	1	0	Performance Preparation	Y	2	1	50	4
Fine Arts and Communications	Music	Music Education MM	Students will improve in their ability to be Reflective Educators/Practitioners.			Y				Y				2	1	1	0	1	1	0	0	0	1	- In coming semesters of Music 533R, we will continue carefully examining the challenges of phrase shaping in all the music we study, so that students' improvement in this facet of the conducting art can maintain a good pace of maturation in the learning and refining process. Students will continue to be asked to clearly and articulately describe the phrasing requirements of the music, include these elements in their graphs of all pieces studied, and then meaningfully demonstrate the phrasing in their conducting gestures.	1	0	1 Reflective Educators/Practitioners	Y	2	1	50	4
Fine Arts and Communications	Music	Music Education MM	Students will become Emerging Scholars.						Y	Y				2	1	1	0	1	1	0	0	0	1	- In coming semesters of Music 533R, we will continue carefully examining the challenges of phrase shaping in all the music we study, so that students' improvement in this facet of the conducting art can maintain a good pace of maturation in the learning and refining process. Students will continue to be asked to clearly and articulately describe the phrasing requirements of the music, include these elements in their graphs of all pieces studied, and then meaningfully demonstrate the phrasing in their conducting gestures.	1	0	2 Emerging Scholars	Y	2	1	50	4
Fine Arts and Communications	Music	Music Education MM	Students will improve as musicians.						Y	Y				2	1	1	0	1	1	0	0	0	1	- In coming semesters of Music 533R, we will continue carefully examining the challenges of phrase shaping in all the music we study, so that students' improvement in this facet of the conducting art can maintain a good pace of maturation in the learning and refining process. Students will continue to be asked to clearly and articulately describe the phrasing requirements of the music, include these elements in their graphs of all pieces studied, and then meaningfully demonstrate the phrasing in their conducting gestures.	1	0	3 Improved Musicians	Y	2	1	50	4
Fine Arts and Communications	Music	Performance MM	As a performer, each student will make demonstrable and measurable progress towards professional levels of technical and artistic mastery of their instrument.						Y	Y				2	1	1	0	1	1	0	0	0	1	- In coming semesters of Music 533R, we will continue carefully examining the challenges of phrase shaping in all the music we study, so that students' improvement in this facet of the conducting art can maintain a good pace of maturation in the learning and refining process. Students will continue to be asked to clearly and articulately describe the phrasing requirements of the music, include these elements in their graphs of all pieces studied, and then meaningfully demonstrate the phrasing in their conducting gestures.	1	0	Skill Development and Instrument Mastery	Y	2	1	50	4
Fine Arts and Communications	Music	Performance MM	Students learn to connect performance to academic research that is directly related to their recital and other performance literature.				Y			Y				2	1	1	0	1	1	0	0	0	1	- In coming semesters of Music 533R, we will continue carefully examining the challenges of phrase shaping in all the music we study, so that students' improvement in this facet of the conducting art can maintain a good pace of maturation in the learning and refining process. Students will continue to be asked to clearly and articulately describe the phrasing requirements of the music, include these elements in their graphs of all pieces studied, and then meaningfully demonstrate the phrasing in their conducting gestures.	0	1	Performance and Research	Y	2	1	50	4
Fine Arts and Communications	Music	Performance MM	Masters students will gain a knowledge of several different teaching methods. They will be able to teach students at beginner, intermediate, and advanced levels. They will also be prepared for teaching at higher level institutions.				Y		Y					2	1	1	0	1	1	0	0	0	1	- In coming semesters of Music 533R, we will continue carefully examining the challenges of phrase shaping in all the music we study, so that students' improvement in this facet of the conducting art can maintain a good pace of maturation in the learning and refining process. Students will continue to be asked to clearly and articulately describe the phrasing requirements of the music, include these elements in their graphs of all pieces studied, and then meaningfully demonstrate the phrasing in their conducting gestures.	1	0	Pedagogy	Y	2	1	50	4
Fine Arts and Communications	Music	Music MIN	Students will receive an overview to Western European musical traditions, including its theory, history, and repertoire											0	0	0	0	0	0	0	0	0	0		0	0	Western European Musical Traditions	Y	0	0	0	3
Fine Arts and Communications	Music	Music MIN	Students will experience a brief introduction of music as representative of culture											0	0	0	0	0	0	0	0	0	0		0	0	Music as culture	Y	0	0	0	3
Fine Arts and Communications	Music	Music MIN	Students will gain practical experience through applied performance instruction and ensemble participation											0	0	0	0	0	0	0	0	0	0		0	0	Applied performance	Y	0	0	0	3
Fine Arts and Communications	Theatre and Media Arts	Media Arts Studies BA	Students will demonstrate a comprehension of core concepts, processes, history and criticism of fiction, non-fiction and new media forms.			Y			Y					2	3	3	0	3	3	0	0	0	4	Planned - Critical Studies Discuss more sound production techniques and theoretical concepts in our classes. Determine a faculty rotation to teach 102. Taken - Critical Studies Completed the first year of Emerging Media Projects. Hired a new Critical Studies CFS faculty. Planned - Fiction Discuss more sound production techniques and theoretical concepts in our classes. Add 391 to the Fiction Capstone sequence (pre-req or concurrent with 419). Planned - Non-Fiction Discuss more sound production techniques and theoretical concepts in our classes	1	3	Media Arts History, Concepts, and Processes	Y	7	3	43	4
Fine Arts and Communications	Theatre and Media Arts	Media Arts Studies BA	Students will demonstrate analytical, conceptual and technical skills in a variety of media.			Y				Y				2	3	3	0	3	3	0	0	0	6	Taken - Critical Studies Completed the first year of Emerging Media Projects. Planned - Critical Studies Evaluate Emerging Media Projects' role in the program Taken - Fiction Created clearer policies for access to media equipment Planned - Fiction Explore Independent Filmmaking course/production opportunities. Continue to develop a better interface with Theatre Design & Technology, and Acting. The objective is to strengthen the learning experiences offered to Media Arts students interested in design, and providing more opportunities for Media Arts directing students to work with actors. Piloting a possible ProTools certification process for faculty and students Add Architecture and Interior Design courses as electives in Production Design emphasis. Taken - Non-Fiction Created clearer policies for access to media equipment Planned - Non-Fiction Piloting a possible ProTools certification process for faculty and students Foster stronger connections between Media Arts and Theatre students in classes and productions, specifically actors and designers.	3	3	Skill Development	Y	9	3	33	4

Fine Arts and Communications	Theatre and Media Arts	Media Arts Studies BA	Students will demonstrate personal ethics, collaborative skills, and spiritual sensitivities relevant to media arts.	Y							Y	2	3	3	0	3	3	0	0	0	6	Taken - Critical Studies Made an effort to model increased charity regarding political discussions in our classes. Planned - Critical Studies Distribute and emphasize document outlining professional and charitable behavior on set and in class. Taken - Fiction Made an effort to model increased charity regarding political discussions in our classes. Planned - Fiction Distribute and emphasize document outlining professional and charitable behavior on set and in class. Taken - Non-Fiction Made an effort to model increased charity regarding political discussions in our classes. Planned - Non-Fiction Distribute and emphasize document outlining professional and charitable behavior on set and in class.	3	3	Ethics, Collaboration and Spirituality	Y	9	3	33	4
Fine Arts and Communications	Theatre and Media Arts	Media Arts Studies BA	Students will integrate knowledge of media arts history, concepts and processes into a personal approach to media analysis and creation.			Y	Y					2	3	3	0	3	3	0	0	0	6	Taken - Critical Studies Made TMA 295 a prerequisite for TMA 277 and TMA 391. Planned - Critical Studies Explore opportunities to advise first year media arts students, in addition to the current second year assessment. Taken - Fiction Planned - Fiction Explore Independent Filmmaking course/production opportunities Explore opportunities to advise first year media arts students, in addition to the current second year assessment. Taken - Non-Fiction Planned - Non-Fiction Explore opportunities to advise first year media arts students, in addition to the current second year assessment. Consider having students create a non-fiction film for their application	3	3	Development of a Personal Creative Voice	Y	9	3	33	4
Fine Arts and Communications	Theatre and Media Arts	Media Arts Studies BA	Students will practice a variety of activities that prepare them for graduate studies, teaching opportunities, professional production or other media related work.						Y	Y		2	3	3	0	3	3	0	0	0	6	Taken - Critical Studies Planned - Critical Studies Investigate the creation of more learning environments that promote transition to the realities of work in media industries Taken - Fiction Planned - Fiction Investigate the creation of more learning environments that promote transition to the realities of work in media industries Taken - Non-fiction Planned - Non-fiction Investigate the creation of more learning environments that promote transition to the realities of work in media industries	3	3	Career Development	Y	9	3	33	4
Fine Arts and Communications	Theatre and Media Arts	Theatre Arts Studies BA	Students will implement analytical, conceptual, and technical skills in a variety of performance practices.			Y			Y			2	1	1	0	1	0	1	0	0	2	Taken - Our new rubric reads: 2) This element will have an identifiable theme or message, and/or will show mastery of the fundamental principles of the particular craft. Planned - We are planning on making TMA 111 a requirement for our students persuing a Theatre Arts Studies Minor.	1	1	Technical Training	Y	3	1	33	3
Fine Arts and Communications	Theatre and Media Arts	Theatre Arts Studies BA	Students will show proficiency in an aspect of performance practice: ie, acting, critical writing, design and technology, devising, directing, dramaturgy, and/or playwriting.				Y	Y				2	1	1	0	1	0	1	0	0	2	Planned - We are planning on making TMA 111 a requirement for our students persuing a Theatre Arts Studies Minor. Taken - We increased the mentorship of our students which greatly improved the quality of the artifacts we evaluated.	1	1	Performance Practice	Y	3	1	33	3
Fine Arts and Communications	Theatre and Media Arts	Theatre Arts Studies BA	Students will demonstrate a comprehension of the processes, history, and theory of performance.			Y		Y				2	1	1	0	1	0	1	0	0	2	Taken - ACTION TAKEN: We added specific lectures in 3 target classes: TMA 140, TMA 201-202, and TMA 395 on basic technical writing skills. We also met with coordinators at the University Writing Center to better understand how writing is being taught in WRTG 150 and WRTG 311. Planned - ACTION PLANNED: We are continuing our conversation with The University Writing Center. We are also planning on making TMA 111 a requirement for our students persuing a Theatre Arts Studies Minor.	1	1	Critical Engagement	Y	3	1	33	3
Fine Arts and Communications	Theatre and Media Arts	Theatre Arts Education K-12 BA	Students will demonstrate their ability to communicate effectively with diverse and inclusive teaching and learning communities by demonstrating EDIA (equity, diversity, inclusion, access) principles through curriculum design, delivery, and assessment along with examples of their self-reflective practices.				Y		Y			2	6	5	1	6	3	3	0	0	15	Taken - We started to prepare the students for the PPAT in TMA 276 by introducing the glossary. Taken - We examined final PAES scores in the TMA 377B course. Average score was 2.058 overall. Scores from this course should average 1.60 or above. Taken - We examined final PAES scores in the TMA 476/496R courses. Average score was 2.64. Scores from this course should average 2.40 or above. Planned - We will start to prepare the students for the PPAT in TMA 276 We will continue to examine final PAES scores for TMA 377B. Planned - We will continue to teach and model communication strategies in our courses.We anticipate this will be an annual goal. Taken - We have worked in training our mentor teachers to reach out to their practicum students to encourage better communication. In TMA 276, we have implemented a wide range of reflection strategies. Taken - We are in the initial stages of making EDIA changes in our curriculum in the following courses: TMA 257, 276, 352, 355 (Acting Pedagogy), 375, 377B, 377C, 377D, 436 and 457. Planned - We plan to be transparent about our own teaching of EDIA principles in order to empower our students to communicate and utilize EDIA principles in their own practices. Taken - In 2020 students taught at UTA and AATE, local and national professional theatre education conferences. Planned - Students will continue to teach at UTA and AATE. Planned - We will continue to reinforce submission of reflective assignments in a timely manner for TMA 476. Taken - In fall 2021, the PPAT replaced the TWS. At that time we found its equivalent and worked with our students on their reflections. Taken - We created a new peer mentorship program for students, based on the feedback from previous peer mentors, to participate in during 2020. Planned - We will collect feedback from peer mentors and their mentees during 2021 as we continue to make improvements. Planned - We will continue this focus on reflection and accepting feedback in other ThEd courses.	8	7	Effective Communication	Y	21	6	29	3
Fine Arts and Communications	Theatre and Media Arts	Theatre Arts Education K-12 BA	Students will demonstrate their ability to integrate dramatic strategies and skills into arts and non-arts based elementary and secondary educational environments while also providing equitable, diverse, inclusive and accessible instruction for students.	Y					Y			2	7	5	2	8	3	5	0	0	10	Taken - We invited Gloria Bond Clunie to come to campus in 2020 and to work with our students on developing culturally responsive pedagogy. - We will re-focus on integrating EDIA in our readings, discussions, and in curriculum in TMA 276. Planned - All ThEd courses will define how "community" looks in each course and examine how contextual factors affect student learning. Students need to demonstrate consideration as to how other perspectives factor into their role as a teacher. Students will complete the Contextual Factors (Task 1) section of the PPAT in TMA 377B. Planned - We will continue to work with students to create more diversity in student assessment strategies as well as consciously model that in our own classes. Taken - In fall 2020, the PPAT replaced the TWS. We integrated the PPAT in our TMA 377B curriculum. Planned - We plan to require our pre-service teachers to include 2 adaptations/modifications for every lesson plan. We will re-focus this goal for TMA 276, TMA 377B, and TMA 375. Taken - We revised the focus from K-5 to K-12 for TMA 375 and all creative drama curriculum . Planned - We will continue to work on including more transparency and instruction in managing a classroom. With this integration, we hope to promote sensitivity to all learners regardless of their backgrounds or beliefs. Planned - We will continue to explore how TMA 276, 375 & 377D work with integrating theatre into non-arts based curriculum at the elementary level. Planned - TMA 276 and practicum observers will be more deliberate in watching for classroom management strategies and encourage practicum field teachers to be mentors of discipline and management. We will focus in 377B & D on classroom management strategies prior to and during practicum experiences.	3	6	Strategies	Y	18	8	44	3
Fine Arts and Communications	Theatre and Media Arts	Theatre Arts Education K-12 BA	Students will demonstrate professional pedagogical practices by creating, developing, and implementing diverse, inclusive and standards-based theatre curriculum into their classroom and professional communities.				Y				Y	2	5	3	2	5	2	2	1	0	11	Planned - We are committed to using endowment funds to help cover conference costs for students and will select students each year to attend the AATE, UTA, and TIOS conferences. We hope to expand student opportunities for professional development. Taken - We required students to put state standards on curriculum lesson plans for 276 and 476. Taken - We fully integrated the standards into all of our classes and student curriculum development. We increased our efforts in TMA 257, 276, 375, 377 B, C, D to help our students unpack the standards and filter the standards through individual lessons in the entire curriculum unit. We have seen our students create more rigor in their curriculum development Planned - We will encourage our students to provide more differentiation of instruction into their curriculum. Taken - We will have students submit their entire curriculum unit for TWS 4 including detailed lesson plans and instruction, assessments, and supplemental materials. Taken - In 276 we increased instruction and assessment regarding Enduring Understandings and Essential Questions as described in Understanding by Design. We also compared EUs and EQs to the assessment tools and language used by Drama and Education. Taken - Students submitted their entire curriculum unit in TMA 476 including detailed lesson plans and instruction, assessments, and supplemental materials. Taken - We implemented reading from Drama and Education in F20 for core THED courses. Our goal is for students to have a better understanding of our art form in and outside of an educational setting. Taken - In fall 2020, the PPAT replaced the TWS. We integrated the PPAT into our TMA 377B curriculum. Planned - We will continue to encourage our practicum students to professionally collaborate and communicate at a high level with their mentor teachers. Taken - We introduced and encouraged students to create this portfolio in TMA 276.	8	3	Professional Pedagogical Practices	Y	16	5	31	3

Fine Arts and Communications	Theatre and Media Arts	Theatre Arts Education K-12 BA	Students will demonstrate their scholarly and artistic expertise by applying appropriate technology to curriculum, exhibiting a working knowledge of all major elements of theatre history, theory, and practice, and engaging with the great works of theatre and media.		Y							Y	2	6	4	2	6	6	0	0	0	8	Planned - We will continue to review students' grades in content courses to ensure they are receiving a C or better and a minimum overall GPA of 3.0 or higher. Planned - We will continue to prepare our students for the Praxis Exam through practice. In 2021 we will encourage students to take the Praxis exam prior to student teaching. Taken - We want to prepare our students to take the Praxis Exam by encouraging them to practice their test-taking skills through practice questions and such that are available online. Taken - We have modified curriculum in TMA 276 in teaching content- and age-appropriate instruction. Planned - We need to ensure that our students understand what content (especially current pedagogy) and how much content is appropriate to teach at each level of instruction. We plan to focus instruction in TMA 375, 377 B, and D to reflect appropriate content knowledge for grade level. Planned - Our new MAP provides academic flexibility that will deepen their content knowledge while maintaining core theatre content understanding. Planned - We have encouraged and continue to encourage our majors to audition and participate in the Young Company touring productions and Arts Bridge and other teaching artist experiences. Our students are gaining and continuing to gain experience teaching professional development workshops. Planned - We want to continue to empower the THED students to create and nurture their academic and artistic community.	2	6	Scholarly Abilities	Y	14	6	43	4
Fine Arts and Communications	Theatre and Media Arts	Theatre Arts Education K-12 BA	EPP candidates will meet the Utah Effective Teaching Standards (UETS) at the basic competence level.			Y		Y			2	1	0	1	1	1	0	0	0	1	Planned - We want to continue to empower the THED students to create and nurture their academic and artistic community.	0	1	Basic Competence Level	Y	2	1	50	4
Fine Arts and Communications	Theatre and Media Arts	Theatre Arts Education K-12 BA	Students demonstrate their ability to practice and articulate their ethics of theatre by applying gospel-centered values as they contribute to classrooms and individual learners, exercising moral reasoning when faced with ethical dilemmas in their classroom, school or district, and demonstrating a commitment to embracing inclusion, diversity and making a positive difference in their sphere of influence.		Y						Y	2	4	3	1	4	4	0	0	0	4	Taken - We facilitated opportunities to discuss ideas regarding these indicators. We will facilitate connections to our students' secular work and daily instruction in teaching with gospel indicators in TMA 276, 257, 377 B, C, and D. We recognize students will negotiate these opportunities according to their own developing understandings of living a gospel centered life in a secular environment. Planned - We will continue to work with students on professionalism and appropriate ethical behavior in the classroom in the ThEd courses through role playing, discussion, and reflection. Taken - We are unable to get a copy of the Educators Ethics Review Test from the state so that we could evaluate the questions on the test to see if we can incorporate more of the ethical situations in our ThEd courses. Taken - We have created a formative evaluation "Progress Report" based on PAES indicators that will be used to educate our students on their level of professionalism and skills after each ThEd course.	3	1	Ethics	Y	8	4	50	4
Fine Arts and Communications	Theatre and Media Arts	Acting BFA	Students will demonstrate a commitment to intellectual inquiry, self-directed learning, and professional growth.		Y						Y	2	2	2	0	2	2	0	0	0	2	Taken - The BFA committee discussed the effectiveness of looking at these course conclusions. After discussing replacing TMA 223 with TMA 222, it was decided to keep TMA 223 as an assessment course. The curriculum of TMA 222 was changed Fall 2020 to include voice production/singing. The BFA committee has begun a larger curriculum discussion based on the current status of the BFA MDT program and its move into the Department of Theatre and Media Arts. This conversation is ongoing. These are the current benefits from this continuing discussion: 1) Course learning outcomes, curriculum, and assessments will be refined due to observations made and new faculty in the area. 2) Specific BFA students have been counseled on their work competency, ethically and professionally in their individual advisement sessions with BFA faculty advisors based on meeting the standard. 3) We began a long-term process of refining the BFA curriculum and learning outcomes Fall 2016. Most recent changes in curriculum involve changes with TMA 222 as a singing course taught by adjunct faculty. With the new developments with BFA curriculum in both Acting and MDT, there will be more in-depth discussions on curriculum, cross-over, and resources. Taken - Examples of high standard writing assignments were given to students before completing this assignment. The instructor had students read and assess those papers in preparation for their own assignment.	2	0	Performance and Professional Growth	Y	4	2	50	4
Fine Arts and Communications	Theatre and Media Arts	Acting BFA	Students will understand, interpret, explain, analyze and assess the historical, social, and spiritual impact of theatre as well as critically converse about theatrical literature.			Y	Y				2	2	2	0	2	2	0	0	0	3	Taken - The BFA committee determined that the these assessment measures satisfy the goal of the program learning outcome and sufficiently answer the following quesitons: What scope of theatrical literature is intended in the goal? Does the TMA 324 scope of Shakespeare, Moliere and Restoration satisfy the goal? Do we need to add an assessment coming from TMA 201/202 and collaborate with those instructors? We plan to continue reviewing this question, in light of the review TMA 115 and TMA 140 (see above). Taken - Professor Houghton discussed the learning outcomes for this paper with BFA Committee. He developed his teaching methods for this scansion paper. He has focused the paper so that it more clearly meets the course and program learning outcomes. Planned - Some discussion has taken place in regards to the effectiveness of using grades earned in these courses as effective assessment measure of this program level learning outcome. The committee will revisit this measure to determine if changes need to be made in one year.	2	1	Historical and Social Impact of Theatre	Y	5	2	40	4
Fine Arts and Communications	Theatre and Media Arts	Acting BFA	Students will demonstrate competitive performance skills and effective work habits through mastery of performance techniques in the discipline and by consistently representing themselves as professionals in audition, rehearsal and performance situations.				Y	Y			2	1	1	0	3	3	0	0	0	7	Taken - BFA Area Head has met with the senior student who was placed on Academic Probation Winter 2018. The student suffers from severe depression and anxiety, but also tends towards taking Acting and Acting related courses instead of working towards completing all general education courses needed for graduation. They have received accomodation, counseling, and many advisement sessions with Area Head, faculty advisor and instructors. The BFA Committee has met to discuss next steps. The student will meet with the BFA Committee to discuss future goals and graduation early fall semester. Taken - After Fall 2020 proficiencies, BFA Committee reviewed the proficiency process and took into consideration the events and influence of COVID-19. The BFA Committee will reviewed student proficiency scores together, watched proficiency auditions, and discussed student performance. Individual student work and work ethic was reviewed for each BFA Acting student in committee. Specific attention will be given to students achieving "committee review" scores on their semester proficiency. The committee determined which of the students on performance probation should should meet with their individual faculty advisors to received advisement for the next proficiency, or the BFA committee to recommendations for improvement. Individual advisement meetings were scheduled and took place. After Winter 2021 proficiencies, the BFA Committee met to discuss class work, production work and professional work ethic of students. These factors in addition to the proficiency score was then used to determine proficiency results for each student. It was determined that such a process was very beneficial in yielding a more comprehensive and accurate evaluation of student work. The resulting proficiency result (2 students yielding probationary status), BFA Acting Program Area Head reached out to those students on probation and discussed the results. The students will be invited to a BFA Committee Meeting Fall 2021 semester where students and faculty will discuss ways in which students can improve. Taken - All BFA students have been advised to schedule meetings with their faculty advisors. As of April 2021, 29 of the majors have met or corresponded with their faculty advisor or the head of the BFA Acting program. Student progress reports have been reviewed as well as	5	2	Performance	Y	10	3	30	4

Fine Arts and Communications	Theatre and Media Arts	Acting BFA	Students will develop business skills and compile personal resources to sustain a healthy self-image in order to pursue individual creativity and innovation in their craft while enduring the rigors of the entertainment industry.						Y			Y	2	1	1	0	2	2	0	0	0	2	Planned - During Covid-19, instructors adapted the course to accomomdate Covid-19 protocols, individual coaching and safe singing environment. Additional emphasis was given to filmed artifacts and preparation for a virtual BFA showcase Winter 2021. It was determined that these adjustments were beneficial to the course, many of which will be included in the curriculum even after Covid-19 dissipates. In the past year BFA committee members have defined areas of study that should be emphasized in earlier foundation courses: ethics, voice work, film protocol, objectives, choosing material, self-discovery. This earlier emphasis in curricular principles and practices will enhance the overall "capstone" experience of TMA 427. Classes with those specific emphases will be TMA 128, TMA 228, TMA 223, TMA 422. The committee will remind the instructors of those courses to emphasize those areas in classes during the upcoming year. The committee has asked the following questions: 1) Should the assessment be based on competency in the final performance and final paper, or on the class experience/grade as a whole? 2) What other topics should be addressed and assessed in the course? 3) How do we align the syllabi of the separate sections of the course? Current instructors are better working together to answer these questions and include practices that enhance in-class learning. Planned - Continue to assess this competency. Emphasize principles and practices of the following in earlier coursework in order to enhance the 427 experience: film auditions and scene work, cold reading, auditioning, ethics, self-discovery, voice work, various methods and styles of performance in addition to modern realism acting practice.	0	2	Personal Growth	Y	4	2	50	4
Fine Arts and Communications	Theatre and Media Arts	Music Dance Theatre BFA	Students will demonstrate professionally competitive skills in singing, dancing and acting.			Y			Y				2	1	1	0	1	0	1	0	0	1	Planned - Continue to assess this competency. Emphasize principles and practices of the following in earlier coursework in order to enhance the 427 experience: film auditions and scene work, cold reading, auditioning, ethics, self-discovery, voice work, various methods and styles of performance in addition to modern realism acting practice.	0	1	Professional Skills and Preparation	Y	2	1	50	3
Fine Arts and Communications	Theatre and Media Arts	Music Dance Theatre BFA	Students will demonstrate consistent professional behavior in class, studio and production work.		Y			Y					2	1	1	0	1	0	1	0	0	1	Planned - Continue to assess this competency. Emphasize principles and practices of the following in earlier coursework in order to enhance the 427 experience: film auditions and scene work, cold reading, auditioning, ethics, self-discovery, voice work, various methods and styles of performance in addition to modern realism acting practice.	0	1	Professionlism	Y	2	1	50	3
Fine Arts and Communications	Theatre and Media Arts	Media and Performance Studies MA	Students will examine how text and performance or media structures construct social realities in different historical moments-including the present.										0	1	1	0	1	0	1	0	0	2	Taken - We reviewed the master's theses both in the masters committees and with grad committee leadership. Planned - We want to review with the chairs of each committe AND the graduate committee leadership for more insight of ways to improve. We also will create a rubric that will allow us to focus on various areas in which we may want to make improvement.	1	1	Critical Analysis	Y	3	1	33	3
Fine Arts and Communications	Theatre and Media Arts	Media and Performance Studies MA	Students will select and implement appropriate research methodologies.										0	1	1	0	1	0	1	0	0	2	Taken - We reviewed the master's theses both in the masters committees and with grad committee leadership. Planned - We want to review with the chairs of each committe AND the graduate committee leadership for more insight of ways to improve. We also will create a rubric that will allow us to focus on various areas in which we may want to make improvement.	1	1	Research Methodologies	Y	3	1	33	3
Fine Arts and Communications	Theatre and Media Arts	Media and Performance Studies MA	Students will produce original research in their respective areas of academic interest.										0	1	1	0	1	0	0	1	0	2	Taken - We reviewed the master's theses both in the masters committees and with grad committee leadership. Planned - We want to review with the chairs of each committe AND the graduate committee leadership for more insight of ways to improve. We also will create a rubric that will allow us to focus on various areas in which we may want to make improvement. We are also engaging in conversations about how to help students better select research topics.	1	1	Original Research	Y	3	1	33	2
Fine Arts and Communications	Theatre and Media Arts	Media and Performance Studies MA	Students will develop a variety of skills and materials that will prepare them for further graduate studies, teaching opportunities, limited production, and/or other performance-related work.										0	2	1	1	1	1	0	0	0	2	Taken - We reviewed the conference attendance and TA performance in grad committee leadership. Planned - We want to review with the chairs of each committe AND the graduate committee leadership for more insight of ways to improve. We also will create a rubric that will allow us to focus on various areas in which we may want to make improvement. We need to pull student ratings for the students in addition to talking with course instructors to give insight into TA performance.	1	1	Professional Development	Y	3	1	33	4
Humanities		Digital Humanities and Technology MIN	Students completing the undergraduate minor will understand how technology enhances scholarship in the humanities and how humanistic scholarship can illuminate and explain the place and effects of technology in our society.				Y	Y					2	1	1	0	1	1	0	0	0	1	Planned - We want to review with the chairs of each committe AND the graduate committee leadership for more insight of ways to improve. We also will create a rubric that will allow us to focus on various areas in which we may want to make improvement. We need to pull student ratings for the students in addition to talking with course instructors to give insight into TA performance.	0	1	Technology Mediated Knowledge	Y	2	1	50	3
Humanities		Digital Humanities and Technology MIN	Students completing the undergraduate minor will develop the skills required to model information in common computer paradigms and contribute novel perspectives to the Digital Humanities.		Y	Y							2	1	1	0	1	0	1	0	0	2	Planned - The curriculum across sections of DigHT 250 is planned to be revied and coordinated in 2020. Specifically, a unit on web accessibility will be added, and the accessibility criteria will the strengthened. Taken - The major assignments in DigHT 230 have been revised so the grading criteria better reflects the aspects of quality print materials.	1	1	Technology Skills Development	Y	3	1	33	4
Humanities		Digital Humanities and Technology MIN	Students completing the Digital Humanities & Technology undergraduate minor will apply their skills in either advanced Humanities Technology competence or in advanced Digital Humanities research paradigms.		Y	Y							2	3	2	1	3	1	2	0	0	3	Planned - The next syllabus for these classes will include explanations of self-criticism to foster more accurate self-evaluations as well as mid-course assignments to help the students become more reflective. Taken - Actions planned The internship provider questionaire will be revised to have provider rank qualities of the student rather than simple rate the student on each quality. Planned - New, midcourse assignments will encourage students to pace their completion of the hours.	1	2	Applied Experience	Y	6	3	50	3
Humanities		Global Women's Studies MIN	3. Students will be able to read, write, and think analytically. They will be able to conduct research using primary and secondary sources and communicate that research effectively in oral, written, and multi-media presentations.			Y							1	4	2	2	4	0	0	0	0	4	Planned - We will continue to use our diagnostic assessment tool in all WS 222 and 492 courses in order to collect a significant sampling of data for evaluation. We will administer the initial WS 222 survey prior to the first day of class. Planned - Students will be informed that the capstone paper requirement length is 15-30 pages (double-spaced, 12-point font). Also, we will require that students indicate the discipline-appropriate style guide that they will be using in their written projects. Additionally, we will be revising the oral presentation and written project rubrics to make these a more effective instrument of evaluation. Planned - Continue to administer the alumni survey. Planned - In 2017, we will insert a question in the student evaluations regarding this learning outcome to assist in assessment.	0	4	Effective Communication and Analysis	N	8	0	0	0
Humanities		Global Women's Studies MIN	2. Students will be able to demonstrate knowledge of the worldwide contributions of women (individually and collectively) to history, culture, politics, health, sciences, religions, family, etc.					Y					1	4	2	2	4	0	0	0	0	4	Planned - Because WS 222 is now an option for global awareness in GE, the executive committee will work with WS instructors to be sure that they have a global emphasis as they examine the lives and contributions of women. We will also consider ways in which the curriculum can be enhanced by including courses with an international emphasis. In addition, we plan to include speakers in the colloquium with a greater global awareness and consider the student responses to the colloquia presentations. Taken - We will continue to encourage capstone students to consider how their topic engages with women's contributions worldwide, and to emphasize the importance of incorporating global perspectives when applicable. Planned - Continue to administer the alumni survey. Planned - In 2017, we will insert a question in the student evaluations regarding this learning outcome to assist in assessment.	1	3	Women's Contributions	N	8	0	0	0
Humanities		Global Women's Studies MIN	1. Students will be able to demonstrate knowledge of the ways different institutions (such as religion, education, media, family, government and law), issues (gender-based violence, health, representation in the media, the workplace), and factors (race, ethnicity, class, sexuality, ability) intersect with and affect women's lives.						Y				1	4	2	2	4	0	0	0	0	4	Planned - At the beginning of each semester, we will hold a meeting with capstone mentors to lay out project expectations. We will also require students to attend a capstone information meeting the semester prior to enrolling in WS 492. Planned - Continue to administer the alumni survey. Planned - We revised this learning outcome in order to clarify it. We plan to overhaul the WS 222 and WS 492 diagnostics to include more focused questions regarding institutions, issues, and factors that intersect and affect women's lives. Planned - In 2017, we will insert a question in the student evaluations regarding this learning outcome to assist in assessment.	0	4	Women and Society	N	8	0	0	0
Humanities		American Studies BA	American Studies graduates will have created a coherent course of study matched to their interests and their post-graduate plans. This may include taking a suitable minor and creating for themselves relevant extracurricular experiences such as internships, editorships, travel study, ORCA grants, conference participation, and publication.							Y	Y		2	1	0	1	1	1	0	0	0	2	Taken - Beginning September 2018 all Am St majors have needed to complete requirement 4, which involves either completing an internship or a career-related minor. Each student in the introductory American Studies course (AM ST 303) meets with the program coordinator and discusses plans for completing requirement 4. Planned - During the 2021-2022 academic year, the program will directly involve representatives from the Liberal Arts Advisement Center in the teaching of the American Studies Program's two introductory courses, AM ST 303 and AM ST 304. The coordinator will work with the teachers for these two courses to integrate class sessions and activities related to career preparation and post-graduate plans.	1	1	Work Independently	Y	3	1	33	4

Humanities		American Studies BA	American Studies graduates will understand that American studies is coherent as a discipline in and of itself and also engage their major both within and across the various other disciplines that constitute American Studies, mastering the theoretical and methodological approaches inherent in the American Studies curriculum.			Y			Y					2	1	0	1	2	2	0	0	0	2	Taken - This understanding is promoted by the 303/304 series. Planned - We will continue looking at the surveys, talking to students as they graduate, and evaluating the portfolios.	1	1	Engage Disciplinarily and Interdisciplinarily	Y	4	2	50	4
Humanities		American Studies BA	American Studies graduates will be able to read critically and analyze cultural, economic, historical, literary, political, social, and religious texts and artifacts. They will identify, evaluate, and incorporate appropriate research sources in their work as they demonstrate awareness of the critical conversations they are entering. Their analyses will contribute to their understanding of the ways in which the American experience has been, and continues to be, constructed and transmitted.			Y				Y				2	1	1	0	1	1	0	0	0	2	Taken - Actions taken: In spring 2021, a committee of American Studies faculty evaluated essays written for AM ST 490 courses taught in 2018, 2019, 2020, and 2021. Evaluations made numerically (by score) and qualitatively (through committee discussion). We overwhelmingly found that graduating seniors were analyzing rigorously. However, we also found that there was some unevenness in the quality of the papers from section to section. Planned - Actions planned: For the 2021-2022 academic year, the program coordinator will create a document outlining best practices for teaching AM ST 490, which will be distributed to instructors ahead of time.	1	1	Analyze Rigorously	Y	3	1	33	4
Humanities		American Studies BA	American Studies graduates will be able to formulate both their oral and written arguments coherently, support them clearly, and communicate them effectively to their audiences using correct conventions of language and some stylistic flair–all according to the best practices of the variety of disciplines and situations in which they are engaged.			Y	Y							2	1	1	0	1	1	0	0	0	2	Taken - Actions taken: In spring 2021, a commitee of American Studies faculty evaluated essays written for AM ST 490 courses taught in 2018, 2019, 2020, and 2021. Evaluations found that students consistently communicated persuasively. Planned - Actions Planned: During the 2021-2022 academic year, the program will incorporate career preparation into the AM ST 304 and 304 series. This will help students think about and practice communicating persuasively on a variety of fronts, including resumes, job interviews, and digital platforms such as LinkedIn. As we move forward with these plans, we will look for ways to evaluate the students' effectiveness in persuasive communication.	1	1	Communicate Persuasively	Y	3	1	33	4
Humanities		American Studies (BGS) BGS	Reflect on and describe how their coursework in the BGS program has contributed to the aims of a BYU education: Spiritually strengthening Character building Intellectually enlarging Preparing for lifelong learning and service	Y	Y									2	3	2	1	3	2	1	0	0	3	Taken - These are high ratings in these areas. All scores have improved over the past two years. There is some concern that Spiritually Strenghtening isn't higher. Effort has been made to improve Independent Study courses and support BGS students better through the new BGS online community. Planned - These are high scores, except for chracter building. This is a concern, even though it improved from last year. This is being addressed in the BGS online community and other resources. Planned - The overall exam scores for BGS students is very high, but those for BYU and non-BYU students have increased as well. It is encouraging to see improvements in BGS exam scores in ECON 110.	1	2	BGS Learning Outcome - Aims of a BYU Education	Y	6	3	50	4
Humanities		American Studies (BGS) BGS	Recognize the interdependence of culture and politics in American life and history.				Y			Y				2	3	2	1	3	2	1	0	0	3	Planned - This is a good score on this measure. Resources are being made available to students to help them continue to improve on intellectual skills. [Student rating scores were not available for this past year, so scores were used from the previous year. This will be corrected in the future.] Planned - This is a high score for intellectually enlarging. Students express confidence that they are reaching this objective. Planned - The overall exam scores for BGS students is very high, but those for BYU and non-BYU students have increased as well. It is encouraging to see improvements in BGS exam scores in ECON 110.	0	3	American Politics	Y	6	3	50	4
Humanities		American Studies (BGS) BGS	Demonstrate an understanding of the major events in American history such as its social, political, economic, or literary aspects.				Y			Y				2	3	2	1	3	3	0	0	0	3	Planned - This is a very high score. Based on this measure, American Studies BGS students are achieving this Aim. Planned - This is a high score for intellectually enlarging. Students express confidence that they are reaching this objective. Planned - The overall exam scores for BGS students is very high, but those for BYU and non-BYU students have increased as well. It is encouraging to see improvements in BGS exam scores in ECON 110.	0	3	American History	Y	6	3	50	4
Humanities		American Studies (BGS) BGS	Demonstrate an understanding of the multifaceted nature of American culture and identity.				Y			Y				2	3	1	2	3	3	0	0	0	3	Planned - This is a very high score and is higher than last year's high score. Based on this measure, American Studies BGS students are achieving this Aim. Planned - The overall exam scores for BGS students is very high, but those for BYU and non-BYU students have increased as well. It is encouraging to see improvements in BGS exam scores in ECON 110. Planned - This is a high score for American Studies students. These students indicate they are reaching the BYU Aim of intellectually enlarging. [Student rating scores were not available for this past year, so scores were used from the previous year. This will be corrected in the future.]	0	3	American Culture	Y	6	3	50	4
Humanities	Asian and Near Eastern Languages	Arabic Language BA	Students will develop expertise in an area of specialization and deliver a major oral presentation and a written paper (both in Arabic) on a topic in that area of specialization.							Y			Y	2	1	1	0	1	1	0	0	0	1	Planned - This is a high score for American Studies students. These students indicate they are reaching the BYU Aim of intellectually enlarging. [Student rating scores were not available for this past year, so scores were used from the previous year. This will be corrected in the future.]	1	0	Integration	Y	2	1	50	4
Humanities	Asian and Near Eastern Languages	Arabic Language BA	Speak, read, and write Arabic at the Advanced High Level (demonstrating an ability to support opinions, hypothesize, and deal with abstract topics in depth).				Y			Y				2	5	3	2	5	3	1	1	0	5	Taken - We will retest students from this cohort who wish to major in Arabic. It will be interesting to see how their Arabic proficiency increases in the long-term, especially compared to their peers who studied in Jordan. Planned - Students always need more exposure to Arabic as it is spoken. We have made good progress but need to provide more opportunities for students to hear formal Arabic. Taken - We are examining the possibility of reintroducing an advanced grammar class to help students become more familiar with the complicated structures they encounter in literary Arabic. Planned - We will continue to stress writing across our advanced Arabic courses. Planned - We will continue to cooperate with the CLS as they fine tune the reading test.	2	3	Advanced High Level Fluency	Y	10	5	50	4
Humanities	Asian and Near Eastern Languages	Biblical Hebrew MIN	Comprehend Biblical Hebrew grammatical concepts based on standard first year grammars. (Direct 1, 2; Indirect 1, 2, 3)							Y	Y			2	6	4	2	0	0	0	0	0	0		0	0	Biblical Hebrew Grammar	N	0	0	0	0
Humanities	Asian and Near Eastern Languages	Biblical Hebrew MIN	Read and translate Biblical historical narrative texts with limited use of a lexicon. (Direct 1; Indirect 1, 2, 3)					Y	Y					2	4	2	2	1	0	0	1	0	1	Planned - We will continue to cooperate with the CLS as they fine tune the reading test.	0	1	Biblical Translation	Y	2	1	50	2
Humanities	Asian and Near Eastern Languages	Biblical Hebrew MIN	Analyze and categorize the verbal system: pa'al , piel , hiphil , hophal , niphal , pual , and hithpael . (Direct 1, 2; Indirect 1, 2, 3)						Y	Y				2	6	4	2	1	0	0	1	0	1	Planned - We will continue to cooperate with the CLS as they fine tune the reading test.	0	1	Verbal System Analysis	Y	2	1	50	2
Humanities	Asian and Near Eastern Languages	Modern Hebrew MIN	Read and comprehend texts in Modern Hebrew at the intermediate-high level, including newspapers and Modern Hebrew literature. (Direct 3, Indirect 1)				Y		Y					2	1	1	0	1	1	0	0	0	1	Planned - We will continue to cooperate with the CLS as they fine tune the reading test.	0	1	Reading Comprehension	Y	2	1	50	2
Humanities	Asian and Near Eastern Languages	Modern Hebrew MIN	Speak Modern Hebrew in a culturally appropriate way, in varied settings, at the intermediate- high level. (Direct 2, Indirect 1, 2)				Y				Y			2	1	1	0	1	1	0	0	0	1	Planned - We will continue to cooperate with the CLS as they fine tune the reading test.	0	1	Speaking	Y	2	1	50	3
Humanities	Asian and Near Eastern Languages	Chinese BA	Speak and comprehend Mandarin Chinese at the ACTFL (American Council on the Teaching of Foreign Languages) Advanced-Mid level, demonstrating both an ability to negotiate face-to-face interactions in linguistically, socially, and culturally appropriate ways (direct measures 1 and 7) and an ability to listen to and comprehend the main points of spoken Chinese including television and radio news broadcasts at an advanced level (direct measures 2 and 7).				Y			Y				2	2	2	0	2	1	0	1	0	2	Planned - Listening The results were decling this year. However, some data from the past winter semester is unavailable. We would need to make sure all the senior students taking the tesst this new academic year. The larger pool of test samples will give us more accurate picture of students' learning outcomes in this particular area. Taken - Speaking Since a majority of students (70%) are meeting the goal and 8 out of 9 (89%) are scoring in the advanced range, the current goal seems appopriate.	1	1	Oral Proficiency (Speaking and Listening)	Y	4	2	50	3
Humanities	Asian and Near Eastern Languages	Chinese BA	Read a variety of formal and informal genres of writing at the ACTFL advanced-mid level (direct measure 3) and write notes, correspondence, and short essays at the ACTFL intermediate high level while demonstrating an awareness of literary Chinese writing conventions (direct measure 4).				Y			Y				2	2	2	0	2	1	1	0	0	2	Planned - Reading The results were about the same comparing to the previous year. However, some data from the past winter semester is also unavailable. We would need to make sure all the senior students taking the tesst this new academic year. The larger pool of test samples will give us more accurate picture of students' learning outcomes in this particular area. I would suggest keeping the current goal and seeing how next year's data turns out. Planned - Writing All the students who took the test acheived the targeted level, so the new goal seems appropriate. Of course, collecting more data next year would help increase the accuracy of the assessment. Hopefully, we will be able to administer the paper and pencil version and see if the scores continue to be as high and whether all students meet the goal.	0	2	Reading and Writing Proficiency	Y	4	2	50	4

Humanities	Asian and Near Eastern Languages	Chinese BA	Be able to analyze and discuss core aspects of Chinese civilization including classical Chinese language and literature, modern and contemporary Chinese literature and film, Chinese culture, and the Chinese language. (Direct Measures 5 and 6 and Indirect Measure 2)					Y	Y				2	1	1	0	1	0	1	0	0	1	Planned - Writing All the students who took the test acheived the targeted level, so the new goal seems appropriate. Of course, collecting more data next year would help increase the accuracy of the assessment. Hopefully, we will be able to administer the paper and pencil version and see if the scores continue to be as high and whether all students meet the goal.	0	1	Analyze Chinese Culture, Literature and Language	Y	2	1	50	3
Humanities	Asian and Near Eastern Languages	Japanese BA	Students will read Japanese texts and interpret media in a variety of contexts with accuracy. Students are expected to score at least 80% on the BYU Reading Proficiency Test.				Y		Y				2	1	1	0	2	1	1	0	0	1	Planned - Writing All the students who took the test acheived the targeted level, so the new goal seems appropriate. Of course, collecting more data next year would help increase the accuracy of the assessment. Hopefully, we will be able to administer the paper and pencil version and see if the scores continue to be as high and whether all students meet the goal.	0	1	Reading and writing proficiency	Y	3	2	67	3
Humanities	Asian and Near Eastern Languages	Japanese BA	Students will analyze and discuss, at an advanced level, both in English and in Japanese, salient features of Japanese culture, including aspects of language, literature, thought, religion, aesthetics, art, and music.					Y	Y				2	4	4	0	4	4	0	0	0	2	Taken - The paragraph below is from 2019. While we still have room for improvement, our students' capstone presentations are much closer to professional level in 2021 than they were in 2018, so we are very pleased with this progress. We have adjusted the curriculum of 495 to be more focussed on the capstone presentation, giving more time and attention to preparation for the presentation. We have observed that, generally, the quality of presentations has improved somewhat, but we still have some distance to go before the presentations are at a professional level in their language and execution. Planned - 2021-2022: One challenge we face is the need to develop standard ways to analyze students knowledge of important cultural items and their ability to use Japanese in culturally appropriate ways. One way we can do this is to develop a common rubric for assessing a basis, or benchmark, group of knowledge that could be applied to 345 as well as the 350-351-352 series. These courses are taught by different faculty members (full-time and adjunct), and sometimes by faculty outside our department, which presents another challenge. We will work this school year to identify what the important cultural items and culturally appropriate behaviors/knowledge are so that we can build common assessments and assignment rubrics for these four courses.	1	1	Cultural and linguistic proficiency	Y	6	4	67	3
Humanities	Asian and Near Eastern Languages	Japanese BA	Students will speak and act in Japanese in linguistically, socially, and culturally appropriate ways on a broad variety of topics in a wide range of settings. Students are expected to score at or above Intermediate High on the ACTFL Oral Proficiency Interview.				Y		Y				2	1	1	0	1	1	0	0	0	2	Taken - 2020-2021: As highlighted below in last year's report, we have taken a number of steps toward improving oral proficiency. The redesign of 311R is complete, and we were able to pilot it during the pandemic school year, but feel that this first piloting was insufficient to give us the data and experience we need to know whether the redesign is really viable in the future. 2020-21 was simply an unusual year to pilot a redesigned course. So, we are continuing to monitor student feedback, scores, and instructor experiences with this course. So far, we are pleased. During this school year, we began the second cycle (after four semesters of piloting) of the new textbooks for 101, 102, 201, 202. Mid-year, the decision was made to alter the timing/pace of the lessons, which was a challenge, but fruitful. Our attrition rates over the last two years (as we have been introducing the new textbook and curriculum, particularly speech act exercises) have fallen significantly, which is very encouraging. In 2020, our course titles now better align with our expected learning outcomes, and with the language of ACTFL assessment. The new textbook initiative for 101-202 continues, as does the revamping of 311R to better meet the needs of the varied students taking the course (traditional classroom, foreign language student residence, study abroad). We are implementing new course titles, learning outcomes, and associated content for core language courses (311R, 321, 322, 411, 443, 444). An online version of 311R is also under development. These courses are not better aligned with ACTFL OPI guidelines to allow for more direct assessment and to encourage instructors of those courses to focus on more Advanced and Superior-level skills. We have completed the rollout of a new textbook for our 101 - 202 sequence, and continue to watch the impact of that change in our lower-level courses. Various rubrics and exercises have been updated and improved as part of this curriculum development process. Planned - 2021-2022: The standardization and improvement of rubrics and oral exercises across 101-202 has borne fruit with increased proficiencies. We plan to continue refining these standard exercises/assessments and expanding to the 301 and 302 courses. We are also working on setting oral proficiency benchmarks after second and third years, and finding a way to effeciently assess at multiple levels and store that data. 2020: We continue	1	1	Oral Proficiency	Y	3	1	33	4
Humanities	Asian and Near Eastern Languages	Korean BA	Speak and comprehend Korean proficiently in both formal and informal settings at the ACTFL Advanced Level (Direct Measure 1).				Y		Y				2	3	3	0	3	0	2	1	0	4	Taken - Starting in fall 2016 Korean 101 sec. 2 became a "BYU Online" course which incorporates in class and online teaching. We plan to assess student success with learning outcomes in both Korean 101 sections (BYU online and traditional in class sections). Since the implementation of this BYU online Korean 101 class (along with a fully independent study section and a traditional classroom section), we have completed a study that compares student success in each section. In 2017 we compiled research that compared success of students in online, blended and traditional Korean 101 classes. This research was presented and published in 2018. "An Exploratory Study of Student Learning and Progress in Online, Blended and Face-to-Face Classes." (2018) proceedings of the XIXth International CALL Research Conference. Bruges. In 2019, we conducted a study to examine the traits of students who are successful in online learning environments. The results of this work are forthcoming. In 2020, in order to appropriately examine the effects of format changes in university language courses during the COVID-19 epidemic, we conducted a study that employed an adapted version of the Foreign Language Classroom Anxiety Scale (FLCAS) (Horwitz et al. 1986). The FLCAS is the most commonly used tool for assessing foreign language learning anxiety in the classroom. For the purposes of this study, the FLCAS was modified to twelve Likert scale questions relating to communication apprehension, test anxiety, and negative evaluations but each question required the student to respond twice: once related to their on-campus class and once related to that same class after it moved online. In addition, the survey contained six demographic questions followed by one open-response question. This study took place at the end of the Winter Semester, 2020 after students had transitioned from an on-campus language course to an online language course at mid-semester. In 2021, we conducted a follow-up study to examine student comfortability (stress, anxiety, etc.) one-year after going online, called, "One Year Later: Student Motivation and Stress in Language Classrooms Amid Emergency Remote Teaching and Learning." These studies will inform best teaching practices in relation to online, blended, and traditional classroom learning. Planned - In addition, we have submitted a proposal to	1	3	Speaking and Listening Proficiency	Y	7	3	43	4
Humanities	Asian and Near Eastern Languages	Korean BA	Read hangul texts at the ACTFL Advanced level and write hangul texts at the ACTFL Intermediate High level or higher. Carry out research, apply critical reasoning skills and write clearly and cohesively in translation and in original composition on Korean subjects. (Direct Measures 2,3)				Y						1	3	3	0	3	1	1	1	0	3	Planned - Currently, we plan to continue with our senior seminar course in its present state. However, in recent semesters we have begun to and continue to encourage students to choose a Korean-focused paper that they have already been working on and revise it during the course with the intent of publication. In 2021 and with the support of the College of Humanities, we will encourage professional development and experiential learning via the Humanities competencies: Communication, Information Literacy, Cultural Navigation. One significant change in one class is the elimination of a non-collaborative, 50-minute exam every few weeks in exchange for a four-day collaborative assessment. "This project will allow you to engage in a high-stakes project that requires communication, collaboration, and negotiation. For this project, you will be involved in initiating, planning, executing, and assessing a project that will require you and your classmates to demonstrate knowledge of the subject in a deep and meaningful way. You will create, take, and assess an exam that allows you and your fellow students to show their expertise in the areas we have studied in class." Planned - We met and discussed how our data suggests that student written proficiency in Korean is strong but their experience and expertise in writing research papers in English needs continual attention. We decided to emphasize research and writing in the discipline, in English, in our senior seminar. In 2021 we will continue efforts to emphasize reading and writing in our classes and hope for a more uniform group of language learners who have had similar exposure to the language. This may help stabilize test scores. Planned - We are pleased with the TOPIK scores and with the information the tests provide us about our lower level student's progress. We plan to continue use of the TOPIK and the OPI. The TOPIK was administered again at the beginning of fall 2016 and will be administered again at the end of the semester. In 2016 Ninty percent of students who took the TOPIK test in 201 at the beginning and end of the semester raised their rating from a level 3 (50 points or above) to level 4 (over 70 points). After COVID, we will resume offering the TOPIK in Kor 2021.	0	3	Reading and Writing Proficiency	Y	6	3	50	3

Humanities	Asian and Near Eastern Languages	Korean BA	Analyze and discuss important aspects of Korean history, literature (modern and pre-modern) and culture. Read literature and non-fiction writings in both modern forms and pre-modern forms including use of Chinese characters at an elementary level. Learn to read original documents -- both for literature and historical writings. Understand the scope of Korea's cultural landscape, including value systems as represented in the major religious traditions of Confucianism, Buddhism, and Shamanism. (Direct Measures 4, 5, 6).				Y						1	1	1	0	1	0	1	0	0	1	Planned - We are pleased with the TOPIK scores and with the information the tests provide us about our lower level student's progress. We plan to continue use of the TOPIK and the OPI. The TOPIK was administered again at the beginning of fall 2016 and will be administered again at the end of the semester. In 2016 Ninty percent of students who took the TOPIK test in 201 at the beginning and end of the semester raised their rating from a level 3 (50 points or above) to level 4 (over 70 points). After COVID, we will resume offering the TOPIK in Kor 2021.	1	0	Korean History, Literature and Culture	Y	2	1	50	3
Humanities	Comparative Arts and Letters	Art History & Curatorial Studies BA	Students will acquire a solid foundation in the discipline of art history of the Western world.				Y		Y				2	4	4	0	4	2	2	0	0	4	Taken - Despite the challenges and the continuing need for a 6th FTE, Art History will continue to provide a solid foundation through the efforts and flexibility of its five faculty, as well as cross-listing when feasible. This is now (2021) more acute than ever with the loss of Dr. Mark Johnson and no one currently in our area replacing him. Planned - Due to the COVID 19 Pandemic, art history was forced, like everyone else, to cancel its study aborad for spring 2020. Despite this set back, art history professors are scheduled to direct two study abroad programs in 2022 to the benefit of our majors and students across campus. Now almost two years into the pandemic, we are still feeling its effects on this important aspect of our major. The Art History Study abroad scheduled for Spring 2022, however, was cancelled due to covid concerns. Measures to capture and utilize student feedback and narratives need to be be developed to bring our program and its benefits to light for the college and the broader university community. We will build on preliminary thoughts generated at the May college assessment meeting, in our upcoming fall/winter sectional assessment meetings. Taken - We will continue to offer ARTHC 498 twice a year. This course has played an important role in several of our students continuing their studies in graduate school. More than one, in fact, have been able to develop their Senior Thesis paper into a thesis. Planned - Art History will need to explore additional ways of addressing our coverage gaps outside the Western tradition.	2	2	Art History in the Western World	Y	8	4	50	3
Humanities	Comparative Arts and Letters	Art History & Curatorial Studies BA	Students will develop advanced art historical research skills.				Y			Y			2	6	5	1	6	0	5	1	0	6	Planned - We would like to create an Art History research guide with special recommendations of helps and sources specific to each upper division course. We have discussed changes to our curriculum to address this need. As of 2021 we are still working on this. Planned - Art History is continually monitoring this course in an effort to met student needs and standard practices in the field. We also need to assess the current overlap of ARTHC 300 and ARTHC 498. Since both courses are taught by the same professor (Peacock), we are in a better position to reconfigure these courses. This is an area we still need to watch and adjust accordingly. Taken - We are seeing a startling drop in the number of students who utilize the library and its resources. More and more students believing that that they can do it all online, which they cannot. In this effort, we are going to continue to demand that students actually enter the library. A novel concept for our students. Planned - We are beginning to see the benefits of our expanded language list in the form of papers and senior theses utulizing these skills in research. While pleased with the German and French reading courses, we are still hoping that other reading courses including Latin could be offered for the benefit our students and their research skills. Planned - We will continue to seek out opportunities for our students on campus and with national and international institutions. We have frequently sent a student to an internship at the Prado Museum in Spain, which we hope to be able to continue to do. We also hope to expand our scope by sending students to Brussels and to reinvigorate our participation with the Washington Seminar, which was once a vital component of our internship program. When the effects of the pandemic subside, we will need to be even more proactive in reestablishing our connections so that our students can once again benefit from quality internship opportunities. Taken - Even with faculty constraints we have continued and will continue to offer ARTHC 498 fall and winter semesters.	2	4	Research Skills	Y	12	6	50	3
Humanities	Comparative Arts and Letters	Art History & Curatorial Studies BA	Students will demonstrate their ability to effectively present their ideas through verbal expression. One of the casualities of Covid was student presentations in person. We hope that this changes soon.				Y			Y			2	1	1	0	1	0	0	1	0	1	Taken - Even with faculty constraints we have continued and will continue to offer ARTHC 498 fall and winter semesters.	1	0	Effective Communication and Presentation	Y	2	1	50	2
Humanities	Comparative Arts and Letters	Art History & Curatorial Studies BA	Students will visit and experience important works of art, as well as the institutions and/or professional venues where art history is practiced. Good despite the 2020 pandemic. This continues to be the case in 2021						Y			Y	2	5	4	1	5	0	1	4	0	5	Planned - We will continue to work with students and AHA to provide a rich variety of opportunities. We will continue to encourage them, during our annual fall assembly, to attend these opportunities. Planned - Despite noted success anecdotes, we need a better way of tracking exactly what are students are doing after they graduate. We also need to update the College's career path to take into account the ways in which our students through hard work and determination are staying in the field. We need a better way of capturing their narratives. Taken - Through final reports and advisor evaluations we are constantly assessing the internship program to learn how we can improve. While we have a number of institutions that have benefited from and who regularly employ our students we need to be more proactive in securing other museums and institutions that will take our students on a regular basis, especially internationally. From 2015 to 2017 we were able to place qualified students in the Prado Museum in Madrid. We need to do what we can to solidify this connection. Revisiting the student self-evaluations/final reports would help us determine how internships are benefiting our students and our program. We can probably ask more pointed questions that will help gather additional information that will benefit our internship program. Andrea Kristensen, the CAL internsnip coordinator, and Dr. Elliott Wise, art history's internship coordinator, have also revamped the biweekly reports. In addition to asking for more information, he will also require students to address certain prompts to help them reflect on their experience. At the begining of Fall 2017 Dr. Wise began an orientation with those registered for ARTHC 496. We will need to assess whether this improves the overall experience. We are also putting togehter a "handbook" with readings pertaining to effective strategies for completing a successful internship and developing a professional skills. Planned - We still need to learn more on how we can integrate Humanities + into our program. Planned - We will continue to provide opportunities beyond the classroom including, but not limited to, field trips, visiting speakers, and brown-bag lunches.	1	4	Cultural and Professional Experience	Y	10	5	50	3
Humanities	Comparative Arts and Letters	Art History & Curatorial Studies BA	Students will write engaging and sophisticated art historical research papers that demonstrate original thought. This is an area to which we would like to direct our focus because we desperately need to cultivate better writers in our area.				Y			Y			2	4	4	0	4	0	2	2	0	4	Planned - We have a program committed to excellence in writing. We agree that each faculty should develop their own rubric for each writing assignment and share these with students as part of the writing guidelines. Each faculty member has already developed or is in the process of developing writing rubrics which we plan to share during our semester assessment days. We continue to see improvement in the writing of our art history majors who have taken ARTHC 300. With the revamping of ARTHC 300 in Fall 2019 to be more writing focused, we are hoping to see more improvment our students' writing. Taken - As an area we have agreed that all upper division courses use Turn-it-in. Taken - Even with faculty constraints we have continued and will continue to offer ARTHC 498 fall and winter semesters. Taken - We are hoping to see improvements in this area through the revamping of ARTHC 300 and the increased and coordinated actions of art history faculty.	3	1	Effective Writing	Y	8	4	50	2
Humanities	Comparative Arts and Letters	Scandinavian Studies MIN	Learn to recognize and critically reflect upon key dimensions of Nordic literature, art, society, culture, and history, with an emphasis on appreciating these cultures' artistic production and intellectual histories.						Y	Y			2	1	1	0	1	0	1	0	0	1	Taken - We are hoping to see improvements in this area through the revamping of ARTHC 300 and the increased and coordinated actions of art history faculty.	0	1	Nordic Literature, Culture, and History	Y	2	1	50	4

Humanities	Comparative Arts and Letters	Scandinavian Studies MIN	Progress toward advanced-level proficiency in Danish, Icelandic, Norwegian, or Swedish (or intermediate-level proficiency in Finnish) in writing, speaking and listening in a variety of living as well as professional contexts, and reading various text types (newspapers, literature, college-level texts, etc.) with a strong level of comprehension.				Y			Y				2	1	1	0	1	0	1	0	0	1	Taken - We are hoping to see improvements in this area through the revamping of ARTHC 300 and the increased and coordinated actions of art history faculty.	0	1	Scandinavian Language Proficiency	Y	2	1	50	3
Humanities	Comparative Arts and Letters	Scandinavian Studies MIN	Learn to use writing as a process of discovery by composing essays that demonstrate mature analytic thought, the orderly development of ideas, and vigorous argument.			Y	Y							2	1	1	0	1	0	0	1	0	1	Taken - We are hoping to see improvements in this area through the revamping of ARTHC 300 and the increased and coordinated actions of art history faculty.	0	1	Effective Writing and Analytic Competence	Y	2	1	50	4
Humanities	Comparative Arts and Letters	Scandinavian Studies MIN	Develop a lifelong appreciation of Nordic cultures as well as literature while developing attitudes and habits of thought and study that encourage lifelong learning and continued contact with the informed study of Nordic culture.					Y			Y		2	1	0	1	1	0	1	0	0	1	Taken - We are hoping to see improvements in this area through the revamping of ARTHC 300 and the increased and coordinated actions of art history faculty.	0	1	Lifelong Learning	Y	2	1	50	4
Humanities	Comparative Arts and Letters	Interdisciplinary Humanities BA	Demonstrate broad interdisciplinary knowledge of cultural and intellectual history, including proficiency in a foreign language.					Y					1	2	1	1	4	4	0	0	0	4	Planned - This last year we introduced a shared writing rubric for our upper division course. There is less enthusiasm for using shared rubrics in the lower level courses--and so we're shifting our focus to identifying several, key types of writings assignments (essays, daily responses, imitative writing, journaling) and then sharing best practices in order to promote a degree of quality and consistency across our course offerings. Planned - Taken: We now offer IHUM 241--Introduction to the Humanities of East Asia IHUM 243, Humanities of South Asia (for the first time in Fall 2019), and IHUM 244--Introduction to the Humanities of Africa. We will teach this a couple of times before we are able to assess them more closely. Planned: We intend to continue in our efforts to maintain and expand comparative and interdisciplinary approaches to our courses. This coming year we will take a fresh look at recent senior and alumni surveys to see if there is evidence of continued improvement in this area. We will also begin discussions this year of how to continue to excel in achieving these objectives under the new GE paradigm. Taken - Taken: we now offer more survey courses (especially IHUM 260, and also more variety of the 280R series, and also IHUM 101, 201 and 202 online) in a broader range of world cultures (most recently, starting in 2018, African cultures). Several of our faculty have also recently co-taught courses with faculty from other departments and colleges (such as UNIV 291 cotaught between IHUM and geology, UNIV 292 cotaught between IHUM and chemistry, IHUM and Business, IHUM and geography, and Women's Studies/IHUM 280R). Planned - Taken: We continue to monitor the content of the lower division courses to assure that coverage is comparative and interdisciplinary, and seek ways to include other cultures in our 200 levels where appropriate (such as IHUM 250, the introductory course to the major). Planned: We recognize that one are where we could improve is the synching of adjunct teaching with these overall plans. To accomplish this we will try to include these faculty in our curriculum discussions more regularly in the coming year. These discussions (that will extend to the adjuncts) will also include prep for adjusting to the new GE paradigm within the next year or two.	1	3	Cultural and Intellectual History	Y	8	4	50	4
Humanities	Comparative Arts and Letters	Interdisciplinary Humanities BA	Demonstrate proficiency in interdisciplinary approaches to the humanistic tradition as well as concentrated coursework in a chosen track.							Y			1	2	1	1	2	1	1	0	0	2	Planned - Taken: We are using the iHUM 311 course as a forum to implement a more universal rubric across the curriculum. In the Spring of 2020 we evaluated the writing of students from their 311 course into their capstone courses (where they put all of their interdisciplinary skills together in writing research papers). Taken: In 2021 we also shared a writing rubric designed to synch nicely with--and support--these efforts to emphasize interdisciplinary research and writing among our students. Planned: In 2021/2022 we will introduce metacognitive writing/thinking activities and assignments--many of which will require students to be more aware of the interdisciplinary nature of their studies and writing. Taken - In 2021/2022 we want to look at some more recent surveys to see if these results remain strong. Advisement coordinators will continue to be invited to present to the section during assessment days. (We will also consider whether we need to add some additional questions to the surveys to help us better assess the level of student awareness about what makes our interdisciplinary methods special.)	1	1	Proficiency in Interdisciplinary Approaches to Humanities	Y	4	2	50	3
Humanities	Comparative Arts and Letters	Interdisciplinary Humanities BA	Demonstrate the skills of humanistic study, i.e. analyze, think critically and write clearly and persuasively.			Y	Y						2	2	1	1	2	0	2	0	0	5	Taken - Taken: We continue to work with advisement to create more pertinent survey questions for the exiting seniors. We asked students from the Marriott School to evaluate the IHUM program and we received a list of suggestions for improving the marketing of our program. We have designed new flyers and have expanded our offerings of the Big 201 and 202 and the online 201 and 202 courses to serve the student body and to attract more majors to IHUM. Planned: Our metacognitive assignments will help students to better self assess their writing ability at all levels so that we can have one additional set of data to determine how well we are doing. Taken - After initially administering the critical thinking exam, it was determined that the results were not worth the time and money as it did not effectively assess program outcomes. No further action needed. Taken - Taken: The key move we have made in recent years to impact this result is the creation of an advanced writing course (311) that is customized for the needs of our students (as opposed to the university's version of the GE course that tends to water down the content to address the needs of a broad swath of students.). This course has been taught by four of our faculty and will be rotated through more peers in the coming couple of years. As we all take turns teaching the course, we are gradually developing a shared set of goals and terms that translates into more consistency for students in how we create and evaluate writing assignments. (Faculty in the other sections of our department, by the way, are taking turns teaching this course as well--and so it should help the entire dept to be in synch with these objectives. In the Spring of 2020, three faculty members--Soper, Colson and Esplin--evaluated the writing of 14 students who had taken our version of the 311 course and then gone on to enroll in one of more of our capstone (490 courses) where their writing training should ideally blossom. We used our shared rubric to score the papers and looked for evidence of improvement in individual categories titled thesis, implications, evidence and language. We also intentionally chose a sample paper from their 311 experience that was near the start of the semester--and then compared it to their capstone research paper in order to see if there was evidence that the 311 course was achieving its goals. Taken: In the Fall of 2020, a shared rubric	4	1	Critical Thinking, Research, and Writing Skills	Y	7	2	29	3
Humanities	Comparative Arts and Letters	Interdisciplinary Humanities BA	Prepare for career or post-baccalaureate education through additional concentrated coursework specifically related to individual educational and career goals.									Y	Y	2	1	0	1	2	0	2	0	0	2	Taken - Taken: We have published a new brochure to help answer student questions and to publicize options for students, and have distributed them at venues such as the university major fair. In the IHUM 250 course, we have invited career specialists to come present to the student in class, to aid them in making appropriate career choices. We also have invited Rebecca Brazzale from the Advisement Center to speak to our students about career planning. On our Facebook page and in semester kick off meeting we're getting the word out to both students and their parents that there is a growing body of literature that suggests students coming out of a program like ours achieve a high level of satisfaction and success at mid-career and beyond. While this doesn't address the immediate anxiety of getting an entry level job, it might help our graduates to be optimistic about the long view. Planned: We might make a brochurse or professionally edited webpage that highlights the data and articles students can refer to in feeling more confident about their choice of major. Taken - Taken: The mandatory meeting for majors on the first Thursday of every semester has been successful in informing students about upcoming classes, discussing internship and study abroad opportunities, and introducing students to their track advisers. We plan to continue holding this meeting every semester. Planned: We want to create a site this year that compiles a lot of the recent literature on how people's careers are benefitted by the breadth and transferable, soft skills of a humanities degree. We'll pair that hopeful prognosis with a continued strategy of encouraging students to take vocationally-oriented minors and to take advantage of internship opportunities. We also want to creat a network of alumni that can advise and encourage our majors, showing them the variety of paths they can follow in benefitting from the transferable and soft skills they acquire in our program.	2	0	Post-baccalaureate Preparation, Lifelong Learning, Service	Y	4	2	50	3

Humanities	Comparative Arts and Letters	Greek Emphasis BA	With minimal and informed recourse to dictionaries, grammars, commentaries, and other translation aids, students will be able to read and comprehend the prose and poetry of Classical Greek authors. Specifically, they will be able to read and comprehend the writings of Xenophon, Homer, Plato, Euripides, and other Greek authors of comparable difficulty. Students will be able to compose Greek sentences and paragraphs in imitation of the style of Classical Greek masters.					Y	Y				2	5	4	1	6	2	4	0	0	6	Taken - Rather than assume that 400-level students are fully proficient in Greek and/or Latin grammar, we have implemented remediating and deeper grammatical instruction throughout our 300- and 400-level language courses. This has been of positive benefit to our students. Taken - In the winter 2016 sectional assessment meeting, we discussed methods of reasonably augmenting the amount of composition in all of our translation courses. Faculty who have had the most success with this presented and discussed their "best practices" to share with other colleagues. Taken - Our coursework prepares students for this kind of examination, and we commit to continue this preparation through assignments and in-class practice. We will continue to encourage yearly participation in the National College Greek exam and to monitor the results. Taken - Our coursework prepares students for this kind of examination, and we commit to continue this preparation through assignments and in-class practice. We will continue to encourage yearly participation in the Watkins Greek Translation Exams and to monitor the results. Planned - Actions Taken during the 2018-19 academic year: 1. We created mid-term and end-of-semester electronic surveys for 100, 200, 300, and select 400 level language courses. These replaced the old hand-written surveys. The old surveys had only really applied to students at the end of the 200-level courses and students rarely completed them. 2. We administered surveys for 100-, 200-, and 300-level courses and have received considerable feedback (over 70 surveys so far). We will continue to administer those surveys and evaluate their results. We will also complete the development of surveys for the rest of our offered courses and adminster those surveys as well. 3. As a section we discussed the results of these surveys and ways to improve language instruction. Planned - As a section we have shared "best practices" on how to do this, and will be reviewing survey information on what improvements can be seen, in our upcoming semester assessment meeting.	4	2	Mechanics of the Greek language	Y	12	6	50	4
Humanities	Comparative Arts and Letters	Greek Emphasis BA	Students will demonstrate their ability to write analytical papers or the equivalent that apply close readings to Classical literary texts to develop and clearly express original interpretations of these texts.				Y		Y				2	2	2	0	2	0	2	0	0	2	Taken - In view of shared faculty interest in improving our students' ability to develop original ideas about Greek and Latin texts and to communicate those ideas in critical papers and research projects, we have planned and put into place place a two-course, three-credit-hour experience that is required for graduation in each of our section's areas of emphasis. This experience was specifically designed to help students obtain and apply the critical skills needed to "develop and clearly express original interpretations of [Classical] texts." The first two credits comprise a pro-seminar, intended to be taken in the sophomore or junior year, which treats the theories, methodologies, and research methods and tools of the discipline of Classical Studies. The one-credit capstone project will be undertaken in a student's final semester. It allows students to analyze and contextualize Classical texts and the Classical framework in view of current scholarship. It is tailored to each student's major emphasis (Classics, Greek, Latin, or Classical Civilization) and interests. The project concludes with an oral defense and exit interview with three or more Classical Studies professors. This capstone experience provides the setting in which students can demonstrate that they have successfully developed key intended learning outcomes. Planned - We plan to assess student writing in the spring of 2021 after we have spent the year discussing and implementing the use of writing rubrics in our upper division courses.	1	1	Interpretation and analysis of Greek texts	Y	4	2	50	3
Humanities	Comparative Arts and Letters	Greek Emphasis BA	Students will demonstrate a broad knowledge and comprehension of the history, literature, philosophy, and visual arts of Greece from Mycenaean civilization through the Hellenistic Age.					Y	Y				2	1	1	0	1	0	1	0	0	1	Planned - We plan to assess student writing in the spring of 2021 after we have spent the year discussing and implementing the use of writing rubrics in our upper division courses.	0	1	Understanding and contextualizing ancient Greek culture	Y	2	1	50	3
Humanities	Comparative Arts and Letters	Latin Emphasis BA	With minimal and informed recourse to dictionaries, grammars, commentaries, and other translation aids, students will be able to read and comprehend the prose and poetry of Classical Latin authors. Specifically, they will be able to read and comprehend the writings of Caesar, Vergil, Cicero, Tacitus, and other Latin authors of comparable difficulty. Students will be able to compose Latin sentences and paragraphs in imitation of the style of Classical Roman masters.					Y	Y				2	5	3	2	6	2	4	0	0	6	Taken - Rather than assume that 400-level students are perfectly proficient in Latin grammar, we are beginning to implement remediating and deeper grammatical instruction throughout our 300- and 400-level language courses. This has been of positive benefit to our students. Taken - In the winter 2016 sectional assessment meeting, we discussed methods of reasonably augmenting the amount of composition in all of our translation courses. Faculty who have had the most success with this presented and discussed their "best practices" to share with other colleagues. Taken - Our coursework prepares students for this kind of examination, and we commit to continuing this preparation through assignments and in-class practice. We will continue to encourage student participation in the Watkins Translation exam and to monitor the results. Planned - Our coursework prepares students for this kind of examination, and we commit to continue this preparation through assignments and in-class practice. We will continue to encourage yearly participation in the Yengich Contest and to monitor the results. Taken - Actions Taken during the 2018-19 academic year: 1. We created mid-term and end-of-semester electronic surveys for 100, 200, 300, and select 400 level language courses. These replaced the old hand-written surveys. The old surveys had only really applied to students at the end of the 200-level courses and students rarely completed them. 2. We administered surveys for 100-, 200-, and 300-level courses and have received considerable feedback (over 70 surveys so far). We will continue to administer those surveys and evaluate their results. We will also complete the development of surveys for the rest of our offered courses and adminster those surveys as well. 3. As a section we discussed the results of these surveys and ways to improve language instruction. Planned - As a section we have shared "best practices" on how to do this, and will be reviewing survey information on what improvements can be seen, in our upcoming semester assessment meeting.	4	2	Mechanics of the Latin language	Y	12	6	50	4
Humanities	Comparative Arts and Letters	Latin Emphasis BA	Students will demonstrate their ability to write analytical papers or the equivalent that apply close readings to Classical literary texts to develop and clearly express original interpretations of these texts.				Y		Y				2	2	2	0	2	0	2	0	0	2	Taken - In view of shared faculty interest in improving our students' ability to develop original ideas about Greek and Latin texts and to communicate those ideas in critical papers and research projects, we have planned and put into place place a two-course, three-credit-hour experience that is required for graduation in each of our section's areas of emphasis. This experience was specifically designed to help students obtain and apply the critical skills needed to "develop and clearly express original interpretations of [Classical] texts." The first two credits comprise a pro-seminar, intended to be taken in the sophomore or junior year, which treats the theories, methodologies, and research methods and tools of the discipline of Classical Studies. The one-credit capstone project will be undertaken in a student's final semester. It allows students to analyze and contextualize Classical texts and the Classical framework in view of current scholarship. It is tailored to each student's major emphasis (Classics, Greek, Latin, or Classical Civilization) and interests. The project concludes with an oral defense and exit interview with three or more Classical Studies professors. This capstone experience provides the setting in which students can demonstrate that they have successfully developed key intended learning outcomes. Planned - We plan to assess student writing in the spring of 2021 after we have spent the year discussing and implementing the use of writing rubrics in our upper division courses.	1	1	Interpretation and analysis of Latin texts	Y	4	2	50	3
Humanities	Comparative Arts and Letters	Latin Emphasis BA	Students will demonstrate a broad knowledge and comprehension of the history, literature, philosophy, and visual arts of Rome from the Regal Period to the decline of the Empire.					Y	Y				2	1	1	0	1	0	1	0	0	1	Planned - We plan to assess student writing in the spring of 2021 after we have spent the year discussing and implementing the use of writing rubrics in our upper division courses.	0	1	Understanding and contextualizing the culture of Rome	Y	2	1	50	3

Humanities	Comparative Arts and Letters	Classics BA	With minimal and informed recourse to dictionaries, grammars, commentaries, and other translation aids, students will be able to read and comprehend the prose and poetry of Classical Greek and Latin authors. For example, they will be able to read and comprehend the writings of Caesar, Xenophon, Cicero, Plato, Homer, Vergil, and other Greek and Latin authors of comparable difficulty. Students will be able to compose Greek and/or Latin sentences and paragraphs in imitation of the style of Classical Greek and Latin masters.					Y	Y			2	5	3	2	7	3	4	0	0	7	Taken - Rather than assume that 400-level students are fully proficient in Greek and/or Latin grammar, we have implemented remediating and deeper grammatical instruction throughout our 300- and 400-level language courses. This has been of positive benefit to our students. Taken - In the winter 2016 sectional assessment meeting, we discussed methods of reasonably augmenting the amount of composition in all of our translation courses. Faculty who have had the most success with this presented and discussed their "best practices" to share with other colleagues. Taken - Our coursework prepares students for this kind of examination, and we commit to continue this preparation through assignments and in-class practice. We will continue to encourage yearly participation in the National College Greek exam and to monitor the results. Taken - Our coursework prepares students for this kind of examination, and we commit to continue this preparation through assignments and in-class practice. We will continue to encourage yearly participation in the Watkins Greek and Latin Translation Exams and to monitor the results. Planned - Our coursework prepares students for this kind of examination, and we commit to continue this preparation through assignments and in-class practice. We will continue to encourage yearly participation in the Yengich Contest and to monitor the results. Planned - Actions Taken during the 2018-19 academic year: 1. We created mid-term and end-of-semester electronic surveys for 100, 200, 300, and select 400 level language courses. These replaced the old hand-written surveys. The old surveys had only really applied to students at the end of the 200-level courses and students rarely completed them. 2. We administered surveys for 100-, 200-, and 300-level courses and have received considerable feedback (over 70 surveys so far). We will continue to administer those surveys and evaluate their results. We will also complete the development of surveys for the rest of our offered courses and adminster those surveys as well. 3. As a section we discussed the results of these surveys and ways to improve language instruction. Planned - As a section we have shared "best practices" on how to do this, and will be reviewing survey information on what improvements can be seen, in our upcoming semester assessment meeting.	4	3	Mechanics of the Greek and Latin languages	Y	14	7	50	4
Humanities	Comparative Arts and Letters	Classics BA	Students will demonstrate their ability to write analytical papers or the equivalent that apply close readings to Classical literary texts to develop and clearly express original interpretations of these texts.			Y			Y			2	2	2	0	2	0	2	0	0	2	Taken - In view of shared faculty interest in improving our students' ability to develop original ideas about Greek and Latin texts and to communicate those ideas in critical papers and research projects, we have planned and put into place place a two-course, three-credit-hour experience that is required for graduation in each of our section's areas of emphasis. This experience was specifically designed to help students obtain and apply the critical skills needed to "develop and clearly express original interpretations of [Classical] texts." The first two credits comprise a pro-seminar, intended to be taken in the sophomore or junior year, which treats the theories, methodologies, and research methods and tools of the discipline of Classical Studies. The one-credit capstone project will be undertaken in a student's final semester. It allows students to analyze and contextualize Classical texts and the Classical framework in view of current scholarship. It is tailored to each student's major emphasis (Classics, Greek, Latin, or Classical Civilization) and interests. The project concludes with an oral defense and exit interview with three or more Classical Studies professors. This capstone experience provides the setting in which students can demonstrate that they have successfully developed key intended learning outcomes. Planned - We plan to assess student writing in the spring of 2021 after we have spent the year discussing and implementing the use of writing rubrics in our upper division courses.	1	1	Interpretation and analysis of Greek and Latin texts	Y	4	2	50	3
Humanities	Comparative Arts and Letters	Classics BA	Students will demonstrate a broad knowledge and comprehension of the history, literature, philosophy, and visual arts of Greece from the Mycenaean civilization through the Hellenistic Age, and of Rome from the Regal Period to the decline of the Empire.					Y	Y			2	1	1	0	1	0	1	0	0	1	Planned - We plan to assess student writing in the spring of 2021 after we have spent the year discussing and implementing the use of writing rubrics in our upper division courses.	0	1	Understanding and contextualizing Classical cultures	Y	2	1	50	3
Humanities	Comparative Arts and Letters	Classical Civilization BA	With minimal and informed recourse to dictionaries, grammars, commentaries, and other translation aids, students will be able to read and comprehend the prose and poetry of Classical Greek and Latin authors. For example, they will be able to read and comprehend the writings of Caesar, Xenophon, Cicero, Plato, Homer, Vergil, and other Greek and Latin authors of comparable difficulty.					Y	Y			2	5	4	1	7	3	4	0	0	7	Taken - Rather than assume that 400-level students are fully proficient in Greek and/or Latin grammar, we have implemented remediating and deeper grammatical instruction throughout our 300- and 400-level language courses. This has been of positive benefit to our students. Taken - In the fall 2020 and winter 2021 meetings, the section has emphasized a need to pursue consistency across our 300 and 400 level Greek and Latin courses while also implementing "best teaching practices" in language pedagogy. This manifests itself most consistently in careful grammar review during each course. Taken - Our coursework prepares students for this kind of examination, and we commit to continue this preparation through assignments and in-class practice. We will continue to encourage yearly participation in the National College Greek exam and to monitor the results. Taken - Our coursework prepares students for this kind of examination, and we commit to continue this preparation through assignments and in-class practice. We will continue to encourage yearly participation in the Watkins Greek and Latin Translation Exams and to monitor the results. Planned - Our coursework prepares students for this kind of examination, and we commit to continue this preparation through assignments and in-class practice. We will continue to encourage yearly participation in the Yengich Contest and to monitor the results. Planned - Actions Taken during the 2018-19 academic year: 1. We created mid-term and end-of-semester electronic surveys for 100, 200, 300, and select 400 level language courses. These replaced the old hand-written surveys. The old surveys had only really applied to students at the end of the 200-level courses and students rarely completed them. 2. We administered surveys for 100-, 200-, and 300-level courses and have received considerable feedback (over 70 surveys so far). We will continue to administer those surveys and evaluate their results. We will also complete the development of surveys for the rest of our offered courses and adminster those surveys as well. 3. As a section we discussed the results of these surveys and ways to improve language instruction. Planned - As a section we have shared "best practices" on how to do this, and will be reviewing survey information on what improvements can be seen, in our upcoming semester assessment meeting.	4	3	Mechanics of the Greek or Latin language	Y	14	7	50	4
Humanities	Comparative Arts and Letters	Classical Civilization BA	Students will demonstrate their ability to write analytical papers or the equivalent that apply close readings to Classical literary texts to develop and clearly express original interpretations of these texts.					Y	Y			2	2	2	0	2	0	2	0	0	2	Taken - In view of shared faculty interest in improving our students' ability to develop original ideas about Greek and Latin texts and to communicate those ideas in critical papers and research projects, we have planned and put into place place a two-course, three-credit-hour experience that is required for graduation in each of our section's areas of emphasis. This experience was specifically designed to help students obtain and apply the critical skills needed to "develop and clearly express original interpretations of [Classical] texts." The first two credits comprise a pro-seminar, intended to be taken in the sophomore or junior year, which treats the theories, methodologies, and research methods and tools of the discipline of Classical Studies. The one-credit capstone project will be undertaken in a student's final semester. It allows students to analyze and contextualize Classical texts and the Classical framework in view of current scholarship. It is tailored to each student's major emphasis (Classics, Greek, Latin, or Classical Civilization) and interests. The project concludes with an oral defense and exit interview with three or more Classical Studies professors. This capstone experience provides the setting in which students can demonstrate that they have successfully developed key intended learning outcomes. Planned - We plan to assess student writing in the spring of 2021 after we have spent the year discussing and implementing the use of writing rubrics in our upper division courses.	1	1	Interpretation and analysis of Greek or Latin texts	Y	4	2	50	3
Humanities	Comparative Arts and Letters	Classical Civilization BA	Students will demonstrate a broad knowledge and comprehension of the history, literature, philosophy, and visual arts of Greece from the Mycenaean civilization through the Hellenistic Age, and of Rome from the Regal Period to the decline of the Empire.					Y	Y			2	1	1	0	1	0	1	0	0	1	Planned - We plan to assess student writing in the spring of 2021 after we have spent the year discussing and implementing the use of writing rubrics in our upper division courses.	0	1	Understanding and contextualizing Classical cultures	Y	2	1	50	3
Humanities	Comparative Arts and Letters	Comparative Literature BA	Identify and research a problem in literary study by gaining an understanding of the state of knowledge surrounding the issue, analyzing the primary and secondary sources relevant to it, and formulating and following a method appropriate to the problem.		Y	Y						2	1	1	0	1	0	1	0	0	1	Planned - We plan to assess student writing in the spring of 2021 after we have spent the year discussing and implementing the use of writing rubrics in our upper division courses.	0	1	Researching Problems in Literary Studies	Y	2	1	50	3

Humanities	Comparative Arts and Letters	Comparative Literature BA	Demonstrate the ability to analyze a literary text in at least one language in addition to English.					Y	Y			2	3	3	0	3	1	1	1	0	3	Planned - Many BYU students already have strong language proficiency; we would like them to accomplish two further tasks: first, improve proficiency, and, second, obtain documentation of their proficiency. We therefore plan on exploring the following options: 1. Ask students who have proficiency in more commonly taught languages to earn the language certificate from the college's Center for Language Study. Currently, the Center offers certificates in 14 of the most commonly taught languages. 2. As part of obtaining the certificates, students will take the ACTFL OPI and WPI assessments. 3. For students studying less-commonly taught languages, we plan on pursuing testing and certificate options, including those available through defense department and foreign service resources. We will set up an ad hoc committee during the coming year (2021) to explore these options and make recommendations to the section. Planned - We will conduct a review of all syllabi and course documents that are handed out to students in 400-level courses to insure that instructors are specifically incorporating evaluation of this skill in their coursework. Planned - During the coming year, we need to run this action again.	0	3	Foreign Language Proficiency	Y	6	3	50	3
Humanities	Comparative Arts and Letters	Comparative Literature BA	Articulate a sound understanding of the broad outlines of western literary history, including the place of Classical Greek and Roman literature within its development, and demonstrate familiarity with the Asian tradition; know the literary traditions of two languages well enough to successfully complete course work and a reading list, chosen in consultation with a faculty adviser.					Y	Y			2	2	2	0	2	0	2	0	0	2	Planned - As mentioned in the Conclusion, we have developed an improved rubric for evaluating the 497 essays, and we plan to use upcoming assessment opportunities in evaluating the success of the students in meeting this and the other objectives in the 497 essays. Planned - We have made progress in establishing a standard rubric for the evaluation of the capstone essays, and we will use this rubric to evaluate the 497 essays during the upcoming academic year (2021-2022).	0	2	Literary History and Traditions	Y	4	2	50	3
Humanities	Comparative Arts and Letters	Comparative Literature BA	Use tools and methods of literary analysis central to the discipline of Comparative Literature to read, analyze, and interpret literary texts closely and critically, and in the original language, and to communicate that analysis through clear and persuasive writing.			Y			Y			2	2	2	0	2	0	2	0	0	2	Planned - For this objective, we report both actions that have been taken and those that are planned. First, in terms of actions taken: at the 2014 annual retreat, followed by further assessment meetings over the 2014-15 academic year, a faculty committee formulated a set of writing requirements for all CmLit 400-level courses. During 2016-17 we began to implement these new requirements, and we plan on reviewing these again in 2021-2022. In terms of planned actions. First, we need to find a way to incorporate a more specific skill set with the canons of general critical thinking in our courses, perhaps beginning with the methodology course (CMLIT 310). Second, we need to determine a better way of helping students to improve their writing in the course of the major. In order to have a better understanding of which areas of writing and analysis need attention, a committee of core and affiliated faculty have met to formulate a plan for more rigorous assessment. Each 400-level course requires the completion of a substantial research paper. Faculty of each 400-level course will keep copies of each research paper received as part of the course (with identifying student information removed). On a future assessment day, a group of three faculty (choosing faculty with competency in the relevant languages) will examine a group of papers from 400-level courses and evaluate them according to an established rubric. Changes to the instruction of writing in the 400-level courses will then be proposed based on the results of the assessment. We have started collecting essays for 400-level classes and will continue to do so during the academic year until we have a sufficient selection of essays for evaluation. Planned - At a future assessment day over the next academic year or two, we will meet together to consider the capstone essays from the last few years according to a standard rubric, and then to implement changes based on our findings.	0	2	Literary Analysis and Writing	Y	4	2	50	3
Humanities	Comparative Arts and Letters	Latin Teaching BA	With minimal and informed recourse to dictionaries, grammars, commentaries, and other translation aids, students will be able to read and comprehend the prose and poetry of Classical Latin authors. Specifically, they will be able to read and comprehend the writings of Caesar, Vergil, Cicero, Tacitus, and other Latin authors of comparable difficulty. Students will be able to compose Latin sentences and paragraphs in imitation of the style of Classical Roman masters.					Y	Y			2	5	3	2	6	1	5	0	0	6	Taken - Rather than assume that 400-level students are perfectly proficient in Latin grammar, we are beginning to implement remediating and deeper grammatical instruction throughout our 300- and 400-level language courses. So far, students have been overwhelmingly positive about this change. Taken - Our coursework prepares students for this kind of examination, and we commit to continuing this preparation through assignments and in-class practice. We will continue to encourage student participation in the Watkins Translation exam and to monitor the results. Taken - Our coursework prepares students for this kind of examination, and we commit to continue this preparation through assignments and in-class practice. We will continue to encourage yearly participation in the Yengich Contest and to monitor the results. Planned - Actions Taken for the current academic year: 1. We created mid-term and end-of-semester electronic surveys for 100, 200, 300, and select 400 level language courses. These replaced the old hand-written surveys. The old surveys had only really applied to students at the end of the 200-level courses and students rarely completed them. 2. We administered surveys for 100-, 200-, and 300-level courses and have received considerable feedback (over 70 surveys so far). Actions Planned: 1. So far surveys have been administerd only to beginning and intermediate courses (100-, 200-, and 300-level Greek and Latin courses). We will continue to administer those surveys and evaluate their results. We will also complete the development of surveys for the rest of our offered courses and adminster those surveys as well. 2. In our winter 2016 sectional assessment meeting, we discussed the results of these surveys and ways to improve language instruction. Taken - In the winter 2016 sectional assessment meeting, we discussed methods of reasonably augmenting the amount of composition in all of our translation courses. Some faculty have done this with greater success than others, and they presented and discussed their "best practices." Planned - To address this deficiency we will discuss methods of section-wide improvement in our Fall 2018 semester assessment meeting. From that meeting we expect to implement section-wide strategies/requirements in all mid- and upper-level language courses. Some of our faculty are already doing this successfully and will be asked to present and discuss	4	2	Mechanics of the Latin language	Y	12	6	50	4
Humanities	Comparative Arts and Letters	Latin Teaching BA	Students will demonstrate their ability to write analytical papers or the equivalent that apply close readings to Classical literary texts to develop and clearly express original interpretations of these texts.					Y	Y			2	2	2	0	2	0	2	0	0	2	Taken - In view of shared faculty interest in improving our students' ability to develop original ideas about Greek and Latin texts and to communicate those ideas in critical papers and research projects, we have planned and put into place place a two-course, three-credit-hour experience that is required for graduation in each of our section's areas of emphasis. This experience was specifically designed to help students obtain and apply the critical skills needed to "develop and clearly express original interpretations of [Classical] texts." The first two credits comprise a pro-seminar, intended to be taken in the sophomore or junior year, which treats the theories, methodologies, and research methods and tools of the discipline of Classical Studies. The one-credit capstone project will be undertaken in a student's final semester. It allows students to analyze and contextualize Classical texts and the Classical framework in view of current scholarship. It is tailored to each student's major emphasis (Classics, Greek, Latin, or Classical Civilization) and interests. The project concludes with an oral defense and exit interview with three or more Classical Studies professors. This capstone experience provides the setting in which students can demonstrate that they have successfully developed key intended learning outcomes. Planned - We plan to assess student writing in the spring of 2021 after we have spent the year discussing and implementing the use of writing rubrics in our upper division courses.	1	1	Interpretation and analysis of Latin texts	Y	4	2	50	3
Humanities	Comparative Arts and Letters	Latin Teaching BA	Students will demonstrate a broad knowledge and comprehension of the history, literature, philosophy, and visual arts of Rome from the Regal Period to the decline of the Empire.			Y	Y					2	1	1	0	1	0	1	0	0	1	Planned - We plan to assess student writing in the spring of 2021 after we have spent the year discussing and implementing the use of writing rubrics in our upper division courses.	0	1	Understanding and contextualizing the culture of Rome	Y	2	1	50	3
Humanities	Comparative Arts and Letters	Latin Teaching BA	Demonstrate effective Latin teaching.				Y		Y			2	1	1	0	1	1	0	0	0	1	Planned - We plan to assess student writing in the spring of 2021 after we have spent the year discussing and implementing the use of writing rubrics in our upper division courses.	1	0	Teaching	Y	2	1	50	3

Humanities	Comparative Arts and Letters	Comparative Studies MA	Emphasize advanced training in one discipline within the humanistic tradition, (e.g. literature, art history, philosophy, music, dance, film, etc.), and demonstrate broad interdisciplinary knowledge of intellectual and artistic creativity.			Y			Y			2	2	1	1	2	0	2	0	0	2	Taken - Moving the Qualifying Exams (renamed form former Reading List exam, but not refocused) to the week preceding fall semester has been good for enhancing the formative nature of this assessment. We require each member of each student's graduate commitee to provide written feedback on student comprehensive exams. The chair of the student's committee reviews the feedback with the student. We also ask students to write a short (1-2 pp) response wherein they discuss the exam, the feedback, and discuss ways to improve their abilities further. Planned - CmpSt 615 is taught by the graduate coordinator so as to to provide greater consistency from year to year. We have also shifted faculty assignments for the teaching of 610 to make the course more consistent from year to year. Planned: Reverse the order of 610 and 615 so that students take 615 first to get a grounding in the department, their fields, and skills required for working in academia, after which they take 610, while developing their thesis prospecti, so that they can apply the theories they're learning to their own research.	1	1	Disciplinary Proficiency with Interdisciplinary Focus	Y	4	2	50	4
Humanities	Comparative Arts and Letters	Comparative Studies MA	Produce scholarly writing in the form of a Master's thesis that demonstrates original scholarship and analysis as well as mastery of existing scholarship, the revision process, and oral presentation.			Y	Y					2	1	1	0	1	0	1	0	0	1	Planned - CmpSt 615 is taught by the graduate coordinator so as to to provide greater consistency from year to year. We have also shifted faculty assignments for the teaching of 610 to make the course more consistent from year to year. Planned: Reverse the order of 610 and 615 so that students take 615 first to get a grounding in the department, their fields, and skills required for working in academia, after which they take 610, while developing their thesis prospecti, so that they can apply the theories they're learning to their own research.	1	0	Advanced Research and Scholarly Writing	Y	2	1	50	3
Humanities	Comparative Arts and Letters	Comparative Studies MA	Demonstrate additional disciplinary proficiency either in a second foreign language (evidenced by completing a 300 level course with a significant literary component, but not the same course(s) used for the general language requirment) or advanced course work in a discipline other than literature (e.g., art history, history, philosophy, film, etc.). Graduate advisors must approve students' areas of emphasis.			Y	Y					2	1	1	0	1	0	1	0	0	1	Planned - CmpSt 615 is taught by the graduate coordinator so as to to provide greater consistency from year to year. We have also shifted faculty assignments for the teaching of 610 to make the course more consistent from year to year. Planned: Reverse the order of 610 and 615 so that students take 615 first to get a grounding in the department, their fields, and skills required for working in academia, after which they take 610, while developing their thesis prospecti, so that they can apply the theories they're learning to their own research.	1	0	Additional Disciplinary Proficiency	Y	2	1	50	3
Humanities	Comparative Arts and Letters	Comparative Studies MA	Demonstrate critical and analytical thinking through reading, classroom discussion, writing, and oral presentation.			Y			Y			2	1	1	0	1	0	1	0	0	1	Planned - CmpSt 615 is taught by the graduate coordinator so as to to provide greater consistency from year to year. We have also shifted faculty assignments for the teaching of 610 to make the course more consistent from year to year. Planned: Reverse the order of 610 and 615 so that students take 615 first to get a grounding in the department, their fields, and skills required for working in academia, after which they take 610, while developing their thesis prospecti, so that they can apply the theories they're learning to their own research.	1	0	Effective Critical and Analytical Thinking	Y	2	1	50	4
Humanities	Comparative Arts and Letters	Art History & Curatorial Studies MIN	Students will acquire a solid foundation in the discipline of art history of the Western world.			Y	Y	Y				3	1	0	1	1	0	1	0	0	1	Planned - CmpSt 615 is taught by the graduate coordinator so as to to provide greater consistency from year to year. We have also shifted faculty assignments for the teaching of 610 to make the course more consistent from year to year. Planned: Reverse the order of 610 and 615 so that students take 615 first to get a grounding in the department, their fields, and skills required for working in academia, after which they take 610, while developing their thesis prospecti, so that they can apply the theories they're learning to their own research.	1	0	Art History in the Western World	Y	2	1	50	3
Humanities	Comparative Arts and Letters	Art History & Curatorial Studies MIN	Students will develop advanced art historical research skills.			Y	Y		Y			3	1	0	1	1	0	1	0	0	1	Planned - CmpSt 615 is taught by the graduate coordinator so as to to provide greater consistency from year to year. We have also shifted faculty assignments for the teaching of 610 to make the course more consistent from year to year. Planned: Reverse the order of 610 and 615 so that students take 615 first to get a grounding in the department, their fields, and skills required for working in academia, after which they take 610, while developing their thesis prospecti, so that they can apply the theories they're learning to their own research.	1	0	Research Skills	Y	2	1	50	3
Humanities	Comparative Arts and Letters	Art History & Curatorial Studies MIN	Students will write engaging and sophisticated art historical research papers.				Y	Y	Y			3	1	1	0	1	0	1	0	0	1	Planned - CmpSt 615 is taught by the graduate coordinator so as to to provide greater consistency from year to year. We have also shifted faculty assignments for the teaching of 610 to make the course more consistent from year to year. Planned: Reverse the order of 610 and 615 so that students take 615 first to get a grounding in the department, their fields, and skills required for working in academia, after which they take 610, while developing their thesis prospecti, so that they can apply the theories they're learning to their own research.	0	1	Effective Writing	Y	2	1	50	3
Humanities	Comparative Arts and Letters	Art History & Curatorial Studies MIN	Students will demonstrate their ability to effectively present their ideas through verbal expression.			Y	Y		Y			3	1	1	0	1	0	0	1	0	1	Planned - CmpSt 615 is taught by the graduate coordinator so as to to provide greater consistency from year to year. We have also shifted faculty assignments for the teaching of 610 to make the course more consistent from year to year. Planned: Reverse the order of 610 and 615 so that students take 615 first to get a grounding in the department, their fields, and skills required for working in academia, after which they take 610, while developing their thesis prospecti, so that they can apply the theories they're learning to their own research.	0	1	Effective Communication and Presentation	Y	2	1	50	3
Humanities	Comparative Arts and Letters	Art History & Curatorial Studies MIN	Students will visit and experience important works of art, as well as the institutions and/or professional venues where art history is practiced. Covid presented us with a challenge here					Y		Y	Y	3	1	1	0	1	0	0	1	0	1	Planned - CmpSt 615 is taught by the graduate coordinator so as to to provide greater consistency from year to year. We have also shifted faculty assignments for the teaching of 610 to make the course more consistent from year to year. Planned: Reverse the order of 610 and 615 so that students take 615 first to get a grounding in the department, their fields, and skills required for working in academia, after which they take 610, while developing their thesis prospecti, so that they can apply the theories they're learning to their own research.	0	1	Cultural and Professional Experience	Y	2	1	50	2
Humanities	Comparative Arts and Letters	Classical Studies (Greek option) MIN	With minimal and informed recourse to dictionaries, grammars, commentaries, and other translation aids, students will be able to read and comprehend the prose and poetry of Classical Greek authors. Specifically, they will be able to read and comprehend the writings of Xenophon, Homer, Plato, Euripides, and other Greek authors of comparable difficulty. Students will be able to compose Greek sentences and paragraphs in imitation of the style of Classical Greek masters.						Y	Y		2	5	4	1	6	3	3	0	0	6	Taken - Rather than assume that 400-level students are fully proficient in Greek grammar, we are beginning to implement remediating and deeper grammatical instruction throughout our 300- and 400-level language courses. This has been of positive benefit to our students. Taken - In the winter 2016 sectional assessment meeting, we discussed methods of reasonably augmenting the amount of composition in all of our translation courses. Faculty who have had the most success with this presented and discussed their "best practices" to share with other colleagues. Taken - Our coursework prepares students for this kind of examination, and we commit to continue this preparation through assignments and in-class practice. We will continue to encourage yearly participation in the National College Greek exam and to monitor the results. Taken - Our coursework prepares students for this kind of examination, and we commit to continue this preparation through assignments and in-class practice. We will continue to encourage yearly participation in the Watkins Greek Translation Exams and to monitor the results. Taken - Actions Taken during the 2018-19 academic year: 1. We created mid-term and end-of-semester electronic surveys for 100, 200, 300, and select 400 level language courses. These replaced the old hand-written surveys. The old surveys had only really applied to students at the end of the 200-level courses and students rarely completed them. 2. We administered surveys for 100-, 200-, and 300-level courses and have received considerable feedback (over 70 surveys so far). We will continue to administer those surveys and evaluate their results. We will also complete the development of surveys for the rest of our offered courses and adminster those surveys as well. 3. As a section we discussed the results of these surveys and ways to improve language instruction. Planned - As a section we have shared "best practices" on how to do this, and will be reviewing survey information on what improvements can be seen, in our upcoming semester assessment meeting.	5	1	Mechanics of the Greek language	Y	12	6	50	4
Humanities	Comparative Arts and Letters	Classical Studies (Greek option) MIN	Students will demonstrate their ability to write analytical papers or the equivalent that apply close readings to Classical literary texts to develop and clearly express original interpretations of these texts.				Y		Y			2	2	2	0	2	0	2	0	0	2	Taken - In view of shared faculty interest in improving our students' ability to develop original ideas about Greek and Latin texts and to communicate those ideas in critical papers and research projects, we have planned and put into place place a two-course, three-credit-hour experience that is required for graduation in each of our section's areas of emphasis. This experience was specifically designed to help students obtain and apply the critical skills needed to "develop and clearly express original interpretations of [Classical] texts." The first two credits comprise a pro-seminar, intended to be taken in the sophomore or junior year, which treats the theories, methodologies, and research methods and tools of the discipline of Classical Studies. The one-credit capstone project will be undertaken in a student's final semester. It allows students to analyze and contextualize Classical texts and the Classical framework in view of current scholarship. It is tailored to each student's major emphasis (Classics, Greek, Latin, or Classical Civilization) and interests. The project concludes with an oral defense and exit interview with three or more Classical Studies professors. This capstone experience provides the setting in which students can demonstrate that they have successfully developed key intended learning outcomes. Planned - We plan to assess student writing in the spring of 2021 after we have spent the year discussing and implementing the use of writing rubrics in our upper division courses.	1	1	Interpretation and analysis of Greek texts	Y	4	2	50	3

Humanities	Comparative Arts and Letters	Classical Studies (Greek option) MIN	Students will demonstrate a broad knowledge and comprehension of the history, literature, philosophy, and visual arts of Greece from Mycenaean civilization through the Hellenistic Age.					Y	Y			2	1	1	0	1	0	1	0	0	1	Planned - We plan to assess student writing in the spring of 2021 after we have spent the year discussing and implementing the use of writing rubrics in our upper division courses.	0	1	Understanding and contextualizing ancient Greek culture	Y	2	1	50	3
Humanities	Comparative Arts and Letters	Classical Studies (Latin option) MIN	With minimal and informed recourse to dictionaries, grammars, commentaries, and other translation aids, students will be able to read and comprehend the prose and poetry of Classical Latin authors. Specifically, they will be able to read and comprehend the writings of Caesar, Vergil, Cicero, Tacitus, and other Latin authors of comparable difficulty. Students will be able to compose Latin sentences and paragraphs in imitation of the style of Classical Roman masters.					Y	Y			2	5	3	2	5	1	4	0	0	5	Taken - Rather than assume that 400-level students are perfectly proficient in Latin grammar, we are beginning to implement remediating and deeper grammatical instruction throughout our 300- and 400-level language courses. This has been of positive benefit to our students. Taken - In the winter 2016 sectional assessment meeting, we discussed methods of reasonably augmenting the amount of composition in all of our translation courses. Faculty who have had the most success with this presented and discussed their "best practices" to share with other colleagues. Taken - Our coursework prepares students for this kind of examination, and we commit to continuing this preparation through assignments and in-class practice. We will continue to encourage student participation in the Watkins Translation exam and to monitor the results. Planned - Actions Taken during the 2018-19 academic year: 1. We created mid-term and end-of-semester electronic surveys for 100, 200, 300, and select 400 level language courses. These replaced the old hand-written surveys. The old surveys had only really applied to students at the end of the 200-level courses and students rarely completed them. 2. We administered surveys for 100-, 200-, and 300-level courses and have received considerable feedback (over 70 surveys so far). We will continue to administer those surveys and evaluate their results. We will also complete the development of surveys for the rest of our offered courses and adminster those surveys as well. 3. As a section we discussed the results of these surveys and ways to improve language instruction. Planned - As a section we have shared "best practices" on how to do this, and will be reviewing survey information on what improvements can be seen, in our upcoming semester assessment meeting.	3	2	Mechanics of the Latin language	Y	10	5	50	4
Humanities	Comparative Arts and Letters	Classical Studies (Latin option) MIN	Students will demonstrate their ability to write analytical papers or the equivalent that apply close readings to Classical literary texts to develop and clearly express original interpretations of these texts.				Y		Y			2	2	2	0	2	0	2	0	0	2	Taken - In view of shared faculty interest in improving our students' ability to develop original ideas about Greek and Latin texts and to communicate those ideas in critical papers and research projects, we have planned and put into place place a two-course, three-credit-hour experience that is required for graduation in each of our section's areas of emphasis. This experience was specifically designed to help students obtain and apply the critical skills needed to "develop and clearly express original interpretations of [Classical] texts." The first two credits comprise a pro-seminar, intended to be taken in the sophomore or junior year, which treats the theories, methodologies, and research methods and tools of the discipline of Classical Studies. The one-credit capstone project will be undertaken in a student's final semester. It allows students to analyze and contextualize Classical texts and the Classical framework in view of current scholarship. It is tailored to each student's major emphasis (Classics, Greek, Latin, or Classical Civilization) and interests. The project concludes with an oral defense and exit interview with three or more Classical Studies professors. This capstone experience provides the setting in which students can demonstrate that they have successfully developed key intended learning outcomes. Planned - We plan to assess student writing in the spring of 2021 after we have spent the year discussing and implementing the use of writing rubrics in our upper division courses.	1	1	Interpretation and analysis of Latin texts	Y	4	2	50	3
Humanities	Comparative Arts and Letters	Classical Studies (Latin option) MIN	Students will demonstrate a broad knowledge and comprehension of the history, literature, philosophy, and visual arts of Rome from the Regal Period to the decline of the Empire.					Y	Y			2	1	1	0	1	0	1	0	0	1	Planned - We plan to assess student writing in the spring of 2021 after we have spent the year discussing and implementing the use of writing rubrics in our upper division courses.	0	1	Understanding and contextualizing the culture of Rome	Y	2	1	50	3
Humanities	Comparative Arts and Letters	Interdisciplinary Humanities MIN	Demonstrate broad interdisciplinary knowledge of cultural and intellectual history, including proficiency in a foreign language.					Y				1	2	1	1	4	4	0	0	0	4	Taken - This last year we introduced a shared writing rubric for our upper division course. There is less enthusiasm for using shared rubrics in the lower level courses--and so we're shifting our focus to identifying several, key types of writings assignments (essays, daily responses, imitative writing, journaling) and then sharing best practices in order to promote a degree of quality and consistency across our course offerings. Planned - Taken: We now offer IHUM 241--Introduction to the Humanities of East Asia IHUM 243, Humanities of South Asia (for the first time in Fall 2019), and IHUM 244--Introduction to the Humanities of Africa. We will teach this a couple of times before we are able to assess them more closely. Planned: We intend to continue in our efforts to maintain and expand comparative and interdisciplinary approaches to our courses. This coming year we will take a fresh look at recent senior and alumni surveys to see if there is evidence of continued improvement in this area. We will also begin discussions this year of how to continue to excel in achieving these objectives under the new GE paradigm. Taken - Taken: we now offer more survey courses (especially IHUM 260, and also more variety of the 280R series, and also IHUM 101, 201 and 202 online) in a broader range of world cultures (most recently, starting in 2018, African cultures). Several of our faculty have also recently co-taught courses with faculty from other departments and colleges (such as UNIV 291 cotaught between IHUM and geology, UNIV 292 cotaught between IHUM and chemistry, IHUM and Business, IHUM and geography, and Women's Studies/IHUM 280R). Taken - Taken: We continue to monitor the content of the lower division courses to assure that coverage is comparative and interdisciplinary, and seek ways to include other cultures in our 200 levels where appropriate (such as IHUM 250, the introductory course to the major). Planned: We recognize that one are where we could improve is the synching of adjunct teaching with these overall plans. To accomplish this we will try to include these faculty in our curriculum discussions more regularly in the coming year. These discussions (that will extend to the adjuncts) will also include prep for adjusting to the new GE paradigm within the next year or two.	3	1	Cultural and Intellectual History	Y	8	4	50	4
Humanities	Comparative Arts and Letters	Interdisciplinary Humanities MIN	Demonstrate proficiency in interdisciplinary approaches to the humanistic tradition as well as concentrated coursework in a chosen track.						Y			1	2	1	1	2	1	1	0	0	2	Planned - In 2021/2022 we want to look at some more recent surveys to see if these results remain strong. Advisement coordinators will continue to be invited to present to the section during assessment days. (We will also consider whether we need to add some additional questions to the surveys to help us better assess the level of student awareness about what makes our interdisciplinary methods special.) Taken - Taken: We are using the iHUM 311 course as a forum to implement a more universal rubric across the curriculum. In the Spring of 2020 we evaluated the writing of students from their 311 course into their capstone courses (where they put all of their interdisciplinary skills together in writing research papers). Taken: In 2021 we also shared a writing rubric designed to synch nicely with--and support--these efforts to emphasize interdisciplinary research and writing among our students. Planned: In 2021/2022 we will introduce metacognitive writing/thinking activities and assignments--many of which will require students to be more aware of the interdisciplinary nature of their studies and writing.	1	1	Proficiency in Interdisciplinary Approaches to Humanities	Y	4	2	50	3

Humanities	Comparative Arts and Letters	Interdisciplinary Humanities MIN	Demonstrate the skills of humanistic study, i.e. analyze, think critically and write clearly and persuasively.			Y	Y						2	2	1	1	2	0	2	0	0	5	Planned - Taken: We continue to work with advisement to create more pertinent survey questions for the exiting seniors. We asked students from the Marriott School to evaluate the IHUM program and we received a list of suggestions for improving the marketing of our program. We have designed new flyers and have expanded our offerings of the Big 201 and 202 and the online 201 and 202 courses to serve the student body and to attract more majors to IHUM. Planned: Our metacognitive assignments will help students to better self assess their writing ability at all levels so that we can have one additional set of data to determine how well we are doing. Taken - After initially administering the critical thinking exam, it was determined that the results were not worth the time and money as it did not effectively assess program outcomes. No further action needed. Taken - Taken: The key move we have made in recent years to impact this result is the creation of an advanced writing course (311) that is customized for the needs of our students (as opposed to the university's version of the GE course that tends to water down the content to address the needs of a broad swath of students.). This course has been taught by four of our faculty and will be rotated through more peers in the coming couple of years. As we all take turns teaching the course, we are gradually developing a shared set of goals and terms that translates into more consistency for students in how we create and evaluate writing assignments. (Faculty in the other sections of our department, by the way, are taking turns teaching this course as well--and so it should help the entire dept to be in synch with these objectives. In the Spring of 2020, three faculty members--Soper, Colson and Esplin--evaluated the writing of 14 students who had taken our version of the 311 course and then gone on to enroll in one of more of our capstone (490 courses) where their writing training should ideally blossom. We used our shared rubric to score the papers and looked for evidence of improvement in individual categories titled thesis, implications, evidence and language. We also intentionally chose a sample paper from their 311 experience that was near the start of the semester--and then compared it to their capstone research paper in order to see if there was evidence that the 311 course was achieving its goals. Taken: In the Fall of 2020, a shared rubric	3	2	Critical Thinking, Research, and Writing Skills	Y	7	2	29	3
Humanities	Comparative Arts and Letters	Interdisciplinary Humanities MIN	Prepare for career or post-baccalaureate education through additional concentrated coursework specifically related to individual educational and career goals.								Y	Y	2	1	0	1	2	0	2	0	0	2	Taken - Taken: We have published a new brochure to help answer student questions and to publicize options for students, and have distributed them at venues such as the university major fair. In the IHUM 250 course, we have invited career specialists to come present to the student in class, to aid them in making appropriate career choices. We also have invited Rebecca Brazzale from the Advisement Center to speak to our students about career planning. On our Facebook page and in semester kick off meeting we're getting the word out to both students and their parents that there is a growing body of literature that suggests students coming out of a program like ours achieve a high level of satisfaction and success at mid-career and beyond. While this doesn't address the immediate anxiety of getting an entry level job, it might help our graduates to be optimistic about the long view. Planned: We might make a brochurse or professionally edited webpage that highlights the data and articles students can refer to in feeling more confident about their choice of major. Taken - Taken: The mandatory meeting for majors on the first Thursday of every semester has been successful in informing students about upcoming classes, discussing internship and study abroad opportunities, and introducing students to their track advisers. We plan to continue holding this meeting every semester. Planned: We want to create a site this year that compiles a lot of the recent literature on how people's careers are benefitted by the breadth and transferable, soft skills of a humanities degree. We'll pair that hopeful prognosis with a continued strategy of encouraging students to take vocationally-oriented minors and to take advantage of internship opportunities. We also want to creat a network of alumni that can advise and encourage our majors, showing them the variety of paths they can follow in benefitting from the transferable and soft skills they acquire in our program.	2	0	Post-baccalaureate Preparation, Lifelong Learning, Service	Y	4	2	50	3
Humanities	Comparative Arts and Letters	Latin Teaching MIN	With minimal and informed recourse to dictionaries, grammars, commentaries, and other translation aids, students will be able to read and comprehend the prose and poetry of Classical Latin authors. Specifically, they will be able to read and comprehend the writings of Caesar, Vergil, Cicero, Tacitus, and other Latin authors of comparable difficulty. Students will be able to compose Latin sentences and paragraphs in imitation of the style of Classical Roman masters.					Y	Y				2	5	3	2	6	1	5	0	0	6	Taken - Rather than assume that 400-level students are perfectly proficient in Latin grammar, we are beginning to implement remediating and deeper grammatical instruction throughout our 300- and 400-level language courses. This has been of positive benefit to our students. Taken - Our coursework prepares students for this kind of examination, and we commit to continuing this preparation through assignments and in-class practice. We will continue to encourage student participation in the Watkins Translation exam and to monitor the results. Taken - Our coursework prepares students for this kind of examination, and we commit to continue this preparation through assignments and in-class practice. We will continue to encourage yearly participation in the Yengich Contest and to monitor the results. Taken - Actions Taken during the 2018-19 academic year: 1. We created mid-term and end-of-semester electronic surveys for 100, 200, 300, and select 400 level language courses. These replaced the old hand-written surveys. The old surveys had only really applied to students at the end of the 200-level courses and students rarely completed them. 2. We administered surveys for 100-, 200-, and 300-level courses and have received considerable feedback (over 70 surveys so far). We will continue to administer those surveys and evaluate their results. We will also complete the development of surveys for the rest of our offered courses and adminster those surveys as well. 3. As a section we discussed the results of these surveys and ways to improve language instruction. Planned - As a section we have shared "best practices" on how to do this, and will be reviewing survey information on what improvements can be seen, in our upcoming semester assessment meeting. Planned - As a section we have shared "best practices" on how to do this, and will be reviewing survey information on what improvements can be seen, in our upcoming semester assessment meeting.	4	2	Mechanics of the Latin language	Y	12	6	50	4
Humanities	Comparative Arts and Letters	Latin Teaching MIN	Students will demonstrate their ability to write analytical papers or the equivalent that apply close readings to Classical literary texts to develop and clearly express original interpretations of these texts.					Y	Y				2	2	2	0	2	0	2	0	0	2	Taken - In view of shared faculty interest in improving our students' ability to develop original ideas about Greek and Latin texts and to communicate those ideas in critical papers and research projects, we have planned and put into place place a two-course, three-credit-hour experience that is required for graduation in each of our section's areas of emphasis. This experience was specifically designed to help students obtain and apply the critical skills needed to "develop and clearly express original interpretations of [Classical] texts." The first two credits comprise a pro-seminar, intended to be taken in the sophomore or junior year, which treats the theories, methodologies, and research methods and tools of the discipline of Classical Studies. The one-credit capstone project will be undertaken in a student's final semester. It allows students to analyze and contextualize Classical texts and the Classical framework in view of current scholarship. It is tailored to each student's major emphasis (Classics, Greek, Latin, or Classical Civilization) and interests. The project concludes with an oral defense and exit interview with three or more Classical Studies professors. This capstone experience provides the setting in which students can demonstrate that they have successfully developed key intended learning outcomes. Planned - We plan to assess student writing in the spring of 2021 after we have spent the year discussing and implementing the use of writing rubrics in our upper division courses.	1	1	Interpretation and analysis of Latin texts	Y	4	2	50	3
Humanities	Comparative Arts and Letters	Latin Teaching MIN	Students will demonstrate a broad knowledge and comprehension of the history, literature, philosophy, and visual arts of Rome from the Regal Period to the decline of the Empire.			Y	Y						2	1	1	0	1	0	1	0	0	1	Planned - We plan to assess student writing in the spring of 2021 after we have spent the year discussing and implementing the use of writing rubrics in our upper division courses.	0	1	Understanding and contextualizing the culture of Rome	Y	2	1	50	3
Humanities	Comparative Arts and Letters	Latin Teaching MIN	Demonstrate effective Latin teaching.				Y			Y			2	1	1	0	1	1	0	0	0	1	Planned - We plan to assess student writing in the spring of 2021 after we have spent the year discussing and implementing the use of writing rubrics in our upper division courses.	1	0	Teaching	Y	2	1	50	4

Humanities	Comparative Arts and Letters	Latin Teaching Premajor PRE	With minimal and informed recourse to dictionaries, grammars, commentaries, and other translation aids, students will be able to read and comprehend the prose and poetry of Classical Latin authors. Specifically, they will be able to read and comprehend the writings of Caesar, Vergil, Cicero, Tacitus, and other Latin authors of comparable difficulty. Students will be able to compose Latin sentences and paragraphs in imitation of the style of Classical Roman masters.					Y	Y			2	5	3	2	6	2	4	0	0	6	Taken - Rather than assume that 400-level students are perfectly proficient in Latin grammar, we are beginning to implement remediating and deeper grammatical instruction throughout our 300- and 400-level language courses. This has been of positive benefit to our students. Planned - Our coursework prepares students for this kind of examination, and we commit to continuing this preparation through assignments and in-class practice. We will continue to encourage student participation in the Watkins Translation exam and to monitor the results. Planned - Our coursework prepares students for this kind of examination, and we commit to continue this preparation through assignments and in-class practice. We will continue to encourage yearly participation in the Yengich Contest and to monitor the results. Taken - Actions Taken during the 2018-19 academic year: 1. We created mid-term and end-of-semester electronic surveys for 100, 200, 300, and select 400 level language courses. These replaced the old hand-written surveys. The old surveys had only really applied to students at the end of the 200-level courses and students rarely completed them. 2. We administered surveys for 100-, 200-, and 300-level courses and have received considerable feedback (over 70 surveys so far). We will continue to administer those surveys and evaluate their results. We will also complete the development of surveys for the rest of our offered courses and adminster those surveys as well. 3. As a section we discussed the results of these surveys and ways to improve language instruction. Taken - In the winter 2016 sectional assessment meeting, we discussed methods of reasonably augmenting the amount of composition in all of our translation courses. Faculty who have had the most success with this presented and discussed their "best practices" to share with other colleagues. Planned - As a section we have shared "best practices" on how to do this, and will be reviewing survey information on what improvements can be seen, in our upcoming semester assessment meetin	3	3	Mechanics of the Latin language	Y	12	6	50	4
Humanities	Comparative Arts and Letters	Latin Teaching Premajor PRE	Students will demonstrate their ability to write analytical papers or the equivalent that apply close readings to Classical literary texts to develop and clearly express original interpretations of these texts.					Y	Y			2	2	2	0	2	0	2	0	0	2	Taken - In view of shared faculty interest in improving our students' ability to develop original ideas about Greek and Latin texts and to communicate those ideas in critical papers and research projects, we have planned and put into place place a two-course, three-credit-hour experience that is required for graduation in each of our section's areas of emphasis. This experience was specifically designed to help students obtain and apply the critical skills needed to "develop and clearly express original interpretations of [Classical] texts." The first two credits comprise a pro-seminar, intended to be taken in the sophomore or junior year, which treats the theories, methodologies, and research methods and tools of the discipline of Classical Studies. The one-credit capstone project will be undertaken in a student's final semester. It allows students to analyze and contextualize Classical texts and the Classical framework in view of current scholarship. It is tailored to each student's major emphasis (Classics, Greek, Latin, or Classical Civilization) and interests. The project concludes with an oral defense and exit interview with three or more Classical Studies professors. This capstone experience provides the setting in which students can demonstrate that they have successfully developed key intended learning outcomes. Planned - We plan to assess student writing in the spring of 2021 after we have spent the year discussing and implementing the use of writing rubrics in our upper division courses.	1	1	Interpretation and analysis of Latin texts	Y	4	2	50	3
Humanities	Comparative Arts and Letters	Latin Teaching Premajor PRE	Students will demonstrate a broad knowledge and comprehension of the history, literature, philosophy, and visual arts of Rome from the Regal Period to the decline of the Empire.			Y	Y					2	1	1	0	1	0	1	0	0	1	Planned - We plan to assess student writing in the spring of 2021 after we have spent the year discussing and implementing the use of writing rubrics in our upper division courses.	0	1	Understanding and contextualizing the culture of Rome	Y	2	1	50	3
Humanities	Comparative Arts and Letters	Latin Teaching Premajor PRE	Demonstrate effective Latin teaching.				Y			Y		2	1	1	0	1	1	0	0	0	1	Planned - We plan to assess student writing in the spring of 2021 after we have spent the year discussing and implementing the use of writing rubrics in our upper division courses.	1	0	Teaching	Y	2	1	50	4
Humanities	Comparative Arts and Letters	Art History & Curatorial Studies MA	Graduates will produce research papers that reflect originality, sophistication, and engagement with current scholarship in the field.				Y		Y			2	4	4	0	3	0	3	0	0	3	Taken - We have a program committed to excellence in writing, and we agree that each faculty should develop their own rubric for each writing assignment, and share these with students as part of the writing guidelines. Each faculty member has already developed a writing rubric and these have been shared as part of a "best practices" collaboration. Planned - We continue to uphold high standards for graduate student writing. We have discovered that we can better facilitate this process by creating curriculum and program deadlines that help students produce high-quality papers that contribute to their theses projects. We will also reassess this in our upcoming fall sectional meeting. Taken - We will continue to monitor these changes and administer the exam. We will adjust as necessary.	2	1	Effective Writing	Y	6	3	50	3
Humanities	Comparative Arts and Letters	Art History & Curatorial Studies MA	Graduates will express themselves verbally in an informed, eloquent, and professional fashion.				Y			Y		2	1	0	1	1	0	1	0	0	1	Taken - We will continue to monitor these changes and administer the exam. We will adjust as necessary.	0	1	Effective Communication	Y	2	1	50	3
Humanities	Comparative Arts and Letters	Art History & Curatorial Studies MA	Graduates will produce a high-quality thesis that will facilitate their entrance into the professional world.					Y		Y		2	1	1	0	1	0	1	0	0	1	Taken - We will continue to monitor these changes and administer the exam. We will adjust as necessary.	0	1	Professional Thesis	Y	2	1	50	3
Humanities	Comparative Arts and Letters	Art History & Curatorial Studies MA	Graduates will have opportunities for professional development in academia, the museum, the auction house or the commerical gallery.						Y	Y		2	1	0	1	1	0	1	0	0	1	Taken - We will continue to monitor these changes and administer the exam. We will adjust as necessary.	1	0	Professional Development	Y	2	1	50	3
Humanities	Comparative Arts and Letters	Humanities Pre-Program PRE	Demonstrate broad interdisciplinary knowledge of cultural and intellectual history, including proficiency in a foreign language.						Y			1	2	1	1	4	4	0	0	0	4	Taken - This last year we introduced a shared writing rubric for our upper division course. There is less enthusiasm for using shared rubrics in the lower level courses--and so we're shifting our focus to identifying several, key types of writings assignments (essays, daily responses, imitative writing, journaling) and then sharing best practices in order to promote a degree of quality and consistency across our course offerings. Planned - Taken: We now offer IHUM 241--Introduction to the Humanities of East Asia IHUM 243, Humanities of South Asia (for the first time in Fall 2019), and IHUM 244--Introduction to the Humanities of Africa. We will teach this a couple of times before we are able to assess them more closely. Planned: We intend to continue in our efforts to maintain and expand comparative and interdisciplinary approaches to our courses. This coming year we will take a fresh look at recent senior and alumni surveys to see if there is evidence of continued improvement in this area. We will also begin discussions this year of how to continue to excel in achieving these objectives under the new GE paradigm. Taken - Taken: we now offer more survey courses (especially IHUM 260, and also more variety of the 280R series, and also IHUM 101, 201 and 202 online) in a broader range of world cultures (most recently, starting in 2018, African cultures). Several of our faculty have also recently co-taught courses with faculty from other departments and colleges (such as UNIV 291 cotaught between IHUM and geology, UNIV 292 cotaught between IHUM and chemistry, IHUM and Business, IHUM and geography, and Women's Studies/IHUM 280R). Taken - Taken: We continue to monitor the content of the lower division courses to assure that coverage is comparative and interdisciplinary, and seek ways to include other cultures in our 200 levels where appropriate (such as IHUM 250, the introductory course to the major). Planned: We recognize that one are where we could improve is the synching of adjunct teaching with these overall plans. To accomplish this we will try to include these faculty in our curriculum discussions more regularly in the coming year. These discussions (that will extend to the adjuncts) will also include prep for adjusting to the new GE paradigm within the next year or two.	3	1	Cultural and Intellectual History	Y	8	4	50	4
Humanities	Comparative Arts and Letters	Humanities Pre-Program PRE	Demonstrate proficiency in interdisciplinary approaches to the humanistic tradition as well as concentrated coursework in a chosen track.							Y		1	2	1	1	2	1	1	0	0	2	Taken - Taken: We are using the iHUM 311 course as a forum to implement a more universal rubric across the curriculum. In the Spring of 2020 we evaluated the writing of students from their 311 course into their capstone courses (where they put all of their interdisciplinary skills together in writing research papers). Taken: In 2021 we also shared a writing rubric designed to synch nicely with--and support--these efforts to emphasize interdisciplinary research and writing among our students. Planned: In 2021/2022 we will introduce metacognitive writing/thinking activities and assignments--many of which will require students to be more aware of the interdisciplinary nature of their studies and writing. Planned - In 2021/2022 we want to look at some more recent surveys to see if these results remain strong. Advisement coordinators will continue to be invited to present to the section during assessment days. (We will also consider whether we need to add some additional questions to the surveys to help us better assess the level of student awareness about what makes our interdisciplinary methods special.)	1	1	Proficiency in Interdisciplinary Approaches to Humanities	Y	4	2	50	3

Humanities	Comparative Arts and Letters	Humanities Pre-Program PRE	Demonstrate the skills of humanistic study, i.e. analyze, think critically and write clearly and persuasively.			Y	Y						2	2	1	1	2	0	2	0	0	5	Planned - Taken: We continue to work with advisement to create more pertinent survey questions for the exiting seniors. We asked students from the Marriott School to evaluate the IHUM program and we received a list of suggestions for improving the marketing of our program. We have designed new flyers and have expanded our offerings of the Big 201 and 202 and the online 201 and 202 courses to serve the student body and to attract more majors to IHUM. Planned: Our metacognitive assignments will help students to better self assess their writing ability at all levels so that we can have one additional set of data to determine how well we are doing. Taken - After initially administering the critical thinking exam, it was determined that the results were not worth the time and money as it did not effectively assess program outcomes. No further action needed. Taken - Taken: The key move we have made in recent years to impact this result is the creation of an advanced writing course (311) that is customized for the needs of our students (as opposed to the university's version of the GE course that tends to water down the content to address the needs of a broad swath of students.). This course has been taught by four of our faculty and will be rotated through more peers in the coming couple of years. As we all take turns teaching the course, we are gradually developing a shared set of goals and terms that translates into more consistency for students in how we create and evaluate writing assignments. (Faculty in the other sections of our department, by the way, are taking turns teaching this course as well--and so it should help the entire dept to be in synch with these objectives. In the Spring of 2020, three faculty members--Soper, Colson and Esplin--evaluated the writing of 14 students who had taken our version of the 311 course and then gone on to enroll in one of more of our capstone (490 courses) where their writing training should ideally blossom. We used our shared rubric to score the papers and looked for evidence of improvement in individual categories titled thesis, implications, evidence and language. We also intentionally chose a sample paper from their 311 experience that was near the start of the semester--and then compared it to their capstone research paper in order to see if there was evidence that the 311 course was achieving its goals. Taken: In the Fall of 2020, a shared rubric	3	2	Critical Thinking, Research, and Writing Skills	Y	7	2	29	3
Humanities	Comparative Arts and Letters	Humanities Pre-Program PRE	Prepare for career or post-baccalaureate education through additional concentrated coursework specifically related to individual educational and career goals.								Y	Y	2	1	0	1	2	0	2	0	0	2	Taken - Taken: We have published a new brochure to help answer student questions and to publicize options for students, and have distributed them at venues such as the university major fair. In the IHUM 250 course, we have invited career specialists to come present to the student in class, to aid them in making appropriate career choices. We also have invited Rebecca Brazzale from the Advisement Center to speak to our students about career planning. On our Facebook page and in semester kick off meeting we're getting the word out to both students and their parents that there is a growing body of literature that suggests students coming out of a program like ours achieve a high level of satisfaction and success at mid-career and beyond. While this doesn't address the immediate anxiety of getting an entry level job, it might help our graduates to be optimistic about the long view. Planned: We might make a brochure or professionally edited webpage that highlights the data and articles students can refer to in feeling more confident about their choice of major. Taken - Taken: The mandatory meeting for majors on the first Thursday of every semester has been successful in informing students about upcoming classes, discussing internship and study abroad opportunities, and introducing students to their track advisers. We plan to continue holding this meeting every semester. Planned: We want to create a site this year that compiles a lot of the recent literature on how people's careers are benefitted by the breadth and transferable, soft skills of a humanities degree. We'll pair that hopeful prognosis with a continued strategy of encouraging students to take vocationally-oriented minors and to take advantage of internship opportunities. We also want to creat a network of alumni that can advise and encourage our majors, showing them the variety of paths they can follow in benefitting from the transferable and soft skills they acquire in our program.	2	0	Post-baccalaureate Preparation, Lifelong Learning, Service	Y	4	2	50	3
Humanities	English	Professional Writing and Rhetoric MIN	Students will explain, evaluate, and compare fundamental concepts from rhetorical theory throughout history.							Y		Y	2	1	1	0	1	0	1	0	0	1	Taken - Taken: The mandatory meeting for majors on the first Thursday of every semester has been successful in informing students about upcoming classes, discussing internship and study abroad opportunities, and introducing students to their track advisers. We plan to continue holding this meeting every semester. Planned: We want to create a site this year that compiles a lot of the recent literature on how people's careers are benefitted by the breadth and transferable, soft skills of a humanities degree. We'll pair that hopeful prognosis with a continued strategy of encouraging students to take vocationally-oriented minors and to take advantage of internship opportunities. We also want to creat a network of alumni that can advise and encourage our majors, showing them the variety of paths they can follow in benefitting from the transferable and soft skills they acquire in our program.	0	1	History, Theory, and Criticism	Y	2	1	50	3
Humanities	English	Professional Writing and Rhetoric MIN	Students will apply effective communication and interpretation skills in a wide variety of genres using multiple modes of discourse to influence a variety of audiences.							Y		Y	2	1	1	0	1	0	1	0	0	1	Taken - Taken: The mandatory meeting for majors on the first Thursday of every semester has been successful in informing students about upcoming classes, discussing internship and study abroad opportunities, and introducing students to their track advisers. We plan to continue holding this meeting every semester. Planned: We want to create a site this year that compiles a lot of the recent literature on how people's careers are benefitted by the breadth and transferable, soft skills of a humanities degree. We'll pair that hopeful prognosis with a continued strategy of encouraging students to take vocationally-oriented minors and to take advantage of internship opportunities. We also want to creat a network of alumni that can advise and encourage our majors, showing them the variety of paths they can follow in benefitting from the transferable and soft skills they acquire in our program.	1	0	Composing and Presentational Skills in a Wide Variety of Pub	Y	2	1	50	3
Humanities	English	Professional Writing and Rhetoric MIN	Students will apply grammatical and stylistic principles to analyze, imitate, and create effective discourse in a variety of situations.				Y		Y				2	1	1	0	1	0	1	0	0	1	Taken - Taken: The mandatory meeting for majors on the first Thursday of every semester has been successful in informing students about upcoming classes, discussing internship and study abroad opportunities, and introducing students to their track advisers. We plan to continue holding this meeting every semester. Planned: We want to create a site this year that compiles a lot of the recent literature on how people's careers are benefitted by the breadth and transferable, soft skills of a humanities degree. We'll pair that hopeful prognosis with a continued strategy of encouraging students to take vocationally-oriented minors and to take advantage of internship opportunities. We also want to creat a network of alumni that can advise and encourage our majors, showing them the variety of paths they can follow in benefitting from the transferable and soft skills they acquire in our program.	1	0	Grammar and Style	Y	2	1	50	3
Humanities	English	English (BGS) BGS	English BGS graduates will develop and demonstrate critical reading strategies, professional writing expertise, and sophisticated analytical skills.				Y		Y				2	3	1	2	3	1	2	0	0	3	Planned - This is a good rating, despite the fact that it fell from last year. Some additional resources are being made available to students to help them improve in intellectual skills. [Student rating scores were not available for this past year. So the previous years' scores were used. This will be corrected in the future.] . Planned - BGS students' scores are high, but they are generally not as high as other students taking these courses. The number of BGS students taking courses in English was small this past year. This will be followed to see what the scores are when more BGS students are taking English coures. Planned - This is a high score. BGS English Emphasis students feel they are doing well on this outcome.	0	3	Interpretive and Communicative Skills	Y	6	3	50	3
Humanities	English	English (BGS) BGS	Reflect on and describe how their coursework in the BGS program has contributed to the aims of a BYU education: - Spiritually strengthening - Character building - Intellectually enlarging - Preparing for lifelong learning and service.		Y							Y	2	3	2	1	3	1	2	0	0	3	Planned - These are very high scores except for spiritually strengthening. Character building has risen significantly. It is unclear why the rating is so low for spiritually strengthening. This area will be examined to see if this is an anomoly or if the score remains low next year. Taken - These are high scores. There was a significant increase in charater building from last year. Efforts have been made to provide resources to help students in character building. Planned - BGS students' scores are high, but they are generally not as high as other students taking these courses. The number of BGS students taking courses in English was small this past year. This will be followed to see what the scores are when more BGS students are taking English coures.	1	2	BGS Learning Outcomes - Aims of a BYU Education	Y	6	3	50	3

Humanities	English	English (BGS) BGS	English graduates will explore the development of literary traditions and genres as well as become familiar with the critical methodologies and scholarly conversations in the discipline; they will engage with these contexts in their written, oral, and visual work.						Y	Y				2	3	1	2	3	1	2	0	0	3	Planned - BGS students' scores are high, but they are generally not as high as other students taking these courses. The number of BGS students taking courses in English was small this past year. This will be followed to see what the scores are when more BGS students are taking English coures. Planned - This is a good rating, despite the fact that it fell from last year. Some additional resources are being made available to students to help them improve in intellectual skills. [Student rating scores were not available for this past year. So the previous years' scores were used. This will be corrected in the future.] Planned - This is a very high rating. BGS English Emphasis students feel they are doing well on this outcome.	0	3	Interpretive and Communicative Contexts	Y	6	3	50	3
Humanities	English	English (BGS) BGS	English graduates will embrace literature as a source of wisdom, spiritual insight, and aesthetic pleasure; as a medium for encountering and reflecting upon the diversity of human experience; and as a guide for building relationships and discerning value.								Y		Y	2	3	1	2	3	1	2	0	0	3	Planned - BGS students' scores are high, but they are generally not as high as other students taking these courses. The number of BGS students taking courses in English was small this past year. This will be followed to see what the scores are when more BGS students are taking English coures. Planned - This is a good rating, despite the fact that it fell from last year. Some additional resources are being made available to students to help them improve in intellectual skills. [Student rating scores were not available for this past year. So the previous years' scores were used. This will be corrected in the future.] Planned - This is a very high rating. BGS English Emphasis students feel they are doing well on this outcome.	0	3	Interpretive and Communicative Ethics	Y	6	3	50	3
Humanities	English	English BA	English graduates employ critical reading strategies, disciplinary writing expertise, and sophisticated analytical skills in their written and oral communication.				Y			Y				2	2	2	0	2	0	2	0	0	3	Taken - Since the GE AWOC committee has rated the writing of English majors satisfactory when compared with the writing of other students in the Humanities + History, and since we see not practical significance in the rubric scores we collect and haven't pursued more rigorous statistical measures for the findings, AND (deep breath!) since we are considering an overhaul of the major, we have discontinued the annual practice of collecting instructor-rated student paper scores from 295, MAC, and 495 (see note above for the new plan). Planned - After collecting papers and paper scores in Winter, the assessment team decided on two changes for the writing paper assessment: (1) direct paper assessment every other year, starting again after revisions to the major have been implemented, which will give us time to assess and respond to what we see by changing the way we teach; and (2) direct paper assessment in communities of practice, i.e., as faculty teaching a specific course. We will also follow common writing assessment protocol by anonymizing the papers and working for inter-rater reliability on the scoring. We believe these changes will help us exercise more integrity in our assessment, since currently we do not strive to make significant changes in our teaching as a result of what we see in the paper assessment. Taken - In Winter 2019 we collected rubric scores from faculty teaching core writing courses, as we have done in the past. And, as in the past, the scores do not tell us much about what students need in terms of support to achieve the outcomes of the English major. We also gathered 295 and 495 instructors together to discuss these issues and deliberate on the value of the paper scoring generally. In 2019-2020, the department created a plan to redesign the English major. The plan under consideration would require one writing-intensive 303 course of all students. This course would build on what is currently 295. Future assessment (described below) would examine the effectiveness of this course for meeting these outcomes. In 2021-2022, the department will begin offering the new curriculum for students. We will begin by assessing the introductory courses in the new curriculum, including what is now 303 (formerly 295) as the new advanced writing course in the major.	2	1	Interpretive and Communicative Skills	Y	5	2	40	3
Humanities	English	English BA	English graduates translate the skills of the humanistic tradition, including critical inquiry, scholarly research, communication, and creativity, to professional environments and narrate the value of these skills to prospective employers.			Y	Y			Y			Y	4	2	0	2	2	0	2	0	0	2	Taken - As part of the new curriculum, English 198 and 398 have been collapsed into the core curriculum. New English majors will now receive advisement on selecting their path through the major from their 203 instructors. New language has been adopted in our learning outcomes for the new curriculum: "Narrate, translate, and apply English Studies competencies for personal, spiritual, professional, and public life." This new language aligns with college competencies and the Department's mission. In February 2021, the English Department held its annual English Symposium to showcase student work. One panel was made up entirely of English+ projects. It was a remarkable panel. Students talked about special projects, internships, interdisciplinary work, and other enhanced studies that demonstrated precisely how students can "narrate, translate, and apply English Studies competencies" beyond the classroom. Since student projects were often revised to accommodate remote work due to the pandemic, we saw students' ability to describe their creativity in adapting to challenges. The graduating senior survey shows most graduates (80%) from 2019-2021 generally feel confident or very confident in their ability to explain how the major prepares them for professional responsibilities, although some (20%) still felt less confident unsure about their ability to do this. We hope the new curriculum helps with some of these concerns by creating a clearer sense of a path through the major. Taken - Senior Focus Groups : While it was gratifying to see that students are having a good experience with E+ and internships, we are still concerned, based on these focus groups and the senior/alumni survey data, that students (a) feel their major has not prepared them fully for careers, especially careers outside English Studies, and (b) have not quite learned to articulate how their learning in the major prepares them for employment. The E+ program is now more established than ever, and in the next crop of graduating seniors there will be even more E+ graduates. Therefore in March 2019, we administered a direct assessment of Outcome 2 ("translate skills . . . to prospective employers") with students in 495 by asking them 2 open-ended short essay questions asking them to in fact translate their English major skills into language understandable to employers. An analysis of responses indicate that students	2	0	Interpretive and Communicative Applications	Y	4	2	50	3
Humanities	English	English BA	English graduates know how to trace the development of literary traditions, investigate authors, and differentiate genres, and they know how to discuss disciplinary methodologies and scholarly conversations; they use these contexts to frame their written, oral, and visual work.						Y	Y				2	2	1	1	2	0	2	0	0	2	Taken - In Fall 2013 and Winter 2014, the course coordinators met individually and collectively with the instructors of the multiple sections. The coordinators trained instructors teaching the course for the first time and offered them sample syllabi and assignments sheets. Most of the coordinators observed faculty teaching and offered them feedback. The coordinators organized meetings so the instructors could share best practices and discuss concerns about the curriculum. As we mentioned in the top cell, in upcoming years, we plan to engage coordinators more purposefully for course-specific assessments of writing courses. But since we're in the midst of revising the English major, we do not know exactly what form that will take just yet. Planned - (see note above on writing assessment)	1	1	Interpretive and Communicative Contexts	Y	4	2	50	3
Humanities	English	English BA	English graduates embrace literature and writing as sources of wisdom, spiritual insight, and aesthetic pleasure; as mediums for encountering and reflecting upon the diversity of human experience; and as guides for building relation and discerning value.								Y	Y		2	3	1	2	3	0	3	0	0	3	Taken - English Symposium : In April 2015, the assessment committee recommended to the symosium organizers that all student presenters be required to attend the pre-conference orientation to receive training about designing effective PowerPoints, dynamic speaking techniques, and providing context about unfamiliar texts and theories to improve the engagement and accessiblity of their presentations. Attendance at these pre-symposium workshops grew each year from 2015-2019, along with the popularity of more novel presentation forms. like the 3MT and short-film presentations. These interventions improved the way students "embrace literature" and "discern value" because it invites them to communicate these insights with a more general interested audience. What we haven't done so far is use direct assessment tools to evaluate student presentations beyond the overwhelming faculty perception that the presentations are strong (especially the creative ones). Moving forward, we have decided to discontinue our assessment of the Symposium until we have a more clear understanding of the future of the major. Planned - Senior and Alumni Survey : We have revised the 10 Likert-scale questions for the alumni survey and have written revised questions for senior survey as well. We hope to implement these revisions next year. We have also revised the questions about internships so that we get more useful data about English+ broadly and not just internships. For outcome 4, the Department Chair is considering adding questions to inquire into what specifically in their learning experience was spiritually strengthening, following the lead of a study conducted last year by the Faculty Center. Planned - Our committee will continue to work on initiatives to increase a sense of belonging, including encouraging diversity statements in faculty syllabi and other actions.	1	2	Interpretive and Communicative Ethics	Y	6	3	50	3

Humanities	English	English Teaching BA	English teaching majors are required to meet all program and course outcomes for the English BA, and they demonstrate their disciplinary competency by taking the national standardized Praxis exam, "English Language Arts: Content and Analysis."			Y	Y							2	1	1	0	1	1	0	0	0	1	Planned - Our committee will continue to work on initiatives to increase a sense of belonging, including encouraging diversity statements in faculty syllabi and other actions.	0	1	Competency in English Language and Literature	Y	2	1	50	4
Humanities	English	English Teaching BA	English Teaching graduates will be able to design and implement several weeks of instruction, write complete lesson plans for delivering that instruction, and reflect in writing on the effectiveness of their plans and delivered instruction. These plans will reflect sound pedagogical understanding (including strong objectives, appropriate measures of learning, and learning activities that are meaningful and adapted to the needs of diverse students). The work will be one of the capstone requirements in ENGL 377 and 379.			Y	Y							2	1	1	0	1	1	0	0	0	1	Planned - Our committee will continue to work on initiatives to increase a sense of belonging, including encouraging diversity statements in faculty syllabi and other actions.	0	1	Instructional Design and Reflection for Improvement	Y	2	1	50	4
Humanities	English	Creative Writing MFA	Creative Writing MFA graduates produce work suitable for public presentation, publication, and other forms of creative expression that fit their post-graduate plans.				Y			Y				2	1	1	0	1	0	1	0	0	1	Planned - Our committee will continue to work on initiatives to increase a sense of belonging, including encouraging diversity statements in faculty syllabi and other actions.	1	0	Effective Presentation and Publication	Y	2	1	50	3
Humanities	English	Creative Writing MFA	Creative Writing M.F.A. graduates produce and defend a thesis-length creative document that is characterized by its originality and excellence of expression and informed by its critical introduction and/or afterword.				Y			Y				2	2	2	0	2	0	1	1	0	2	Planned - In 2019, we implemented a new Qualtrics instrument for evaluating MFA theses parallel to the one used for MA theses. This is for internal assessment. However, can now use the same instrument for external review. Taken - In 2017, as a CW faculty, we discussed the need to clarify the connection between program of study, thesis proposal, final thesis, and thesis defense. To that end we have implemented the following changes: 1. Rewrote Graduate Handbook instructions on readings lists, thesis proposals, critical introductions, and thesis defenses to clarify the way these different requirements build on one another. 2. Moved up the thesis proposal deadline from October of the second year, to April of the first year. This encourages students to think sooner about their thesis project and develop a concrete plan of action in order to get the most out of their summer writing time. 3. We've added specific instruction on proposals, critcical introductions, reading lists, theses, and defenses to the Fall ENGL 600 Intro to graduate studies class, and the WINTER ENGL 617 Creative Writing theory class. These instructions we hope will solidify and clarify expectations in the minds of students.	1	1	Thesis Production and Defense	Y	4	2	50	3
Humanities	English	Creative Writing MFA	Creative Writing M.F.A. graduates will persuasively defend, in the oral examination, the coherence of their plan of study and their mastery of a discrete area of the discipline.			Y				Y				2	1	1	0	1	0	1	0	0	1	Taken - In 2017, as a CW faculty, we discussed the need to clarify the connection between program of study, thesis proposal, final thesis, and thesis defense. To that end we have implemented the following changes: 1. Rewrote Graduate Handbook instructions on readings lists, thesis proposals, critical introductions, and thesis defenses to clarify the way these different requirements build on one another. 2. Moved up the thesis proposal deadline from October of the second year, to April of the first year. This encourages students to think sooner about their thesis project and develop a concrete plan of action in order to get the most out of their summer writing time. 3. We've added specific instruction on proposals, critcical introductions, reading lists, theses, and defenses to the Fall ENGL 600 Intro to graduate studies class, and the WINTER ENGL 617 Creative Writing theory class. These instructions we hope will solidify and clarify expectations in the minds of students.	1	0	Discrete Area Mastery	Y	2	1	50	3
Humanities	English	Creative Writing MFA	Creative Writing M.F.A. graduates who teach composition or assist faculty in teaching courses in the English major will exemplify pedagogical understanding and practice that qualifies them to teach similar courses at other colleges and universities.							Y			Y	2	1	1	0	1	1	0	0	0	1	Taken - In 2017, as a CW faculty, we discussed the need to clarify the connection between program of study, thesis proposal, final thesis, and thesis defense. To that end we have implemented the following changes: 1. Rewrote Graduate Handbook instructions on readings lists, thesis proposals, critical introductions, and thesis defenses to clarify the way these different requirements build on one another. 2. Moved up the thesis proposal deadline from October of the second year, to April of the first year. This encourages students to think sooner about their thesis project and develop a concrete plan of action in order to get the most out of their summer writing time. 3. We've added specific instruction on proposals, critcical introductions, reading lists, theses, and defenses to the Fall ENGL 600 Intro to graduate studies class, and the WINTER ENGL 617 Creative Writing theory class. These instructions we hope will solidify and clarify expectations in the minds of students.	1	0	Pedagogy and Teaching	Y	2	1	50	4
Humanities	English	English MA	English M.A. graduates will produce scholarly work suitable for professional conference presentation, academic publication, and other forms of professional discourse that fit their post-graduate plans.				Y							1	1	1	0	1	0	1	0	0	1	Taken - In 2017, as a CW faculty, we discussed the need to clarify the connection between program of study, thesis proposal, final thesis, and thesis defense. To that end we have implemented the following changes: 1. Rewrote Graduate Handbook instructions on readings lists, thesis proposals, critical introductions, and thesis defenses to clarify the way these different requirements build on one another. 2. Moved up the thesis proposal deadline from October of the second year, to April of the first year. This encourages students to think sooner about their thesis project and develop a concrete plan of action in order to get the most out of their summer writing time. 3. We've added specific instruction on proposals, critcical introductions, reading lists, theses, and defenses to the Fall ENGL 600 Intro to graduate studies class, and the WINTER ENGL 617 Creative Writing theory class. These instructions we hope will solidify and clarify expectations in the minds of students.	1	0	Effective Presentation and Publication	Y	2	1	50	3
Humanities	English	English MA	English M.A. graduates will produce and defend an article-length scholarly thesis characterized by clarity of organization and expression and salient research into relevant primary, secondary, and theoretical contexts.				Y			Y				2	2	2	0	2	0	2	0	0	2	Taken - As noted above, in 2019 we phased out the venerable "green sheets" for thesis and oral exam evaluation (often ignored or completed hastily by faculty, and rarely consulted) and replaced them with a brief Qualtrics survey to be completed by each member of a thesis committee after the oral exam. The findings from these surveys are encouraging, as it appears that students are generally performing at acceptable levels and often doing more. We continue to encourage our students to present their research at peer-reviewed conferences. Beginning in 2013 we have allocated sufficient funds for each of our MA students to attend one national and one regional conference during their two years in our program. We are able to track presentations loosely by way of funding awarded. (Note, though, that a single student may present at more than one conference in a given year.) 2012: 14 presented. 2013: 13 presented. 2015: 11 presented. 2018: 20 presented (or rather, 20 travel requests were funded--there may have been additional presentations that did not require travel) 2019: 21 travel requests were funded--8 for MFA students, 13 for MA students. 2020: The picture gets slightly complicated here because of the pandemic. 25 total funding requests were approved: 12 MFA, 13 MA. However, some events were cancelled, others adapted, and still others postponed to 2021. Planned - We are also continuing and enhancing our efforts to track where students publish their thesis projects. Beginning in June 2014 we will begin contacting former students twice a year to find out if they have published all or part of their thesis. We will stay in touch for at least three years after they graduate. Addendum: this effort seems to have stalled due to transitions in program administration. The Graduate Advisory Committee will discuss next steps. The graduate program manager does send out regular queries to students, but these efforts aren't scientific or comprehensive. It is hard to see how they could be.	1	1	Thesis Production and Defense	Y	4	2	50	3
Humanities	English	English MA	English M.A. graduates will persuasively defend, in the oral examination, the coherence of their plan of study and their mastery of a discrete area of the discipline.						Y	Y				2	1	1	0	1	0	1	0	0	1	Planned - We are also continuing and enhancing our efforts to track where students publish their thesis projects. Beginning in June 2014 we will begin contacting former students twice a year to find out if they have published all or part of their thesis. We will stay in touch for at least three years after they graduate. Addendum: this effort seems to have stalled due to transitions in program administration. The Graduate Advisory Committee will discuss next steps. The graduate program manager does send out regular queries to students, but these efforts aren't scientific or comprehensive. It is hard to see how they could be.	1	0	Discrete Area Mastery	Y	2	1	50	3
Humanities	English	English MA	English M.A. graduates who teach composition or assist faculty in teaching courses in the English major will exemplify pedagogical understanding and practice that qualifies them to teach similar courses at other colleges and universities.							Y			Y	2	1	1	0	1	1	0	0	0	1	Planned - We are also continuing and enhancing our efforts to track where students publish their thesis projects. Beginning in June 2014 we will begin contacting former students twice a year to find out if they have published all or part of their thesis. We will stay in touch for at least three years after they graduate. Addendum: this effort seems to have stalled due to transitions in program administration. The Graduate Advisory Committee will discuss next steps. The graduate program manager does send out regular queries to students, but these efforts aren't scientific or comprehensive. It is hard to see how they could be.	1	0	Pedagogy and Teaching	Y	2	1	50	4

Humanities	French and Italian	French BA	Graduates in French demonstrate advanced proficiency in French language skills. For speaking and writing, "advanced" corresponds to officially designated ACTFL guidelines and ratings.				Y			Y			2	4	4	0	4	0	3	1	0	6	Taken - The Department continues to administer official ACTFL OPIs to graduating seniors. This is the most reliable and accurate method for evaluating their speaking proficiency at the conclusion of their programs. Many faculty have made a greater push to practice advanced- and superior-level functions regularly in our advanced language courses (Fr 321 and 322). We continue to promote/require use of the Speaking Lab (typically staffed staffed by trained Francophone natives) in these courses to promote purposeful improvement in these high-level functions. Planned - OPI "Profile Reports" are as important as OPI ratings. We continue to target the weakest and/or most essential functions that students need to master for Advanced competence (based on Profile/OPI Diagnostics). We are also looking at ways to implement an advisory OPI during the junior year and/or upon returning from missionary service to help students identify areas of weakness and allow sufficient time for individualized improvement prior to graduation. We are also evaluating the utility and operation of immersion options for our students--Foreign Language Student Residence, Study Abroad, Internships, and on-campus alternatives. As concerns improvement of students' vocabulary (a need indicated with tremendous regularity on OPI comments), discussions are taking place in summer and fall of 2021 to develop a plan to address this weakness in our students' performance. Planned - Reading Comprehension . The Department is waiting for greater availability (restricted by COVID-19) of the benchmark reading comprehension tests that focus on intermediate and advanced levels according to the ACTFL proficiency scale. Planned - Listening Comprehension . The Department is waiting for greater availability (restricted by COVID-19) of the benchmark listening comprehension tests that focus on intermediate and advanced levels according to the ACTFL proficiency scale. We will also discuss how much focus to give the type of listening the assessment targets (i.e. listening comprehension that does not involve the listener's participation). Taken - Writing . We have improved writing expectations by coming to consensus on writing expectations in 321-322, 340-36X, and 400-level research courses. This includes common rubric expectations for language mistakes. The writing process is broken down	2	4	Language Competence	Y	10	4	40	3
Humanities	French and Italian	French BA	Analyze the literature, language, and cultures of the French-speaking world, drawing upon an ability to evaluate and synthesize relevant primary and critical sources.			Y			Y				2	1	1	0	1	0	1	0	0	1	Planned - Many faculty are working together to identify and plan teaching strategies to help students become more aware of writing objectives and conventions (e.g. qualities of a good research question, assertion, or intertextual connections, etc.).	0	1	Research Skills	Y	2	1	50	3
Humanities	French and Italian	French BA	Students critically evaluate literary, cultural, and linguistic problems from the French-speaking world and discuss them in clear written and oral expression.			Y							1	1	1	0	1	0	1	0	0	1	Planned - Many faculty are working together to identify and plan teaching strategies to help students become more aware of writing objectives and conventions (e.g. qualities of a good research question, assertion, or intertextual connections, etc.).	0	1	Critical Thinking	Y	2	1	50	3
Humanities	French and Italian	French BA	Graduates in French are able to synthesize and interpret information, communicate effectively, and navigate cultural difference. They can articulate the value of their humanities degree and the relationship between their academic experience and personal and professional goals. This results from coursework but also from experiential learning such as study abroad and internships.						Y			Y	2	2	0	2	2	1	1	0	0	3	Planned - Our findings will be shared with the section/department in our Fall 2021 Assessment Meeting. Taken - We separated the exit survey from the exit interview this past year for two reasons: In order to ensure that no question got skipped by the interviewer. In order to allow the interviewer to ask follow-up questions based on the survey responses. Planned - In pre-semester meetings, program faculty will be encouraged to better articulate links between program goals (such as some of the portable competencies) and in-class activities and assignments. While this may provide different results on our exit surveys, the primary motivation for doing so is to help students to be aware of the skills that they're acquiring, which will hopefully prepare them to better articulate such competencies for future careers and opportunities.	1	2	Portable Competencies	Y	5	2	40	3
Humanities	French and Italian	Italian BA	Successful students will demonstrate proficiency in speaking and writing Italian at the advanced level, as defined by the ACTFL Proficiency Guidelines and ratings.				Y			Y			2	2	2	0	2	0	2	0	0	2	Taken - In addition to preparing our graduating seniors for the OPI and WPT, we continue to seek improvements in the language ability of our students at all levels. Our Italian 321 students have welcomed the additional lab hour per week that we require for the course since it provides much needed practice and reinforcement of grammar principles; we have seen improvement on their written exams because of this extra lab hour. For our Italian 202 students, we are continuing to require one additional contact hour per week focused on oral language practice. The students appreciate the opportunity to review grammar orally (without a textbook in front of them); we have also seen improvement in their writing since the implementation of this extra lab hour. Taken - To improve student writing further over the next academic year, we have redesigned the 322 course around the four proficiencies required on the WPT. In addition to four writing assignments that correspond to the four skills, students have weekly, in-class writing practice. For our 400- level literature and culture courses, we will continue to provide each of our students witha writing guide, modeled after the one the French section uses, which breaks down the writing process into intermediate steps where students have the opportunity to evaluate examples of good and bad writing and receive feedback on their initial thesis statements andrevisions of their papers. This guide provides us the opportunity to direct students through various challenging and problematic phases of writing, and by doing so, we more effectively anticipate, address, and mitigate some of the pitfalls that our students have traditionally had when writing papers for these courses.	2	0	Language Ability	Y	4	2	50	3
Humanities	French and Italian	Italian BA	Students will analyze the literature, language, and culture of Italy drawing upon their ability to locate and consult relevant primary, critical, and theoretical sources.						Y	Y			2	1	1	0	1	0	1	0	0	1	Taken - To improve student writing further over the next academic year, we have redesigned the 322 course around the four proficiencies required on the WPT. In addition to four writing assignments that correspond to the four skills, students have weekly, in-class writing practice. For our 400- level literature and culture courses, we will continue to provide each of our students witha writing guide, modeled after the one the French section uses, which breaks down the writing process into intermediate steps where students have the opportunity to evaluate examples of good and bad writing and receive feedback on their initial thesis statements andrevisions of their papers. This guide provides us the opportunity to direct students through various challenging and problematic phases of writing, and by doing so, we more effectively anticipate, address, and mitigate some of the pitfalls that our students have traditionally had when writing papers for these courses.	1	0	Research	Y	2	1	50	3
Humanities	French and Italian	Italian BA	Based on their chosen interdisciplinary curriculum, successful students will demonstrate the ability to articulate and defend in speech and writing clear and orderly thought on Italian literary and cultural topics.			Y						Y	2	1	1	0	1	0	1	0	0	1	Taken - To improve student writing further over the next academic year, we have redesigned the 322 course around the four proficiencies required on the WPT. In addition to four writing assignments that correspond to the four skills, students have weekly, in-class writing practice. For our 400- level literature and culture courses, we will continue to provide each of our students witha writing guide, modeled after the one the French section uses, which breaks down the writing process into intermediate steps where students have the opportunity to evaluate examples of good and bad writing and receive feedback on their initial thesis statements andrevisions of their papers. This guide provides us the opportunity to direct students through various challenging and problematic phases of writing, and by doing so, we more effectively anticipate, address, and mitigate some of the pitfalls that our students have traditionally had when writing papers for these courses.	1	0	Critical Thinking	Y	2	1	50	3

Humanities	French and Italian	French Studies BA	Demonstrate advanced proficiency in French language skills. For speaking and writing, "advanced" corresponds to officially designated ACTFL guidelines and ratings.				Y			Y				2	4	4	0	4	1	2	1	0	6	Taken - The Department continues to administer official ACTFL OPIs to graduating seniors. This is the most reliable and accurate method for evaluating their speaking proficiency at the conclusion of their programs. Many faculty have made a greater push to practice advanced- and superior-level functions regularly in our advanced language courses (Fr 321 and 322). We continue to promote/require use of the Speaking Lab (typically staffed staffed by trained Francophone natives) in these courses to promote purposeful improvement in these high-level functions. Planned - OPI "Profile Reports" are as important as OPI ratings. We continue to target the weakest and/or most essential functions that students need to master for Advanced competence (based on Profile/OPI Diagnostics). We are also looking at ways to implement an advisory OPI during the junior year and/or upon returning from missionary service to help students identify areas of weakness and allow sufficient time for individualized improvement prior to graduation. We are also evaluating the utility and operation of immersion options for our students--Foreign Language Student Residence, Study Abroad, Internships, and on-campus alternatives. As concerns improvement of students' vocabulary (a need indicated with tremendous regularity on OPI comments), discussions are taking place in summer and fall of 2021 to develop a plan to address this weakness in our students' performance. Planned - Reading Comprehension . The Department is waiting for greater availability (restricted by COVID-19) of the benchmark reading comprehension tests that focus on intermediate and advanced levels according to the ACTFL proficiency scale. Planned - Listening Comprehension . The Department is waiting for greater availability (restricted by COVID-19) of the benchmark listening comprehension tests that focus on intermediate and advanced levels according to the ACTFL proficiency scale. We will also discuss how much focus to give the type of listening the assessment targets (i.e. listening comprehension that does not involve the listener's participation). Taken - Writing . We have improved writing expectations by coming to consensus on writing expectations in 321-322, 340-36X, and 400-level research courses. This includes common rubric expectations for language mistakes. The writing process is broken down	2	4	Language Competence	Y	10	4	40	3
Humanities	French and Italian	French Studies BA	Analyze the literature, language, and cultures of the French-speaking world, drawing upon an ability to evaluate and synthesize relevant primary and critical sources.		Y			Y				2	1	1	0	1	1	0	0	0	1	Planned - Many faculty are working together to identify and plan teaching strategies to help students become more aware of writing objectives and conventions (e.g. qualities of a good research question, assertion, or intertextual connections, etc.).	1	0	Research	Y	2	1	50	4
Humanities	French and Italian	French Studies BA	Demonstrate the ability to critically evaluate literary, cultural, and linguistic problems from the French-speaking world and to discuss them in clear written and oral expression.		Y							1	1	1	0	1	1	0	0	0	1	Planned - Many faculty are working together to identify and plan teaching strategies to help students become more aware of writing objectives and conventions (e.g. qualities of a good research question, assertion, or intertextual connections, etc.).	0	1	Critical Thinking	Y	2	1	50	4
Humanities	French and Italian	French Studies BA	Graduates in French are able to synthesize and interpret information, communicate effectively, and navigate cultural difference. They can articulate the value of their humanities degree and the relationship between their academic experience and personal and professional goals. This results from coursework but also from experiential learning such as study abroad and internships.							Y	Y	2	2	0	2	2	1	1	0	0	3	Planned - Our findings will be shared with the section/department in our Fall 2021 Assessment Meeting. Taken - We separated the exit survey from the exit interview this past year for two reasons: In order to ensure that no question got skipped by the interviewer. In order to allow the interviewer to ask follow-up questions based on the survey responses. Planned - In pre-semester meetings, program faculty will be encouraged to better articulate links between program goals (such as some of the portable competencies) and in-class activities and assignments. While this may provide different results on our exit surveys, the primary motivation for doing so is to help students to be aware of the skills that they're acquiring, which will hopefully prepare them to better articulate such competencies for future careers and opportunities.	1	2	Portable Competencies	Y	5	2	40	3
Humanities	French and Italian	Italian Studies BA	Successful students will demonstrate proficiency in speaking and writing Italian at the Intermediate High level, as defined by the ACTFL Proficiency Guidelines and ratings.				Y			Y		2	2	2	0	2	0	2	0	0	3	Taken - In addition to preparing our graduating seniors for the OPI and WPT, we continue to seek improvements in the language ability of our students at all levels. Our Italian 321 students have welcomed the additional lab hour per week that we require for the course since it provides much needed practice and reinforcement of grammar principles; we have seen improvement on their written exams because of this extra lab hour. For our Italian 202 students, we are continuing to require one additional contact hour per week focused on oral language practice. The students appreciate the opportunity to review grammar orally (without a textbook in front of them); we have also seen improvement in their writing since the implementation of this extra lab hour. Taken - 1. We saw evidence that the changes we implemented last year to emphasize students' mastery of MLA style have produced positive results. The papers in the portfolios all demonstrated an extremely high rate of accuracy in their use of MLA style. We were also pleased that all the students who submitted portfolios made the final corrections to their papers before placing them in their portfolio; we see this as essential to helping us more accurately assess their development. 2. The writing guide that we implement in our 300- and 400- level courses, which emphasizes the proper selection and integration of sources, helped us further teach and reinforce principles of successful research and provided additional parameters by which we were able to evaluate our students' work and determine whether we can raise our expectations even higher. 3. In order to help our students understand how to find the best sources for their research, we continued to organize workshops for our 322, 340, and 495R (Shoah) courses with Richard Hacken, the European Studies bibliographer, in the library tech rooms where each student follows along at a computer while Dr. Hacken speaks. Students have told us that this informative and practical approach to identifying and locating sources has helped them in the writing of their research papers. Some have even returned to the library to meet with Dr. Hacken for additional help in locating sources. Planned - We will continue to follow the practices outlined in points 1-3 above which have yielded clear results in the Senior Portfolios. In addition, beginning with our gateway course to the major, (ITAL 340) all three Italian professors are now holding individual paper	2	1	Language Ability	Y	5	2	40	3
Humanities	French and Italian	Italian Studies BA	Students will analyze the literature, language, and culture of Italy drawing upon their ability to locate and consult relevant primary, critical, and theoretical sources.		Y			Y				2	1	1	0	1	0	1	0	0	1	Planned - We will continue to follow the practices outlined in points 1-3 above which have yielded clear results in the Senior Portfolios. In addition, beginning with our gateway course to the major, (ITAL 340) all three Italian professors are now holding individual paper consultations with students in all advanced courses that require a research paper.	1	0	Research	Y	2	1	50	3
Humanities	French and Italian	Italian Studies BA	Based on their chosen interdisciplinary curriculum, successful students will demonstrate the ability to articulate and defend in speech and writing clear and orderly thought on Italian literary and cultural topics.		Y							1	1	1	0	1	0	1	0	0	1	Planned - We will continue to follow the practices outlined in points 1-3 above which have yielded clear results in the Senior Portfolios. In addition, beginning with our gateway course to the major, (ITAL 340) all three Italian professors are now holding individual paper consultations with students in all advanced courses that require a research paper.	1	0	Critical Thinking	Y	2	1	50	3
Humanities	French and Italian	French Teaching BA	Candidates are proficient at the advanced level in French (as defined by the ACTFL Proficiency Guidelines) and understand underlying linguistic elements of French.				Y			Y		2	2	1	1	2	0	2	0	0	4	Planned - Recommending study abroad and other experiences in the target culture for students struggling with their French proficiency. Individual feedback about students' proficiency as soon as they enter the program (French 377) to support them early on and prepare them for the OPI. Recommending conversation classes for weaker students. Taken - A major only reached the Intermediate High level on the OPI last fall. I advised her to take French 411 in the Winter, after which she scored Advanced Low on her 2nd OPI. Individually advised French 377 and 378 students to take the Praxis before their student teaching. Planned - Counsel with minors individually to help them stay immersed in French while they take classes for their primary majors. Taken - Report on French accuracy (grammatical, lexical, etc.) at the end of each student teaching observation, with a discussion of the common mistakes.	2	2	Language and Linguistics	Y	6	2	33	3
Humanities	French and Italian	French Teaching BA	Plan instruction based upon knowledge of subject matter, students, and goals.							Y		1	4	3	1	4	0	4	0	0	4	Taken - The French 378 curriculum was updated to introduce the PPAT assessment, which will replace the RTWS requirement starting Fall 2021 at the state level. Mentor teachers were sent the PPAT mentor teacher handbook. A meeting is planned with the university supervisor, the student teacher, and the mentor teacher, before the beginning of student teaching, to discuss the PPAT. Planned - French 377 & French 378: spend more time teaching the importance of reflection Student Teaching: tell student teachers to be more critical of the materials they are given Planned - Review PAES evaluation with student enrolled in French 378 after the evaluation of their recorded teaching experience. Review PAES evaluation with mentor teachers before the beginning of student teaching. Review PAES criteria with student teachers at the end of their 3rd observation. Planned - French 377: encourage students to meet individually with the instructor before teaching demonstrations. French 378: motivate students to better prepare their practicum lessons by grading their preparation for the individual meeting during which they discuss their lesson plan and materials with the instructor.	1	3	Planning Instruction	Y	8	4	50	3

Humanities	French and Italian	French Teaching BA	Understand basic language acquisition theory, create supportive learning environments, and use a variety of instructional techniques.						Y			1	4	2	2	4	0	4	0	0	5	Taken - Individual consultations in 378 before each lesson in the public schools is a great way to taylor instruction. Planned - When possible, match the future student teacher with a mentor with whom they will get along/learn best. French 378 students may be matched with one of their cooperating teachers. Planned - Review PAES evaluation with student enrolled in French 378 after the evaluation of their recorded teaching experience. Review PAES evaluation with mentor teachers before the beginning of student teaching. Review PAES criteria with student teachers at the end of their 3rd observation. Taken - The French 378 curriculum was updated to introduce the PPAT assessment, which will replace the RTWS requirement starting Fall 2021 at the state level. Mentor teachers were sent the PPAT mentor teacher handbook. A meeting is planned with the university supervisor, the student teacher, and the mentor teacher, before the beginning of student teaching, to discuss the PPAT. Planned - Send deadline reminders for each task of the PPAT. Meet with EPP Director about how to support student teachers taking the PPAT. Prepare ACTFL presentation about transitioning to the PPAT (with a national survey to education preparators).	2	3	Language Acquisition Theory	Y	9	4	44	3
Humanities	French and Italian	French Teaching BA	Understand and use formal and informal assessment strategies to evaluate performance, identify needs, provide feedback, and adjust instructional strategies.				Y		Y			2	3	1	2	3	0	2	1	0	3	Planned - Discuss with student teachers how they use the results of mid-unit assessemnts (formal and informal) to modify/adapt teaching. Taken - In 377: students critically evaluate tests and write an exam on their own In 378: students study the PPAT library of examples related to testing Taken - The French 378 curriculum was updated to introduce the PPAT assessment, which will replace the RTWS requirement starting Fall 2021 at the state level.	2	1	Assessment	Y	6	3	50	3
Humanities	French and Italian	French Teaching BA	Reflect on instructional choices and actions and foster relationships with school colleagues, parents, and the larger community. Seek opportunities to develop professionally and to strengthen language and cultural competencies.						Y	Y		2	3	1	2	3	0	2	1	0	4	Taken - The major coordinator promoted UFLA to all student teaching majors/minors. The major coordinator promoted all BYU teacher-lounge activities. Planned - Promote professional organization memberships at the end of student teaching Planned - Discuss professionalism at initial meeting with mentor teacher, student teacher, and university supervisor Planned - Encourage conversation between the mentor teacher and university supervisor.	1	3	Professionalism	Y	7	3	43	4
Humanities	German and Russian	Russian BA	Speak, read, write, and comprehend the Russian language in ordinary living situations and professional matters, and understand the main principles of linguistics as they relate to Russian. Students' speaking, reading, and listening proficiency in these areas should approximate the Advanced level on the American Council on the Teaching of Foreign Languages (ACTFL) proficiency scale. Writing proficiency should approach the Advanced level on the ACTFL scale.				Y		Y			2	4	4	0	4	0	4	0	0	4	Planned - We will continue to test all majors during Russian 492R. We plan to create a one-credit required course that contains the OPI, WPT and submission of Portfolio papers to capture data from internship students as well as those who take 492R on campus. We successfully implemented a more wholistic approach to our portfolios, focusing not only on what students have learned as RUssian majors, but how this experience will benefit them in the future. Planned - We will continue to test all majors during Russian 492R. Taken - Porfolio completed. 1) Write and submit one short paper (3–5 pages) in English or Russian in which you reflect on what you have learned in the major and how courses and other activities associated with the Russian program have contributed to your learning. The Russian word for "education" is obrazovanje, and the root obraz means "shape" or "form." An education is designed to shape and form our knowledge and abilities as well as our values, our perspectives on life, and our relationships with other people and with God. In this paper you may choose to reflect on how your study of Russian has shaped you as a person or how it has shaped your professional goals and capabilities. A third option is to integrate these spheres and address both your personal and professional growth. 2) Papers are a tool for thinking deeply about vital issues and crystallizing our encounters with the ideas that shape and form us. In addition, they ideally will serve as evidence of our commitment to excellence. Please submit at least two substantial (at least four pages) papers written for 300- or 400-level course in the Russian sections that you feel represent your best work. At least one of these papers should be an analysis of works of literature or film. On a cover sheet, please include a description of the assignment or what it was that the teacher asked you to do in each paper. We are placing a greater emphasis on the portfolio by requiring students to submit early drafts to be reviewed by the instructor. This led to a higher quality of reflective papers, meeting the aims of the portfolio. Taken - Russian 302 is completed for spring 2020. Russian 303 will be ready in online version for summer 2020.	2	2	1. Language Proficiency	Y	8	4	50	3
Humanities	German and Russian	Russian BA	Identify and demonstrate an understanding of the main periods, figures, and achievements of Russian cultural history, especially in literature.				Y		Y			2	2	2	0	2	0	2	0	0	2	Taken - Portfolio and rubric completed. Editing the portfolio requirements has brought clarity to our expectations of student performance. Taken - We will use our Russian Cultural History to recruit freshmen to the program and to excite and encourage beginning language students to become majors. We created a new GE course on the Arts in Russia, Russian 344. This course attracts 20-30 students each year. In one section of the Senior Seminar, students were required to memorize large portions of Chekhov's plays and perfrom them in front of the class. These adaptations focused on the major elements of dramatic design and interpretation of historical context. It also served to leverage students' abilities in the target language.	2	0	2. Russian Cultural and Literary History	Y	4	2	50	3
Humanities	German and Russian	Russian BA	Produce academic writing and other presentations that are characterized by critical thinking, coherent development, and thoughtful analysis.				Y		Y			2	3	3	0	3	0	2	1	0	3	Planned - WPT will be given to all graduating students in 2020-21 AY. Taken - Portfolio is complete. We will continue to evaluate student papers during our yearly retreat. Taken - We will continue to test all majors during Russian 492R. We implemented the portfolio into the RUSS 492R course.	2	1	3. Writing Academic Essays	Y	6	3	50	3
Humanities	German and Russian	Russian BA	Articulate how their education as Russian majors, including their study of ethical and aesthetic issues, makes their academic experiences relevant to personal and professional goals.							Y		1	2	1	1	2	0	2	0	0	2	Planned - We will continue to evaluate the materials students submit to the portfolio system. We will continue to build alumni network to help former students mentor current students. Planned - We continue to developing internships so that every Russian major can have an internship experience, in Russia or locally. Internship have become a substantial part of our curriculum. We have changed our program requirements to allow an internship as a recommended option to fulfill a major requirement. We are working with On Campus Internships to provide experiences for our students who can't work with ANE in Moscow. We added a new internship option in Riga, Latvia as well as Central Europe.	0	2	4. Lifelong Learning	Y	4	2	50	3
Humanities	German and Russian	German Teaching BA	At the end of each of these courses, students will demonstrate minimum German language proficiency according to the 2012 ACTFL Oral Proficiency Guidelines as follows: 101: Novice High; 102 Intermediate Low 201: Intermediate Low/ Intermediate Mid; 202: Intermediate Mid/High 301: Intermediate High; 302 Intermediate High/Advanced Low; 303: Advanced Low (Some higher) 330: Students will demonstrate ability to complete written assignments in German. This will likely be at the Intermediate High/Advanced Low level.				Y		Y			2	1	1	0	1	1	0	0	0	1	Planned - We continue to developing internships so that every Russian major can have an internship experience, in Russia or locally. Internship have become a substantial part of our curriculum. We have changed our program requirements to allow an internship as a recommended option to fulfill a major requirement. We are working with On Campus Internships to provide experiences for our students who can't work with ANE in Moscow. We added a new internship option in Riga, Latvia as well as Central Europe.	1	0	1. German Language Proficiency	Y	2	1	50	4
Humanities	German and Russian	German Teaching BA	In written assignments, students will analyze and engage with concepts or German-language artifacts in a coherent, thoughtful manner appropriate to their course level. In research papers and capstone papers, students will demonstrate their abilities to 1) find problems and questions in the artifacts that they are discussing 2) compose thesis statements that make defensible claims that address the problems and questions in the artifact; 3) Compose a well-ordered argument that logically develops the ideas in the thesis statement; and 4) Introduce specific supporting evidence through well-integrated quotes in carefully-crafted paragraphs				Y		Y			2	1	1	0	1	1	0	0	0	1	Planned - We continue to developing internships so that every Russian major can have an internship experience, in Russia or locally. Internship have become a substantial part of our curriculum. We have changed our program requirements to allow an internship as a recommended option to fulfill a major requirement. We are working with On Campus Internships to provide experiences for our students who can't work with ANE in Moscow. We added a new internship option in Riga, Latvia as well as Central Europe.	1	0	2. Written Assignments and Research Papers	Y	2	1	50	4

Humanities	German and Russian	German Teaching BA	When confronted with new concepts and/or artifacts, students will demonstrate a level-appropriate capacity to do the following: 1) test and question the soundness of ideas; 2) apply theoretical concepts in their analysis; 3) recognize ethical problems and global implications; 4) explore the multivalent nature of the object of their analysis; and 5) engage in ongoing critical discussions and negotiate between a plurality of viewpoints.				Y			Y				2	1	1	0	1	1	0	0	0	1	Planned - We continue to developing internships so that every Russian major can have an internship experience, in Russia or locally. Internship have become a substantial part of our curriculum. We have changed our program requirements to allow an internship as a recommended option to fulfill a major requirement. We are working with On Campus Internships to provide experiences for our students who can't work with ANE in Moscow. We added a new internship option in Riga, Latvia as well as Central Europe.	1	0	3. Entering the Critical Discourse	Y	2	1	50	4
Humanities	German and Russian	German Teaching BA	Students will be able to engage with and cogently discuss a variety of culturally significant German-language literary, historical, artistic, filmic and musical texts and artifacts from all major periods. They will be able to analyze and discuss these works in their various social, cultural, historical, religious, and ethical contexts.				Y			Y				2	1	1	0	1	1	0	0	0	1	Planned - We continue to developing internships so that every Russian major can have an internship experience, in Russia or locally. Internship have become a substantial part of our curriculum. We have changed our program requirements to allow an internship as a recommended option to fulfill a major requirement. We are working with On Campus Internships to provide experiences for our students who can't work with ANE in Moscow. We added a new internship option in Riga, Latvia as well as Central Europe.	1	0	4. Cultural Literacy	Y	2	1	50	4
Humanities	German and Russian	German Teaching BA	Apply second language acquisition and general learning theories to create effective language learning environments and programs at different levels.		Y								Y	2	1	1	0	0	0	0	0	0	0		0	0	5. Second Language Acquisition and Learning Theories	Y	0	0	0	4
Humanities	German and Russian	German Teaching BA	Plan and deliver instruction based upon knowledge of subject matter, students, goals, and national and state standards.				Y			Y				2	1	1	0	0	0	0	0	0	0		0	0	6. Planning and Delivering Instruction	Y	0	0	0	4
Humanities	German and Russian	German Teaching BA	Use formal and informal assessment strategies to evaluate and improve learner performance and improve language instruction at different levels				Y			Y				2	1	1	0	0	0	0	0	0	0		0	0	7. Assessment	Y	0	0	0	4
Humanities	German and Russian	German Teaching BA	Maintain professional standards by self-reflection and improvement, professional development, and development of productive relationships with colleagues, the profession, and the community.			Y						Y		2	1	1	0	0	0	0	0	0	0		0	0	8. Professionalism and Self-Reflection	Y	0	0	0	4
Humanities	German and Russian	German Studies BA	At the end of each of these courses, most students will demonstrate German language proficiency according to the 2012 ACTFL Proficiency Guidelines as follows: 101: Novice High 102: Intermediate Low 201: Intermediate Low/Intermediate Mid 202: Intermediate Mid 301: Intermediate High 302: Intermediate High/Advanced Low 303: Advanced Low Other upper-division courses will variously contribute to Advanced-level written and oral communication.				Y			Y				2	2	2	0	5	5	0	0	0	3	Planned - This year there were a couple unrelated complaints from high-performing students that there is not enough opportunity to improve German writing in our upper division courses (after 303 and 300). This makes a lot of sense, since we don't require or even invite German writing in any of these courses. There may be some small exceptions, but generally writing comes to a standstill. At our assessment day in March 2019 we talked about this, and will revisit it in the fall. The section agreed that we need to at least invite/welcome students to write in German, and perhaps require or at least incentivize it more. We discussed the need for these changes to make their way into our syllabi. That will be something to report on UPDATE MAY 2020. I know anecdotally that there have been a few changes made to welcome and encourage more writing in German in the post-303 courses, but we still need to work on this as a group. We would have addressed it at your assessment day retreat, but all that was canceled because of the pandemic. Taken - Section head will work with CLS to get this going for Vienna 2018. Follow-up: we did the pre and post for Vienna 2018, and will continue to do so. 2019 follow-up: I don't know that Cindy has put any thought into pre- and post OPIcs for her fall program, so we need to make sure this happens. It isn't a habit yet. 2020 UPDATE: The 2020 study abroad was canceled because of the pandemic, so this still isn't a habit. Tune in next year. Taken - Begin printing this stuff out and presenting it regularly (perhaps once a year) at an assessment day. UPDATE 2018: We looked at this at the college assessalot, but haven't implemented the stuff we drafted. Honestly, I'm not sure what the timetable is here. A lot of things are changing right now with college surveys, so I'm sort of sitting and waiting. UPDATE 2019: The college is now working on portfolio software, so this is still in flux. As far as exit surveys are concerned, we are just using what Tony has created, which feeds into Tableau. This is all developing, so I don't know how to judge it yet. UPDATE 2020: Still the same.	2	1	1. German Language Proficiency	Y	8	5	63	4
Humanities	German and Russian	German Studies BA	In written assignments, students will analyze and engage with concepts or German-language artifacts in a coherent, thoughtful manner appropriate to their course level. In research papers and capstone papers, students will demonstrate their abilities to 1) find problems and questions in the artifacts that they are discussing 2) compose thesis statements that make defensible claims that address the problems and questions in the artifact; 3) Compose a well-ordered argument that logically develops the ideas in the thesis statement; 4) Introduce specific supporting evidence through well-integrated quotes in carefully-crafted paragraphs.						Y	Y				2	2	2	0	1	1	0	0	0	1	Taken - Begin printing this stuff out and presenting it regularly (perhaps once a year) at an assessment day. UPDATE 2018: We looked at this at the college assessalot, but haven't implemented the stuff we drafted. Honestly, I'm not sure what the timetable is here. A lot of things are changing right now with college surveys, so I'm sort of sitting and waiting. UPDATE 2019: The college is now working on portfolio software, so this is still in flux. As far as exit surveys are concerned, we are just using what Tony has created, which feeds into Tableau. This is all developing, so I don't know how to judge it yet. UPDATE 2020: Still the same.	1	0	2. Written Assignments and Research Papers	Y	2	1	50	4
Humanities	German and Russian	German Studies BA	When confronted with new concepts and/or artifacts, students will demonstrate a level-appropriate capacity to do the following: 1) Test and question the soundness of ideas; 2) Apply difficult theoretical concepts in their analysis; 3) Recognize ethical problems and global implications; 4) explore the multivalent nature of the object of their analysis 5) engage in ongoing critical discussions and negotiate between a plurality of viewpoints.				Y			Y				2	2	2	0	1	1	0	0	0	0		0	0	3. Entering the Critical Discourse	Y	1	1	100	4
Humanities	German and Russian	German Studies BA	Students will be able to engage with and cogently discuss a variety of culturally significant German-language literary, historical, artistic, filmic and musical texts and artifacts from all major periods. They will be able to analyze and discuss these works in their various social, cultural, historical and religious/ethical contexts.						Y	Y				2	2	1	1	1	1	0	0	0	0		0	0	4. Cultural Literacy	Y	1	1	100	4
Humanities	German and Russian	German Studies BA	Students will be able to reflect upon their own learning, language skills, writing, critical skills, etc. Students will be able to formulate for themselves the value of the time and effort that they have spent studing the German language and culture. Students will also be able to explain the experiences from their major in a way that will be recognized and understood by future employers and other members of the non-academic community.		Y					Y				2	1	1	0	1	1	0	0	0	1	Taken - Begin printing this stuff out and presenting it regularly (perhaps once a year) at an assessment day. UPDATE 2018: We looked at this at the college assessalot, but haven't implemented the stuff we drafted. Honestly, I'm not sure what the timetable is here. A lot of things are changing right now with college surveys, so I'm sort of sitting and waiting. UPDATE 2019: The college is now working on portfolio software, so this is still in flux. As far as exit surveys are concerned, we are just using what Tony has created, which feeds into Tableau. This is all developing, so I don't know how to judge it yet. UPDATE 2020: Still the same.	1	0	5. Self Reflection	Y	2	1	50	4

Humanities	German and Russian	Linguistics BA	At the end of each of these courses, students will demonstrate German language proficiency according to the 2012 ACTFL Proficiency Guidelines as follows: 101: Novice High; 102 Intermediate Low (Some higher) 201: Intermediate Low/ Intermediate Mid; 202: Intermediate Mid (Some higher) 301: Intermediate High; 302 Intermediate High/Advanced Low; 303: Advanced Low (Some higher) 400R: When preparing for graduation, students will complete the ACTFL Proficiency tests, including OPI (oral), WPT (written) and reading. The minimum aspiration is for Advanced Low across all these tests upon graduation.				Y			Y				2	2	1	1	4	4	0	0	0	7	Taken - Continue proficiency-based assignments and feedback in German 344 (Phonetics) and German 460 (Structure of German). German 460: a 2 week unit on proficiency continues to be done; students learn what proficiency is and what the OPI structure is so students understand expectations and how to work on areas of deficiency German 497 (Senior Seminar) in Fall 2019 had as its focus proficiency. The impact on language acq was substantial and revised for German language students in Fall 2019 to incorporate more German-language activities in class. The culminating project was a current events panel on climate change, in which individual presentations were organised around the Superior-level triple punch of functions and required the implementation of transition words from a German-language textbook for highly proficient learners. Although linguistics courses are not language courses, and some courses, e.g., the senior seminar, are taught in English, the language of research by German scholars, students have been completing proficiency based assignments most weeks to not only practice their language skills, but to practice them in terms of proficiency-based tasks, e.g., descriptions, narration, and conjecture/opinions. When students give oral presentations in German 344, not only did they receive feedback about their pronunciation and grammar as in the past, but this is done with the help of an OPI feedback rubric Students get feedback about their grammar, the level of discourse (sentence, emerging paragraph, full paragraph, multiple paragraph), quality of response (quality of description, narration, etc.) with an eye to helping them understand how their presentations would be scored in an OPI to raise awareness of how OPIs assess their German proficiency, i.e., not only in terms of grammaticality but their ability to use the language for intellectual and cognitive purposes Weekly proficiency and pronunciation assignments were introduced asking students to respond to 1 simple prompt in 2-3 sentences (no more than 30 seconds). They received feedback using Extempore. When students put all their responses from the several weeks together, they had a full presentation prepared with feedback to improve their weekly responses. For students who took advantage of this approach, their presentations improved in quality! Taken - In German 460, we will continue using a German language textbook. Discussions	7	0	1. German Language Proficiency	Y	11	4	36	4
Humanities	German and Russian	Linguistics BA	In written assignments, students will analyze and engage with concepts or German-language artifacts in a coherent, thoughtful manner appropriate to their course level. In research papers and capstone papers, students will demonstrate their abilities to 1) find problems and questions in the artifacts that they are discussing 2) compose thesis statements that make defensible claims that address the problems and questions in the artifact; 3) Compose a well-ordered argument that logically develops the ideas in the thesis statement; 4) Introduce specific supporting evidence through well-integrated quotes in carefully-crafted paragraphs.				Y			Y				2	2	1	1	2	2	0	0	0	4	Taken - Students now receive a grade for their capstone paper which counts towards their GPA. Students appear more motivated to take feedback and improve the quality of their work; An organisational activity using sticky notes on which students wrote the themes, points, etc. based on their research led to a higher level of success as students attempted to organise their writing and research. This continues to be popular with students and has helped even the most anxious students progress. Students, however, who procrastinate their research start do not benefit from theis approach. Spreading the paperwriting over half the semester has helped reduced stress while increasing the quality of work in terms of content, citations, and structure. Thesis statements are workshopped and this is helping students better focus their papers. Taken - After a bad case of plagiarism arose from one linguistics major in the winter 2017 semester, 2 additional foci have been used and to much success: an explicit discussion of plagiarism and academic honesty to help students understand why this behaviour is unacceptable, and more practice in incorporating ideas into papers using citations, paraphrasing (all with citations), etc. Taken - Keep making paper writing a priority, guiding students through the process through the semester, even in seminars. In short, keep doing what we're doing. It's working. Taken - Continue hands on instruction in class rather than assuming that students already have the skills to write well.	4	0	2. Written Assignments and Research Papers	Y	6	2	33	4
Humanities	German and Russian	Linguistics BA	Describe and explain the critical changes and influences that shaped the history of the German language.						Y	Y				2	2	1	1	2	2	0	0	0	4	Planned - Revamp some of the assignments, assessments and readings to hold students to better learn the material rather than thinking they know the material. In other words increase incentivisation for learning the material and feedback regarding whether that learninng has taken place. This will draw more heavily on completing the end of "chapter" timeline assignments as a central review assignment. Increase quizes and feedback, especially unit reviews of material Taken - Addition of presentations on linguists who made our study possible has made our discussions more real by humanising the endeavour of studying these languages. Real people who had real lives discovered patterns. It helps them see that this knowledge isn't just in a vacuum! Planned - The senior seminar on Gothic will help tie in some of the subsequent history of German and will reinforce concepts that explain how we got from Indo-European to early Germanic and on to German. Taken - Do more rigourous spot checks using the end of chapter timeline assignment to monitor their confidence in certain areas so that students know where to make improvements. Either create a quiz in class or online or some other activity to help students see where their difficulties are.	2	2	3. German Language History	Y	6	2	33	4
Humanities	German and Russian	Linguistics BA	Describe the basic principles underlying the linguistic structure (e.g., word structure, sound system and sentence structure) of German and be able to recognize how this knowledge can help them increase their own receptive understanding and creativity with the German language.			Y				Y				2	2	2	0	2	2	0	0	0	3	Taken - Update course by bringing in more dialect and varieties of German to apply the theoretical discussions there and not just to Standard German using the Max Kade Institute's online resource for dialect varieties spoken in the US once it is ready for use! Increase proficiency-driven themes to our discussions so students can connect what we are doing in class with how it can help them in their proficiency practice. Taken - The students who participated in German 497 were also in German 460. So we were also able to carry over and apply some of the principles from 460 into 497. Taken - Focus more on helping students understand the importance of transitions grammatically and in terms of their ability to provide a cogent response at the higher levels of proficiency. This has led to improved complexity for proficiency. It is also being incorporated into our weekly proficiency and pronunciation assignments which serve as a preparation for presentations.	3	0	4. German Linguistic Structures	Y	5	2	40	4
Humanities	German and Russian	Linguistics BA	Read and summarize sophisticated texts, including but not limited to journal articles, on topics in linguistics and second language acquisition (including pedagogy). Students should be able to evaluate the content, limitations and argumentation of these texts.					Y		Y				2	2	1	1	2	2	0	0	0	2	Taken - The article summary sheets seem to help students remain focused as do the reading questions, however, students continue to look for repetition of words found in the questions rather than the ideas themselves. Continued use of these materials is currently planned. A longer term solution to help students be successful without the scaffolding, including being motivated to do "hard" things is still being sought. In short, reading comprehension skills need to be improved in English as well as German. This is a 21st Century skill that cannot be overlooked. Classroom discussions and student presentations of articles will also help students focus on at least one article in more depth. Taken - Continue using the article summary sheets and encourage students to come in for office hours before presentations on articles earlier especially for those who are not linguistics majors who may not be as motivated to grapple with the challenge. Do not assume that students are able to deal with the difficult texts because they have completed directed reading questions. Answers are not always accurate. For reacing questions for 450, for instance, divvy up the reading questions and have students present the answers for their specific questions. This will help students do a deep dive for part of the reading thereby encouraging them to read more closely at least part of the text rather than none of it which is often the case.	2	0	5. Reading and Evaluating Sophisticated Texts	Y	4	2	50	4
Humanities	German and Russian	Linguistics BA	Students will be able to reflect upon their own learning, language skills, writing, critical skills, etc. Students will be able to formulate for themselves the value of the time and effort that they have spent studying the German language and culture. Students will also be able to explain the experiences from their major in a way that will be recognized and understood by future employers and other members of the non-academic community.			Y				Y				2	1	0	1	1	1	0	0	0	1	Taken - Continue using the article summary sheets and encourage students to come in for office hours before presentations on articles earlier especially for those who are not linguistics majors who may not be as motivated to grapple with the challenge. Do not assume that students are able to deal with the difficult texts because they have completed directed reading questions. Answers are not always accurate. For reacing questions for 450, for instance, divvy up the reading questions and have students present the answers for their specific questions. This will help students do a deep dive for part of the reading thereby encouraging them to read more closely at least part of the text rather than none of it which is often the case.	1	0	6. Self-Reflection	Y	2	1	50	4

Humanities	German and Russian	Linguistics BA	Students will apply their learning in given classes to create projects that help contribute to the enrichment of others outside of those classes. They will move their research beyond the culmination of a final product submitted for a grade, bringing their work into the community and public domain, including helping projects outside the classroom in concrete ways, e.g., developing materials for an online lexicon project, creating enrichment materials and activities for K-16 German classes, creating posters and papers for conferences, being able to help other students in their learning and resarch. As a result, students will be able to articulate how their learning can be applied in real life and can be extended outside of the classroom and ultimately that their learning has and should have community impact.					Y				Y	2	1	1	0	1	1	0	0	0	1	Taken - Continue using the article summary sheets and encourage students to come in for office hours before presentations on articles earlier especially for those who are not linguistics majors who may not be as motivated to grapple with the challenge. Do not assume that students are able to deal with the difficult texts because they have completed directed reading questions. Answers are not always accurate. For reacing questions for 450, for instance, divvy up the reading questions and have students present the answers for their specific questions. This will help students do a deep dive for part of the reading thereby encouraging them to read more closely at least part of the text rather than none of it which is often the case.	1	0	7. Community-Based Learning and Engagement	Y	2	1	50	4
Humanities	German and Russian	Literature, Film, Culture BA	At the end of each of these courses, most students will demonstrate German language proficiency according to the 2012 ACTFL Proficiency Guidelines as follows: 101: Novice High 102: Intermediate Low 201: Intermediate Low/Intermediate Mid 202: Intermediate Mid 301: Intermediate High 302: Intermediate High/Advanced Low 303: Advanced Low Other upper-division courses will variously contribute to Advanced-level written and oral communication.				Y		Y				2	1	1	0	0	0	0	0	0	0		0	0	1. German Language Proficiency	Y	0	0	0	4
Humanities	German and Russian	Literature, Film, Culture BA	In written assignments, students will analyze and engage with concepts or German-language artifacts in a coherent, thoughtful manner appropriate to their course level. In research papers and capstone papers, students will demonstrate their abilities to 1) find problems and questions in the artifacts that they are discussing 2) compose thesis statements that make defensible claims that address the problems and questions in the artifact 3) Compose a well-ordered argument that logically develops the ideas in the thesis statement 4) Introduce specific supporting evidence through well-integrated quotes in carefully-crafted paragraphs.					Y	Y				2	1	1	0	0	0	0	0	0	0		0	0	2. Written Assignments and Research Papers	Y	0	0	0	4
Humanities	German and Russian	Literature, Film, Culture BA	When confronted with new concepts and/or artifacts, students will demonstrate a level-appropriate capacity to do the following: 1) Test and question the soundness of ideas; 2) Apply difficult theoretical concepts in their analysis; 3) Recognize ethical problems and global implications; 4) explore the multivalent nature of the object of their analysis 5) engage in ongoing critical discussions and negotiate between a plurality of viewpoints.	Y								Y	2	1	1	0	0	0	0	0	0	0		0	0	3. Entering the Critical Discourse	Y	0	0	0	4
Humanities	German and Russian	Literature, Film, Culture BA	Students will be able to engage with and cogently discuss a variety of culturally significant German-language literary, historical, artistic, filmic and musical texts and artifacts from all major periods. They will be able to analyze and discuss these works in their various social, cultural, historical and religious/ethical contexts.				Y		Y				2	1	1	0	0	0	0	0	0	0		0	0	4. Cultural Literacy	Y	0	0	0	4
Humanities	German and Russian	Literature, Film, Culture BA	Students will be able to reflect upon their own learning, language skills, writing, critical skills, etc. Students will be able to formulate for themselves the value of the time and effort that they have spent studying the German language and culture. Students will also be able to explain the experiences from their major in a way that will be recognized and understood by future employers and other members of the non-academic community.	Y					Y				2	1	1	0	0	0	0	0	0	0		0	0	5. Self-Reflection	Y	0	0	0	4
Humanities	Language Studies	Second Language Teaching MA	Summarize and evaluate major theories, historical trends, and published research regarding second language teaching methodology and approaches.				Y		Y				2	1	1	0	1	0	1	0	0	1	Taken - Continue using the article summary sheets and encourage students to come in for office hours before presentations on articles earlier especially for those who are not linguistics majors who may not be as motivated to grapple with the challenge. Do not assume that students are able to deal with the difficult texts because they have completed directed reading questions. Answers are not always accurate. For reacing questions for 450, for instance, divvy up the reading questions and have students present the answers for their specific questions. This will help students do a deep dive for part of the reading thereby encouraging them to read more closely at least part of the text rather than none of it which is often the case.	1	0	Understand theory and research	Y	2	1	50	4
Humanities	Language Studies	Second Language Teaching MA	Explain and apply principles, practices, and appropriate technology for effectively teaching, planning, and assessing second language and culture learning.			Y					Y		2	1	1	0	1	0	1	0	0	1	Taken - Continue using the article summary sheets and encourage students to come in for office hours before presentations on articles earlier especially for those who are not linguistics majors who may not be as motivated to grapple with the challenge. Do not assume that students are able to deal with the difficult texts because they have completed directed reading questions. Answers are not always accurate. For reacing questions for 450, for instance, divvy up the reading questions and have students present the answers for their specific questions. This will help students do a deep dive for part of the reading thereby encouraging them to read more closely at least part of the text rather than none of it which is often the case.	1	0	Apply best teaching practices	Y	2	1	50	4
Humanities	Language Studies	Second Language Teaching MA	Identify and explain patterns of the target language and culture as a system and how it is linked to the culture.					Y	Y				2	1	1	0	1	0	1	0	0	1	Taken - Continue using the article summary sheets and encourage students to come in for office hours before presentations on articles earlier especially for those who are not linguistics majors who may not be as motivated to grapple with the challenge. Do not assume that students are able to deal with the difficult texts because they have completed directed reading questions. Answers are not always accurate. For reacing questions for 450, for instance, divvy up the reading questions and have students present the answers for their specific questions. This will help students do a deep dive for part of the reading thereby encouraging them to read more closely at least part of the text rather than none of it which is often the case.	1	0	Analyze language and culture	Y	2	1	50	4
Humanities	Language Studies	Second Language Teaching MA	Evaluate and design second language research studies, collect and analyze data, and report the findings.					Y			Y		2	1	0	1	1	1	0	0	0	1	Taken - Continue using the article summary sheets and encourage students to come in for office hours before presentations on articles earlier especially for those who are not linguistics majors who may not be as motivated to grapple with the challenge. Do not assume that students are able to deal with the difficult texts because they have completed directed reading questions. Answers are not always accurate. For reacing questions for 450, for instance, divvy up the reading questions and have students present the answers for their specific questions. This will help students do a deep dive for part of the reading thereby encouraging them to read more closely at least part of the text rather than none of it which is often the case.	0	1	Conduct research	Y	2	1	50	4

Humanities	Language Studies	Dual-Language Immersion K-12 Teaching MIN	Articulate theoretical principles and research findings about dual language education, including research about best teaching and program organizational practices.			Y				Y				2	1	1	0	1	1	0	0	0	1	Taken - Continue using the article summary sheets and encourage students to come in for office hours before presentations on articles earlier especially for those who are not linguistics majors who may not be as motivated to grapple with the challenge. Do not assume that students are able to deal with the difficult texts because they have completed directed reading questions. Answers are not always accurate. For reacing questions for 450, for instance, divvy up the reading questions and have students present the answers for their specific questions. This will help students do a deep dive for part of the reading thereby encouraging them to read more closely at least part of the text rather than none of it which is often the case.	1	0	DLI Principles and Research Findings	Y	2	1	50	3
Humanities	Language Studies	Dual-Language Immersion K-12 Teaching MIN	Create lessons that include objectives in content and language that correspond to subject/curriculum guidelines and student proficiency levels. Create, select, and modify curriculum and materials for use in immersion programs.				Y			Y				2	2	2	0	2	1	1	0	0	2	Taken - Students consistently pass the Flang 301 and 301 course and typically earn high grades on their final unit plans. Taken - Students created lesson plans and unit plans are evaluated using detailed rubrics. Students continue to create well-designed and pedagogicaly sound materials.	2	0	Planning and Curriculum	Y	4	2	50	3
Humanities	Language Studies	Dual-Language Immersion K-12 Teaching MIN	Manage the classroom in the immersion language, making input comprehensible and sustaining a clear and consistent separation of languages. Scaffold activities to provide opportunities for student output in the immersion language and elicit specific language functions and forms.			Y				Y				2	2	1	1	2	1	0	1	0	2	Taken - Students continue to do well on their field experience practicum and student teaching evaluations. Planned - In the coming year 2021-22, a survey will be administered to all students who complete their student teaching to gain more information about how the program can improve in order to meet their needs.	1	1	Classroom Management	Y	4	2	50	3
Humanities	Language Studies	Dual-Language Immersion K-12 Teaching MIN	Implement content (literacy, math, science, social-studies, culture, etc.) and language instruction that demonstrates core immersion education teaching strategies and follows a gradual release from guided to independent practice that is then appropriately evaluated in a variety of ways.				Y			Y				2	2	1	1	2	1	0	1	0	2	Taken - Students continue to do very well in their field experience placements and pass with flying colors when rated by university supervisors and K-12 public school teachers. Planned - In the coming year 2021-22, a survey will be administered to all students who complete their student teaching to gain more information about how the program can improve in order to meet their needs.	1	1	Instruction	Y	4	2	50	3
Humanities	Language Studies	Translation and Localization MIN	Students will demonstrate the language, linguistic, and technical skills needed to effectively translate facts, concepts, and feelings from one language to another.				Y	Y						2	2	1	1	2	0	2	0	0	4	Taken - We have appointed one of our experienced adjunct faculty to train new instructors, assist them in the development of their course syllabi and the use in the classroom of computer-assisted translation tools available in the College of Humanities or the Center for Language Studies. Classroom observations were conducted each semester in 2020-21 by the T&L faculty coordinator to assess instructional quality and teaching effectiveness. We have added FREN 414 (Introduction to Translation) as one one of the options (Option 2.1) of the T&L program curriculum. CHIN 327 (Chinese Translation & Interpretation) will also be taught in the near future. Planned - We will encourage T&L adjunct faculty to use the new Learning Suite function to link Learning Outcomes to assignments in their respective courses. It will help round up our current assessment and make it easier to copy future courses with the links in place. We will form a better relationship with the Computer Science and Information Science faculty to involve their students. We will continue to streamline the T&L program by removing from the curriculum electives such as DIGHT 250 (Web Publishing) and DIGHT 260 (Tools for Text Processing and Analysis). We also intend to reduce the number of substitutions students can seek for the core program requirements. Taken - We held in-service sessions during 2020-21 to review policies and procedures of the Center for Language Studies, exchange ideas on best teaching practices and the development of T&L course syllabi, and discuss how to measure our course learning outcomes through Learning Suite. Planned - We are planning to remove DIGHT 270 from the T&L curriculum and replace it with a PLANG course offering an introduction to the language industry which provides translation and localization services.	2	2	Development of linguistic and technical skills	Y	6	2	33	4
Humanities	Language Studies	Translation and Localization MIN	Students will be able to tailor translation/localization projects according to each project's text type, audience, and purpose.			Y	Y							2	1	1	0	1	0	0	1	0	1	Planned - We are planning to remove DIGHT 270 from the T&L curriculum and replace it with a PLANG course offering an introduction to the language industry which provides translation and localization services.	1	0	Management and implementation of translation/localization projects	Y	2	1	50	3
Humanities	Linguistics	Editing MIN	Optimize clarity and effectiveness of sentences, paragraphs, and longer texts by applying principles of effective usage, style, and organization to real-world examples of draft text.				Y			Y				2	1	1	0	2	0	0	0	0	2	Planned - We're trying out a new version of 350 in fall semester that implements the proposed changes. Taken - We have developed video and online materials (including a web-based enrollment process) explaining the relationship between linguistics and editing. We will continue developing these materials over the coming year.	1	1	Copyediting and Substantive Editing	Y	4	2	50	4
Humanities	Linguistics	Editing MIN	Analyze the structure and use of the English language to identify appropriate usage and style in specific contexts and assess the effectiveness of traditional usage rules and style guidelines.				Y			Y				2	1	1	0	2	0	0	0	0	2	Taken - We will continue promoting an awareness among students of how linguistic concepts apply to editing tasks. Taken - We will be consulting with ELANG and LING faculty about how their course content can best meeting editing student needs.	2	0	English Language Use and Structure	Y	4	2	50	3
Humanities	Linguistics	Editing MIN	Demonstrate specialized skills and the perspective required by at least one specific editing genre (such as magazine publishing, technical communication, book publishing, scholarly publishing, or freelance publishing.							Y	Y			2	1	1	0	1	0	0	0	0	1	Taken - We will be consulting with ELANG and LING faculty about how their course content can best meeting editing student needs.	0	1	Specialized Editing	Y	2	1	50	4
Humanities	Linguistics	Editing MIN	Use tools and processes that are part of the publishing business, such as software for, methods of, and ethical procedures relating to graphic design, printing technology, and income and expense management, and understand how these tools, methods, and ethical procedures have evolved over the history of publishing.							Y		Y		2	1	1	0	1	0	0	0	0	1	Taken - We will be consulting with ELANG and LING faculty about how their course content can best meeting editing student needs.	1	0	Publishing Industry and Processes	Y	2	1	50	4
Humanities	Linguistics	T E S O L MIN	Students will demonstrate a foundational knowledge of the English language systems of phonology, morphology, grammar, semantics, and pragmatics and how these systems are integral to the language learning competencies of listening, speaking, reading, writing, vocabulary, pronunciation, and grammar.				Y			Y				2	2	1	1	2	2	0	0	0	4	Taken - TESOL faculty conducted three program Assessment meetings this academic year: connections between course assignments and program learning outcomes were discussed. Alignment tables were updated. Taken - The Minor continues to be assessed through identifying a CIF three times a year (one in Dec., May, and Aug.). Taken - The coordinator of ELang 478 has worked closely with the faculty member teaching ELang 477 to establish written guidelines for these two classes so all students taking 477 are aware of the requirements, schedule, and learning activities in 478. Taken - 1. Made syllabi in 375, 376, 477, 478 available to all TESOL Minor teachers in advance of their teaching a Minor course so they are aware of those course requirements. 2. Created one paid internship position at the ELC to help with Ling 478 related tasks. 3. Student teachers completing the ELang 478 practicum receive performance feedback from their supervising teacher and the course coordinator.	4	0	English Language Fundamentals	Y	6	2	33	4
Humanities	Linguistics	T E S O L MIN	With a foundational knowledge of the English language systems and language learning competences, students will demonstrate fundamental competence in lesson planning, teaching strategies, and language testing when teaching English as a second or foreign language.			Y				Y				2	2	1	1	2	2	0	0	0	4	Planned - With the advent of COVID-19, all instruction at BYU's English Language Center (ELC) has transitioned to online instruction. The TESOL minor faculty plan to review the skills classes (ELang 375 & 376) as well as the course and lesson planning class (ELang 477) to include additional guidance and instruction connected to online ESL instruction.) Taken - Instructional competence has been enhanced by having students in 478 engage in mentored and solo teaching, tutoring of students, providing writing assessments for their ESL students, grading student performance, and producing weekly teaching reflections. Planned - Continue annual SCOT focus group and other indirect measures over the next year. Planned - Linguistics faculty teaching a TESOL minor course would like to gather survey data that informs the program about why students are chosing the TESOL minor and certificate programs. This survey is in the development stage and will be implemented in 2022. Increaded use of social media is planned to better inform Linguistics, ELang, Editing majors as well as majors in other departments about the benefits of completing a TESOL minor and certificate. Videos of TESOL minor students will be gathered with them talking about their experiences in the minor.	1	3	Instructional Competence	Y	6	2	33	4

Humanities	Linguistics	Linguistics BA	Demonstrate knowledge of language structure, analytical techniques of linguistics, and linguistic theory in core and applied areas of linguistics. During our April 2021 meeting we determined that this program outcome is being largely met by students at a level of good.						Y	Y			2	3	2	1	2	0	0	0	0	3	Planned - We will revisit the 201 course sometime 2019-2021 after additional faculty members have taught the course. We will compare exam results and other products across the various sections. Taken - We had extensive discussion of the Ling 201, 210, 220, 230 sequence in the 2018-2019 academic year to determine how linguistic structure is taught and discussed in these courses. We collected several products from Ling 201 and discussed possible variation in the nature of the 201 course. We determined that skills related to this outcome could be taught in a variety of ways, but that some common preparation was necessary. This shared common preparation was documented and shared among instructors. LING BA Assessment Meeting, April 15, 2021 Agenda: LING BA Language Requirement: (Boldfaced sentences need clarification) Complete university course work (or the equivalent) to a 200-level or higher in any single foreign language including American Sign Language. (This requirement varies for Spanish. See the Humanities College Advisement Center.) The language for this requirement may be the same language used to satisfy the GE Foreign Language option, but note that the GE foreign language option may require more coursework than this requirement for the Linguistics major. For non-native speakers of English, the university TOEFL requirement satisfies this requirement for the Linguistics major. Students intending to pursue graduate studies in linguistics are strongly encouraged to study a non-Indo-European language. Our options (synopsized from Don's summary email to me) A.Leave it like it is and tell the computer people not to enforce this requirement. B. Specify the course number that would meet this requirement. The safest would be to say Spanish 106, which is kind of the equivalent to 201 in other languages . (Option B was the winning solution) C. Make our requirement the same as the university GE foreign language requirement, which would let us off the hook of having to track it. 2. Decide on a Course in Focus for our next meeting. LING 240 (Joey, Brett, Jeff, Earl. Dave) 3.2019 Recent Graduates Survey, some unsolicted feedback about our program/career expectations 498 as a requirement? Don will ask Matt Baker to check into the Business school practices for hiring their grads 4.	2	1	Language Structure	Y	5	2	40	3
Humanities	Linguistics	Linguistics BA	Be able to produce linguistic artifacts (e.g. analyses of grammars, grammatical subsystems, lexicons, computer programs, building corpora with digital tools, experiments) that draw on knowledge of core and applied areas of linguistics and linguistic theories. During our April 2021 meeting, we detremined that this outcome needs improving,		Y					Y			2	2	1	1	1	0	0	0	0	1	Taken - We limited the number of times an internship could be counted as an elective to one (unless otherwise approved by advisor) and began more careful screening of internships because evaluation of internships showed that students may not be developing their understanding of linguistics and linguistic applications through every internship experience. This was based on the fact that we felt additional coursework and more careful control of internship would strengthen accomplishment of this outcome. Another action taken during our December 2019 meeting, was to decide that our core course, including our Linguistics 201, which is an introduction to the field, are not substitutable with courses from other universities. Wevreached this decision by carefully considering how our department's approach to the study of language is unique. Specifically, we concluded that our focus on data and its analysis is a key feature of our approach. We also decided that a limited set of courses from other departments within BYU, could count as acceptable electives for our requirement 7, provided that their content was sufficiently linguistic in focus.	0	1	Linguistic Artifacts	Y	2	1	50	2
Humanities	Linguistics	Linguistics BA	Be able to effectively communicate findings of linguistic analyses or research in writing and speaking. During our April 2021 meeting we determined that this outcome needs improvements.			Y					Y		2	2	1	1	1	0	0	0	0	1	Taken - We limited the number of times an internship could be counted as an elective to one (unless otherwise approved by advisor) and began more careful screening of internships because evaluation of internships showed that students may not be developing their understanding of linguistics and linguistic applications through every internship experience. This was based on the fact that we felt additional coursework and more careful control of internship would strengthen accomplishment of this outcome. Another action taken during our December 2019 meeting, was to decide that our core course, including our Linguistics 201, which is an introduction to the field, are not substitutable with courses from other universities. Wevreached this decision by carefully considering how our department's approach to the study of language is unique. Specifically, we concluded that our focus on data and its analysis is a key feature of our approach. We also decided that a limited set of courses from other departments within BYU, could count as acceptable electives for our requirement 7, provided that their content was sufficiently linguistic in focus.	0	1	Effective Communication	Y	2	1	50	2
Humanities	Linguistics	English Language BA	Identify some linguistic structures of present-day and historical varieties of the English language in terms of sounds, sound patterns, word-formation processes, grammar, and meaning.							Y			1	2	1	1	2	0	2	0	0	2	Taken - Background: As we approached the 2020-2021 year our section still needed to continue its discussions and work on revising our new major to address more effectively the needs and interests of our students. This situation had become important and timely in light of the recently implemented Editing and Publishing major in our same department. That major especially appeals to a group of students that has traditionally been a substantial constituency (likely a majority) of the ELang major. One of our considerations in developing the new major has been the strong student interest in being prepared to apply the linguistic content they are learning. Because our section is now distinct from the Editing and Publishing major, we have had to reconsider how our new major would appeal to students and yet be very distinct from the Linguistics major and the applied focus of the Editing and Publishing major. Our section had previously developed a draft of the major, but as our discussions continued, the proposed major changed greatly, and we decided to go a new direction with the major, emphasizing applied linguistics (aside from Editing and Publishing) and having students decide among various tracks within the applied linguistics major. As part of our discussions we considered again a senior survey of our students from 2019 and the NSSE student survey from 2020. As part of our ongoing efforts each year to evaluate courses we teach, particularly our core courses in our major, we resolved in August 2020 to assess our Introduction to Linguistics course that we require of all of our English Language majors. We had previously evaluated ELang 223, but it had been many years ago. In the past we had also evaluated ELang 325 (Grammar of English), 324 (History of the English Language), 326 (Semantics), 322 (Modern American Usage), 273 (Empirical Methods), 525 (Old English), 526 (Middle English), and 527 (Early Modern English). Summary of Proposed Actions in August 2020: 1) Continue to work on changes to the major. 2) Review the ELang 223 course (Introduction to Linguistics). Report of Actions Taken: 1) We met two or three times through the academic year to discuss and consider the major. Our section had previously developed a	2	0	Linguistic Structures	Y	4	2	50	3
Humanities	Linguistics	English Language BA	Carry out linguistic research using appropriate methods and approaches.			Y				Y			2	1	1	0	1	0	1	0	0	1	Taken - Proposed Action in August 2020: We intended to continue our discussion on the nature of the ELang major, which could affect the kinds of courses that were offered, as well as the name of the major. Report of Actions Taken: Our department section met two or three times during the academic year to revise and refine the proposed new major. Although we didn't revisit the specific learning outcomes, we did look again at the "major statement" and decide that its emphasis on teaching not only the structure and use of the English language, but also how such information can be effectively applied, still represents our plan for the major. As noted above, our section has agreed on a new major (see the attachment above), which will be presented to the department in the middle of August 2021 for departmental discussion and approval. As the major has developed, with its formalization of specific tracks, the proposed courses are existing ones and will thus not require additional resources within the department. We have also largely settled on a name change for the major: "English Applied Linguistics," which will probably appeal to a good number of students.	0	1	Research Methods and Approaches	Y	2	1	50	3

Humanities	Linguistics	English Language BA	Explain the general linguistic processes and social factors that influence structural change and variation within the English language.					Y	Y			2	1	1	0	1	0	1	0	0	1	Taken - Proposed Action in August 2020: We intended to continue our discussion on the nature of the ELang major, which could affect the kinds of courses that were offered, as well as the name of the major. Report of Actions Taken: Our department section met two or three times during the academic year to revise and refine the proposed new major. Although we didn't revisit the specific learning outcomes, we did look again at the "major statement" and decide that its emphasis on teaching not only the structure and use of the English language, but also how such information can be effectively applied, still represents our plan for the major. As noted above, our section has agreed on a new major (see the attachment above), which will be presented to the department in the middle of August 2021 for departmental discussion and approval. As the major has developed, with its formalization of specific tracks, the proposed courses are existing ones and will thus not require additional resources within the department. We have also largely settled on a name change for the major: "English Applied Linguistics," which will probably appeal to a good number of students.	0	1	Linguistic Processes	Y	2	1	50	3
Humanities	Linguistics	Linguistics MA	Analyze linguistic data using appropriate (linguistic) methodology. Be able to understand, interpret, analyze, and assess academic linguistic literature.				Y		Y		Y	3	3	2	1	3	0	1	0	2	4	Planned - We need to send out a random sample of MA Linguistics theses for external review. Planned - Discussed a proposal to require one of Ling 651, 652, 653, 654 in MA requirements. Decided to present proposal to faculty for input. Committee felt that having at least one of these classes will improve student analytical skills. Will enact this requirement over the next year and will gather data on the effectiveness of this decision and its influence on this specific learning outcome. Examples of data that can be discussed in follow-up meetings include course products, student surveys, and input from faculty who teach the courses. Planned - We plan to discuss in a our August 2021 assessment whether students are being served well by not having LING 601-3 as required classes anymore. Planned - We will review alumni surveys in August 2021 assessment mtg.	0	4	Analysis Skills Development	Y	7	3	43	4
Humanities	Linguistics	Linguistics MA	Demonstrate skills useful for employment or for future graduate studies (e.g. doctoral or other programs in computer science, Hispanic linguistics, applied linguistics, law, communication, marketing, etc.). Examples include: corpus analysis, computer programming, quantitative and qualitative data analysis (including statistical procedures), editing, teaching second languages, natural language processing, and translation.		Y				Y		Y	3	3	1	2	1	1	0	0	0	1	Planned - We will review alumni surveys in August 2021 assessment mtg.	0	1	Professional Preparation	Y	2	1	50	3
Humanities	Linguistics	Linguistics MA	Be able to make formal written and oral presentations on a linguistic topic.		Y	Y				Y		3	2	1	1	2	0	2	0	0	4	Planned - We will work on a system to better track student accomplishments in terms of writing and oral presentation skills. At present, we are limited by the Faculty Profile System and faculty recollections. Taken - We performed a Course in Focus assessment of LING 600 in April 2021, and several final papers were reviewed. Taken - We briefly reviewed survey data during assessment meetings and determined to increase explicit instruction on writing a thesis in Ling 604 and other courses. The revised Ling MA proposal now includes a professional development class. The proposed professional development class did not receive approval from the administration even though it was a direct result of learning outcomes assessment. Reason given was that it increased the overall required hours although not the time to graduation. Oh well! Planned - We hope help students organize themselves into writing groups.	2	2	Effective Presentation	Y	6	2	33	3
Humanities	Linguistics	T E S O L MA	In support of their teaching knowledge and skills, students will demonstrate a sophisticated understanding of the major systems of human language (phonology, morphology, lexicon, syntax, grammar, semantics, & pragmatics) and how these are integral to language learning.		Y				Y			2	2	1	1	2	1	1	0	0	2	Planned - Coordinate with the ELC to explore inclusion of language systems into teacher observations to see the extent to which students incorporate knowledge into practice. Planned - Continue with Qualtrics Survey in Ling 695.	0	2	Systems of Human Language	Y	4	2	50	3
Humanities	Linguistics	T E S O L MA	In further support of their teaching knowledge and skills, students will analyze and apply theories of second language learning and acquisition.						Y			1	2	2	0	1	1	0	0	0	2	Planned - Continue monitoring student progress through course evaluations and assessments in Ling 640. Taken - Based on further discussion in our August 2017 assessment meeting, L640 was moved to the second semester for new cohorts. L660 has remained an option for either the 1st or 3rd semesters for new cohorts.	1	1	Language Learning Theory	Y	3	1	33	3
Humanities	Linguistics	T E S O L MA	Students will analyze, perform, and communicate professional-levels of research associated with their sophisticated levels of teaching knowledge and skills, understanding of the systems of human language, and language learning theories.		Y		Y					2	1	1	0	2	2	0	0	0	2	Planned - Linguistics 620 has been revised to address these issues and the instructor will report how it went. Taken - All faculty agree that the external reviews are valuable and should be continued in the future. It was decided that research resulting in peer-reviewed publications also met this objective.	1	1	Research	Y	4	2	50	4
Humanities	Linguistics	T E S O L MA	Examine second language teaching strategies and procedures and apply accepted principles of effective lesson planning, materials development and language testing.						Y			1	5	3	2	4	0	0	0	0	6	Taken - At the admissions meeting for new cohorts (every January), student files were reviewed and will continue be reviewed to determine who is eligible to take Ling 612 during their first semester (Fall). Taken - Beginning fall semester 2018, L612 was offered in both the first and second semesters for new cohorts. SLAT 604 (testing) was cross-listed for winter semester to accommodate those students who elect to take L612 in their first semester and will therefore need to forgo taking either L631 or L660. Taken - It was agreed that the Fall and Winter rotation for Ling 612 (beginning Fall 2018) would include Mark, Grant, Dan, and Norm. The ELC will help to coordinate these efforts and an executive council member will be assigned to assist. The 612 committee (Grant, Mark, Ben, James) met to discuss how the changes will be implemented and coordinated with the ELC. Planned - Course description for 695 will be revised and 695 will be removed from courses contributing to the first two learning outcomes. Taken - A review of portfolios finalized in Ling 695 will be carried out in 2018-2019 AY assessment meetings. Planned - A review of reports from TESOL MA program SCOT reports and learning outcomes surveys will occur in the 2018-2018 AY	4	2	Teaching Knowledge and Skills	Y	10	4	40	3
Humanities	Linguistics	Editing and Publishing BA	Analyze the structure and use of language to identify appropriate usage and style in specific contexts and assess the effectiveness of traditional usage rules and style guidelines. Be able to write effectively and speak clearly to communicate language analysis and editing decisions.		Y	Y						2	1	1	0	2	0	0	0	0	2	Planned - We're meeting with ELANG and LING faculty this year to discuss how to better integrate general linguistic content into editing-specific skill sets. Planned - We willl continue to evaluate student performance moving forward.	0	2	Language Use and Structure	Y	4	2	50	3
Humanities	Linguistics	Editing and Publishing BA	Optimize clarity and effectiveness of sentences, paragraphs, and longer texts by applying principles of effective usage, style, and organization to real-world examples of draft text.						Y		Y	2	1	1	0	1	0	0	0	0	1	Planned - We willl continue to evaluate student performance moving forward.	0	1	Copyediting and Substantive Editing	Y	2	1	50	4
Humanities	Linguistics	Editing and Publishing BA	Demonstrate specialized skills and the perspective required by at least one specific editing genre (such as magazine publishing, technical communication, book publishing, scholarly publishing, or freelance publishing.			Y					Y	2	1	1	0	1	0	0	0	0	1	Planned - We willl continue to evaluate student performance moving forward.	0	0	Specialized Editing	Y	2	1	50	4
Humanities	Linguistics	Editing and Publishing BA	Use tools and processes that are part of the publishing business, such as software for, methods of, and ethical procedures relating to graphic design, printing technology, and income and expense management, and understand how these tools, methods, and ethical procedures have evolved over the history of publishing.						Y	Y		2	1	1	0	1	0	0	0	0	1	Planned - We willl continue to evaluate student performance moving forward.	0	1	Publishing Industry and Processes	Y	2	1	50	4
Humanities	Linguistics	Linguistic Computing MIN	Be proficient in the use of technical tools in support of the analysis of language, and be able to work in a team to produce and use those tools.				Y					1	1	1	0	1	0	1	0	0	1	Planned - We willl continue to evaluate student performance moving forward.	0	1	Skills	Y	2	1	50	4
Humanities	Linguistics	Linguistic Computing MIN	Effective Communication -- Effectively communicate about technical tools in writing and speaking, including documenting tools produced, describing findings of linguistic analyses and explaining tools or software used in analyses.									0	1	1	0	1	0	1	0	0	1	Planned - We willl continue to evaluate student performance moving forward.	1	0	Effective Communication	Y	2	1	50	4

Humanities	Linguistics	Linguistic Computing MIN	Artifacts -- Produce linguistic artifacts (e.g. grammars, lexicons, corpora, portfolios, computer systems, experiments) that draw on knowledge of technical tools in linguistics.										0	0	0	0	0	0	0	0	0	0		0	0	Artifacts	Y	0	0	0	3
Humanities	Linguistics	Linguistics MIN	Demonstrate foundational knowledge of language structure, analytical techniques of linguistics, and linguistic theory in core areas of linguistics.										0	1	0	0	1	0	0	0	0	1	Planned - We willl continue to evaluate student performance moving forward.	1	0	Language Structure	Y	2	1	50	3
Humanities	Philosophy	Philosophy BA	Students will be prepared for further education and employment using their philosophical skills and knowledge.						Y		Y		2	1	0	1	1	1	0	0	0	1	Planned - We willl continue to evaluate student performance moving forward.	1	0	Career Preparation	Y	2	1	50	3
Humanities	Philosophy	Philosophy BA	Students will be able to construct, symbolize, and evaluate proofs in syllogistic logic, truth-functional logic, first-order (quantificational) logic, set-theory and Peano arithmetic; and understand relevant metalogical results.		Y		Y						2	1	1	0	1	0	0	0	0	1	Planned - We willl continue to evaluate student performance moving forward.	0	1	Logic and Metalogic	Y	2	1	50	3
Humanities	Philosophy	Philosophy BA	Students will be able to use philosophical knowledge and skills to solve theoretical, practical, and ethical problems, and to integrate philosophical principles with religious and moral convictions.		Y						Y		2	1	1	0	1	0	0	0	0	1	Planned - We willl continue to evaluate student performance moving forward.	0	1	Philosophical and Ethical Applications	Y	2	1	50	3
Humanities	Philosophy	Philosophy BA	Students will be able to read and think critically about philosophical text; write clear, logically sound, and well-researched essays; and effectively discuss and present philosophical topics.		Y	Y							2	1	1	0	1	0	0	0	0	1	Planned - We willl continue to evaluate student performance moving forward.	0	1	Critical and Effective Reading, Writing, and Communicating	Y	2	1	50	3
Humanities	Philosophy	Philosophy BA	Students will be able to identify major philosophical figures, texts, and movements, and understand their historical context, their philosophical interrelations, and their importance.		Y	Y							2	1	1	0	1	0	0	0	0	1	Planned - We willl continue to evaluate student performance moving forward.	0	1	History and Value of Philosophy	Y	2	1	50	3
Humanities	Philosophy	Philosophy MIN	1. Write clear, cogent, logically sound, and well-researched essays. 2. Master and apply principles of informal logic, critical thinking, and critical reading. 3. Master university-level written and oral communication skills. Assessed 2015		Y	Y							2	1	1	0	1	0	0	0	0	1	Planned - We willl continue to evaluate student performance moving forward.	0	1	Critical and Effective Reading, Writing, and Communicating	Y	2	1	50	3
Humanities	Philosophy	Philosophy MIN	1. Construct, symbolize, and evaluate proofs in syllogistic logic, truth-functional logic, first-order (quantificational) logic, set-theory and Peano arithmetic. 2. Understand the development of logic, including metalogical results. Assessed 2015		Y		Y						2	1	1	0	1	0	0	0	0	1	Planned - We willl continue to evaluate student performance moving forward.	0	1	Logic and Metalogic	Y	2	1	50	3
Humanities	Philosophy	Philosophy MIN	1. Identify major philosophical figures and texts, their historical context, their philosophical interrelations, and their importance. 2. Identify the major areas, movements, and issues in the history of Western philosophy. Assessed 2015		Y	Y							2	1	1	0	1	0	0	0	0	1	Planned - We willl continue to evaluate student performance moving forward.	0	1	History and Value of Philosophy	Y	2	1	50	3
Humanities	Philosophy	Logic MIN	1. Construct, symbolize, and evaluate proofs in syllogistic logic, truth-functional logic, first-order (quantificational) logic, set-theory and Peano arithmetic. 2. Understand the development of logic, including metalogical results. Assessed 2015		Y		Y						2	1	1	0	1	0	0	0	0	1	Planned - We willl continue to evaluate student performance moving forward.	1	0	Logic and Metalogic	Y	2	1	50	4
Humanities	Philosophy	Theoretical and Applied Ethics MIN	1. Write clear, cogent, logically sound, and well-researched essays. 2. Master and apply principles of informal logic, critical thinking, and critical reading. 3. Master university-level written and oral communication skills.		Y	Y							2	1	1	0	1	0	0	0	0	1	Planned - We willl continue to evaluate student performance moving forward.	0	1	Critical and Effective Reading, Writing, and Communicating	Y	2	1	50	3
Humanities	Philosophy	Theoretical and Applied Ethics MIN	1. Apply philosophical knowledge and critical thinking/reading skills in writing papers and solving theoretical, practical, and ethical problems. 2. Integrate philosophical principles with religious and moral convictions.		Y						Y		2	1	1	0	1	0	0	0	0	1	Planned - We willl continue to evaluate student performance moving forward.	0	1	Philosophical and Ethical Applications	Y	2	1	50	3
Humanities	Philosophy	Theoretical and Applied Ethics MIN	1. Identify major figures and texts in moral and political philosophy, their historical context, their philosophical interrelations, and their importance. 2. Identify the major areas, movements, and issues in the history of Western moral and political philosophy.		Y	Y							2	1	1	0	1	0	0	0	0	1	Planned - We willl continue to evaluate student performance moving forward.	0	1	History and Value of Philosophy	Y	2	1	50	3
Humanities	Spanish and Portuguese	Spanish Teaching BA	Demonstrate the dispositions found within the five commitments of the BYU-PSP vision statement.						Y			Y	2	1	0	1	0	0	0	0	0	0		0	0	Five Commitments	Y	0	0	0	3
Humanities	Spanish and Portuguese	Spanish Teaching BA	Students will identify cultural practices (e.g., customs and traditions) and cultural products (e.g., literatures, arts, institutions, and individuals) from the Spanish-speaking world, place them in their historical, political, and social contexts, and interpret the unique perspectives on human experience that they reveal.					Y	Y				2	1	1	0	0	0	0	0	0	0		0	0	Cultural Competence	Y	0	0	0	3
Humanities	Spanish and Portuguese	Spanish Teaching BA	Students will speak, listen, read, and write Spanish at the ACTFL Advanced Low level or better.			Y			Y				2	5	5	0	4	3	1	0	0	2	Taken - In previous years, we found that Spanish Teaching Majors were weak in writing. We restructured our program to require that they take a writing class (Span 322 or Span 323) and the ACTFL Writing Proficiency Test (WPT). Since we have made those changes, more of our Spanish Teaching Majors have reached the Advanced Low level in writing. Taken - We are addressing the issue of the content knowledge of our teaching majors through improvements to our Spanish curriculum, including recently-revised course outcomes for Span 321 and 322, as well as a department-wide discussion of the role of culture in our curriculum that was initiated in Fall 2015.	2	0	Language Competence	Y	6	4	67	4
Humanities	Spanish and Portuguese	Spanish Teaching BA	Students will analyze language, literary texts, and other cultural products and practices using sound thinking and clear expression.			Y							1	1	1	0	0	0	0	0	0	0		0	0	Critical Thinking and Expression	Y	0	0	0	3
Humanities	Spanish and Portuguese	Spanish Teaching BA	Meet the Utah Effective Teaching Standards (UETS) at the basic competence level, including the ability to: Create a classroom environment that is conducive to learning, plan effective standards-based lessons, teach with a variety of instructional strategies suited to the needs of their students, and assess their students' learning.						Y			Y	2	2	2	0	2	1	1	0	0	0		0	0	Utah Effective Teaching Standards	Y	2	2	100	4
Humanities	Spanish and Portuguese	Spanish Translation BA	Students will analyze language, literary texts, and other cultural products and practices using sound thinking and clear expression.			Y			Y				2	1	1	0	0	0	0	0	0	0		0	0	Critical Thinking and Expression	Y	0	0	0	3

Humanities	Spanish and Portuguese	Spanish Translation BA	Demonstrate professional translation skills by: (1) properly applying translation competence components (including linguistic, extralinguistic, transfer, strategic, instrumental); (2) employing research tools to investigate terminology and textual conventions adequate for different text types; (3) executing the translation process and associated problem solving and decision making processes in accordance with a set of specifications and a statement of purpose for the target text.						Y				1	1	1	0	1	1	0	0	0	1	Taken - We are addressing the issue of the content knowledge of our teaching majors through improvements to our Spanish curriculum, including recently-revised course outcomes for Span 321 and 322, as well as a department-wide discussion of the role of culture in our curriculum that was initiated in Fall 2015.	0	1	Professional Translation Skills	Y	2	1	50	4
Humanities	Spanish and Portuguese	Spanish Translation BA	Students will identify cultural practices (e.g., customs and traditions) and cultural products (e.g., literatures, arts, institutions, and individuals) from the Spanish-speaking world, place them in their historical, political, and social contexts, and interpret the unique perspectives on human experience that they reveal.					Y	Y				2	1	0	1	0	0	0	0	0	0		0	0	Cultural Competence	Y	0	0	0	3
Humanities	Spanish and Portuguese	Spanish Translation BA	Students will speak, listen, read, and write Spanish at the ACTFL Advanced Low level or better.				Y			Y				2	4	4	0	3	3	0	0	0	1	Taken - We are addressing the issue of the content knowledge of our teaching majors through improvements to our Spanish curriculum, including recently-revised course outcomes for Span 321 and 322, as well as a department-wide discussion of the role of culture in our curriculum that was initiated in Fall 2015.	0	1	Language Competence	Y	4	3	75	4
Humanities	Spanish and Portuguese		Demonstrate an understanding of historical trends and current issues in linguistic theory.					Y	Y				2	1	1	0	1	0	1	0	0	1	Taken - We are addressing the issue of the content knowledge of our teaching majors through improvements to our Spanish curriculum, including recently-revised course outcomes for Span 321 and 322, as well as a department-wide discussion of the role of culture in our curriculum that was initiated in Fall 2015.	0	1	Understanding Theory	Y	2	1	50	2
Humanities	Spanish and Portuguese		Apply tools of the discipline to plan, conduct, and report research.					Y	Y				2	1	1	0	1	0	1	0	0	1	Taken - We are addressing the issue of the content knowledge of our teaching majors through improvements to our Spanish curriculum, including recently-revised course outcomes for Span 321 and 322, as well as a department-wide discussion of the role of culture in our curriculum that was initiated in Fall 2015.	1	0	Conducting Research	Y	2	1	50	3
Humanities	Spanish and Portuguese		Demonstrate (a) a broad understanding of professional academic issues and protocols, (b) the ability to successfully teach courses in the target language, and (c) preparation to enter doctoral or other professional programs and careers.						Y		Y		2	3	3	0	3	1	1	1	0	4	Planned - During Fall 2021 department assessment day, we will analyze student instructor ratings Taken - Provided additional funding for conference travel. Created a departmental 3 Minute Thesis competition with strong incentives for participation. Planned - Create a "Professionalization Seminar" for all MA students, which will cover topics in professional development and humanities competencies, including alt-ac professional development. Work with our graduate secretaries to improve data collection procedures. Taken - Work with our graduate secretaries to improve data collection procedures.	2	2	Professional Preparation	Y	7	3	43	3
Humanities	Spanish and Portuguese		Analyze literary and visual texts using sound concepts that may include an understanding of theoretical and analytical concepts, literary movements and traditions, and cultural and linguistic concepts.					Y					1	1	1	0	1	0	1	0	0	1	Taken - Work with our graduate secretaries to improve data collection procedures.	1	0	Understanding Theory	Y	2	1	50	3
Humanities	Spanish and Portuguese		Identify relevant issues, conduct original research, and write high-quality essays according to professional standards.				Y		Y				2	1	1	0	1	0	1	0	0	1	Taken - Work with our graduate secretaries to improve data collection procedures.	1	0	Conducting Research	Y	2	1	50	3
Humanities	Spanish and Portuguese		Demonstrate (a) a broad understanding of professional academic issues and protocols, (b) the ability to successfully teach courses in the target language, and (c) preparation to enter doctoral or other professional programs and careers.				Y			Y	Y		3	3	3	0	3	1	2	0	0	4	Planned - During Fall 2021 department assessment day, we will analyze student instructor ratings Taken - Reorganized thesis to include a conference-length version and a sample submission letter Provided additional funding for conference travel Created a departmental 3-minute thesis competition with strong incentives for participation Planned - Create a "Professionalization Seminar" for all MA students, which will cover topics in professional development and humanities competencies, including alt-ac professional development. Work with our graduate secretaries to improve data collection procedures. Taken - Work with our graduate secretaries to improve data collection procedures.	2	2	Professional Preparation	Y	7	3	43	3
Humanities	Spanish and Portuguese		Demonstrate (a) a broad understanding of professional academic issues and protocols, (b) the ability to successfully teach courses in the target language, and (c) preparation to enter doctoral or other professional programs and careers.							Y		Y	2	3	2	1	3	1	2	0	0	4	Taken - Provided additional funding for conference travel. Created a departmental 3 Minute Thesis competition with strong incentives for participation. Planned - Create a "Professionalization Seminar" for all MA students, which will cover topics in professional development and humanities competencies, including alt-ac professional development. Work with our graduate secretaries to improve data collection procedures. Planned - During Fall 2021 department assessment day, we will analyze student instructor ratings Taken - Work with our graduate secretaries to improve data collection procedures.	2	2	Professional Preparation	Y	7	3	43	3
Humanities	Spanish and Portuguese		Apply tools of the discipline to plan, conduct, and report research in foreign language education.				Y			Y			2	1	1	0	1	1	0	0	0	1	Taken - Work with our graduate secretaries to improve data collection procedures.	1	0	Conduct Research	Y	2	1	50	3
Humanities	Spanish and Portuguese		Demonstrate an understanding of historical trends and current issues in foreign language education, including major theories of language acquisition and teaching methodologies.					Y	Y				2	1	1	0	1	0	1	0	0	1	Taken - Work with our graduate secretaries to improve data collection procedures.	1	0	Understand Theory and Research	Y	2	1	50	3
Humanities	Spanish and Portuguese		Students will connect academic experience to their personal and professional lives.								Y	Y	2	3	3	0	3	1	2	0	0	3	Planned - On our Fall 2019 Assessment Day we experimented with holding a capstone portfolio conference in which faculty judged students' portfolios qualitatively rather than quantitatively. Faculty and students enjoyed the experience, and we plan to consider using qualitative rather than quantitative assessments of portfolios. Planned - We plan to continue to examine survey results annually. Taken - We are working on developing proposals for internship programs, both domestic and foreign, that will help our students make connections between their studies in humanities and professional competencies.	1	2	Connecting Learning to Life	Y	6	3	50	4
Humanities	Spanish and Portuguese		Students will analyze language, literary texts, and other cultural products and practices using sound thinking and clear expression.			Y	Y						2	1	1	0	1	0	1	0	0	1	Taken - We are working on developing proposals for internship programs, both domestic and foreign, that will help our students make connections between their studies in humanities and professional competencies.	0	1	Critical Thinking and Expression	Y	2	1	50	3
Humanities	Spanish and Portuguese		Students will identify cultural practices (e.g., customs and traditions) and cultural products (e.g., literatures, arts, institutions, and individuals) from the Spanish-speaking world, place them in their historical, political, and social contexts, and interpret the unique perspectives on human experience that they reveal.					Y	Y				2	1	1	0	1	0	1	0	0	1	Taken - We are working on developing proposals for internship programs, both domestic and foreign, that will help our students make connections between their studies in humanities and professional competencies.	0	1	Cultural Competence	Y	2	1	50	3
Humanities	Spanish and Portuguese		Students will speak, listen, read, and write Spanish at the ACTFL Advanced Low level or better.				Y			Y			2	4	4	0	3	2	1	0	0	2	Planned - A repeated comment from the Senior Survey is that students want more opportunities in upper-division courses to improve their speaking skills. We have not yet found solutions to this issue but hope to address it once the pandemic subsides. Taken - We believe the improved scores in writing are partly due to the new requirement that all Spanish majors take a writing class (Span 322 or 323R), as well as to improved training of the instructors of those classes.	1	1	Language Competence	Y	5	3	60	4
Humanities	Spanish and Portuguese		Students will analyze language, literary texts, and other cultural products and practices using sound thinking and clear expression.			Y	Y						2	1	1	0	1	0	1	0	0	1	Taken - We believe the improved scores in writing are partly due to the new requirement that all Spanish majors take a writing class (Span 322 or 323R), as well as to improved training of the instructors of those classes.	0	1	Critical Thinking and Expression	Y	2	1	50	3
Humanities	Spanish and Portuguese		Students will identify cultural practices (e.g., customs and traditions) and cultural products (e.g., literatures, arts, institutions, and individuals) from the Portuguese-speaking world, place them in their historical, political, and social contexts, and interpret the unique perspectives on human experience that they reveal.					Y	Y				2	1	1	0	1	0	1	0	0	1	Taken - We believe the improved scores in writing are partly due to the new requirement that all Spanish majors take a writing class (Span 322 or 323R), as well as to improved training of the instructors of those classes.	0	1	Cultural Competence	Y	2	1	50	3
Humanities	Spanish and Portuguese		Students will connect academic experience to their personal and professional lives.								Y	Y	2	3	3	0	3	1	2	0	0	3	Planned - We plan to hold capstone portfolio conferences this year, either live or via Zoom, and our Curriculum and Assessment Committee will look at ways of collecting both qualitative and quantitative data. Planned - We plan to continue to examine survey results annually. Planned - We plan to continue to examine survey results annually.	0	3	Connecting Learning to Life	Y	6	3	50	4
Humanities	Spanish and Portuguese		Students will speak, listen, read, and write Portuguese at the ACTFL Advanced Low level or better.				Y			Y			2	4	3	1	3	2	1	0	0	1	Planned - We plan to continue to examine survey results annually.	1	0	Language Competence	Y	4	3	75	4

International and Area Studies		China Studies BA	Demonstrate general factual knowledge of the literature, humanities, history, politics, economics, geography, and social conditions of East Asia. The courses that are the foundation for this knowledge are the core courses in the major: Asian 200, Intro to Asin Studies: Methods and Materials; Asin 342, Asian Literary Traditions; History 231, Introduction to East Asian History; either IHum 241, Humanities of Asia or IHum 243, Introduction to the Humanities of South Asia; and either Poli 348, Government and Politics of Asia or Poli 385, International Relations of Asia.				Y		Y				2	1	1	0	1	0	1	0	0	1	Planned - We plan to continue to examine survey results annually.	1	0	Factual Knowledge	Y	2	1	50	3
International and Area Studies		China Studies BA	Graduates will be able to communicate in Chinese (Mandarine) at the "intermediate" level according to ACTFL proficiency guidelines-i.e. "handle successfully a variety of uncomplicated communicative tasks in straightforward social situations . . . limited to those predictable and concrete exchanges necessary for survival." Comprehend "simple, sentence-length speech . . . in a variety of basic personal and social contexts." Read "short, non-complex texts that convey basic information and deal with basic personal and social topics."				Y	Y					2	1	1	0	1	0	1	0	0	1	Planned - We plan to continue to examine survey results annually.	1	0	Language Proficiency	Y	2	1	50	3
International and Area Studies		China Studies BA	Demonstrate effective writing skills by completing a research paper under the mentorship of an Asian Studies faculty member on a major East Asian topic as required in Asian 495, the Senior Seminar.				Y		Y				2	1	1	0	1	0	1	0	0	1	Planned - We plan to continue to examine survey results annually.	1	0	Effective Writing	Y	2	1	50	3
International and Area Studies		China Studies BA	Understanding basic research philosophies and methodologies associated with research in the social science and humanities as required in Asian 495, the Senior Seminar. This builds on skills taught in Asian 200 Introduction to Asian Studies.				Y		Y				2	1	1	0	1	0	1	0	0	1	Planned - We plan to continue to examine survey results annually.	1	0	Research Philosophies and Methodologies	Y	2	1	50	3
International and Area Studies		Japan Studies BA	Students demonstrate general factual knowledge of the literature, humanities, history, politics, economics, geography, and social conditions of East Asia. The courses that are the foundation for this knowledge are the core courses in the major: Asian 200, Intro to Asin Studies: Methods and Materials; Asin 342, Asian Literary Traditions; History 231, Introduction to East Asian History; either IHum 241, Humanities of Asia or IHum 243, Introduction to the Humanities of South Asia; and either Poli 348, Government and Politics of Asia or Poli 385, International Relations of Asia.				Y		Y				2	1	1	0	1	0	1	0	0	1	Planned - We plan to continue to examine survey results annually.	1	0	Factual Knowledge	Y	2	1	50	3
International and Area Studies		Japan Studies BA	A graduate can communicate in Japanese at the "intermediate" level according to ACTFL proficiency guidelines-i.e. "handle successfully a variety of uncomplicated communicative tasks in straightforward social situations . . . limited to those predictable and concrete exchanges necessary for survival." Comprehend "simple, sentence-length speech . . . in a variety of basic personal and social contexts." Read "short, non-complex texts that convey basic information and deal with basic personal and social topics."				Y	Y					2	1	1	0	1	0	1	0	0	1	Planned - We plan to continue to examine survey results annually.	1	0	Language Proficiency	Y	2	1	50	3
International and Area Studies		Japan Studies BA	Students demonstrate effective writing skills by completing a research paper under the mentorship of an Asian Studies faculty member on a major East Asian topic as required in Asian 495, the Senior Seminar.				Y		Y				2	1	1	0	1	0	1	0	0	1	Planned - We plan to continue to examine survey results annually.	1	0	Effective Writing	Y	2	1	50	3
International and Area Studies		Japan Studies BA	Understanding basic research philosophies and methodologies associated with research in the social science and humanities as required in Asian 495, the Senior Seminar. This builds on the skills taught in Asian 200 Introduction to Asian Studies.				Y		Y				2	1	1	0	1	0	1	0	0	1	Planned - We plan to continue to examine survey results annually.	1	0	Research Philosophies and Methodologies	Y	2	1	50	3
International and Area Studies		Korea Studies BA	Students demonstrate general factual knowledge of the literature, humanities, history, politics, economics, geography, and social conditions of East Asia. The courses that are the foundation for this knowledge are the core courses in the major: Asian 200, Intro to Asin Studies: Methods and Materials; Asin 342, Asian Literary Traditions; History 231, Introduction to East Asian History; either IHum 241, Humanities of Asia or IHum 243, Introduction to the Humanities of South Asia; and either Poli 348, Government and Politics of Asia or Poli 385, International Relations of Asia.						Y				1	1	1	0	1	0	1	0	0	1	Planned - We plan to continue to examine survey results annually.	1	0	Factual Knowledge	Y	2	1	50	3
International and Area Studies		Korea Studies BA	A graduate can communicate in Korean at the "intermediate" level according to ACTFL proficiency guidelines-i.e. "handle successfully a variety of uncomplicated communicative tasks in straightforward social situations . . . limited to those predictable and concrete exchanges necessary for survival." Comprehend "simple, sentence-length speech . . . in a variety of basic personal and social contexts." Read "short, non-complex texts that convey basic information and deal with basic personal and social topics."			Y			Y				2	1	1	0	1	0	1	0	0	1	Planned - We plan to continue to examine survey results annually.	1	0	Language Proficiency	Y	2	1	50	3
International and Area Studies		Korea Studies BA	Students demonstrate effective writing skills by completing a research paper under the mentorship of an Asian Studies faculty member on a major East Asian topic as required in Asian 495, the Senior Seminar.			Y			Y				2	1	1	0	1	0	1	0	0	1	Planned - We plan to continue to examine survey results annually.	1	0	Effective Writing	Y	2	1	50	3
International and Area Studies		Korea Studies BA	Students understand basic research philosophies and methodologies associated with research in the social science and humanities as required in Asian 495, the Senior Seminar. This builds on skills taught in Asian 200 Introduction to Asian Studies.			Y			Y				2	1	1	0	1	0	1	0	0	1	Planned - We plan to continue to examine survey results annually.	1	0	Research Philosophies and Methodologies	Y	2	1	50	3

International and Area Studies		European Studies BA	Demonstrate advanced factual knowledge of European geographies, histories, politics, and cultures.						Y	Y				2	1	1	0	1	0	1	0	0	1	Planned - We plan to continue to examine survey results annually.	1	0	Factual Knowledge	Y	2	1	50	3
International and Area Studies		European Studies BA	Show proficiency in analyzing and interpreting specific European topics using major theories and concepts from the core European Studies disciplines (history, political science, and the humanities).		Y	Y								2	1	1	0	1	1	0	0	0	1	Planned - We plan to continue to examine survey results annually.	1	0	Analyzing European Topics	Y	2	1	50	4
International and Area Studies		European Studies BA	Develop the intellectual curiosity and habits of thought that will lead to life-long learning and continued engagement with European history, literature, culture, languages, and current affairs.								Y	Y		2	1	1	0	1	0	0	1	0	1	Planned - We plan to continue to examine survey results annually.	1	0	Life-Long Learning	Y	2	1	50	3
International and Area Studies		European Studies BA	Acquire advanced international and intercultural competency through coursework in international studies, habitual reading of European and global news, regular attendance at Kennedy Center lectures, and meaningful international study abroad, internship, and mentored learning experiences.	Y				Y						2	1	1	0	1	1	0	0	0	1	Planned - We plan to continue to examine survey results annually.	0	1	International Experience	Y	2	1	50	3
International and Area Studies		European Studies BA	Demonstrate the ability to read and communicate, both verbally and in writing, in a European language other than English.			Y			Y					2	1	1	0	1	0	0	1	0	1	Planned - We plan to continue to examine survey results annually.	0	1	Language Proficiency	Y	2	1	50	3
International and Area Studies		Latin American Studies BA	The student will understand and interpret foundational knowledge relating to historical, socio-cultural, geographic and economic conditions in Latin America, as well as how Latin America has interacted with world powers.	Y									Y	2	1	1	0	1	0	1	0	0	1	Planned - We plan to continue to examine survey results annually.	0	1	Factual Knowledge	Y	2	1	50	3
International and Area Studies		Latin American Studies BA	Our LAS students will understand and learn basic methodologies of social science research and writing as well as humantities/language based research. This includes modern library skills, as well as humanities/language based research. Students will demonstrate their understanding by writing papers in Spanish and/or Portuguese, as well as producing a major capstone project of 20 plus pages.			Y			Y					2	1	1	0	1	0	1	0	0	1	Planned - We plan to continue to examine survey results annually.	1	0	Social Science Research and Writing Methodology	Y	2	1	50	3
International and Area Studies		Latin American Studies BA	Latin American Studies students will be able to critically analyze ideas, evidence, and arguments relating to a topic or a significant historical event or process in Latin America, and make a significant oral presentation, demonstrating recent knowledge from books, newspapers, and journals, many of which are written in target languages.		Y		Y							2	1	1	0	1	0	1	0	0	1	Planned - We plan to continue to examine survey results annually.	1	0	Oral Presentation of Critically Analyzed Ideas	Y	2	1	50	3
International and Area Studies		Latin American Studies BA	LAS students will demonstrate written and verbal fluency in Spanish or Portuguese.			Y			Y					2	1	1	0	1	0	1	0	0	1	Planned - We plan to continue to examine survey results annually.	0	1	Language Proficiency	Y	2	1	50	3
International and Area Studies		Middle East Studies / Arabic BA	Demonstrate rigorous deductive and inductive reasoning in assessing arguments and evidence		Y		Y							2	3	3	0	3	0	3	0	0	3	Planned - As the program coordinator, I will continue to review MESA courses to ensure that they keep this component. Taken - Continue to require these classes and monitor student performance in them. Planned - One of the key assessment improvements I plan to make is to invite the executive committee to meet with me after the completion of graduation exit interviews to do a more formal assessment of students' progress in each of the learning outcomes. We will each carefuly read and score graduation portfolios of students for each of these learning outcomes, and then discuss how to make program improvements to address weak areas.	1	2	Critical Reasoning	Y	6	3	50	3
International and Area Studies		Middle East Studies / Arabic BA	Write clearly, logically, and persuasively in both short and long formats			Y								1	3	2	1	3	0	3	0	0	3	Taken - Continue to require these classes and monitor student performance in them. Planned - One of the key assessment improvements I plan to make is to invite the executive committee to meet with me after the completion of graduation exit interviews to do a more formal assessment of students' progress in each of the learning outcomes. We will each carefuly read and score graduation portfolios of students for each of these learning outcomes, and then discuss how to make program improvements to address weak areas. Taken - I have already read the articles to be published this year, and they are excellent. As program coordinator, I'll continue to ensure the continuance of this publication.	2	1	Analytical and Persuasive Writing	Y	6	3	50	3
International and Area Studies		Middle East Studies / Arabic BA	Verbally present clear, logical, and persuasive arguments and engage in effective dialogues with others			Y								1	2	2	0	2	1	1	0	0	2	Taken - Continue to require these classes and monitor student performance in them. Planned - I will continue to support this program.	1	1	Oral Communication	Y	4	2	50	4
International and Area Studies		Middle East Studies / Arabic BA	Use appropriate disciplinary methods to answer relevant questions through effective research design and original research				Y	Y						2	3	2	1	3	1	2	0	0	3	Taken - Continue to require these classes and monitor student performance in them. Planned - One of the key assessment improvements I plan to make is to invite the executive committee to meet with me after the completion of graduation exit interviews to do a more formal assessment of students' progress in each of the learning outcomes. We will each carefuly read and score graduation portfolios of students for each of these learning outcomes, and then discuss how to make program improvements to address weak areas. Planned - Continue to encourage Global Politics Lab participation.	1	2	Research Design and Practice	Y	6	3	50	3
International and Area Studies		Middle East Studies / Arabic BA	Understand the historical, literary, religious, geographic, social, and political contexts of the modern Middle East and its relationship to other world regions					Y						1	3	1	2	3	1	1	1	0	3	Taken - Continue to support these classes. Planned - We'll continue to pursue these activities. Taken - We have already begun to arrange studnet internships in the region for this coming year.	2	1	International and Regional Understanding	Y	6	3	50	3
International and Area Studies		Middle East Studies / Arabic BA	Understand contemporary written and oral Arabic language sources at the ACTFL advanced level			Y		Y						2	1	0	0	1	0	0	1	0	1	Taken - We have already begun to arrange studnet internships in the region for this coming year.	1	0	Arabic Language Comprehension	Y	2	1	50	2
International and Area Studies		Middle East Studies / Arabic BA	Speak and write Arabic at the ACTFL advanced level			Y		Y						2	1	1	0	1	0	0	1	0	1	Taken - We have already begun to arrange studnet internships in the region for this coming year.	1	0	Arabic Language Communication	Y	2	1	50	2
International and Area Studies		Middle East Studies / Arabic BA	Effectively navigate the cultures of the Middle East with curiosity, empathy, and respect							Y		Y		2	4	2	2	4	1	1	2	0	4	Planned - Given the ability to meet this fall, the student association has already begun planning events. Planned - We will offer this class again. Taken - We worked to get our students to Morocco in fall 2021. Taken - We'll continue to ensure that these classes contain these components.	2	2	Cultural Proficiency and Appreciation	Y	8	4	50	3
International and Area Studies		Middle East Studies / Arabic BA	Demonstrate skills of resilience, collaboration, and leadership in preparation for a future career						Y			Y		2	3	1	2	3	1	1	1	0	3	Taken - We will continue to offer this course. Taken - We have already begun arranging internships for this academic year. Taken - I am in discussions with our alumni board to expand these interactions.	3	0	Professional Preparation	Y	6	3	50	3
International and Area Studies		International Relations BA	Demonstrate factual knowledge of important international trends and events related to politics, economics, geography, and history.					Y	Y					2	3	2	1	4	4	0	0	0	4	Taken - The results from these surveys are consistent across multiple years and show that there is no need to make changes in the IR major. Taken - Various exam results over multiple years show that students are acquiring the knowledge intended in our learning outcome. We discussed these results as a faculty and will continue with our current curriculum and rigorous teaching expectations. Taken - These results reflect the environment in which the exam was given (an introductory Political Science class) and the comparison group in which the non IR majors were primarily political science majors. It is not surprising that IR majors, which have several required economics classes do better on this portion of the test than political science majors, nor is it surprising that political science majors do better than IR majors on the Political science portions of the exam. The low scores on the test by either type of major also reflect the fact that the exam was given in an introductory class. These scores show satisfactorily that IR majors are learning well political science concepts (nearly as well as political science majors) and are mastering economics concepts, much better than non IR majors. No additional action is needed. Taken - This finding was reported to the IR governing committee. We thought it good that students take greater advantage of out of the classroom learning opportunities as they progress through the major. No additional action was seen as needed.	4	0	Factual Knowledge	Y	8	4	50	4

International and Area Studies		International Relations BA	Analyze international affairs by using theoretical concepts and ideas from more than one IR-related discipline.						Y	Y				2	2	1	1	2	1	1	0	0	2	Taken - The strong increase in student knowledge about theories as recorded in the IR Proficiency Exam suggested to the IR Committee that faculty continue their teaching efforts and methods in this area. Taken - Performance appears to be at an acceptable level, warranting no specific adjustments.	2	0	Analyzing International Affairs	Y	4	2	50	4
International and Area Studies		International Relations BA	Communicate effectively in writing and in speech.				Y			Y				2	4	1	3	4	2	2	0	0	4	Taken - We find this to be an excellent indicator of the importance of writing in the IR major and a recognition that nearly all students in the major understand this emphasis in the major. These results also are consistent across surveys in multiple years. Taken - It appears that current practices are effective. We believe that the small decline (or small increase from 2015 to 2017) in writing scores of those who took the test in both years occurs because the writing classes of the major are typically taken at the beginning of the major, so many of those who took the test in both years had already completed the writing classes (as evidenced by the fact that their writing scores were already, in 2017, at the level of the typical student who had completed much of the major). Taken - The emphasis within the major on learning skills and taking actions in society seems to be accurately reflected in high levels of engagement and participation. Lower levels of voting registration and voting is perhaps explained by the comparison group being primarily political science majors, the one group at the university that might be even more interested in US elections than IR majors. Taken - I have reported these results to the IR faculty. We will continue to teach these courses and require them as part of the IR major.	4	0	Writing Effectively	Y	8	4	50	4
International and Area Studies		International Relations BA	Think critically and analytically about international problems and events, and synthesize concepts, information and experiences from different disciplines relevant to international affairs.			Y				Y				2	2	1	1	2	1	1	0	0	2	Taken - There is no need to adjust our performance in this area. Taken - The IR faculty discussed the results of the Exam and concluded that the current requirements of the major are adequately serving their purpose in helping students acquire these skills.	2	0	Critical and Analytical Thinking	Y	4	2	50	3
International and Area Studies		International Relations BA	Employ appropriate methods of analysis and research, both qualitative and quantitative, to provide sophisticated analyses and clear, logical arguments relating to important questions about international relations.					Y	Y					2	3	1	2	3	3	0	0	0	3	Taken - The difference on this measure is stunning, with BYU IR students significantly more favorable about their experiences learing methodology than their counterparts at peer institutions. We will continue with our program as it is structured to continue producing similar excellent results in future years. Taken - The consensus of the IR faculty is that the IR majors emphasizes methodological skills well and students are actually acquiring those skills. Current efforts will be continued. Taken - I have reported these results to the IR faculty. We will continue to teach these courses and require them as part of the IR major.	3	0	Analysis and Research	Y	6	3	50	4
International and Area Studies		Ancient Near Eastern Studies BA	Know and be able to interpret the significant events and developments in the history and cultures of the ancient Near East, including the history and culture of ancient Israel in its Near Eastern context.		Y					Y				2	1	0	1	1	0	0	0	0	1	Taken - I have reported these results to the IR faculty. We will continue to teach these courses and require them as part of the IR major.	1	0	History and Culture of Ancient Near East	N	2	0	0	0
International and Area Studies		Ancient Near Eastern Studies BA	Be able to interpret major ancient Near East texts, including the Bible, and analyze their significance for understanding the cultures in which they were produced.		Y					Y				2	1	1	0	1	0	0	0	0	1	Taken - I have reported these results to the IR faculty. We will continue to teach these courses and require them as part of the IR major.	1	0	Ancient Text Interpretation	N	2	0	0	0
International and Area Studies		Ancient Near Eastern Studies BA	Acquire and demonstrate functional capacity in the languages and textual interpretation of the Hebrew Bible and/or Greek New Testament, being able to read, comprehend, analyze, and interpret these significant religious and historical texts with methodological soundness.						Y	Y				2	1	1	0	1	0	0	0	0	1	Taken - I have reported these results to the IR faculty. We will continue to teach these courses and require them as part of the IR major.	0	1	Language Proficiency	N	2	0	0	0
International and Area Studies		Ancient Near Eastern Studies BA	Develop the capacity for informed, independent, critical thinking and be able to perform appropriate library and online research utilized in the professional study of the ancient Near East.							Y		Y		2	1	1	0	1	0	0	0	0	1	Taken - I have reported these results to the IR faculty. We will continue to teach these courses and require them as part of the IR major.	0	1	Critical Thinking	N	2	0	0	0
International and Area Studies		Ancient Near Eastern Studies BA	Be able to write concise as well as more substantial research papers that utilize approaches from the Social Sciences and Humanities and that integrate language and interpretive skills to analyze ancient Near Eastern topics.		Y					Y				2	1	1	0	1	0	0	0	0	1	Taken - I have reported these results to the IR faculty. We will continue to teach these courses and require them as part of the IR major.	0	1	Analytical Writing	N	2	0	0	0
International and Area Studies		Ancient Near Eastern Studies BA	Have considered and received affirmation concerning the significance of integrity in their academic and professional pursuits.							Y	Y			2	1	0	1	1	0	0	0	0	1	Taken - I have reported these results to the IR faculty. We will continue to teach these courses and require them as part of the IR major.	1	0	Academic Integrity	N	2	0	0	0
International and Area Studies		Ancient Near Eastern Studies BA	Have considered and received affirmation concerning the relationship between academics and faith, and will have been encouraged to engage in a spiritually informed, lifelong pursuit of learning, scholarship, and service.	Y	Y									2	1	0	1	1	0	0	0	0	1	Taken - I have reported these results to the IR faculty. We will continue to teach these courses and require them as part of the IR major.	1	0	Academics and Faith	N	2	0	0	0
International and Area Studies		Ancient Near Eastern Studies BA	Develop the ability to consider the relationship between academics and faith through models of academically sound but also faithful scholarship. Seek a spiritually informed, lifelong pursuit of learning, scholarship, and service.	Y	Y							Y	Y	4	3	1	2	3	1	2	0	0	5	Taken - Conduct email exchanges with members of the Executive Committee to "discuss" this learning outcome and to address any specific challenges faced by individual students. Planned - Reach out to all ANES affiliated faculty, reminding them of intended program outcomes and inviting them to consider ways they can explicitly incorporate discussions of academics and faith in their curriculum. Invite faculty who are already doing this to share "best practices," so that we can make specific recommendations to affiliated faculty. Planned - Past efforts to solicit faculty input involved a general request for all affiliated faculty to review and rate the program. It has been suggested that we begin the practice of sending out the review and rate request to the specific faculty who have taught an ANES related course right at the end of the semester, in which they have taught. A more general request to review and rate the program will still be sent to all affiliated faculty at the end of the academic year (the end of winter semester). Taken - Learning outcome met, with particular success in the capstone course. Faculty coordinator will continue to monitor. Planned - Administer a mid-year and an end-of-year survey to all students in the program, not just to graduating seniors.	2	3	Academics and Faith	Y	8	3	38	3
International and Area Studies		Ancient Near Eastern Studies BA	Learn and be able to interpret the significant events and developments in the history and cultures of the ancient Near East, including the history and culture of ancient Israel and surrounding civilizations, particularly during the Hellenistic, Roman, and early Christian eras.		Y					Y				2	2	1	1	2	1	1	0	0	3	Taken - In terms of student performance in the related course work, the learning outcome is being successfully met. Coordinator and faculty will continue to monitor achievement of this outcome. Taken - Last year, one of the concerns expressed by students was that there was "too much overlap" between history courses. A review and discussion with affiliated faculty about the areas of overlap between where HIST 238, HIST 239, HIST 310, and CLCV 363 seems to have successfully addressed the redundancies. Planned - In history courses that are specific to the Greek New Testament track-CLSCS 430R, CLCV 363-we will participating faculty to include more material on early Christian history.	2	1	History and Culture of Ancient Near East	Y	5	2	40	4
International and Area Studies		Ancient Near Eastern Studies BA	Be able to translate and interpret major ancient Near Eastern texts, especially the Greek New Testament, and analyze those texts within the contexts of Second Temple Judaism, the Hellenistic World, and the Roman Empire. Acquire proper hermeneutical skills and practice sound exegesis as well as learn how to do modern readings, including readings from a Latter-day Saint perspective.		Y	Y			Y	Y				4	2	1	1	4	2	2	0	0	4	Taken - Learning outcome met; however, faculty will continue to monitor achievement of this outcome. Planned - Coordinator will write to teachers of Greek 311 and 411R thanking them for their excellent teaching of the language and encouraging them to do more formal exegesis. A more formal ZOOM meeting will be held early in fall semester 2021 to discuss best practices and invite sharing of ideas. Request copies of syllabi, assignments, and sample exams for all Greek 311 and 411R courses. Planned - Prepare and send mid-tem questionnaires and end of year questionnaires to ALL students in the program, not just to graduating seniors. For the graduating seniors, continue to conduct exit interviews as health guidelines allow, seding them a copy of the formal questionnaire two weeks before the interview. Planned - Formal meeting to be held early in fall semester of 2021 with Affiliated Faculty to discuss the teaching and use of exegesis in Greek New Testament courses, but also for the course, in which Biblical and other early Christian texts are taught in translation.	1	3	Ancient Text Interpretation	Y	8	4	50	4
International and Area Studies		Ancient Near Eastern Studies BA	Acquire and demonstrate functional capacity in the languages and textual interpretation of the Greek New Testament, being able to read, translate, comprehend, analyze, and interpret these significant religious and historical texts with methodological soundness.			Y			Y	Y				3	2	1	1	2	1	1	0	0	3	Taken - Request copies of all Greek 311 and 411R syllabi to review and assure that there is consistency across sections. Planned - Create electronic portfolio for 2021-2022! Taken - In terms of the teaching of Greek, this learning outcome is successfully met; however, faculty will continue to monitor achievement of this outcome.	2	1	Language Proficiency	Y	5	2	40	4

International and Area Studies		Ancient Near Eastern Studies BA	Develop the capacity for informed, independent, critical thinking, be able to perform appropriate library and online scholarly research, and use these skills in the professional study of the ancient Near East and early Christianity.			Y				Y		Y		3	2	1	1	3	0	2	1	0	3	Planned - Here, as elsewhere, it seems that this could be integrated earier and more thoroughly throughout the ANES curriculum. Conduct faculty discussion about this in fall meeting, discussing best practices and uniformity across sections. Request sample syllabi, assignments, exams, and papers from faculty who instruct ANES courses. Taken - Learning outcome met; however, faculty will continue to monitor achievement of this outcome and to support the efforts of teachers of ANES 495, our capstone class, to mentor students in producing a 1. Publishable quality paper, 2. A high quality academic presentation, or 3. A solid writing sample for graduate school applications. Planned - Learning outcome met, but there is room for improvement. Indentify which students perform below expectation or struggle to complete the capstone class and discuss with the ANES 495 teacher how we can help those students. Faculty will continue to monitor achievement of this outcome. Strong faculty will continue to teach ANES 201 and 495 (the intro and capstone courses). We will discuss with affiliated faculty how to introduce desired skills throughout the curriculum, not just in the capstone course.	1	2	Critical Thinking	Y	6	3	50	3
International and Area Studies		Ancient Near Eastern Studies BA	Be able to write cogent and substantial research papers on a university level that utilize theoretical and methodological approaches from the Social Sciences and Humanities that integrate historical and artifactual analysis with the translation, analysis and interpretation of ancient Near Eastern texts and topics.			Y	Y			Y				3	4	3	1	6	1	3	2	0	7	Planned - From the student perspective, this outcome seems to be successfully achieved, but not until the end of the program. This must be discussed with the Executive Committee and with affiliated faculty to determine how we can actively integrate mentored writing experiences into ANES course work throughout the educational experience, and not just in the capstone course. Planned - Encourage students to take IHUM 311 - Advanced Writing in Comparative Arts and Humanities and do it earlier in their careers. Planned - Urge affiliated faculty (again) to include meaningful writing assignments in all of our ANES classes, especially in all 300-level and 400-level classes, so that students have ample practice before they reach the capstone course. Planned - This learning outcome is being met, but we will discuss with affiliated faculty successful mentoring of student writing and how to direct students to academic conferences, in addition to encouraging them to participate in the annual student (SANE) symposium. Planned - This learning outcome is being met, but we will continue to discuss with affiliated faculty how to integrate mentored writing experiences into ANES-related courses and how to direct students, who have written good papers, to venues where they can have their work published. Planned - Learning outcome met; however, faculty will continue to monitor achievement of this outcome, and an electronic portfolio will be created for the 2021-2022 academic year. Planned - Indentify which students perform below expectation or struggle to complete the capstone class and discuss with affiliated faculty how to improve their experience and success.	0	7	Analytical Writing	Y	13	6	46	3
International and Area Studies		Ancient Near Eastern Studies BA	Understand and comply with the ethical standards adhered to by professionals in the academic fields of textual analysis, archaeology, and historical research and encouraged to follow them.							Y	Y		Y	3	1	0	1	1	1	0	0	0	3	Taken - Learning outcome met; faculty will continue to monitor achievement of this outcome. Planned - Encourage affiliated faculty to include this Learning Outcome on their syllabi for ANES-related classes and directly address this issue over the course of the semester. Planned - Add a mid-year questionnaire in addition to the end-of-year interview and survey. Pose the questions to all students in the program, not just to graduating seniors.	1	2	Academic Integrity	Y	4	1	25	4
International and Area Studies		Ancient Near Eastern Studies BA	Learn and be able to interpret the significant events and developments in the history and cultures of the ancient Near East, including the history and culture of ancient Israel and surrounding civilizations, e.g., Egypt, Greater Syria, and Mesopotamia.	Y				Y	Y				3	2	1	1	2	2	0	0	0	2	Taken - Learning outcome is successfully met; faculty will continue to monitor achievement of this outcome. Taken - According to student views, the learning outcome is being successfully met. Faculty will continue to monitor.	2	0	History and Culture of Ancient Near East	Y	4	2	50	4
International and Area Studies		Ancient Near Eastern Studies BA	Be able to translate and interpret major ancient Near East texts, including the Hebrew Bible, and analyze their significance for understanding the cultures that produced them. They will also learn proper hermeneutical skills and practice sound exegesis as well as learn how to do modern readings, including readings from a Latter-day Saint perspective.					Y	Y				2	2	1	1	2	1	1	0	0	3	Planned - Discuss need for more exegesis and writing in Biblical Hebrew courses, specifically in Heb 432R with Executive Committee. Taken - Assign strong faculty to teach ANES 201, 331, 363 and 495. Planned - Encourage faculty to introduce and model more critical methodologies and exegesis in their early ANES courses. Discuss best practices and sample assignments, exercises, etc.	1	2	Ancient Text Interpretation	Y	5	2	40	3
International and Area Studies		Ancient Near Eastern Studies BA	Acquire and demonstrate functional capacity in Hebrew and textual interpretation of the Hebrew Bible, being able to read, comprehend, analyze, and interpret these significant religious and historical texts with methodological soundness. Students are also encouraged to gain exposure to other pertinent ancient languages (e.g., Aramaic, Ugaritic, Syriac, Greek) and modern research languages (such as German, French, and Modern Hebrew).					Y	Y				2	2	1	1	2	0	1	0	1	2	Planned - Create an electronic portfolio for the 2021-2022 school year so that there is a record for review. Planned - Discuss the opngoing problems with the relevant department chair and encourage all teachers of Hebrew to encourage rigorous teaching of the Hebrew langauge, as well as including more exegetical methodology and biblical criticism in their classes. This is problematic, because ANES is not a department and has no control over the faculty, who instruct the language classes. We can encourage and advise but not dictate the style and content of instruction.	0	2	Language Proficiency	Y	4	2	50	2
International and Area Studies		Ancient Near Eastern Studies BA	Develop the capacity for informed, independent, critical thinking, be able to perform appropriate library and online scholarly research, and use these skills in the professional study of the ancient Near East.			Y				Y		Y		3	2	1	1	3	1	2	0	0	4	Taken - Learning outcome met; however, faculty will continue to monitor achievement of this outcome and to support the efforts of teachers of ANES 495, our capstone class, to mentor students in producing a 1. Publishable quality paper, 2. A high quality academic presentation, or 3. A solid writing sample for graduate school applications. Planned - Indentify which students perform below expectation or fail to complete the capstone class. Planned - Learning outcome met, but there is room for improvement. Strong faculty will continue to teach ANES 201 and 495 (the intro and capstone courses), but faculty will be advised to introduce critical approaches and practices earlier in the ANES curriculum. Planned - Generally, this learning outcome is being met, but here, as elsewhere, the greatest success seems to be in the campstone course, and some students think there could be more focus on and training in this skill earlier in the major. Conduct faculty discussion about how to integrate more critical thinking and writing in early ANES courses, discussing best practices and uniformity across sections.	1	3	Critical Thinking	Y	7	3	43	3
International and Area Studies		Ancient Near Eastern Studies BA	Be able to write cogent and substantial research papers on a university level that utilize theoretical and methodological approaches from the Social Sciences and Humanities that integrate historical and artifactual analysis with the translation, analysis and interpretation of ancient Near Eastern texts and topics.	Y	Y	Y				Y				4	4	3	1	6	1	4	1	0	7	Planned - Learning outcome met; however, faculty will continue to monitor achievement of this outcome, and an electronic portfolio will be created for the 2020-2021 academic year. Planned - Indentify which students perform below expectation or struggle to complete the capstone class and discuss with affiliated faculty how to improve their experience and success. Planned - From the student perspective, this outcome seems to be successfully achieved, but not until the end of the program. This must be discussed with the Executive Committee and with affiliated faculty to determine how we can actively integrate mentored writing experiences into ANES course work throughout the educational experience, and not just in the capstone course. Planned - Encourage students to take IHUM 311 - Advanced Writing in Comparative Arts and Humanities and do it earlier in their careers. Planned - Urge affiliated faculty (again) to include meaningful writing assignments in all of our ANES classes, especially in all 300-level and 400-level classes, so that students have ample practice before they reach the capstone course. Planned - This learning outcome is being met, but we will discuss with affiliated faculty successful mentoring of student writing and how to direct students to academic conferences, in addition to encouraging them to participate in the annual student (SANE) symposium. Planned - This learning outcome is being met, but we will continue to discuss with affiliated faculty how to integrate mentored writing experiences into ANES-related courses and how to direct students, who have written good papers, to venues where they can have their work published.	0	7	Analytical Writing	Y	13	6	46	3
International and Area Studies		Ancient Near Eastern Studies BA	Understand and comply with the ethical standards adhered to by professionals in the academic fields of textual analysis, archaeology, and historical research and encouraged to follow them.							Y	Y		Y	3	1	0	1	1	0	1	0	0	3	Planned - Encourage affiliated faculty to include this Learning Outcome on all their syllabi and directly address this issue over the course of the semester. Also, encourage faculty to explicity address academic integrity in their courses. Planned - Request next year's Kennedy Center's Graduation Survey. Include a mid-year questionnaire in addition to the end-of-year interview and survey. Pose the questions to all students in the program, not just to graduating seniors. Taken - Learning outcome met; however, faculty will continue to monitor achievement of this outcome as we move forward.	1	2	Academic Integrity	Y	4	1	25	3

International and Area Studies		Ancient Near Eastern Studies BA	Develop the ability to consider the relationship between academics and faith through models of academically sound but also faithful scholarship. Seek a spiritually informed, lifelong pursuit of learning, scholarship, and service.	Y	Y						Y	Y	4	3	0	3	3	3	0	0	0	5	Taken - Learning outcome met; however, faculty will continue to monitor achievement of this outcome. Planned - Request next year's Kennedy Center's Graduation Survey. Administer a mid-year and an end-of-year survey to all students in the program, not just to graduating seniors. Planned - The ANES coordinator can hold "brown bag" lunches every other semester, where students can discuss questions/concerns/details of the program, including faith issues. Planned - We will begin practice of sending out the review and rate request to the specific faculty who have taught an ANES related course right at the end of the semester, in which they have taught. A more general request to review and rate the program will be sent to all affiliated faculty at the end of every winter semester. Planned - Conduct annual meeting with members of the Executive Committee to discuss this learning outcome and to address any specific challenges faced by individual students. Discuss shared experiences and best practices with affiliated faculty at annual meeting.	1	4	Academics and Faith	Y	8	3	38	4
International and Area Studies		Greek New Testament BA	Develop the ability to consider the relationship between academics and faith through models of academically sound but also faithful scholarship. Seek a spiritually informed, lifelong pursuit of learning, scholarship, and service.	Y	Y						Y	Y	4	3	1	2	3	1	2	0	0	5	Taken - Conduct email exchanges with members of the Executive Committee to "discuss" this learning outcome and to address any specific challenges faced by individual students. Planned - Reach out to all ANES affiliated faculty, reminding them of intended program outcomes and inviting them to consider ways they can explicitly incorporate discussions of academics and faith in their curriculum. Invite faculty who are already doing this to share "best practices," so that we can make specific recommendations to affiliated faculty. Planned - Past efforts to solicit faculty input involved a general request for all affiliated faculty to review and rate the program. It has been suggested that we begin the practice of sending out the review and rate request to the specific faculty who have taught an ANES related course right at the end of the semester, in which they have taught. A more general request to review and rate the program will still be sent to all affiliated faculty at the end of the academic year (the end of winter semester). Taken - Learning outcome met, with particular success in the capstone course. Faculty coordinator will continue to monitor. Planned - Administer a mid-year and an end-of-year survey to all students in the program, not just to graduating seniors.	2	3	Academics and Faith	Y	8	3	38	3
International and Area Studies		Greek New Testament BA	Learn and be able to interpret the significant events and developments in the history and cultures of the ancient Near East, including the history and culture of ancient Israel and surrounding civilizations, particularly during the Hellenistic, Roman, and early Christian eras.		Y				Y				2	2	1	1	2	1	1	0	0	3	Taken - In terms of student performance in the related course work, the learning outcome is being successfully met. Coordinator and faculty will continue to monitor achievement of this outcome. Taken - Last year, one of the concerns expressed by students was that there was "too much overlap" between history courses. A review and discussion with affiliated faculty about the areas of overlap between where HIST 238, HIST 239, HIST 310, and CLCV 363 seems to have successfully addressed the redundancies. Planned - In history courses that are specific to the Greek New Testament track-CLSCS 430R, CLCV 363-we will participating faculty to include more material on early Christian history.	2	1	History and Culture of Ancient Near East	Y	5	2	40	4
International and Area Studies		Greek New Testament BA	Be able to translate and interpret major ancient Near Eastern texts, especially the Greek New Testament, and analyze those texts within the contexts of Second Temple Judaism, the Hellenistic World, and the Roman Empire. Acquire proper hermeneutical skills and practice sound exegesis as well as learn how to do modern readings, including readings from a Latter-day Saint perspective.		Y	Y			Y	Y			4	2	1	1	4	2	2	0	0	4	Taken - Learning outcome met; however, faculty will continue to monitor achievement of this outcome. Planned - Coordinator will write to teachers of Greek 311 and 411R thanking them for their excellent teaching of the language and encouraging them to do more formal exegesis. A more formal ZOOM meeting will be held early in fall semester 2021 to discuss best practices and invite sharing of ideas. Request copies of syllabi, assignments, and sample exams for all Greek 311 and 411R courses. Planned - Prepare and send mid-tem questionnaires and end of year questionnaires to ALL students in the program, not just to graduating seniors. For the graduating seniors, continue to conduct exit interviews as health guidelines allow, seding them a copy of the formal questionnaire two weeks before the interview. Planned - Formal meeting to be held early in fall semester of 2021 with Affiliated Faculty to discuss the teaching and use of exegesis in Greek New Testament courses, but also for the course, in which Biblical and other early Christian texts are taught in translation.	1	3	Ancient Text Interpretation	Y	8	4	50	4
International and Area Studies		Greek New Testament BA	Acquire and demonstrate functional capacity in the languages and textual interpretation of the Greek New Testament, being able to read, translate, comprehend, analyze, and interpret these significant religious and historical texts with methodological soundness.			Y			Y	Y			3	2	1	1	2	1	1	0	0	3	Taken - Request copies of all Greek 311 and 411R syllabi to review and assure that there is consistency across sections. Planned - Create electronic portfolio for 2021-2022! Taken - In terms of the teaching of Greek, this learning outcome is successfully met; however, faculty will continue to monitor achievement of this outcome.	2	1	Language Proficiency	Y	5	2	40	4
International and Area Studies		Greek New Testament BA	Develop the capacity for informed, independent, critical thinking, be able to perform appropriate library and online scholarly research, and use these skills in the professional study of the ancient Near East and early Christianity.			Y			Y		Y		3	2	1	1	3	0	2	1	0	3	Planned - Here, as elsewhere, it seems that this could be integrated earier and more thoroughly throughout the ANES curriculum. Conduct faculty discussion about this in fall meeting, discussing best practices and uniformity across sections. Request sample syllabi, assignments, exams, and papers from faculty who instruct ANES courses. Taken - Learning outcome met; however, faculty will continue to monitor achievement of this outcome and to support the efforts of teachers of ANES 495, our capstone class, to mentor students in producing a 1. Publishable quality paper, 2. A high quality academic presentation, or 3. A solid writing sample for graduate school applications. Planned - Learning outcome met, but there is room for improvement. Indentify which students perform below expectation or struggle to complete the capstone class and discuss with the ANES 495 teacher how we can help those students. Faculty will continue to monitor achievement of this outcome. Strong faculty will continue to teach ANES 201 and 495 (the intro and capstone courses). We will discuss with affiliated faculty how to introduce desired skills throughout the curriculum, not just in the capstone course.	1	2	Critical Thinking	Y	6	3	50	3
International and Area Studies		Greek New Testament BA	Be able to write cogent and substantial research papers on a university level that utilize theoretical and methodological approaches from the Social Sciences and Humanities that integrate historical and artifactual analysis with the translation, analysis and interpretation of ancient Near Eastern texts and topics.			Y	Y		Y				3	4	3	1	6	1	3	2	0	7	Planned - From the student perspective, this outcome seems to be successfully achieved, but not until the end of the program. This must be discussed with the Executive Committee and with affiliated faculty to determine how we can actively integrate mentored writing experiences into ANES course work throughout the educational experience, and not just in the capstone course. Planned - Encourage students to take IHUM 311 - Advanced Writing in Comparative Arts and Humanities and do it earlier in their careers. Planned - Urge affiliated faculty (again) to include meaningful writing assignments in all of our ANES classes, especially in all 300-level and 400-level classes, so that students have ample practice before they reach the capstone course. Planned - This learning outcome is being met, but we will discuss with affiliated faculty successful mentoring of student writing and how to direct students to academic conferences, in addition to encouraging them to participate in the annual student (SANE) symposium. Planned - This learning outcome is being met, but we will continue to discuss with affiliated faculty how to integrate mentored writing experiences into ANES-related courses and how to direct students, who have written good papers, to venues where they can have their work published. Planned - Learning outcome met; however, faculty will continue to monitor achievement of this outcome, and an electronic portfolio will be created for the 2021-2022 academic year. Planned - Indentify which students perform below expectation or struggle to complete the capstone class and discuss with affiliated faculty how to improve their experience and success.	0	7	Analytical Writing	Y	13	6	46	3
International and Area Studies		Greek New Testament BA	Understand and comply with the ethical standards adhered to by professionals in the academic fields of textual analysis, archaeology, and historical research and encouraged to follow them.						Y	Y		Y	3	1	0	1	1	1	0	0	0	3	Taken - Learning outcome met; faculty will continue to monitor achievement of this outcome. Planned - Encourage affiliated faculty to include this Learning Outcome on their syllabi for ANES-related classes and directly address this issue over the course of the semester. Planned - Add a mid-year questionnaire in addition to the end-of-year interview and survey. Pose the questions to all students in the program, not just to graduating seniors.	1	2	Academic Integrity	Y	4	1	25	4
International and Area Studies		Hebrew Bible BA	Learn and be able to interpret the significant events and developments in the history and cultures of the ancient Near East, including the history and culture of ancient Israel and surrounding civilizations, e.g., Egypt, Greater Syria, and Mesopotamia.		Y				Y	Y			3	2	1	1	2	2	0	0	0	2	Taken - Learning outcome is successfully met; faculty will continue to monitor achievement of this outcome. Taken - According to student views, the learning outcome is being successfully met. Faculty will continue to monitor.	2	0	History and Culture of Ancient Near East	Y	4	2	50	4
International and Area Studies		Hebrew Bible BA	Be able to translate and interpret major ancient Near East texts, including the Hebrew Bible, and analyze their significance for understanding the cultures that produced them. They will also learn proper hermeneutical skills and practice sound exegesis as well as learn how to do modern readings, including readings from a Latter-day Saint perspective.						Y	Y			2	2	1	1	2	1	1	0	0	3	Planned - Discuss need for more exegesis and writing in Biblical Hebrew courses, specifically in Heb 432R with Executive Committee. Taken - Assign strong faculty to teach ANES 201, 331, 363 and 495. Planned - Encourage faculty to introduce and model more critical methodologies and exegesis in their early ANES courses. Discuss best practices and sample assignments, exercises, etc.	1	2	Ancient Text Interpretation	Y	5	2	40	3

International and Area Studies		Hebrew Bible BA	Acquire and demonstrate functional capacity in Hebrew and textual interpretation of the Hebrew Bible, being able to read, comprehend, analyze, and interpret these significant religious and historical texts with methodological soundness. Students are also encouraged to gain exposure to other pertinent ancient languages (e.g., Aramaic, Ugaritic, Syriac, Greek) and modern research languages (such as German, French, and Modern Hebrew).					Y	Y			2	2	1	1	2	0	1	0	1	2	Planned - Create an electronic portfolio for the 2021-2022 school year so that there is a record for review. Planned - Discuss the opngoing problems with the relevant department chair and encourage all teachers of Hebrew to encourage rigorous teaching of the Hebrew langauge, as well as including more exegetical methodology and biblical criticism in their classes. This is problematic, because ANES is not a department and has no control over the faculty, who instruct the language classes. We can encourage and advise but not dictate the style and content of instruction.	0	2	Language Proficiency	Y	4	2	50	2
International and Area Studies		Hebrew Bible BA	Develop the capacity for informed, independent, critical thinking, be able to perform appropriate library and online scholarly research, and use these skills in the professional study of the ancient Near East.			Y			Y		Y		3	2	1	1	3	1	2	0	0	4	Taken - Learning outcome met; however, faculty will continue to monitor achievement of this outcome and to support the efforts of teachers of ANES 495, our capstone class, to mentor students in producing a 1. Publishable quality paper, 2. A high quality academic presentation, or 3. A solid writing sample for graduate school applications. Planned - Indentify which students perform below expectation or fail to complete the capstone class. Planned - Learning outcome met, but there is room for improvement. Strong faculty will continue to teach ANES 201 and 495 (the intro and capstone courses), but faculty will be advised to introduce critical approaches and practices earlier in the ANES curriculum. Planned - Generally, this learning outcome is being met, but here, as elsewhere, the greatest success seems to be in the campstone course, and some students think there could be more focus on and training in this skill earlier in the major. Conduct faculty discussion about how to integrate more critical thinking and writing in early ANES courses, discussing best practices and uniformity across sections.	1	3	Critical Thinking	Y	7	3	43	3
International and Area Studies		Hebrew Bible BA	Be able to write cogent and substantial research papers on a university level that utilize theoretical and methodological approaches from the Social Sciences and Humanities that integrate historical and artifactual analysis with the translation, analysis and interpretation of ancient Near Eastern texts and topics.		Y	Y	Y		Y				4	4	3	1	6	1	4	1	0	7	Planned - Learning outcome met; however, faculty will continue to monitor achievement of this outcome, and an electronic portfolio will be created for the 2020-2021 academic year. Planned - Indentify which students perform below expectation or struggle to complete the capstone class and discuss with affiliated faculty how to improve their experience and success. Planned - From the student perspective, this outcome seems to be successfully achieved, but not until the end of the program. This must be discussed with the Executive Committee and with affiliated faculty to determine how we can actively integrate mentored writing experiences into ANES course work throughout the educational experience, and not just in the capstone course. Planned - Encourage students to take IHUM 311 - Advanced Writing in Comparative Arts and Humanities and do it earlier in their careers. Planned - Urge affiliated faculty (again) to include meaningful writing assignments in all of our ANES classes, especially in all 300-level and 400-level classes, so that students have ample practice before they reach the capstone course. Planned - This learning outcome is being met, but we will discuss with affiliated faculty successful mentoring of student writing and how to direct students to academic conferences, in addition to encouraging them to participate in the annual student (SANE) symposium. Planned - This learning outcome is being met, but we will continue to discuss with affiliated faculty how to integrate mentored writing experiences into ANES-related courses and how to direct students, who have written good papers, to venues where they can have their work published.	0	7	Analytical Writing	Y	13	6	46	3
International and Area Studies		Hebrew Bible BA	Understand and comply with the ethical standards adhered to by professionals in the academic fields of textual analysis, archaeology, and historical research and encouraged to follow them.						Y	Y		Y	3	1	0	1	1	0	1	0	0	3	Planned - Encourage affiliated faculty to include this Learning Outcome on all their syllabi and directly address this issue over the course of the semester. Also, encourage faculty to explicity address academic integrity in their courses. Planned - Request next year's Kennedy Center's Graduation Survey. Include a mid-year questionnaire in addition to the end-of-year interview and survey. Pose the questions to all students in the program, not just to graduating seniors. Taken - Learning outcome met; however, faculty will continue to monitor achievement of this outcome as we move forward.	1	2	Academic Integrity	Y	4	1	25	3
International and Area Studies		Hebrew Bible BA	Develop the ability to consider the relationship between academics and faith through models of academically sound but also faithful scholarship. Seek a spiritually informed, lifelong pursuit of learning, scholarship, and service.	Y	Y						Y	Y	4	3	0	3	3	3	0	0	0	5	Taken - Learning outcome met; however, faculty will continue to monitor achievement of this outcome. Planned - Request next year's Kennedy Center's Graduation Survey. Administer a mid-year and an end-of-year survey to all students in the program, not just to graduating seniors. Planned - The ANES coordinator can hold "brown bag" lunches every other semester, where students can discuss questions/concerns/details of the program, including faith issues. Planned - We will begin practice of sending out the review and rate request to the specific faculty who have taught an ANES related course right at the end of the semester, in which they have taught. A more general request to review and rate the program will be sent to all affiliated faculty at the end of every winter semester. Planned - Conduct annual meeting with members of the Executive Committee to discuss this learning outcome and to address any specific challenges faced by individual students. Discuss shared experiences and best practices with affiliated faculty at annual meeting.	1	4	Academics and Faith	Y	8	3	38	4
Law School		Comparative Law LLM	Students will be able to engage in legal analysis, research, and advocacy pertinent to the United States legal system.			Y			Y				2	3	2	1	3	2	1	0	0	3	Planned - The success of the LLM program is largely a function of admitting strong students, providing two courses that introduce foreign lawyers to US law and legal methods, and integrating LLM students into JD classes. While attrition is not as telling of an assessment measure as we would like, it is one meaningful assessment method readily available to us. The Law School will continue to monitor attrition. Planned - We will encourage eligible LLM students to engage in OPT. However, in recruiting students we intend to focus upon those students who specifically desire to return to their home countries to work ultimately, which at times make OPT opportunities a little less desirable to some students. Planned - We have begun to reach out to our past graduates to compile more accurate post-graduation data.	0	3	Legal Analysis, Research, and Advocacy	Y	6	3	50	4
Law School		Comparative Law LLM	Students will demonstrate competency in explaining and applying fundamental principles regarding the law and legal system of the United States.					Y	Y				2	3	2	1	3	2	1	0	0	3	Planned - The success of the LLM program is largely a function of admitting strong students, providing two courses that introduce foreign lawyers to US law and legal methods, and integrating LLM students into JD classes. While attrition is not as telling of an assessment measure as we would like, it is one meaningful assessment method readily available to us. The Law School will continue to monitor attrition. Planned - We will encourage eligible LLM students to engage in OPT. However, in recruiting students we intend to focus upon those students who specifically desire to return to their home countries to work ultimately, which at times make OPT opportunities a little less desirable to some students. Planned - We have begun to reach out to our past graduates to compile more accurate post-graduation data.	0	3	Law and Legal System of the United States	Y	6	3	50	4
Law School		Law JD	Students will have the ability and desire to engage in lifelong learning and service.								Y	Y	2	2	1	1	2	0	2	0	0	2	Taken - Over the last few years, the Law School has created several live-client clinic opportunities that are akin to traditional clinical education, including the BYU Community Legal Clinic, the Domestic Violence Intervention Clinic, the Environmental Policy Clinic, the Family Law Clinic, the International Religious Freedom Clinic, the International Human Rights Clinic, the Law and Entrepreneurship Clinic, the Legal Design Lab, the Mediation Clinic, the Negotiation Clinic, the Refugee and Immigration Initiative, and the Supreme Court Advocacy Clinic. Each of these clinics provide students with a "substantial lawyering experience that involves advising or representing one or more actual client or service as a third-party neutral." Taken - Over the last few years, the Law School has created several live-client clinic opportunities that are akin to traditional clinical education, including the BYU Community Legal Clinic, the Domestic Violence Intervention Clinic, the Environmental Policy Clinic, the Family Law Clinic, the International Religious Freedom Clinic, the International Human Rights Clinic, the Law and Entrepreneurship Clinic, the Legal Design Lab, the Mediation Clinic, the Negotiation Clinic, the Refugee and Immigration Initiative, and the Supreme Court Advocacy Clinic. Each of these clinics provide students with a "substantial lawyering experience that involves advising or representing one or more actual client or service as a third-party neutral."	2	0	Lifelong Learning and Service	Y	4	2	50	3

Law School		Law JD	Students will be able to perform legal research, legal writing, and legal advocacy.				Y			Y				2	7	4	3	9	6	3	0	0	12	Planned - The Law School will continue to work to ensure that each journal has a faculty adviser who can help maintain the quality of the journal experience and each journal's published work product. Planned - We will continue to support iniatives at the law school and monitor this assessment. Taken - In March of 2019, the Law School created the Office of Academic Advisement & Development and appointed a Director for the program (a ¾-time faculty position). Over the past two years, significant progress has been made towards increasing the quality and intentionality of the services offered to our students at BYU Law School to best prepare them for success after graduation, including in passing the Bar Exam. The Director oversees summer training of incoming first-year students, supervises the first-year Academic Development Program, supervises a team of Student Advisors who provide individualized academic support to first-year students and other at-risk students, oversees the three for-credit courses offered through Academic Development for at-risk students, works with the Administration to create and administer individualized improvement plans for students on Academic Probation, manages the Law School's efforts to prepare students for the Bar Exam, serves on the Utah Supreme Court's task force charged with reviewing licensure procedures, provides individual academic advisement services to all students, and works with the Law School Registrar to collect, organize, and store data relevant to the appropriate academic development of all of our students. In addition, the Director has developed an expertise in theories of cognitive learning science and educational psychology to consult with faculty on best teaching practices to promote long-term learning gains for our students. Planned - While the Law School takes a "whole building approach" to prepare our students to pass the Bar Exam, in order to provide a specific focus on increasing Bar passage, the Director of Academic Advisement & Development has created and implemented a comprehensive plan of action that focuses on the academic development of each student through all three years of law school as cumulative GPA at graduation is the single best-predictor of Bar passage. Specifically, during the 2020-2021 academic year, we accomplished the following: 1 st Year Students								
Law School		Law JD	Students will be able to recognize and resolve ethical issues in light of ethical, moral, and religious principles.								Y		Y	2	2	1	1	2	1	1	0	0	2	Planned - We plan to continue to track this measure. Planned - The Law School will continue to monitor this assessment.	0	2	Ethical Issues	Y	4	2	50	4
Law School		Law JD	Students will demonstrate competency in explaining and applying the fundamental principles of Civil Procedure, Contracts, Criminal Law, Property, Structures of the Constitution, Torts, Legislation and Regulation, and Professional Responsibility.			Y				Y				2	3	1	2	4	3	1	0	0	7	Taken - In March of 2019, the Law School created the Office of Academic Advisement & Development and appointed a Director for the program (a ¾-time faculty position). Over the past two years, significant progress has been made towards increasing the quality and intentionality of the services offered to our students at BYU Law School to best prepare them for success after graduation, including in passing the Bar Exam. The Director oversees summer training of incoming first-year students, supervises the first-year Academic Development Program, supervises a team of Student Advisors who provide individualized academic support to first-year students and other at-risk students, oversees the three for-credit courses offered through Academic Development for at-risk students, works with the Administration to create and administer individualized improvement plans for students on Academic Probation, manages the Law School's efforts to prepare students for the Bar Exam, serves on the Utah Supreme Court's task force charged with reviewing licensure procedures, provides individual academic advisement services to all students, and works with the Law School Registrar to collect, organize, and store data relevant to the appropriate academic development of all of our students. In addition, the Director has developed an expertise in theories of cognitive learning science and educational psychology to consult with faculty on best teaching practices to promote long-term learning gains for our students. Planned - While the Law School takes a "whole building approach" to prepare our students to pass the Bar Exam, in order to provide a specific focus on increasing Bar passage, the Director of Academic Advisement & Development has created and implemented a comprehensive plan of action that focuses on the academic development of each student through all three years of law school as cumulative GPA at graduation is the single best-predictor of Bar passage. Specifically, during the 2020-2021 academic year, we accomplished the following: 1 st Year Students Student Advisors. In July of 2020, each incoming student was paired with a Student Advisor who was responsible for making weekly contact with each 1L student throughout the semester to offer academic support and advisement. Our team of 21 Student Advisors was comprised of high-performing 2L and 3L students (generally ranked top	3	4	Competency in Explaining and Applying Fundamental Principles	Y	11	4	36	4
Law School		Law JD	Students will be able to engage in legal analysis, reasoning, and problem solving.			Y						Y		2	4	2	2	5	3	2	0	0	8	Taken - In March of 2019, the Law School created the Office of Academic Advisement & Development and appointed a Director for the program (a ¾-time faculty position). Over the past two years, significant progress has been made towards increasing the quality and intentionality of the services offered to our students at BYU Law School to best prepare them for success after graduation, including in passing the Bar Exam. The Director oversees summer training of incoming first-year students, supervises the first-year Academic Development Program, supervises a team of Student Advisors who provide individualized academic support to first-year students and other at-risk students, oversees the three for-credit courses offered through Academic Development for at-risk students, works with the Administration to create and administer individualized improvement plans for students on Academic Probation, manages the Law School's efforts to prepare students for the Bar Exam, serves on the Utah Supreme Court's task force charged with reviewing licensure procedures, provides individual academic advisement services to all students, and works with the Law School Registrar to collect, organize, and store data relevant to the appropriate academic development of all of our students. In addition, the Director has developed an expertise in theories of cognitive learning science and educational psychology to consult with faculty on best teaching practices to promote long-term learning gains for our students. Planned - While the Law School takes a "whole building approach" to prepare our students to pass the Bar Exam, in order to provide a specific focus on increasing Bar passage, the Director of Academic Advisement & Development has created and implemented a comprehensive plan of action that focuses on the academic development of each student through all three years of law school as cumulative GPA at graduation is the single best-predictor of Bar passage. Specifically, during the 2020-2021 academic year, we accomplished the following: 1 st Year Students &nbs p; Student Advisors. In July of 2020, each incoming student was paired with a Student Advisor who was responsible for making weekly contact with each 1L student throughout the								
Life Sciences	Biology	Bioinformatics BS	Students will interpret relationships among living things and analyze and solve biological problems, from the molecular to ecosystem level using basic biological concepts, grounded in foundational theories."						Y	Y				2	1	1	0	1	1	0	0	0	1	Planned - The Law School will continue to monitor this assessment.	1	0	Broad Understanding of Biology	Y	2	1	50	4
Life Sciences	Biology	Bioinformatics BS	Students will design computer programs to facilitate biological data analysis. (BYU AIMS 1,2,3)						Y	Y				2	1	1	0	1	1	0	0	0	1	Planned - The Law School will continue to monitor this assessment.	1	0	Computer Programming	Y	2	1	50	4
Life Sciences	Biology	Bioinformatics BS	Students will be able to conduct basic bioinformatics research.(BYU AIMS 2,3,4)			Y		Y						2	1	1	0	1	1	0	0	0	1	Planned - The Law School will continue to monitor this assessment.	1	0	Research and Inquiry	Y	2	1	50	4
Life Sciences	Biology	Biology BS	Students will use basic biological concepts, grounded in the foundational theories, to interpret relationships among living things and to analyze and solve biological problems, from the molecular to ecosystem level.						Y					1	1	1	0	1	1	0	0	0	1	Planned - The Law School will continue to monitor this assessment.	1	0	Broad Understanding of Biology	Y	2	1	50	4
Life Sciences	Biology	Biology BS	Students will be able to conduct basic biology research.			Y		Y						2	1	0	1	1	0	1	0	0	1	Planned - The Law School will continue to monitor this assessment.	1	0	Skills and Tools for Discovery	Y	2	1	50	3

Life Sciences	Biology	Biology BS	Students will demonstrate professionalism (e.g., scientific integrity, intellectual honesty) and competency (effective verbal and written communication, accurate knowledge base) required by employers or graduate school.						Y		Y		2	1	0	1	1	1	0	0	0	1	Planned - The Law School will continue to monitor this assessment.	0	1	Meet standards of professionalism	Y	2	1	50	4
Life Sciences	Biology	Biological Science Education BS	Students will use basic biological concepts, grounded in the foundational theories, to interpret relationships among living things and to analyze and solve biological problems, from the molecular to ecosystem level. (BYU AIMS 1,2,3)					Y					1	2	2	0	2	2	0	0	0	2	Taken - We are successfully meeting this learning outcome. We will continue to monitor student test scores to ensure that we maintain scores above 140. Taken - We are successfully meeting this learning outcome. We see no obvious deficiencies in subscores at this point. We will continue to monitor student performance on the PRAXIS.	2	0	Broad Understanding of Biology	Y	4	2	50	4
Life Sciences	Biology	Biological Science Education BS	Students will apply theory to practice through learning, experimentation, critical analysis, practice, and reflection, as outlined in the Interstate New Teacher Assessment and Support Consortium (INTASC) in a classroom setting. (BYU AIMS 1-4) Link to INTASC standards: http://education.byu.edu/epp/INTASC_standards.html						Y	Y			2	1	1	0	1	1	0	0	0	1	Taken - We are successfully meeting this learning outcome. We see no obvious deficiencies in subscores at this point. We will continue to monitor student performance on the PRAXIS.	1	0	INTASC Standards	Y	2	1	50	4
Life Sciences	Biology	Biological Science Education BS	Students will design and produce a written instructional unit that incorporates all ten principles of the Interstate New Teacher Assessment and Support Consortium (INTASC). (BYU AIMS 1-4)						Y				1	1	1	0	1	1	0	0	0	1	Taken - We are successfully meeting this learning outcome. We see no obvious deficiencies in subscores at this point. We will continue to monitor student performance on the PRAXIS.	1	0	Instructional Design	Y	2	1	50	4
Life Sciences	Biology	Biological Science Education BS	Students will meet the entry level standards for teacher licensure.						Y				1	1	1	0	1	1	0	0	0	1	Taken - We are successfully meeting this learning outcome. We see no obvious deficiencies in subscores at this point. We will continue to monitor student performance on the PRAXIS.	1	0	Preparation for Licensure	Y	2	1	50	4
Life Sciences	Biology	Biodiversity & Conservation BS	Students will use basic biological concepts, grounded in the foundational theories, to interpret relationships among living things and to analyze and solve biological problems, from the molecular to ecosystem level.					Y					1	1	1	0	1	1	0	0	0	1	Taken - We are successfully meeting this learning outcome. We see no obvious deficiencies in subscores at this point. We will continue to monitor student performance on the PRAXIS.	1	0	Broad Understanding of Biology	Y	2	1	50	4
Life Sciences	Biology	Biodiversity & Conservation BS	Students will be able to conduct basic conservation biology research.			Y		Y					2	1	1	0	1	1	0	0	0	1	Taken - We are successfully meeting this learning outcome. We see no obvious deficiencies in subscores at this point. We will continue to monitor student performance on the PRAXIS.	1	0	Tools and Skill Development	Y	2	1	50	4
Life Sciences	Biology	Biodiversity & Conservation BS	Students will demonstrate professionalism (e.g., scientific integrity, intellectual honesty) and competency (effective verbal and written communication, accurate knowledge base) required by employers or graduate school.						Y				1	1	0	1	1	1	0	0	0	1	Taken - We are successfully meeting this learning outcome. We see no obvious deficiencies in subscores at this point. We will continue to monitor student performance on the PRAXIS.	0	1	Professional and Career Development	Y	2	1	50	4
Life Sciences	Biology	Biological Science Education MS	Students will interpret, analyze, and solve educational problems within the framework of biology using advanced concepts, grounded in the foundational biological, educational, and cognitive theories. (BYU AIMS 1, 2, 3)					Y					1	2	2	0	2	2	0	0	0	2	Taken - No action is currently needed. Taken - No action is currently needed.	2	0	Advanced Biology and Education Fundamentals	Y	4	2	50	4
Life Sciences	Biology	Biological Science Education MS	Students will be able to conduct educational research within the framework of biology education. (BYU AIMS 2, 4)			Y		Y					2	1	1	0	1	0	1	0	0	1	Taken - No action is currently needed.	0	1	Research Tools and Skills	Y	2	1	50	3
Life Sciences	Biology	Biological Science Education MS	Students will be able to teach in the biological sciences by demonstrating an expert understanding of basic biological concepts, foundational theories, and key relationships from the molecular to ecosystem level as well as an expert understanding of learning theories, cognitive theories, and modern pedagogy. (BYU AIMS 4)			Y			Y				2	3	3	0	3	3	0	0	0	3	Taken - No action is currently needed. Taken - No action is currently needed. Taken - No action is currently needed.	3	0	Teaching Skills	Y	6	3	50	4
Life Sciences	Biology	Biology MS	Students will describe the current state of the discipline in their area of specialization (e.g., key theories and research practices in ecology, evolutionary biology, bioinformatics) as well as use advanced biological concepts to interpret, analyze, and solve biological problems. (BYU AIMS 2, 4)					Y					1	1	1	0	1	1	0	0	0	1	Taken - No action is currently needed.	1	0	Area Specialization	Y	2	1	50	4
Life Sciences	Biology	Biology MS	Students will conduct research using appropriate tools and techniques within their focused area of graduate study (e.g., ecology, evolutionary biology). (BYU AIMS 2, 4)			Y		Y					2	1	1	0	1	1	0	0	0	1	Taken - No action is currently needed.	1	0	Research Skills and Tools	Y	2	1	50	4
Life Sciences	Biology	Biology MS	Students will be able to teach in the biological sciences by demonstrating an expert understanding of basic biological concepts, foundational theories, and key relationships from the molecular to ecosystem level. (BYU AIMS 4)						Y				1	3	2	1	3	3	0	0	0	3	Taken - We require that all graduate students be a TA in at least one course in biology, even in cases where the student has RA funding or fellowship support. Taken - We will continue to require mandatory participation in the graduate orientation course. Taken - Because this is not a requirement, we do not plan to take any further action. The graduate Teaching Fellows Program is generally encouraged only for PhD level students (except for the BSE MS).	3	0	Teaching Skills	Y	6	3	50	4
Life Sciences	Biology	Biology PHD	Students will elucidate, using pertinent examples, the current state of the discipline in their area of specialization (e.g., key theories and research practices in ecology, evolutionary biology, bioinformatics) as well as use advanced biological concepts to interpret, analyze, and solve biological problems. (BYU AIMS 1, 2, 3)					Y	Y				2	1	1	0	1	1	0	0	0	1	Taken - Because this is not a requirement, we do not plan to take any further action. The graduate Teaching Fellows Program is generally encouraged only for PhD level students (except for the BSE MS).	1	0	Area Specialization	Y	2	1	50	4
Life Sciences	Biology	Biology PHD	Students will conduct research using appropriate tools and techniques within their focused area of graduate study (e.g., ecology, evolutionary biology). (BYU AIMS 2, 4)				Y	Y					2	1	1	0	1	1	0	0	0	1	Taken - Because this is not a requirement, we do not plan to take any further action. The graduate Teaching Fellows Program is generally encouraged only for PhD level students (except for the BSE MS).	1	0	Research Skills and Tools	Y	2	1	50	4
Life Sciences	Biology	Biology PHD	Students will be given the opportunity to teach in the biological sciences by demonstrating an expert understanding of basic biological concepts, foundational theories, and key relationships from the molecular to ecosystem level. (BYU AIMS 4) However, this is not required of all PhD students and depends on their career trajectory and level of external funding.				Y		Y				2	3	2	1	3	3	0	0	0	3	Taken - Since this course is not required, we are successfully meeting this outcome. We will continue to evaluate incoming students' preparations in teaching and encourage participation in the graduate orientation course, if needed. Planned - It is not required, but we strongly encourage students to participate in the first course of the Graduate Teaching program and apply to be a Graduate Teaching Fellow. We will continue to promote the program to all PhD students. Taken - We strongly encourage graduate students be a TA in at least one course in biology, even in cases where they have RA funding or fellowship support. However, it is a delicate balance between research productivity and teaching experience. Thus, occasionally, we have a student on external funding who does not TA a course. This year, the one student was a faculty member already at another institution and was teaching there.	2	1	Teaching Skills (optional)	Y	6	3	50	4
Life Sciences	Cell Biology and Physiology	Biophysics BS	Apply key principles of biophysics toward evaluating and analyzing primary literature in the field. Be able to explain key concepts in physiology and biophysics (and supporting disciplines).					Y		Y			2	3	1	2	3	1	2	0	0	3	Taken - Continue to monitor survey results and make changes where and when needed. Taken - Continue to collect and monitor scores on national entrance exams. Taken - Watch performance on ETS exam for indications of areas of weakness. Revise curriculum to strenthen learning in areas shown to be weak.	3	0	Biophysics, Physiology, and Biochemistry Fundamentals	Y	6	3	50	3
Life Sciences	Cell Biology and Physiology	Biophysics BS	Critically evaluate current scientific literature and demonstrate the ability to write reports that synthesize and integrate data and hypotheses.				Y	Y					2	1	1	0	1	0	1	0	0	1	Taken - Watch performance on ETS exam for indications of areas of weakness. Revise curriculum to strenthen learning in areas shown to be weak.	1	0	Effective Analysis and Writing	Y	2	1	50	3

Life Sciences	Cell Biology and Physiology	Biophysics BS	Demonstrate competency in carrying out standard laboratory techniques used in the discipline.					Y		Y				2	1	1	0	1	0	1	0	0	2	Taken - Continue to encourage faculty inclusion of students in research and on published works. Planned - Planning is taking place to potentially create an entry level class to bring Biophysics students together earlier in their undergraduate years so they can: 1) start understanding undrelying principles of biophysics sooner, 2) identify each other as they take classes with other majors (i.e., physics), 3) be better prepared to enter a research lab.	1	1	Laboratory Techniques	Y	3	1	33	3
Life Sciences	Cell Biology and Physiology	Biophysics BS	Formulate informed decisions concerning personal and public health issues.			Y						Y		2	1	1	0	1	0	1	0	0	1	Planned - Planning is taking place to potentially create an entry level class to bring Biophysics students together earlier in their undergraduate years so they can: 1) start understanding undrelying principles of biophysics sooner, 2) identify each other as they take classes with other majors (i.e., physics), 3) be better prepared to enter a research lab.	1	0	Forming Informed Decisions	Y	2	1	50	3
Life Sciences	Cell Biology and Physiology	Cell Biology and Physiology BS	Apply key principles of cell biology toward evaluating and analyzing primary literature in the field. Be able to explain key concepts, including mechanisms by which cellular architecture and organization is developed and maintained and mechanisms by which cells undertake complex functions such as adhesion, polarity, signaling, division, motility, migration, and development.						Y	Y				2	1	0	1	1	0	1	0	0	2	Taken - This expected learning outcome was changed to match the emphasis of our new department name and major: Cell Biology and Physiology. We are placing a new emphasis on Cell Biology rather than only the more specific subdiscipline of developmental biology. Several course names, descriptions, and course learning outcomes were changed to reflect an increase in focus on cell biology fundamentals. Planned - The department curriculum committee is assessing what courses could be added to the major elective list to support students in their learning of cell biology concepts. We have already identified courses in MMBio. Scores on ETS Exam and professional/graduate exam continue to be very strong. We will continue to monitor these scores in future years. Placement of students in professional schools and graduate schools is lower than previous years. This may because of disruptions caused by the pandemic. It also might be because more students are taking a gap year after graduation. We will monitor short-term and long-term acceptance rates to see if we need to do more to support students desiring further education.	1	1	Cell Biology Fundamentals	Y	3	1	33	3
Life Sciences	Cell Biology and Physiology	Cell Biology and Physiology BS	Explain key principles of supporting disciplines including molecular biology, evolutionary science, chemistry (general, organic, and biochemistry), and physics.						Y	Y				2	1	0	1	1	0	1	0	0	2	Planned - Watch performance on ETS exam for indications of areas of weakness. Revise curriculum to strenthen learning in areas shown to be weak. Continue to collect and monitor scores on national entrance exams. Taken - Our faculty have had multiple discussions with other faculty around the college on ways to improve students' understanding and application of statistics principles. Ideas include providing feedback to the faculty that currently teach Stats 121, developing a life science-specific section of Stats 121, or developing a statistics course to be taught out of our college that is life science-specific. These discussions will continue during the upcoming academic year.	1	1	Supporting Disciplines	Y	3	1	33	3
Life Sciences	Cell Biology and Physiology	Cell Biology and Physiology BS	Critically evaluate current scientific literature and write reports that synthesize and integrate data and hypotheses.				Y	Y						2	1	1	0	1	0	1	0	0	2	Taken - All students are now required to take 3 credits of experiential learning courses. These courses are very good at helping students evaluate scientific literature and write/communicate in a professional way. Scores on PDBio 382 papers and grants are good. PDBio 382 professors put a significant amount of time into teaching their students how to formulate ideas and generate professional writing. Their efforts are paying off for our students. Planned - The number of students listed as co-author on papers and abstracts continues to be very good. This is despite a lower number of students being mentored in PDBio 295R and 495R compared to previous years. It is likely that the lower number of mentored students is a result of the pandemic, where many students chose to stay home and not come to campus. We will monitor enrollment trends in CELL 295R and CELL 495R to track numbers of mentored students. We are currently assessing, with the college dean's office, the best way to expand, encourage, and fund internship opportunities for students.	1	1	Effective Writing and Analysis	Y	3	1	33	4
Life Sciences	Cell Biology and Physiology	Cell Biology and Physiology BS	Demonstrate competency in carrying out standard laboratory techniques used in the discipline.				Y			Y				2	1	1	0	1	0	1	0	0	2	Taken - The new and improved PDBio 363 (Advanced Physiology Lab) is going well. This course was revamped to eliminate lecture in favor of pre-lab activities to better prepare students for lab experiments. Planned - The number of students listed as co-author on papers and abstracts continues to be very good. This is despite a lower number of students being mentored in PDBio 295R and 495R compared to previous years. It is likely that the lower number of mentored students is a result of the pandemic, where many students chose to stay home and not come to campus. We will monitor enrollment trends in CELL 295R and CELL 495R to track numbers of mentored students. We are currently assessing, with the college dean's office, the best way to expand, encourage, and fund internship opportunities for students.	1	1	Laboratory Techniques	Y	3	1	33	4
Life Sciences	Cell Biology and Physiology	Cell Biology and Physiology BS	Apply key principles of physiology toward evaluating and analyzing primary literature in the field. Be able to explain key concepts, including mechanisms of maintenance of homeostasis by physiologic control systems, mechanisms of communication among cells and organs, properties that influence movement of substances across living membranes, and relationships of cell and organ structure to function.			Y			Y					2	1	0	1	1	0	1	0	0	2	Planned - Scores on ETS Exam and professional/graduate exam continue to be very strong. We will continue to monitor these scores in future years. Placement of students in professional schools and graduate schools is lower than previous years. This may because of disruptions caused by the pandemic. It also might be because more students are taking a gap year after graduation. We will monitor short-term and long-term acceptance rates to see if we need to do more to support students desiring further education. Taken - A variety of PDBio 550R courses (special topics in cell biol and physiology) have been offered to match student interest and encourage advanced understanding and application of physiology principles. Professors that teach our two physiology courses (PDBio 305 and PDBio 362) had a good discussion about the taget audiences and teaching philosophy for each of these courses. The outcomes of these discussions will improve both of these courses.	1	1	Physiology Fundamentals	Y	3	1	33	3
Life Sciences	Cell Biology and Physiology	Cell Biology and Physiology MS	Students will describe the current state of the discipline in their area of specialization as well as foundational theories, concepts and practices of the field. Students will add new knowledge to their field through designing and conducting experimental procedures, analyzing the collected data, and determining how the new knowledge fits in with current understanding.							Y				1	3	3	0	3	0	2	1	0	3	Planned - The Department Graduate Committee monitors graduate student progress biannually and ensures timely submission of prospectuses and defenses, and informal polling suggests that the general prospectus quality is good. However, the department has approved changes to the prospectus process that were proposed by the graduate committee that will now standardize the prospectus format, and increase the involvement of the graduate committee in the prospectus process. We expect this will improve the prospectuses across the department. Planned - Based on an informal survey of master's degree programs around the country, the Graduate Committee concluded that the majority of master's degree programs no longer perform a coursework comprehensive exam. Therefore, the committee recommended that the coursework exam be discontinued and the department faculty approved this change. Planned - The Graduate Committee will monitor the quality of thesis in light of the changes that were adopted by the department. The Graduate Committee will also continue to publicize the availability of theses written by the student and approved by the student's committee. We will encourage faculty and other interested parties to regularly review theses and provide solicited feedback in terms of the work's impact, significnace, and quality. The committee will continue to clarify standards for the quality of the theses to guide thesis committees in assessing the documents.	0	3	Advanced Physiology and Developmental Biology	Y	6	3	50	3
Life Sciences	Cell Biology and Physiology	Cell Biology and Physiology MS	Critically evaluate current literature in the discipline and generate effective oral and written presentations.				Y	Y						2	1	1	0	1	0	1	0	0	1	Planned - The Graduate Committee will monitor the quality of thesis in light of the changes that were adopted by the department. The Graduate Committee will also continue to publicize the availability of theses written by the student and approved by the student's committee. We will encourage faculty and other interested parties to regularly review theses and provide solicited feedback in terms of the work's impact, significnace, and quality. The committee will continue to clarify standards for the quality of the theses to guide thesis committees in assessing the documents.	0	1	Critical Literature Analysis and Effective Communication	Y	2	1	50	3
Life Sciences	Cell Biology and Physiology	Cell Biology and Physiology MS	Successfully apply the scientific method by generating a hypothesis, testing the hypothesis through personal research that includes appropriate controls, and formulating defensible conclusions.					Y		Y				2	1	1	0	1	0	0	1	0	1	Planned - The Graduate Committee will monitor the quality of thesis in light of the changes that were adopted by the department. The Graduate Committee will also continue to publicize the availability of theses written by the student and approved by the student's committee. We will encourage faculty and other interested parties to regularly review theses and provide solicited feedback in terms of the work's impact, significnace, and quality. The committee will continue to clarify standards for the quality of the theses to guide thesis committees in assessing the documents.	1	0	Research Design and Experience	Y	2	1	50	3
Life Sciences	Cell Biology and Physiology	Cell Biology and Physiology MS	Work independently and think for oneself.			Y		Y						2	1	1	0	1	0	0	1	0	1	Planned - The Graduate Committee will monitor the quality of thesis in light of the changes that were adopted by the department. The Graduate Committee will also continue to publicize the availability of theses written by the student and approved by the student's committee. We will encourage faculty and other interested parties to regularly review theses and provide solicited feedback in terms of the work's impact, significnace, and quality. The committee will continue to clarify standards for the quality of the theses to guide thesis committees in assessing the documents.	0	1	Independent Work and Thought	Y	2	1	50	3

Life Sciences	Cell Biology and Physiology	Cell Biology and Physiology PHD	Students will describe the current state of the discipline in their area of specialization as well as foundational theories, concepts and practices of the field. Students will add new knowledge to their field through designing and conducting experimental procedures, analyzing the collected data, and determining how the new knowledge fits in with current understanding.					Y	Y				2	4	4	0	4	0	3	1	0	4	Planned - The Department Graduate Committee monitors graduate student progress biannually and ensures timely submission of prospectuses and defenses, and informal polling suggests that the general prospectus quality is good. However, the graduate committee has proposed changes to the PhD prospectus requirements that would standardize the format (as an NIH F31 Fellowship proposal) and would increase involvement of the graduate committee in the review and approval of the prospectus. These changes are pending approval by the faculty at the end of August 2020. Planned - The graduate committee will assess the new comprehensive examination by soliciting feedback from students in conjunction with actual exam performance. Planned - The graduate committee has proposed increased involvement of the committee in the student's oral dissertation defense with participation and voting of a graduate committee representative on the student's exam. The faculty approved this in August 2021. The committee will assess its effectiveness. Planned - The committee will assess the impact of the recently approved changes to the written dissertation process.	0	4	Advanced Cell Biology & Physiology	Y	8	4	50	3
Life Sciences	Cell Biology and Physiology	Cell Biology and Physiology PHD	Critically read current literature in the discipline and make effective oral and written presentations.			Y	Y						2	1	1	0	1	1	0	0	0	1	Planned - The committee will assess the impact of the recently approved changes to the written dissertation process.	0	1	Critical Literature Analysis and Effective Communication	Y	2	1	50	4
Life Sciences	Cell Biology and Physiology	Cell Biology and Physiology PHD	Successfully apply the scientific method by generating a hypothesis, testing the hypothesis through personal research that includes appropriate controls, and formulating defensible conclusions.		Y	Y							2	1	1	0	1	0	1	0	0	1	Planned - The committee will assess the impact of the recently approved changes to the written dissertation process.	1	0	Research Design and Experience	Y	2	1	50	3
Life Sciences	Cell Biology and Physiology	Cell Biology and Physiology PHD	Be able to write effective grant proposals.		Y	Y							2	1	0	1	1	0	1	0	0	1	Planned - The committee will assess the impact of the recently approved changes to the written dissertation process.	0	1	Grant Writing	Y	2	1	50	3
Life Sciences	Cell Biology and Physiology	Cell Biology and Physiology PHD	Be able to teach at the university level.									Y	1	1	0	1	1	0	1	0	0	1	Planned - The committee will assess the impact of the recently approved changes to the written dissertation process.	0	1	Teaching	Y	2	1	50	3
Life Sciences	Exercise Sciences	Athletic Training BS	Demonstrate acquisition and application of Athletic Training (AT) knowledge, skills and abilities. The competencies and proficiencies are listed as objectives and outcomes in required Athletic Training courses. See matrix. http://www.nata.org/sites/default/files/5th_Edition_Competencies.pdf						Y		Y		2	3	3	0	3	0	3	0	0	3	Taken - Continually assess curriculum assessment products by comparing between semesters and years. Involve preceptors and outside faculty in this process. The internal actions have been taken but the involvement of preceptors could be much more robust. Planned - Provide standard cases or model patients to standardize grading of clinical modules for students and preceptors. The standard patient models are still under development. Old cases and modules are being redone. Taken - Completion of online evaluations are required in each of the clinical education courses. Connecting these evlauations to the course grade has greatly impoved the completion rate.	2	1	Athletic Training Knowledge, Skills and Ability	Y	6	3	50	3
Life Sciences	Exercise Sciences	Athletic Training BS	Students will be prepared for Athletic Training professional practice by demonstrating professional behaviors and dispositions in level-specific practice "internships" at affiliated clinical sites with the mentoring support of qualified clinical instructors (preceptors).						Y		Y		2	3	1	2	4	0	4	0	0	4	Taken - Continued improvement in online forms is expected. Improvement in the communication with clinical instructors and students regarding the process and data sharing will continue. The use of the google forms has greatly improved after our external accreditation, self study review and onsite visit. Planned - Improvement in the connection between the online forms and learning outcomes has been slow as response gathering and data analysis has been inconsistent. Improvement in the communication with clinical instructors and students regarding the process and data sharing will continue. Taken - Hours are continually monitored (daily/ weekly/ monthly) with time tracking software or paper copy. Timetracker is the prefered method of calculation. Assessment of this system and clinical education outcomes at all levels was much improved this year. Planned - Evaluate the use of journals, topics and content expectations. The formal addition of requireing studentsto reoprt patient encounters was not done.	2	2	Athletic Training Professional Preparation	Y	8	4	50	3
Life Sciences	Exercise Sciences	Athletic Training BS	Students will demonstrate professional, ethical, and moral behavior as students and clinicians in classroom, laboratory, and clinical settings. As professionals, graduated students will synthesize what they learned at BYU to work as ethical, and moral people in their communities.			Y				Y			2	4	2	2	2	0	2	0	0	2	- Use social media and surveys to improve the depth and breath of responses for the graduate surveys. Increase communication with program alumni and other stakeholders. Interview alumni and employers for additional input. Interviews were not done this past year. Taken - This learning objective is met each semester or level of the program through student clinical and professional behavior evaluations. The Brigham Young University athletic training Employer and Alumni Survey will continue to supply data related to this learning outcome. The program will continuously update and improve the evaluation process based upon feedback.	1	0	Professional/Ethical Behavior in Classroom, Clinic and Work	Y	4	2	50	3
Life Sciences	Exercise Sciences	Exercise & Wellness BS	Demonstrate adequate knowledge acquisition and understanding in areas relating to stress management, chronic disease prevention, anatomy, exercise physiology, appraising health and fitness, worksite wellness program component design, healthy diet, and weight management.		Y		Y						2	3	3	0	3	0	3	0	0	3	Planned - Individual program faculty will continue to monitor achievement of this learning outcome for their respective courses and make appropriate curriculum and assessment modifications as necessary. Program faculty will meet during the preschool meetings to evaluate results, make recommendations, and plan for improvement if necessary. Taken - We now have a department internship coordinator and an internship committee. The internship coordinator will evaluate internship projects, student progress, and internship site quality. Commitee faculty will meet together to discuss the quality of reports and to evaluate how to imporve the internship experience. There is also recent discussion for extending the internship experience to all Exercise Science students. Taken - The new department internship coordiantor will continue to monitor the internship requirement and make appropriate curriculum and assessment modifications as necessary. Program faculty who are responsible for the internship will meet during the preschool meetings to evaluate results, make recommendations, and plan for improvement if necessary	2	1	Exercise and Wellness Knowledge	Y	6	3	50	3
Life Sciences	Exercise Sciences	Exercise & Wellness BS	Conduct fitness assessments, write exercise prescriptions, evaluate health behaviors/health outcomes, and risk factors for disease and physical dysfunction.			Y			Y				2	3	3	0	3	0	3	0	0	3	Planned - Individual program faculty will continue to monitor achievement of this learning outcome for their respective courses and make appropriate curriculum and assessment modifications as necessary. Program faculty will meet during the preschool meetings to evaluate results, make recommendations, and plan for improvement if necessary. We will also look into determining a method of better tracking certification performance. Taken - The relatively new department internship coordinator and the internship committee will continue to monitor student evaluations and will discuss how internship mentors are reporting on the skills of our interns. Planned - We will add questions to the exit survey for students to self-report the certifications tests they have taken and the results of these tests.	1	2	Health Assessment, Evaluation, and Prescription	Y	6	3	50	3
Life Sciences	Exercise Sciences	Exercise & Wellness BS	Demonstrate an understanding of current concerns in the profession and gain exposure to the variety of job/work related opportunities available in the field. This would include graduate studies in Exercise and Wellness.						Y		Y		2	1	1	0	1	0	1	0	0	1	Planned - We will add questions to the exit survey for students to self-report the certifications tests they have taken and the results of these tests.	0	1	Career and Professional Preparation	Y	2	1	50	3
Life Sciences	Exercise Sciences	Exercise Science BS	Solve problems related to responses and adaptations to physical activity and exercise by applying an understanding of the principles of biology, chemistry, physics, and nutrition, and an advanced understanding of human anatomy and physiology.		Y				Y				2	2	2	0	2	0	2	0	0	2	Planned - We will review scores on national exams, acceptance into graduate and medical schools. Planned - Continued evaluation of exit surveys.	0	2	Exercise Science Fundamentals	Y	4	2	50	3
Life Sciences	Exercise Sciences	Exercise Science BS	Perform basic laboratory skills pertaining to assessments, laboratory methods, sound experimental and analytical practices, data acquisition and reporting in the exercise sciences.		Y								1	3	2	1	2	0	2	0	0	2	Planned - Faculty monitor achievement of this outcome through course evaluations and scores on classwork. Taken - Increase faculty awareness of student's need and desire to be involved in mentored learning in the laboratory.	1	1	Laboratory Skills and Practices	Y	4	2	50	3
Life Sciences	Exercise Sciences	Exercise Science BS	Students will be able to propose strategies for improving quality of life and reducing the risk and prevalence of lifestyle related diseases.									Y	1	2	1	1	1	0	1	0	0	1	Taken - Increase faculty awareness of student's need and desire to be involved in mentored learning in the laboratory.	0	1	Advocating Physical Health	Y	2	1	50	3
Life Sciences	Exercise Sciences	Exercise Science BS	Demonstrate an understanding of current ethical concerns in the profession leading them to successful employment or further schooling.										0	1	1	0	1	0	1	0	0	1	Taken - Increase faculty awareness of student's need and desire to be involved in mentored learning in the laboratory.	1	0	Career and Professional Preparation	Y	2	1	50	3
Life Sciences	Exercise Sciences	Exercise Physiology MS	Demonstrate an understanding of exercise physiology beyond the undergraduate level.				Y	Y					2	2	2	0	1	0	1	0	0	1	Taken - Increase faculty awareness of student's need and desire to be involved in mentored learning in the laboratory.	1	0	Advanced Exercise Physiology Understanding	Y	2	1	50	3
Life Sciences	Exercise Sciences	Exercise Physiology MS	Demonstrate the ability to critically evaluate scientific literature and apply the scientific method in the exercise sciences.			Y	Y						2	2	2	0	1	0	1	0	0	1	Taken - Increase faculty awareness of student's need and desire to be involved in mentored learning in the laboratory.	1	0	Critical Analysis and Research	Y	2	1	50	3
Life Sciences	Exercise Sciences	Exercise Physiology MS	Have the capacity to organize effectively, work independently and write coherently.		Y		Y						2	2	2	0	1	0	1	0	0	1	Taken - Increase faculty awareness of student's need and desire to be involved in mentored learning in the laboratory.	1	0	Personal and Professional Development	Y	2	1	50	3

Life Sciences	Exercise Sciences	Exercise Physiology MS	Apply their knowledge of the exercise sciences through successful oral and written presentations.				Y			Y				2	3	3	0	1	0	1	0	0	1	Taken - Increase faculty awareness of student's need and desire to be involved in mentored learning in the laboratory.	1	0	Effective Communication	Y	2	1	50	3
Life Sciences	Exercise Sciences	Health Promotion MS	Have a comprehensive conceptual and applied understanding of the role of lifestyle in the prevention, control, and reversal of chronic diseases. Understand current practices in exercise and physical activity promotion, diet and nutrition, and behavior change.						Y	Y				2	5	3	2	5	0	5	0	0	5	Taken - Learning objective is being met, but greater emphasis could be made to encourage students to take certification exams. Taken - Learning outcome is being met. Faculty will continue to monitor achievement of this outcome and look for additional methods to evaluate the outcome. Taken - Students are evaluated as they participate in their internship. The course grade reflects student performance during the internship activity. Taken - Learning outcome is being met. Continue to work with MS students as they plan and conduct their individual research projects so that publication and/or presentation of their work occurs. Many graduate students also participate in additional research activities outside of their thesis. Taken - Learning outcome is being met. Continue to encourage students to serve as TAs and gain teaching experience.	5	0	Conceptual and Applied Understanding/Current Practices in Health Promotion	Y	10	5	50	3
Life Sciences	Exercise Sciences	Health Promotion MS	Demonstrate oral and written communication through conceiving, proposing, and defending a thesis.				Y	Y						2	1	1	0	1	0	1	0	0	1	Taken - Learning outcome is being met. Continue to encourage students to serve as TAs and gain teaching experience.	1	0	Effective Communication	Y	2	1	50	3
Life Sciences	Exercise Sciences	Health Promotion MS	Complete internship experiences that blend academic learning with practical experience.				Y			Y				2	1	0	1	1	0	1	0	0	1	Taken - Learning outcome is being met. Continue to encourage students to serve as TAs and gain teaching experience.	1	0	Practical Experience	Y	2	1	50	3
Life Sciences	Exercise Sciences	Exercise Physiology PHD	Demonstrate an understanding of exercise physiology beyond the master's degree level.					Y	Y					2	2	2	0	2	0	2	0	0	1	Taken - Learning outcome is being met. Continue to encourage students to serve as TAs and gain teaching experience.	1	0	Advanced Exercise Physiology Understanding	Y	3	2	67	3
Life Sciences	Exercise Sciences	Exercise Physiology PHD	Demonstrate the ability to critically evaluate scientific literature and apply the scientific method in the exercise sciences.					Y	Y					2	2	2	0	1	0	1	0	0	1	Taken - Learning outcome is being met. Continue to encourage students to serve as TAs and gain teaching experience.	1	0	Critical Analysis and Research	Y	2	1	50	3
Life Sciences	Exercise Sciences	Exercise Physiology PHD	Have the capacity to organize effectively, work independently and write coherently.			Y				Y				2	2	2	0	1	0	1	0	0	1	Taken - Learning outcome is being met. Continue to encourage students to serve as TAs and gain teaching experience.	1	0	Personal and Professional Development	Y	2	1	50	3
Life Sciences	Exercise Sciences	Exercise Physiology PHD	Apply their knowledge of the exercise sciences through successful oral and written presentations.			Y	Y							2	3	3	0	1	0	1	0	0	1	Taken - Learning outcome is being met. Continue to encourage students to serve as TAs and gain teaching experience.	1	0	Effective Communication	Y	2	1	50	3
Life Sciences	Exercise Sciences	Exercise Physiology PHD	Obtain teaching experience at the university level.				Y			Y				2	1	1	0	1	0	1	0	0	1	Taken - Learning outcome is being met. Continue to encourage students to serve as TAs and gain teaching experience.	1	0	Teaching Experience	Y	2	1	50	3
Life Sciences	Exercise Sciences	Exercise Physiology PHD	Obtain experience in grant proposal writing.				Y	Y						2	1	1	0	1	0	1	0	0	1	Taken - Learning outcome is being met. Continue to encourage students to serve as TAs and gain teaching experience.	1	0	Grant Writing	Y	2	1	50	3
Life Sciences	Exercise Sciences		Have a solid conceptual and applied understanding of the role of lifestyle in the prevention, control, and reversal of chronic diseases.						Y	Y				2	5	3	2	5	0	0	0	0	5	Taken - Learning outcome is being met, faculty will continue to monitor achievement of this outcome. Taken - The learning outcome is being met. Faculty will continue to monitor achievement of this outcome. Taken - The learning outcome is being met. Faculty will continue to monitor achievement of this outcome. Taken - The learning outcome is being met. Faculty will continue to monitor achievement of this outcome. Taken - The learning outcome is being met. Faculty will continue to review accreditation reports and make changes to strengthen the program, according to recommendations of the accreditation team, where appropriate.	5	0	Conceptual and Applied Understanding	Y	10	5	50	0
Life Sciences	Exercise Sciences		Display oral and written communication by conducting research, presenting at professional conferences, conceiving, proposing, and defending a dissertation.				Y			Y				2	1	1	0	1	0	0	0	0	1	Taken - The learning outcome is being met. Faculty will continue to review accreditation reports and make changes to strengthen the program, according to recommendations of the accreditation team, where appropriate.	1	0	Effective Communication and Publication	Y	2	1	50	0
Life Sciences	Exercise Sciences		Be able to conduct high quality research in health promotion.					Y		Y				2	1	1	0	1	0	0	0	0	1	Taken - The learning outcome is being met. Faculty will continue to review accreditation reports and make changes to strengthen the program, according to recommendations of the accreditation team, where appropriate.	1	0	Health Promotion Research	Y	2	1	50	0
Life Sciences	Exercise Sciences		Show advanced mastery of concepts and current theories in physical activity, exercise testing, health risk management, obesity, health promotion programs, research, and statistics.						Y	Y				2	1	1	0	1	0	0	0	0	1	Taken - The learning outcome is being met. Faculty will continue to review accreditation reports and make changes to strengthen the program, according to recommendations of the accreditation team, where appropriate.	1	0	Health Fundamentals Mastery	Y	2	1	50	0
Life Sciences	Exercise Sciences	Physical Medicine & Rehabilitation PHD	Students will demonstrate a foundational understanding of clinical research, including design, methods, and applied statistics.					Y		Y				2	8	5	3	5	0	5	0	0	5	Taken - Over 95% of all research is presented at national or regional professional meetings. Taken - Oral presentations make up a significant portion of many of the seminar classes in the students' course of study. Taken - Over 95% of PhD students are presenting their work at regional or national meetings at least once per year (at the end of their 1st year on). Taken - Better advisement in the thesis process can get this number to 100% Planned - It has been difficult to track this effort due to the shift in culture to collect data continously, but most students are advancing their work towards presentation, and subsequent publication. We will continue to find a way to better track this progress.	4	1	Clinical Research Methods and Design	Y	10	5	50	3
Life Sciences	Exercise Sciences	Physical Medicine & Rehabilitation PHD	Students will demonstrate the ability to critically analyze current clinical research			Y		Y						2	2	1	1	1	0	1	0	0	1	Planned - It has been difficult to track this effort due to the shift in culture to collect data continously, but most students are advancing their work towards presentation, and subsequent publication. We will continue to find a way to better track this progress.	1	0	Research Analysis	Y	2	1	50	3
Life Sciences	Exercise Sciences	Physical Medicine & Rehabilitation PHD	Students will demonstrate oral and written communication skills with emphasis on presentation of clinically relevant research				Y	Y						2	2	1	1	1	0	1	0	0	1	Planned - It has been difficult to track this effort due to the shift in culture to collect data continously, but most students are advancing their work towards presentation, and subsequent publication. We will continue to find a way to better track this progress.	1	0	Communication Skills	Y	2	1	50	3
Life Sciences	Exercise Sciences	Physical Medicine & Rehabilitation PHD	Students will successfully complete a capstone original research project.					Y		Y				2	2	1	1	1	1	0	0	0	1	Planned - It has been difficult to track this effort due to the shift in culture to collect data continously, but most students are advancing their work towards presentation, and subsequent publication. We will continue to find a way to better track this progress.	1	0	Capstone Research Project	Y	2	1	50	4
Life Sciences	Exercise Sciences	Physical Medicine & Rehabilitation PHD	Students will be prepared to enter the academy. Students will be constantly engaged with their faculty mentor, gaining insight into scholarship, teaching and service.				Y			Y				2	1	1	0	1	1	0	0	0	1	Planned - It has been difficult to track this effort due to the shift in culture to collect data continously, but most students are advancing their work towards presentation, and subsequent publication. We will continue to find a way to better track this progress.	1	0	Preparing to Enter the Academy	Y	2	1	50	3
Life Sciences	Exercise Sciences	Exercise Sciences MS	Graduates will demonstrate an understanding of exercise science beyond the undergraduate level.						Y	Y				2	2	2	0	1	0	1	0	0	1	Planned - It has been difficult to track this effort due to the shift in culture to collect data continously, but most students are advancing their work towards presentation, and subsequent publication. We will continue to find a way to better track this progress.	0	1	Advanced Exercise Physiology Understanding	Y	2	1	50	3
Life Sciences	Exercise Sciences	Exercise Sciences MS	Graduates will demonstrate the ability to critically evaluate scientific literature and apply the scientific method in the exercise sciences by actively engaging in the research process.							Y		Y		2	2	2	0	2	0	2	0	0	1	Planned - It has been difficult to track this effort due to the shift in culture to collect data continously, but most students are advancing their work towards presentation, and subsequent publication. We will continue to find a way to better track this progress.	1	0	Critical Analysis and Research	Y	3	2	67	3
Life Sciences	Exercise Sciences	Exercise Sciences MS	Graduates will develop oral and written skills sufficient to present and publish their research in peer-reviewed venues.					Y						1	2	2	0	1	0	1	0	0	1	Planned - It has been difficult to track this effort due to the shift in culture to collect data continously, but most students are advancing their work towards presentation, and subsequent publication. We will continue to find a way to better track this progress.	1	0	Effective Communication	Y	2	1	50	3
Life Sciences	Exercise Sciences	Athletic Training MAT	Students will demonstrate acquisition and application of athletic training knowledge, skills, and abilities at the master's degree level. The educational standards are listed as objectives and outcomes in required athletic training courses.						Y	Y				2	2	2	0	0	0	0	0	0	0		0	0	Athletic Training Knowledge, Skills, and Ability	Y	0	0	0	3
Life Sciences	Exercise Sciences	Athletic Training MAT	Students will be prepared for athletic training professional practice by demonstrating professional dispositions and clinical decision-making with patients in level-specific practice internships at affiliated clinical sites with the mentoring of qualified clinical preceptors (instructors) by establishing collaborative relationships. Students will also demonstrate leadership and management skills.							Y	Y			2	2	1	1	0	0	0	0	0	0		0	0	Athletic Training Professional Preparation	Y	0	0	0	3
Life Sciences	Exercise Sciences	Athletic Training MAT	Students will demonstrate professional, ethical, and moral behavior as students and clinicians in classroom, laboratory, and clinical settings preparatory to professional conduct in their career.		Y						Y			2	2	1	1	0	0	0	0	0	0		0	0	Professional/Ethical Behavior in Classroom, Clinic, and Work	Y	0	0	0	3
Life Sciences	Exercise Sciences	Athletic Training MAT	Students will demonstrate oral and written communication skills with emphasis on presentation of clinically relevant evidence. They will communicate effectively and professionally with the sports medicine team, staff members, patients, and peers.				Y				Y			2	2	1	1	0	0	0	0	0	0		0	0	Communication Skills	Y	0	0	0	3

Life Sciences	Exercise Sciences	Athletic Training MAT	Students will demonstrate a foundational understanding of clinical research, including design, methods and applied statistics. They will be able to think critically to identify and solve problems by integrating scientific information and research into athletic training practice.				Y				Y		2	2	2	0	0	0	0	0	0	0		0	0	Integrate Science into Practice	Y	0	0	0	3
Life Sciences	Exercise Sciences	Athletic Training MAT	Students will be able to read, digest, and synthesize key concepts from the relevant athletic training and medical literature. They will be able to develop a relevant clinical question using a predefined question format (e.g., PICO = Patients, Intervention, Comparison, Outcomes). They will be able to apply and interpret clinical outcomes to assess patient status, progress, and change using psychometrically sound outcome instruments.			Y		Y						2	1	1	0	0	0	0	0	0	0		0	0	Evidence-Based Practice	Y	0	0	0	3
Life Sciences	Microbiology and Molecular Biology	Microbiology BS	Exhibit mastery of four of the following six principal areas of the discipline: microbial physiology, microbial genetics, microbial ecology, medical microbiology, virology, and immunology.					Y	Y				2	3	3	0	3	1	1	0	0	4	Taken - Standardized national exam administered to graduating seniors. Planned - Currently we are passively pursuing the option of developing a capstone class for our majors which would review the essential fundamentals of each discipline during their final semester at BYU. This course would ensure that all graduates would leave the University with a recent review of the essential elements of microbiology. In most cases students will not have taken an upper divisions class in each of the focus areas. This capstone course would ensure that all students have been exposed to the fundamentals of each broad topic in Microbiology regardless of if they took a full course in the topic. This course would also allow straitforward direct evidence of learning and understanding in these areas. Taken - The Field Biology Test results show we have an excellent program. Taken - We will continue to have student presentations and papers for upper-level classes.	3	1	Microbiology Fundamentals	Y	7	3	43	3
Life Sciences	Microbiology and Molecular Biology	Microbiology BS	Devise experiments with appropriate hypotheses and controls.			Y							1	3	2	1	3	2	0	0	0	3	Taken - As a department we have worked to standardize the research experience students gain in MMBio 294R and MMBio494R. We set new standards for MMBio 494R that require all students taking this class to write an ORCA grant proposal or a project report or presentation. Taken - We continue to monitor student performance in hypothesis driven laboratory classes. Planned - We still continue to monitor new ways to teach experimental design.	2	1	Experiment Design	Y	6	3	50	4
Life Sciences	Microbiology and Molecular Biology	Microbiology BS	Interpret experiments from primary scientific (biological) literature, analyzing the use of the scientific method, critiquing the rationale, methods, and conclusions in light of relevant scientific principles.				Y		Y				2	1	0	1	1	0	1	0	0	1	Planned - We still continue to monitor new ways to teach experimental design.	0	1	Data and Research Interpretation	Y	2	1	50	3
Life Sciences	Microbiology and Molecular Biology	Microbiology BS	Effectively communicate scientific information using both oral and written methods										1	1	0	1	1	0	1	0	0	3	Taken - Presentations will continue to be required in our courses to provide students opportunities for public speaking. Planned - We will continue to draw from the scientific literature to provide authentic experiences for the students. Planned - We will continue to focus on presenting scientific research from mentored laboratories to maintain or increase our current level.	1	2	Effective Communication	Y	4	1	25	3
Life Sciences	Microbiology and Molecular Biology	Microbiology BS	Reflect/discuss/explore how faith in the Lord and Christ-like living are affected by an understanding of fundamental biological principles.	Y								Y	2	2	1	1	2	0	2	0	0	2	Planned - Continue to take time to focus on spiritual development and ethics. Planned - We will continue to administer this exit interview and to evaluate student satisfaction.	0	2	Biology, Faith, and Christ-like Living	Y	4	2	50	3
Life Sciences	Microbiology and Molecular Biology	Molecular Biology BS	Understand and apply the principles and techniques of molecular biology which prepares students for further education and/or employment in teaching, basic research, or the health professions.					Y	Y				2	2	1	1	2	2	0	0	0	3	Planned - We will evaluate the data collected in faculty meeting. Planned - Continue administration of the Biology Field Test. The Biology Field Test also reports performance in analytical thinking/problem solving. The acquistion of this finer grained report is in study. Most likely thousands of dollars will be required to get this data. Taken - Students are taking the standardized exam before they graduate each semester.	1	2	Molecular Biology Fundamentals	Y	5	2	40	4
Life Sciences	Microbiology and Molecular Biology	Molecular Biology BS	Formulate and carry out independent and collaborative research projects.			Y					Y		2	2	1	1	2	2	0	0	0	4	Planned - In addition as a department we are working to standardize the research experience students gain in MMBio 294R and 494R. Taken - We continue to monitor student performance in hypothesis driven laboratory classes. Taken - Several classes in the department now require students to design and perform independent research projects as part of their regular course work. We have also recently implemented a beginning mentored research class (MMBIO 294R). Planned - We will continue to monitor student presentation and publication rates.	2	2	Research Development and Practice	Y	6	2	33	4
Life Sciences	Microbiology and Molecular Biology	Molecular Biology BS	Communication skills in presenting their research findings through effective oral and written presentations.				Y						1	2	1	1	2	2	0	0	0	4	Planned - Presentations will continue to be required in our courses to provide students opportunities for public speaking. Planned - We will continue to draw from the scientific literature to provide authentic experiences for the students. Taken - We have focused on presenting scientific research from mentored laboratories to maintain or increase our current level. Planned - We will continue to have student presentations.	1	3	Effective Communication	Y	6	2	33	4
Life Sciences	Microbiology and Molecular Biology	Molecular Biology BS	Demonstrate a commitment to professional integrity and ethical behavior consistent with the mission of the university and accepted standards of professional conduct.							Y		Y	2	2	0	2	2	2	0	0	0	3	Planned - We continue to consider the formal inclusion of an Ethics component to some of our classes. Taken - Students are completing an exit interview prior to graduation to assess this outcome. Planned - Continue monitoring.	1	2	Professional Ethics and Behavior	Y	5	2	40	3
Life Sciences	Microbiology and Molecular Biology	Medical Laboratory Science BS	Demonstrate cognitive knowledge through understanding and performing the full range of clinical laboratory tests in the areas of hematology, clinical chemistry, immunohematology, microbiology, serology/immunology, coagulation, molecular diagnostics, laboratory operations, and other emerging diagnostics.					Y	Y				2	1	1	0	1	1	0	0	0	1	Planned - Continue monitoring.	0	1	Laboratory Tests and Diagnostics	Y	2	1	50	4
Life Sciences	Microbiology and Molecular Biology	Medical Laboratory Science BS	Learn, practice and use critical thinking skills to address novel problems.			Y		Y					2	1	1	0	1	0	1	0	0	2	Planned - Monitor the students specifically on the Microbiology questions. Taken - We have added more microbiology content to the MMBio 102 course. Additionally, MLS students now are required to take an addtional microbilogy course (MMBio 221)	1	1	Critical Thinking	Y	3	1	33	3
Life Sciences	Microbiology and Molecular Biology	Medical Laboratory Science BS	Communicate to enable consultative interactions with members of the healthcare team, external relations, customer service and patient education.				Y						1	1	0	1	1	0	1	0	0	2	Planned - Communicate with members of the healthcare team that promising students are being recruited and are trained properly. Facilitate the visit of recruiters from the various healthcare facilities. Planned - Conduct the qualtrics survey to assess employment.	0	2	Effective Communication	Y	3	1	33	3
Life Sciences	Microbiology and Molecular Biology	Medical Laboratory Science BS	Possess and apply basic knowledge and skills in financial operations, marketing, and human resource management of the clinical laboratory to enable cost-effective, high-quality, value-added laboratory services.						Y	Y			2	1	1	0	1	0	1	0	0	1	Planned - Conduct the qualtrics survey to assess employment.	0	1	Laboratory Management and Organization	Y	2	1	50	3
Life Sciences	Microbiology and Molecular Biology	Medical Laboratory Science BS	Possess basic knowledge and skills in financial operations, marketing, and human resource management of the clinical laboratory to enable cost-effective, high-quality, value-added laboratory services.				Y		Y				2	1	0	1	1	0	1	0	0	1	Planned - Conduct the qualtrics survey to assess employment.	0	1	Information Processing and Management Systems	Y	2	1	50	3
Life Sciences	Microbiology and Molecular Biology	Microbiology and Molecular Biology MS	Design, execute, analyze, and interpret microbiology or molecular biology experiments at a graduate level.			Y			Y				2	2	2	0	2	0	2	0	0	4	Planned - We will continue to monitor student success rates on the prospectus. Taken - Students are writing a prospectus and it is being evaluated by their graduate committee members. A graduate class (Articulating Science) walks students through the process of writing prospectus drafts. Planned - Graduate courses are being continually assessed for their content and how they support the learning objectives. Taken - Students are writing a thesis and it is being evaluated by the college dean and their graduate committee members. Thesis defense committees evaluate the oral defense.	2	2	Experimental Design and Data Analysis	Y	6	2	33	3

Life Sciences	Microbiology and Molecular Biology	Microbiology and Molecular Biology MS	Critically read, understand, and evaluate current literature in the discipline.						Y			Y			2	2	2	0	2	0	2	0	0	3	Taken - MMBIO 663 (Articulating Science) was created a couple of years ago to help graduate students to better read, comprehend, critique, and write primary research articles. Planned - Require students to publish before graduation. We are currently requiring at least one publication to be accepted before graduation and publishable data for a second publication. Taken - We have many student conference presentations each year; also department presentations (Research in Progress) and presentations at retreats.	2	1	Critical Reading and Evaluation	Y	5	2	40	3
Life Sciences	Microbiology and Molecular Biology	Microbiology and Molecular Biology MS	Demonstrate proficiency with techniques relevant to microbiology and molecular biology. Specifically, all graduates will demonstrate understanding of the techniques relating to gene amplification, gene modification, protein analysis, and genomic studies such as genome sequencing or transcriptome analysis.							Y				1	2	2	0	2	0	2	0	0	3	Taken - A relatively new core course (MMBIO 661) focuses on experimental design and techniques that are directly applicable in the lab. Planned - We propose to continue to make MMBIO 661 an integral part of the course as well as emphasize techniques and skills in our RIP meetings. Planned - We will continue to encourage students to present their data in the various forums mentioned.	1	2	Mastery of relevant wet bench and/or computational methods	Y	5	2	40	3
Life Sciences	Microbiology and Molecular Biology	Microbiology and Molecular Biology MS	.							Y		Y	Y	3	0	0	0	0	0	0	0	0	0		0	0	.	Y	0	0	0	1
Life Sciences	Microbiology and Molecular Biology	Microbiology and Molecular Biology MS	Effective oral and written communication of scientific ideas and research.				Y							1	2	2	0	2	0	2	0	0	2	Taken - In an effort to increase the publication rate in our department we have set a firm requirement for publication before graduation for PhD students. There is no requirement for MS students to publish but it is highly encouraged. We will continue encouraging MS students to publish as part of their program. Planned - We are establishing more specific criteria to monitor the quality of MS theses.	1	1	Effective oral and written communication of scientific ideas	Y	4	2	50	3
Life Sciences	Microbiology and Molecular Biology	Microbiology and Molecular Biology PHD	Independently design and execute microbiology or molecular biology experiments at an advanced graduate level.			Y						Y		2	5	5	0	4	0	4	0	0	5	Planned - We will continue to monitor student success rates on the prospectus. Taken - Students are writing prospectus documents during their second year in the PhD program. Taken - We encourage students to seek both internal and external funding by writing grant proposals. Taken - We have established a more rigorous criteria for graduation with a PhD: one paper accepted for publication and a second paper in the works before they can defend the dissertation. Taken - Graduate courses are being continually assessed for their content and how they support the learning objectives.	4	1	Advanced Experiment Design and Data Analysis	Y	9	4	44	3
Life Sciences	Microbiology and Molecular Biology	Microbiology and Molecular Biology PHD	Demonstrate effective interdisciplinary collaboration.				Y				Y			2	1	1	0	1	0	1	0	0	2	Planned - Continue involving students in the RIP program and also continue to encourage attendance at scientific meetings and conferences. Taken - Research in Progress meetings are being held each week during fall and winter semesters, and all graduate students are presenting on their projects 1-2 times per year.	1	1	Effective Collaboration	Y	3	1	33	3
Life Sciences	Microbiology and Molecular Biology	Microbiology and Molecular Biology PHD	Critically read, understand and evaluate current literature in the discipline.				Y					Y		2	1	1	0	1	0	1	0	0	1	Taken - Research in Progress meetings are being held each week during fall and winter semesters, and all graduate students are presenting on their projects 1-2 times per year.	1	0	Critical Reading and Evaluation	Y	2	1	50	3
Life Sciences	Microbiology and Molecular Biology	Microbiology and Molecular Biology PHD	Mastery of relevant wet bench and/or computational methods.				Y					Y		2	1	1	0	1	0	1	0	0	1	Taken - Research in Progress meetings are being held each week during fall and winter semesters, and all graduate students are presenting on their projects 1-2 times per year.	0	1	Techniques and Skills	Y	2	1	50	3
Life Sciences	Microbiology and Molecular Biology	Microbiology and Molecular Biology PHD	Produce, present, and publish original scientific research results clearly and effectively.				Y			Y				2	1	1	0	1	0	1	0	0	1	Taken - Research in Progress meetings are being held each week during fall and winter semesters, and all graduate students are presenting on their projects 1-2 times per year.	1	0	Effective Research and Communication	Y	2	1	50	3
Life Sciences	Microbiology and Molecular Biology	Microbiology and Molecular Biology PHD	Organize and prepare effective grant proposals.				Y			Y				2	2	1	1	2	0	0	1	0	3	Planned - Continue to monitor student success in writing these grant applications. Taken - Many students have been encouraged to apply for these grants, and have thus gained experience in grant writing. Planned - We will continue to encourage students to write their own research grants.	1	2	Proficiency in grant writing	Y	5	2	40	2
Life Sciences	Microbiology and Molecular Biology	Microbiology and Molecular Biology PHD	.							Y			Y	2	0	0	0	0	0	0	0	0	0		0	0	.	Y	0	0	0	1
Life Sciences	Neuroscience Center	Neuroscience BS	Comprehend, apply, and synthesize knowledge of the discipline of neuroscience, and have the necessary knowledge and skills leading to successful employment or further schooling.				Y			Y				2	2	2	0	2	0	2	0	0	4	Taken - The Neuroscience Center will continue to track MCAT, DAT and GRE scores. Scores are very competitive nationally. This will be done through a senior survey required for graduation. Analysis of this for example shows MCAT scores for Neuroscience majors were with the new score MCAT Neuroscience majors were ~510 on average compared to 500 with the national average. DAT scores for Neuroscience were ~21.5 again, while the national average was 18. Taken - Based on changes to the MCAT and Neuroscience around the country we updated our curriculum two years ago. We included two required psychology courses, Psych 111 and Psych 375 in the major. These along with other changes were seen as a positive by faculty and students. There were also several changes to address new needs or enhance the major. Planned - We are planning on requiring a semiar course for undergraduates to faciliate their understanding of scientific knowledge and expose students to research and individuals from outside BYU. Taken - The Neuroscience Center will continue to gather information regarding Placement of students. Currently, there is over a 60% acceptance rate for medical school. We will continue to monitor acceptance rates	3	1	Knowledge of the Discipline	Y	6	2	33	4
Life Sciences	Neuroscience Center	Neuroscience BS	Critically evaluate current scientific literature and effectively communicate ideas integrating research hypotheses and data.			Y	Y	Y						3	1	1	0	1	1	0	0	0	3	Taken - The professors and the Neuroscience Center will continue to provide opportunities for student research. We need to increase student awareness of research opportunities in labs by increasing focus on faculty research. Recently, this done by increases advertising the center and faculty in both the KMBL and Eyring buildings. In addition, the Neuroscience website was dramatically upgraded to facilitate the ease of accessing research oppotrunities. We are also making changes to increase inclusion among minorities and those color. The CELL department will also be making a hire of a Neuroscience faculty member in order to provide more research experiential learning opportunities here at BYU for Neuroscience undergraduates. Planned - While ORCA grants were eliminated at BYU, we will emphasize to faculty from different colleges to encourage their students to apply for respective research grant awards created by each college including CURA awards (LS college), etc. Neuroscience undergraduates were awarded 15 grants from BYU colleges. Planned - The Neuroscience Center will continue to provide funds for student travel to local, national and other meetings and conferences when they are presenting. We are also encouraging undergraduate research by providing additional research assistant funding to Neuroscience majors. This funding was doubled in 2020-2021 under the leadership of directors Dr. Hopkins and Dr. Edwards.	1	2	Effective Scientific Analysis and Communication	Y	4	1	25	4
Life Sciences	Neuroscience Center	Neuroscience BS	Apply the principles of neuroscience in a mentored research setting (449R), in an internship setting (496R), or in a laboratory skills and methods course setting (481).											0	2	0	2	2	2	0	0	0	2	Taken - Internship evaluations continue to be excellent. No further action is anticipated. Taken - Neuro 449R evaluations are very good. No further action is anticipated.	2	0	Experiential Learning	Y	4	2	50	4
Life Sciences	Neuroscience Center	Neuroscience MS	Develop professionally through research or teaching assistantships and presentations of their research (Neuro 694R).				Y					Y		2	1	1	0	1	0	1	0	0	1	Taken - Neuro 449R evaluations are very good. No further action is anticipated.	0	1	Professional Development	Y	2	1	50	4
Life Sciences	Neuroscience Center	Neuroscience MS	Be able to demonstrate a comprehensive familiarity in their area of specialization as well as foundational theories, concepts, and practices of the field.						Y	Y				2	2	2	0	2	2	0	0	0	2	Planned - We have reviewed prospectus process, and develop forms for scheduling and final approval of the prospectus will be done in GradProg. GradProg, has allowed us to communicate with students and facutly better. We plan to continue to improve tracking of progress on the prospectus and improve communication between students, staff and faculty espeically around scheduling the prospectus. Planned - Several changes were made to the graduate curriciulm to better engage students in the seminar course reserach presentation course. The Department Graduate Committee will continue to monitor and update the neuroscience curriculum to be thorough with emphasis on breadth and depth in the discipline.	0	2	Knowledge of Neuroscience Concepts	Y	4	2	50	4
Life Sciences	Neuroscience Center	Neuroscience MS	Add new knowledge to their field through generating hypotheses, designing and conducting experimental procedures, analyzing the collected data, determining how the new knowledge fits in with current understanding, and disseminating their findings to the broader scientific community.					Y		Y				2	2	2	0	2	2	0	0	0	2	Taken - Twice yearly studnet evaluations gather information on the the status of the thesis project and is used to communicate with facutly mentor and the student regarding their progress. Students are encouraged, in conjunction with their mentors, to present and/or publish their research. Taken - We are using GradProg to schedule the thesis defense and and communicate with facutly mentor of the students progress via email and gradprog. Students are encouraged along with their mentors to present and/or publish their research.	2	0	Scientific Method and Research	Y	4	2	50	4

Life Sciences	Neuroscience Center	Neuroscience MS	Develop oral and written skills sufficient to present and publish their research in peer-reviewed venues. Publication of research in peer reviewed journals is strongly encouraged.			Y					Y		2	1	1	0	1	1	0	0	0	1	Taken - We are using GradProg to schedule the thesis defense and and communicate with facutly mentor of the students progress via email and gradprog. Students are encouraged along with their mentors to present and/or publish their research.	1	0	Effective Communication	Y	2	1	50	4
Life Sciences	Neuroscience Center	Neuroscience PHD	Describe the current state of the discipline in their area of specialization as well as foundational theories, concepts, and practices of the field. Students will add new knowledge to their field through designing and conducting research procedures, collecting data, analyzing data, determining how new knowledge fits in with current understanding in the field, and disseminating their findings to the broader scientific community.					Y	Y				2	2	2	0	2	1	1	0	0	2	Planned - Review the prospectus process, have devloped forms for scheduling and use of gradprog and final approval of prospctus to facilitate tracking and improve communication between students, staff and faculty. The use of GradProg has simplified the signature process and completion of the paper work after the oral defense. Planned - The Department Graduate Committee will continue to evaluate courses for thoroughness with emphasis on breadth and depth in the discipline. The graduate committee will review the oral comprehensive examination procedures to see if additional improvement is needed.	0	2	Knowledge of Neuroscience Concepts	Y	4	2	50	4
Life Sciences	Neuroscience Center	Neuroscience PHD	Develop professionally through research or teaching assistantships and presentation of their research (Neuro 694R).			Y	Y						2	1	1	0	1	1	0	0	0	1	Planned - The Department Graduate Committee will continue to evaluate courses for thoroughness with emphasis on breadth and depth in the discipline. The graduate committee will review the oral comprehensive examination procedures to see if additional improvement is needed.	0	1	Professional Development	Y	2	1	50	4
Life Sciences	Neuroscience Center	Neuroscience PHD	Successfully apply the scientific method by generating a hypothesis, testing the hypothesis in their personal research that includes appropriate controls, and formulating defensible conclusions.			Y		Y					2	1	1	0	1	1	0	0	0	1	Planned - The Department Graduate Committee will continue to evaluate courses for thoroughness with emphasis on breadth and depth in the discipline. The graduate committee will review the oral comprehensive examination procedures to see if additional improvement is needed.	0	1	Scientific Method and Research	Y	2	1	50	4
Life Sciences	Neuroscience Center	Neuroscience PHD	Critically evaluate the current scientific literature in the discipline, write research proposals and papers, and make effective oral and written presentations. Publication of research in peer reviewed journals is strongly encouraged.			Y	Y						2	1	0	1	1	1	0	0	0	1	Planned - The Department Graduate Committee will continue to evaluate courses for thoroughness with emphasis on breadth and depth in the discipline. The graduate committee will review the oral comprehensive examination procedures to see if additional improvement is needed.	1	0	Critical Analysis and Effective Communication	Y	2	1	50	4
Life Sciences	Neuroscience Center	Neuroscience PHD	Hone teaching skills through presentation of their research and teaching practicums. Under the direction of a faculty mentor, teach in a formal class setting. Assess student learning and performance.									Y	1	1	0	1	1	0	1	0	0	1	Planned - The Department Graduate Committee will continue to evaluate courses for thoroughness with emphasis on breadth and depth in the discipline. The graduate committee will review the oral comprehensive examination procedures to see if additional improvement is needed.	0	1	Teaching	Y	2	1	50	3
Life Sciences	Nutrition, Dietetics, and Food Science	Food Science BS	Describe and apply principles of engineering as they relate to converting agricultural commodities to the finished products seen on the grocery store shelf.					Y		Y			2	2	1	1	3	0	2	1	0	3	Planned - Evaluation of pros/cons of off-campus exposure and opportunities vs. the newly implemented format. Assess feasibility of both scenarios for class sizes of 10-20 students. Taken - In NDFS 355, we developed a different set of lecture slides for students that didn't match the instructor set. It excluded examples of computations with the intent of having students write them out on their own while the instructor solved them. For the upcoming year, the slides will be consistent in content and numbering. Reading the text book will become a requirement rather than a suggestion to supplement lecture material. Taken - Reevaluation of future final exam scores will be done again to compare to those this year, which we believe were due to the sudden transition to remote learning and cancellation of two labs. This will help assess whether or not the supposed impact of teaching method changes was the reason for overall the drop in scores.	2	1	Food Processing and Engineering	Y	6	3	50	3
Life Sciences	Nutrition, Dietetics, and Food Science	Food Science BS	Assess and differentiate the role of microorganisms in food processing, food preservation, and food safety with respect to pathogenic, spoilage, and fermentative microorganisms, and apply the basic elements of sanitation and quality assurance programs to understand and control microbial effects in food.					Y		Y			2	4	3	1	6	0	6	0	0	5	Taken - A renewed emphasis on interim project reviews (NDFS 361) will continue to help students stay on track and improve review of related projects in the literature. Taken - Outside food processing companies are recruited to submit projects for implementation in the course. Emphasis now is placed on quality of projects and screening for quality projects with high potential for success for the students. Planned - Review exit survey and course student ratings comments for trends and 'Even better if..." opportunities in this area. Planned - Add examples of thermal process deviation scenarios and problems for the students to solve. Demonstrate examples of computer modeling for determining thermal process times. Planned - The Food Safety project will continue to benefit from documentation specific to the the nature of supplier controls and specifications (a critical enhancement in 2019 on). Participating companies will be asked to provide ACTUAL supplier specifications with permission to provide them to student team. We will continue to explore access to internal company standards and relevant food safety policies. We will also request physical access to facilities and budget time for students to spend adequate time onsite (where possible).	2	3	Food Safety and Microbiology	Y	11	6	55	3
Life Sciences	Nutrition, Dietetics, and Food Science	Food Science BS	Evaluate and explain the chemical changes occurring during food processing and storage, including reactions involving carbohydrates, protein and fats, and demonstrate proficiency in using laboratory techniques common to basic and applied food chemistry.					Y		Y			2	4	3	1	4	2	2	0	0	2	Planned - Inasmuch as the outcome requires that proficiency in analyzing food be demonstrated , determine which labortory exercises assess this profeciency and develop rubric(s) for measuring this proficiency. Planned - To further improve Essentials of Food Science (NDFS 250), the faculty will increase the number of questions on the final exam that require problem solving, and emphasize during class the importance of learning and practicing problem solving.	0	2	Food Chemistry and Analysis	Y	6	4	67	3
Life Sciences	Nutrition, Dietetics, and Food Science	Food Science BS	Apply the principles and various facets of food science, including quality assurance and sensory evaluation, in practical situations, problem solving, and product development.			Y						Y	2	5	3	2	5	4	1	0	0	5	Planned - Continue to highlight and involve former students to provide testimonials on the importance of navigating the various online resources and guidance documents provided by the agencies. Further introduce the software platforms used to manage and generate food labels. Planned - For NDFS 464, examples oral client reports content and presentation will be added, including an instructor demonstartion. Continued instruction on interpreting data, developing conclusions, and providing recommendations and feedback. Planned - Introduce several new data collection methodologies and analysis techniques. Taken - Client report instructions for the sensory panel portion will be consistent between 464 and 465. Planned - Continue to emphasize commercial feasibility and the need to consider all facets of food production/processing -- including shelf-stability -- in the product development process.	1	4	Applied Food Science	Y	10	5	50	4
Life Sciences	Nutrition, Dietetics, and Food Science	Food Science BS	Demonstrate the skills that lead to success in a food science career, including oral and written communication, problem solving, use of library resources, evaluating information, time management, leadership, ethical decision making, and life-long learning.				Y			Y	Y		3	7	3	4	7	2	5	0	0	8	Taken - In 2018 (2015 cohort survey) we changed the question on the Alumni Survey to exclude "in my chosen field." This will help students interpret the question to relate to careers in food science even though they may be in medical or dental school, etc. This change was reflected in the 2016 cohort survey. Taken - To improve response rate, we required students to complete the survey as a part of the capstone course (NDFS 465). Response rate increased from 67% to 92%. Taken - NDFS 191 food science students are required to create a professional portfolio that they will update as they continue to take courses. The portfolio includes a resume, a compilation of networking contacts, a sample cover letter, and major projects and assignments from relevant coursework. Instructors of specific food science courses continue to encourage students to add such projects to their portfolio, especially examples of writing, such as required in the NDFS 450 Research Proposal. Planned - Continue to have the Food Science Club Leadership annually organize an interviewing skills seminar presented by program alumni. Taken - Core learning materials (readings, assignments, exams, etc.) were updated for 2020. In addition, a textbook was required to supplement the course and provide more learning support outside the classroom. Specific to the ethical case studies: An extra case study was implemented to foster discussion concerning real-world scenarios drawn from student work experiences (primarily internships). These were presented as a component of the course and are now integrated into the lecture and discussion. Taken - In response to new web-based sources from FDA and USDA, several learning exercises and assignments were updated for Fall 2019. These continue to evolve with the roll out of new guidance from federal agencies. These were adapted to the new web layout of fda.org. This is a constant challenge and opportunity with this course. Planned - Rotation of team leadership assignments is still not happening very effectively. I have created a template that must be filled out, with project sections, and expected timelines, showing which team member will lead each section. I will begin asking teams to bring this to the bi-weekly project meeting and will have the current "team leader" present the status report and handle questions from the	6	2	Success Skills	Y	15	7	47	3

Life Sciences	Nutrition, Dietetics, and Food Science	Nutritional Science BS	Identify the chemical structure of nutrients, their food sources, functions, and the scientific basis for nutrition requirements and dietary recommendations. Describe the processes of digestion, absorption, transport, and metabolism and the metabolic consequences of nutrient deficiencies, interactions, imbalances and toxicities.					Y	Y				2	6	6	0	6	2	4	0	0	6	Taken - 200: Emphasis on recognizing the structures of nutrients will continue. Planned - 333: Will build quizzes to tie more directly to exams, rebuild lectures to be more focused on topics to be tested in exams. Planned - 435: Add in more in class participation. Students comprehension will continue to be assesed on exams and quizzes. Move quizzes to learning suite Taken - 305: Continue monitoring exam scores. Taken - 100:Continue monitoring students' performance on exams. Review individual exam questions on an annual basis for strength of discrimination. Taken - 310: For the online quizzes, I will continue to place greater emphasis can be made in class to help students understand the benefit of taking time to do better on these quizzes. This should help them to be better prepared for in-class quizzes and exams. The online and in-class quizzes do appear to be good preparation for the exams. Averages for exams are generally good, demonstrating the instruction and preparation has been adequate for students to perform well. Continued work will be done to revise and strengthen the on-line and in-class quizzes as well as the summative exams throughout the semester. Starting Fall 2019 this course was offerred as a 3 cr course. This included an additional midterm exam and two more research analysis assignments. This change has helped me accomplish the objectives of the course much better going forward.	4	2	Nutritional Science Fundamentals	Y	12	6	50	4
Life Sciences	Nutrition, Dietetics, and Food Science	Nutritional Science BS	Explain the role of dietary choices and interventions for optimizing health and preventing or ameliorating chronic disease and malnutrition.				Y			Y			2	7	7	0	6	2	4	0	0	6	Planned - 333: Better alignement of lectures and exams Planned - 435: Students liked the out of class reserach paper. Will change general topic each semester. Planned - 100: Continue using an online platform for exam reviews. Taken - 400: I streamlined the number of individual assignments for the community project. I am still considering whether I want to inclue a grant proposal example again - although it may help in students in creating a more professional-looking assignment, it also creates document that are not as creatively presented as when I have given an example. I am going to evaluate how this coming semester goes and then decide next year if I want to provide an example. Taken - Based on feedback from students and the high scores earned, this is a good assignment that students see very clear value from. The assignment will be continued, making any minor adjustments to improve clarity as needed. Taken - 305: Continue to use assignment and emphasis use of evidence-based guidelines in chronic disease.	3	3	Diet in Health and Disease	Y	12	6	50	4
Life Sciences	Nutrition, Dietetics, and Food Science	Nutritional Science BS	Assess nutritional status of individuals or populations.					Y		Y			2	3	3	0	3	3	0	0	0	3	Planned - 424: Continue monitoring students' performance on the assignments. Planned - 100: Continue monitoring students' performance on the assignment. Taken - Continue malnutrition case study and diabetic meal plan.	1	2	Nutritional Assessment	Y	6	3	50	4
Life Sciences	Nutrition, Dietetics, and Food Science	Nutritional Science BS	Search, interpret, and summarize peer-reviewed scientific literature. Evaluate nutritional claims for accuracy. Design research for nutritional science that includes ethical considerations of using human and animal subjects.					Y	Y				2	6	6	0	7	5	2	0	0	8	Planned - 333: More examples of the type of research paper and posters will be shared with the students. Planned - 435: Peer and TA review will continue next year. Will add an assignment to visit the writing center to improve the overall writing. Research topic is being changed from liver function to beta cell function for 2021-2022. Taken - 200 : Continue requiring this assignment, as it is fundamental to, and supportive of both a course and program objective Taken - 310: The research analysis assignment has improved student exposure to quality research articles and the plan is to continue to find very recent, high quality research articles that connect with the concepts taught in the class. I plan to continue to make small changes to this assignment, using different papers to help students acheive this objective. This last year students had an additional research analysis assignment. This improved student exposure and understanding of original research in this field. Taken - 494: continue mentoring students and including them as authors on publications and presentations at professional meetings. Taken - Continue with evidence-based nutrition intervention. Continue to adjust point distribution to accurately reflect quality of paper Taken - Continue evidence-based nutrition intervention assignment. Taken - 100: We made the scientific assignment optional for faculty to include in their course. Most were finding that students had a difficult time completing the assignment and that our class did not have sufficient time to teach students essential concepts of intrepreting study findings (e.g., a p-value or statistical tests, study design rigor). We will continue to monitor students' performance on the exam reviews and exams, in which we have them interpret research figures/tables and/or abstracts.	6	2	Research	Y	15	7	47	4
Life Sciences	Nutrition, Dietetics, and Food Science	Dietetics BS	Use effective and professional communication skills. (KRDN 2.1, 3.3-- 2017 ACEND Standards for Didactic Program in Dietetics)				Y			Y			2	1	1	0	1	1	0	0	0	1	Taken - 100: We made the scientific assignment optional for faculty to include in their course. Most were finding that students had a difficult time completing the assignment and that our class did not have sufficient time to teach students essential concepts of intrepreting study findings (e.g., a p-value or statistical tests, study design rigor). We will continue to monitor students' performance on the exam reviews and exams, in which we have them interpret research figures/tables and/or abstracts.	1	0	Effective and Professional Communication	Y	2	1	50	4
Life Sciences	Nutrition, Dietetics, and Food Science	Dietetics BS	Integrate the broad aspects of food availability, selection, preparation, and consumption into dietetics practice. (KRDN 2.3, 3.4, 4.5--2017 ACEND Standards for Didactic Program in Dietetics)				Y			Y			2	2	2	0	2	2	0	0	0	2	Taken - Continue to monitor learning outcome metrics for dietetics practice annually. Taken - Continue to monitor exam scores for NDFS 374 annually.	2	0	Dietetics Practice	Y	4	2	50	4
Life Sciences	Nutrition, Dietetics, and Food Science	Dietetics BS	Think critically in problem identification and solution by integrating scientific information and research into assignments and practice. (KRDN 1.3--2017 ACEND Standards for Didactic Program in Dietetics)					Y		Y			2	2	2	0	2	1	1	0	0	2	Taken - Continute to monitor learning outcome metrics for critical thinking and analysis annually. Taken - Continue to monitor exam scores and adjust as necessary. Note rigor of exams should not be compromised.	2	0	Critical Thinking and Analysis	Y	4	2	50	4
Life Sciences	Nutrition, Dietetics, and Food Science	Dietetics BS	Demonstrate professional beliefs, values, attitudes and behaviors in all required student assignments and activities. (KRDN 2.1, 2.2, 2.7--2017 ACEND Standards for Didactic Program in Dietetics)								Y	Y	2	3	1	2	3	2	1	0	0	3	Planned - Continue to monitor Dietetic Internship placement rates and participation in professional organizations. Taken - Continue to monitor learning outcome metrics for professionalism annually. Taken - Continue to incorporate professionalism in course work and experiences.	2	1	Professionalism	Y	6	3	50	4
Life Sciences	Nutrition, Dietetics, and Food Science	Dietetics BS	Explain and apply all areas of the nutrition care process. (KRDN 3.1, 3.2, 3.3-2017 ACEND Standards for Didactic Program in Dietetics)					Y		Y			2	5	3	2	5	5	0	0	0	5	Taken - Continue to monitor exam scores and adjust as necessary. Note rigor of exams should not be compromised. Taken - Continue to monitor evaluation results related to nutrition care process in NDFS 405. Taken - Continue to monitor placement rates annually and identify trends. Taken - Continue to monitor nutrition care process learning outcome metrics annually. Taken - Continue to monitor ability to perform nutrition care process in graduate and dietetic internship director surveys and identify trends.	5	0	Nutrition Care Process	Y	10	5	50	4
Life Sciences	Nutrition, Dietetics, and Food Science	Dietetics BS	Apply management and leadership skills to human and other resources in the provision of services to individuals and organizations. (KRDN 4.1, 4.2, 4.3, 4.4, 4.6--2017 ACEND Standards for Didactic Program in Dietetics)				Y			Y			2	4	2	2	4	4	0	0	0	4	Taken - Continue to monitor learning outcome metrics for management and leadership skills annually. Taken - Continue to monitor learning outcome metrics for management and leadership skills annually. Taken - Continue to track pass rates of for the Registered Dietitian Nutritionist Exam annually. Taken - Continue to provide management and leadership skills in curriculum and activities.	4	0	Management and Leadership Skills	Y	8	4	50	4
Life Sciences	Nutrition, Dietetics, and Food Science	Food Science MS	Effectively communicate the current state of the discipline in their specific research topic as well as a sound understanding of the general principles of food science.							Y	Y		2	3	3	0	3	3	0	0	0	3	Taken - Continue efforts to recruit high quality students by improving our website. College revised the website; additional changes are still being developed. Taken - Plan specifically how to work with current students to create high quality presentations. Currently, students practice with the food science faculty and other students prior to presenting to the entire department or at a professional meeting. Faculty will emphasize professionalism, including dress, vocabulary, and visual format and other presentation skills. Planned - Evolve and enhance the coursework written exam used to help incoming MS students to determine deficiencies in their preparation that can be remedied by requiring specific courses on their study list. Build the question bank and augment it with food safety, microbiology, and engineering. Follow up with oral review by the committee to finalize the program of study (courses to be taken).	2	1	Food Science Fundamentals and Area Specialization	Y	6	3	50	4
Life Sciences	Nutrition, Dietetics, and Food Science	Food Science MS	Access information about food science through the internet, scientific journals and other sources, and evaluate the quality of reported research, drawing conclusions that are scientifically sound.			Y				Y			2	2	2	0	2	0	2	0	0	4	Planned - Continue to require students to conduct thorough literature reviews at the beginning of their graduate program for potential use in funding proposals or review papers. Encourage students to revisit their literature review throughout their program, updating the thesis to reflect any additional information, especially at the end of their program. Planned - Require graduate students to meet with the Subject Librarian prior to their literature search to learn how to efficiently and thoroughly utilize library and database resources. Planned - Add specific courses to "recommended list" for incoming graduate students offered within the college including "Articulating Science" MMBIO 661 and "Graduate Research & Writing" NDFS 650. Ensure the students work with their advising professor in completion of assigned writing projects from the course. Planned - Continue incorporating an exercise in graduate courses that gives students practice in finding current scientific literature on specific topics. Ensure planned 500 level courses incorporate this in assignments.	0	4	Effective Literature Review and Analysis	Y	6	2	33	3

Life Sciences	Nutrition, Dietetics, and Food Science	Food Science MS	Plan, conduct and report original research in food science.				Y	Y						2	1	1	0	1	0	1	0	0	1	Planned - Continue incorporating an exercise in graduate courses that gives students practice in finding current scientific literature on specific topics. Ensure planned 500 level courses incorporate this in assignments.	0	1	Research Design and Reporting	Y	2	1	50	3
Life Sciences	Nutrition, Dietetics, and Food Science		Identify and solve problems by thinking critically and integrating scientific information and research into practice (CRDN 1.1-1.6)* *2017 ACEND Standards for Internship Programs in Nutrition and Dietetics			Y		Y						2	9	7	2	9	8	1	0	0	9	Taken - As above Taken - As above Taken - Continue providing learning experiences that require critical thinking, application of the scientific method, and integration of science into dietetics practice. Taken - Continue providing learning experiences that require critical thinking, application of the scientific method, and integration of science into dietetics practice. Taken - Continue to review and provide learning experiences that require critical thinking, application of the scientific method, and integration of science into dietetics practice and prepare students to take and pass the RDN examination. Taken - Continue to mentor students in masters dietetic projects. Taken - Will continue providing learning experiences that require critical thinking, application of the scientific method, and integration of science into dietetics practice. Taken - As above. Taken - As above	9	0	Integrate Science Into Practice	Y	18	9	50	4
Life Sciences	Nutrition, Dietetics, and Food Science		Demonstrate professionalism by actively participating in teams, using professional communications, acting ethically, following pertinent regulations, and conducting self-assessment. (CRDN 2.1-2.15)* *2017 ACEND Standards for Internship Programs in Nutrition and Dietetics				Y				Y			2	8	7	1	8	7	0	1	0	8	Taken - As above Taken - Continue providing learning experiences that allow interns to demonstrate professionalism. Taken - As above Taken - As above Taken - As above Taken - As above Taken - As above Taken - Continue providing learning experiences that allow interns to demonstrate professionalism.	8	0	Professionalism	Y	16	8	50	4
Life Sciences	Nutrition, Dietetics, and Food Science		Develop and deliver appropriate information, products, and services to individuals, groups, and populations. (CRDN 3.1-3.10)* *2017 ACEND Standards for Internship Programs in Nutrition and Dietetics							Y			Y	2	7	5	2	7	5	1	1	0	7	Taken - Continue providing learning experiences that allow interns to develop and deliver products related to clinical and customer service. Taken - As above Taken - As above. Taken - Continue to mentor students in masters dietetic projects. Taken - Continue to review and provide learning experiences that help students deliver clinical and other customer based products and service which will prepare students to take and pass the RDN examination. Taken - As above Taken - As above	7	0	Clinical and Customer Service	Y	14	7	50	4
Life Sciences	Nutrition, Dietetics, and Food Science		Strategically apply principles of management and systems in the provision of services to individuals and organizations. (CRDN 4.1-4.10)* *2017 ACEND Standards for Internship Programs in Nutrition and Dietetics			Y				Y				2	7	5	2	7	7	0	0	0	7	Taken - Continue to review and provide learning experiences that help students manage food and nutrition services and appropriately utilize resources which will prepare students to take and pass the RDN examination. Taken - Continue providing learning experiences that allow interns to apply principles of management and systems in providing services. Taken - As above Taken - As above Taken - Continue to emphasize sustainability through use of field trips to farms, manufacturing plants, and other organizations using sustainable plans in nutrition and food service. Taken - Continue providing learning experiences that allow interns to apply principles of management and systems in providing services. Taken - As above.	7	0	Management and Use of Resources	Y	14	7	50	4
Life Sciences	Nutrition, Dietetics, and Food Science		Analyze the application of leadership in the nutrition and dietetics field (LDI 5.1-5.3)* *2017 ACEND Self-selected Concentration Area Standards for Internship Programs in Nutrition and Dietetics									Y	Y	2	4	4	0	4	4	0	0	0	4	Taken - As above Taken - As above Taken - As above Taken - Continue providing learning experiences that allow interns to analyze the application of leaderhip in nutrition an dietetics.	4	0	Leadership	Y	8	4	50	4
Life Sciences	Nutrition, Dietetics, and Food Science	Nutritional Science MS	Develop and conduct scientific research using appropriate design and ethical principles.			Y		Y						2	2	2	0	2	1	1	0	0	2	Taken - Continue mentoring the graduate student currently in the program. Taken - Continue mentoring the graduate student currently in the program.	2	0	Research Design and Methods	Y	4	2	50	4
Life Sciences	Nutrition, Dietetics, and Food Science	Nutritional Science MS	Critically evaluate, summarize, and present evidence for the role of nutrition in optimizing human health and preventing, managing, or treating chronic diseases.				Y		Y					2	1	1	0	1	1	0	0	0	1	Taken - Continue mentoring the graduate student currently in the program.	1	0	Evaluate Evidence for the Role of Nutrition in Human Health	Y	2	1	50	4
Life Sciences	Nutrition, Dietetics, and Food Science	Dietetics MS	Identify and solve problems by thinking critically and integrating scientific information and research into practice (CRDN 1.1-1.6)* *2017 ACEND Standards for Internship Programs in Nutrition and Dietetics			Y		Y						2	9	7	2	9	8	1	0	0	9	Taken - As above Taken - As above Taken - Continue providing learning experiences that require critical thinking, application of the scientific method, and integration of science into dietetics practice. Taken - Continue providing learning experiences that require critical thinking, application of the scientific method, and integration of science into dietetics practice. Taken - Continue to review and provide learning experiences that require critical thinking, application of the scientific method, and integration of science into dietetics practice and prepare students to take and pass the RDN examination. Taken - Continue to mentor students in masters dietetic projects. Taken - Will continue providing learning experiences that require critical thinking, application of the scientific method, and integration of science into dietetics practice. Taken - As above. Taken - As above	9	0	Integrate Science Into Practice	Y	18	9	50	4
Life Sciences	Nutrition, Dietetics, and Food Science	Dietetics MS	Demonstrate professionalism by actively participating in teams, using professional communications, acting ethically, following pertinent regulations, and conducting self-assessment. (CRDN 2.1-2.15)* *2017 ACEND Standards for Internship Programs in Nutrition and Dietetics				Y				Y			2	8	7	1	8	7	0	1	0	8	Taken - As above Taken - Continue providing learning experiences that allow interns to demonstrate professionalism. Taken - As above Taken - As above Taken - As above Taken - As above Taken - As above Taken - Continue providing learning experiences that allow interns to demonstrate professionalism.	8	0	Professionalism	Y	16	8	50	4
Life Sciences	Nutrition, Dietetics, and Food Science	Dietetics MS	Develop and deliver appropriate information, products, and services to individuals, groups, and populations. (CRDN 3.1-3.10)* *2017 ACEND Standards for Internship Programs in Nutrition and Dietetics							Y			Y	2	7	5	2	7	5	1	1	0	7	Taken - Continue providing learning experiences that allow interns to develop and deliver products related to clinical and customer service. Taken - As above Taken - As above. Taken - Continue to mentor students in masters dietetic projects. Taken - Continue to review and provide learning experiences that help students deliver clinical and other customer based products and service which will prepare students to take and pass the RDN examination. Taken - As above Taken - As above	7	0	Clinical and Customer Service	Y	14	7	50	4
Life Sciences	Nutrition, Dietetics, and Food Science	Dietetics MS	Strategically apply principles of management and systems in the provision of services to individuals and organizations. (CRDN 4.1-4.10)* *2017 ACEND Standards for Internship Programs in Nutrition and Dietetics			Y				Y				2	7	5	2	7	7	0	0	0	7	Taken - Continue to review and provide learning experiences that help students manage food and nutrition services and appropriately utilize resources which will prepare students to take and pass the RDN examination. Taken - Continue providing learning experiences that allow interns to apply principles of management and systems in providing services. Taken - As above Taken - As above Taken - Continue to emphasize sustainability through use of field trips to farms, manufacturing plants, and other organizations using sustainable plans in nutrition and food service. Taken - Continue providing learning experiences that allow interns to apply principles of management and systems in providing services. Taken - As above.	7	0	Management and Use of Resources	Y	14	7	50	4
Life Sciences	Nutrition, Dietetics, and Food Science	Dietetics MS	Analyze the application of leadership in the nutrition and dietetics field (LDI 5.1-5.3)* *2017 ACEND Self-selected Concentration Area Standards for Internship Programs in Nutrition and Dietetics									Y	Y	2	4	4	0	4	4	0	0	0	4	Taken - As above Taken - As above Taken - As above Taken - Continue providing learning experiences that allow interns to analyze the application of leaderhip in nutrition an dietetics.	4	0	Leadership	Y	8	4	50	4
Life Sciences	Nutrition, Dietetics, and Food Science	Nutritional Science MS	Develop and conduct scientific research using appropriate design and ethical principles.			Y		Y						2	2	2	0	2	1	1	0	0	2	Taken - Continue mentoring the graduate student currently in the program. Taken - Continue mentoring the graduate student currently in the program.	2	0	Research Design and Methods	Y	4	2	50	4
Life Sciences	Nutrition, Dietetics, and Food Science	Nutritional Science MS	Critically evaluate, summarize, and present evidence for the role of nutrition in optimizing human health and preventing, managing, or treating chronic diseases.				Y		Y					2	1	1	0	1	1	0	0	0	1	Taken - Continue mentoring the graduate student currently in the program.	1	0	Evaluate Evidence for the Role of Nutrition in Human Health	Y	2	1	50	4
Life Sciences	Plant and Wildlife Sciences	Wildlife & Wildlands Conservation BS	Identify and articulate principles of stewardship as a basis for professional judgment.		Y								Y	2	1	1	0	1	0	1	0	0	1	Taken - Continue mentoring the graduate student currently in the program.	1	0	Stewardship and Professional Judgement	Y	2	1	50	3
Life Sciences	Plant and Wildlife Sciences	Wildlife & Wildlands Conservation BS	Identify wildland plants and wildlife species and describe how they function in the environment.							Y				1	1	1	0	1	0	1	0	0	1	Taken - Continue mentoring the graduate student currently in the program.	0	1	Plant and Wildlife Identification	Y	2	1	50	3
Life Sciences	Plant and Wildlife Sciences	Wildlife & Wildlands Conservation BS	Apply knowledge of plant and wildlife ecology to management of wildlands.					Y	Y					2	1	1	0	1	0	1	0	0	1	Taken - Continue mentoring the graduate student currently in the program.	1	0	Wildlands Management	Y	2	1	50	3
Life Sciences	Plant and Wildlife Sciences	Wildlife & Wildlands Conservation BS	Demonstrate ability to solve ecological and management problems by applying appropriate tools, techniques, analytical thought, and the scientific method.				Y			Y				2	1	1	0	1	0	1	0	0	1	Taken - Continue mentoring the graduate student currently in the program.	1	0	Tools, Techniques, and Application	Y	2	1	50	3
Life Sciences	Plant and Wildlife Sciences	Wildlife & Wildlands Conservation BS	Be leaders in conflict resolution and important, contributing members of multi-disciplinary teams.				Y						Y	2	1	1	0	1	0	1	0	0	1	Taken - Continue mentoring the graduate student currently in the program.	0	1	Conflict Resolution and Multi-disciplinary Teams	Y	2	1	50	3

Life Sciences	Plant and Wildlife Sciences	Genetics, Genomics & Biotechnology BS	Explain key concepts of genome organization and manipulation in depth, for example sequencing methods and strategies, genome annotation, comparative genomics, global gene expression profiling, metagenomics, and transgenic plant and animal technologies. Also, students can independently assemble bacterial genomes and parse metagenomic sequencing data.				Y		Y				2	1	1	0	1	0	0	0	0	1	Taken - Continue mentoring the graduate student currently in the program.	0	1	Genome Organization and Manipulation	Y	2	1	50	4
Life Sciences	Plant and Wildlife Sciences	Genetics, Genomics & Biotechnology BS	Exhibit a broad understanding of core molecular genetics and biology concepts including bioinformatics, molecular biology, genetics, cellular biology, physiology and evolution.				Y		Y				2	2	2	0	2	0	0	0	0	2	Taken - Continue to monitor ETS exam scores for GG&B majors each year . No remedial action is planned since our students usually place at or above national and BYU averages. - Continue to monitor ETS exam scores for GG&B majors each year . No remedial action is planned since our students usually place at or above national and BYU averages.	1	0	Molecular Genetics Fundamentals	Y	4	2	50	4
Life Sciences	Plant and Wildlife Sciences	Genetics, Genomics & Biotechnology BS	Independently perform key biotechnology and molecular biology benchwork protocols and can use popular computational software packages for DNA sequence analysis as they apply to plant and animal improvement programs or microbial genomics. Graduates of the biotechnology business track will have additional skills acquired from case studies-oriented management courses.				Y		Y				2	1	1	0	1	0	0	0	0	1	- Continue to monitor ETS exam scores for GG&B majors each year . No remedial action is planned since our students usually place at or above national and BYU averages.	0	1	Biotechnology Skills and Practices	Y	2	1	50	4
Life Sciences	Plant and Wildlife Sciences	Genetics, Genomics & Biotechnology BS	Demonstrate proficiency in applying the quantitative and analytical skills necessary for successful research science and/or clinical health careers. Examples include designing properly controlled experiments (PWS288), critically analyzing experimental data in the literature (PDBIO 360, PWS488), and writing scripts to parse genomic datasets (BIO165, PWS470),			Y		Y					2	6	2	4	6	0	0	0	0	6	Planned - Consider removing this element since it is difficult to obtain these numbers Planned - Satisfactory. Will request reports annually, reports are likely to be received less frequently than annually. Planned - Satisfactory. continue to monitor Planned - Update with NSSE report results for 2021 to see if adding PWS470 and revising PWS288 assisted. Planned - Added PWS470, a course for hands-on genomic analysis, and expanded PWS288 to include more writing and data analysis. Note since previous NSSE reports there is no longer a small but significant decrease in GGB students versus Carnegie peers. Planned - Satisfactory. Will request reports annually, reports are likely to be received less frequently than annually.	0	6	Quantitative Reasoning and Analysis	Y	12	6	50	3
Life Sciences	Plant and Wildlife Sciences	Genetics, Genomics & Biotechnology BS	Graduates can summarize the background, methodology, results and conclusions of a set of experiments, as published in a single or in multiple related scientific papers, and lead classroom discussions on them.			Y	Y						2	4	1	3	4	0	0	0	0	4	Planned - Writing components in the PWS282 and PWS488 courses are being used to fulfill the GE advanced writing requirement, so we are updating to ensure strong rigor in writing instruction. Taken - After discussion in 2016 group meeting, determined that more frequent, short assignments were more relevant to career preparation than less frequent, long assignments. Taken - After discussion in 2016 group meeting, determined that more frequent, short assignments were more relevant to career preparation than less frequent, long assignments. Taken - After discussion in 2016 group meeting, determined that more frequent, short assignments were more relevant to career preparation than less frequent, long assignments.	3	1	Literature Summation and Discussion	Y	8	4	50	4
Life Sciences	Plant and Wildlife Sciences	Environmental Science and Sustainability BS	Devise experiments with testable hypotheses addressing environmental concerns, problems, and solutions in the environment based on the interpretation of primary scientific literature and the scientific method.			Y			Y				2	3	2	1	3	0	0	0	0	2	Planned - Create a formal document tracking student scores over multiple years that will be maintained by the focal area chair. The formal document will all the program to identify students in need of help to meet our learning outcomes. Taken - As part of PWS 480, Environmental Science Capstone: Advanced Data Analysis and Writing, students designed and conducted experiments structured by hypotheses. The course continues to develop and will incorporate state, federal, and private entities into the experimental experience.	1	1	The Scientific Method	Y	5	3	60	3
Life Sciences	Plant and Wildlife Sciences	Environmental Science and Sustainability BS	Conduct and design basic environmental quality measurements, site assessments, and statistics associated with resource management and conservation.				Y		Y				2	3	3	0	3	0	0	0	0	2	Taken - All three labs in the ESS core are continuing to develop curriculum to evaluate water, soils, and biogeochemistry in our "living labs" Wallsburg Watershed, Provo River, and Utah Lake. Planned - We continue to implement our plan to formalize the statistical, graphing, programming, GIS, and environmental design skills introduced in each core course in hope to interconnect and re-emphasize the skills being introduced to improve student mastery of measurements, assessments, and statistics. Here is our current plan: PWS 282, 283 Statistics: mean, mode, standard deviation, 95% confidence intervals, probability Graphing: bar chart with standard deviation as error bars Programming: Excel basics GIS: Introduce basics with soils and site characteristics Experimental Design: replication, randomization, blocking PWS 305, 306 Statistics: standard error, t-test, correlation, and linear regression, probability Graphing: bar chart with standard error as error bars and scatter plot Programming: Excel, R introduction and basics, and ARC GIS Experimental Design: replication, independence, normality, pseudo replication PWS 365, 366 Statistics: one-way, two-way ANOVA, multiple regression, probability Graphing: bar chart, scatter plot, line graphs through time Programming: Excel and R Experimental Design: replication, blocking, assumptions for ANOVA PWS 440 Statistics: to be determined Graphing: to be determined Programming: Excel, R basics continued, and ARC GIS GIS: Advanced GIS spatial analysis Experimental Design: overview of previous designs	1	1	Environmental Measurements, Assessments, and Statistics	Y	5	3	60	3
Life Sciences	Plant and Wildlife Sciences	Environmental Science and Sustainability BS	Understand the inception, current state, and future needs of seminal environmental policies and laws.				Y		Y				2	1	1	0	1	0	0	0	0	1	Planned - We continue to implement our plan to formalize the statistical, graphing, programming, GIS, and environmental design skills introduced in each core course in hope to interconnect and re-emphasize the skills being introduced to improve student mastery of measurements, assessments, and statistics. Here is our current plan: PWS 282, 283 Statistics: mean, mode, standard deviation, 95% confidence intervals, probability Graphing: bar chart with standard deviation as error bars Programming: Excel basics GIS: Introduce basics with soils and site characteristics Experimental Design: replication, randomization, blocking PWS 305, 306 Statistics: standard error, t-test, correlation, and linear regression, probability Graphing: bar chart with standard error as error bars and scatter plot Programming: Excel, R introduction and basics, and ARC GIS Experimental Design: replication, independence, normality, pseudo replication PWS 365, 366 Statistics: one-way, two-way ANOVA, multiple regression, probability Graphing: bar chart, scatter plot, line graphs through time Programming: Excel and R Experimental Design: replication, blocking, assumptions for ANOVA PWS 440 Statistics: to be determined Graphing: to be determined Programming: Excel, R basics continued, and ARC GIS GIS: Advanced GIS spatial analysis Experimental Design: overview of previous designs	1	0	Environmental Policy	Y	2	1	50	3
Life Sciences	Plant and Wildlife Sciences	Environmental Science and Sustainability BS	Write effectively and concisely both within and outside the environmental science discipline.			Y	Y						2	4	4	0	4	0	0	0	0	1	Planned - We continue to implement our plan to formalize the statistical, graphing, programming, GIS, and environmental design skills introduced in each core course in hope to interconnect and re-emphasize the skills being introduced to improve student mastery of measurements, assessments, and statistics. Here is our current plan: PWS 282, 283 Statistics: mean, mode, standard deviation, 95% confidence intervals, probability Graphing: bar chart with standard deviation as error bars Programming: Excel basics GIS: Introduce basics with soils and site characteristics Experimental Design: replication, randomization, blocking PWS 305, 306 Statistics: standard error, t-test, correlation, and linear regression, probability Graphing: bar chart with standard error as error bars and scatter plot Programming: Excel, R introduction and basics, and ARC GIS Experimental Design: replication, independence, normality, pseudo replication PWS 365, 366 Statistics: one-way, two-way ANOVA, multiple regression, probability Graphing: bar chart, scatter plot, line graphs through time Programming: Excel and R Experimental Design: replication, blocking, assumptions for ANOVA PWS 440 Statistics: to be determined Graphing: to be determined Programming: Excel, R basics continued, and ARC GIS GIS: Advanced GIS spatial analysis Experimental Design: overview of previous designs	0	1	Effective Communication	Y	5	4	80	3

Life Sciences	Plant and Wildlife Sciences	Environmental Science and Sustainability BS	Possess a fundamental and applied knowledge of the biogeochemistry, ecology, plant biology, microbiology, and laws relating to soil and water conservation, quality, and pollution.						Y	Y				2	3	1	1	3	0	0	0	0	6	Planned - Incorporated PWS 480, Environmental Science Capstone: Advanced Data Analysis and Writing into the core curriculum. The course was first formally taught in Winter 2021. The capstone course is a student-driven data generation, analysis and writing course focusing on a new real-life environmental concern. The course will partner with outside governmental agencies and companies to provide our students with real-world application of the information and skills gained while in the environmental science program. Planned - As part of PWS 480, Environmental Science Capstone: Advanced Data Analysis and Writing, we will create/incorporate a comprehensive exam drawing for the primary information presented in all core classes. Planned - Create a formal document tracking student scores that will be maintained by the focal area chair. The formal document will all the program to identify students in need of help to meet our learning outcomes. Taken - The Nebo Fire Complex was succeffully incorporated as part of our "living lab" location into our curriculum. Taking advantage of the recent catastrophic wildfire in Utah, students analyzed the temporal effects of fire on soil erosion, ecosystem productivity, grazing, and nutrient and sediment loading to surface waters. Taken - For the second year, completed more field-based application of theories and practices in our "living labs" Wallsburg Watershed and Provo River, UT. Soil Science Lab (PWS 283) incorporated hands-on site assessment approach to evaluate soils characteristics in the valley. Soils and Water Quality Lab (PWS 306) explores nutrients load sources and sinks in the watershed and river. Biogeochemistry Lab (PWS 366) includes multipe kayak excursions that explores microbial and ecosystem processes relating to water in rivers and lakes highlighting how urbanization and agriculture influence biogeochemistry. We plan to continue developing our living lab experiences for our students. Taken - Field Ecology (PWS 250) will be taught during in spring 2022 here at BYU as well as on our upcoming study abroad programs (2022). The course helps students learn field-based experimental design, appropriate methodology, and he imprtance of long-term data sets. The new addition to a BYU spring class is an option for students to particpate in field ecology on campus.	3	3	Scientific Foundation	Y	9	3	33	3
Life Sciences	Plant and Wildlife Sciences	Environmental Science and Sustainability BS	Foster and promote an environmental awareness, stewardship, and sustainability ethic to help all understand their influence on and spiritual connection to God's creations and Earth.		Y								Y	2	4	3	1	4	0	0	0	0	1	Taken - Field Ecology (PWS 250) will be taught during in spring 2022 here at BYU as well as on our upcoming study abroad programs (2022). The course helps students learn field-based experimental design, appropriate methodology, and he imprtance of long-term data sets. The new addition to a BYU spring class is an option for students to particpate in field ecology on campus.	1	0	Global Environmental Awareness and Stewardship	Y	5	4	80	3
Life Sciences	Plant and Wildlife Sciences	Plant and Landscape Systems BS	Identify, reflect on, and articulate personally significant experiences that strengthen the desire to incorporate the gospel of Jesus Christ in managing and creating beautiful landscapes	Y									Y	2	1	1	0	1	0	0	0	0	1	Taken - Field Ecology (PWS 250) will be taught during in spring 2022 here at BYU as well as on our upcoming study abroad programs (2022). The course helps students learn field-based experimental design, appropriate methodology, and he imprtance of long-term data sets. The new addition to a BYU spring class is an option for students to particpate in field ecology on campus.	0	1	Landscape Management and the Gospel of Jesus Christ	Y	2	1	50	0
Life Sciences	Plant and Wildlife Sciences	Plant and Landscape Systems BS	Lead and practice with a knowledge of landscape contracting at the local and national levels.			Y			Y					2	2	2	0	2	0	0	0	0	2	Planned - PWS 191 (Introduction to Landscape Management), a 1-credit course, encourages students to gain professional skills, such as developing a resume and participating in the locally held Landscape Career Connection, so they can secure internships and eventually gain full time employment. Planned - With the help of staff members in the BYU Grounds Department, students have passed the ISA arborist certification and obtained their CDL. These successes are highlighted in PWS 191.	0	2	Landscape Practices	Y	4	2	50	0
Life Sciences	Plant and Wildlife Sciences	Plant and Landscape Systems BS	Effectively compete for the best employment positions, including leadership in national organizations, which are available to college graduates, including self-employment.						Y	Y				2	1	0	1	1	0	0	0	0	1	Planned - With the help of staff members in the BYU Grounds Department, students have passed the ISA arborist certification and obtained their CDL. These successes are highlighted in PWS 191.	0	1	Career Preparation	Y	2	1	50	0
Life Sciences	Plant and Wildlife Sciences	Plant and Landscape Systems BS	Demonstrate competence in each of the three main areas of landscape contracting: design, management and installation.					Y		Y				2	1	1	0	1	0	0	0	0	1	Planned - With the help of staff members in the BYU Grounds Department, students have passed the ISA arborist certification and obtained their CDL. These successes are highlighted in PWS 191.	0	1	Landscape Design, Construction, and Management	Y	2	1	50	0
Life Sciences	Plant and Wildlife Sciences	Plant and Landscape Systems BS	Demonstrate preparation to excel in a variety of graduate programs related to landscape management.				Y			Y				2	1	0	1	1	0	0	0	0	1	Planned - With the help of staff members in the BYU Grounds Department, students have passed the ISA arborist certification and obtained their CDL. These successes are highlighted in PWS 191.	0	1	Academic and Professional Preparation	Y	2	1	50	0
Life Sciences	Plant and Wildlife Sciences	Wildlife & Wildlands Conservation MS	Synthesize literature relevant to a research project.			Y				Y				2	1	1	0	1	0	1	0	0	1	Planned - With the help of staff members in the BYU Grounds Department, students have passed the ISA arborist certification and obtained their CDL. These successes are highlighted in PWS 191.	1	0	Literature Analysis and Synthesis	Y	2	1	50	3
Life Sciences	Plant and Wildlife Sciences	Wildlife & Wildlands Conservation MS	Design and conduct research applying appropriate scientific and analytical methods.			Y						Y		2	1	0	1	1	0	1	0	0	1	Planned - With the help of staff members in the BYU Grounds Department, students have passed the ISA arborist certification and obtained their CDL. These successes are highlighted in PWS 191.	0	1	Research Design	Y	2	1	50	3
Life Sciences	Plant and Wildlife Sciences	Wildlife & Wildlands Conservation MS	Communicate scientific findings effectively via oral presentations and in writing.				Y							1	1	1	0	1	0	1	0	0	1	Planned - With the help of staff members in the BYU Grounds Department, students have passed the ISA arborist certification and obtained their CDL. These successes are highlighted in PWS 191.	1	0	Effective Communication	Y	2	1	50	3
Life Sciences	Plant and Wildlife Sciences	Environmental Science MS	Communicate their scientific findings effectively in oral presentation and in writing (i.e., publication in a peer-reviewed journal, conference poster or oral presentation).				Y			Y				2	2	2	0	2	0	0	0	0	1	Planned - With the help of staff members in the BYU Grounds Department, students have passed the ISA arborist certification and obtained their CDL. These successes are highlighted in PWS 191.	0	1	Effective Communication and Publication	Y	3	2	67	0
Life Sciences	Plant and Wildlife Sciences	Environmental Science MS	Conduct meaningful research using fundamental scientific principles and processes of analytical procedures and instrumentation.					Y		Y				2	1	1	0	1	0	0	0	0	1	Planned - With the help of staff members in the BYU Grounds Department, students have passed the ISA arborist certification and obtained their CDL. These successes are highlighted in PWS 191.	1	0	Scientific Knowledge and Data Analysis and Instrumentation	Y	2	1	50	0
Life Sciences	Plant and Wildlife Sciences	Environmental Science MS	Demonstrate knowledge of appropriate statistical methods for analysis of data generated in their research area.					Y		Y				2	1	1	0	1	0	0	0	0	1	Planned - With the help of staff members in the BYU Grounds Department, students have passed the ISA arborist certification and obtained their CDL. These successes are highlighted in PWS 191.	0	1	Statistical Methods	Y	2	1	50	0
Life Sciences	Plant and Wildlife Sciences	Environmental Science MS	Demonstrate an understanding of how your research influences society and foster and promote environmental stewardship within your realm of influence and your community.	Y	Y									2	1	1	0	1	0	0	0	0	1	Planned - With the help of staff members in the BYU Grounds Department, students have passed the ISA arborist certification and obtained their CDL. These successes are highlighted in PWS 191.	0	1	Science, Society, and Spiritual Stewardship	Y	2	1	50	0
Life Sciences	Plant and Wildlife Sciences	Genetics & Biotechnology MS	Explain and justify the use of advanced techniques in molecular genetics, genomics, and biotechnology, and to interpret the results of such analyses. Example techniques include genome sequencing and assembly, genotyping, and comparative genomics.						Y	Y				2	2	1	1	2	0	0	0	0	2	Taken - Continue to monitor Planned - Continue to monitor	1	1	Genetics and Biotechnology Fundamentals	N	4	2	50	0
Life Sciences	Plant and Wildlife Sciences	Genetics & Biotechnology MS	Utilize technical skills acquired through lab experience and apply these skills in formulating solutions to life science questions.					Y		Y				2	1	1	0	1	0	0	0	0	1	Planned - Continue to monitor	1	0	Technical and Laboratory Skills	N	2	1	50	0
Life Sciences	Plant and Wildlife Sciences	Genetics & Biotechnology MS	Communicate proficiently through oral and written scientific media.			Y	Y							2	3	3	0	3	0	0	0	0	3	Planned - Continue to monitor Planned - Collect numbers: what is the percentage of students who publish their work? Planned - Continue to monitor each year	0	3	Effective Communication	N	6	3	50	0
Life Sciences	Plant and Wildlife Sciences	Genetics & Biotechnology MS	Identify specific ways training in applied genetics and biotechnology can address issues of earthly stewardship and sustainability, and demonstrate a strong desire to help Mankind in a Christlike way.	Y									Y	2	1	1	0	1	0	0	0	0	1	Planned - Continue to monitor each year	0	1	Human Stewardship, Sustainability, and Christlike Service	N	2	1	50	0
Life Sciences	Plant and Wildlife Sciences	Wildlife & Wildlands Conservation PHD	Synthesize literature and apply the scientific method to the design and writing of a research proposal.				Y			Y				2	1	0	1	1	0	1	0	0	1	Planned - Continue to monitor each year	1	0	Literature Analysis and Synthesis in Plant or Wildlife Ecolo	Y	2	1	50	3
Life Sciences	Plant and Wildlife Sciences	Wildlife & Wildlands Conservation PHD	Demonstrate proficiency and competency with regards to coursework taken towards PhD.			Y		Y						2	1	1	0	1	0	1	0	0	1	Planned - Continue to monitor each year	1	0	Knowledge of Coursework	Y	2	1	50	3
Life Sciences	Plant and Wildlife Sciences	Wildlife & Wildlands Conservation PHD	Communicate effectively both orally and in writing through presentation of the ecological and management context, research approach, and world of inference.			Y	Y							2	1	1	0	1	0	1	0	0	1	Planned - Continue to monitor each year	0	1	Effective Communication and Research	Y	2	1	50	3
Life Sciences	Public Health	Health Promotion BS	Conduct an assessment of community needs, assets, and health problems.			Y				Y				2	5	4	1	5	4	1	0	0	5	Planned - No action planned at this time. Planned - No action planned at this time. Planned - No action planned at this time. Planned - No action planned at this time. Planned - No action planned at this time.	0	5	Assess Needs	Y	10	5	50	4

Life Sciences	Public Health	Health Promotion BS	Design goals, objectives and interventions based on assessment data.			Y				Y				2	5	4	1	5	4	1	0	0	5	Planned - No action planned at this time. Planned - No action planned at this time. Planned - No action planned at this time. Planned - No action planned at this time. Planned - No action planned at this time.	0	5	Plan Programs	Y	10	5	50	4
Life Sciences	Public Health	Health Promotion BS	Implement effective interventions including mass media, electronic technology, and public health policy.				Y			Y				2	3	2	1	3	2	1	0	0	3	Planned - No action planned at this time. Planned - No action planned at this time. Planned - No action planned at this time.	0	3	Implement Interventions	Y	6	3	50	4
Life Sciences	Public Health	Health Promotion BS	Design an evaluation of health promotion interventions.				Y			Y				2	4	3	1	4	4	0	0	0	4	Planned - No action planned at this time. Planned - No action planned at this time. Planned - No action planned at this time. Planned - No action planned at this time.	0	4	Research and Evaluation	Y	8	4	50	4
Life Sciences	Public Health	Health Science BS	Summarize the major health issues, barriers, and challenges affecting health equity, health status, and health practices in vulnerable and marginalized populations.				Y		Y					2	4	3	1	4	4	0	0	0	4	Planned - During 2021/22 academic year, we plan to do a thorough course evaluation for HLTH 425 based on CTL's latest rubric for course evaluation. Taken - As previously planned, we changed HLTH 496R from required to elective. We are getting a smaller, though still substantial, number of students doing the elective internship, and it is meeting their needs well. No further action planned at this time. Planned - HLTH 495 used to be HLTH 423, and was changed to 495 to become the emphasis capstone course starting Fall 2020. Now that we've been running this as the capstone course for a full year, during 2021/22 academic year, we plan to do a thorough course evaluation for HLTH 495 based on CTL's latest rubric for course evaluation. - 100% in 2020/21 is up from 95% in 2019/20. Great! No action planned at this time.	1	2	Vulnerable and Marginalized Populations	Y	8	4	50	4
Life Sciences	Public Health	Health Science BS	Create a conceptual framework on how to align and integrate public health and primary care to address the social determinants of health inequities in the access, quality, and delivery of care.			Y				Y				2	4	3	1	4	4	0	0	0	4	Taken - As previously planned, we changed HLTH 496R from required to elective. We are getting a smaller, though still substantial, number of students doing the elective internship, and it is meeting their needs well. No further action planned at this time. Planned - HLTH 495 used to be HLTH 423, and was changed to 495 to become the emphasis capstone course starting Fall 2020. Now that we've been running this as the capstone course for a full year, during 2021/22 academic year, we plan to do a thorough course evaluation for HLTH 495 based on CTL's latest rubric for course evaluation. Planned - HLTH 495 used to be HLTH 423, and was changed to 495 to become the emphasis capstone course starting Fall 2020. Now that we've been running this as the capstone course for a full year, during 2021/22 academic year, we plan to do a thorough course evaluation for HLTH 495 based on CTL's latest rubric for course evaluation. - 100% in 2020/21 is up from 86% in 2019/20. Great! No action planned at this time.	1	2	Social Determinants of Health	Y	8	4	50	4
Life Sciences	Public Health	Health Science BS	Explain the role of cultural competency and design of culturally-appropriate communication (e.g. motivational interviewing), care, and policies in addressing health disparities in diverse populations and settings.				Y		Y					2	3	2	1	3	3	0	0	0	3	Planned - During 2021/22 academic year, we plan to do a thorough course evaluation for HLTH 425 based on CTL's latest rubric for course evaluation. Taken - As previously planned, we changed HLTH 496R from required to elective. We are getting a smaller, though still substantial, number of students doing the elective internship, and it is meeting their needs well. No further action planned at this time. - 95% in 2020/21 is up from 86% in 2019/20. Great! No action planned at this time.	1	1	Cultural Competency	Y	6	3	50	4
Life Sciences	Public Health	Health Science BS	Analyze an upstream team approach to health by critiquing points at which integration between public health and primary care can occur including opportunities for interdisciplinary collaboration across sectors to improve population health.			Y				Y				2	3	2	1	3	3	0	0	0	3	Taken - As previously planned, we changed HLTH 496R from required to elective. We are getting a smaller, though still substantial, number of students doing the elective internship, and it is meeting their needs well. No further action planned at this time. Planned - HLTH 495 used to be HLTH 423, and was changed to 495 to become the emphasis capstone course starting Fall 2020. Now that we've been running this as the capstone course for a full year, during 2021/22 academic year, we plan to do a thorough course evaluation for HLTH 495 based on CTL's latest rubric for course evaluation. - 95% in 2020/21 is up from 86% in 2019/20. Great! No action planned at this time.	1	1	Upstream Approach to Health	Y	6	3	50	4
Life Sciences	Public Health	Health Science BS	Use statistical methods and statistical software to manage and analyze health-related data arising from epidemiologic or clinical samples in order to make inferences regarding the health of populations in public health and/or primary care settings.			Y		Y						2	4	3	1	4	3	1	0	0	4	Planned - TAKEN: Starting Fall 2021, we have changed HLTH 440 from a required course to an elective course for the Health Science emphasis. PLANNED: We anticipate that relatively few Health Science students will take 440 going forward, so we may decide to remove this item in the 2021/2022 evaulation. We may also need to revise the learning outcome to not include "manage ... data" because 440 was the data management course. (The revised learning outcome would emphasize "analyze ... data.") Planned - TAKEN: As previously planned, we changed HLTH 496R from required to elective. We are getting a smaller, though still substantial, number of students doing the elective internship, and it is meeting their needs well. PLANNED: Not all internships include data management or analysis. We plan to review internship final reports from the past couple years to determine how many internships included data management or analysis and how well the internship final report indicates mastery of this particular learning outcome. - No action planned at this time - 86% in 2020/21 is up from 81% in 2019/20. Great! No action planned at this time.	0	2	Statistical Methods and Software	Y	8	4	50	4
Life Sciences	Public Health	Environmental/Occupational Health BS	Assess the various biological, chemical, and physical hazards of the ambient, indoor, and work environment that can adversely affect human health.					Y	Y					2	6	5	1	6	3	2	0	1	5	- No action planned. - Planned to review writing rubric for this project to improve understanding of expectations. - No action planned. - No action planned. Planned - No planned action at this time.	0	1	Environmental/Occupational Hazards Assessment	Y	11	6	55	3
Life Sciences	Public Health	Environmental/Occupational Health BS	Anticipate, recognize, evaluate and control environmental and occupational hazards.			Y	Y							2	6	5	1	6	3	1	1	1	5	- No action planned. - Planned to review writing rubric for this project to improve understanding of expectations. - No action planned. - No action planned. Planned - No planned action at this time.	0	1	Environmental/Occupational Health Interventions	Y	11	6	55	3
Life Sciences	Public Health	Environmental/Occupational Health BS	Apply moral and ethical principles as they apply to the science of Environmental/Occupational theory and practice.				Y				Y			2	4	3	1	4	3	0	1	0	4	- Will include an enhanced section focusing on management commitment/employee involvement. - No action planned. - No action planned. - No action planned.	0	0	Environmental/Occupational Moral Code and Ethics	Y	8	4	50	4
Life Sciences	Public Health	Epidemiology BS	Analyze and interpret data and present results in words, tables, charts, and graphs.					Y		Y				2	4	3	1	4	2	2	0	0	4	Taken - Scores on the data analysis project are in the "good" range. Not action needed at this time. Taken - Scores on the homework assignments are in the excellent range. No action needed at this time. Planned - Scores on the final exam are in the "good" range, though only just. We will continue to monitor student outcomes in the course. We will examine differences in performace between epidemiology and health science emphases which may indicate inadequate prepartion for one or more groups. We will examine performance across instructors and sections to evaluate any discrepencies. Taken - 100% of agree they can meet this competency. No action needed at this time.	3	1	Data Analysis and Presentation	Y	8	4	50	4
Life Sciences	Public Health	Epidemiology BS	Design epidemiologic studies and compare and contrast study methodology.					Y		Y				2	4	3	1	4	2	0	0	2	4	Taken - Scores were in the excellent range, no action needed at this time. Taken - Final exam scores are in the poor range. We have: As a faculty, discussed areas where students are not adequately prepared for success in 449. Identified concepts that need more coverage or deeper learning in prepartory classes and taken steps to improve this in course that preceed 449, specifically HLTH 345. The instructor has participated in careful examination of the course material, assignments, etc. and made changes to improve clarity of expectations and evaluate learning deficits earlier in the course. The epidemology curriculum committee has reviewed course materials and provided feedback. - Final exam scores are in the poor range. We have: As a faculty, discussed areas where students are not adequately prepared for success in 449. Identified concepts that need more coverage or deeper learning in prepartory classes and taken steps to improve this in course that preceed 449, specifically HLTH 345. The instructor has participated in careful examination of the course material, assignments, etc. and made changes to improve clarity of expectations and evaluate learning deficits earlier in the course. The epidemology curriculum committee has reviewed course materials and provided feedback. - Scores are in the excellent range, no action needed at this time.	2	0	Epidemiologic Study Design	Y	8	4	50	3
Life Sciences	Public Health	Epidemiology BS	Critique studies for their validity and contribution to the discipline.			Y				Y				2	3	2	1	3	3	0	0	0	3	- Scores are in the excellent range, no action needed at this time. - Scores are in the excellent range, no action needed at this time. - Scores are in the excellent range, no action needed at this time.	0	0	Critical Assessment of Epidemiologic Literature	Y	6	3	50	4
Life Sciences	Public Health	Public Health MPH	Use surveillance and assessment methods to understand, diagnose and address public health issues and health hazards.							Y				1	5	4	1	5	3	2	0	0	5	Planned - On track. No action needed at this time. Once the proposed new curriculum is approved then learning outcomes and asssessments will need to be adjusted. - On track. No action needed at this time. - No action needed Planned - On track. No action needed at this time. CPH exam is being removed as a requirement in the proposed new curriculum and this assessment will need to be adjusted once approved. - On track. No action needed at this time. CPH exam is being removed as a requirement in the proposed new curriculum and this assessment will need to be adjusted once approved.	0	2	Community Monitoring	Y	10	5	50	4

Life Sciences	Public Health	Public Health MPH	Use appropriate qualitative and quantitative research methods to conduct public health research and evaluation.					Y						1	10	9	1	10	7	3	0	0	10	- No action needed - No action needed - No action needed - No action needed other than to send COVID-19 packing... - No action needed - No action needed - No action needed - No action needed - On track. No action needed at this time. CPH exam is being removed as a requirement in the proposed new curriculum and this assessment will need to be adjusted once approved. - On track. No action needed at this time. CPH exam is being removed as a requirement in the proposed new curriculum and this assessment will need to be adjusted once approved.	0	0	Research/Evaluation	Y	20	10	50	4
Life Sciences	Public Health	Public Health MPH	Create an effective communication intervention for public health practice which includes activities that inform, educate and empower targeted audiences.				Y							1	3	2	1	3	3	0	0	0	3	- No action needed - No action needed - On track. No action needed at this time. CPH exam is being removed as a requirement in the proposed new curriculum and this assessment will need to be adjusted once approved.	0	0	Educational Communication Methods and Strategies	Y	6	3	50	4
Life Sciences	Public Health	Public Health MPH	Identify how diverse cultural values, traditions, geopolitical systems, and other social determinants impact the health of communities being served							Y				1	4	3	1	4	3	1	0	0	4	- No action needed - No action needed - No action needed, though despite student confidence in this efforts are being taken to increase student competency in this area and to build more diversity and inclusion into the program. - On track. No action needed at this time. CPH exam is being removed as a requirement in the proposed new curriculum and this assessment will need to be adjusted once approved.	0	0	Cultural Sensitivity and Diversity	Y	8	4	50	4
Life Sciences	Public Health	Public Health MPH	Create a plan to mobilize community partnerships to administer public health programs and address health issues.							Y				1	5	4	1	5	4	1	0	0	5	- No action needed - No action needed - No action needed - On track. No action needed at this time. CPH exam is being removed as a requirement in the proposed new curriculum and this assessment will need to be adjusted once approved. - On track. No action needed at this time. CPH exam is being removed as a requirement in the proposed new curriculum and this assessment will need to be adjusted once approved.	0	0	Leadership and Management	Y	10	5	50	4
Life Sciences	Public Health	Public Health MPH	Select and utilize appropriate advocacy skills in behalf of real-world, evidence-based policy solutions to contemporary health issues.				Y			Y				2	3	2	1	3	1	0	2	0	3	- No action needed - A little lower than we'd like to see, but on track. No action needed at this time. New curriculum is designed to meet CEPH competencies in policy and advocacy. CPH exam is being removed as a requirement in the proposed new curriculum and this assessment will need to be adjusted once approved. - A little lower than we'd like to see, but on track. No action needed at this time. CPH exam is being removed as a requirement in the proposed new curriculum and this assessment will need to be adjusted once approved.	0	0	Policy and Advocacy	Y	6	3	50	3
Life Sciences	Public Health	Public Health MPH	Develop a public health program plan that integrates principles for planning, implementation, and evaluation.					Y		Y				2	4	3	1	4	4	0	0	0	4	- No action needed - No action needed - On track. No action needed at this time. CPH exam is being removed as a requirement in the proposed new curriculum and this assessment will need to be adjusted once approved. - On track. No action needed at this time. CPH exam is being removed as a requirement in the proposed new curriculum and this assessment will need to be adjusted once approved.	0	0	Program Planning Management	Y	8	4	50	4
Life Sciences	Public Health	Public Health MPH	Apply social and behavioral theory to public health issues.			Y				Y				2	3	2	1	3	1	2	0	0	3	- No action needed - No action needed. This is a little lower than other outcomes. The way theory is taught is being adjusted in proposed new curriculum. - On track. No action needed at this time. CPH exam is being removed as a requirement in the proposed new curriculum and this assessment will need to be adjusted once approved.	0	0	Social and Behavioral Theory	Y	6	3	50	3
Life Sciences	Public Health		Comprehend the history and philosophy of public health as well as its core values across the globe and in society. Discuss the influence of policies, laws, regulations, and legislation on both individual and population health. Define roles and responsibilities of public health government, non-government agencies, private organizations, and health systems in promoting health.			Y			Y					2	6	3	3	6	5	1	0	0	6	Taken - Scores are in the excellent range, no action needed at this time. Taken - Scores are in the good range, no action needed at this time. Taken - Scores are in the excellent range, no action needed at this time. Taken - Scores are in the excellent range, no action needed at this time. Taken - Scores are in the good range, no action needed at this time. Taken - Scores are in the excellent range, no action needed at this time.	6	0	Public Health Foundations, Systems, and Policy	Y	12	6	50	4
Life Sciences	Public Health		Access valid information about health. Disseminate public health information using written, visual, and oral communication.				Y							1	6	4	2	6	6	0	0	0	6	Taken - Scores are in the excellent range, no action needed at this time. Taken - Scores are in the excellent range, no action needed at this time. Taken - Scores are in the excellent range, no action needed at this time. Taken - Scores are in the excellent range, no action needed at this time. Taken - Scores are in the excellent range, no action needed at this time. Taken - Scores are in the excellent range, no action needed at this time.	6	0	Effective Communication	Y	12	6	50	4
Life Sciences	Public Health		Design data collection instrument and collect data. Analyze and interpret data, including primary and secondary data.					Y	Y					2	4	2	2	4	2	1	1	0	3	- Scores are in the good range, no action needed at this time. Taken - Scores are in the excellent range, no action needed at this time. Taken - Scores are in the excellent range, no action needed at this time.	2	0	Data Collection and Analysis	Y	7	4	57	3
Life Sciences	Public Health		Discuss needs assessments and their application to designing effective interventions. Apply intervention strategies to public health problems and evaluation approaches for program development, improvement, and effectiveness. Collaborate with partners.			Y			Y					2	7	4	3	7	5	2	0	0	7	Taken - Scores are in the good range, no action needed at this time. Taken - Scores are in the excellent range, no action needed at this time. Taken - Scores are in the good range, no action needed at this time. Taken - Scores are in the excellent range, no action needed at this time. Taken - Scores are in the excellent range, no action needed at this time. Taken - Scores are in the excellent range, no action needed at this time.	7	0	Program Planning and Evaluation	Y	14	7	50	4
Life Sciences	Public Health		Analyze the influence of socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities. Discuss the underlying science of human health and disease including opportunities for promoting and protecting health across the life course.				Y							1	7	5	2	7	5	1	1	0	7	Taken - Scores are in the excellent range, no action needed at this time. Planned - Scores are in the fair range. Will discuss student progress with the instructor and create a plan. Taken - Scores are in the excellent range, no action needed at this time. Taken - Scores are in the excellent range, no action needed at this time. Taken - Scores are in the excellent range, no action needed at this time. Taken - Scores are in the good range, no action needed at this time. Taken - Scores are in the good range, no action needed at this time.	6	1	Determinants of Health	Y	14	7	50	4
Nursing		Nursing BS	Integrate the principles of the Gospel of Jesus Christ as part of clinical judgment; caring holistically for diverse individuals, families, communities, and populations; personal health and well-being; and life-long learning.	Y	Y									2	8	5	3	18	17	1	0	0	20	Planned - Faculty plan to provide opportunities for students to demonstrate achievement of gospel values integration into personal lives and all aspects of nursing practice. Taken - Activities, assignments, and evaluation methods to promote integration of gospel values in each course have been successful in clinical, laboratory, and classroom experiences. Methods are directly linked to individual courses. Evaluation of Alumni regarding integration of gospel values and life-long learning will continue via University and College of Nursing alumni assessments. Faculty observation/evaluation and alumni assessment surveys regarding integration of gospel values will continue. Planned - The undergraduate program coordinator will continue to review evidence annually each spring and make recommendations to the Deans and Undergraduate Academic Council. These recommendations are discussed with faculty, the Undergraduate Program Coordinator, and the Associate Dean of Undergraduate Studies. Assignments and actions reflecting Integration of Gospel Values are discussed each spring. Faculty will continue to use a variety of strategies to promote integration of gospel values in both classroom and clinical settings with student, peer, and client/family foci. Current methods have proven effective. Faculty will continue to evaluate methods of supporting and evaluating performance and achievement of this outcome. Planned - Faculty continue to look for situations and experiences that provide opportunities for students to demonstrate their accomplishment of integrating the values of the gospel and life-long learning into their personal lives and nursing practice. Planned - Faculty continue to emphasize the role of the Healer's Art and integrating gospel priniciples into students' nursing practice across the curriculum. Planned - Continue to use spiritual questions to facilitate student learning and application of gospel values when providing care to clients and in personal life. Planned - Faculty will continue to offer and evaluate didactic and clinical activities that promote gospel values integration and life-long learning. Planned - Faculty and preceptors will continue to mentor students in gospel value application and lifelong learning opportunities. Evaluation and findings will continue to be discussed with students and faculty throughout the academic year in classroom, clinical, and	3	17	Integration of Gospel Values	Y	38	18	47	4

Nursing		Nursing BS	Provide nursing care to patients, including individuals, families, communities, and populations across the lifespan and across the continuum of healthcare environments. The baccalaureate graduate understands and addresses social determinants of health, health equity, and the increasing complexity of healthcare to advocate and optimize care for all patients.			Y			Y			2	8	4	4	13	10	3	0	0	15	Planned - Achievement of this Program Outcome will continue to be monitored within the course. Planned - Achievement of this Program Outcome will continue to be monitored within the course. Planned - Faculty will continue current course organization with minor course adjustments. Clinical judgment and critical thinking evaluation will continue. Planned - Faculty will continue to support students, providing effective nursing care nursing behaviors in the didactic, clinical, and simulated care environments. Planned - Faculty will continue to evaluate and modify program/course curriculum as needed to meet national standards. The program will continue to monitor standardized test pass rates and identify resources for students at risk. Taken - National exams help faculty implement good curriculum content and help students (ATI) be successful in passing the NCLEX. Resources such as ATI testing helps, textbooks and other educational modes, and faculty mentoring help facilitate student success. Planned - Faculty will evaluate and modify curriculum as needed to meet national standards. The program will continue to monitor pass rates, identify resources for students at risk. Faculty continue to look for situations and experiences that provide opportunities for students to demonstrate Baccalaureate Generalist Nursing Practice outcome. Planned - Continue to monitor the effectiveness of the pharmacology course and student learning/retention of pharmacology principles throughout the program. Currently implementing case studies utilizing interdisciplinary healthcare professions such as respiratory therapist, provider, social worker, etc. to discuss patient-centered care, especially related to the varied professional goals. Planned - Faculty will continue to use various learning activities to emphasize generalist nursing practice principles and foster rich learning discussions based on student feedback and evaluation. Planned - Achievement of this Program Outcome will continue to be monitored within courses. Planned - Faculty continue to assess, evaluate, and use various strategies to facilitate and evaluate students' achievement of outcome with faculty/staff comments reporting student performance. Planned - Faculty will continue to include various learning opportunities/activities to enhance generalist nursing practice knowledge and skills. Emphasis placed on strategies to culminate	4	11	Baccalaureate Generalist Nursing Practice	Y	28	13	46	4
Nursing		Nursing BS	Exemplify and advocate for the nursing profession using the values of accountability; collaboration; compassion; diversity, equity and belonging; innovation; inspiration, integrity; learning; and service.			Y			Y			2	6	2	4	8	6	2	0	0	10	Planned - College of Nursing didactic, clinical courses, and alumni surveys will be evaluated to identify best activities to cultivate achievment of the professionalism program outcome. Taken - Faculty continue to review the current curricular program and have made changes as needed to improve course learning activities. Course coordinators and team members meet frequently each semester to evaluate learning activities and outcomes. All faculty meet at the beginning and end of each academic year to review and evaluate course and program outcomes. Course learning outcomes meet national accreditation criteria. Planned - Some professionalism values listed are not clearly taught in the course structure or assignments. The course content includes discussions on caring, autonomy, human dignity, integrity, and social justice. Course content covers the College of Nursing values: Accountability; Collaboration; Compassion; Diversity, Equity and Belonging: Innovation; Inspiration; Integrity; Learning and Service. Improvement plan is to discuss with faculty team how the values listed in Program Outcome #8 are taught or referenced in the course content. Plan is to also discuss with the faculty group if the College of Nursing values should be more fully represented in the Program Outcomes. Planned - Students were professional in faculty-student interactions, attended virtual class. Faculty will continue to observe, model, and support professionalism outcomes and values. Planned - Faculty will continue to observe, model, and support professionalism outcomes and values. Planned - Students will continue to self-evaluate personal exemplification of nursing professionalism and set goals for improvement. Faculty will continue to monitor student goal progress while mentoring students in areas of professional nursing practice growth. Faculty will continue to support professional nursing behaviors in the didactic and clinical settings, and in the simulated care environment Planned - Continue to monitor the effectiveness of the pharmacology course and student learning/retention of pharmacology principles throughout the program. Case studies being implemented utilizing interdisciplinary healthcare professions such as respiratory therapist, provider, social worker, etc. to discuss patient-centered care, especially related to the varied	2	8	Professionalism	Y	18	8	44	4
Nursing		Nursing BS	Communicate and collaborate among interdisciplinary healthcare professionals and community partners to foster team respect and trust, and deliver high quality patient-centered and population-based care.			Y			Y			2	5	4	1	7	7	0	0	0	11	Planned - Faculty/facilitators will review and revise rubrics as needed to ensure consistent and accurate evaluation of student performance in demonstrating their knowledge and application of the learning outcome. Taken - Faculty reviewed and evaluated the effectiveness of the preceptor evaluation form using feedback from preceptors. Preceptor evaluation form was clarified and online version prepared. Planned - Capstone faculty and clinical preceptors continue to evaluate the preceptor evaluation form and student achievement of learning outcome. Planned - Faculty will assess and evaluate individualized course assignments to ensure they provide effective evaluation of the outcome and to demonstrate progression in the course. Rubrics will be re-evaluated annually. Taken - Across the curriculum, faculty found clinical/lab/simulation learning activities provided measurement/evaluation of students' application of inter-professional communication and collaboration skills. Planned - Faculty, simulation facilitators, and clinical mentors continue to assess, evaluate, and use various strategies to facilitate and evaluate students' achievement of outcome with faculty/staff comments reporting student performance. Taken - Student performance on national exams are key indicators of student success and help faculty implement and evaluate good curriculum content. ATI standardized testing data is used to help students identify topic areas of study as they prepare to take the NCLEX-RN. This method of testing also helps faculty identify students who may not pass the NCLEX successfully. Resources are offered each semester to students to help facilitate success. Planned - Faculty will evaluate and modify program/course curriculum as needed to meet national standards. The program will continue to monitor standardized test pass rates and identify resources for students at risk. Taken - Implemented TeamSTEPPS Teamwork Observation Tool to determine students' abilities to apply teamwork communication skills. TeamSTEPPS concepts discussed at each college assembly meeting. Planned - Continue to enhance the TeamSTEPPS concepts in all settings. Faculty in each course develop specific TeamSTEPPS assignments as applicable and continue to report outcomes at College Assembly meetings. Provide increased training for communication lab teaching assistants to accurately	4	7	Interprofessional Communication and Collaboration:	Y	18	7	39	4
Nursing		Nursing BS	Demonstrate clinical judgment, knowledge and skills in data management and patient care technology to guide quality patient-centered care.			Y			Y			2	4	1	3	7	1	4	2	0	7	- Faculty will continue to require student to record patient cares and progress in the EHR of each facility, as allowed by the facility. Planned - Students have limited opportunities to access the EHR. Faculty plan to work with clinical agencies to improve access to electronic resources for students. Some clinical settings do not provide an opportunity for students to access Electronic Health Records (EHR) and opportunities for students to observe the use of clinical technology such as ultrasound devices for IV starts, EKG, Radiology technology, varies throughout the program. Planned - There are no plans for change. Faculty continue to monitor student achievement of learning outcome. Planned - Early computer access to the EHR is beneficial to students. Faculty complete student EHR orientation whenever possible in Nursing 292 and each clinical course throughout the program. Planned - Faculty and lab instructors will continue to utilize the EHR in simulations and evaluate learning outcome achievement. Planned - Students have limited opportunities to access the EHR. Faculty plan to work with clinical agencies to improve access to electronic resources for students. Some clinical settings do not provide an opportunity for students to access Electronic Health Records (EHR) and opportunities for students to observe the use of clinical technology such as ultrasound devices for IV starts, EKG, Radiology technology, varies throughout the program. Planned - Faculty note limited time to adequately incorporate needed Information Management and Technology information in the course. College of Nursing administration and faculty are considering supplementary teaching methods and curricular changes to facilitate additional Information Technology content.	0	6	Information Management and Technology	Y	14	7	50	2

Nursing		Nursing BS	Exhibit clinical judgment, knowledge and skills in leadership, quality improvement, and patient safety necessary to provide high-quality patient-centered and population-based health care.					Y	Y			2	1	1	0	6	3	3	0	0	6	Planned - Course Faculty will continue to update content with new evidence and changes anticipated incorporating Tanner's clinical judgement model. The new NCLEX exam format will necessitate changes to course test questions to prepare students for NCLEX format. Planned - Faculty will continue to use various learning activities to emphasize quality of nursing care delivery, patient safety, and the healthcare system principles and foster rich learning discussions based on student feedback and evaluation. Planned - Faculty will continue to use various learning activities to emphasize quality of nursing care delivery, patient safety, and the healthcare system principles and foster rich learning discussions based on student feedback and evaluation. Planned - The College of Nursing is incorporating Tanner's Clinical Judgment Model in all courses. Updates will be applied to assignments and post-clinical discussions to strengthen the clinical judgment portion of this program outcome. Decision Based Learning inclusion in simulation will lead to quality improvement in promoting population-based healthcare. Planned - Due to the high degree of success in preparing students to more safely care for ICU patients, faculty will continue to offer this safe medication administration module and quiz, as well as the simulation day in the future. Planned - Faculty will continue to use various learning activities to emphasize quality of nursing care delivery, patient safety, and the healthcare system principles and foster rich learning discussions based on student feedback and evaluation.	0	6	Quality of Nursing Care Delivery, Patient Safety, and the Health Care System:	Y	12	6	50	4
Nursing		Nursing BS	Provide patient-centered and population-based care grounded in the translation of current evidence into nursing practice and reflective of sound clinical judgment linking theory, practice, and research.		Y		Y					2	6	4	2	6	4	2	0	0	7	Planned - Faculty will continue to evaluate student understanding and modify learning activities per evidence-based nursing practice updates. Planned changes to incorporate Tanner's clinical judgement model into course content and lectures will occur during the 2021-22 academic year. Taken - Faculty plan to update the nursing intervention paper assignment with inclusion of Tanner's Clinical Judgment Model terminology during the 2021/2022 academic year. Faculty will continue to monitor/evaluate the learning activity effectiveness. Taken - Student learning outcomes on the assessment papers have improved related to 1) detailed discussions during ICU clinical orientation day, and 2) improved clarifications regarding paper contents and expectations. Individual student consultations on clinical days are administered on an as-needed basis. Planned - Faculty will continue to update assignments to reflect evidence-based nursing practice and monitor assignment effectiveness. Planned - Faculty plan to utilize the Electronic Health Record in N473 simulations and monitor learning outcome achievement. Planned - Faculty will continue to evaluate effectiveness of the essay assignment in meeting scholarship for evidence based nursing practice outcomes. Students complain about the need to provide evidence-based sources for the essays. Faculty plan to improve student understanding of requirement by using clear objectives and clarifying assignment expectations. Planned - Faculty will continue to hold clinical post-conferences and invite students to engage in reflective thinking and evidence-based clinical reasoning discussions.	2	5	Scholarship for Evidence-Based Practice:	Y	13	6	46	4
Nursing		Nursing BS	Advocate for social justice, health promotion, and disease prevention across the lifespan for diverse individuals, families, communities, and populations to improve population health at all levels of healthcare.					Y			Y	2	6	5	1	7	4	3	0	0	8	Taken - Faculty will continue with current assignments. Students experience great satisfaction by using the latest evidence-based research to create their care plans. This activity provides direct feelings of accomplishment and allows students to see how analysis is used in delivering direct patient care and how it is utilized in real life. The evidence-based project allows students to apply the latest evidence-based research to improve patient outcomes. Students access and evaluate current evidence related to patient-specific nursing interventions. Taken - Improvement actions include annually updating Learning Outcomes for each course to align with College of Nursing program outcomes. Reviewing student ratings and analyzing ATI summaries for gaps in teaching is an ongoing method of continuous improvement. Planned - Future improvement plans include annually reviewing course textbooks for up-to-date information, adopting a new textbook if applicable, and revising corresponding testing and assignments. Planned - Faculty believe IPV is an important subject to discuss and continue to offer the IPV Simulation and learning activities. Providing the simulation is an excellent way for students to discover, in a small way, how to "succor those in need of succor." Planned - Faculty will continue to evaluate the vulnerable population assignment, grading rubrics, and student achievement of increased understanding of clinical prevention and population health. Planned - Faculty will continue to assign students to small groups with a defined vulnerable population to research and plan interventions. Faculty will continue to monitor student achievement and satisfaction with group work and increased understanding of clinical prevention and population health. Planned - Faculty continue to evaluate student understanding and achievement of learning outcome. Planned - Faculty course discussions reflect evaluation of the students' written teaching documentation demonstrating mastery in identifying common health problems and in providing appropriate health promotion teaching. Moving forward, in the Learning Suite Content section of this course, we are including a "Health Promotion" section where we will include information about current health promotion guidelines for the system we are studying.	2	6	Clinical Prevention and Population Health	Y	15	7	47	4
Nursing		Nursing BS	Evaluate how healthcare policies, including financial and regulatory, directly and indirectly influence the nature and functioning of the healthcare system and thereby are important considerations in social determinants of health and professional nursing practice.		Y		Y					2	1	1	0	7	6	1	0	0	7	Planned - This assignment is well received. This assignment and corresponding lecture has been moved to the Nursing 403 Public & Global Health course so that the content is reviewed closer to the Nursing 404 Public & Global Health Clinical Practicum. Planned - Students are challenged to evaluate healthcare systems around the world, however, they may not fully understand the healthcare system in the United States to adequately compare and contrast these systems. The undergraduate council is reviewing curriculum gaps and developing a proposal to address health policy and finance throughout the program. Planned - No changes are planned for the healthcare policy content and assignment. Faculty will continue to evaluate effectiveness and achievement of learning outcome. Taken - Instructors have implemented "mini-debates" in class to prepare the students for the debate assignment. The week before the students go the library, faculty divide the class into groups and assign each group a health care policy dilemma to debate for the class. The students have given very positive feedback, stating the activity significantly helped them to understand the graded assignment. Planned - Faculty review of this learning activity was delightfully positive considering the pandemic environment. Students demonstrated creativity and flexibility while meeting the outcomes for this activity. Moving forward, this learning activity will remain a foundational part of the course. Hopefully, more in-person evaluation of community resources will be possible. Planned - Faculty need to assess opportunities for all N404 sections to complete a global perspective population intervention assignment similar to the vulnerable populations' assignment. - The two new group assignments were added to N320 in winter 2021. They replaced two group assignments, one written and one oral, that did not focus on healthcare policy. Prior to winter 2021, there was no healthcare policy content in N320. Faculty changed the group assignments so that students would understand how evidence informs healthcare policy in clinical settings, and to make the assignments more focused and relevant.	1	5	Health care Policy, Finance and Regulatory Environments	Y	14	7	50	3

Nursing		Nursing BS	Acquire liberal education that provides the cornerstone for the practice and education of baccalaureate prepared nurses.									Y	Y	2	2	1	1	5	1	4	0	0	6	Planned - Faculty will continue to include various opportunities and suggestions for furthering and enhancing learning and professional development in the curriculum across the program. Emphasis will be placed on strategies to do this in the capstone/final synthesis semester. Taken - Instructors in this course implemented a partnership model for completing the "analysis of an ethical dilemma" paper to enhance student learning. Students worked individually and in pairs on the assignment. The mean for students' grades across the three classes for N339 indicated student achievement as evidenced by the following scores for written assignments: Analysis of an Ethical Dilemma 1 = Mean of ~88% Analysis of an Ethical Dilemma 2 = Mean of ~93% Behavioral Ethics = Mean of ~92% Final Exam = Mean of ~92% Students demonstrated high achievement of learning through the oral presentation assignments with scores of 100%. Taken - N320 moved to a blended format and in fall 2020, they implemented 100% online course. Instructors in the course monitor student outcomes and ratings to determine the effect of moving to all online instruction on the quality of the course. Taken - Vulnerable populations section syllabus revised and met criteria set forth by FGEC Planned - Veteran Population section revised their content and submitted changes to FGEC. Planned - Continue to update and streamline N403 Public & Global Health modules. Many modules were updated to reflect the current pandemic situation and outcomes. Faculty met in spring 2021 to review module content and assignments. It was felt that the reflective journal entries and quizzes were effective in helping students meet the learning outcomes. Minor modifications are being implemented for the 2021/2022 academic year.	3	3	Liberal Education	Y	11	5	45	3
Nursing		Family Nurse Practitioner MS	1) Integrates scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for continual improvement of patient care across diverse settings.				Y	Y	Y				3	5	1	4	5	1	4	0	0	5	Planned - All of the student feedback was brought before the Graduate Academic Council for discussion. Key members of the Graduate Academic Council have obtained funding to try to incorporate more Objective Structured Clinical Exam (OSCE) experiences. These learning experiences will be planned, designed, and implemented over the next year. In the future, we hope to have a single faculty member over all OSCE experiences. Suggestions for optimizing coursework has been disseminated to all graduate course faculty. Planned - The College of Nursing Graduate Academic Council will continue to monitor scores related to this program outcome and will continue to strategize ways of continual improvement. Planned - We will continue to monitor alumni perceived preparedness on this Program Outcome. Planned - The Graduate Academic Council will continue to monitor the scores from the annual board certification exam report. Planned - The College of Nursing Graduate Academic Council will continue to monitor our progress in assisting students to meet Program Outcome 1.	0	5	Background for Practice from Sciences and Humanities	Y	10	5	50	3
Nursing		Family Nurse Practitioner MS	2) Utilizes organizational and systems leadership to promote high quality and safe patient care.			Y	Y		Y	Y			4	5	0	5	5	1	4	0	0	5	Planned - The Graduate Academic Council will continue to evaluate student performance in the area of organizational and systems leadership related to promoting quality and safe patient care. Council members plan to continue to build upon these concepts and explore additional ways students can be involved in first-hand experiences in organizational and systems leadership. Planned - The Graduate Academic Council will continue to evaluate progress towards meeting Learning Outcome #2. Additionally, the council members will explore opportunities for additional learning experiences relating to this learning outcome, especially where it pertains to patient care. Planned - The College of Nursing Graduate Academic Council will continue to monitor scores related to Program Outcome 2 and brainstorm ways of increasing student involvement where they can practically apply skills in organizational and systems leadership to promote high quality and safe patient care. Planned - The College of Nursing Graduate Academic Council will continue to monitor scores related to Learning Outcome #2 and brainstorm ways of increasing student involvement where they can practically apply skills in organizational and systems leadership to promote high quality and safe patient care. Planned - The College of Nursing Graduate Academic Council will continue to monitor graduate preparedness in meeting Program Outcome 2.	0	5	Organizational and Systems Leadership	Y	10	5	50	3
Nursing		Family Nurse Practitioner MS	3) Applies methods, tools, performance measures and standards related to quality improvement and safety within organizations.			Y	Y			Y	Y		4	4	0	4	4	1	2	1	0	4	Planned - Continue to monitor students' perceived preparedness on this Program Outcome through the End of Program Evaluation. Planned - We will continue to monitor alumni's perceived preparedness on this Program Outcome through the BYU Graduate Program Alumni Survey. Taken - Students are required, as part of coursework, to complete a certificate program in quality and safety. Planned - The College of Nursing Graduate Academic Council will continue to monitor graduates' progress on meeting Program Outcome 3.	1	3	Quality Improvement and Safety	Y	8	4	50	3
Nursing		Family Nurse Practitioner MS	4) Participates as a change agent in translating and integrating scholarship and evidence into practice settings to optimize quality patient outcomes.			Y	Y	Y		Y			4	5	1	4	5	0	5	0	0	5	Planned - The Graduate Academic Council will continue to encourage and monitor student participation in translating scholarship and evidence into practice by the number and quality of venues of their presentations and publications. Funding is available to assist graduate students in registration and travel for conferences to present their work (once during the program). Planned - The Graduate Academic Council will continue to monitor student feedback during the Graduate Student Forum regarding Learning Outcome #4. The faculty will continue to encourage the students to look for opportunities to present and publish their culminating writing experience and to participate in learning opportunities in a wide variety of government and healthcare organizations. For the 2021 cohort, faculty chairs were assigned from the beginning of the program. Planned - Continue to monitor that didactic courses explicitly incorporate evidence-based practice to optimize quality patient outcomes. In addition faculty will continue to make evidence a more explicit part of their courses including current guidelines. Planned - The Graduate Academic Council will continue to incoporate evidence-base information as a vital part of learning activities in didactic and clinical courses, as well as preparing students in their writing courses. We will monitor to assure this is happening. Planned - The College of Nursing Graduate Academic Council will continue to monitor graduates' progress on Program Outcome 4.	0	5	Translating and Integrating Scholarship and Practice	Y	10	5	50	3
Nursing		Family Nurse Practitioner MS	5) Utilizes patient-centered and communication technologies to integrate, coordinate, deliver, and enhance health care.			Y	Y	Y		Y			4	4	0	4	4	2	2	0	0	4	Planned - The Graduate Academic Council will continue to monitor End of Program Survey regarding student perceived preparedness on Program Outcome 5. Planned - Faculty are developing additional Objective Structured Clinical Exams (OSCEs) to provide additional "practice" opportunities for students. The effectiveness of these learning experiences will be evaluated by the Graduate Academic Council. Planned - The Graduate Academic Council plans to continue to monitor the perceived preparedness on Program Outcome 5 through the BYU Graduate Program Alumni Survey. Planned - The College of Nursing Graduate Academic Council will continue to monitor graduates' preparedness in meeting Program Outcome 5.	0	4	Informatics and Healthcare Technologies	Y	8	4	50	4
Nursing		Family Nurse Practitioner MS	6) Intervene at the system level through the policy development process and employing advocacy strategies to influence health and health care.			Y	Y		Y	Y			4	4	1	3	4	2	2	0	0	4	Planned - The College of Nursing Graduate Academic Council will continue to monitor student preparedness on Program Outcome 6 through the End of Program Survey. Planned - The Graduate Academic Council will continue to monitor the alumni survey and other data to ensure Program Outcome 6 is met. Planned - The College of Nursing Graduate Academic Council will continue to monitor progress of acheiving Program Outcome 6 through evaluation and analysis of surveys and the graduate student forum. Planned - The College of Nursing Graduate Academic Council will continue to monitor progress of graduates regarding Program Outcome 6.	0	4	Health Policy and Advocacy	Y	8	4	50	4
Nursing		Family Nurse Practitioner MS	7) Participates, consults, communicates and collaborates as a member and leader of interprofessional teams to manage and coordinate care.			Y	Y		Y	Y			4	4	0	4	4	3	1	0	0	4	Taken - Students will also have the opportunity, as part of the Nursing 606 course, to interact with members of the Utah Trafficking in Persons Task Force, which is an interdisciplinary task force created by the Governor. The Graduate Academic Council will continue to monitor students' understanding of interprofessional collaboration and students' abilities to collaborate with other professionals who interface with Nurse Practitioners. Planned - Continue to monitor End of Program Survey to assure students feel prepared to meet this Program Outcome. Planned - The Graduate Academic Council will continue to monitor the data on the BYU Graduate Program Alumni Survey to assure this Program Outcome is met. Planned - The Graduate Academic Council will continue to review evaluate students' prograss in meeting Learning Outcome #7.	1	3	Interprofessional Collaboration for Improving Patient Care	Y	8	4	50	4

Nursing		Family Nurse Practitioner MS	8) Applies and integrates broad organizational, client-centered, culturally appropriate concepts in planning, delivery, managing, and evaluating evidence-based clinical prevention and population care and services to individuals, families and aggregates/identified populations.			Y			Y			Y	Y	4	9	4	5	9	3	6	0	0	9	Planned - The College of Nursing Graduate Academic Council will continue to evaluate students' progress across the program in meeting Learning Outcome #8 through level of student performance on case studies, Objective Structured Clinical Exams (OSCEs) and I-Human learning tools along with other measures. Planned - The Graduate Academic Council will continue to monitor achievement of Learning Outcome #8 to determine if teaching strategies need to be further revised. Planned - The Graduate Academic Council will continue to monitor the preceptors' evaluations of students regarding Learning Outcome #8 to ensure it is being met. Planned - The Graduate Academic Council will continue to evaluate Typhon data to ensure our students are meeting Learning Outcome #8. The clinical faculty will explore features of Typhon that may assist in organizing student clinical placements. Planned - Continue using teaching strategies and experiences such as case studies, standardized patients, I-human and the flipped classroom that will help students in meeting Program Outcome 8. Planned - Continue to use case studies and standardized patient scenarios which will help students have additional experiences in planning preventative care. These learning experiences provide for a debriefing experience so that students know how to develop skills to more effectively meet Program Outcome 8. Planned - The Graduate Academic Council will continue to monitor BYU Alumni Surveys to ensure this Program Outcome is met. Planned - The Graduate Academic Council reviewed our scores on the national board exam and evaluated whether any curricular changes needed to be implemented. Planned - The College of Nursing Graduate Academic Council will continue to monitor graduates' reports in meeting Program Outcome 8.	0	9	Clinical Prevention and Population Health	Y	18	9	50	3
Nursing		Family Nurse Practitioner MS	9) Provides competent evidence based advance-practice nursing care as a family nurse practitioner to diverse individuals, families, and groups and manages health and illness across the continuum of care and across the lifespan.			Y				Y	Y	Y		4	8	5	3	8	3	5	0	0	8	Planned - The Graduate Academic Council will continue to monitor scores regarding Program Outcome #9. Planned - The Graduate Academic Council will carefully monitor our students' scores on the board certification exam on an annual basis when the report is received. Planned - The College of Nursing Graduate Academic Council will continue to monitor employment rates. Planned - The College of Nursing Graduate Academic Council will continue to evaluate scores on the BYU Graduate Alumni Survey. Planned - Faculty and the Graduate Academic Council will continue to monitor how effective we are in meeting Learning Outcome #9. Planned - The College of Nursing Graduate Academic Council will continue to evaluate students' progress in meeting this learning outcome. Planned - The Graduate Academic Council will continue to monitor achievement of Learning Outcome #9 to determine if teaching strategies need to be further revised. Planned - The College of Nursing Graduate Academic Council will continue to monitor graduates' progress in meeting Program Outcome 9.	0	8	Master's Level Nursing Practice	Y	16	8	50	3
Nursing		Family Nurse Practitioner MS	10) Provides care in a compassionate manner that respects, protects, and enhances spiritual integrity, human dignity, cultural diversity, and demonstrates the Healer's art.	Y	Y								Y	3	6	2	4	6	3	3	0	0	6	Planned - The College of Nursing Graduate Academic Council will continue to monitor graduates' progress in meeting Program Outcome #10. Planned - The Graduate Academic Council will continue to monitor student performance on Program Outcome #10. Planned - The Graduate Academic Council will continue to meet with graduate students every year in a forum setting to receive feedback regarding Learning Outcome #10. Planned - The Graduate Academic Council will continue to monitor performance on meeting Learning Outcome #10. Planned - The Graduate Academic Council will continue to monitor performance on meeting Learning Outcome #10. Planned - Continue to monitor to assure program outcome 10 is met.	0	6	Practices According to the Healer's Art	Y	12	6	50	3
Physical and Mathematical Sciences		Physical Science Education BS	Students will obtain a broad, basic knowledge of physical sciences.					Y		Y				2	3	2	1	3	1	1	1	0	3	Taken - No modifications are required. We will continue to monitor these scores. Taken - These courses will continue to be a staple in the physical science education curriculum as they help the preservice teachers to develop the lab skills and measure their content knowledge. We will continue to monitor their progress. Planned - We need some questions on the alumni and senior surveys that address the outcomes of these students in their physical science teaching program.	2	1	Physical Science Fundamentals	Y	6	3	50	3
Physical and Mathematical Sciences		Physical Science Education BS	Students will be able to design individual lectures reflecting the curriculum and informed by best practices in pedagogy and technology.			Y	Y							2	1	1	0	1	1	0	0	0	1	Planned - We need some questions on the alumni and senior surveys that address the outcomes of these students in their physical science teaching program.	1	0	Instruction Design and Development	Y	2	1	50	4
Physical and Mathematical Sciences		Physical Science Education BS	Students understand and apply the goals and standards of the Utah Teacher and TEAC.							Y				1	1	1	0	1	0	1	0	0	2	Taken - We had 18 students take and pass the TEAC or INTASC Planned - We will continue to monitor the student teachers' progress. The main student teaching evaluation is changing for the following year (from the Teacher Work Sample to the Pedagogical Performance Assessment for Teachers). We will work closely with the student teachers to help them navigate the new forms.	1	1	Utah Teacher and TEAC Standards	Y	3	1	33	3
Physical and Mathematical Sciences		Physical Science Education BS	Students understand and apply the Guiding Principles of Teaching as embraced by the McKay School of Education.								Y			1	1	1	0	1	0	1	0	0	1	Planned - We will continue to monitor the student teachers' progress. The main student teaching evaluation is changing for the following year (from the Teacher Work Sample to the Pedagogical Performance Assessment for Teachers). We will work closely with the student teachers to help them navigate the new forms.	1	0	Professional and Moral Practice	Y	2	1	50	3
Physical and Mathematical Sciences	Chemistry and Biochemistry	Chemistry BS	Program graduates will have demonstrated a mastery of core concepts and principles in the five chemistry sub-disciplines: analytical chemistry, biochemistry, inorganic chemistry, organic chemistry, and physical chemistry.					Y		Y				2	5	4	1	6	0	6	0	0	6	Planned - We will develop ways to norm and follow student performance in Chem 227, 462, 463, and 481M to asses their mastery of the core concepts in the analytical, physical, and biochemistry areas. Taken - We will continue to collect data on these exams and evaluate performance. Planned - We will consider the data collected, including the two essays and assess the best way to use the data to descern student satisfaction and perceived learning. Taken - We have continued to track performance on this metric and look at the trajectory of our students' performance over time. Taken - We will continue to track performance on this metric and look at the trajectory of our students' performance over time. Taken - We will continue to interview seniors and gain their perspective on courses and teaching.	4	2	Chemistry Fundamentals	Y	12	6	50	3
Physical and Mathematical Sciences	Chemistry and Biochemistry	Chemistry BS	Program graduates will be able to perform basic laboratory procedures used in inorganic and small molecule analysis, organic synthesis, physical chemistry, and instrumental analysis, including good standard lab practices and accurate record keeping. They will also be able to design effective experiments, critically analyze data, and be able carry out an independent project in a laboratory setting.							Y				1	2	2	0	2	1	1	0	0	2	Taken - Professors developed assessment standards for written and oral laboratory reports. Planned - We will improve assessment standards for both written assignments and oral reports.	1	1	Laboratory Procedures and Practice	Y	4	2	50	4
Physical and Mathematical Sciences	Chemistry and Biochemistry	Chemistry BS	Program graduates who choose the reserach option, will be able to draw on classroom knowledge and laboratory classes to make an individual contribution in a research laboratory.			Y								1	3	2	1	3	0	3	0	0	3	Taken - We will review our assessment standards for these written reports that focus on the individual contribution to the research project. Planned - We will follow up to better assess the individual contributions of our undergraduate majors. Taken - Continue to monitor research progress by evaluating research presenations.	2	1	Research	Y	6	3	50	3
Physical and Mathematical Sciences	Chemistry and Biochemistry	Chemistry BS	Program graduates will be able to effectively communicate ideas and experimental results in a variety of formats including written and oral reports and technical graphics. They will also be able to search, read, and understand technical literature in the chemical sciences related to their area of interest.				Y							1	3	2	1	3	0	3	0	0	3	Taken - We will continue to assemble the Senior Survey data and track it over time to better monitor student perceptions. Planned - We will improve our assessment standards for both written assignments and oral reports. Taken - We will continue require students to present at the Student Research Conference and judge their performance.	2	1	Effective Communication	Y	6	3	50	3
Physical and Mathematical Sciences	Chemistry and Biochemistry	Chemistry BS	Students approaching the end of their course of study will be able to make informed choices among post-graduate opportunities for work or further education.										Y	1	2	1	1	2	0	2	0	0	2	Taken - The department will contact all juniors and seniors to remind them of upcoming deadlines in preparation for applying to graduate school. Professors of classes taught at senior level will offer reminders and guidance to their students. The advisement committee will talk to all juniors and ask them about thier future plans and give guidence if needed. Taken - We will assemble and track this information and use it as we council students in the future.	2	0	Career Research and Preparation	Y	4	2	50	3
Physical and Mathematical Sciences	Chemistry and Biochemistry	Biochemistry BS	Program graduates will have demonstrated a mastery of core concepts and principles in the five chemistry sub-disciplines: analytical chemistry, biochemistry, inorganic chemistry, organic chemistry, and physical chemistry. They will demonstrate an indepth mastery of biochemistry.							Y				1	5	3	2	5	0	5	0	0	5	Taken - We will continue to track performance on this metric and look at the trajectory of our students' performance over time. Taken - We will review lab reports and research papers from student portfolios. Taken - We will follow student performance in Chem 227, 351M, 352M, and 481M to assess their mastery of the core concepts in the analytical, organic, and biochemistry areas. Taken - We will continue to collect data on these exams. Taken - We will continue to perform senior interviews and improve our program. We incorperated a biochemistry lab into the sophomore year to give students earlier exposure.	5	0	Chemistry and Biochemistry Fundamentals	Y	10	5	50	3

Physical and Mathematical Sciences	Chemistry and Biochemistry	Biochemistry BS	Program graduates will be able to perform basic laboratory procedures used in inorganic and small molecule analysis, organic synthesis, and the protein and nucleic acids biochemistry laboratory classes, including good standard lab practices and accurate record keeping. They will also be able to design effective experiments and critically analyze data.						Y			1	3	3	0	3	0	3	0	0	4	Taken - Faculty will continue to use standards for both written and oral laboratory reports for each of the labs. Taken - Chem 586, the DNA lab, and Chem 584, the protein lab, have been completely revised to a research problem-based format in which students learn the related biochemistry techniques while working on aspects of a real research project. Taken - We will continue to evaluate lab reports from Chem 584 and 586. Planned - We will develop assessment procedures for both written assignments and oral reports.	3	1	Laboratory Procedures and Practice	Y	7	3	43	3
Physical and Mathematical Sciences	Chemistry and Biochemistry	Biochemistry BS	Program graduates will be able to draw on classroom knowledge and laboratory classes to make an individual contribution in a research laboratory.			Y						1	3	1	2	3	2	1	0	0	3	Planned - We will develop assessment standards for these written reports that focus on the individual contribution to the research project. Taken - We have followed up to better assess the individual contributions of our undergraduate majors. Planned - Continue to evaluate student presentations for their research acheivements.	1	2	Research	Y	6	3	50	4
Physical and Mathematical Sciences	Chemistry and Biochemistry	Biochemistry BS	Program graduates will be able to effectively communicate ideas and experimental results in a variety of formats including written and oral reports and technical graphics. They will also be able to search, read, and understand technical literature in the chemical sciences related to their area of interest.				Y					1	3	2	1	3	0	3	0	0	4	Planned - Student presentations will continue to be judged. Planned - We will continue to evaluate reports from Chem 391. Taken - Both 584 and 586, which are core biochem lab courses, require more formal writing than previously. The requirement of formal lab write ups for the independent project has helped improve student writing skills. Taken - We will continue to assemble the Senior Survey data and track it over time to better monitor student perceptions.	2	2	Effective Communication	Y	7	3	43	3
Physical and Mathematical Sciences	Chemistry and Biochemistry	Biochemistry BS	Students approaching the end of their course of study will be able to make informed choices among post-graduate opportunities for work or further education.								Y	1	2	0	2	2	0	2	0	0	2	Taken - The department contacted all juniors and requested they meet with an advisor. Seniors and juniores were reminded of upcoming deadlines in preparation for applying to graduate school. Professors of classes taught at this level will offer reminders and guidance to their students. Our advisement committee will talk with each junior and ask them about their future plans. Students will receive advisement as needed. Planned - We will assemble and track this information and use it as we council students in the future.	1	1	Career Research and Preparation	Y	4	2	50	3
Physical and Mathematical Sciences	Chemistry and Biochemistry	Chemistry BA	Program graduates, who choose the research option, will be able to draw on classroom knowledge and laboratory classes to make an individual contribution in a research laboratory.			Y					Y	2	3	1	2	3	2	1	0	0	3	Taken - We have followed up to better assess the individual contributions of our undergraduate majors. Planned - We will evaluate for these written reports that focus on the individual contribution to the research project. Taken - We will use the student presentations to be able to better monitor and track progress.	2	1	Research	Y	6	3	50	3
Physical and Mathematical Sciences	Chemistry and Biochemistry	Chemistry BA	Program graduates will be able to perform basic laboratory procedures used in inorganic and small molecule analysis, organic synthesis, and physical chemistry, including good standard lab practices and accurate record keeping. They will also be able to design effective experiments and critically analyze data.						Y			1	2	2	0	2	0	2	0	0	2	Planned - We will develop assessment procedures for both written and oral laboratory reports. Planned - We will develop assessment procedures for both written assignments and oral reports.	0	2	Laboratory Procedures and Practice	Y	4	2	50	3
Physical and Mathematical Sciences	Chemistry and Biochemistry	Chemistry BA	Program graduates will have demonstrated a mastery of core concepts and principles in the five chemistry sub-disciplines: analytical chemistry, biochemistry, inorganic chemistry, organic chemistry, and physical chemistry.					Y	Y			2	5	4	1	6	1	5	0	0	6	Planned - We will continue to track performance on this metric and look at the trajectory of our students' performance over time. Taken - We will continue to track performance on this metric and look at the trajectory of our students' performance over time. Planned - We will develop ways to norm and follow student performance in Chem 227, 462, 463, and 481M to asses their mastery of the core concepts in the analytical, physical, and biochemistry areas Taken - We will consider how to analyze the portfolios, including the two essays, to know the best way to use them to assess student satisfaction and perceived learning. Taken - We will continue to collect data on these exams. Taken - We will continue to interview seniors and gain input on our classes and learning.	4	2	Chemistry Fundamentals	Y	12	6	50	3
Physical and Mathematical Sciences	Chemistry and Biochemistry	Chemistry BA	Program graduates will be able to effectively communicate ideas and experimental results in a variety of formats including written and oral reports and technical graphics. They will also be able to search, read, and understand technical literature in the chemical sciences related to their area of interest.				Y					1	2	1	1	2	0	2	0	0	2	Taken - We have assessment standards for both written assignments and oral reports. Planned - We will continue to assemble the Senior Survey data and track it over time to better monitor student perceptions.	1	1	Effective Communication	Y	4	2	50	3
Physical and Mathematical Sciences	Chemistry and Biochemistry	Chemistry BA	Students approaching the end of their course of study will be able to make informed choices among post-graduate opportunities for work or further education.								Y	1	2	0	2	2	0	2	0	0	2	Taken - The department will contact all juniors and seniors to remind them of upcoming deadlines in preparation for applying to graduate school. Professors of classes taught at senior level will offer reminders and guidance to their students. Our advisement committee will talk with each junior and ask them about their future plans. The student will recieve advisement as needed. Planned - We will assemble and track this information and use it as we council students in the future.	1	1	Career Research and Preparation	Y	4	2	50	3
Physical and Mathematical Sciences	Chemistry and Biochemistry	Chemistry Education BS	Program graduates will have demonstrate a solid conceptual understanding of the structure and reactivity of matter and will firmly grasp the key ideas and practices in analytical, organic and physical chemistry.						Y			1	4	4	0	4	0	4	0	0	4	Taken - We will continue to track performance on this metric and look at the trajectory of our students' performance over time. Planned - We will consider how the collected data, including the two essays can best be used to assess student satisfaction and perceived learning. Planned - We will develop ways to norm and follow student performance in Chem 227, 462, 463, and 481M to asses their mastery of the core concepts in the analytical, physical, and biochemistry areas Taken - We will continue to interview seniors and access our courses and learning.	2	2	Chemistry Fundamentals	Y	8	4	50	3
Physical and Mathematical Sciences	Chemistry and Biochemistry	Chemistry Education BS	Program graduates will be able to perform basic laboratory procedures used in inorganic and small molecule analysis, and organic synthesis, including good standard lab practices and accurate record keeping. They will also be able to design effective experiments and critically analyze data.					Y	Y			2	2	2	0	2	0	2	0	0	2	Planned - We will develop assessment standards laboratory reports for each of the labs. Planned - We will develop assessment standards for both written assignments and oral reports.	0	2	Laboratory Procedures and Practice	Y	4	2	50	3
Physical and Mathematical Sciences	Chemistry and Biochemistry	Chemistry Education BS	Program graduates who choose the research option, will be able to draw on classroom knowledge and laboratory classes to make an individual contribution in a research laboratory.			Y		Y				2	2	0	2	2	0	2	0	0	2	Taken - Continue to encourage students to join research labs and perform research. Taken - We will continue to monitor research presenations and analyse them for research progress.	2	0	Research	Y	4	2	50	3
Physical and Mathematical Sciences	Chemistry and Biochemistry	Chemistry Education BS	Program graduates will be able to effectively communicate ideas and experimental results in a variety of formats including written and oral reports and technical graphics as well as, be able to search, read, and understand technical and pedagogical literature related to the chemical sciences. Graduates of this program will be able to apply an understanding of chemistry and methods of pedagogy to teaching concepts and problem solving in chemistry at the high school and advanced placement level. Graduates will be able to manage the typical range of challenges in the classroom, lab, and field trips, and they will have developed skills in teaching high school students with different cultural backgrounds. Graduates of this program will be proficient in designing three-dimensional instruction that simultaneously addresses disciplinary core ideas, scientific practices, and crosscutting concepts.				Y						1	6	5	1	6	0	6	0	0	6	Planned - We will continue to assemble the Senior Survey data and track it over time to better monitor student perceptions. Taken - Faculty at the McKay School of Education will continue to monitor performance in this area and look for ways to keep current and improve. Taken - Student performance will be followed by faculty in the McKay School of Education. Taken - Faculty and student teaching supervisor will continue to monitor performance in this area. Taken - We will evaluate both written assignments and oral reports. Planned - We will consider how the collected data, including the two essays can best be used to assess student satisfaction and perceived learning.	4	2	Communication, Pedagogy and Classroom Management	Y	12	6	50	3
Physical and Mathematical Sciences	Chemistry and Biochemistry	Chemistry Education BS	Graduates will understand professional and scientific ethics. They will apply the Moral Dimensions of Teaching embraced by the McKay School of Education.							Y		1	1	0	1	1	0	1	0	0	1	Planned - We will consider how the collected data, including the two essays can best be used to assess student satisfaction and perceived learning.	0	1	Professional Ethics	Y	2	1	50	3
Physical and Mathematical Sciences	Chemistry and Biochemistry	Chemistry Education BS	Graduates will be prepared to be effective educators at the secondary level and be able to effectively communicate the range of career opportunities in the chemical sciences open to their students.								Y	1	1	1	0	1	1	0	0	0	1	Planned - We will consider how the collected data, including the two essays can best be used to assess student satisfaction and perceived learning.	0	1	Career Preparation	Y	2	1	50	4

Physical and Mathematical Sciences	Chemistry and Biochemistry	Biochemistry MS	Graduates of this program will demonstrate the necessary skills to become productive and ethical contributors to scientific research. They will be prepared to further their educations through additional graduate training, enter industry, and/or begin an academic career. This broad outcome is further elaborated in outcomes 2-5.						Y	Y		2	5	3	2	5	1	4	0	0	8	Planned - Our incoming MS students have been well prepared for the graduate program. We will continue to monitor the success rate on the entrance exam to ensure that we are admitted students who are prepared. Planned - We will continue to collect data to ensure program graduates are adequately trained in ethics. Taken - We are emphasizing ethics in Chem 694, our graduate level writing course. Planned - We will continue to monitor the semiannual reviews to ensure this objective is met. Planned - We will continue to collect additional data on the thesis defense. Due to the small number of students in this program we will need to accumulate several years worth of data to be able to observe any trends. Taken - We will continue to monitor employment of our graduates to determine if they are be trained well for the work force or for graduate programs. Taken - In 2013 our Assistant Graduate Coordinator began encouraging all incoming students to create a BYU eRecruiting (now The Bridge) profile when they start. Taken - Starting in 2014 we began following up on students' signups for The Bridge during their fourth semester in our program in Chem 694.	4	4	Productive and Ethical Contributors	Y	13	5	38	3
Physical and Mathematical Sciences	Chemistry and Biochemistry	Biochemistry MS	Program graduates will understand and critically evaluate current research in biochemistry. Coursework that builds upon the students' undergraduate education will provide the initial steps to achieve this outcome. Continued critical reading of current literature is essential for reaching this outcome.		Y							1	3	2	1	3	2	1	0	0	3	Planned - We will continue to track the Chem 692R Current Topics course results to ensure that our students have strong skills in evaluating current research. Planned - We will continue to ask students in exit interviews how they critically evaluate literature and research in their field and how they learned. Planned - We will continue to collect additional data from thesis defense reports for breadth and mastery of subject matter.	0	3	Critical Evaluation of Current Research	Y	6	3	50	3
Physical and Mathematical Sciences	Chemistry and Biochemistry	Biochemistry MS	Program graduates will demonstrate proficiency in laboratory techniques necessary to contribute to knowledge in biochemistry.				Y					1	2	2	0	2	0	2	0	0	2	Planned - We will continue to monitor laboratory course performance to ensure that students are achieving this outcome. Planned - We will continue to monitor the semiannual reviews to ensure this objective is met.	0	2	Proficiency in Laboratory Techniques	Y	4	2	50	3
Physical and Mathematical Sciences	Chemistry and Biochemistry	Biochemistry MS	Program graduates will learn to effectively write scientific manuscripts describing their research and to make oral presentations of their research at scientific meetings.			Y						1	4	4	0	4	0	4	0	0	5	Planned - We will continue to monitor publication data. Taken - In Winter 2009 we started requiring students in this program to take a one-semester scientific writing course (Chemistry 694). Students must pass this class to remain in our graduate program. Planned - We will continue to collect data from thesis defense reports for the quality of writing. Planned - We will continue to monitor presentation data. Planned - We will continue to track the Current Topics course performance to ensure that our students have suitable skills in giving oral presentations.	1	4	Effective Writing, Communication and Presentation	Y	9	4	44	3
Physical and Mathematical Sciences	Chemistry and Biochemistry	Biochemistry MS	Program graduates will demonstrate the ability to conduct research that contributes in a meaningful way to current knowledge in their chosen subdiscipline of chemistry or related areas.					Y				1	5	4	1	5	0	5	0	0	5	Planned - We will continue to monitor publication data. Planned - We will continue to monitor the semiannual reviews to ensure this objective is met. Planned - We will continue to collect data from thesis defense reports to monitor the ability of these students to perform research. Planned - We will continue to ask students in exit interviews if they can identify, plan and carry out independent research, and how they learned. Planned - We will continue to monitor presentation data.	0	5	Research Skills	Y	10	5	50	3
Physical and Mathematical Sciences	Chemistry and Biochemistry	Chemistry MS	Graduates of this program will demonstrate the necessary skills to become productive and ethical contributors to scientific research. They will be prepared to further their educations through additional graduate training, enter industry, and/or begin an academic career. This broad outcome is further elaborated in outcomes 2-5.						Y	Y		2	5	3	2	5	0	5	0	0	9	Planned - We will continue to monitor the success rate of our students on the proficiency exams. Planned - We will continue to monitor the semiannual reviews to ensure this objective is met. Taken - We are emphasizing ethics in Chem 694, our graduate level writing course. Planned - We will continue to use exit interviews to assess our graduates' understanding of and training in ethics. Taken - Additional issues identified from the exit interviews regarding the ethical conduct of research are communicated to the faculty who mentor students in this program for ongoing improvement. Taken - In 2014, we began to track employment placement of our program graduates. Taken - In 2013 our Assistant Graduate Coordinator began encouraging all incoming students to create a BYU eRecruiting (now The Bridge) profile when they start. Taken - Starting in 2014 we began following up on students' signups for The Bridge during their fourth semester in our program in Chem 694. Planned - We will continue to monitor performance in the thesis defense.	5	4	Productive and Ethical Contributors	Y	14	5	36	3
Physical and Mathematical Sciences	Chemistry and Biochemistry	Chemistry MS	Program graduates will understand and critically evaluate current research in their chosen subdiscipline in chemistry. Coursework that builds upon the students' undergraduate education will provide the initial steps to achieve this outcome. Continued critical reading of current literature is essential for reaching this outcome.		Y							1	3	2	1	3	0	3	0	0	4	Planned - We plan to continue tracking the success of our students in achieving this outcome through monitoring committee thesis evaluations. Planned - We will continue to track the success of our students in achieving this outcome through monitoring publication data. Planned - We will continue to track the success of our students in achieving this outcome through monitoring exit interviews. Taken - Issues identified from the exit interviews regarding the critical evaluation of research are communicated to the faculty who mentor students in this program for ongoing improvement.	1	3	Critical Evaluation of Current Research	Y	7	3	43	3
Physical and Mathematical Sciences	Chemistry and Biochemistry	Chemistry MS	Program graduates will demonstrate proficiency in laboratory techniques necessary to contribute to knowledge in their chosen subdiscipline in chemistry.				Y					1	2	2	0	2	0	1	1	0	2	Planned - We will continue to monitor student progress report results to ensure laboratory technique proficiency. Planned - We will continue to monitor laboratory course performance to ensure that students are achieving this outcome.	0	2	Proficiency in Laboratory Techniques	Y	4	2	50	3
Physical and Mathematical Sciences	Chemistry and Biochemistry	Chemistry MS	Program graduates will learn to effectively write scientific manuscripts describing their research and to make oral presentations of their research at scientific meetings.			Y						1	3	3	0	3	0	2	1	0	5	Planned - We will continue tracking publication data to assess students writing and communication skills. Taken - We are encouraging faculty to remind students (in their semiannual progress reports) of the importance of peer-reviewed publications in their professional development. Taken - Since 2009 we have required students in this program to take a one-semester scientific writing course (Chemistry 694), which they must pass to remain in good standing in the program. Planned - We plan to continue tracking the success of our students in achieving this outcome through monitoring committee thesis evaluations. Planned - We will continue to track student presentations at national and international meetings to assess this aspect of communication skill development.	2	3	Effective Writing, Communication, and Presentation	Y	8	3	38	3
Physical and Mathematical Sciences	Chemistry and Biochemistry	Chemistry MS	Program graduates will demonstrate the ability to conduct research that contributes in a meaningful way to current knowledge in their chosen subdiscipline of chemistry or related areas.					Y				1	5	4	1	5	0	4	1	0	5	Planned - We will continue to monitor student publications to assess their development of research skills. Planned - We will continue to monitor student progress report results to ensure research skills proficiency. Planned - We will continue tracking the success of our students in achieving this outcome through monitoring MS Final Oral Exam Committee Member Evaluation Sheets. Planned - We plan to monitor future exit interviews for further improvement in the percentage of students who feel they can carry out independent research. Planned - We will continue to track student presentations at national and international meetings to assess their research skills.	0	5	Research Skills	Y	10	5	50	3
Physical and Mathematical Sciences	Chemistry and Biochemistry	Biochemistry PHD	Graduates of this program will demonstrate the necessary skills to become productive, ethical, and independent scientists. They will be prepared to further their educations through postdoctoral training, enter industry, and/or begin an academic career. This broad outcome is further elaborated in outcomes 2-5.						Y	Y		2	5	3	2	5	0	5	0	0	9	Planned - We will continue to monitor the success rate of our students on the proficiency exams and make it a requirement to continue in the program. Planned - We will continue to monitor the success rate of our students on the semi-annual reviews. Planned - We will continue to review the committee evaluations in the oral defense to ensure our graduates produce quality research. Planned - We will continue to track employment placement of our program graduates. Taken - In 2013 our Assistant Graduate Coordinator began encouraging all incoming students to create a BYU eRecruiting (now The Bridge) profile when they start. Taken - Starting in 2014 we began following up on students' signups for The Bridge during their fourth semester in our program in Chem 694. Planned - We will continue to use exit interviews to assess our graduates' understanding of and training in ethics. Taken - We are emphasizing ethics in Chem 694, our graduate level writing course. Taken - Any issues identified from the exit interviews regarding the ethical conduct of research are communicated to the faculty who mentor students in this program for ongoing improvement.	4	5	Productive and Ethical Contributors	Y	14	5	36	3
Physical and Mathematical Sciences	Chemistry and Biochemistry	Biochemistry PHD	Program graduates will understand and critically evaluate current research in biochemistry. Coursework that builds upon the students' undergraduate education will provide the initial steps to achieve this outcome. Continued critical reading of current literature is essential for reaching this outcome.		Y							1	3	2	1	3	0	3	0	0	4	Planned - We will continue to review the committee evaluations in the oral defense to ensure our graduates are capable of critically evaluating current research. Planned - We will continue to track current topics performance to ensure that our students have strong skills in evaluating current research. Planned - We will continue to track the success of our students in achieving this outcome through monitoring exit interviews. Taken - Issues identified from the exit interviews regarding the critical evaluation of research are communicated to the faculty who mentor students in this program for ongoing improvement.	1	3	Critical Evaluation of Current Research	Y	7	3	43	3
Physical and Mathematical Sciences	Chemistry and Biochemistry	Biochemistry PHD	Program graduates will demonstrate proficiency in laboratory techniques necessary to contribute to knowledge in biochemistry.				Y					1	2	2	0	2	0	2	0	0	2	Planned - We will continue to monitor laboratory course performance to ensure that students are achieving this outcome. Planned - We will continue to monitor the semiannual reviews to ensure this objective is met.	0	2	Proficiency in Laboratory Techniques	Y	4	2	50	3

Physical and Mathematical Sciences	Chemistry and Biochemistry	Biochemistry PHD	Program graduates will learn to effectively write scientific manuscripts describing their research and to make oral presentations of their research at scientific meetings.				Y							1	5	5	0	5	0	5	0	0	7	Planned - We will continue to review the committee evaluations in the PhD defense to ensure the writing and communication skills of our graduates are acceptable. Taken - Since 2009 we have required students in this program to take a one-semester scientific writing course (Chemistry 694), which they must pass to remain in good standing in the program. Taken - We are encouraging faculty to remind students (in their semiannual progress reports) of the importance of peer-reviewed publications in their professional development. Planned - We will continue tracking publication data for any longer-term deviations from this trend that might indicate a need to strengthen teaching of writing and communication skills. Planned - We will continue monitoring presentation data to ensure student have opportunities to convey their work in conference settings. Planned - We will continue to track the Current Topics course performance to ensure that our students have suitable skills in giving oral presentations. Planned - We will continue to follow our students' pass rates on the proposal requirement, to ensure that our students have suitable communication skills.	2	5	Effective Writing, Communication, and Presentation	Y	12	5	42	3
Physical and Mathematical Sciences	Chemistry and Biochemistry	Biochemistry PHD	Program graduates will demonstrate the ability to identify new research opportunities, plan effective strategies for pursuing these opportunities, and conduct research that contributes in a meaningful way to current knowledge in biochemistry or related areas.					Y						1	6	5	1	6	0	6	0	0	6	Planned - We will continue to follow our graduates' publications because publications are the best measure of their research skills. Planned - We will continue to monitor the semiannual reviews to ensure this objective is met. Planned - We plan to monitor future exit interviews for further improvement in the percentage of students who feel they can carry out independent research. Planned - We will continue to follow our students' pass rates on the proposal requirement, to ensure that our students have suitable research skills. Planned - We will continue monitoring presentation data in future years as a measure of our research activity. Planned - We will continue to review the committee evaluations in the oral defense to ensure that research skills are being obtained.	0	6	Research Skills	Y	12	6	50	3
Physical and Mathematical Sciences	Chemistry and Biochemistry	Chemistry PHD	Graduates of this program will demonstrate the necessary skills to become productive, ethical, and independent scientists. They will be prepared to further their educations through postdoctoral training, enter industry, and/or begin an academic career. This broad outcome is further elaborated in outcomes 2-5.						Y	Y				2	5	3	2	5	2	2	1	0	9	Taken - We will continue to monitor performance on proficiency exams and will determine if they are a good measure of competency. Planned - We will continue to monitor the semiannual reviews to ensure this objective is met. Planned - We will continue to review the committee evaluations in the oral defense to ensure our graduates are sufficiently productive as scientists. Taken - We are emphasizing ethics in Chem 694, our graduate level writing course. Taken - Any issues identified from the exit interviews regarding the ethical conduct of research are communicated to the faculty who mentor students in this program for ongoing improvement. Planned - We will continue to use exit interviews to assess our graduates' understanding of and training in ethics. Planned - We will continue to track employment placement of our program graduates. Taken - In 2013 our Assistant Graduate Coordinator began encouraging all incoming students to create a BYU eRecruiting (now The Bridge) profile when they start. Taken - Starting in 2014 we began following up on students' signups for The Bridge during their fourth semester in our program in Chem 694.	5	4	Productive and Ethical Contributors	Y	14	5	36	3
Physical and Mathematical Sciences	Chemistry and Biochemistry	Chemistry PHD	Program graduates will understand and critically evaluate current research in their chosen subdiscipline in chemistry. Coursework that builds upon the student's undergraduate education will provide the initial steps to achieve this outcome. Continued critical reading of current literature is essential for reaching this outcome.			Y							1	3	2	1	3	0	3	0	0	4	Planned - We will continue to track the Current Topics course performance to ensure that our students have strong skills in evaluating current research. Planned - We will continue to review the committee evaluations in the oral defense to ensure our graduates are capable of critically evaluating current research. Planned - We will continue to track the success of our students in achieving this outcome through monitoring exit interviews. Taken - Issues identified from the exit interviews regarding the critical evaluation of research are communicated to the faculty who mentor students in this program for ongoing improvement.	1	3	Critical Evaluation of Current Research	Y	7	3	43	3
Physical and Mathematical Sciences	Chemistry and Biochemistry	Chemistry PHD	Program graduates will demonstrate proficiency in laboratory techniques necessary to contribute to knowledge in their chosen subdiscipline of chemistry.					Y					1	2	2	0	2	0	2	0	0	2	Planned - We will continue to monitor laboratory course performance to ensure that students are achieving this outcome. Planned - We will continue to monitor student progress report results to ensure laboratory technique proficiency.	0	2	Proficiency in Laboratory Techniques	Y	4	2	50	3
Physical and Mathematical Sciences	Chemistry and Biochemistry	Chemistry PHD	Program graduates will learn to effectively write scientific manuscripts describing their research and to make oral presentations of their research at scientific meetings.				Y						1	5	5	0	5	2	3	0	0	7	Planned - We will continue tracking publication data to assess the writing and communication skills of our graduates. Taken - We are encouraging faculty to remind students (in their semiannual progress reports) of the importance of peer-reviewed publications in their professional development. Planned - We will continue to review the committee evaluations in the oral defense to ensure the writing and communication skills of our graduates are acceptable. Taken - Since 2009 we have required students in this program to take a one-semester scientific writing course (Chemistry 694), which they must pass to remain in good standing in the program. Planned - We will continue monitoring presentation data to assess opportunities for students to develop their communication skills. Planned - We will continue to follow students' pass rates on Current Topics presentations to ensure they have suitable presentations and communication skills. Planned - We will continue to monitor students' performance on research proposals to evaluate their communication skills.	2	5	Effective Writing, Communication, and Presentation	Y	12	5	42	3
Physical and Mathematical Sciences	Chemistry and Biochemistry	Chemistry PHD	Program graduates will demonstrate the ability to identify new research opportunities, plan effective strategies for pursuing these opportunities, and conduct research that contributes in a meaningful way to current knowledge in their chosen subdiscipline of chemistry or related areas.					Y					1	6	5	1	6	1	5	0	0	6	Planned - We will continue monitoring presentation data to assess the research skills of our graduates. Planned - We will continue to monitor students' performance on research proposals to evaluate their ability to design research projects. Planned - We will continue tracking publication data to assess the research skills of our graduates. Planned - We will continue to monitor the semiannual reviews to ensure this objective is met. Planned - We will continue to review the committee evaluations in the oral defense to ensure that research skills are being obtained. Planned - We will monitor future responses to ensure that students continue to feel they can carry out independent research.	0	6	Research Skills	Y	12	6	50	3
Physical and Mathematical Sciences	Computer Science	Computer Science BS	Students will design and implement significant computer programs that meet a human need.			Y				Y			2	4	2	2	3	0	3	0	0	4	Planned - Many of the areas where improvement are difficult to address due to the size of our program. We are planning to develop a method to assess code quality in coming years. We will explore whether this measure can include early feedback on code. Planned - Our prior metric was neither broad enough (drawing from only a single class) nor granular enough to allow us to diagnose which concepts students may be struggling with. We plan to develop a test that will enable us to have a broader assessment of comptuational practice, with enough granularity to demonstrate which concepts students are struggling with and can therefore be targets for improvement. Taken - We have completed the first year of a multi-year process to redesign our core curriculum this year. Our primary goals are improving inclusivity and excellence. Too many students report a culture of isolation and elitism. Our instructors report that students in elective classes often haven't master the fundamentals of program design and testing. We also want to provide greater adaptability in the core, so that classes can be more easily redesigned in the future, and greater flexibilty for students, so that they can have more flexible paths through the curriculum. We believe these changes can address student concerns about the difficulty of early core classes, a different beginning language and more exposure to modern languages, and other concerns such as moving CS 224 back and requiring CS 260 earlier. Taken - We created a Software Engineering Emphasis and a Data Science Emphasis in response to student interest and employer demand. Many of the comments expressed regarding more practical software engineering will likely be met with the new curriculum. The desire to see emphases early may be met by a new Introduction to Data Science course, along with the CS 202/3/4 labs introduced for Software Engineering. These emphases will need some adjustments once the new core is designed.	2	2	Computational Practice:	Y	7	3	43	3
Physical and Mathematical Sciences	Computer Science	Computer Science BS	Students will analyze problems and their algorithmic solutions using theoretical concepts.					Y		Y			2	2	1	1	2	0	2	0	0	2	Planned - The direct measure we are developing will help us better understand how well students are meeting this learning outcome (see above). The concerns expressed in the survey deal more with students understanding the relevance and importance of theoretical computer science. As we revise the core in coming years, we will consider making better connections between CS theory and the rest of the curriculum and help students understand its relevance. Our current plans are to merge CS 252 with CS 236, as some other universities do, to create a single, 4-credit course that covers discrete math, comlpexity, and computability. Planned - Our prior metric was neither broad enough (drawing from only a single class) nor granular enough to allow us to diagnose which concepts students may be struggling with. We plan to develop a test that will enable us to have a broader assessment of comptuational theory, with enough granularity to demonstrate which concepts students are struggling with and can therefore be targets for improvement.	0	2	Computational Theory:	Y	4	2	50	3

Physical and Mathematical Sciences	Computer Science	Computer Science BS	Students will have sufficient maturity in computer science to work in a professional setting or enter a graduate program.									Y	Y	2	3	2	1	3	2	1	0	0	3	Taken - Ryan Farrell teaches CS 493R Section 1 Coding Interview Prepration and CS 493R Section 2 Competitive Team Programming. We will monitor student reaction to this class and future senior surveys to see how well this course meets the need for more career prepration. As we revise the core (see above) we will consider ways to introduce CS careers to students earlier. Planned - With the creation of the software engineering emphasis, and its required capstones, we expect this number to improve in subsequent years. Planned - We are doing very well overall in career preparation but could collect more data to assess level of satisfaction with employment.	1	2	Career Preparation	Y	6	3	50	4
Physical and Mathematical Sciences	Computer Science	Computer Science BS	Our program is accessible to everyone, including women, minorities, and those new to programming, and provides an equal opportunity for every student to succeed.	Y							Y			2	1	1	0	1	0	0	1	0	1	Planned - We are doing very well overall in career preparation but could collect more data to assess level of satisfaction with employment.	0	1	Diversity, Equity, and Inclusion	Y	2	1	50	2
Physical and Mathematical Sciences	Computer Science	Animation and Games BS	Students will design and implement significant computer programs that meet a human need and will develop expertise in animation. See the Computer Science BS program for general assessments shared across all emphases.						Y					1	1	1	0	1	0	1	0	0	1	Planned - We are doing very well overall in career preparation but could collect more data to assess level of satisfaction with employment.	0	1	Computational Practice:	Y	2	1	50	3
Physical and Mathematical Sciences	Computer Science	Animation and Games BS	Students will analyze problems and their algorithmic solutions using theoretical concepts. See the Computer Science BS program for general assessments shared across all emphases.				Y		Y					2	0	0	0	0	0	0	0	0	0		0	0	Computational Theory:	Y	0	0	0	3
Physical and Mathematical Sciences	Computer Science	Animation and Games BS	Students will have sufficient maturity in computer science to work in a professional setting in computer science or animation or to enter a graduate program. See the Computer Science BS program for general assessments shared across all emphases.									Y	Y	2	1	1	0	0	0	0	0	0	0		0	0	Career Preparation	Y	0	0	0	4
Physical and Mathematical Sciences	Computer Science	Bioinformatics BS	Students will design and implement significant computer programs that meet a human need and will develop expertise in bioinformatics. See the Computer Science BS program for general assessments shared across all emphases.			Y			Y	Y				3	1	1	0	0	0	0	0	0	0		0	0	Computational Practice	Y	0	0	0	3
Physical and Mathematical Sciences	Computer Science	Bioinformatics BS	Students will analyze problems and their algorithmic solutions using theoretical concepts from computer science and biology. See the Computer Science BS program for general assessments shared across all emphases.			Y		Y	Y	Y				4	1	1	0	1	0	1	0	0	1	Planned - We are doing very well overall in career preparation but could collect more data to assess level of satisfaction with employment.	0	1	Computational and Biological Theory	Y	2	1	50	3
Physical and Mathematical Sciences	Computer Science	Bioinformatics BS	Students will have sufficient maturity in computer science to work in a professional setting in computer science or bioinformatics or to enter a graduate program. See the Computer Science BS program for general assessments shared across all emphases.									Y	Y	2	1	0	0	0	0	0	0	0	0		0	0	Career Preparation	Y	0	0	0	4
Physical and Mathematical Sciences	Computer Science	Bioinformatics BS	Our program is accessible to everyone, including women, minorities, and those new to programming, and provides an equal opportunity for every student to succeed. See the Computer Science BS program for general assessments shared across all emphases.	Y							Y			2	1	1	0	0	0	0	0	0	0		0	0	Diversity, Equity, and Inclusion	Y	0	0	0	2
Physical and Mathematical Sciences	Computer Science	Computer Science MS	Students participate in the local research culture and contribute according to common community standards.								Y		Y	2	2	1	1	2	0	1	1	0	2	Planned - We will continue to promote the conference in the future. Participation increased in 2019 to 2020. Participation is good practice giving a presentation in front of a friendly audience. - The graduate committee will review the quality of MS thesis work and determine if corrective action is needed.	0	1	Community Research Skills	Y	4	2	50	2
Physical and Mathematical Sciences	Computer Science	Computer Science MS	Students fulfill an approved study list that prepares them for their career.			Y								1	2	1	0	2	0	1	0	1	2	Planned - No action needed. Planned - Advocate for the scheduling of more graduate classes including those taught by the 7 graduate faculty who are not teaching a graduate class this year, are not new hires and are not on leave or serving in a department leadership position.	0	2	Professional Preparation	Y	4	2	50	2
Physical and Mathematical Sciences	Computer Science	Computer Science MS	Students develop independent mastery of an advanced topic.		Y						Y			2	1	0	1	1	1	0	0	0	1	Planned - Advocate for the scheduling of more graduate classes including those taught by the 7 graduate faculty who are not teaching a graduate class this year, are not new hires and are not on leave or serving in a department leadership position.	0	1	Mastery of Topic	Y	2	1	50	4
Physical and Mathematical Sciences	Computer Science	Computer Science MS	Students demonstrate an ability to read and understand the current literature.				Y							1	1	0	1	1	0	1	0	0	1	Planned - Advocate for the scheduling of more graduate classes including those taught by the 7 graduate faculty who are not teaching a graduate class this year, are not new hires and are not on leave or serving in a department leadership position.	1	0	Effective Reading Skills	Y	2	1	50	3
Physical and Mathematical Sciences	Computer Science	Computer Science MS	Students are able to write and communicate ideas well.								Y			1	2	0	2	2	1	1	0	0	2	Planned - No action planned. Planned - Continue to monitor writing quality and suggest resources for graduate students to improve writing quality.	0	2	Effective Writing and Communication	Y	4	2	50	3
Physical and Mathematical Sciences	Computer Science	Computer Science PHD	Students will be able to perform publishable research in their specialty.								Y			1	1	0	1	1	1	0	0	0	1	Planned - Continue to monitor writing quality and suggest resources for graduate students to improve writing quality.	0	1	Mastery of Topic	Y	2	1	50	3
Physical and Mathematical Sciences	Computer Science	Computer Science PHD	Students have a significant experience teachign computer science.				Y				Y			2	1	1	0	1	0	1	0	0	1	Planned - Continue to monitor writing quality and suggest resources for graduate students to improve writing quality.	0	1	Fruitful Teaching Experience	Y	2	1	50	3
Physical and Mathematical Sciences	Computer Science	Computer Science PHD	Students will be able to teach computer science concepts at the university level.								Y			1	1	1	0	1	1	0	0	0	1	Planned - Continue to monitor writing quality and suggest resources for graduate students to improve writing quality.	0	1	Appropriate Knowledge	Y	2	1	50	3
Physical and Mathematical Sciences	Computer Science	Computer Science PHD	Students can apply what they have learned in the current literature, assimilate and synthesize the current state-of-the-art, and understand the boundaries of knowledge in their chosen field.			Y						Y		2	1	0	1	1	0	1	0	0	1	Planned - Continue to monitor writing quality and suggest resources for graduate students to improve writing quality.	1	0	Effective Reading Skills	Y	2	1	50	3
Physical and Mathematical Sciences	Computer Science	Computer Science PHD	Students will think deeply and originally about open problems in the field, suggest solutions and pursue those solutions to their logical conclusions while developing further understanding of the underlying problems.			Y		Y						2	1	0	1	1	1	0	0	0	1	Planned - Continue to monitor writing quality and suggest resources for graduate students to improve writing quality.	0	1	Effective Analysis	Y	2	1	50	4
Physical and Mathematical Sciences	Computer Science	Computer Science PHD	Students have experience teaching their specialization to peers.				Y							1	2	1	1	2	1	1	0	0	2	Planned - Continue to monitor and encourage faculty to make this a positive formative expeirence. Planned - continue to monitor.	0	2	Effective Technical Communication Skills	Y	4	2	50	3
Physical and Mathematical Sciences	Computer Science	Computer Science PHD	Students plan and conduct new research in the field.								Y			1	1	0	0	1	0	1	0	0	1	Planned - continue to monitor.	0	1	Research Skills	Y	2	1	50	3
Physical and Mathematical Sciences	Computer Science	Computer Science PHD	Students add to the dialogue of the field by producing multiple publications directly related to their dissertation research.				Y							1	1	1	0	1	0	1	0	0	1	Planned - continue to monitor.	0	1	Effective Publications	Y	2	1	50	3
Physical and Mathematical Sciences	Computer Science	Data Science BS	Students will design and implement significant computer programs that meet a human need and will develop expertise in data science.								Y			1	1	1	0	0	0	0	0	0	0		0	0	Computational Practice:	Y	0	0	0	3
Physical and Mathematical Sciences	Computer Science	Data Science BS	Students will analyze problems and their algorithmic solutions using theoretical concepts.					Y			Y			2	1	1	0	0	0	0	0	0	0		0	0	Computational Theory:	Y	0	0	0	3
Physical and Mathematical Sciences	Computer Science	Data Science BS	Students will have sufficient maturity in computer science to work in a professional setting in computer science or data science or to enter a graduate program.									Y	Y	2	1	1	0	0	0	0	0	0	0		0	0	Career Preparation	Y	0	0	0	4
Physical and Mathematical Sciences	Computer Science	Data Science BS	Our program is accessible to everyone, including women, minorities, and those new to programming, and provides an equal opportunity for every student to succeed.	Y							Y			2	1	1	0	0	0	0	0	0	0		0	0	Diversity, Equity, and Inclusion	Y	0	0	0	2

Physical and Mathematical Sciences	Computer Science	Software Engineering BS	Students will design and implement significant computer programs that meet a human need and will develop expertise in software engineering.							Y				1	1	1	0	0	0	0	0	0	0		0	0	Computational Practice:	Y	0	0	0	3
Physical and Mathematical Sciences	Computer Science	Software Engineering BS	Students will analyze problems and their algorithmic solutions using theoretical concepts.				Y			Y				2	1	0	0	0	0	0	0	0	0		0	0	Computational Theory:	Y	0	0	0	3
Physical and Mathematical Sciences	Computer Science	Software Engineering BS	Students will have sufficient maturity in computer science to work in a professional setting in computer science or software engineering or to enter a graduate program.									Y	Y	2	1	0	0	0	0	0	0	0	0		0	0	Career Preparation	Y	0	0	0	3
Physical and Mathematical Sciences	Computer Science	Software Engineering BS	Our program is accessible to everyone, including women, minorities, and those new to programming, and provides an equal opportunity for every student to succeed.	Y							Y			2	1	0	0	0	0	0	0	0	0		0	0	Diversity, Equity, and Inclusion	Y	0	0	0	2
Physical and Mathematical Sciences	Geological Sciences		Demonstrate competence in scientific inquiry, writing, and oral presentation.				Y			Y				2	3	1	2	3	0	0	0	0	6	Planned - The Portfolio Committee plans to discuss how to standardize evaluations of student portfolios. Drs. Bickmore and Ritter planning a writing guide for department. Taken - Dr. Rupper revised the portfolio requirements to better align with Geol. 230 requirements (presented and ratified at March 2011 faculty meeting). Dr. Bickmore implemented a new writing instruction program in Geol. 351 and 445. (See Geol. 351 Syllabus, Fall 2011). Planned - August 2011 - We began the hiring process for a new hydrogeologist, who will help reevaluate this program. We will continue to review the various survey results to determine whether alumni feel prepared with communication skills in their occupations. Taken - Greg Carling, a hydrogeologist, was hired in August 2012. Inquiry-based projects, with associated writing assignments, were added to Geol. 435. Taken - The new department chair has been instituting measures to encourage faculty to apply for more external funds. Planned - We plan to compile information about internal and external funding available for student travel.	3	3	Effective Inquiry and Communication	N	9	0	0	0
Physical and Mathematical Sciences	Geological Sciences		Be employable in geology-related fields, or able to further their education in graduate programs.							Y				1	2	1	1	2	0	0	0	0	3	Planned - We plan to continue to track this data and review it on an annual basis. Taken - Geol 492R (Career Pathways) is held every other year. Inquiry-based projects, with associated writing assignments, were added to Geol. 435. Planned - We will continue to review the various survey results to determine whether alumni feel prepared with appropriate skills in their occupations.	1	2	Professional Preparation	N	5	0	0	0
Physical and Mathematical Sciences	Geological Sciences		Demonstrate competence in relevant computer applications, laboratory methods, and field methods.				Y			Y				2	4	3	1	4	0	0	0	0	6	Planned - The Portfolio Committee plans to discuss how to standardize evaluations of student portfolios. Taken - Dr. Rupper has radically revised the Geol. 230 course (2012). Geol 410 was completely restructured to reflect modern field techniques, computer applications, and broad expertise of the faculty. Planned - The courses should be continually analyzed to determine whether they are meeting all the needs of the students concerning technical competence. Planned - We will create questions for the alumni survey that more specifically address technical competence. Taken - All faculty participate in the mentored research program. Planned - Continue to actively search for external internship opportunities.	2	4	Technical Competence	N	10	0	0	0
Physical and Mathematical Sciences	Geological Sciences		Demonstrate the ability to critically discuss issues related to geology that impact society and planet Earth.					Y				Y		2	2	0	2	2	0	0	0	0	3	Taken - Discussed with Institutional Assessment ways to institute required oral exit interviews and NSSE . Planned - Dr. Morris has a detailed outline for a new 400 level geology course called "Energy and the Environment". Taken - Dr. Bickmore introduced a writing assignment on ocean acidification in Geol. 445 (Winter 2012).	2	1	Societal and Environmental Impacts	N	5	0	0	0
Physical and Mathematical Sciences	Geological Sciences		Display an ability to understand and solve environmental problems.				Y			Y				2	1	1	0	1	0	0	0	0	1	Taken - Dr. Bickmore introduced a writing assignment on ocean acidification in Geol. 445 (Winter 2012).	1	0	Problem Solving	N	2	0	0	0
Physical and Mathematical Sciences	Geological Sciences		Demonstrate the ability to critically discuss the relationship between science and religion.			Y						Y		2	2	1	1	2	0	0	0	0	2	Planned - The Portfolio Committee plans to discuss how to standardize evaluations of student portfolios. Taken - We feel the current implementation is adequate for the present. Nevertheless, another science-religion writing assignment was introduced in Geol. 112 (2013).	1	1	Science and Religion	N	4	0	0	0
Physical and Mathematical Sciences	Geological Sciences	Earth & Space Science Education BS	Obtain a broad, basic knowledge of the earth and space sciences. (BYU AIMS 1,2,3)					Y		Y				2	1	1	0	1	1	0	0	0	1	Taken - We feel the current implementation is adequate for the present. Nevertheless, another science-religion writing assignment was introduced in Geol. 112 (2013).	1	0	Earth and Space Science Fundamentals	Y	2	1	50	4
Physical and Mathematical Sciences	Geological Sciences	Earth & Space Science Education BS	Be able to design and develop inquiry-based science units. (BYU AIMS 2,4)				Y			Y				2	2	2	0	2	2	0	0	0	2	Taken - No modification or action required at this time. Taken - No modification or action required at this time.	2	0	Instructional Design and Development	Y	4	2	50	4
Physical and Mathematical Sciences	Geological Sciences	Earth & Space Science Education BS	Understand and apply the goals and standards of Interstate New Teacher Assessment and Support Consortium (INTASC). (BYU AIMS 2,3,4)							Y				1	2	2	0	2	2	0	0	0	2	Taken - No modification or action required at this time. Taken - No modification or action required at this time.	2	0	INTASC Standards	Y	4	2	50	4
Physical and Mathematical Sciences	Geological Sciences	Earth & Space Science Education BS	Understand how to teach sensitive scientific concepts such as evolution by means of natural selection, age of the Earth and solar system and the Big Bang in the public school setting.			Y			Y					2	1	1	0	1	0	1	0	0	1	Taken - No modification or action required at this time.	1	0	Teaching Sensitive Concepts	Y	2	1	50	3
Physical and Mathematical Sciences	Geological Sciences	Earth & Space Science Education BS	Understand and apply the Moral Dimenstions of Teaching as embraced by the McKay School of Education (BYU AIMS 1,2,3,4)									Y		1	2	2	0	2	2	0	0	0	2	Taken - No action or modification required at this time. Taken - No action or modification required at this time.	2	0	Professional and Moral Practice	Y	4	2	50	4
Physical and Mathematical Sciences	Geological Sciences	Geology BS	Demonstrate competence in scientific inquiry, writing, and oral presentation.			Y	Y							2	3	1	2	4	0	4	0	0	6	Taken - Inquiry-based projects, with associated writing assignments, were added to Geol. 435. Taken - We will continue to review the various survey results to determine whether alumni feel prepared with communication skills in their occupations. Taken - Send out the department alumni survey every few years. Taken - The department chair has instituted measures to encourage faculty to apply for more external funds. Taken - We are better compiling and distributing information about internal and external funding available for student travel. We will continue to seek out these sources. Taken - The college has dramatically increased funding for mentored research and student travel, and as a result some professors have taken on more mentored students, and taken them to conferences.	6	0	Effective Inquiry and Communication	Y	10	4	40	3
Physical and Mathematical Sciences	Geological Sciences	Geology BS	Be employable in geology-related fields, or able to further their education in graduate programs.						Y	Y				2	2	1	1	2	0	2	0	0	4	Taken - We will continue to review the various survey results to determine whether alumni feel prepared with appropriate skills in their occupations. The faculty voted (August 2019) to change GEOL 405 (Mathematical Applications in the Geosciences) to a 300-level course and require it in place of one of the 400-level electives currently required. Planned - We plan to continue to track this data and review it on an annual basis. Taken - We had a distinguished alumnus give a talk about what recruiters look for. This was recorded and placed on the department website. We continue to advertise this to students. We continue to offer the Career Pathways Seminar (GEOL 492R). We actively pursue recruiters to come to the department. Prof. Carling started a student chapter of the Association of Engineering and Environmental Geologists. Taken - We have instituted a new BS in Environmental Geology program that should help shepherd more BS students into stable employment.	3	1	Professional Preparation	Y	6	2	33	3
Physical and Mathematical Sciences	Geological Sciences	Geology BS	Demonstrate competence in relevant computer applications, laboratory methods, and field methods.			Y		Y		Y				3	2	2	0	2	2	0	0	0	5	Planned - The courses should be periodically analyzed to determine whether they are meeting all the needs of the students concerning technical competence. The faculty voted (August 2019) to carry out such analyses one course at a time in faculty meetings. We have discussed several core courses during 2019-2021 during faculty meetings. This has led to some adjustments to enhance continuity and increase learning. Taken - Dr. Rupper has radically revised the Geol. 230 course (2012), and it has been updated again in 2021. Geol 410 was completely restructured into three courses, Geol 420, 421 and 422 to reflect modern field techniques, computer applications, and broad expertise of the faculty and to separately cover different applications of field studies. Taken - Many of the faculty offer undergraduate mentorees the opportunity to develop expertise with various modeling software packages. Taken - All faculty participate in the mentored research program. Planned - Continue to actively search for external internship opportunities.	3	2	Technical Competence	Y	7	2	29	3
Physical and Mathematical Sciences	Geological Sciences	Geology BS	Demonstrate the ability to critically discuss issues related to geology that impact society and planet Earth.			Y			Y					2	2	0	2	2	0	2	0	0	2	Taken - Discussed with Institutional Assessment ways to institute required oral exit interviews and NSSE . Taken - Several professors have discussions or writing assignments directly related to these concepts. For example, Dr. Bickmore introduced a writing assignment on ocean acidification in Geol. 445 (Winter 2012). Dr. Radebaugh requires Geol 111 students to write an essay on resources. Dr. Carling requires students in Geol 435 to do a project on groundwater resources. Dr. Harris requires Geol. 101 students to write papers about flooding and human effects on water quality. He also facilitates class discussions on climate change.	2	0	Discussing Society's Impact on the Planet	Y	4	2	50	3

Physical and Mathematical Sciences	Geological Sciences	Geology BS	Demonstrate the ability to critically discuss the relationship between science and religion.			Y						Y		2	1	0	1	1	0	1	0	0	1	Taken - Several professors have discussions or writing assignments directly related to these concepts. For example, Dr. Bickmore introduced a writing assignment on ocean acidification in Geol. 445 (Winter 2012). Dr. Radebaugh requires Geol 111 students to write an essay on resources. Dr. Carling requires students in Geol 435 to do a project on groundwater resources. Dr. Harris requires Geol. 101 students to write papers about flooding and human effects on water quality. He also facilitates class discussions on climate change.	1	0	Discussing Science and Religion	Y	2	1	50	3
Physical and Mathematical Sciences	Geological Sciences	Geology MS	Demonstrate competency in scientific investigation, writing, and oral presentation.			Y	Y	Y						3	3	2	1	3	1	2	0	0	4	Taken - Since 2005 we have required oral defense of the prospectus in the second semester of graduate school. Planned - We will continue to require significant rigor in judging written theses, oral defenses and written/oral prospectuses. Planned - We will continue to offer opportunities in our graduate courses for improving in these skills. We plan to implement different questions to assess this in the department alumni surveys. Taken - We will continue to require significant rigor in judging theses. Committee members will all be involved in being vigilant to help students prepare solid thesis products.	2	2	Effective Investigation and Communication	Y	7	3	43	3
Physical and Mathematical Sciences	Geological Sciences	Geology MS	Be employable in geology-related fields or able to further their education in graduate programs.							Y				1	2	2	0	2	0	1	1	0	4	Taken - We will continue to collect annual statistics on how many students are employed in a geology-related field or are in school for further study in a geology related field. Taken - We will continue to apprise students about conditions in the professional job market. Taken - We have hired a new faculty member to bolster our Environmental Geology research area. This is a much more stable field for employment than the petroleum industry. Taken - We continue to try to attract more recruiters to campus, and provide more employment resources for students. We will try to take students, especially MS students, to lunch/dinner with the seminar speakers, and provide other networking opportunities. We acknowledge the need to involve scientists from environmental firms with our students. St. Mary's Energy began to recruit at BYU beginning in 2009. BYU was added to Chevron's annual recruiting list in 2009. Dr. Carling started a student chapter of the Association of Engineering and Environmental Geologists. The department invited Scott Mitchell (Anadarko Petroleum) to give a talk to the students in 2013 about what recruiters are looking for. This was taped and put on the department website for future students. In 2015, the department started inviting some students out for lunch with external seminar speakers. We have renewed emphasis on inviting seminar speakers who are associated with potential employers.	4	0	Professional Preparation	Y	6	2	33	4
Physical and Mathematical Sciences	Geological Sciences	Geology MS	Develop the ability to work independently or in teams on research problems.				Y			Y				2	1	0	1	1	1	0	0	0	1	Taken - We continue to try to attract more recruiters to campus, and provide more employment resources for students. We will try to take students, especially MS students, to lunch/dinner with the seminar speakers, and provide other networking opportunities. We acknowledge the need to involve scientists from environmental firms with our students. St. Mary's Energy began to recruit at BYU beginning in 2009. BYU was added to Chevron's annual recruiting list in 2009. Dr. Carling started a student chapter of the Association of Engineering and Environmental Geologists. The department invited Scott Mitchell (Anadarko Petroleum) to give a talk to the students in 2013 about what recruiters are looking for. This was taped and put on the department website for future students. In 2015, the department started inviting some students out for lunch with external seminar speakers. We have renewed emphasis on inviting seminar speakers who are associated with potential employers.	0	1	Teamwork Skills	Y	2	1	50	3
Physical and Mathematical Sciences	Geological Sciences	Geology MS	Become specialized in at least one geological subdiscipline, generally related to the thesis project and graduate course work.			Y	Y	Y						3	1	1	0	1	1	0	0	0	1	Taken - We continue to try to attract more recruiters to campus, and provide more employment resources for students. We will try to take students, especially MS students, to lunch/dinner with the seminar speakers, and provide other networking opportunities. We acknowledge the need to involve scientists from environmental firms with our students. St. Mary's Energy began to recruit at BYU beginning in 2009. BYU was added to Chevron's annual recruiting list in 2009. Dr. Carling started a student chapter of the Association of Engineering and Environmental Geologists. The department invited Scott Mitchell (Anadarko Petroleum) to give a talk to the students in 2013 about what recruiters are looking for. This was taped and put on the department website for future students. In 2015, the department started inviting some students out for lunch with external seminar speakers. We have renewed emphasis on inviting seminar speakers who are associated with potential employers.	1	0	Specialized Thesis Project	Y	2	1	50	4
Physical and Mathematical Sciences	Geological Sciences	Environmental Geology BS	Demonstrate competence in scientific inquiry, writing, and oral presentation.			Y	Y							2	3	1	2	0	0	0	0	0	0		0	0	Effective Inquiry and Communication	Y	0	0	0	4
Physical and Mathematical Sciences	Geological Sciences	Environmental Geology BS	Be employable in geology-related fields, especially environmental geology, or able to further their education in graduate programs.						Y	Y				2	2	1	1	0	0	0	0	0	0		0	0	Professional Preparation	Y	0	0	0	4
Physical and Mathematical Sciences	Geological Sciences	Environmental Geology BS	Demonstrate competence in relevant computer applications, laboratory methods, and field methods.					Y		Y				2	2	1	1	0	0	0	0	0	0		0	0	Technical Competence	Y	0	0	0	4
Physical and Mathematical Sciences	Geological Sciences	Environmental Geology BS	Demonstrate the ability to critically discuss issues related to the environment that impact society and planet Earth.			Y			Y					2	2	0	2	0	0	0	0	0	0		0	0	Discussing Society's Impact on the Planet	Y	0	0	0	4
Physical and Mathematical Sciences	Geological Sciences	Environmental Geology BS	Demonstrate the ability to critically discuss the relationship between science and religion.		Y	Y								2	1	0	1	0	0	0	0	0	0		0	0	Discussing Science and Religion	Y	0	0	0	4
Physical and Mathematical Sciences	Mathematics	Mathematics BS	Demonstrate basic mathematical understanding and computational skills in calculus, linear algebra, and differential equations.							Y				1	5	2	3	5	2	2	1	0	5	Taken - The MFT report provides good evidence that this learning outcome is currently being met. We are continuing to use the MFT to document our students' learning. Planned - The department will seek ways to objectively quantify the evidence of student learning provided by the common calculus final exam, as well as keep a running tab of average scores. Taken - We have analyzed, and will continue to analyze, both those aspects of our program that led to our selection as "successful" and those characteristics that we are reported to share with the other successful programs. Planned - We will monitor the results from future editions of this questionnaire. Planned - The department will better publicize the learning outcomes in the future.	2	3	Mathematics Fundamentals	Y	10	5	50	3
Physical and Mathematical Sciences	Mathematics	Mathematics BS	Explain and critique mathematical reasoning through speaking and writing in a precise and articulate manner.				Y	Y						2	4	1	3	4	2	2	0	0	4	Planned - The department will better publicize the learning outcomes in the future. Taken - We will continue to provide strong encouragement and incentives for faculty to prepare and encourage their students to present at the SRC. This will include email reminders to advisers and undergraduate researchers, and making an SRC presentation a standard requirement for undergraduate research. Taken - We will continue to provide incentives (including financial incentives) to both faculty and students to partipate in undergraduate mentoring. Planned - We will monitor the results from future editions of this questionnaire.	2	2	Effective Reasoning and Communication	Y	8	4	50	4
Physical and Mathematical Sciences	Mathematics	Mathematics BS	Demonstrate understanding of mid-level undergraduate mathematics including abstract algebra, complex analysis, and advanced calculus.							Y				1	2	1	1	2	1	0	1	0	2	Taken - The MFT report provides strong evidence that this learning outcome is currently being met. We are continuing to use the MFT to document our students' learning. Planned - The department will better publicize the learning outcomes in the future. This process has started, with updates to course webpages.	1	1	Mid-Level Mathematics	Y	4	2	50	3
Physical and Mathematical Sciences	Mathematics	Mathematics BS	Demonstrate a breadth and depth of knowledge in a coherent group of advanced mathematical topics.							Y				1	3	1	2	3	2	0	1	0	3	Taken - We will continue to provide incentives (including financial incentives) to both faculty and students to partipate in undergraduate mentoring. Planned - The department will better publicize the learning outcomes in the future. Planned - We will continue to monitor future editions of this survey, as well as our internal hiring numbers for undergraduate researchers.	1	2	Advanced Mathematics	Y	6	3	50	4
Physical and Mathematical Sciences	Mathematics	Applied and Computational Mathematics BS	Explain and criticize mathematical reasoning through speaking and writing in a precise and articulate manner.			Y	Y	Y						3	4	1	3	4	2	2	0	0	4	Taken - We will continue to provide incentives (including financial incentives) to both faculty and students to partipate in undergraduate mentoring. Taken - We will continue to provide strong encouragement and incentives for faculty to prepare and encourage their students to present at the SRC. Taken - We will continue to monitor the results of future editions of this questionnaire. Planned - Several students have mentioned the discussions of ethics that we do in ACME as something that stood out to them in terms of critical reflection, integration, application or other forms of "critical thinking." So we will further develop our treatment of ethics and encourage studnents to reflect on the impact of their use of ACME skills on society and the world. The department will better publicize the learning outcomes in the future.	3	1	Effective Reasoning and Communication	Y	8	4	50	4

Physical and Mathematical Sciences	Mathematics	Applied and Computational Mathematics BS	Demonstrate basic mathematical understanding and computational skills in calculus, linear algebra, and differential equations, and advanced calculus.			Y		Y		Y			3	5	2	3	5	2	3	0	0	5	Planned - The department will seek ways to objectively quantify the evidence of student learning provided by the common calculus final exam. Taken - We have analyzed, and will continue to analyze, both those aspects of our program that led to our selection as "successful" and those characteristics that we are reported to have in common with the other successful programs. Taken - Starting in 2019 those students enrolling in the BS Applied and Computational Mathematics program will be required to take either the MFT or the math subject test GRE. This requirement will apply mostly to those who were freshmen in 2019 or later, so it will take a few years before we see their scores on the MFT, but we will monitor those scores as they become available. The department also recently changed the basic linear algebra course to better prepare students to use linear algebra. We are starting to see anecdotal evidence that this course is helping students better learn linear algebra. We hope to see that manifested on the MFT in the future. Taken - We have monitored the resutls of and will continue to monitor future editions of this questionnaire. The ratio of ACME majors to regular math majors has grown, so that over time this questionnaire will reflect more and more the responses of ACME alumni. Planned - The department will better publicize the learning outcomes in the future.	3	2	Mathematics Fundamentals	Y	10	5	50	4
Physical and Mathematical Sciences	Mathematics	Applied and Computational Mathematics BS	Demonstrate a knowledge of inference, estimation, regression, multivariable statistics, Bayesian statistics, time-series analysis, and state-space modeling.			Y		Y		Y			3	2	0	2	2	1	1	0	0	2	Planned - The department will better publicize the learning outcomes in the future. Planned - Continue to teach these important statistical skills and ideas. Continue to solicit feedback from alumni about how they use these things on the job.	0	2	Statistics	Y	4	2	50	3
Physical and Mathematical Sciences	Mathematics	Applied and Computational Mathematics BS	Demonstrate understanding of linear and nonlinear analysis, the analysis of algorithms, combinatorics, asymptotic methods, approximation theory, transform theory, optimization, dynamic programming, probability theory, stochastic processes, differential equations, dynamical systems and optimal control theory.					Y		Y			2	3	1	2	3	2	1	0	0	3	Taken - We will continue to provide incentives (including financial incentives) to both faculty and students to partipate in undergraduate mentoring. Planned - We will continue to monitor future editions of this survey. Planned - The department will better publicize the learning outcomes in the future.	1	2	Advanced Applied Mathematics	Y	6	3	50	4
Physical and Mathematical Sciences	Mathematics	Applied and Computational Mathematics BS	Demonstrate facility in computer programming, data processing, databases, numerical simulation, scientific visualization, and virtual experimentation. Write, compile and execute numerical algorithms in a low-level language, such as C/C++, as well as develop I/O wrappers for standard numerical libraries in a common scripting language, such as Python. Demonstrate the ability to use the technologies for parallel and distributed computing.			Y		Y	Y	Y			4	2	1	1	2	1	1	0	0	2	Planned - The department will better publicize the learning outcomes in the future Taken - We made a substantial revision of V3 and V4 labs and text this year over summer to increase cohesion and improve pedagogy.	1	1	Computing	Y	4	2	50	4
Physical and Mathematical Sciences	Mathematics	Mathematics MS	Demonstrate competence in mathematical thinking at the beginning graduate level. This includes the ability to read mathematics independently and solve mathematical problems. Students are expected to show competence in two of the three broadly defined areas of appled math, analysis, and algebra.					Y		Y			2	1	1	0	1	1	0	0	0	2	Taken - The revised graduate topology courses Math 553 and 554 have been offered for the second time, and the curriculum has been clarified. Both Math 521 and 522 were also substantially revised in the past two years to better fit the needs/interests of the students. Planned - Awaiting the approval of a proposed integrated 5 year BS/MS program submitted in Fall 2019 (approval postponed due to COVID evidently). Should the proposal be approved, the integrated program will be implemented for Fall 2022. Along with the implementation of the integrated program, a two-year cycle of graduate course offerings will be posted on the Department website to assist those students who would like to apply to the integrated program in preparing their graduate program.	1	1	Development of core skills	Y	3	1	33	3
Physical and Mathematical Sciences	Mathematics	Mathematics MS	Students will become sufficiently knowledgeable in a specific sub-discipline to be able to understand the state of the art in that sub-discipline. Ideally, the MS thesis written by the student will contribute to the body of mathematical knowledge, however in the thesis the student may also clarify and simplify existing mathematical arguments. The goal is to demonstrate competence in mathematical thinking and writing.			Y		Y					2	2	2	0	2	2	0	0	0	2	Taken - We continue to track the success of our students in achieving this outcome through monitoring publication data and through exit interviews. Planned - We will seek ways to ensure that thesis committees are maintaining a uniformly high standard. We also plan to make the distinction between a thesis and project clearer for both the students and the faculty assigned to the committees.	1	1	Research Skills	Y	4	2	50	3
Physical and Mathematical Sciences	Mathematics	Mathematics MS	Communicate complex ideas effectively and reason soundly in both quantitative and qualitative settings at many levels, both verbally and in writing. At the MS level this includes the ability to write a thesis (or project) and give presentations at mathematical conferences as well as present their thesis/project at the conclusion of the program.				Y		Y				2	3	3	0	3	1	2	0	0	4	Planned - Graduate students are expected to attend five department colloquia each semester. Due to COVID restrictions, department colloquiua were less well planned in 2020-2021. We are now also encouraging graduate students to participate with faculty in other seminars, and in colloquia (even remotely). Taken - The graduate secretary will track attendance of students at conferences and acceptance of papers in peer reviewed journals. Taken - The two-day instensive professional development and training in teaching for new graduate students in August and throughout the Fall semester has been revamped to include more interaction among the students. Additional professional development (including TA training) has been implemented throughout the school year. Taken - The Math Lab has been evaluating graduate students who are teaching assistants in Math 112/113 and instructors of record, and been reporting their evaluations to the graduate coordinator.	3	1	Effective Communication	Y	7	3	43	4
Physical and Mathematical Sciences	Mathematics	Mathematics MS	Program graduates will be able to continue their graduate education in the mathematical sciences, or be able to secure employment in a mathematics-related field.			Y			Y				2	1	1	0	2	1	1	0	0	2	Planned - As more students have expressed an interest in data science and related fields, we have established a few additional connections with companies that have an interest in employing MS students with these skills. We will continue to encourage the students to utilize these resources both for internships, and to motivate their projects/theses. Taken - Better alumni tracking has been implemented by the math department. Graduates are currently tracked through their PhD programs and/or employment after graduation.	1	1	Academic and Professional Preparation	Y	4	2	50	4
Physical and Mathematical Sciences	Mathematics	Mathematics PHD	Demonstrate competence in mathematical thinking at the PhD level. This includes the ability to read mathematics independently and solve advanced mathematical problems. Ph.D. students are expected to show competence in at least two of the three broadly defined areas of applied mathematics, analysis, and algebra.					Y		Y			2	1	1	0	1	1	0	0	0	1	Taken - Better alumni tracking has been implemented by the math department. Graduates are currently tracked through their PhD programs and/or employment after graduation.	1	0	Development of core skills	Y	2	1	50	3
Physical and Mathematical Sciences	Mathematics	Mathematics PHD	Students will demonstrate independence and expertise in mathematical research and writing.			Y		Y					2	1	1	0	1	0	1	0	0	1	Taken - Better alumni tracking has been implemented by the math department. Graduates are currently tracked through their PhD programs and/or employment after graduation.	0	1	Research Skills	Y	2	1	50	3
Physical and Mathematical Sciences	Mathematics	Mathematics PHD	Communicate complex ideas effectively and reason soundly in both quantitative and qualitative settings at many levels, both verbally and in writing. At the PhD level this includes the ability to write a dissertation, give presentations at mathematical conferences and to submit a mathematics paper to a journal.				Y		Y				2	2	2	0	3	1	2	0	0	6	Planned - Ph.D. students will be expected to attend five colloquia each semester, in order to see quality examples of mathematical communication. The colloquia may be held in the department or at other institutions and attended remotely. In addition we will encourage faculty to include Phd students in the planning and scheduling of seminars. Planned - The graduate secretary will track presentations given by graduate students at conferences. Planned - We will continue to encourage our graduate students (and their faculty advisors) to publish their work in high quality venues. Taken - The graduate secretary will continue to track papers pubished by graduate students. Taken - Ongoing professional development and training in teaching for new Ph.D. students throughout the Fall semester is mandatory for new Ph.D. students. Planned - The Math Lab reviews Ph.D. students who are Math 112/113 Teaching Assistants and instructors of record, and reporting their evalutions to the graduator coordinator. Those teaching assistants who struggle (in various aspects of their responsibilities) will be approached individually and specific feedback and guidance will be provided to help them improve their teaching.	2	4	Effective Communication	Y	9	3	33	3
Physical and Mathematical Sciences	Mathematics	Mathematics PHD	Program graduates will be able to enter the academy as a mathematician or be prepared to work in a profession requiring sophisticated skills in the mathematical sciences.			Y			Y				2	1	1	0	1	0	1	0	0	1	Planned - The Math Lab reviews Ph.D. students who are Math 112/113 Teaching Assistants and instructors of record, and reporting their evalutions to the graduator coordinator. Those teaching assistants who struggle (in various aspects of their responsibilities) will be approached individually and specific feedback and guidance will be provided to help them improve their teaching.	1	0	Academic and Professional Preparation	Y	2	1	50	3

Physical and Mathematical Sciences	Mathematics Education	Mathematics Education BS	Graduates understand central concepts, tools of inquiry, and structures of the discipline of mathematics as well as core representations, canonical examples, and alternative algorithms germane to teaching secondary school mathematics.				Y		Y			2	4	3	1	4	4	0	0	0	4	Taken - Aug 2021: Our program continues to do well with respect to this learning outcome. No actions are planned at this time. Aug 2020: Our program continues to do well with respect to this learning outcome. No actions are planned at this time. Aug 2019: Our program continues to do well with respect to this learning outcome. No actions are planned at this time. Aug 2018: Our program continues to do well with respect to this learning outcome. No actions are planned at this time. Aug 2017: Our program continues to do well with respect to this learning outcome. No actions are planned at this time. Aug 2016: Our program continues to do well with respect to this learning outcome. No actions are planned at this time. Sept 2015: Because our program continues to be successful with regards to this measure, we have no plans to address it specifically. However, we do discuss below actions to strengthen other areas of our students' mathematical preparation. Taken - Aug 2021: Our students continue to do well in their course work. Aug 2020: Our students continue to do well in their course work. Aug 2019: Our students continue to do well in their course work. Aug 2018: Our students continue to do well in their course work. Aug 2017: Our students continue to do well in their course work. August 2016: The Statistics course changes mentioned below were instituted in the 2015-2016 academic year; MthEd 301 was taught for the first time and continues to be refined. Sept 2015: Despite this excellence, we took two steps to strengthen students' mathematical knowledge. During the 2014-2015 academic year, the faculty participated in a series of meetings in which the content and focus of each mathematics education course (177, 276, 277, 308, 377-378) were reviewed. Part of the discussion involved the specific mathematics content that would be emphasized in each course (although the these course are not mathematics content courses, we use various mathematics topics in examples, curriculum samples, problems, and so forth). Although our measures indicate that our students continue to do well in this area, this action will insure broad coverage of school mathematics topics. Second, we have made a change in the statistics requirement for our majors. We	4	0	Mathematics	Y	8	4	50	4
Physical and Mathematical Sciences	Mathematics Education	Mathematics Education BS	Graduates make instructional decisions that 1) help students develop mathematical knowledge by building on prior knowledge and experience; 2) reflect how students differ cognitively, linguistically, socially, emotionally, and physically; 3) provide students regular opportunities to reason about and make sense of mathematics in an environment of high expectations and strong support.						Y			1	5	3	2	5	4	1	0	0	5	Taken - Aug 2020: No actions are planned at this time. Aug 2020: No actions are planned at this time. Aug 2019: The first implementation of the new Mathed 278 course occurred W2019. Aug 2018: A new sequence of courses will be added to students schedules - new majors will be required to take MthEd 278, which is a class that will focus on assessment and student thinking. We plan to monitor our graduates progress on these two aspects once the courses are implemented. Aug 2017: Although our students are doing well in their course work, we are working to reorganize our courses to focus on specific teaching practices in which our students are not doing as well. Aug 2016: See planned activities under the CPAS measures for this learning outcome. Taken - Aug 2021: We will begin department discussions to address our students' perform on the Learning Differences (2.1) item. Aug 2020: We will continue to monitor our students' outcomes on the Learning Differences (2.1) item. It is our hope that our new learning outcome focused on equity will help students be more sensitive to diverse experiences. Aug 2019: The first implementation of the new Mathed 278 course occurred W 2019. In addition to this new course, a new program level equity learning outcome (see below), as well as course level equity outcomes for each mathed course were written and implemented W2019. We hope to see improvements in the measures for this learning outcome overtime. Aug 2018: Our new course (Mathed 278) will begin this year, so we may not see changes for a few years. We will continue to monitor how students do with this learning outcome. Aug 2017: A department committee has been charged with developing a new class to align with the state of Utah requirements for secondary mathematics teachers. In developing this new course an equity and identity section will be added to each of the Math Education courses to strengthen our students understanding of diversity in the classroom. Although this change will take time to implement, we hope to see a change in how our students are viewing diversity in the next two years. Aug 2016: In Winter semester 2016 an Equity Committee was formed with the charge of developing experiences for our students what will	3	2	Understanding of Mathematics Learners	Y	10	5	50	4
Physical and Mathematical Sciences	Mathematics Education	Mathematics Education BS	Graduates can design learning environments and mathematical experiences that engage all students in the exploration and development of mathematical ideas and can effectively foster these environments and orchestrate these experiences by promoting conceptual understanding, procedural fluency, and authentic mathematical practices.				Y		Y			2	6	3	3	6	5	1	0	0	6	Taken - Aug 2021: We have no actions planned at this time. Aug 2020: No action planned at this time. Aug 2019: No action needed at this time . Aug 2018: See the actions taken listed under the PAES or UPTOP measures in this Learning Outcome related to course content revisions. Aug 2017: See the actions taken listed under the UPTOP or CPAS measures in this Learning Outcome related to course content revisions. Aug 2016: See the actions taken listed under the CPAS measures in this Learning Outcome. Planned - Aug 2021: The scores for each of the 10 items increased from the previou year. We note that item IP 6.2 (cross-disciplinary skills) continues to be one of the lowest scoring items on the PAES for our graduates. Aug 2020: We note that 5 of these average scores declined from the previous year. Item IP 6.2 is of particular concern. We will continue to monitor these scores to see if they are indicative of a pattern. Aug 2019: Revisions and realignment of all course content, as well as the new course Mathed 278, were implemented during the 2018-2019 school year. We will continue to monitor for improvements in these instructional design indicators. Aug 2018: We noticed that our content knowledge indicators are a little lower than we would like. This year we are implementing some of our course changes and beginning a new course. While all of our majors will not be taking the new course, we believe that our students content knowledge will increase based on the other changes we have made within our existing courses. We will continue to monitor this learning outcome. Aug 2017: We are in the process of revising our course content and if the new class is approved we will have a more coherent program that would help our students continue to solidify the ideas they are learning related to this learning outcome. Aug 2016: No actions are planned at this time. Sept 2015: During the 2014-2015 academic year, the faculty participated in a series of meetings in which the content and focus of each mathematics education course (177, 276, 277, 308, 377/8) were reviewed. During these discussions we identified five literacies important for our students: 1. Conceptual Mathematical Explanations; 2. Fundamental Mathematical Concept Descriptions; 3.	2	3	Instructional Design for Mathematics Learning	Y	12	6	50	4
Physical and Mathematical Sciences	Mathematics Education	Mathematics Education BS	Graduates can design and use formative and summative assessments that monitor student progress, inform instructional decisions, and engage students in assessing their own mathematical learning.				Y		Y			2	5	3	2	5	2	3	0	0	5	Taken - Aug 2021: No actions planned at this time. Aug 2020: No actions planned at this time. Aug 2019: No additional planned actions at this time. Aug 2018: See the planned actions listed in the section for the RTWS measures for this learning outcome. Aug 2017: See the planned actions listed in the section for the TWS measures for this learning outcome. Aug 2016: See the planned actions listed in the section for the TWS measures for this learning outcome. Taken - Aug 2021: No action planned at this time. Aug 2020: No action planned at this time. Aug 2019: The first implementation of Mathed 278, a new course focused on assessment and analyzing student thinking, occurred W2019. We will continue to monitor for improvement in the overall scores for this indicator. Aug 2018: We are aware that our students struggle with assessing student mathematical learning. This is part of the reason that we have redesigned our course work to make assessment a more promonate focus for our students. Although we have this new course, only those students who are new to the major will be taking it and so we may not see an improvement on this learning outcome for a few years. Aug 2017: See the planned actions listed in the section for the TWS measures for this learning outcome. Aug 2016: See the planned actions listed in the section for the TWS measures for this learning outcome. Planned - Aug 2021: We will continue to monitor this new measure to look for patterns. Aug 2020: Because this is a new measure, we will monitor these scores for patterns over the next years. Taken - (Aug 2021: The RTWS was discontinued as a measuure.) Aug 2020: No actions plannd at this time. Aug 2019: The first implementation of Mathed 278, a new course focused on assessment and analyzing student thinking, occurred W2019. We will continue to monitor for improvement in the overall scores for this indicator. Aug 2018: As shown by the spread in the averages across the different indicators, our students continue to struggle with assessing students and interpreting the results of the assessment. We have received approval for a new course (MTHED 278) that our majors will take that is specifically focused on assessment and how assessments are aligned to the learning goals. This class will be offered	3	2	Assessment of Mathematical Learning	Y	10	5	50	4

Physical and Mathematical Sciences	Mathematics Education	Mathematics Education BS	Graduates demonstrate professionalism through maintaining appropriate relationships and behavior in the school setting, and by seeking opportunities to improve practice and advance the profession through reflecting on practice, soliciting and incorporating feedback, and contributing to professional, school, and community organizations.								Y	Y	2	6	3	3	6	5	1	0	0	6	Taken - Aug 2021: No actions planned at this time. Aug 2020: No actions are planned at this time. Aug 2019: No actions are planned at this time. Aug 2018: No actions are planned at this time. Aug 2017: No actions are planned at this time. Aug 2016: No actions are planned at this time. Sept 2015: Our students' performance on this learning outcome continues to be strong. We will continue to monitor our students performance in this area. Taken - Aug 2021: No actions are planned at this time. Aug 2020: No actions are planned at this time. Aug 2019: No actions are planned at this time. Aug 2018: No actions are planned at this time. Aug 2017: No actions are planned at this time. Aug 2016: No actions are planned at this time. Sept 2015: Our students' performance on this learning outcome continues to be strong. We will continue to monitor our students performance in this area. Planned - Aug 2021: This is the second year of using EDA as a measure. The scores from this year are similar to the scores from last year. We will continue to monitor scores for this measure over the next couple of years. Aug 2020: Since EDA is a new measure, we will consider this baseline data and continue to monitor scores for this learning objective. Aug 2019: We were able to collect PIBS data for all students this year. The areas of Responsiblity and Initiative were low this year, and we will continue to monitor these scores to see if this is a new trend among our graduates. Aug 2018: We were able to work with EPP to gather the PIBS data from mylink this year. Of the 25 students we received PIBS data for 23 students. The two missing students did student teaching outside of Utah and so this data is not collected. Aug 2017: Our biggest problem is accessing the PIBS data from mylink. Of the 28 students who we received PIBS data for all 28 students had some missing data and 4 students had no data. We are not sure why the mylink is not picking up the PIBS data even though we know that it was entered. We will continue to work with EPP to access the PIBS data. August 2016: Analysis of the PIBS data suggests that the three areas in which our student have trouble are responsibility, attendance, and	3	2	Professionalism	Y	12	6	50	4
Physical and Mathematical Sciences	Mathematics Education	Mathematics Education BS	Graduates seek integrity between their personal and professional lives consistent with the restored gospel of Jesus Christ by recognizing all students as children of God and striving to nurture their divine potential; applying gospel-centered principles of teaching and learning to family relationships, gospel service, and involvement in the community; and serving as examples of a Christ-centered life within their spheres of influence.	Y							Y		2	4	2	2	4	3	1	0	0	4	Taken - Aug 2021: No actions planned at this time. Aug 2020: No actions planned at this time. Aug 2019: No action needed at this time. Aug 2018: No action needed at this time. Aug 2017: No action needed at this time. Aug 2016: See planned actions under the CPAS measures of this learning outcome. Sept 2015: See planned actions under the CPAS measures of this learning outcome. Planned - Aug 2021 : TBD Aug 2020: Our graduates improved in two categories. In Contributes Positively to Society (Community Service and Involvement) the estimate bar moved from overlapping with not at all, poorly, and somewhat , to being entirely located in somewhat . In Contributes Positively to Society (Church Service) the estimate bar moved from overlapping somewhat and quite well to overlapping quite well and extremely well . On these five responses there is only one now that is below quite well (Community Service and Involvment). We will discuss possible ways to improve this as a department. Aug 2019: While on most of these constructs our students reported doing well, the last category of graduates contributes positively to society through community service and inovlvement was rated as not at all, poorly, and somewhat. We will discuss this with the faculty to determine what we can modify because this is the second year that this construct has decreased; whereas, in years past our graduates have reported that they are extrememly or quite well in this category. Aug 2018: While on most of these constructs our students reported doing well, the last category of graduates contributes positively to society through community service and inovlvement was rated as not at all, poorly, and somewhat. We will discuss this with the faculty to determine what we can modify because this is the second year that this construct has decreased; whereas, in years past our graduates have reported that they are extrememly or quite well in this category. Aug 2017: While on most of these constructs our students reported doing well, the last category of church service contributes positively to society was rated as poorly and somewhat. We will be discussing this with the faculty to determine if this is something that we need to modify and change or if it was just this current round of data since in past years the results have all be in the	3	1	Spiritual Stewardship	Y	8	4	50	4
Physical and Mathematical Sciences	Mathematics Education	Mathematics Education BS	Graduates make instructional decisions that 1) develop students' understanding that mathematics and mathematical practices are human constructs that are socially situated; 2) provide mathematical and social positions that increase access for all students; 3) challenge systemic privilege and oppression in their classrooms; and 4) provide students opportunities to use mathematics to promote a socially just society.								Y		1	2	1	1	2	2	0	0	0	2	Planned - Aug 2021: We will continue to monitor this new measure to look for patterns. Aug 2020: We note the somewhat lower score of 1.87 on item 4, and that 12 of 30 students rated themselves only minimally able to provide "instruction that uses language acquisition strategies to develop language proficiency in students (including but not limited to English learners)." Because this is a new measure, we will watch the results of these measures to see if action needs to be taken. Planned - Aug 2021: We will begin department discussions related to ways of supporting our students in providing instruction that meets the needs of all students and integrates cross-disciplinary skills. Aug 2020: Because of some marginal scores and little general improvement from last year on PAES measures, we will discuss ways of addressing this issue within the current framework of classes offered. Aug 2019: The Equity learning outcome was added as a program outcome this year. Five of the seven lowest scores on the PAES assessment are included in the indicators for this learning outcome. To address this issue, we have added course level learning outcomes for all Mathed courses. Beginning F2019, the department will discuss ways to implement these course level learning outcomes. We will monitor the impact of these new learning outcomes over the next few years.	0	2	Equity	Y	4	2	50	4
Physical and Mathematical Sciences	Mathematics Education	Mathematics Education MS	Graduates strive to follow the example of Jesus Christ in both their personal and professional lives, seek consistency between their understanding of the restored gospel of Jesus Christ and principles of mathematics teaching and learning, and use this enriched understanding of teaching and learning to nurture the divine potential of all in their spheres of influence.	Y							Y		2	1	1	0	1	1	0	0	0	1	Planned - Aug 2021: We will begin department discussions related to ways of supporting our students in providing instruction that meets the needs of all students and integrates cross-disciplinary skills. Aug 2020: Because of some marginal scores and little general improvement from last year on PAES measures, we will discuss ways of addressing this issue within the current framework of classes offered. Aug 2019: The Equity learning outcome was added as a program outcome this year. Five of the seven lowest scores on the PAES assessment are included in the indicators for this learning outcome. To address this issue, we have added course level learning outcomes for all Mathed courses. Beginning F2019, the department will discuss ways to implement these course level learning outcomes. We will monitor the impact of these new learning outcomes over the next few years.	1	0	Spiritual Stewardship	Y	2	1	50	4
Physical and Mathematical Sciences	Mathematics Education	Mathematics Education MS	Graduates have developed a level of professionalism that enables and compels them to continually seek opportunities to improve their own practice, keep abreast of advances and developments in the field both locally and nationally, and provide leadership in professional, school, and community organizations.								Y	Y	2	1	1	0	1	1	0	0	0	1	Planned - Aug 2021: We will begin department discussions related to ways of supporting our students in providing instruction that meets the needs of all students and integrates cross-disciplinary skills. Aug 2020: Because of some marginal scores and little general improvement from last year on PAES measures, we will discuss ways of addressing this issue within the current framework of classes offered. Aug 2019: The Equity learning outcome was added as a program outcome this year. Five of the seven lowest scores on the PAES assessment are included in the indicators for this learning outcome. To address this issue, we have added course level learning outcomes for all Mathed courses. Beginning F2019, the department will discuss ways to implement these course level learning outcomes. We will monitor the impact of these new learning outcomes over the next few years.	1	0	Professionalism	Y	2	1	50	4

Physical and Mathematical Sciences	Mathematics Education	Mathematics Education MS	Graduates are able to analyze topics from school mathematics in the context of the literature on students' mathematical thinking, meaningfully apply research on teaching and learning mathematics in their teaching, and use scholarly inquiry as a lens to reflect on that teaching.				Y			Y			2	2	1	1	2	1	1	0	0	2	Planned - 2021: The new teaching assessment has not been fully implemented due to COVID-19. We will wait on the graduate committee to begin the new assessment again then use that data as it becomes available. 2020: The Content and Task section of the peer review was used to measure this outcome. We have implemented the new assessment, however, these cohorts did not participate in the new assessment. The next review in 2021 will begin to report data from the new teaching assessment. 2019: The content and task section of the peer review was used to measure this outcome. The new assessment described below (2018) will be used for students complete the program in the 2018-2019 review. 2018: The graduate committee has developed a new assignment that all students, part-time and full time, will complete during their program to assess this learning outcome. This assignment is being reviewed by the faculty and will be put in place starting during the 2018-2019 school year. The graduate committee noticed that the student ratings and the peer evaluations we were using to assess this learning outcome were not aligned to the learning outcome. Therefore, we have dropped using the student ratings because this learning outcome is focused on how students plan, think and reflect on teaching, not how they actually teach. Therefore, we will assess this learning outcome based on one section of our peer review that is related to the students planning of lessons - the content and task section. 2017: We continue to have concerns associated with this learning outcome. One challenge we are having is how to assess our students who are working as TAs because the student reviews is not based on the new student ratings form, but on a form that we use through the Center for Teaching and Learning. We also have more students who are working as RAs rather than TAs or instructors and therefore, we don't have a way to asses this learning outcome for these students. We had three students who worked as instructors or TAs who did not receive a satisfatory rating for this learning outcome. We have instituted a new faculty review of teaching for all our graduate students each semester and this seems to provide both faculty and graduate students with a tangible review that can be discussed with the graduate students. We can use this time to mentor the graduate student, especially	0	2	Teaching	Y	4	2	50	4
Physical and Mathematical Sciences	Mathematics Education	Mathematics Education MS	Graduates understand central concepts, tools of inquiry, and structures of the discipline of mathematics as well as core representations, canonical examples, and alternative algorithms germane to teaching school mathematics.					Y		Y			2	1	1	0	1	0	1	0	0	1	Planned - 2020: We have just added this indirect measure and recognize that a small number of people participated in this survey. We would like to monitor progress on this indicator in the coming years and will develop indicators of what we expect in terms of how students respond to this question.	0	1	Mathematics	Y	2	1	50	4
Physical and Mathematical Sciences	Mathematics Education	Mathematics Education MS	Graduates demonstrate understanding of research methods in mathematics education by showing they can a) locate an interesting and important problem; b) conduct a literature review to situate the problem; c) develop a conceptual framework; d) establish focused research questions; e) choose and implement appropriate methods for collecting and analyzing data; f) address issues of research quality such as validity, reliability, and significance; and g) effectively communicate their work both orally and in writing.				Y			Y			2	1	1	0	1	1	0	0	0	1	Planned - 2020: We have just added this indirect measure and recognize that a small number of people participated in this survey. We would like to monitor progress on this indicator in the coming years and will develop indicators of what we expect in terms of how students respond to this question.	1	0	Research	Y	2	1	50	4
Physical and Mathematical Sciences	Mathematics Education	Mathematics Education MS	Graduates can explain, evaluate, and apply important issues, trends, theories, paradigms of research, and research findings in the field of mathematics education, as well as their implications for the teaching and learning of mathematics in the public schools, mathematics teacher development, and participation in mathematics education scholarship..			Y				Y			2	2	1	1	2	1	0	1	0	2	Taken - 2021: No actions are needed at this time. 2020: No actions are needed at this time. 2019 : No planned actions at this time. 2018 : No planned actions at this time. 2017 : Although our students are doing well in this area we will be adding an equity course to the list of core mathematics education courses that students will take while in the program. This class is not an additional number of credits, it will be a course that when it comes up in the rotation will be taught to students who are in the program at the time. This will give our students a broader view of the mathematics education field than they have had in the past. 2015 : No planned actions at this time. 2014 : Students in our MA program continue to excel at this learning outcome. No planned action at this time. Taken - 2021: We have continued to emphasize that students need to participate in some scholarly activity, especially the Student Research Conference. It has made a difference, as all students graduating in 2020 had a scholarly outome each year, across two years. SRC is largely seen, now, as a requirement for the students unless they are presenting at another conference that conflicts with it. 2020: As indicated, this indirect measure was added in 2018, which was still during the time of the students we are assessing in the 2018 and 2019 cohorts here. This year, however, we are clarifying that the learning outcome expectation is that 80% or more students have a scholarly activity in each year they are in the program. Therefore, while we note that all students had at least one scholarly activity during their time in the program, we do not meet this expectation because only 55% had two or more. We recognize that this is still a new expectation that we are implementing and hope that we will see improvement in meeting this expectation based on the collective department awareness that we want our students to participate in these kinds of activities. We will monitor progress on this learning outcome next year and decide if an intervention is necessary. 2019: The scholarly activity reported for this year are consistent with that of the previous year, and exceed the 80% expectation for scholarly activity, although we would like to see an increase in the number who participate in a least one scholarly activity each year. We will continue to monitor this learning outcome. 2018: While this is a new indirect	2	0	Scholarship	Y	4	2	50	3
Physical and Mathematical Sciences	Physics and Astronomy	Physics BS	Apply principles from the primary physical theories (classical mechanics, quantum mechanics, thermodynamics, electromagnetism and optics) to model and solve representative problems analytically and computationally.					Y		Y			2	6	2	3	7	1	6	0	0	6	Taken - We should contact recent Physics-Astronomy graduates and find out which elements of theory they feel least prepared in. For example, is this from their physics classes? Astronomy classes? Both? We are also in the process of enacting a better tracking system for this data, so we can more easily compare from year to year. Planned - We will monitor this question in future surveys to see if a trend emerges. Taken - Continue to watch these surveys to see if an actionable trend emerges. Planned - We are hopeful for Fall 2021 with the campus being fully opened we will have more participation with the MFT exam than we did in 2020. We will pay careful attention to the performance of our Physics majors on the ETS Physics Major Field Test to see if the results show weaknesses in our program that need to be addressed, or if the results reflect statistical variation. Once the exams are scored we need to review the results and compare it to the national average. We also need to see what area (s) we are weak in and provide feedback so that we can improve our courses appropriately. It would be important to keep a spreadsheet of each major (Applied Physics, Physics, Astronomy) and record the MFT scores and document area(s) we may need improvement. Planned - This assessment provides valuable program level information, but the current data is still not able to statistically identify course level improvement needs. We will ask about any concerns during faculty meeting. Planned - We will continue to monitor this assessment.	2	4	Physics Theory and Application	Y	13	7	54	3
Physical and Mathematical Sciences	Physics and Astronomy	Physics BS	Design and conduct experiments, build scientific equipment, write scientific programs to simulate physical systems, and analyze data.					Y		Y			2	3	1	2	4	1	3	0	0	4	Planned - We will do of tracking from year to year to see if this trends continues. - No action is needed based on these results, but this assessment will continue to be monitored. Planned - We will continue to monitor this assessment. Planned - We should contact recent Physics-Astronomy graduates and find out which aspects of data analysis and computational skills they feel least prepared in. We are also in the process of enacting a better tracking system for this data, so we can more easily compare from year to year.	0	3	Experimental and Computational Skills	Y	8	4	50	3

Physical and Mathematical Sciences	Physics and Astronomy	Physics BS	Communicate professionally to a technical audience both orally and in writing. Be able to understand scientific ideas by reading books and journal articles.				Y							1	5	1	4	6	1	4	1	0	5	Planned - We will monitor these questions in future surveys to make sure this increase represents long term improvement. Planned - Advisor assessment of the achievement of this outcome will continue to be monitored. The issue with reading confidence will be addressed. We will begin to address this issue by having faculty research advisors make sure that their students regularly read journal articles and other technical material and report on them, either in research group meetings, or in one-on-one meetings with their faculty advisor. Planned - The current tactics seem to be working well, but require ongoing commtiment on the part of advisors to encourage students to read, write, and present in research meeting outside of a class setting. We will continue to work with faculty advisors. Planned - The response of students regarding presentations and writing is solid. We will continue to monitor this and the response to the question about their confidence in their ability to read. We have sharpened this somewhat by including a question on our senior survey about their confidence in their ability to read technical material. We will encourage faculty research advisors help their research students regularly read journal articles and other technical material and report on them, either in research group meetings, or in one-on-one meetings with their faculty advisor. Planned - No actions planned.	0	5	Effective Communication	Y	11	6	55	3
Physical and Mathematical Sciences	Physics and Astronomy	Physics BS	Understand scientific ethical practices and demonstrate them in the conduct of scientific research.							Y			1	3	1	2	4	0	4	0	0	4	Planned - We have added a question about student preparedness to behave ethically to the department-administered senior survey. - No action is needed based on these results, but this assessment will continue to be monitored. Taken - Advisors will continue to monitor achievement of this outcome. Planned - No actions planned.	1	2	Professional Ethics	Y	8	4	50	3
Physical and Mathematical Sciences	Physics and Astronomy	Physics BS	Conduct experimental, theoretical or computational research under the direction of a mentor to contribute to the generation of new knowledge or technologies, and prepare to do this professionally.			Y					Y		2	5	1	4	6	1	5	0	0	5	- No action is needed based on these results, but this assessment will continue to be monitored. Planned - We will continue to monitor this assessment. - We will continue to monitor this survey result. Planned - No actions planned. Planned - We will be tracking from year to year to see if this trend continues.	0	3	Research and Professional Preparation	Y	11	6	55	3
Physical and Mathematical Sciences	Physics and Astronomy	Applied Physics BS	Apply principles to model and solve representative problems analytically and computationally, at an introductory level from the primary physical theories (classical mechanics, quantum mechanics, special relativity, thermodynamics, electromagnetism and optics), and at an advanced level in classical mechanics, electrostatics and optics/electrodynamics.					Y		Y			2	6	2	4	7	1	6	0	0	8	Planned - We should contact recent Physics-Astronomy graduates and find out which elements of theory they feel least prepared in. For example, is this from their physics classes? Astronomy classes? Both? We are also in the process of enacting a better tracking system for this data, so we can more easily compare from year to year. Planned - We will monitor Question 70a in future surveys to see if a trend emerges. - Continue to watch these surveys to see if an actionable trend emerges. Taken - Continue to watch these surveys to see if an actionable trend emerges. Planned - We are hopeful for Fall 2021 with the campus being fully opened we will have more participation with the MFT exam than we did in 2020. We will pay careful attention to the performance of our Applied Physics majors on the ETS Physics Major Field Test to see if the results show weaknesses in our program that need to be addressed, or if the results reflect statistical variation. Once the exams are scored we need to review the results and compare it to the national average. We also need to see what area (s) we are weak in and provide feedback so that we can improve our courses appropriately. It would be important to keep a spreadsheet of each major (Applied Physics, Physics, Astronomy) and record the MFT scores and document area(s) we may need improvement. Planned - This assessment provides valuable program level information, but the current data is still not able to statistically identify course level improvement needs. We will ask about any concerns during faculty meeting. Planned - Current data is aggregate across several majors in the program (Applied, Physics, Physics and Astronomy). We will look into breaking the data down by major to see if there are any issues specific to one area. Taken - This assessment is new and will be monitored in the coming years.	2	5	Physics Theory and Application	Y	15	7	47	2
Physical and Mathematical Sciences	Physics and Astronomy	Applied Physics BS	Design and conduct experiments, build scientific equipment, write scientific programs to simulate physical systems, and analyze data.					Y		Y			2	3	1	2	4	1	3	0	0	4	Planned - We will do tracking from year to year to see if this trends continues. - Overall, numbers do not indicate any major issues that need to be addressed at this time. Planned - We will continue to monitor this assessment. Planned - We should contact recent Physics-Astronomy graduates and find out which aspects of data analysis and computational skills they feel least prepared in. We are also in the process of enacting a better tracking system for this data, so we can more easily compare from year to year.	0	3	Experimental and Computational Skills	Y	8	4	50	3
Physical and Mathematical Sciences	Physics and Astronomy	Applied Physics BS	Communicate professionally to a technical audience both orally and in writing. Be able to understand scientific ideas by reading books and journal articles.				Y						1	5	1	4	6	1	4	1	0	5	Planned - No actions planned. Planned - We will monitor these questions in future surveys to make sure this increase represents long term improvement. Planned - The response of students regarding presentations and writing is solid. We will continue to monitor this and the response to the question about their confidence in their ability to read. We have sharpened this somewhat by including a question on our senior survey about their confidence in their ability to read technical material. We will encourage faculty research advisors help their research students regularly read journal articles and other technical material and report on them, either in research group meetings, or in one-on-one meetings with their faculty advisor. Planned - The current tactics of addressing communication issues in research group settings seem to be working well, and both this and most other assessments of this objective are moving in the right direction. However, continued progress will require ongoing commitment on the part of advisors to encourage students to read, write, and present in research meeting outside of a class setting. We will continue to work with faculty advisors on this item. In specific, we will bring up the mismatch between how well faculty feel the students are doing and the students' self-efficacy (see NSSE below). Confidence is typically something that is best addressed through practice in low stakes group meetings, outside of a graded class setting. Planned - Advisor assessment of the achievement of this outcome will continue to be monitored. The issue with reading confidence will be addressed. We will begin to address this issue by having faculty research advisors make sure that their students regularly read journal articles and other technical material and report on them, either in research group meetings, or in one-on-one meetings with their faculty advisor.	0	5	Effective Communication	Y	11	6	55	3
Physical and Mathematical Sciences	Physics and Astronomy	Applied Physics BS	Understand scientific ethical practices, and demonstrate them in the conduct of scientific research.							Y			1	3	1	2	4	0	4	0	0	4	Planned - No actions planned. Taken - An ethics question has been added to the department-administered senior survey. - We will continue to monitor this assessment. Taken - We will continue to monitor this assessment.	2	1	Professional Ethics	Y	8	4	50	3
Physical and Mathematical Sciences	Physics and Astronomy	Applied Physics BS	Conduct experimental, theoretical or computational research under the direction of a mentor to contribute to the generation of new knowledge or technologies, and prepare to do this professionally.			Y					Y		2	5	1	4	6	1	5	0	0	5	Planned - We will be tracking from year to year to see if this trend continues. Taken - We will continue to monitor this survey result. - No action needed at this time. We will continue to monitor. Planned - We will continue to monitor this item. Planned - No actions planned.	1	3	Research and Professional Preparation	Y	11	6	55	3
Physical and Mathematical Sciences	Physics and Astronomy	Physics Education BS	Able to teach concepts and problem solving at the high school and advanced placement level in astronomy, classical mechanics, thermodynamics, electromagnetism, optics, quantum mechanics and special relativity.				Y						1	5	2	3	5	0	4	0	1	5	Taken - We will continue to monitor the progress and grades of the undergraduates to help them continue to perform at a high level and receive their teaching license. - No modifications are required. We will continue to monitor these scores. Planned - We will continue to monitor this area to assure that this tread continues. Taken - Continue to watch these surveys to see if an actionable trend emerges. We should also put some questions on the alumni and senior surveys that apply just to our teaching majors. Planned - We will enact a system whereby Physics Education majors are automatically informed of the survey and that it is required--likely as part of their student teaching requirements.	2	2	Teaching Physical Science and Problem Solving	Y	10	5	50	3
Physical and Mathematical Sciences	Physics and Astronomy	Physics Education BS	Manage high school classroom in teaching setting. Direct high school student labs, and build simple lab equipment and demonstrations.							Y			1	3	2	1	3	0	2	0	1	3	Taken - We will continue to monitor the progress of the student teachers and use their performance to evaluate our teaching method courses to maintain high levels of effective teaching. Taken - These courses will continue to be a staple in the physics education curriculum as they help the preservice teachers to develop the lab skills they will need for inquiry-based teaching. Planned - We will enact a system whereby Physics Education majors are automatically informed of the survey and that it is required--likely as part of their student teaching requirements.	2	1	Classroom Management and Lab Design	Y	6	3	50	3
Physical and Mathematical Sciences	Physics and Astronomy	Physics Education BS	Apply principles at an introductory college level from the primary physical theories (classical mechanics, quantum mechanics, special relativity, thermodynamics, electromagnetism and optics) to solve representative problems.					Y		Y			2	4	1	3	4	0	3	0	1	4	Planned - We will continue to monitor the student teachers' progress. The main student teaching evaluation is changing for the following year (from the Teacher Work Sample to the Pedagogical Performance Assessment for Teachers). We will work closely with the student teachers to help them navigate the new forms. Planned - We will monitor Question 70a in future surveys to see if a trend emerges. Planned - We will enact a system whereby Physics Education majors are automatically informed of the survey and that it is required--likely as part of their student teaching requirements. Taken - Continue to watch these surveys to see if an actionable trend emerges.	1	3	Physics Theory and Application	Y	8	4	50	3

Physical and Mathematical Sciences	Physics and Astronomy	Physics Education BS	Students will be able to design, develop and administer inquiry-based science units.			Y				Y			2	2	1	1	2	0	1	0	1	2	Planned - The main teaching evaluation is changing for the following year (from the Teacher Work Sample to the Pedagogical Performance Assessment for Teachers). This new evaluation will be built into the PHYS 276 and 377 courses to help the student progress towards graduation and licensure. Planned - We will enact a system whereby Physics Education majors are automatically informed of the survey and that it is required--likely as part of their student teaching requirements.	0	2	Instruction Design	Y	4	2	50	3
Physical and Mathematical Sciences	Physics and Astronomy	Physics Education BS	Able to adapt teaching to adolescents and students with different cultural backgrounds.			Y	Y						2	2	1	1	2	0	1	0	1	2	Planned - We will continue to monitor the progress of the students in regards to how they address student diversity. We intend to use the practicum courses as a space to challenge and develop the preservice teachers in this regard. Planned - We will enact a system whereby Physics Education majors are automatically informed of the survey and that it is required--likely as part of their student teaching requirements.	0	2	Addressing Student Diversity	Y	4	2	50	2
Physical and Mathematical Sciences	Physics and Astronomy	Physics Education BS	Understand and apply the BYU's McKay School of Education Guiding Principles.							Y	Y		2	2	1	1	2	0	1	0	1	3	Planned - Continue to monitor and support students in Guiding Principle Taken - Children of the Dust Bowl and others were assigned and reflective assignments were implemented based on classroom observations to help students reflect on the Guiding Principles of Teaching in Brigham Young University Teacher Preparation program. Planned - We will enact a system whereby Physics Education majors are automatically informed of the survey and that it is required--likely as part of their student teaching requirements.	1	2	Guiding Principles	Y	5	2	40	3
Physical and Mathematical Sciences	Physics and Astronomy	Physics and Astronomy BS	Students will be able to apply principles to model and solve representative problems both analytically and computationally, at an introductory level from the primary physical theories (classical mechanics, quantum mechanics, special relativity, thermodynamics, electromagnetism and optics), and at an advanced level from classical mechanics, electricity and magnetism, and in topics chosen from quantum mechanics, optics and thermal physics. Apply physical theories to the solution of astrophysical problems.				Y		Y				2	6	2	4	7	1	6	0	0	6	- This assessment provides valuable program level information, but the current data is still not able to statistically identify course level improvement needs. We will ask about any concerns during faculty meeting. Planned - This assessment is new and will be monitored in the coming years. Taken - Continue to watch these surveys to see if an actionable trend emerges. Planned - We should contact recent Physics-Astronomy graduates and find out which elements of theory they feel least prepared in. For example, is this from their physics classes? Astronomy classes? Both? We are also in the process of enacting a better tracking system for this data, so we can more easily compare from year to year. Planned - We will monitor Question 70a in future surveys to see if a trend emerges. Taken - We are hopeful for Fall 2021 with the campus being fully opened we will have more participation with the MFT exam than we did in 2020. We will pay careful attention to the performance of our Physics and Astronomy majors on the ETS Physics Major Field Test to see if the results show weaknesses in our program that need to be addressed, or if the results reflect statistical variation. Once the exams are scored we need to review the results and compare it to the national average. We also need to see what area (s) we are weak in and provide feedback so that we can improve our courses appropriately. It would be important to keep a spreadsheet of each major (Applied Physics, Physics, Astronomy) and record the MFT scores and document area(s) we may need improvement.	2	3	Physics Theory and Application	Y	13	7	54	3
Physical and Mathematical Sciences	Physics and Astronomy	Physics and Astronomy BS	Students will be able to locate and observe astronomical objects, write scientific programs to simulate physical systems, and analyze astrophysical data.				Y		Y				2	3	1	2	4	1	3	0	0	4	- No action is needed based on these results, but this assessment will continue to be monitored. Planned - Advisor assessment of this outcome will continue to be monitored in the coming years. Planned - We will do tracking from year to year to see if this trends continues. Planned - We should contact recent Physics-Astronomy graduates and find out which aspects of data analysis and computational skills they feel least prepared in. We are also in the process of enacting a better tracking system for this data, so we can more easily compare from year to year.	0	3	Observation and Computational Skills	Y	8	4	50	3
Physical and Mathematical Sciences	Physics and Astronomy	Physics and Astronomy BS	Communicate professionally to a technical audience both orally and in writing. Be able to understand scientific ideas by reading books and journal articles.				Y						1	5	1	4	6	1	5	0	0	5	- The current tactics seem to be working well, but require ongoing commtiment on the part of advisors to encourage students to read, write, and present in research meeting outside of a class setting. We will continue to work with faculty advisors. Planned - Advisor assessment of the achievement of this outcome will continue to be monitored. The issue with reading confidence will be addressed. We will begin to address this issue by having faculty research advisors make sure that their students regularly read journal articles and other technical material and report on them, either in research group meetings, or in one-on-one meetings with their faculty advisor. Planned - The response of students regarding presentations and writing is solid. We will continue to monitor this and the response to the question about their confidence in their ability to read. We have sharpened this somewhat by including a question on our senior survey about their confidence in their ability to read technical material. We will encourage faculty research advisors help their research students regularly read journal articles and other technical material and report on them, either in research group meetings, or in one-on-one meetings with their faculty advisor. Planned - No actions planned. Planned - We will monitor these questions in future surveys to make sure this increase represents long term improvement.	0	4	Effective Communication	Y	11	6	55	3
Physical and Mathematical Sciences	Physics and Astronomy	Physics and Astronomy BS	Students will be able to understand scientific ethical practices and demonstrate them in the conduct of scientific research.							Y			1	3	1	2	4	0	4	0	0	4	- No action is needed based on these results, but this assessment will continue to be monitored. Taken - We will continue to monitor advisor assessment of this outcome. Taken - An ethics question has been added to the department-administered senior survey. Planned - No actions planned.	2	1	Professional Ethics	Y	8	4	50	3
Physical and Mathematical Sciences	Physics and Astronomy	Physics and Astronomy BS	Students will be able to conduct astronomical or astrophysical research under the direction of a faculty mentor to contribute to the generation of new knowledge, and prepare to do this professionally.			Y					Y		2	5	1	4	6	1	5	0	0	5	- No action is needed based on these results, but this assessment will continue to be monitored. Planned - The student's research advisor will continue to assess research and professional readiness. Taken - We will continue to monitor this survey result. Planned - No actions planned. Planned - We will be tracking from year to year to see if this trend continues.	1	3	Research and Professional Preparation	Y	11	6	55	3
Physical and Mathematical Sciences	Physics and Astronomy	Physics MS	Each student will achieve a mastery of physics at a level required for their chosen profession. They will choose a research project and prepare for it by completing relevant graduate-level courses.				Y		Y				2	3	2	1	3	0	3	0	0	6	- Continue to watch these surveys to see if there are areas of concern or improvements the department should consider. Taken - Communicate the results of the qualifying exam to the advisor of each student who takes the exam. We will continue this practice. Taken - Students that passed the qualifying exam were given a monetary award. Taken - Advisors are being notified by the graduate committe of areas of weakness the student exhibited on the qualifying exam in order to assist advisor and student in planning the course of study. Taken - Included two new problem categories on the exam to make the exam a better diagnostic of student skills. Taken - We have updated the standardized measurement rubric for evaluating the performance on the written and oral portions of the prospectus.	5	0	Foundational Skills	Y	9	3	33	3
Physical and Mathematical Sciences	Physics and Astronomy	Physics MS	Each student will join and participate in an appropriate professional society and communicate their research both orally and in writing to this society and other relevant local and national groups.				Y		Y				2	3	2	1	3	0	3	0	0	3	Planned - Continue to watch these surveys to see if there are areas of concern or improvements the department should consider. Planned - We will implement a system to track student presentations. Taken - We have improved our standardized measurement rubric for evaluating the performance on the written and oral portions of the prosepctus.	1	2	Communication and Professional Preparation	Y	6	3	50	3
Physical and Mathematical Sciences	Physics and Astronomy	Physics MS	Each student will learn and follow the principles of ethics in science.			Y				Y			2	2	1	1	2	1	1	0	0	4	Taken - Ethics was made a part of Physics 696R, which all MS students take. Planned - We will encourage faculty to be proactive in addressing unethical behavior. Planned - We will acquaint new faculty with potential ethical issues graduate students may face. Taken - We added a question about ethics on the prospectus and oral examination rubrics.	2	2	Ethics	Y	6	2	33	4
Physical and Mathematical Sciences	Physics and Astronomy	Physics MS	Each student will pursue research of significance, and report these results orally and in writing.				Y		Y				2	4	4	0	4	1	3	0	0	5	Taken - We have updated the rubric for measuring research readiness. Taken - The majority of students are currently performing at a satisfactory level. Planned - Starting 2021 we no longer have the standard annual report however as a department we will continue to keep track of publications of our graduate students on a yearly basis. The faculty need make sure they document if a coauthor is a BYU graduate student. There were several publications with a graduate student as a co-authored but it was not marked that the student was a graduate student. Several enteries had the student(s) name but the faculty failed to indicate it was a BYU graduate student. Planned - We will better track presentations through the yearly evaluations. Faculty needs to make sure they indicate if the student was an author or presenter or both. Several enteries did not indicate the role the student had with the presentation. Taken - Instructions were prepared to guide committees in evaluating final defenses in order to develop more thorough reviews.	3	2	Research Skills	Y	9	4	44	3
Physical and Mathematical Sciences	Physics and Astronomy	Physics & Astronomy PHD	Each student will achieve a mastery of physics at a level required for college and university undergraduate teaching. They will choose a research project and prepare for it by completing relevant graduate-level courses and by mastering the literature that their research builds upon.			Y		Y					2	4	3	1	4	0	4	0	0	7	Taken - Communicate the results of the qualifying exam to the advisor of each student who takes the exam. Taken - Students were awarded a monetary award for passing the qualifying exam. Taken - Students who do not pass the qualifying exam in the given amount of time are removed from the program. Taken - Advisors are being notified by the graduate committee of areas of weakness the student exhibited on the qualifying exam in order to assist advisor and student in planning the course of study. Planned - We are updating the standardized measurement rubric for evaluating the performance on the written and oral portions of the prospectus. Taken - We have a time table for students to complete the candidacy exam. Taken - Feedback is provided to students.	6	1	Foundational Skills	Y	11	4	36	3

Physical and Mathematical Sciences	Physics and Astronomy	Physics & Astronomy PHD	Each student will pursue research of significance in observational astronomy, numerical computation and/or theoretical astrophysics. They will conduct this research under the guidance of an advisor while developing the intellectual independence that typifies true scholarship.				Y		Y			2	4	4	0	4	0	4	0	0	6	Taken - We have updated the rubric for measuring research readiness at the candidacy exam. Taken - We have updated the rubric for measuring research readiness at the prospectus oral defense. Taken - Because of our evaluations we have identified most of our students as making satisfactory progress. Those not making satisfactory progress have been helped in regaining satisfactory progress. No action was needed to remove anyone from the program. Planned - We will better track publications yearly since we no longer do our typcial annual report. Planned - We will better track presentations through yearly evalutions. Taken - Instructions were prepared to guide committees in their final, defense evaluations in order to develop more thorough reviews.	4	2	Research Skills	Y	10	4	40	3
Physical and Mathematical Sciences	Physics and Astronomy	Physics & Astronomy PHD	Each student will join and participate in an appropriate professional society and communicate their research both orally and in writing to this society and other relevant local and national groups.			Y			Y			2	2	2	0	2	0	2	0	0	3	Taken - We will continue to emphasize the importance of peer reviewed journal publictions as the primary means of measuring research productivity and excellence. Planned - We will implement a system to track student presentations. Planned - We are improving our standardized measurement rubric for evaluating the performance on the written and oral portions of the prosepctus.	1	2	Communication and Professional Preparation	Y	5	2	40	3
Physical and Mathematical Sciences	Physics and Astronomy	Physics & Astronomy PHD	Each student will learn and follow the principles of ethics in science.		Y					Y		2	2	1	1	2	0	2	0	0	3	Taken - Ethics was made a part of Physics 696R, which all doctorate students take. Planned - We will encourage faculty to be proactive in addressing unethical behavior. Planned - We will acquaint new faculty with potential ethical issues graduate students may face.	1	2	Ethics	Y	5	2	40	3
Physical and Mathematical Sciences	Physics and Astronomy	Physics PHD	Each student will achieve a mastery of physics at a level required for college and university undergraduate teaching. They will choose a research project and prepare for it by completing relevant graduate-level courses and by mastering the literature that their research builds upon.				Y		Y			2	5	4	1	5	0	5	0	0	8	Taken - We communicate student's weak areas to their advisors. Taken - Communicate the results of the qualifying exam to the advisor of each student who takes the exam. Taken - Students were awarded a monetary award for passing the qualifying exam. Taken - Students who do not pass the qualifying exam in the given amount of time are removed from the program. Taken - Advisors are being notified by the graduate committe of areas of weakness the student exhibited on the qualifying exam in order to assist advisor and student in planning the course of study. Taken - We have updated the standardized measurement rubric for evaluating the performance on the written and oral portions of the prospectus. Taken - We have a time table for students to complete the candidacy exam. Taken - Students are evaluated in an oral examination on their understanding of the readings and its revelance to their research.	8	0	Foundational Skills	Y	13	5	38	3
Physical and Mathematical Sciences	Physics and Astronomy	Physics PHD	Each student will pursue research of significance in experimental physics, numerical computation and/or theoretical physics. They will conduct this research under the guidance of an advisor while developing the intellectual independence that typifies true scholarship.				Y		Y			2	4	4	0	4	0	4	0	0	7	Taken - We have updated the rubric for measuring research readiness at the candidacy exam. Taken - We have updated the rubric for measuring research readiness at the prospectus oral defense. Taken - Students are currently performing at a satisfactory level. Planned - We will better track publications yearly since we no longer do our typcial annual report. Planned - We will better track presentations through yearly evalutions. Taken - Recent improvement is attributable to greater emphasis on the importance of publications as evidence of good scholarship and enforcing this through delaying student advancements and graduations until this is achieved. With such enforcement has come a greater realization among students and faculty of the seriousness with which we view this. Taken - Instructions were prepared to guide committees in evaluating final defenses in order to develop more thorough reviews.	5	2	Research Skills	Y	11	4	36	3
Physical and Mathematical Sciences	Physics and Astronomy	Physics PHD	Each student will join and participate in an appropriate professional society and communicate their research both orally and in writing to this society and other relevant local and national groups.			Y			Y			2	2	2	0	2	0	2	0	0	3	Taken - We will continue to emphasize the importance of peer reviewed journal publications as the primary means of measuring research productivity and excellence. Planned - We will implement a system to track student presentations. Taken - We have improved our standardized measurement rubric for evaluating the performance on the written and oral portions of the prosepctus.	2	1	Communication and Professional Preparation	Y	5	2	40	3
Physical and Mathematical Sciences	Physics and Astronomy	Physics PHD	Each student will learn and follow the principles of ethics in science.		Y					Y		2	2	1	1	2	0	2	0	0	4	Taken - Ethics was made a part of Physics 696R, which all doctorate students take. Planned - We will encourage faculty to be proactive in addressing unethical behavior. Planned - We will acquaint new faculty with potential ethical issues graduate students may face. Taken - We added a question about ethics on the prospectus and oral examination rubrics.	2	2	Ethics	Y	6	2	33	3
Physical and Mathematical Sciences	Statistics	Statistical Science BS	Graduates of the program will demonstrate the ability to analyze data by appropriately fitting, assessing, and interpreting a variety of statistical models				Y		Y			2	2	1	1	2	2	0	0	0	2	Taken - We continue to monitor this outcome. For the time being, we are very pleased with the data. We are also in the process of revising our program outcomes for better assessment. Taken - We will continue to monitor the progress and success of Stat 230 and 240.	2	0	Skills in Fitting Statistical Models	Y	4	2	50	4
Physical and Mathematical Sciences	Statistics	Statistical Science BS	Graduates of the program will write technical reports and make technical presentations containing statistical findings, and work in teams to demonstrate the consulting skills of a professional statistician				Y		Y			2	2	1	1	2	1	1	0	0	2	Taken - We will continue to monitor this learning outcome. At this point, survey data suggests that our students are doing well. We are also in the process of revising our program outcomes for better assessment. Planned - We will continue to monitor the success of students in stat 330. We are also going to start assessing their regression abilities in higher level classes.	1	1	Communication Skills	Y	4	2	50	3
Physical and Mathematical Sciences	Statistics	Statistical Science BS	Graduates of the program will be able to manipulate data, use appropriate statistical methods, document, and debug code in one or more profession statistical software programs				Y		Y			2	2	1	1	2	0	2	0	0	2	Taken - We will continue to monitor the success of students in stat 330. We are also going to start assessing their model fitting abilities in higher level classes. Taken - We will continue to monitor the survey data. We are also going to start assessing their model fitting abilities in higher level classes. We are also in the process of revising our program outcomes for better assessment.	2	0	Computing Skills	Y	4	2	50	3
Physical and Mathematical Sciences	Statistics	Statistical Science BS	Graduates of the program will be able to solve problems in basic probability theory, statistical inference, and calculus.				Y		Y			2	2	1	1	2	0	2	0	0	2	Taken - We continue to monitor the mathematical abilities of our students. Taken - Stat 340 is the class designed to fulfill this learning outcome. However, for better evaluation, homework, exam, and projects specific to this outcome should be evaluated. We are in the process of revising our program outcomes for better assessment.	2	0	Theoretical Foundations	Y	4	2	50	3
Physical and Mathematical Sciences	Statistics	Statistical Science BS	Be prepared to enter top graduate (masters and/or PhD) programs in statistics				Y		Y			2	1	0	1	1	0	1	0	0	1	Taken - Stat 340 is the class designed to fulfill this learning outcome. However, for better evaluation, homework, exam, and projects specific to this outcome should be evaluated. We are in the process of revising our program outcomes for better assessment.	0	1	Academic Preparation	Y	2	1	50	3
Physical and Mathematical Sciences	Statistics	Biostatistics BS	Graduates of the program will demonstrate the ability to analyze data by appropriately fitting, assessing, and interpreting a variety of statistical models			Y	Y					2	2	1	1	2	2	0	0	0	2	Taken - We will continue to monitor the survey data each year. We are pleased with the progress of our students. We are also in the process of revising our program outcomes for better assessment. Taken - We continue to monitor this outcome and look for better methods of assessment.	2	0	Skills in Fitting Statistical Models	Y	4	2	50	4
Physical and Mathematical Sciences	Statistics	Biostatistics BS	Graduates of the program will write technical reports and make technical presentations containing statistical results, and work in teams to demonstrate the consulting skills of a professional statistician			Y			Y			2	2	1	1	2	1	0	1	0	2	Taken - We are working on adding 400-level capstone classes with a written project requirement that will give students even more experience writing technical reports. Planned - We are in the process of revamping the 400-level classes to be a "capstone" experience. The hope is to give students more opportunity to practice computing in real-world settings. More real-world problems will help students have more confidence in their computing abilities. We are also in the process of revising our program outcomes for better assessment.	1	1	Communication Skills	Y	4	2	50	3
Physical and Mathematical Sciences	Statistics	Biostatistics BS	Graduates of the program will be able to manipulate data, implement statistical methods, document, and debug code in one or more profession statistical software programs			Y			Y			2	2	1	1	2	0	2	0	0	2	Taken - We continue to monitor the strength of our computing classes in meeting student needs. Taken - We are in the process of adding more practical computation to our curriculum.	2	0	Computing Skills	Y	4	2	50	3
Physical and Mathematical Sciences	Statistics	Biostatistics BS	Be prepared to enter top graduate (masters and/or PhD) programs in biostatistics				Y		Y			2	2	1	1	2	0	2	0	0	2	Taken - We will continue to monitor the success of students in stat 330. We are also going to start assessing their model fitting abilities in higher level classes. Taken - We will continue to monitor the survey data. We are also going to start assessing their model fitting abilities in higher level classes. We are also in the process of revising our program outcomes for better assessment.	2	0	Academic Preparation	Y	4	2	50	3
Physical and Mathematical Sciences	Statistics	Biostatistics BS	Graduates of the program will be able to solve problems in basic probability theory, statistical inference, and calculus				Y		Y			2	2	1	1	2	0	2	0	0	2	Taken - We will continue to monitor the progress and success of Stat 230, 240 and 340. Taken - We continue to monitor this outcome. For the time being, we are very pleased with the data. We are also in the process of revising our program outcomes for better assessment.	2	0	Theoretical Foundations	Y	4	2	50	3
Physical and Mathematical Sciences	Statistics	Applied Statistics & Analytics BS	Graduates of the program will demonstrate the ability to analyze data by appropriately fitting, assessing, and interpreting a variety of statistical models				Y		Y			2	2	1	1	2	2	0	0	0	2	Taken - Our core classes, including Stat 230 and 330, have undergone curriculum changes to make them more integrated and better serve our students. We will evaluate these changes in the future. Taken - We continue to monitor this outcome. For the time being, we are very pleased with the data. We are also in the process of revising our program outcomes for better assessment.	2	0	Skill in fitting statistical models	Y	4	2	50	4
Physical and Mathematical Sciences	Statistics	Applied Statistics & Analytics BS	Graduates of the program will write technical reports and make technical presentations containing statistical results, and work in teams to demonstrate the consulting skills of a professional statistician				Y		Y			2	1	0	1	1	0	1	0	0	1	Taken - We continue to monitor this outcome. For the time being, we are very pleased with the data. We are also in the process of revising our program outcomes for better assessment.	1	0	Communication Skills	Y	2	1	50	3

Physical and Mathematical Sciences	Statistics	Applied Statistics & Analytics BS	Graduates of the program will be able to solve problems in basic probability theory, statistical inference, and calculus.			Y				Y				2	1	1	0	1	0	1	0	0	1	Taken - We continue to monitor this outcome. For the time being, we are very pleased with the data. We are also in the process of revising our program outcomes for better assessment.	0	1	Theoretical Foundations	Y	2	1	50	3
Physical and Mathematical Sciences	Statistics	Applied Statistics & Analytics BS	Graduates of the program will be able to manipulate data, use appropriate statistical methods to analyze data, document, and debug code in one or more statistical software programs.					Y		Y				2	2	1	1	2	0	2	0	0	2	Taken - We have been developing computing and data science course to help our students feel more confident. Taken - We will continue to monitor the success of students in computing classes and work to improve them.	2	0	Computing Skills	Y	4	2	50	3
Physical and Mathematical Sciences	Statistics	Applied Statistics & Analytics BS	Be employable in jobs with BS Applied Statistics requirement			Y				Y				2	1	1	0	1	1	0	0	0	1	Taken - We will continue to monitor the success of students in computing classes and work to improve them.	1	0	Professional Preparation	Y	2	1	50	4
Physical and Mathematical Sciences	Statistics	Actuarial Science BS	Graduates of the program will apply statistical methods using relevant software to solve real world problems					Y		Y				2	3	1	2	3	1	2	0	0	2	Planned - Better assessments are likely needed, especially breaking down course gpa data by emphasis and major. Planned - We will continue to monitor and find ways to assess this outcome.	0	2	Skills in Applied Statistics and Computing	Y	5	3	60	3
Physical and Mathematical Sciences	Statistics	Actuarial Science BS	Graduates will prepare for, take, and pass the exams required for employment in the actuarial science profession					Y		Y				2	1	1	0	1	0	1	0	0	1	Planned - We will continue to monitor and find ways to assess this outcome.	1	0	Actuarial Exams	Y	2	1	50	3
Physical and Mathematical Sciences	Statistics	Actuarial Science BS	Graduates of the program will write technical reports and make technical presentations containing statistical and actuarial results.					Y		Y				2	1	0	1	1	0	1	0	0	1	Planned - We will continue to monitor and find ways to assess this outcome.	1	0	Communication Skills	Y	2	1	50	3
Physical and Mathematical Sciences	Statistics	Statistics MS	Graduates will solve problems in probability, statistical inference, and theory of linear models.					Y		Y				2	2	1	1	2	1	1	0	0	2	Taken - We continue to evaluate the method that students present their work. We added an option to publish a paper rather than write a formal project or thesis. Presentations are required for both options. Taken - We continue to require MS students to participate the the SRC and encourage them to get involved in research as soon as possible.	2	0	Statistics Theory	Y	4	2	50	4
Physical and Mathematical Sciences	Statistics	Statistics MS	Graduates of the program will be able to manipulate data, implement statistical methods, document, and debug code in relevant statistical software.				Y				Y			2	2	1	1	2	1	1	0	0	2	Taken - 2nd year course grads and reports from professors suggest computing skills are sufficient, however, in the future we will assess individual class items. Planned - Add to the department specific questions in the Alumni Questionnaire why our surveyed graduates don't feel very competent in their computing skills.	1	1	Software Competency	Y	4	2	50	4
Physical and Mathematical Sciences	Statistics	Statistics MS	Graduates will demonstrate research skills by using data to solve real-world scientific questions, write technical reports, and give technical presentations			Y				Y				2	2	1	1	2	0	1	1	0	2	Taken - We continue to monitor the achievement of this outcome. Taken - We continue to try to provide opportunities for our students to practice their consulting skills. We are trying to get all our students either involved with faculty in research or in the Consulting Center.	2	0	Research and Communication Skills	Y	4	2	50	3
Physical and Mathematical Sciences	Statistics	Data Science BS	Graduates of the program will demonstrate the ability to analyze data by appropriately fitting, assessing, and interpreting a variety of statistical models.											0	2	1	1	2	1	1	0	0	0		0	0	Skill in fitting statistical models	Y	2	2	100	4
Physical and Mathematical Sciences	Statistics	Data Science BS	Graduates of the program will be able to manipulate data, use appropriate statistical methods, document, and debug code in one or more statistical software programs.											0	2	1	1	2	1	1	0	0	0		0	0	Computing skills	Y	2	2	100	4
Physical and Mathematical Sciences	Statistics	Data Science BS	Graduates of the program will be able to write technical reports and make technical presentations containing statistical results, and work in teams to demonstrate the consulting skills of a professional statistician.											0	2	1	1	2	1	0	1	0	0		0	0	Communication skills	Y	2	2	100	3
Physical and Mathematical Sciences	Statistics	Data Science BS	Graduates of the program will be able to solve problems in basic probability theory, statistical inference and calculus.											0	2	1	1	2	0	2	0	0	0		0	0	Theoretical Foundations	Y	2	2	100	3
Physical and Mathematical Sciences	Statistics	Data Science BS	Graduates of the program will be employable in jobs with BS Data Science or BS Applied Statistics requirement.											0	2	1	1	2	1	1	0	0	0		0	0	Professional Preparation	Y	2	2	100	4
Religious Education		Religious Education MA	Demonstrate an increasing understanding of the scriptures, doctrine, and history and practices of The Church of Jesus Christ of Latter-day Saints.	Y	Y									2	5	3	2	5	1	4	0	0	5	Taken - Continue evaluating comprehensive exam results and take appropriate actions if problems arise. The first year of the Minor Exam has been very promising. Taken - Continue to have research papers as the core requirement for each of the graduate classes. Taken - Continue administering and evaluating the surveys. Take appropriate actions when a problem is reported. Taken - Continue to evaluate these reports and update as needed. Taken - Continue exit interviews and take appropriate actions if problems arise. Starting the Winter 2021 we will also include a quantitive survey as part of these interviews.	5	0	Content Mastery	Y	10	5	50	3
Religious Education		Religious Education MA	Teach students the doctrine and principles of the restored gospel of Jesus Christ, as found in the scriptures and the words of the modern prophets.	Y			Y							2	3	0	3	3	0	3	0	0	3	Taken - Continue administering the surveys and take appropriate actions if problems arise. Planned - Compare pre and post degree LEA's when obtained. Taken - Continue interviews and take appropriate actions if problems arise.	2	1	Teaching Skills	Y	6	3	50	4
Religious Education		Religious Education MA	Demonstrate and teach how to study a scriptural, doctrinal, or historical text, and be able to critically evaluate source material in the search for answers and resolutions that build faith in the teachings, doctrines, practices, and history of The Church of Jesus Christ of Latter-day Saints.	Y								Y		2	5	2	3	5	1	4	0	0	5	Taken - Continue having chairs complete a thesis/project defense survey and report and take appropriate actions if problems arise. Taken - Continue interviews and take appropriate actions if problems arise. Planned - Compare pre and post degree LEA's when obtained. Taken - Continue administering and evaluating the surveys. Take appropriate actions when a problem is reported. Taken - Continue to evalaute these reports.	4	1	Study Skills	Y	10	5	50	4
Religious Education		Religious Education MA	Demonstrate an increasing ability to research and write about the scriptures, doctrines, and history of the Church of Jesus Christ of Latter-day Saints.	Y			Y							2	4	3	1	4	0	4	0	0	4	Taken - We will continue to have this requirment and will continually assess how it helps the students in terms of their progress in writing and researching about the scriptures. Taken - As this is a recent develoment we will monitor to detemrine how it helps students in research papers. Planned - Continue administering and evaluating the surveys. Take appropriate actions when a problem is reported. Taken - Continue to monitor the project as to effectiveness as a vehicle for research and practical application.	3	1	Research and Writing Skills	Y	8	4	50	3
Religious Education		Religious Education MA	Evaluate approaches, methods, and philosophies for teaching and researching religion; e.g., scriptural texts.	Y		Y								2	4	2	2	4	0	3	1	0	4	Taken - Continue having chairs complete a project defense survey and report and take appropriate actions if problems arise. Taken - Continue interviews and take appropriate actions if problems arise. Taken - Continue administering and evaluating the surveys. Take appropriate actions when a problem is reported. Planned - Meet with each graduate faculty after the semester is over to determine who their course assessements helped foster these goals.	3	1	Evaluation Skills	Y	8	4	50	3
Religious Education		Chaplaincy MA	Provide and/or perform rites, ordinances, and authorized religious support.	Y	Y									2	3	2	1	3	1	1	1	0	3	Taken - Continuously monitor the field for compliance and adaptation in a pluralistic setting. This is information we will look for from the Endorser. Planned - All evaluations for program content are on-going. Evaluations are done electronically for our REL E 642 class. End of course evaluations are conducted and will be filed according to input and year. Syllabi are constantly monitored and modified as needed. Planned - Program review in 2017, outlined areas for improvement and actions to be taken. Curriculum in the area of preaching, professional development, and graduate culture have been added or developed. Each students is evaluted at the end of course requirements and asked in a survey to assess areas for improvement. Graduate coordinator for 2020 is developing a qualtrix survey to assess areas for improvement. Future external review should be scheduled in 2022.	1	2	Authorized Religious Support	Y	6	3	50	4
Religious Education		Chaplaincy MA	Demonstrate competency in the area and knowledge to include experience of different faith-based traditions.		Y		Y							2	5	5	0	9	4	5	0	0	5	Taken - Observe that the shift in understanding in the academic environment is translated to the field environment in the everyday work of a chaplain. This is information we will look for from the Endorser. Monthly reports are received by chaplains in the field. Input from the field, e.g., one of our students was providing a worship service (Christian) in Syria with deployed forces. He was trained how to conduct small group worship in REL E 642 Military Ministry. Taken - Observe the shift in student understanding academically, as well as in the field, to determine if students apply what they have learned. This is information we obtain from the Endorser with quarterly contact with the endorser to correlate ministry efforts in the armed forces chaplaincy and the academic environment. Taken - Attentive to the learning process and shifts in understanding and comprehension. Taken - Procured the new regulation and reviewed the changes. Our program is on track and compliant with Department of Education policies. Taken - MA Chaplaincy program updated its Clinical Pastoral Education Program (July 2019). Students will take one unit of Clinical Pastoral Education from Association of Clinical Pastoral Education (ACPE). This unit will reinforce learning outcome concerning interfaith dialogue. Current contract is with Episcopal Community Services until 2024.	5	0	Interfaith Dialogue	Y	14	9	64	3

Religious Education		Chaplaincy MA	Effectively represent Latter-day Saint doctrine, theology, and thought in the Armed Forces.	Y	Y								2	7	5	2	10	4	6	0	0	3	Taken - Watch for comprehension in better grades and observed behavior that leans toward understanding and comprehension. Watch for doctrinal applications in the workplace that indicate understanding. Taken - Look for the following information from the endorser and/or monthly reports mentioned previously: Do our students leave campus with better habits and comprehension? Do our students understand the importance of history and apply it their present day? Monthly reports are a consolidation of spiritual and work environment activities. From these reports, by exception, our graduates do extremely well. Taken - Look for the following information from the endorser and/or the survey mentioned previously: Are our students researchers and lifelong studiers of scripture and do they live the doctrines? Do our students adopt a lifelong learning model that incorporates scripture in their daily living? This is encourage, evaluated and trained at the annual October chaplain training conference in which all students and past students (chaplains) attend.	3	0	LDS Ambassador	Y	13	10	77	3
Religious Education		Chaplaincy MA	Provide pastoral counseling and care in a military context, integrating spiritual insight and thought into the counseling process.	Y			Y						2	4	2	2	5	1	4	0	0	4	Taken - Develop a Healthcare Ministry course for graduate students. The first Healthcare student graduated 2019. Her project evaluating the MA in Chaplaincy (emphasis healthcare) invites change in several BYU schools and department concerning how graduate credit is evaluated. Taken - College of Pastoral Supervision and Psychotherapy was changed to ACPE. This is one of the premier programs in the country. Taken - Look for information on how well students provide on-going casualty ministry and support for patients and their family members in the armed forces. Supervisors give constant feedback regarding each student. Taken - Look for information on whether or not Chaplains are continuing to develop their CPE skills on their own or in conjunction with their career. Input by endorser monthly reports.	4	0	Pastoral Counseling and Care Skills	Y	9	5	56	3
Religious Education		Chaplaincy MA	Demonstrate your own personal style of preaching in regular devotion presentations, prepared homilies, and structured sermons.		Y		Y						2	2	1	1	2	0	1	1	0	1	Taken - Look for information on whether or not Chaplains are continuing to develop their CPE skills on their own or in conjunction with their career. Input by endorser monthly reports.	1	0	Preaching/Communication	Y	3	2	67	3
Religious Education		Chaplaincy MA	Reflect and practice the ethics and professional requirements and standards of Armed Forces chaplains.						Y	Y			2	3	2	1	4	1	3	0	0	4	Taken - Encourage students to send their latest fitness reports to their Endorser as their career progresses. Planned - Collect examples from students/chaplains as their career progresses of ethical decision making in practice. Planned - One student is writing his project on moral injury to help improve the information available on this subject. Planned - Visit chaplain candidates who have graduated from this program to see if this course helped prepare them to serve as professional officers in the Armed Forces.	1	3	Professionalism	Y	8	4	50	3
Religious Education		Chaplaincy MA	Advise the commander regarding religion and religious support as they affect military operations.			Y	Y						2	3	3	0	3	2	1	0	0	2	Planned - Faculty and staff will visit with active-duty chaplains to stay abreast of the relevance of their education at BYU. The first visit will occur in September. As the military culture shifts, we will work to modify our teaching to meet needs. Planned - Continue with certification program in peace studies.	0	2	Religion and Conflict	Y	5	3	60	3
Religious Education		Chaplaincy MA	Demonstrate effective writing and analytical thought in academic research papers, sermons, and final project.			Y	Y						2	2	1	1	2	0	2	0	0	1	Planned - Continue with certification program in peace studies.	1	0	Writing Skills	Y	3	2	67	3
Religious Education		Chaplaincy MA	General Areas										0	2	2	0	2	0	2	0	0	2	Taken - Advised all students who wish to participate in the Armed Forces chaplain candidate program that a lack of acceptance could influence their status as graduate students in the MA Chaplaincy Program. Planned - Current feedback and evaluation is on-going.	1	1	Other	Y	4	2	50	3
Religious Education			Students will be able to demonstrate increasing competency and understanding of the Gospel of Jesus Christ and the history and practices of the Church of Jesus Christ of Latter-day Saints.	Y	Y								2	4	1	3	7	0	3	4	0	16	Planned - Evaluate wording on course evaluation to ensure they are extracting and obtaining the information specifically relevant to the outcome. Planned - Look at the possibilty of doing "Peer course contents evaluations" since all peer evaluations are done only for rank advancement. Planned - Taking action on the previously planned action of finding a way to incorporate Peer evalutions seems to be a good idea. These are being done regularly anyway, and as part of Assessment a part of that form could be used to gather data and report specific information relevant to assessment. We would need the new Dean to approve this. The question is how to ensure this is measuring what we want it to. Would this tell us if students are really learning, or if teachers are putting students in a position to learn? Planned - We need to come up with a way to use the evaluataions to answer the question of outcome. The one listed here speak of student work loads adn courses being too academic. What is the correlation of learning what the outcome describes? The committee feels we need to start over in resetting outcomes and measurements based on the new SRE document. Planned - Determine the availabilty of these surveys and who has responsibility to analyze the results. Planned - We share the same concern as previously stated. We need to insure what data we are getting and how it helps us understand its relationship to the outcome. It would be nice for all editors of assessment to have quick links to all the broad surveys that affect their ability to conduct assessment. Planned - Evaluate new cornerstone online courses with a similar student survey. Taken - Completed in 2019. Planned - We need to insure that the evaluations are obtaining the information we want them to. We also need to make sure our reading and interpreting of the data is on point. Building relationships does not seem to be a part of this outcome. So, a broader approach and wording specificaly oriented toward the rewritten outcomes seems to be a fruitful avenue to pursue. Planned - It would be great for this page to provide all editors of assessment quick links to surveys and data that pertain to assessment for our colleges. Planned - In the coming year collect a larger sample of student journals, projects etc and gather input concerning the effectiveness of these measures	3	13	Eternal Vision and Perspective	Y	23	7	30	2
Religious Education			Students will be able to increasingly exemplify Christ-centered attributes and behaviors which evidence personal conversion and resilience.	Y							Y		2	3	1	2	7	0	4	1	0	12	Taken - Make the AC and faculty aware of the Program Level Learning Outcomes and encourage them to "buy in" to them. If they don't, reconsider/revise the outcome. Help faculty understand how they can access the Program Level Learning Outcomes and allign their assessments with them. Introduce the first two bullets during University Conference. Planned - In the coming year collect a sample of student journals, projects etc and input concerning the effectiveness of these measures from professors. Planned - We need to reword the outcome. Just becasue students are doing the assignments does not mean they are becoming more converted and having a behavior that reflects what they are learning (unless the assignments are specifically asking for such a connection to be reached). Planned - We are not sure how well the previous action was Taken. We are drawing similar conclusions that we need to revise outcomes and more effectively present them to the faculty. We need outcomes that are broad enough and circulated enough that all faculty can participate and actively pursue in some measure. Planned - Have faculty committee that reviews student ratings for stewardship reports prepare a summary of general findings for curriculum committee. Planned - Make reports easily accessable for assessment editors with quick links to materials so they can be easily evaluated. Planned - Consider these data and plans under "Source Evaluation" program level outcome. Planned - We agree that several of this items may fit better in other categories of assessment. Again, we think as part of a rewrite based on the new SRE document, we should simplify and combine items into a more streamlined format. Planned - Make access to the surveys avaliable to the editors via quick links. Taken - Completed in 2019. Planned - Evaluate new cornerstone online courses with a similar student survey. Planned - Make New Curriculum survey accessible via a quick link for all editors of assessment.	2	10	Christ-centered Study Skills and Behaviors	Y	19	7	37	2
Religious Education			Students will be able to demonstrate dedication to Christ-centered lives as evidenced through service.	Y								Y	2	3	1	2	3	0	3	0	0	3	Planned - Seek faculty input about how they assess this at a course level. Also, due to new instructions or a different emphasis of focus, we are not sure yet if this will be assessed in the coming year. Planned - Seek faculty input about how they assess this outcome and determine who is responsible for looking at results. Again, with new direction from the Board of Education, as well as with the Covid pandemic, this assessment of service is still up unclear as to how to proceed. We have spoken with some faculty, but our plan rather is to talk with the new Dean, evaluate the SRE, and determine the best course of action moving forward. Planned - As we have a new Dean as of 2021, a new Document coming from the Board, etc., we feel that it is in the best interest of our committee, the faculty and students to return to meet with the religious education leadership and make plans for future assessment.	0	3	Christ-centered Service	Y	6	3	50	3

Religious Education			Students will be able to effectively express gospel beliefs and values through oral and written discussions.			Y						1	2	1	1	2	0	1	1	0	3	Taken - Seek faculty input though inservice meetings about how they assess this outcome and determine who is responsible for looking at results. Planned - Seek faculty input about how they assess this outcome and determine who is responsible for looking at results. - This outcome needs to be rewritten and revised by the faculty in lieu of the SRE Document which Religious Education has received from the Board of Trustees. There is much conceptionally in this Learning Outcome that overlaps with "Christ Centered Teaching Skills."	1	1	Writing and Oral Presentation Skills	Y	5	2	40	2
Religious Education			Students will demonstrate a knowledge and an increasing ability to critically evaluate source material in search for faith-building answers and resolutions to sincere questions about principles and doctrines of the restored gospel of Jesus Christ.	Y		Y						2	3	2	1	3	0	0	2	0	5	Planned - Instructors in each subject area will need to dedicate time to discussing credible print and online sources in class lectures and assignments. Planned - Consider revising this outcome to emphasize both print and online sources. Planned - Faculty will need to be involved in the coming year to collect a sample of student journals, projects etc and input concerning the effectiveness of these measures. Planned - Seek faculty input through workshops and orientation about how they assess this outcome and determine who is responsible for looking at results. Planned - Examine student comments for secondary evidence.	0	5	Source Evaluation	Y	8	3	38	2
Religious Education			Students will be able to produce/demonstrate Christ-centered teaching skills and behaviors for building up the Kingdom of God on Earth.	Y		Y						2	3	1	2	3	0	0	0	0	3	Planned - Consider revising this outcome. To be considered in the fall and winter semesters of 2021-22. Planned - Seek faculty input about best practices in order to assess this outcome and determine who is responsible for looking at results. Planned - We don't believe these surveys were conducted in 2020.	0	3	Christ-centered Teaching Skills and Behaviors	Y	6	3	50	2
Undergraduate Education			Demonstrate the ability to apply the assumptions, methodologies, and practices from a variety of disciplines to examine issues and solve problems.			Y		Y				2	4	2	2	4	1	3	0	0	4	Planned - When implemented, Honors 320 sections should have improved assessments that are more specific to this outcome, by focusing an assignment specifically on student thinking abilities. Planned - Honors 120 sections in 2020-2021 had a specific assignment for 120 students that addresses this learning outcome directly. Assessment of this outcome will be done in 2022 post-Covid. Planned - While the results of this survey were quite good, they could have been better. Instructors intend to build more extensive forms of Instructor Evaluation of student learning outcome acquisition into the Honors assessment plan for next year (2021), in order to expore this phenomenon further (the instructor assessment was not used this year, due to the turmoil caused by COVID-19). Additionally, Honors personnel plan to implement an External Evaluation of Student Work Samples in 2022, in order to gather more concrete and precise data regarding the extent to which Honors students actually develop interdisciplinary ability. Planned - While HONRS program personnel are pleased with the overall proficiency of HONRS students in their ability to examine issues and solve problems using interdisciplinary methods and practices, we are interested in studying ways to improve interdisciplinary learning in the 22X courses. HONRS personnel have initiated a study in which 22X coursese will be compared with traditional GE courses, to identify aspects of the 22X courses that can be improved.	0	4	Interdisciplinary Approach	Y	8	4	50	3
Undergraduate Education			Apply skills of inquiry to conduct original and substantive research.			Y					Y	2	4	3	1	4	2	2	0	0	4	Planned - Honors personnel are very pleased with these data. However, they do believe that improvements can still be made to the research and thesis-writing process. Honors personnel are devising a formative evaluation instrument to be used to assess the quality of Honors theses before they are completed, and identify areas for improvement. These data will be useful for this process. Particular attention will be paid to improving how the Honors program provides support and resources to students as they research and write their theses, as well as to improving the effectiveness of the faculty mentor/student relationship. Planned - Committee feedback will be required in 2022. Planned - No actions until 2022. Planned - The Honors program has begun a series of thesis workshops for students and has made the thesis process the focus of their faculty training. While the survey results were adequate, they could have been better. Additionally, the fact that they represent an indirect form of data causes us to wonder whether they are telling the whole story. Honors personnel intend to build a direct form of data into our assessment plan next year (2022), in order to gather more concrete and precise data regarding the extent to which Honors students actually develop research ability. It was the intention of Honors personnel to get this done in 2020; however, the advent of COVID-19 forced Honors personnel to divert time and resources into just surviving Winter semester and Spring and Summer terms. Thus, this plan has been pushed to the 2021-2022 school year.	0	4	Independent Research	Y	8	4	50	3
Undergraduate Education			Articulate concepts and ideas intelligently, clearly, and persuasively through writing and other forms of communication at an exceptional level.				Y					1	4	2	2	4	3	1	0	0	4	Planned - No actions until 2022. Planned - No actions until 2022. Planned - These results are encouraging, as they suggest not only that both the 120 and 320 courses contribute significantly to student writing abilities; but also that the 320 course potentially contributed even more than the 120 course did. In the 2018-2019 assessment, there was a decrease in student perception of their writing ability as they progressed through the 320 course. This was not particularly surprising, as the writing requirements of the Honors program become more rigorous over time. It is, therefore, gratifying to see the possibility that some students might be perceiving their writing skills as growing and improving significantly even as they engage in these more difficult writing experiences. These data have the further effect of validating the survey results described above, which showed consistent student beliefs in their writing ability as they transitioned from the 22X courses through the 320 course. The fact that two independent surveys yield data that point to the same phenomenon taking place adds great strength to these conclusions. It is true that these survey results are lower than the results for the same surveys administered in last year's assessment of the Honors Program. However, there is reason to believe that the students surveyed this year are of a particularly high caliber (due to limitations in the Principal Investigator's ability to gain access to Honors students to survey). If this is the case, then these results make sense - as high performing students are likely to already be high performing writers before they enter the Honors program, and therefore likely believe that the program contributed less to their writing ability than other students do. These data have an advantage over previous survey data of Honors students because they follow the same group of students, rather than being a cross-sectional sample of different students. This makes these data both more valid and more reliable than data that have been collected on Honors students in the past, and add additional strength to these conclusions. Of course, these data are still survey data (and are therefore error-prone), and this was only a sample of students rather than the entire course (due to COVID-19). Thus, these results should be taken with the proverbial grain of salt. Honors personnel are planning to address these weaknesses, beginning in 2022, with the development of	0	4	Writing & Communication	Y	8	4	50	4
Undergraduate Education			Exhibit leadership and influence in a collaborative environment to advance progress and effect constructive change.							Y	Y	2	2	1	1	2	2	0	0	0	2	Planned - A completely redesigned leadership course was piloted in spring 2021. Assessment will follow in fall 2021. Planned - There might be a temptation to compare these survey results with those of the 2018-2019 school year, which were higher than this year's results. However, this temptation should be resisted, as a different measurement instrument was used in the 2020-2021 assessment, making such a comparison impossible. Besides, the high level result achieved in the 2020-2021 assessment is considered excellent, especially since the 2020-2021 instrument was designed specifically to be more clear and direct, and therefore to make more precise measurements, than the 2018-2019 assessment instrument was. These survey results, combined with the Experiential Learning Evaluation described below, will be provided to Honors administrators and instructors, to help them make program improvements.	0	2	Leadership	Y	4	2	50	3
Undergraduate Education			Students will be able to: Demonstrate the ability to develop a defensible solution to a problem Evaluate the strengths and weaknesses of their own ideas/arguments Evaluate the strengths and weaknesses of the ideas/arguments of others Demonstrate the ability to address conflicting perspectives			Y			Y			2	1	1	0	1	0	1	0	0	1	Planned - There might be a temptation to compare these survey results with those of the 2018-2019 school year, which were higher than this year's results. However, this temptation should be resisted, as a different measurement instrument was used in the 2020-2021 assessment, making such a comparison impossible. Besides, the high level result achieved in the 2020-2021 assessment is considered excellent, especially since the 2020-2021 instrument was designed specifically to be more clear and direct, and therefore to make more precise measurements, than the 2018-2019 assessment instrument was. These survey results, combined with the Experiential Learning Evaluation described below, will be provided to Honors administrators and instructors, to help them make program improvements.	0	1	Sound Thinking and Problem Solving	Y	2	1	50	3

Undergraduate Education			Students will be able to demonstrate that they have the skills to continue learning throughout their lives.								Y	Y	2	1	0	1	1	0	1	0	0	1	Planned - There might be a temptation to compare these survey results with those of the 2018-2019 school year, which were higher than this year's results. However, this temptation should be resisted, as a different measurement instrument was used in the 2020-2021 assessment, making such a comparison impossible. Besides, the high level result achieved in the 2020-2021 assessment is considered excellent, especially since the 2020-2021 instrument was designed specifically to be more clear and direct, and therefore to make more precise measurements, than the 2018-2019 assessment instrument was. These survey results, combined with the Experiential Learning Evaluation described below, will be provided to Honors administrators and instructors, to help them make program improvements.	0	1	Lifelong Learning	Y	2	1	50	3
Undergraduate Education			Students will be able to demonstrate foundational knowledge and skills in the methods of investigating, expressing, and evaluating concepts in the following disciplines: Arts History Humanities and Languages Natural Sciences and Mathematics Social Sciences					Y					1	1	1	0	1	0	0	1	0	1	Planned - There might be a temptation to compare these survey results with those of the 2018-2019 school year, which were higher than this year's results. However, this temptation should be resisted, as a different measurement instrument was used in the 2020-2021 assessment, making such a comparison impossible. Besides, the high level result achieved in the 2020-2021 assessment is considered excellent, especially since the 2020-2021 instrument was designed specifically to be more clear and direct, and therefore to make more precise measurements, than the 2018-2019 assessment instrument was. These survey results, combined with the Experiential Learning Evaluation described below, will be provided to Honors administrators and instructors, to help them make program improvements.	0	1	Knowledge	Y	2	1	50	2
Undergraduate Education			Students will be able to communicate efectively with diverse audiences using written, oral, visual, and digital media.			Y	Y						2	1	1	0	1	0	0	1	0	1	Planned - There might be a temptation to compare these survey results with those of the 2018-2019 school year, which were higher than this year's results. However, this temptation should be resisted, as a different measurement instrument was used in the 2020-2021 assessment, making such a comparison impossible. Besides, the high level result achieved in the 2020-2021 assessment is considered excellent, especially since the 2020-2021 instrument was designed specifically to be more clear and direct, and therefore to make more precise measurements, than the 2018-2019 assessment instrument was. These survey results, combined with the Experiential Learning Evaluation described below, will be provided to Honors administrators and instructors, to help them make program improvements.	1	0	Communication	Y	2	1	50	2
Undergraduate Education			Students will be able to: Describe important ideas in their own cultural tradition Describe important ideas in the cultural traditions of others Describe important ideas in cultural traditions from the various perspectives of the General Education disciplines		Y					Y			2	1	0	1	1	0	0	1	0	1	Planned - There might be a temptation to compare these survey results with those of the 2018-2019 school year, which were higher than this year's results. However, this temptation should be resisted, as a different measurement instrument was used in the 2020-2021 assessment, making such a comparison impossible. Besides, the high level result achieved in the 2020-2021 assessment is considered excellent, especially since the 2020-2021 instrument was designed specifically to be more clear and direct, and therefore to make more precise measurements, than the 2018-2019 assessment instrument was. These survey results, combined with the Experiential Learning Evaluation described below, will be provided to Honors administrators and instructors, to help them make program improvements.	0	1	Perspective	Y	2	1	50	2
Undergraduate Education			Students will be able to demonstrate the ability to relate General Education core concepts to the restored gospel.	Y									1	1	0	1	1	0	1	0	0	1	Planned - There might be a temptation to compare these survey results with those of the 2018-2019 school year, which were higher than this year's results. However, this temptation should be resisted, as a different measurement instrument was used in the 2020-2021 assessment, making such a comparison impossible. Besides, the high level result achieved in the 2020-2021 assessment is considered excellent, especially since the 2020-2021 instrument was designed specifically to be more clear and direct, and therefore to make more precise measurements, than the 2018-2019 assessment instrument was. These survey results, combined with the Experiential Learning Evaluation described below, will be provided to Honors administrators and instructors, to help them make program improvements.	0	1	Gospel Insights	Y	2	1	50	3
Undergraduate Education			Students should develop productive and flexible individual and collaborative writing processes, including prewriting, drafting, revising, editing, and proofreading. These processes could include the following: collecting data, finding supporting evidence, and creating good arguments; organizing the material for a paper; writing successive drafts of the same paper; group writing; seeking and using peer responses; revising; editing grammar, usage, and punctuation; and using conventional formats.			Y	Y					2	1	0	1	1	0	1	0	0	1	Planned - There might be a temptation to compare these survey results with those of the 2018-2019 school year, which were higher than this year's results. However, this temptation should be resisted, as a different measurement instrument was used in the 2020-2021 assessment, making such a comparison impossible. Besides, the high level result achieved in the 2020-2021 assessment is considered excellent, especially since the 2020-2021 instrument was designed specifically to be more clear and direct, and therefore to make more precise measurements, than the 2018-2019 assessment instrument was. These survey results, combined with the Experiential Learning Evaluation described below, will be provided to Honors administrators and instructors, to help them make program improvements.	0	1	Processes of Writing	Y	2	1	50	3
Undergraduate Education			Students should demonstrate that they can focus on a well-defined purpose in writing, write clearly for a specified audience, use conventions of format and structure appropriate to the rhetorical situation, and adopt a voice, tone, and level of formality suited to the purpose and audience. They may also learn about and practice the following: responding to the needs of different audiences; responding appropriately to different kinds of rhetorical situations; writing in several genres; and exploring the ways different genres shape writing and reading.			Y	Y					2	1	0	1	1	0	1	0	0	1	Planned - There might be a temptation to compare these survey results with those of the 2018-2019 school year, which were higher than this year's results. However, this temptation should be resisted, as a different measurement instrument was used in the 2020-2021 assessment, making such a comparison impossible. Besides, the high level result achieved in the 2020-2021 assessment is considered excellent, especially since the 2020-2021 instrument was designed specifically to be more clear and direct, and therefore to make more precise measurements, than the 2018-2019 assessment instrument was. These survey results, combined with the Experiential Learning Evaluation described below, will be provided to Honors administrators and instructors, to help them make program improvements.	0	1	Rhetorical Knowledge	Y	2	1	50	3
Undergraduate Education			Students should be able to read and evaluate written materials from a variety of genres. They should demonstrate their ability to read critically, which would include some of the following: analyzing and evaluating arguments; identifying authors' claims and main ideas; identifying supporting evidence; identifying premises and unstated assumptions; evaluating logic and logical fallacies; drawing inferences; synthesizing ideas; identifying and evaluating analogies and figurative language; and distinguishing among emotional, ethical, and rational appeals.			Y	Y	Y				3	1	0	1	1	0	1	0	0	1	Planned - There might be a temptation to compare these survey results with those of the 2018-2019 school year, which were higher than this year's results. However, this temptation should be resisted, as a different measurement instrument was used in the 2020-2021 assessment, making such a comparison impossible. Besides, the high level result achieved in the 2020-2021 assessment is considered excellent, especially since the 2020-2021 instrument was designed specifically to be more clear and direct, and therefore to make more precise measurements, than the 2018-2019 assessment instrument was. These survey results, combined with the Experiential Learning Evaluation described below, will be provided to Honors administrators and instructors, to help them make program improvements.	0	1	Critical Reading	Y	2	1	50	3
Undergraduate Education			Students should demonstrate that they can locate and evaluate print and electronic sources, and use these sources to write a documented research paper.			Y	Y	Y					3	1	0	1	1	0	1	0	0	1	Planned - There might be a temptation to compare these survey results with those of the 2018-2019 school year, which were higher than this year's results. However, this temptation should be resisted, as a different measurement instrument was used in the 2020-2021 assessment, making such a comparison impossible. Besides, the high level result achieved in the 2020-2021 assessment is considered excellent, especially since the 2020-2021 instrument was designed specifically to be more clear and direct, and therefore to make more precise measurements, than the 2018-2019 assessment instrument was. These survey results, combined with the Experiential Learning Evaluation described below, will be provided to Honors administrators and instructors, to help them make program improvements.	0	1	Processes of Library Research	Y	2	1	50	3
Undergraduate Education			Students should demonstrate their knowledge of the following: common formats for different kinds of texts; genre conventions, ranging from purpose and structure to tone and mechanics; methods of documenting borrowed information; and conventions of edited syntax, grammar, punctuation, and spelling.			Y	Y						2	1	0	1	1	0	1	0	0	1	Planned - There might be a temptation to compare these survey results with those of the 2018-2019 school year, which were higher than this year's results. However, this temptation should be resisted, as a different measurement instrument was used in the 2020-2021 assessment, making such a comparison impossible. Besides, the high level result achieved in the 2020-2021 assessment is considered excellent, especially since the 2020-2021 instrument was designed specifically to be more clear and direct, and therefore to make more precise measurements, than the 2018-2019 assessment instrument was. These survey results, combined with the Experiential Learning Evaluation described below, will be provided to Honors administrators and instructors, to help them make program improvements.	1	0	Knowledge of Conventions	Y	2	1	50	3

Alignment Table Assessment (Standard 1.C.5)

The assessment of the alignment table for each program was done on a per outcome basis. Four elements of each learning outcome in a program were judged against a rubric and assigned one of four scores.

Elements

1. Effective learning outcome
2. Assessment of student learning
3. Conclusions based on evidence
4. Actions taken or planned

Scores

E: Exceeding Expectations
M: Meeting Expectations
A: Approaching Expectations
I: Incomplete Expectations

Pluses (+) and minuses (-) could also be applied to each score, and scores were allotted for each of the four columns found in Figure 1. Specifically, ratings were given for 1) the statement of the learning outcome itself, 2) the methods used to assess the outcome and the data gathered towards this end, 3) the conclusions made from the evidence gathered, and 4) the actions taken or planned. The score thus reflects two aspects of each program: the degree to which they assess student attainment of outcomes and improve student learning through deliberate actions based on assessment data and how well each program documents the process.

Figure 1 depicts the rubric used for the assessment of each outcome for each program. Notice that each column is rated against specific items. Notes about the reason for the rating are also included to facilitate training of programs for improvement.

Program *x*	**Rating (E,M,A,I)**	
1. Effective Learning Outcome		Notes
Focused on student learning/abilities		
Meaningful and measurable evidence		
Avoid common LO problems		
2. Assessment of Student Learning		Notes
Aligned with learning outcomes		
Valid source of student learning		
Some direct evidence used		
3. Conclusions Based on Evidence		Notes
Conclusions supported by evidence		
Numerical data provided		
4. Actions Taken or Planned		Notes
Actions are planned, documented, and based on conclusions		
Some documented history of "taken" actions		

Figure 1 Rubric used to assess the alignment table for a degree program.

The first rating concerns the statement of the learning outcome itself. This must a) be focused on student learning/abilities, b) allow meaningful and measurable evidence, and c) avoid common learning outcomes problems. CTL has a document that outlines the last item. The committee considered ratings of *E* and *M* as meeting expectations, and ratings of *A* and *I* were not meeting expectations.

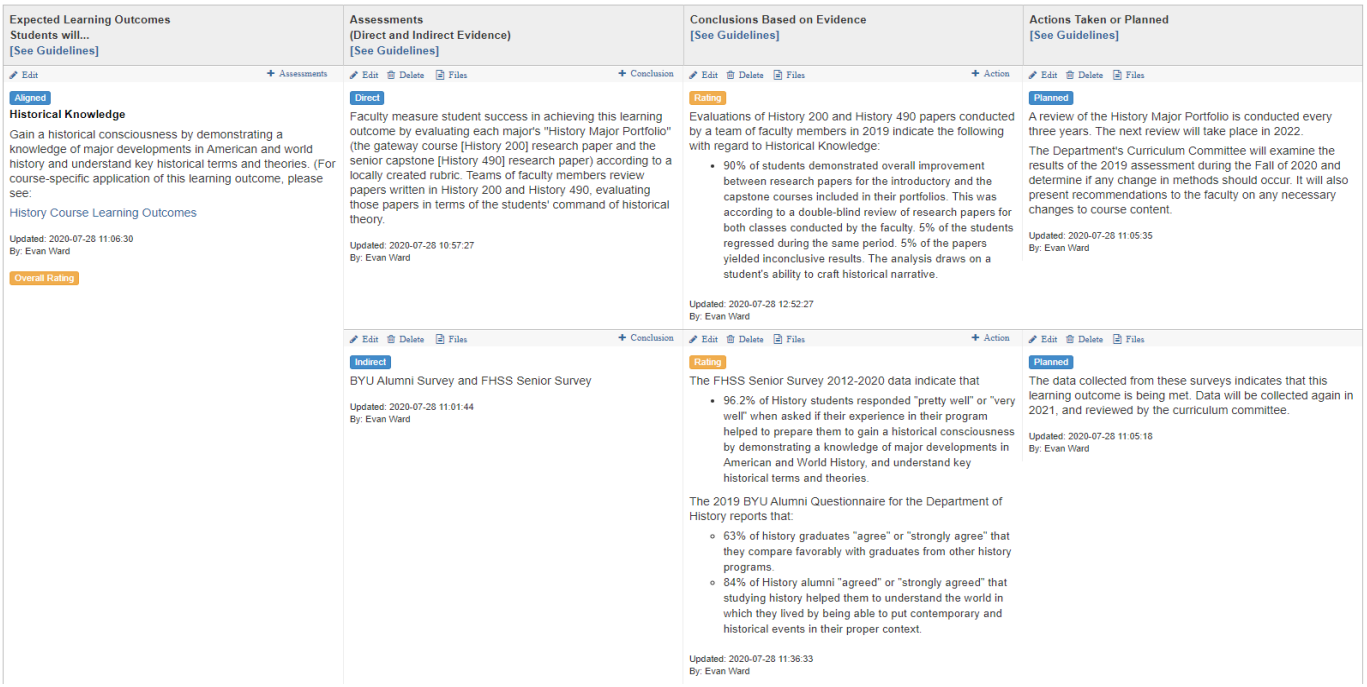
Element	Rating			
	I	A	M	E
Learning Outcome	program did not have a learning outcome stated; below acceptable; need to improve	problems with the learning outcome; below acceptable; need to improve	good learning outcome; acceptable levels of attainment	acceptable levels of attainment
Assessment system in place to measure student attainment of the outcome	assessment was <u>not</u> aligned with the learning outcome; other significant issues	assessment was aligned with the learning outcome; indirect evidence was listed or if the assessment data did not align with	assessment was aligned with the learning outcome; some direct evidence was used, and the evidence appeared rigorous	assessment was aligned with the learning outcome; 1) some direct evidence was used, 2) the evidence appeared

		the learning outcome		rigorous, 3) and a level of attainment was stated for triggering action plans
Conclusions made based on the assessment data	missing conclusions or weak efforts at evaluating the data	no numerical evidence was given or if the conclusions did not seem justified based on the evidence	numerical data were provided for at least one direct assessment and the conclusions listed were supported by the evidence	compelling numerical data were provided for both direct and indirect assessments and the conclusions easily supported by the data
Actions taken or planned	program gave no plans for improvement or the plans were very general; program considered student attainment of their learning outcomes as all being satisfactory but the data did not support such a claim	actions were listed but did not seem based on the conclusions	actions were documented and based on the conclusions, but the closing-the-loop cycle was not as obvious	evidence that planned actions from one year were undertaken the previous year, student attainment of the outcome was reassessed, whether improvement was observed was indicated, and future plans were made in response to the second-year conclusions; only awarded when the assessment/evaluation/action/reassessment/reevaluation (closing-the-loop) cycle was documented in the alignment table

Scoring Rubric for History BA and Chemistry BA Learning Outcomes Alignment Table

Figure 1 is an example entry for the 2020-2021 academic year for the History BA program. This learning outcome was rated an overall M by the committee. Figure 5 is the rubric produced by the committee justifying this rating. Notice that the learning outcomes (Section 1) was awarded a rating of M. The learning outcome was deemed sufficient, but the notes indicate some ways to improve the statement. The second rating, for assessment, was given E. The History department explained a robust direct assessment plan based on a senior portfolio that a department committee evaluates against a rubric. The third category, conclusions, was given a rating of M. Numerical data were provided, but the expected level of attainment was not specified in the alignment table. The fourth category, actions, was given an A+. Reasonable "planned" actions were listed, but no "taken" plans were listed. Overall, the documentation of the learning outcome, assessment, evaluation, and plans for this learning outcome was deemed to meet current expectations.

Figure 2 is an example entry for the 2020-2021 academic year for the Chemistry BA program. This learning outcome was rated an overall *A*- by the committee. Figure 6 is the rubric produced by the committee justifying this rating. Notice that the committee found each of the four aspects of the alignment table documentation as needing improvement. The stated learning outcome itself is not an outcome as it does not focus on student abilities. The assessment did not provide any direct evidence, and the provided evidence does not constitute correct assessment practices. Concerning conclusions, no numerical data were provided, nor was the expected level of attainment stated. Finally, the plans are noble, but they are not based on conclusions.



Expected Learning Outcomes
Students will...
[See Guidelines]

Edit + Assessments

Aligned

Historical Knowledge

Gain a historical consciousness by demonstrating a knowledge of major developments in American and world history and understand key historical terms and theories. (For course-specific application of this learning outcome, please see:

History Course Learning Outcomes

Updated: 2020-07-28 11:06:30
By: Evan Ward

Overall Rating

Assessments
(Direct and Indirect Evidence)
[See Guidelines]

Edit Delete Files + Conclusion

Direct

Faculty measure student success in achieving this learning outcome by evaluating each major's "History Major Portfolio" (the gateway course [History 200] research paper and the senior capstone [History 490] research paper) according to a locally created rubric. Teams of faculty members review papers written in History 200 and History 490, evaluating those papers in terms of the students' command of historical theory.

Updated: 2020-07-28 10:57:27
By: Evan Ward

Edit Delete Files + Conclusion

Indirect

BYU Alumni Survey and FHSS Senior Survey

Updated: 2020-07-28 11:01:44
By: Evan Ward

Conclusions Based on Evidence
[See Guidelines]

Edit Delete Files + Action

Rating

Evaluations of History 200 and History 490 papers conducted by a team of faculty members in 2019 indicate the following with regard to Historical Knowledge:

- 90% of students demonstrated overall improvement between research papers for the introductory and the capstone courses included in their portfolios. This was according to a double-blind review of research papers for both classes conducted by the faculty. 5% of the students regressed during the same period. 5% of the papers yielded inconclusive results. The analysis draws on a student's ability to craft historical narrative.

Updated: 2020-07-28 12:52:27
By: Evan Ward

Edit Delete Files + Action

Rating

The FHSS Senior Survey 2012-2020 data indicate that

- 96.2% of History students responded "pretty well" or "very well" when asked if their experience in their program helped to prepare them to gain a historical consciousness by demonstrating a knowledge of major developments in American and World History, and understand key historical terms and theories.

The 2019 BYU Alumni Questionnaire for the Department of History reports that:

- 63% of history graduates "agree" or "strongly agree" that they compare favorably with graduates from other history programs.
- 84% of History alumni "agreed" or "strongly agreed" that studying history helped them to understand the world in which they lived by being able to put contemporary and historical events in their proper context.

Updated: 2020-07-28 11:36:33
By: Evan Ward

Actions Taken or Planned
[See Guidelines]

Edit Delete Files

Planned

A review of the History Major Portfolio is conducted every three years. The next review will take place in 2022.

The Department's Curriculum Committee will examine the results of the 2019 assessment during the Fall of 2020 and determine if any change in methods should occur. It will also present recommendations to the faculty on any necessary changes to course content.

Updated: 2020-07-28 11:05:35
By: Evan Ward

Edit Delete Files

Planned

The data collected from these surveys indicates that this learning outcome is being met. Data will be collected again in 2021, and reviewed by the curriculum committee.

Updated: 2020-07-28 11:05:18
By: Evan Ward

Figure 1 Example alignment table entry rated as M.

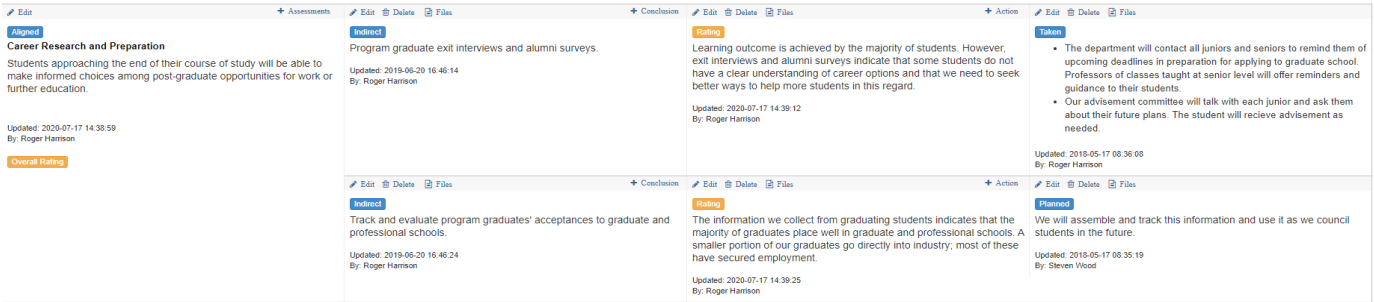


Figure 2 Example alignment table entry rated as A.

History BA	Rating	M
1. Effective Learning Outcome		Notes
Focused on student learning/abilities	**M**	- "Gain a historical consciousness" is a bit jargony - "Understand" could be replaced with a more active learning verb , such as: explain or summarize
Meaningful and measurable evidence		
Avoid common LO problems		
2. Assessment of Student Learning		Notes
Aligned with learning outcomes	**E**	- Great direct assessment tool that is aligned with the LO.
Valid source of student learning		
Some direct evidence used		
3. Conclusions Based on Evidence		Notes
Conclusions supported by evidence	**M**	- Good numerical data provided. - Please define the expected level of attainment.
Numerical data provided		
4. Actions Taken or Planned		Notes
Actions are planned, documented, and based on conclusions	**A+**	- Planned actions are adequate at this time. - Need more evidence of "Actions Taken".
Some documented history of "taken" actions		

Figure 3 Rubric for the Alignment Table example depicted in Figure 3.

Chemistry BA	Rating	A-
1. Effective Learning Outcome		Notes
Focused on student learning/abilities	**A-**	- This LO is not easily measurable - This LO does not focus on student abilities, but it could be rewritten - Timing of this outcome may fall after the program is completed by a student.
Meaningful and measurable evidence		
Avoid common LO problems		
2. Assessment of Student Learning		Notes
Aligned with learning outcomes	**A-**	- No direct evidence - Placement in graduate or professional programs is not an LO or assessment of LO - No direct evidence linked to program courses
Valid source of student learning		
Some direct evidence used		

3. Conclusions Based on Evidence		Notes
Conclusions supported by evidence	**A-**	- Numerical data are missing - No conclusions are made regarding the level of attainment - The level of attainment is not defined
Numerical data provided		
4. Actions Taken or Planned		Notes
Actions are planned, documented, and based on conclusions	**A-**	- The plan to increase advising is based on the conclusions - Assembly and tracking information is not based on the conclusions.
Some documented history of "taken" actions		

Figure 4 Rubric for the alignment table example depicted in Figure 2.

Results of Interviews with 25 Assessment Coordinators

To avoid concerns that the program was under scrutiny and to promote candid responses, the invitation focused on the alignment table using the wording below:

> *The purpose of the alignment table is to help programs document their learning outcomes; document evidence of student learning; use that evidence to make decisions about course and curriculum improvements; and document the results of those efforts to improve. We are gathering information about how programs make these decisions and the role the alignment table plays in the decision-making process. We will use that information to inform CTL and the university about how the existing tools are used and guide discussions and decisions about improvements to be made.*
>
> *From these interviews, we hope to understand:*
> - *How programs approach the program improvement cycle.*
> - *How you (and your program) use the alignment table to support that cycle.*
> - *What features work well, could be improved, and/or should be added.*

Results. *The Program Improvement Process*. All but one program characterized activities as two processes: 1) an ongoing process primarily related to course-level improvements and 2) an annual process related to program-level (curricular) improvements and the alignment table. Course-level changes were handled throughout the year through individual faculty, small committees, or occasionally in department meetings. These activities were often not documented in the alignment table.

Program-level changes usually involved curricular changes or significant course revisions. These changes would be discussed in an annual meeting. The alignment table was used as a supporting and/or recording tool for this meeting.

The associate academic vice president for undergraduate studies sends reminders to programs to update the alignment table before archiving at the end of the academic year. Several coordinators indicated that this emphasis on the deadline communicated to their minds that program review and updating the alignment table was an annual event rather than a tool that could support program improvement throughout the year.

Use of the Alignment Table. Prior to conducting the interviews, a lingering concern from circulating anecdotes was that many programs were updating the alignment table primarily to comply with requirements. Surprisingly, only one program offered an unsolicited admission that their use of the alignment table was perfunctory. In several other unsolicited comments, coordinators acknowledged that there had been an attitude of compliance, but that attitude has changed. They now recognize that the process is for their benefit. Different programs were in various stages of the learning curve; improving their use of the alignment table is still a work in progress.

As noted above, the alignment table is primarily used in conjunction with an annual meeting. It was not uncommon for departments or colleges to hold a retreat for this purpose. The alignment table was used in one of two ways: 1) the assessment coordinator compiled the data in the alignment table and used the alignment table to present and discuss the data with planned

actions added after the meeting, 2) the faculty reviewed the data, drew conclusions, made plans, and the assessment coordinator used the results of the meeting to populate the alignment table.

Effectiveness of the Alignment Table. Experienced coordinators felt that the alignment table was reasonably straightforward and suitable for the task. However, they noted there was a learning curve. Early on, they made assumptions about how the table worked and later learned how to use it more effectively. Newer coordinators were making similar assumptions and therefore utilizing the table less effectively.

Seeing the table format, almost all assumed that every cell needed an entry, and further, every cell needed to be updated annually. This resulted in pro forma entries in some cells to satisfy the implied requirement. This was especially true for the "Actions" column. Experienced coordinators learned to include only relevant entries.

In addition, there was confusion about where to put data or whether to include data at all. The "Assessments" column seemed to be asking only for a list of sources of evidence. It was not clear to some that data from that source should be included when a source of evidence is cited. At first glance, the "Conclusions" column (where data should be included) does not seem to be asking for data. Experienced coordinators learned to include data in the "Conclusions" column. Others would only enter conclusions without supporting evidence.

A consistent feature request involved "actions planned." The current structure makes it difficult to report on actions planned from the previous year. A few dedicated coordinators would go to the archive, copy the actions, paste them into the current year, and give a brief report. Coordinators asked that actions be tracked separately; carry over from year to year as necessary; and include a way to report on results and move "actions planned" to "actions taken."

Suggestions To Improve the Alignment Table (Standard 1.C.5)

The CTL will revise the alignment table to incorporate the following recommendations:

a. Increase flexibility in the table format to accommodate varied methods of assessment and evaluation.
b. Include in the new format:
    i. Functionality to track and report on improvements independently
    ii. Functionality to require data (or links to data) for each source of evidence cited.
    iii. Specification of the criteria for *Below Expectations*, *Meets Expectations*, and (optionally) *Exceeds Expectations* for sources of evidence, program learning outcomes, and for the program overall.
    iv. Functionality to integrate/upload relevant course-level assessment data directly from the LMS.
    v. Functionality to include relevant course-level improvements in program assessment.
    vi. Test the following workflow:
        1. Report on current improvements
        2. Identify evidence and enter/upload/link data
        3. Analyze data and draw conclusions about each program learning outcome (below, meets, or exceeds expectations).
        4. Provide a narrative rationale for conclusions about the program overall and planned improvements based on the evidence.
        5. Create planned improvements as individual trackable items.

General Education Assessment Plan
February 19, 2016

In response to Recommendation 1, the Office of Undergraduate Education has developed a plan to improve the assessment of the General Education learning outcomes.

General Education has six learning outcomes. Undergraduate Education has conducted assessment of the achievement of learning outcomes in the past. However, now it will assess the achievement of two learning outcomes annually. It will assess the achievement of all learning outcome within each three-year period.

A. 2015 Assessment

In summer 2015 the Office of Undergraduate Education conducted the following assessment of learning outcomes:

Learning Outcomes: Knowledge and Perspective

Knowledge

Demonstrate foundational knowledge and skills in the methods of investigating, expressing, and evaluating concepts in arts, history, humanities and languages, natural sciences, mathematics, and social sciences.

Perspective

Students should be able to describe important ideas in their own and others cultural traditions, and from the various perspectives of the General Education disciplines.

Assessment Method

A team of nine reviewers evaluated 317 randomly selected student papers from 24 Civilization courses in five colleges. Reviewers scored papers in four areas:

1. Demonstrate a broad general understanding of the sweep of human history.

2. Show a precise knowledge of human events, ideas, or accomplishments recognized as fundamental to the history of civilization.

3. Demonstrate familiarity with representative cultural works that address fundamental questions (for example, the nature of deity, the meaning of beauty, the relationship of the individual to the society or to nature, etc.).

4. Evince preparation for lifelong engagement with and appreciation of world history—and of philosophy, literature, science, or the arts.

Each paper also received an overall score. Readers used a four-point scale. Two readers reviewed each paper, and if the difference in overall scores exceeded one point, a third reader also evaluated the paper. Results were presented and analyzed in a 16-page report.

An associate dean of Undergraduate Education met with the associate deans of the colleges in which the Civilization courses are taught and gave them a copy of the report. She recommended that two of the low-scoring courses be discontinued. One department discontinued its course, and the other department is considering changing its course. The Faculty General Education Council recommended that further assessment of the low-scoring courses be conducted before taking further action.

The reviewers recommended holding a campus symposium for discussing various views of Civilization courses and developing their future direction. General Education is planning the symposium, which will be held in 2016.

Learning Outcome: Communication

Students should be able to communicate effectively with diverse audiences using written, oral, visual, and digital media.

Assessment Methods

A team of eleven reviewers evaluated 150 student papers from advanced writing courses in the Humanities and History. Readers scored papers in three categories: disciplinary writing and rhetoric; research; and conventions. Each paper also received an overall score. Readers used a scoring rubric and a six-point scale. Two readers reviewed each paper, and if the difference in overall scores exceeded one point, a third reader also evaluated the paper. Results were presented and analyzed in a 14-page report.

General Education shared the data with the Faculty General Education Council and the General Education Advanced Writing and Oral Communication Committee. The latter committee will suggest improvements regarding the low-performing courses.

Learning Outcome: Lifelong Learning

Students should show they have the skills to continue learning throughout their lives. Students should be able to draw connections between GE coursework and how they can contribute to the common good.

Assessment Method

The Office of Undergraduate Education administered written surveys to 709 students in 21 randomly selected General Education classes in 2014-15. The survey consisted of four multiple choice questions designed to assess students' perceptions about the acquisition of skills indicative of lifelong learning and how that particular class prepared

them to continue learning throughout their lives. Results were presented and analyzed in a 16-page report.

B. New Assessment Plan

Under its new assessment plan, the Office of Undergraduate Education will assess the achievement of two learning outcomes annually. It will assess the achievement of all six learning outcome within each three-year period. The plan for the next three years is:

2016	Knowledge; Communication
2017	Perspective; Faith and Spirituality
2018	Sound Thinking and Problem Solving; Lifelong Learning

Here are the learning outcomes and the assessment methods:

1. Knowledge

   Students should demonstrate foundational knowledge and skills in the methods of investigating, expressing, and evaluating concepts in the following disciplines: Arts, History, Humanities and Languages, Natural Sciences and Mathematics, Social Sciences.

   Assessment Methods

   A faculty committee will review samples of student work from General Education courses, including but not limited to papers, creative works, oral presentations, and digital media.

2. Communication

   Students should be able to communicate effectively with diverse audiences using written, oral, visual, and digital media.

   Assessment Methods

   A faculty committee will review samples of student work from General Education Advanced Writing and Languages of Learning courses, including papers, visual and digital media, and oral reports.

3. Perspective

   Students should be able to describe important ideas in their own and others cultural traditions, and from the various perspectives of the General Education disciplines.

   Assessment Methods

A faculty committee will review samples of student work from General Education courses, with a focus on courses in Civilization, Arts, Letters and Social Science.

4. Faith and Spirituality

Students should demonstrate an ability to relate General Education core concepts to the restored gospel.

Assessment Methods

Data from the Senior Survey

Data from the Alumni Questionnaire

5. Sound Thinking and Problem Solving

   a. Students should be able to apply accepted methodologies of sound thinking to solve real-life problems.

   b. Students should demonstrate the ability to solve problems that address the common good, both individually and collaboratively.

   c. Students should demonstrate a capacity to critically evaluate their own ideas and those of others based on evidence; and should be able to understand the implications of those ideas.

Assessment Methods

A faculty committee will review samples of student work from General Education courses, including papers, projects, digital media, and reports of community and global outreach connected with the coursework.

6. Lifelong Learning

   a. Students should show they have the skills to continue learning throughout their lives.

   b. Students should be able to draw connections between GE coursework and how they can contribute to the common good.

Assessment Methods

Data from the Senior Survey

Data from the Alumni Questionnaire

The associate dean for General Education directs the gathering, analysis, and reporting of assessment data with the assistance of an administrative assistant and four part-time student employees.

Undergraduate Education uses assessment results to make improvements. For example, as a result of assessment, Undergraduate Education created three new General Education courses to improve learning related to the General Education breadth requirements. The courses are interdisciplinary. They are team-taught, and they pair two disparate General Education requirements that represent different epistemologies and address a great question from the perspective of both disciplines. The question or theme for the semester is determined in each offering by the faculty members teaching that course section. The courses are:

UNIV 291, Unexpected Connections: Biology and Letters

UNIV 292, Unexpected Connections: Physical Science and Culture

UNIV 293, Unexpected Connections: Social Science and Art

Also, as a result of assessment, Undergraduate Education is developing a new quantitative reasoning course. The course will use pedagogy amenable to a broad range of students, focus on development of skills through repeated practice, and be modular and competency-based in design so that students can move through the course as quickly as they demonstrate acquisition of each skill. A five-member committee composed of faculty members from the Colleges of Physical and Mathematical Sciences; Life Sciences; and Family, Home and Social Sciences is developing the course.

In addition, last year the Faculty General Education Council revised the Foundation Document for Arts, and this year it is revising the Foundation Document for Letters. The Foundation Documents specify the expectations for each general education requirement. Undergraduate Education hopes that revising the Foundation Documents will encourage course instructors and reviewers to ensure that the courses are meeting the desired outcomes. If Undergraduate Education has clear outcomes assigned and a clear vision for these courses, it anticipates that they may be more effective in achieving the learning outcomes.

Undergraduate Education will share assessment results with the Faculty General Education Council, which is composed of faculty members from various colleges. Also, Undergraduate Education will share assessment data with the colleges as appropriate in order to improve General Education courses.

Undergraduate Education is committed to using assessment results to make improvements in General Education.

This report will address one additional observation in the Year Seven Peer Evaluation Report. The Peer Evaluation Report stated:

The General Education component has six learning outcomes. These outcomes are assessed following an assessment plan that is being now being developed and implemented. Some methods of assessment have not yet been completed. In reviewing the list of courses that fulfill the General Education requirements, it is not always clear which General Education learning outcomes the course is addressing. Courses list links to program outcomes, but these links do not always correlate to the specific General Education learning outcomes. Actions are being taken or planned to address these limitations. More direct measures of assessment are also being planned.

Here is an update regarding the links to the General Education Learning outcomes. In summer 2015 Undergraduate Education linked each General Education course to one or more General Education learning outcomes on the learning outcomes website. The General Education page of the learning outcomes website shows a list of the General Education learning outcomes and the General Education courses that contribute to the achievement of each learning outcome. In addition, the left side of the page shows a list of General Education courses. If one clicks on a course, the course learning outcomes appear. Under each course learning outcome there are references to the General Education learning outcomes to which the course learning outcome is linked (*e.g.*, Knowledge, Communication). Many course learning outcomes in the list also show linkages to program learning outcomes of the department which offers the course. Thus, Undergraduate Education has addressed this issue.

2018 SOUND THINKING & PROBLEM SOLVING Assessment: Final Report

BYU Office of General Education | April 2020
PREPARED BY Joseph Hanks REVIEWED BY GE Associate Dean Patti Freeman

Executive Summary

Introduction

The office of General Education conducted an assessment in 2018 of the "Sound Thinking and Problem Solving" GE learning outcome (see Appendix C for details about this learning outcome). This was done by collecting and scoring student work samples from a random sample of GE courses across campus. The goal of the assessment was to: 1) estimate how well GE courses on campus are accomplishing this learning outcome; 2) understand how various factors may be contributing to how well the GE program is accomplishing this learning outcome; and 3) propose recommendations for how to improve the accomplishment of this learning outcome.

Qualitative Findings

It appears that some GE instructors are not aware of the GE learning outcomes in their courses, and, therefore, do not think about the GE learning outcomes during course planning or instruction. Thus, overall, their courses may not be very aligned with the GE learning outcome. In fact, some participating instructors were not even aware their course was a GE course at all, with a separate set of GE learning outcomes to be attended to. For more detailed qualitative findings, see the Conclusions section of the full assessment report, which follows this summary.

Quantitative Findings

See Table 1, below. (For more detailed quantitative findings, see the Conclusions section of the full assessment report following this summary).

Table 1: Summarized Quantitative Findings

Overall	The aggregate score for the assessment was 2.346, which is below the minimum proficiency threshold of "3" established by the rubric.
Indicators	The indicator subcategories for the assessment achieved the following scores: *Develop a solution to a problem:* 2.375 *Evaluate own ideas:* 2.226 *Evaluate others' ideas:* 2.362 *Address conflicting perspectives:* 2.155
Department/ College Type	Of the 16 participating departments and 5 participating colleges, all performed the same except one. The Physical Science department (and the college of Physical and Mathematical Sciences in which it is housed) scored significantly lower than the other departments/colleges in the assessment. This is primarily due to the fact that the Physical Science 100 course scored significantly lower than all the other courses in the assessment.

Course Size	Courses in this assessment performed the same, regardless of the size (whether it had 20 students or 900 students) of the course.
Course Level	With the exception of Physical Science 100, courses in this assessment performed the same, regardless of course level (100 versus 200).
Instructor Type	Courses in this assessment performed the same, regardless of whether the course was taught by a: grad student, adjunct instructor, assistant/associate professor, or full professor.
Campus	Courses in this assessment performed the same, regardless of whether they were taught at the Provo campus or at the Salt Lake Center.
Major vs Nonmajor	With the exception of Physical Science 100, courses in this assessment performed the same, regardless of whether the course was designed specifically for GE credit, or was designed by a majors program for major students.

Conclusions and Recommendations

In spite of the below-proficient score the campus achieved overall, there is much to be encouraged about by these results. The fact that there were no statistically significant differences in so many of the predictor variables' influence on the scores assigned to the student work samples is encouraging, suggesting consistency in content and skill achievement across campus. Additionally, examination of the student work samples scored in this assessment reveals there is some very good work being done on campus in the GE courses sampled for this assessment.

Based on assessment results, the GE office makes the following recommendations (for more detailed recommendations, see the Conclusions section of the full assessment report):

1. Those who administer and teach in academic programs on campus use the results of this assessment to consider ways to improve student acquisition of the Sound Thinking & Problem Solving GE learning outcome in the future.
2. Course coordinators need make an effort to ensure all GE instructors are aware the courses they teach are GE courses, and need to assure the course learning outcomes attend to the respective GE foundation document learning outcomes.
3. A more in-depth assessment of Physical Science 100 should be conducted, not in a punitive way, as a follow-up to this assessment. Perhaps more information could be gleaned to help improve student achievement of the GE learning outcomes in that course.

2018 SOUND THINKING & PROBLEM SOLVING Assessment: Final Report

BYU Office of General Education | April 2020
PREPARED BY Joseph Hanks REVIEWED BY GE Associate Dean Patti Freeman

Full Assessment Report

Introduction

The "Sound Thinking and Problem Solving" Assessment of the ACC 200, ANTHR 110, BIO 100, BIO 130, CHEM 101, CHEM 102, CHEM 105, GEOG 110, MATH 102, MATH 112, MATH 113, MMBIO 221, MMBIO 240, NDFS 100, PDBIO 120, PHIL 305, PHY S 100, PHSCS 105, PHSCS 121, PHSCS 127, POLI 110, POLI 150, POLI 170, PWS 150, SFL 260, SOC 111, and STAT 121 courses (from the BYU Foundation Document categories *Quantitative Reasoning, Languages of Learning, Biological Science Principles & Reasoning, Physical Science Principles and Reasoning,* and *Social Science Principles and Reasoning*) was conducted in 2018. The principal investigator, Joseph Hanks (hereafter referred to as Hanks), gathered 228 papers from 114 different students (2 papers per student) from various sections of these courses. Two papers per student (referred to as "paper sets"), instead of just a single paper per student, because paper sets have been determined in past assessments to generate more stable score estimates. These paper sets were then reviewed by nine faculty from eight different departments, including: Microbiology & Molecular Biology, Anthropology, Sociology, Physics & Astronomy, Physical Science, Physiology & Developmental Biology, Statistics, Geography, and Mathematics (all nine raters also submitted paper sets as part of this assessment, but no rater scored any papers from their own classes). Papers were graded on a 5-point scale adapted from a rubric created by the American Association of Colleges and Universities (AAC&U).

Methodology

Interviews

The qualitative portion of this assessment began with interviews of the faculty who were sampled to participate in the assessment. All 40 faculty were interviewed at the beginning of the assessment, and many were interviewed again at the end. Hanks conducted the interviews and took notes. The interviews followed a simple structure, which included questions about the instructor's experience teaching GE courses, the nature of the courses taught, the ways in which courses are (or are not) aligned with the GE learning outcomes, and the degree to which the instructor thought students were acquiring the learning outcome in the courses (including what kinds of evidence the instructor uses to make that determination).

Syllabi

The course syllabus for each sampled instructor was examined by Hanks. He superimposed each syllabus over the learning outcome, and then used a content analysis to determine how much of the syllabus was aligned with the learning outcome (on average, the syllabi for this assessment achieved 48% alignment). Additionally, he checked to see if the GE program learning outcome of interest in this assessment was mentioned in the text of the syllabus (it was mentioned in only 8% of the syllabi). In spite of this low prevalence of the desired GE

program learning outcome in course syllabi, it must be noted that most of the syllabi did include program, and often Foundation Document, learning outcomes. This highlights a persistent problem embedded in the nature of the current GE program – it is confusing, and not just to students but to faculty as well. Many simply do not seem to be aware of the fact that there are GE learning outcomes that each GE courses is supposed to be attending to.

Rubric

The quantitative portion of this assessment began with a rubric created by modifications to the AAC&U Critical Thinking" and "Problem Solving" VALUE rubrics by the 40 faculty who contributed student work samples to the assessment. They each submitted their proposed modifications of the original AAC&U rubrics, and then Hanks compiled all these modifications into a single document. The process of turning this document into a final rubric was then completed by the faculty scoring team. When the team convened to score the student work samples, they worked together with this compiled document as a starting point, to devise a finished rubric to use for rating student paper sets. This finished rubric used a five-point scale across four different indicator categories that were collectively deemed to comprise the overall GE learning outcome "Sound Thinking & Problem Solving." These four categories were: *Develop a defensible solution to a problem, Analyze one's own ideas, Analyze others' ideas,* and *Address conflicting perspectives*. Within each of these four categories, a paper could be given a rating ranging from 0 to 4. The faculty scoring team determined a minimum score of 3 be required to conclude the "Sound Thinking & Problem Solving" GE learning outcome had been achieved at a "proficient" level in a given instance.

Student Work Samples

Each instructor who was randomly sampled for this assessment was asked to submit six student work samples to be rated by the faculty scoring team. Two work samples (i.e., a paper set) were submitted for each of three students (one who was determined by the instructor to be above average on the GE learning outcome, one determined to be average, and one determined to be below average). This decision could be legitimately criticized, since random samples are generally preferred. It has come to the attention of the principal investigator, however, that instructors in previous assessments did not submit random samples of their student work (in fact, they frequently submitted their very best student work). Additionally, because the BYU student body is not normally distributed, and is instead positively skewed on measures such as ACT scores, even a random sample of student work would likely only provide information about the highest performing students. This is important for the purposes of this assessment because the GE office is interested in learning how well *all* BYU students are acquiring the GE learning outcomes. The decision to constrain the student work samples in the manner described above (which essentially forces the data to assume something like a normal distribution) was calculated to avoid this problem, and provide information about students across the spectrum, rather than just the highest-functioning students. The principal investigator recognizes this decision almost certainly guarantees that the results of this assessment will be depressed, when compared to previous GE assessments, due to the fact that a higher number of lower-functioning students are included in the sample than would likely be the case otherwise. The researcher views this as a positive, as he believes student work sample scores on past assessments have been artificially inflated, and the scores achieved in the current assessment will be a more authentic reflection of the broad experience of students in GE courses at BYU.

Rating

Faculty raters were aided in the rating process by several documents each instructor submitted along with their student work samples. These documents included: 1) the assignment prompt associated with the submitted work samples; 2) the grade the student received on the work sample; 3) the rubric or checklist the instructor used to assign a grade to the work sample; and 4) a contextual paragraph indicating which of the four indicators of the learning outcome each work sample was intended to cover in class, as well as how well the instructor thought the work sample did at achieving those indicators. All of this information provided assistance to the faculty raters in their efforts to assign a valid, authentic rating to each student work sample.

Given that any one work sample did not address all four indicators, Hanks made the decision that each work sample would only be assessed by an average of relevant indicators, rather than by an average of all four indicators. For the purposes of determining whether, overall, BYU students achieved the "Sound Thinking & Problem Solving" GE learning outcome, each work sample only contributed its score on the indicators selected by the submitting instructor to the overall campus score. Hanks made this decision on the premise that: 1) it is unrealistic to expect that most learning activities will cover all four indicators of Sound Thinking & Problem Solving at once, but that, instead, the totality of many learning activities should cover all four indicators – it is therefore not sound practice to "penalize" student work samples for learning outcome indicators that they were not intended to cover; and 2) the practice of only assessing student work samples based on the rubric indicators that they were actually intended to cover would yield more precise, authentic scores.

Rater Bias and Disparities

In order to minimize rater bias, each paper was read three times, in order to achieve more stable rating estimates of each paper. Rater bias, however, is always a possibility, due to factors such as:

1. **Fatigue and Previous Score Access** – As the two full days of scoring papers progressed, rater fatigue might have influenced the ratings. Additionally, there is always the possibility that some raters might have reviewed a different rater's rating of a given paper (although raters were instructed not to do this), which may have affected the rating they gave to that paper.
2. **Open Discussion** – Readers at times commented on various papers out loud to the whole group of raters. The result could possibly have been an effect on the rating of some papers.

For most (six of the nine) of the raters, there were no differences in the ratings they assigned to the papers they scored. There were three raters whose average rating was statistically significantly different from those of the other raters ($\beta = -.19$; $\beta = -.12$; $\beta = -.09$). However, in the case of one of these raters ($\beta = -.09$), the magnitude of the difference is so small as to be of no practical importance. With regards to the differences in the scoring of the other two raters, the precaution the principal investigator took (requiring each paper to be scored by three different raters, and then using the average of those three scores) had the effect of stabilizing the overall rating estimates such that differences in the ratings of these two raters did not have a significant impact on the overall results (as indicated by the fact that the overall, averaged, ratings for the papers these two raters rated were not significantly different from those of the papers in the rest of the sample ($p = 0.221$).

The ratings were statistically significantly different (slightly lower) on day 1 of the scoring, when compared with day 2 of the scoring. However, the magnitude of that difference was so small ($\beta = -.088$) it did not have a meaningful impact on the overall results.

As a side note, raters who teach in the same department as the papers they rated gave consistently significantly different scores than the other raters did ($p = .039$). While the magnitude of this difference was very small ($\beta =$

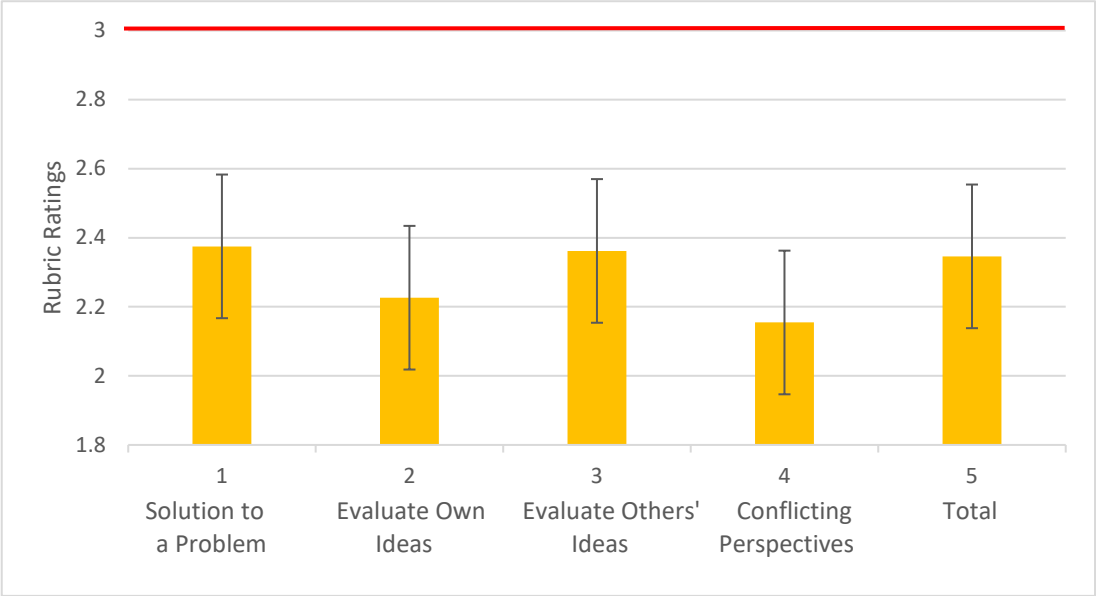
.08), this remains an important finding. It confirms a suspicion long held by the principal investigator and has implications for the design of future assessments.

Overall and Sub-scores

During Winter, 2018 semester, BYU students, overall, did not achieve minimum proficiency in the "Sound Thinking & Problem Solving" GE learning outcome. This conclusion is based on the average overall total score of 2.346 (minimum proficiency was set at "3") within a 95 percent confidence interval (95 CI) of +/- 0.208 (2.138, 2.554) (Range = 3.89; Standard Deviation = 0.795). (See Figure 1, below).

Similar to the overall score provided above, all four sub-scores from the four categories in the rubric achieved results below the minimum proficiency threshold of "3." The average score for the *Develop a Solution to a Problem* category was 2.375 (95 CI: 2.167, 2.583). The average score for the *Evaluate Own Ideas* category was 2.226 (95 CI: 2.018, 2.434). The average score for the *Evaluate Others' Ideas* category was 2.362 (95 CI: 2.154, 2.570). The average score for the *Address Conflicting Perspectives* category was 2.155 (95 CI: 1.947, 2.363). Not only do the ratings fall below the minimum proficiency threshold of "3," even the range of possible ratings encompassed by the 95% confidence interval does not reach a rating of "3" for any of the subcategories of the learning outcome or for the average overall total score. Thus, we can be quite confident that the true score for BYU students on the Sound Thinking & Problem Solving learning outcome for Winter, 2019, was below the minimum proficiency level of "3" across BYU campus. Finally, the evidence suggests the BYU student acquisition of this learning outcome was fairly even across the four subcategories, with the notable exception of the fourth subcategory, "Address Conflicting Perspectives," which achieved a lower average score. It is not clear to what the lower performance of this subcategory is due. One possible explanation is that instructors addressed this indicator less than the others in their classes, at least based on the student work samples that were submitted for this assessment – only 29% (67 of the 228) of the papers submitted for this assessment were aligned with this indicator of the learning outcome (compare this with the fact that 55% (126 of the 228) of the papers submitted for this assessment were aligned with the first indicator "Develop a solution to a problem." Another possible explanation is that this indicator is simply a more difficult skill to acquire than the others are.

Figure 1: Overall and Sub-Score Comparison



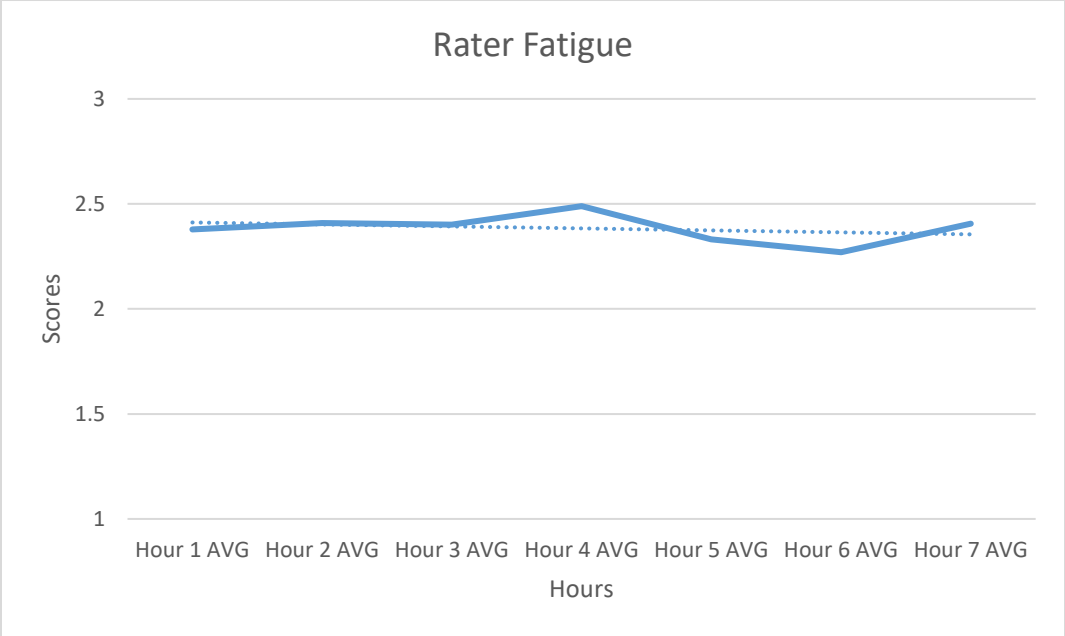
Paper Mismatch

During the assessment, raters periodically noticed some papers did not match the criteria listed in the rubric for the "Sound Thinking & Problem Solving" GE learning outcome. There were fewer of these mismatches than in previous assessments, due to the more specific instructions given to instructors submitting student work samples. These paper mismatches were mostly a case of student work not exhibiting student acquisition of the various skills described in the learning outcome, although the instructor apparently thought that they did. For example, there were several situations in which an instructor submitted student work as examples of alignment with the first indicator of the learning outcome: "Develop a solution to a problem," that, upon examination, were determined to actually be just examples of students engaging in recall of previously memorized information. When a rater determined a paper was a mismatch, a second rater read that paper to confirm or reject that initial conclusion. If the second rater confirmed the conclusion of the first rater, the paper was deemed to be a mismatch. If the second rater disagreed with the first rater's conclusion, a third rater read the paper, and the third rater's decision served as the tie-breaking decision. When a paper was deemed to be mismatched on any given indicator by two raters, that indicator was dropped from that paper's rating. When a paper was deemed to be mismatched on all its indicators by two raters, then the entire paper was excluded from this assessment. Of the 228 papers read for this assessment, only three (1%) were completely mismatched from the rubric, and were removed from the assessment.

Rater Fatigue

As the hours progressed over the rating days, raters remained quite consistent in their scoring (see Figure 2). There was a slight overall decline in scores as scoring progressed (indicating that the scoring became slightly more rigorous as time went on, but the variation was small and not statistically significant ($R^2 = .011$, $p = .402$).

Figure 2: Hour and Overall Score



Assumptions of Multiple Regression

Figure 3, below, consists of five different histograms representing the distribution of the ratings given for each sub-score category, as well as for the total raw ratings. Each sub-score category, and the total raw ratings, follows a roughly normal distribution, which indicates, at least on the surface, that each of these data sets meets the normality assumption of Multiple Regression models. However, when Hanks conducted the actual Multiple Regression analysis in SPSS, some transformation (specifically, a log transformation of the independent variable) was required in order to satisfy the normality assumption of Multiple Regression. It must also be noted that none of the courses sampled during this assessment reached the minimum sample threshold of 30 data points to satisfy the requirements of the Central Limit Theorem, which is one of the conditions of the normality assumption. For this reason, course comparisons were excluded from Multiple Regression analysis. The rest of the independent variables, however, were included in the Multiple Regression analysis, because these variables were based on the overall sample data. And the overall sample (N=228) is sufficiently large to satisfy the requirements of the Central Limit Theorem.

Regarding the linearity assumption of Multiple Regression, a transformation (the squaring of the independent variables) and the removal of a few outlying data points using the Cook's Distance statistical test were required in order to satisfy the linearity assumption in this assessment.

The equality of variance and multicollinearity assumptions of Multiple Regression were not violated in this assessment.

The independence assumption of Multiple Regression was violated in this study, as all of the papers selected for use in this assessment were nested within courses, as well as within a single university (BYU). However, as the least important of the five assumptions of Multiple Regression, the violation of the independence assumption is not a fatal weakness for the purposes of this assessment.

Due to the foregoing, the Multiple Regression models presented in the next section can appropriately be used for descriptive statistics regarding the data used for the assessment of the "Sound Thinking & Problem Solving" learning outcome; and even for the purpose of making modest statistical inferences about these data, as long as such inferences are made at a fairly high granular level (e.g. the level of a college, or of the entire university sample), and not at the level of individual courses.

Figure 3: Sub-Score and Total Score Distributions

Regression Models

Hanks prepared the assessment data for Multiple Regression analysis in SPSS by centering the continuous (subcategory, course size, and course level) independent variables, and by creating dummy variables for the categorical (hours, days, rater bias, college type, department, course control, instructor type, campus, major, rater expertise, and science type) independent variables. He then ran 14 Multiple Regression analyses on these different variables, in order to determine which variables contributed most to the overall score, and by how much (see Figure 4, below).

As expected, the sub-score categories had the strongest effect on the overall score, with *Evaluate Own Ideas* being the most important ($\beta = .345$). The only other predictor variables achieving practically meaningful statistical significance as predictors were College Type (College of Physical and Mathematical Sciences; $\beta = -.134$), Department Type (Physical Science; $\beta = -.141$), Intradepartmental Raters ($\beta = .08$), and Raters 2 and 5 ($\beta = -.19$; $\beta = -.12$). All other variables were statistically not significant, in a practical sense, as predictors of student work sample ratings.

Figure 4: Multiple Regressions – Overall Scores

Regression #	1				
Coefficients	S.E., St. β				
Variables					
Solution	.000, .231***				
Own	.000, .345***				
Others	.000, .303***				
Perspectives	.000, .330***				
Model Summary					
F=220.2					
R^2=1.000					
ANOVA p=.000					
	Regression #	2			
	Coefficients	S.E., St. β			
	Variables				
	Hour 1	.200, .011			
	Hour 2	.194, .028			
	Hour 3	.199, .038			
	Hour 4	.208, .06			
	Hour 5	.225, -.008			
	Hour 6	.208, -.044			
	Model Summary				
	F=1.04				
	R^2=.011				
	ANOVA p=.402				
		Regression #	3		
		Coefficients	S.E., St. β		
		Variables			
		Day 1	.083, -.088*		
		Model Summary			
		F=1.04			
		R^2=.011			
		ANOVA p=.402			
			Regression #	4	
			Coefficients	S.E., St. β	
			Variables		
			Intradep. Rater	.228, .08*	
			Model Summary		
			F=4.294		
			R^2=.006		
			ANOVA p=.039		
				Regression #	5
				Coefficients	S.E., St. β

				Variables	
				Rater 2	.115, -.19***
				Rater 5	.113, -.12***
				Rater 8	.113, -.09**
				Model Summary	
				F=.10.007	
				R^2=.043	
				ANOVA p=.000	
Regression #	6				
Coefficients	S.E., St. β				
Variables					
College Ph/Mat	.106, -.134*				
Model Summary					
F=4.102					
R^2=.018					
ANOVA p=.044					
	Regression #	7			
	Coefficients	S.E., St. β			
	Variables				
	Dept PHY S	.326, -.141*			
	Model Summary				
	F=4.575				
	R^2=.020				
	ANOVA p=.034				
		Regression #	8		
		Coefficients	S.E., St. β		
		Variables			
		Course Size	.056, -.087		
		Model Summary			
		F=1.969			
		R^2=.034			
		ANOVA p=.100			
			Regression #	9	
			Coefficients	S.E., St. β	
			Variables		
			Course Level	.110, .108	
			Model Summary		
			F=.1.969		
			R^2=.034		
			ANOVA p=.100		
				Regression #	10

				Coefficients	S.E., St. β
				Variables	
				Instruct. Grad S	.254, -.062
				Instruct. Adjun.	.158, .039
				Instruct. Assist.	.131, -.058
				Model Summary	
				F=.756	
				R^2=.010	
				ANOVA p=.520	
Regression #	11				
Coefficients	S.E., St. β				
Variables					
Campus Provo	.180, .178				
Model Summary					
F=1.969					
R^2=.034					
ANOVA p=.100					
	Regression #	12			
	Coefficients	S.E., St. β			
	Variables				
	Control Dept.	.131, .009			
	Model Summary				
	F=1.969				
	R^2=.034				
	ANOVA p=.100				
		Regression #	13		
		Coefficients	S.E., St. β		
		Variables			
		Science “Hard”	.153, -.045		
		Model Summary			
		F=1.353			
		R^2=.018			
		ANOVA p=.258			
			Regression #	14	
			Coefficients	S.E., St. β	
			Variables		
			Major Nonmaj.	.210, -.048	
			Model Summary		
			F=1.353		
			R^2=.018		
			ANOVA p=.258		

*** p<0.01, ** p<0.05, * p<0.1

Conclusions and Recommendations

Results of qualitative data analysis, including interviews with faculty and an examination of course syllabi, revealed that many of BYU's GE instructors do not consciously attend to GE learning outcomes in their courses. Many of them told the primary investigator they do not think about the GE learning outcomes when planning their course and assignments. This is supported by additional data collected indicating many of the GE course syllabi are not very aligned with the Sound Thinking and Problem Solving learning outcome. Additionally, most of the courses do not have the learning outcome written on the syllabus. Finally, some of the instructors who were interviewed for this assessment were not even aware their course was a GE course at all, with a separate set of GE learning outcomes to be attended to.

Results of quantitative data analysis are summarized in Figure 5, below.

Figure 5: Expanded Quantitative Findings

Overall	The aggregate score for the assessment was 2.346, which is below the minimum proficiency threshold of "3" established by the rubric.
Indicators	The indicator subcategories for the assessment achieved the following scores: *Develop a solution to a problem:* 2.375 *Evaluate own ideas:* 2.226 *Evaluate others' ideas:* 2.362 *Address conflicting perspectives:* 2.155
Department Type	-Of the 16 departments who participated in this assessment, all performed the similarly except one. The Physical Science department scored significantly lower than the other departments on the assessment. -Since Physical Science 100 is housed in this college, the lower performance of the department is due to the lower performance of Physical Science 100. -Due to the small sample sizes used for each course in this assessment, care should be taken when interpreting the results and assigning meaning to them (especially at any granular level below the level of a College).
College Type	-Of the five colleges participating in this assessment, all performed the same except one. The College of Physical and Mathematical Sciences performed lower than the other colleges on the assessment. -Incidentally, instructors from this college who participated in the assessment were more likely than participating instructors from the other colleges to submit test items as their student work samples (as opposed other types of work samples such as essays). This is understandable, given the nature of many of the courses in this college, but it can be problematic because test items can be difficult for the faculty rating team to rate. Additionally, when such test items are multiple choice, the results the faculty rating team has to rate are simply either correct or incorrect (as compared with, say, an essay submitted by an English course, which could lead to students being given "partial credit," as it were, on the scoring rubric). This may have led to a sort of dichotomous scoring phenomenon for this college, in which student work samples were either scored as "proficient" or "not proficient," based solely on whether or not students achieved the correct answer on a test, as opposed to different kinds of student work samples from other colleges which could show evidence of students' using sound thinking, even if they didn't entirely get the "right" answer.

	-Finally, since Physical Science 100 is housed in this college, the lower performance of the college is partly due to the lower performance of Physical Science 100. When Hanks re-ran his analysis, with Physical Science 100 removed from the independent variable "College Type," the performance of the College of Physical and Mathematical Sciences, while still lower than all the other colleges, ceased to be statistically significant (R^2 = .034; β = -.398; p = .054;).
Course Size	Courses in this assessment performed the same, regardless of the size (whether it had 20 students or 900 students) of the course.
Course Level	Courses in this assessment performed the same, regardless of the level (100, versus 200) of the course. The exception to this was the Physical Science 100 course (course level 100), which scored significantly below the others.
Instructor Type	Courses in this assessment performed the same, regardless of whether the course was taught by a grad student, an adjunct instructor, an assistant or associate professor, or by a full professor.
Campus	Courses in this assessment performed the same, regardless of whether they were taught at the Provo campus or at the Salt Lake Center.
Major vs Nonmajor	Courses in this assessment performed the same, regardless of whether the course was designed specifically only for GE credit, or was designed by a majors program for major students. The exception to this was the Physical Science 100 course (a non-majors course that was designed specifically for GE students), which scored significantly below the others.

The results of this assessment warrant the conclusion that BYU students, on average, are not meeting the minimum "proficiency" threshold score (a "3" on the rubric) that demonstrates achievement of the GE learning outcomes "Sound Thinking and Problem Solving." Although the reasons for this are not entirely clear, there are several explanations that are clear contributors. Some of those explanations are the result of decisions made by the primary investigator. As mentioned above, the decision to artificially constrain the sample into a more normal distribution (for reasons explained earlier) likely played a role in this phenomenon. Additionally, the rubric that was developed by the faculty scoring team, and used to score student work samples, established a rigorous threshold for achievement of a "proficient" score of "3," which led to less "proficient" scores than in past years (e.g. in some prior GE assessments, the proficiency threshold was set at "2" rather than the threshold of "3" that was used for this assessment).

Other potential explanations for the assessment findings are the result of factors related to GE instructors and courses. It is clear from this assessment that many GE instructors make little to no conscious effort to attend to the Sound Thinking and Problem Solving GE learning outcome in their courses. Thus, overall, their courses are not very aligned with the GE learning outcome. This suggests that whatever accomplishment of this learning outcome that is taking place is probably the result of the curriculum being aligned with course/program learning outcomes established by the sponsoring department and/or by the certification program associated with the course in question.

Adding to the difficulty in fully explaining the assessment results is the fact that, due to the small sample size collected for each course, as well as the "nestedness" of the student work samples inside courses, once student work samples are separated into the courses that produced them, it is no longer possible to draw statistical inferences from the data collected and analyzed for this assessment. These results are displayed most

prominently in Figures 2 and 5. It is recommended that interested parties conduct further research at the department level, using an expanded assessment process, if they are interested in forming conclusions about individual courses.

In spite of the below-proficient score the learning outcome achieved overall, there is much to be encouraged about by these results. The fact there were no statistically significant differences in so many of the predictor variables' influence on the scores assigned to the student work samples is encouraging. In other words, the fact that student work sample scores did not significantly vary, whether the course was: 1) taught at the Provo campus or the Salt Lake Center; 2) taught by a grad student, adjunct faculty, assistant/associate professor, or full professor; 3) taught in a small or large course; 4) taught in a lower level or upper level course; 5) taught in a course controlled by the department or by the instructor; 6) taught in a course for GE students or for Majors students; or 7) taught in a "hard" science or "soft" science discipline, suggests the quality of the education received by students is quite consistent across campus. Additionally, an examination of the student work samples scored in this assessment reveals there is some very good work being done on campus in the GE courses sampled for this assessment.

The GE office has the following suggestions for program improvement:

1. The GE office recommends that those who administer and teach within academic programs on campus use the results of this assessment to consider what they can do to improve student acquisition of the Sound Thinking & Problem Solving GE learning outcome in the future, especially the fourth indicator of the learning outcome: "Address Conflicting Perspectives" (this was the lowest performing indicator). They might want to do this by facilitating a discussion with their instructors and staff, or in some other manner, as they see fit.
2. Perhaps the most important finding of this assessment is the twin findings that: 1) many GE instructors are not aware that the courses they teach are GE courses; and 2) regardless of whether they know their course is a GE course, many instructors do not consciously address the GE learning outcomes in their pedagogy/andragogy. Thus, the GE office recommends that all GE instructors be made aware of the fact that their courses are GE courses, and that they therefore contain a separate set of learning outcomes that should be embedded in their course structure and in their pedagogy/andragogy.
3. The GE office recommends that all GE instructors take some time, before they begin teaching a GE course, to review the GE learning outcome(s) their course is aligned with, and to consider what they can do to help the course contribute to the accomplishment of said learning outcome(s).
4. The GE office recommends that GE instructors participate in a training process of some kind (perhaps run by each department or college, and perhaps with the coordination of the CTL) to help GE instructors with item 3 above.
5. The GE office recommends that the confusion about learning outcomes that currently pervades the GE program be eliminated, either by making clear to instructors the difference between GE Foundation Document learning outcomes and GE learning outcomes, or by collapsing the GE learning outcomes into the Foundation Document learning outcomes so that only one set of learning outcomes remains.
6. The GE office recommends that a more in-depth assessment of Physical Science 100 be conducted, not in a punitive way, but simply as a follow-up to this assessment. Perhaps more information could be gleaned that could either help explain the low ratings achieved in this assessment by Physical Science 100, or help improve student development of the GE learning outcomes in that course.

7. Results generated from Multiple Regression modeling suggest that future assessments may benefit from more extensive training of raters before the assessment is conducted, and by a consideration of the potential value of raters only rating in their own areas of expertise.

2018 SOUND THINKING & PROBLEM SOLVING Assessment: Supplement to Assessment Findings

Overview

This supplement contains three appendices in addition the review above. The appendices include (1) a list of the readers who participated in the assessment, (2) a copy of the rubric used in the assessment, and (3) a summary of the learning outcomes that were measured in this assessment.

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Appendix A: Raters

Name	Reader Number	Department
Robert Black	1	Microbiology & Molecular Biology
Jaime Bartlett	2	Anthropology
Lance Erickson	3	Sociology
Mike Searcy	4	Anthropology
Darrin Ragozzine	5	Physics & Astronomy
David Kooyman	6	Physiology & Developmental Biology
Matthew Heaton	7	Statistics
Matt Bekker	8	Geography
Nicole Malloy	9	Mathematics

Appendix B: Rubric 2018

GE Outcome	***4*** ***Exceeds Standard***	***3*** ***Meets Standard***	***2*** ***Developing Towards Standard***	***1*** ***Does Not Meet Standard***	***0*** ***No Understanding of Standard at All***	***Score***
Develop a Solution to a Problem:	-Gives clear, complete solutions, based on sound logic along with supporting evidence. -States assumptions. -Addresses potential problems.	-Gives good, mostly relevant solutions, based on mostly sound logic and some supporting evidence. -Statement of assumptions is incomplete. -May address potential problems superficially.	-Gives flawed solutions lacking relevance, or based on flawed logic and limited evidence. -States limited, if any, assumptions. Ignores problems.	-Gives minimally relevant evidence to an incoherent solution.	-Totally irrelevant or contradictory evidence based upon a complete lack of comprehension.	**___/4**
Evaluate Own Ideas:	-Presents arguments that address the topic directly, accurately, insightfully, and comprehensively. -Questions arguments by thoroughly considering both their strengths and weaknesses. -Evaluates arguments and counter-arguments based on evidence and not opinion or bias, considering the course's disciplinary context.	-Presents arguments that address the topic directly, and are mostly clear and accurate, but not comprehensive. -Questions arguments by considering both strengths and weaknesses. -Evaluates arguments and counter-arguments based on evidence with some opinion or bias.	-Presents arguments that address the topic but may not be direct, clear, or accurate. -Questions arguments but may only acknowledge some strengths and weaknesses. -Evaluates arguments and counter-arguments including evidence but also with unstated assumptions, opinions, or bias.	-Presents arguments that are inaccurate, illogical, unrelated, and/or vague. -Questions arguments but only considers strengths or weaknesses. -Evaluates arguments and counter-arguments with minimal evidence and unstated assumptions, opinions, or bias.	-Arguments are inaccurate, illogical, and unrelated to topic. -Does not question their own arguments. -Does not justify arguments with evidence and ignores counter-arguments.	**___/4**
Evaluate Others' Ideas:	-Demonstrates a thorough understanding of the complexities of the argument (assumptions, logic, evidence), and clearly presents a comprehensive evaluation of the viewpoints, considering the course's disciplinary context.	-Demonstrates an adequate understanding of the complexities of the argument (assumptions, logic, evidence), and presents a fairly comprehensive evaluation of the viewpoints considering the course's disciplinary context.	-Misunderstands elements of the argument, does not clearly assess all aspects of presented ideas, or has an emerging ability to evaluate arguments using disciplinary perspectives.	-Lacks an understanding of the argument, simplistic and illogical evaluation of ideas, and/or a limited understanding of disciplinary context.	-Fails to address assignment instructions, lacks any understanding of the arguments, and unaware of disciplinary contexts.	**___/4**
Address Conflicting Perspectives:	-Thoroughly considers the conflicting perspectives. -Justifies arguments with sufficient evidence. -Shows appreciation of issue complexity. -Identifies common ground between conflicting perspectives.	-Adequately considers the conflicting perspectives -Justifies arguments with some evidence. -Acknowledges issue complexity. -Some attempt to find common ground.	-Considers conflicting perspectives, but shows prejudice towards one perspective. -Evidence is insufficient, or is biased in its use. -Little acknowledgement of issue complexity. -Minimal attempt to identify common ground.	-Primarily considers one side of issue with little acknowledgement of opposing perspectives. -Evidence only addresses one perspective. -Oversimplifies complexity of issue -No attempt to find common ground.	-Does not address relevant perspectives. -Little or no evidence is given. -Presents problem as irrelevant. -No attempt to find common ground.	**___/4**

Appendix C: Learning Outcomes

General Education "Sound Thinking & Problem Solving" Learning Outcome

Students will be able to:

1. Demonstrate the ability to develop a defensible solution to a problem
2. Evaluate the strengths and weaknesses of their own ideas/arguments
3. Evaluate the strengths and weaknesses of the ideas/arguments of others
4. Demonstrate the ability to address conflicting perspectives

GE Foundation Document Category Learning Outcomes

Quantitative Reasoning:

1. Students will improve critical thinking and problem solving, especially as these apply to quantitative analysis.
2. Students will prepare to identify and intelligently face problems they encounter later in life that require quantitative reasoning.

Languages of Learning:

1. Students will demonstrate proficiency in beginning calculus or a similarly advanced quantitative discipline.
2. Students will demonstrate the ability to use numerical tools to explain the world in quantitative terms, interpret numerical data, and evaluate arguments that rely on quantitative information and approaches.

Scientific Principles and Reasoning:

1. Students will demonstrate an understanding of the basic scientific principles which undergird the scientific process, including the strengths and weaknesses of this process.
2. Students will appreciate the excitement of discovery that has accompanied important scientific developments.
3. Demonstrate hos scientific methodology can be used to analyze real-world science-related problems.
4. Evaluate scientific data and claims in order to make rational decisions on public-policy science issues that affect their community.
5. Express their thoughts (in oral, graphical, and written formats) on scientific topics clearly, including appropriate use of basic scientific vocabulary and effective interpretation of quantitative data.
6. Reflect rationally upon the interface between science and religion.

2018-2019 Assessment of KNOWLEDGE GE Program Learning Outcome

Final Report

BYU Office of General Education | March 2020
Prepared by Joseph Hanks – Reviewed by Patti Freeman

Executive Summary

Introduction

The office of General Education conducted an assessment in 2018-2019 of the *KNOWLEDGE* GE learning outcome (see Appendix C for learning outcome details). The assessment consisted primarily of a direct measure of each of the three dimensions of this learning outcome – *Investigating, Expressing, Evaluating* – for all five disciplinary content categories specified in the learning outcome: *Arts, History, Humanities and Languages, Natural Sciences and Mathematics,* and *Social Sciences.* The courses used as vectors for collecting and analyzing data to assess this learning outcome included two sections of each of the following courses that were selected using stratified random sampling techniques: ART 105 (*Arts*), HIST 201 (*History*), ENGL 315 (*Humanities and Languages*), NURS 320 (*Natural Sciences and Mathematics*), GEOL 101 (*Natural Sciences and Mathematics*), PSYCH 308 (*Social Sciences*). This was done by collecting and rating 72 student work samples (SWS), via a faculty rating team (see Appendix A for the list of raters) using a modified AAC&U rubric (see Appendix B to review the modified rubric that was used), from a stratified random sample of the twelve GE courses mentioned above (six SWS per section) from Winter semester 2019. After the rating of these SWS was completed by the faculty rating team, Many Facets Rasch modeling (using *Facets Rasch* software on a fully crossed design) was used to correct ratings to account for rater error, bias, and fatigue. Multiple Regression (MR) statistical techniques were then used to analyze the data.

The primary goals of this assessment were to: 1) estimate how well students in the above courses demonstrated acquisition of the overall *KNOWLEDGE* learning outcome in the work samples collected for this assessment; 2) estimate how well students in the above courses demonstrated acquisition of each of the specific dimensions of the *KNOWLEDGE* learning outcome – *Investigating, Expressing, Evaluating*; 3) estimate how well students in each of the five disciplinary content categories – *Arts, History, Humanities and Languages, Natural Sciences and Mathematics, Social Sciences* – demonstrated acquisition of the *KNOWLEDGE* learning outcomes.

Summarized Quantitative Findings

Table 1: Summarized Quantitative Findings (See Summarized Findings section of full report, below, for more detail)

Overall Results	The aggregate rating for the assessment was 2.25 (CI: 2.21, 2.83; SD = 0.948; range = 4.0), which is below the minimum proficiency rubric threshold of "3" established by the rating team.
ANOVA Results for each L.O. Dimension	The learning outcome dimensions performed as follows: *Investigating:* 2.37; *Expressing:* 2.34; *Evaluating:* 2.0. The lower performance of the *Evaluating* dimension was significant at alpha level .01. However, the effect size of this difference (0.32) was relatively small, and, depending on one's frame of reference, may or may not be considered meaningful.
ANOVA Results for Disciplinary	Disciplinary content categories performed as follows: *Humanities and Languages:* 2.68; *Arts:* 2.5; *Natural Sciences and Mathematics:* 2.28; *History:* 2.21; *Social Sciences:* 1.98. The higher performance of *Humanities and Languages* and the lower performance of *Social Sciences* were both significant at alpha

Content Categories	level .05. The effect sizes of both these differences were quite large (0.70 and -0.67 respectively), suggesting these differences are meaningful, at least for the sample studied in this assessment.

Conclusions

For more detailed Conclusions, see the Conclusions section of the full assessment report, which follows this summary.

1. Overall performance on the *Knowledge* GE learning outcome was below the proficiency threshold.
2. The low performance, across all disciplinary content categories, of the learning outcome dimension *Evaluating* prompts questions about what may be causing such low performance of this very important ability.
3. The high performance of the disciplinary content category *Humanities and Languages,* and the low performance of the disciplinary content category *Social Sciences,* generally speaking, on the *Knowledge* GE learning outcome, prompts questions about causality.

Recommendations

For more detailed Recommendations, see the Conclusions section of the full assessment report, below.

1. The GE office recommends that GE instructors, department chairs, college deans, and GE program personnel use the results of this assessment to consider how to improve student acquisition of the dimensions and disciplinary content categories of the *Knowledge* GE learning outcome in future GE courses and in the GE program in general.
2. The GE office recommends relevant parties pay particular attention to improving the *Evaluation* dimension of student acquisition of the *Knowledge* GE learning outcome; and conduct their own inquiries into possible explanations for the lower performance of this dimension.
3. The GE office recommends relevant parties pay particular attention to improving the acquisition of the Knowledge GE learning outcome in the Social Sciences disciplinary content category; and conduct their own inquiries into possible explanations for the lower performance of this category.

Full Assessment Report

Introduction

The 2018-2019 KNOWLEDGE Assessment, using six different courses (ART 105, HIST 201, ENGL 315, NURS 320, GEOL 101, PSYCH 308), was conducted by gathering 72 student work samples (SWS) from two sections of each course (6 SWS per section), using stratified random sampling. SWS were then rated by thirteen faculty from the departments in which each sampled course is housed (Art, History, English, Nursing, Geology, Psychology). Each rater was a professor who had taught one of the courses from which SWS were collected. Additionally, some of the raters were professors who had submitted SWS to be rated as part of this assessment (but no rater scored any SWS from their own classes). SWS were rated on a 5-point scale that was adapted by the raters from an AAC&U VALUE rubric that was retrieved from https://www.aacu.org/sites/default/files/files/VALUE/InquiryAnalysis.pdf.

Methodology

Rubric

The quantitative portion of this assessment began with the creation of a rubric (see Appendix C). Modifications to the existing AAC&U VALUE rubric were made by the raters who participated in this assessment, under the leadership of Joseph Hanks (hereafter referred to simply as Hanks). The result was a finished rubric to use for scoring, which contained a five-point scale across seven indicator categories (*Topic Selection; Knowledge, Research, and/or Views; Methodology/Process; Analysis/Results; Conclusions; Limitations/Implications; Technical Presentations*) that were, collectively, deemed to comprise the learning outcome *Knowledge* (see Appendices B and C for the way the indicator categories were then grouped into the three dimensions of *Knowledge: Investigating, Expressing,* and *Evaluating,* as described by the learning outcome). Within each of these three learning outcome dimensions, a SWS could be given a rating that ranged from 0 to 4, as a reflection of the degree to which the SWS reflected student acquisition of each dimension of the *Knowledge* learning outcome. Thus, each SWS led to a total of four ratings: one for each of the three dimensions, and a total average score for the overall *Knowledge* learning outcome. The faculty scoring team made the determination that a minimum score of 3 would be required in order to conclude that the learning outcome had been achieved at a "proficient" level.

Student Work Samples

Six SWS were randomly sampled from each of the 20 courses previously randomly selected to participate in this assessment, and were rated by the faculty scoring team. Hanks met with each participating instructor before the study began, in order to make sure that they were aware of the kinds of SWS that were needed for this study, and in order to ensure that submitted SWS were aligned with the learning outcomes they would be measured against (SWS were not limited to just papers, as has been the case in previous GE assessments, but also included things like pieces of art produced by students – this represents a significant step forward for GE assessment at BYU, as a more comprehensive range of evidence of student learning is included in GE assessment). Hanks randomly assigned these student work samples to raters, ensuring that no rater was assigned a student work sample from one of his or her own courses. The assignment of student work samples was done in such a way (using a fully crossed design, see Figure 1, below) that the ratings given by raters could be "linked" to the ratings given by all the other raters, thus allowing Many Facets Rasch modeling software (*Facets Rasch* was the software program used) to identify, and correct for, departures from rater's patterns of rating, thus adjusting for rater bias and fatigue. Yellow highlighting has been included in Figure 1 to indicate how each rater's rating of each SWS can be linked to every other rater's rating of each SWS (and, of course, all of their own ratings), thus stabilizing the estimates and allowing for the tracking of each rater's rating pattern, and, therefore, the correction of rater bias.

Figure 1: A Sample Portion of the Many Facets Rasch Design (the design type is called a *Complete (*or *Fully Crossed) Design* by Eckes, 2009) Used to Assign Student Work Samples to Raters

	Student Work Sample #																						
Rater	**197**	**198**	**199**	**200**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**
1				200	1	2						8	9	10						16	17	18	
2					1	2	3						9	10	11						17	18	19
3						2	3	4						10	11	12						18	19
4	197						3	4	5						11	12	13						19
5	197	198						4	5	6						12	13	14					
6	197	198	199						5	6	7						13	14	15				
7		198	199	200						6	7	8						14	15	16			
8			199	200	1						7	8	9						15	16	17		

Ratings and Analysis Procedures

Before formal rating of student work samples began, faculty raters participated in a norming process in which they rated a series of "extra" student work samples (i.e. samples not included in the assessment), using the rubric they had created, and then discussing their ratings and the rationale for them. After three rounds of this process, inter-rater reliability achieved a level of .91, which is within acceptable bounds (Krippendorff, 1980). At this point, Hanks determined the rating team was ready to begin formal rating of student work samples. (It is worth noting that the process of collaborating to create the rubric that was to be used for rating can also be considered to be part of the norming process for raters). Raters then rated the SWS and recorded their ratings on a Recording Form. Hanks cleaned and prepared the SWS ratings and then conducted a MR analysis in SPSS on the three dimensions of the *Knowledge* learning outcome and on the overall rating (see Table 2, below).

Rater Bias, Fatigue, and Other Disparities

Rater bias is always a possibility in GE assessments, due to factors such as:

1. **Bias** – No one is perfectly consistent. It has long been demonstrated that, no matter how hard one tries, inconsistencies take place in the scoring of student work (Bullough, 2010).
2. **Fatigue** – As time went on throughout the two long days of scoring SWS's, rater fatigue might have influenced the scoring.
3. **Other (e.g. Open Discussion)** – Readers at times commented on various SWS out loud to the whole group of raters, possibly affecting the rating by others of some SWS.

Bias and fatigue were present in the ratings of this assessment. However, the use of Many Facets Rasch modeling eliminated these problems in the assessment results. The *Facets Rasch* software corrected the error introduced into the ratings due to bias, fatigue, etc. Since the *Facets Rasch* software corrected these errors, Hanks determined it was not necessary to examine rater bias further. Thus, there are no beta weights or p-values reported for rater bias in this assessment report, as has been done in previous assessment reports (this assessment cycle is the first time Many Facets Rasch Modeling has been used in a BYU GE assessment). Similarly, Hanks determined that rater fatigue was not a relevant issue for this assessment. The use of Many Facets Rasch modeling corrected for any possible rater fatigue present in this assessment. Thus, the corrected metrics reported here are more authentic, and more accurately represent the "true score" of this population of students on their student work samples, than would have otherwise been the case. (Additional evidence for the improved accuracy of the metrics in this assessment is the extremely small 95% Confidence Interval (95 CI: 0.038327) of the results (see the error bars on the graph in Figure 2, below), which indicates a much higher degree of measurement precision than has been achieved in previous assessments). Therefore,

Hanks determined it was not necessary to create a graph showing rater fatigue across the two days of scoring (as has been done in previous GE assessment reports), since the effects of such fatigue were corrected by the *Facets Rasch* software and are, therefore, no longer present in the final results.

SWS Mismatches

Due to the advanced preparation of instructors whose courses were sampled for inclusion in this assessment, there were no student work samples in this assessment that were removed due to the SWS not being "rate-able." Thus, all 72 SWS's selected for use in this assessment are represented by the final results. This represents an improvement in GE assessment at BYU, compared to previous GE assessments in which mismatched SWS were prevalent, as mismatches may skew the data and underrepresent the population when they are dropped from the analysis. An additional benefit of ensuring ahead of time that all submitted SWS would be useable by the rating team is that it is more efficient and allows GE assessments to be conducted using fewer SWS, saving time and effort on the part of faculty contributors and the rating team.

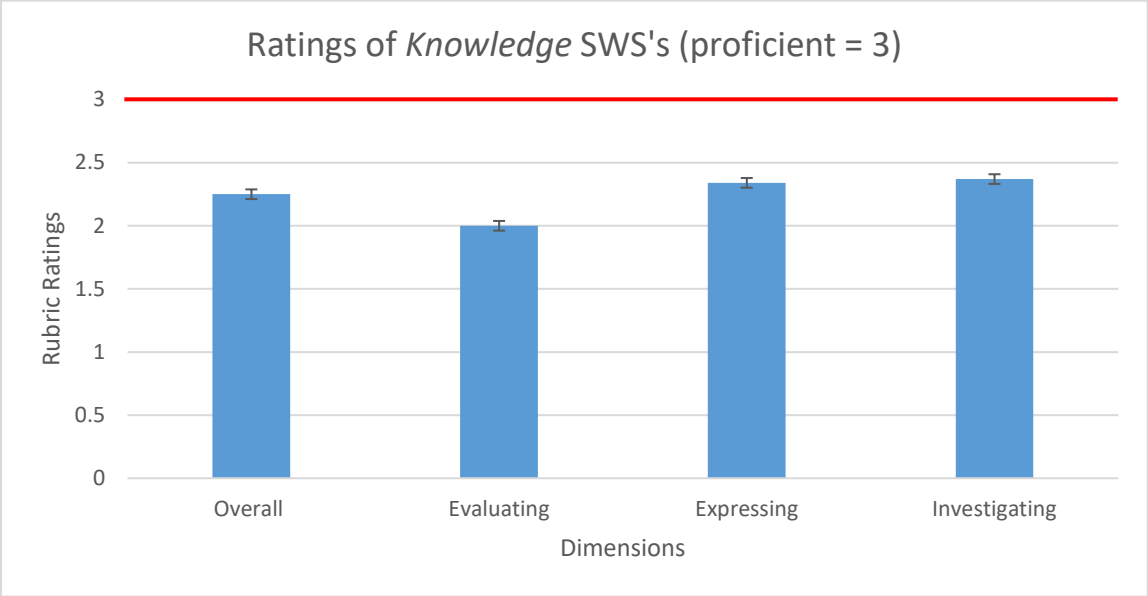
Results

Overall and Sub-scores

The sample of student work collected from GE courses during the Winter semester, 2019, did not achieve, overall, minimum proficiency on the *Knowledge* GE learning outcome. This conclusion is based on the resulting average overall total rating being 2.25 (95 CI: 2.21, 2.83; Range = 4.0; Standard Deviation = 0.948), while minimum proficiency was set at "3" (See Figure 2, below).

Similar to the overall score provided above, all three sub-scores from the three dimensions of the *Knowledge* learning outcome achieved results below the minimum proficiency threshold of "3." The average score for the *Evaluating* dimension was 2.0 (95 CI: 1.96, 2.38). The average score for the *Expressing* indicator was 2.34 (95 CI: 2.30, 2.38). The average score for the *Investigating* indicator was 2.37 (95 CI: 2.33, 2.41). Not only do the ratings fall below the minimum proficiency threshold of "3;" even the range of possible ratings encompassed by the 95% confidence interval does not reach a rating of "3" for any of the subcategories of the learning outcome or for the average overall total score. Thus, we can be quite confident that, within the parameters of this assessment design, the true score for BYU students on the *Knowledge* GE learning outcome for the 2019 GE assessment was below the minimum proficiency level of "3" across BYU campus. Finally, evidence suggests BYU student acquisition of this learning outcome was fairly even across the two learning outcome dimensions (or subcategories) *Investigating* and *Expressing,* with the learning outcome dimension (or subcategory) *Evaluating* achieving a significantly lower rating. It is not immediately clear to what the lower performance of this indicator subcategory is due (see the Conclusions and Recommendations section, below).

Figure 2: Overall and Sub-Score Comparison



Assumptions of Multiple Regression

Figure 3, below, consists of a histogram representing the distribution of the scores given for the SWS sampled in this assessment. The scores follow a roughly normal distribution, which indicates, at least on the surface, that each of these data sets meets the normality assumption of Multiple Regression modeling. Further investigation by Hanks confirmed the normal distribution of the data, and no transformations of the independent variables was required in order to meet the criteria of the normality assumption. It must also be noted that none of the courses sampled during this assessment reached the minimum sample threshold of 30 data points to satisfy the requirements of the Central Limit Theorem, which is one of the conditions of the normality assumption. For this reason, course comparisons were excluded from Multiple Regression analysis. However, the rest of the independent variables were included in the Multiple Regression analysis, because these variables were based on the overall sample data; and the overall sample (n=72) is sufficiently large to satisfy the requirements of the Central Limit Theorem.

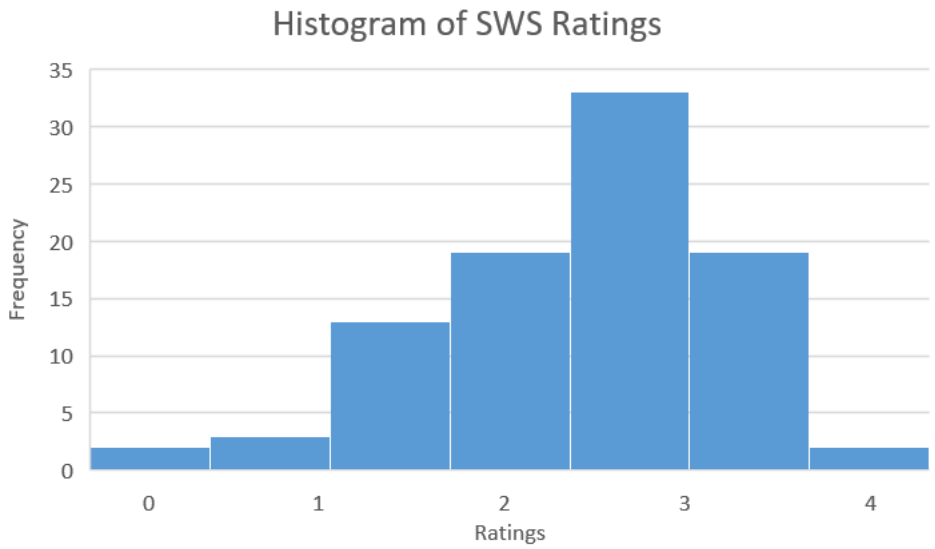
The independence assumption of Multiple Regression was violated in this study, as all of the SWS selected for use in this assessment were nested within courses, as well as within a single university (BYU). However, Hanks did not deem this violation of the independence assumption as a fatal weakness for the purposes of this assessment.

The linearity assumption of Multiple Regression was met in this study, as revealed by a visual inspection of scatterplots and standardized residuals charts.

The equality of variance and multicollinearity assumptions of Multiple Regression were not violated in this assessment, as revealed by a visual inspection of scatterplots and collinearity diagnostics tables.

Due to the foregoing, the Multiple Regression models in the next section can appropriately be used for descriptive statistics regarding the data used for the assessment of the *Knowledge* GE learning outcome; and even for the purpose of making modest statistical inferences about these data, as long as such inferences are made at a fairly high granular level (e.g. the level of the GE program overall), and not at the level of individual course sections, instructors, or students. It is recommended that interested parties conduct further research at these levels, using a more precise assessment process, if they are interested in forming such conclusions.

Figure 3: Ratings Distribution



Summarized Findings

Results of quantitative data analysis are summarized in Table 2, below.

Table 2: Expanded Quantitative Findings

Overall Ratings	The aggregate rating for the assessment was 2.25 (CI: 2.21, 2.83; SD: 0.948; range: 4.0), which is below the minimum proficiency rubric threshold of "3" established by the rating team.
ANOVA Results for each Learning Outcome Dimension	The performance of each of the learning outcome dimensions (or subcategories) were: *Investigating:* 2.37 (CI: 2.33, 2.41; SD: 1.07; range: 4.0) *Expressing:* 2.34 (CI: 2.29, 2.38; SD: 1.01; range: 4.0) *Evaluating:* 2.0 (CI: 1.95, 2.051; SD: 1.14; range: 4.0) All three learning outcome dimensions (or subcategories) scored below the minimum proficiency rubric threshold of "3" established by the rating team. The dimension *Investigating* was the highest performing indicator, while the indicator *Evaluation* was the lowest performing indicator. The lower performance of the *Evaluating* dimension, as compared with the performance of the other two dimensions, was significant at alpha level .01. However, the effect sizes of this difference (0.32) was relatively small, and, depending on one's frame of reference, may or may not be considered meaningful (see below for more details): *Evaluating* (ES = 0.32; 95 CI = 0.26, 0.38; SE = 0.03)
ANOVA Results for Disciplinary Content Categories	The performance of each of the disciplinary content categories were: *Humanities and Languages:* 2.68 (CI: 2.42, 2.94; SD: .416; range: 1.45) *Arts:* 2.34 (CI: 2.15, 2.53; SD: .305; range: 1.21) *Natural Sciences and Mathematics:* 2.28 (CI: 2.061, 2.50; SD: .519; range: 1.69) *History:* 2.21 (CI: 1.80, 2.63; SD: .415; range: 1.33) *Social Sciences:* 1.98 (CI: 1.70, 2.26; SD: .555; range: 2.04) The highest (*Humanities and Languages*) and lowest (*Social Sciences*) performing content categories were significantly different from the other content categories at alpha level .05. Additionally, the effect sizes of these differences were large (0.70 and -0.67 respectively). This suggests these differences are meaningful (see below for more details). *Humanities and Languages* (ES = 0.70; 95 CI = 0.08, 1.30; SE = 0.31) *Social Sciences* (ES = -0.67; 95 CI = -1.18, -0.15; SE = 0.26)
Further Discussion of Effect Sizes and	According to Cohen (1969), an effect size of 0.32 magnitude is a "small" effect. However, the upper limit of the 95% confidence interval for the effect size of the Evaluating dimension (0.38)

the Meaningfulness of the Significantly Low *Evaluating* Ratings; as well as the Meaningfulness of the Higher *Humanities and Languages* and Lower *Social Sciences Ratings*	does approach what Hattie (2008) calls the "hinge point" of 0.4 ("the point at which a phenomenon can be said to be having a greater than average influence on achievement"). If one accepts that the "hinge" point has been reached; then according to Coe (2002), the range of the confidence interval for this effect size would normally be interpreted as meaning that the "true" acquisition, by BYU students, of the ability to evaluate "concepts in the disciplines" (see *Knowledge* learning outcome in Appendix C for exact wording) is quite possibly significantly lower than students' acquisition of the other skills measured in the assessment (i.e., the ability to investigate and express concepts in the disciplines). This is an important finding, as the ability to evaluate is widely regarded as being among the most important (and highest) skills/levels of thinking (and is certainly higher/more important than the skills of investigating or expressing) (Forehand, 2010). Thus, the fact that the evaluating dimension achieved a significantly lower (and potentially meaningfully lower, based on Effect Size estimates) rating in this assessment (as compared with the performance of the other learning outcome dimensions), suggests a potential deficiency in BYU's GE program, at least as it pertains to this particular learning outcome. To be sure, this assessment certainly does not tell us the cause of this deficiency, but it does suggest, one way or another, BYU's GE program does not seem to be leading to high levels of student development of the ability to evaluate concepts in the disciplines, at least for the random sample studied in this assessment. Conversely, the large effect sizes achieved by the *Humanities and Languages* (0.70) and the *Social Sciences* (-0.67) content categories of the *Knowledge* GE learning outcome are described by Hattie (2008) as "large," especially when one considers the upper bounds of the 95% confidence intervals of these effect sizes. These are meaningful effects. This suggests, at least for the sample studied in this assessment, student acquisition of the *Knowledge* GE learning outcome actually does take place at a higher level in the *Humanities and Languages*, and at a lower level in the *Social Sciences,* on BYU campus. This is an important finding, as the effect of content area instruction on GE learning outcome acquisition, as well as the question of equality of acquisition of GE learning outcomes across disciplines, are important to the achievement of the mission of the GE program. It may be that the very nature of the content in each of these disciplinary areas has a large impact on how readily students acquire this learning outcome (e.g. Arts, Humanities, and Languages score higher, while Sciences and Mathematics score lower – is this simply an artifact of content rigor, or are there other factors involved?). It is difficult to tell. As there are a variety of philosophies regarding the best way to approach the interpretation of effect sizes (including what it means to interpret a given effect size as being "meaningful"), Hanks encourages interested parties to consider reviewing the work of Glass et al. (1981) and Coe (2002) for a detailed treatment of the topic.

Conclusions and Recommendations

Conclusions

1. Overall performance on the *Knowledge* GE learning outcome was below the proficiency threshold. The reasons for this are currently unknown, and prompt questions as to causality.
2. The particularly low performance (both statistically significant and possibly meaningful) of the learning outcome dimension *Evaluating* prompts questions about what may be causing such low performance, across all disciplinary content categories, of this very important ability.
3. The particularly high performance (both statistically significant and meaningful) of the disciplinary content category *Humanities and Languages,* as well as the particularly low performance (both statistically significant

and meaningful) of the disciplinary content category *Social Sciences,* generally speaking, on the *Knowledge* GE learning outcome, prompts questions about what may be causing both such high and such low acquisition of the *Knowledge* GE learning outcome, within these two disciplinary content categories.

4. The methods used to analyze the data in this assessment (particularly the use of Many Facets Rasch Modeling techniques) have likely yielded less inflated results than may have been achieved in previous assessments of the *Knowledge* GE learning outcome. This may help explain, at least in part, the below-proficient performance of the student work samples in this particular assessment, especially if previous assessments yielded higher ratings than the current assessment did (i.e., it is likely that previous assessments yielded artificially inflated ratings of student work samples, due to human error in the rating process that may not have been accounted for). It is not clear, however, how much of the below-proficient performance of this learning outcome might also be attributable to other variables.

Recommendations

1. The GE office recommends GE instructors, department chairs, college deans, and GE program personnel use the results of this assessment to consider how to improve student acquisition of the dimensions and disciplinary content categories of the *Knowledge* GE learning outcome in future GE courses and in the GE program in general.
2. The GE office recommends relevant parties pay particular attention to improving the *Evaluation* dimension of student acquisition of the *Knowledge* GE learning outcome; and conduct their own inquiries into possible explanations for the lower performance of this dimension. There may, of course, be a variety of explanations, many of which could easily be benign. For instance, it may be the case that the sample size of this assessment was not large enough to adequately reflect the true nature of what is being learned by students at BYU regarding the *Knowledge* GE learning outcome. It may also be the case that the collected SWS used as data for this assessment did not provide students with sufficient opportunity to fully demonstrate their development of the *Evaluation* dimension of the Knowledge GE learning outcome. There are many other possibilities. Alternatively, it may be the case that there may exist factors in GE courses or in the GE program itself causing students to actually develop less evaluation ability than we would wish. It is impossible to know without further study. One way or another, it would be worthwhile to learn as much as possible about what factors may be causing this phenomenon.
3. The GE office recommends relevant parties pay particular attention to improving the acquisition of the Knowledge GE learning outcome in the Social Sciences disciplinary content category; and conduct their own inquiries into possible explanations for the lower performance of this category. As with the Evaluation dimension in item 2 above, there are many possible explanations for this phenomenon – some more benign than others. As addressing this question was not the purpose of this assessment, it will be up to other interested parties to inquire further as to the cause of this phenomenon.

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2018-2019 KNOWLEDGE Assessment: Supplement to Preliminary Findings

BYU Office of General Education | March 2020
Prepared by Joseph Hanks

Overview

This supplement contains three appendices in addition to the review above. The appendices include: 1) a list of the raters who participated in the assessment, 2) a copy of the rubric used in the assessment, and 3) a summary of the learning outcomes that were measured in this assessment.

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Appendix A: Raters List

Name	Reader Number	Department
Sheri Tesseyman	1	Nursing
Barry Bickmore	2	Geology
Shelli Spotts	3	English
Mark Christensen	4	History
Jennifer Barton	5	Art
Cameron Hopkin	6	Psychology
Renae Beckstrand	7	Nursing
Javier Matos	8	Geology
Brooke Downs	9	English
Jennifer Bussio	10	History
Bryan Hutchison	11	Art
Nathan Williams	12	Art
Steven Luke	13	Psychology

Appendix B: Rubric

L.O. Dimensions	**Rubric Indicators**	**Performance Level: 4 (A+/A, Extra)**	**Performance Level: 3 (A-/B, Complete)**	**Performance Level: 2 (C, Incomplete/Partial)**	**Performance Level: 1 (D, Wrong)**	**Performance Level: 0 (F, None)**
Investigating	**Topic selection**	Identifies a creative, focused, and manageable topic that addresses potentially significant yet previously less-explored aspects of the topic	Identifies a focused and manageable doable topic that appropriately address relevant aspects of the topic.	Unfocused, missed topic or leaves out relevant sources.	Topic was either too general or too narrowly presented	No topic; missed picking a topic as assignment required.
Investigating	**Knowledge, Research, and/or Views**	Synthesizes in-depth information from relevant source representing points of view/approaches	Presents information from relevant sources representing key points of view/approaches	Presents information from relevant sources representing limited points of view/approached	Presents information from irrelevant sources representing limited points of view/approaches.	Did not present sources
Investigating	**Methodology/ Process**	Elements of methodology or theoretical framework are skillfully developed.	Critical elements of the methodology or theoretical framework are adequately developed.	Critical elements or methodology or theoretical framework are partially developed and unfocused.	Inquiry design demonstrates incorrect/mistaken methodology or theoretical framework	No design shown
Investigating	**Analysis/Results**	Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to focus.	Organizes evidence to reveal important patterns, differences, or similarities related to focus	Presents unorganized evidence that is not effective in revealing important patterns, differences, or similarities.	Lists wrong evidence or evidence unrelated to focus	No results/analysis
Evaluating	**Conclusions**	Fully supports a conclusion that is a logical extrapolation from the inquiry findings. "exceptional"	States a conclusion focused on inquiry findings. The conclusion arises specifically from and responds specifically to the inquiry findings.	States a partially supported general conclusion	States an ambiguous, illogical, unsupportable, or wrong conclusion.	No conclusion presented
Evaluating	**Limitations/ Implications**	Insightfully discusses and details relevant and supported limitations and implications with an added dimension.	Completely discusses relevant and important limitations and implications	Touches on or partially mentions limitations and implications	Lists limitations and implications that are wrong or irrelevant and unsupported	No limitations presented
Expressing	**Technical Presentations**	Fully formatted as assigned; no mistakes; spelling grammar	Complete with rare mistakes	Some format mistakes, incomplete citations and frequent grammar/spelling errors	Wrong format and grammar	No recognizable format

Appendix C: Learning Outcome for KNOWLEDGE GE Requirement

Knowledge

Students will be able to demonstrate foundational knowledge and skills in the methods of *investigating, expressing,* and *evaluating* concepts in the following disciplines (emphasis added):

Arts

History

Humanities and Languages

Natural Sciences and Mathematics

Social Sciences

For the purposes of this assessment, the rating team determined that the various dimensions (*Investigating, Expressing, Evaluating*) of this learning outcome (LO) would be measured via the following indicators of the AAC&U rubric that they modified for this assessment:

L.O. DIMENSIONS	*Investigating*	*Expressing*	*Evaluating*
RUBRIC INDICATORS	-Topic Selection	-Technical Presentation	-Conclusions
	-Analysis		-Limitations/Implications
	-Methodology		
	-Knowledge/Research/Views		

Quantitative Reasoning Assessment Results

Table 1. Selected Programs Assessing Quantitative Reasoning

College	Department	Program
Physical & Mathematical Sciences	Geological Sciences	Geology BS
	Statistics	Statistical Science BS
	Mathematics	Mathematics BS
Engineering	Chemical Engineering	Chemical Engineering BS
	Civil & Construction Engineering	Civil Engineering BS
Business	Management	Business Management BS
	Marketing & Global Supply Chain Management	Global Supply Chain Management BS
Fine Arts & Communications	Communications	Communication Studies BA
Life Sciences	Microbiology & Molecular Biology	Microbiology BS
	Nutrition, Dietetics, & Food Science	Nutritional Science BS
Family, Home, and Social Sciences	Economics	Economics BS
	School of Family Life	Human Development BS
	Political Science	Political Science BA
	Psychology	Psychology BS
International and Area Studies	International Relations Program	International Relations BA

Direct assessment. Four departments use standardized exams to directly assess quantitative skills acquired in the program (Psychology, International Relations, Business Management, and Mathematics). Business Management and Mathematics both use nationally normed exams to assess student learning. Psychology and International Relations use departmental exams. Other majors directly assess quantitative skills through coursework evaluation, including Political Science, Economics, Human Development, Business Management, and Mathematics.

Indirect assessment. Most departments also assess QR using surveys supplied by the Office of Assessment and Planning. The National Survey of Student Engagement (NSSE), BYU Senior Survey, and BYU Alumni Questionnaire include questions that indirectly assess QR skills, and data are reported at the program level. Other indirect assessment methods used by programs is use professional benchmarks: job placements, graduate school placements, number of publications, or presentations. Each of these assessment methods produces a variety of potential comparisons for assessment purposes. Using these benchmarks, majors compare to the average for all BYU students and averages for the same majors at comparable universities. National comparisons are also done by using data about placements, publications, and presentations.

Summary of First-Year Writing Assessment

First-Year Writing carried out direct assessments in 2016 and 2019. In 2016, a team of raters assessed 408 research papers from Writing 150 (including 23 papers from students in E Lang 150, first-year writing for international students) on a 1-6 scale. The papers were evaluated on four measures: argument, research, organization, and style. The average total score of papers from Writing 150 was 3.51, compared to an average total score for E Lang 150 of 2.89. The average holistic score was 3.45, with an interrater agreement at 78%.

In 2019, First-Year Writing convened a team of raters (adjunct Writing 150 faculty and graduate students) to rate 200 student work samples (10 random samples from 20 randomly sampled sections of Writing 150). A rubric was used to rate students' knowledge of the learning outcome "processes of library research" via the following two indicators: 1) quality of research and sources; and 2) integration of source material. This same team of raters also assessed students' knowledge of the learning outcome focused on style, genre, conventions, and document design through the same method. Many Facets Rasch modeling (using *Facets Rasch* software on a partially crossed design) was used to adjust for rater bias, fatigue, and so forth

In addition to these direct assessments, First-Year Writing has used a variety of indirect assessments to measure student success in achieving learning outcomes. In a one-time student survey in fall 2015, First-Year Writing has asked students in Writing 150 (N = 1048) how well they feel they have achieved the outcomes of Writing 150 through Likert-scale questions: "Please indicate how much you agree with the following statements. Writing 150 effectively taught me how to [insert each of the five learning outcomes]." Rhetoric achieved the highest score (93%), followed by writing process (89%), critical reading (85%), style (82%), and library use (82%). Most students (89%) agreed with the statement that Writing 150 prepared them to write in other classes on campus.

In 2019, First-Year Writing also began a five-year longitudinal qualitative study designed to measure the impact of Writing 150 instruction on students' development as writers throughout the rest of their university career and after graduation. Since 2019, First-Year Writing has interviewed about 40 students each year and has asked them to talk about their writing process using artifacts (a school assignment and a piece they write for a public, non-school audience) that they bring to the interview. In 2021, First-Year Writing began coding transcriptions of the interviews and started the initial analysis of the data.

2015 Advanced Written and Oral Communication Assessment

In 2015, 11 faculty evaluated 150 papers from nine courses across a range of colleges, including English courses required by programs from across the university. Reviewers scored papers in three categories—disciplinary writing and rhetoric (DWR), research, and conventions—and each paper also received an overall score on a six-point scale. The average scores in the three assessed areas were disciplinary writing and rhetoric: 3.88; research: 3.75; and conventions: 3.99. Scores in the three assessed areas were closely aligned across all the courses. The following year (2016), 306 papers selected from three other courses were assessed by a group of 12 faculty members, using the same rubric on a six-point scale. The average score was 4.16 inside a 95 percent confidence interval (95CI) (4.046, 4.275). This was later regarded as a flawed assessment because the weight assigned to disciplinary writing led to lower scores for English courses that served a broad cross-section of university majors. Naturally, courses in departments that served only its students achieved higher scores on disciplinary writing. The committee was tasked with suggesting measures to implement improvements in the low-performing courses.

First-Year Writing Curricular Adjustments

As a result of its assessment measures, First-Year Writing shifted the focus of the Writing 150 curriculum away from teaching textual analysis (often referred to as rhetorical analysis) as a discrete genre and has instead begun to teach the skills of analysis as building blocks for other, more relevant assignments (such as using genre analysis to help students as they write their own opinion-editorial). Similar concerns about students' lack of confidence in their *knowledge of conventions* have motivated First-Year Writing to develop a curriculum that focuses students' attention more deeply on genre conventions, including choices writers make about style or syntax.

In 2018, First-Year Writing realized that, while previous assessment efforts had provided them with insights about how successful students had been within Writing 150 courses, it had very little data about how Writing 150 courses prepared students to communicate effectively in other classes and domains. First-Year Writing's desire to help students communicate more effectively in the courses under its purview and beyond motivated the longitudinal study described above. This longitudinal study is particularly interested in better understanding how students apply the rhetorical knowledge and writing processes they gained in Writing 150 to other academic and non-academic settings.

In 2019, the Harold B. Lee Library (HBLL) staff, in partnership with First-Year Writing, reviewed the works cited pages of papers submitted for the GE study mentioned above. Their analysis found that 79 percent of citations in those pages met the standards of proficiency; 17 percent were developing, and four percent were not effective. In response to this assessment, First-Year Writing has collaborated with the HBLL team to develop sound library instruction that all Writing 150 students receive as part of their instruction in research writing. This instruction is always under review, and First-Year Writing is continuously looking to improve it.

In response to assessments in 2019, which revealed a student rating in the *knowledge of conventions* that fell below proficiency, First-Year Writing began requiring graduate instructors to use Style Academy. This is an online source with tutorials in syntax and stylistics in their courses and strongly encouraged adjunct instructors to use the same resource. Students are reporting in recent years high levels of confidence in their use of conventions compared to surveys in previous years. These results may suggest encouraging things about how Style Academy is being used in these classes, but First-Year Writing is limited in its confidence about that connection. First-Year Writing continues to look for ways to offer training and support for helping students become more proficient in their *knowledge of conventions*.

NSO Attendance 2016-2019

NSO Check-In Freshmen and Transfer

Semester	**2019**	**2018**	**2017**	**2016**
Winter	422	623	707	692
Spring	212	151	186	176
Summer	561	599	691	772
Fall	4548	4116	4131	4229
Total	**5743**	**5489**	**5715**	**5869**

Eligible to attend NSO (Freshmen and Transfer)*

Semester	**2019**	**2018**	**2017**	**2016**
Winter	1004	1349	1404	1385
Spring	355	321	316	378
Summer	706	842	828	843
Fall	5346	5896	5472	5385
Total	**7411**	**8408**	**8020**	**7991**

% of Eligible who Attended NSO

Semester	**2019**	**2018**	**2017**	**2016**
Winter	42%	46%	50%	50%
Spring	60%	47%	59%	47%
Summer	79%	71%	71%	92%
Fall	85%	70%	75%	79%
Total	**77%**	**65%**	**71%**	**73%**

4 Year Av. **72%**

***Eligible to attend numbers come from the offical enrollment summaries provided by Enrolllment Services**
In 2020 due to COVID - 19 no in-person NSO events or activites were held.

Orientation For 2021 Accreditation Review

Fall 2019 - Orientation Evaluation

August 9th 2021, 9:23 am MDT

Q2 - What is your gender?

#	Answer	%	Count
1	Male	38.16%	936
2	Female	61.84%	1517
	Total	100%	2453

Q3 - What is your age?

#	Answer	%	Count
11	Under 18	4.88%	120
12	18	59.68%	1467
13	19	3.91%	96
14	20	19.61%	482
15	21	7.61%	187
16	22	2.36%	58
17	23	0.65%	16
18	24	0.53%	13
19	25 or older	0.77%	19
	Total	100%	2458

Q4 - Have you served a mission for the Church of Jesus Christ of Latter Day Saints?

#	Answer	%	Count
1	Yes	30.47%	748
2	No	69.53%	1707
	Total	100%	2455

Q5 - Where are you currently living?

#	Answer	%	Count
1	On-Campus Housing	63.61%	1563
3	Off-Campus Housing	36.39%	894
	Total	100%	2457

Q6 - What is your student status?

#	Answer	%	Count
1	New Freshman - Just graduated high school this past spring	67.12%	1635
2	New Freshman - Just returned from a mission, no previous college attendance before mission	21.26%	518
4	Transfer Student	11.62%	283
	Total	100%	2436

Q7 - Did you attend NSO?

#	Answer	%	Count
23	Yes	80.57%	1982
24	No	19.43%	478
	Total	100%	2460

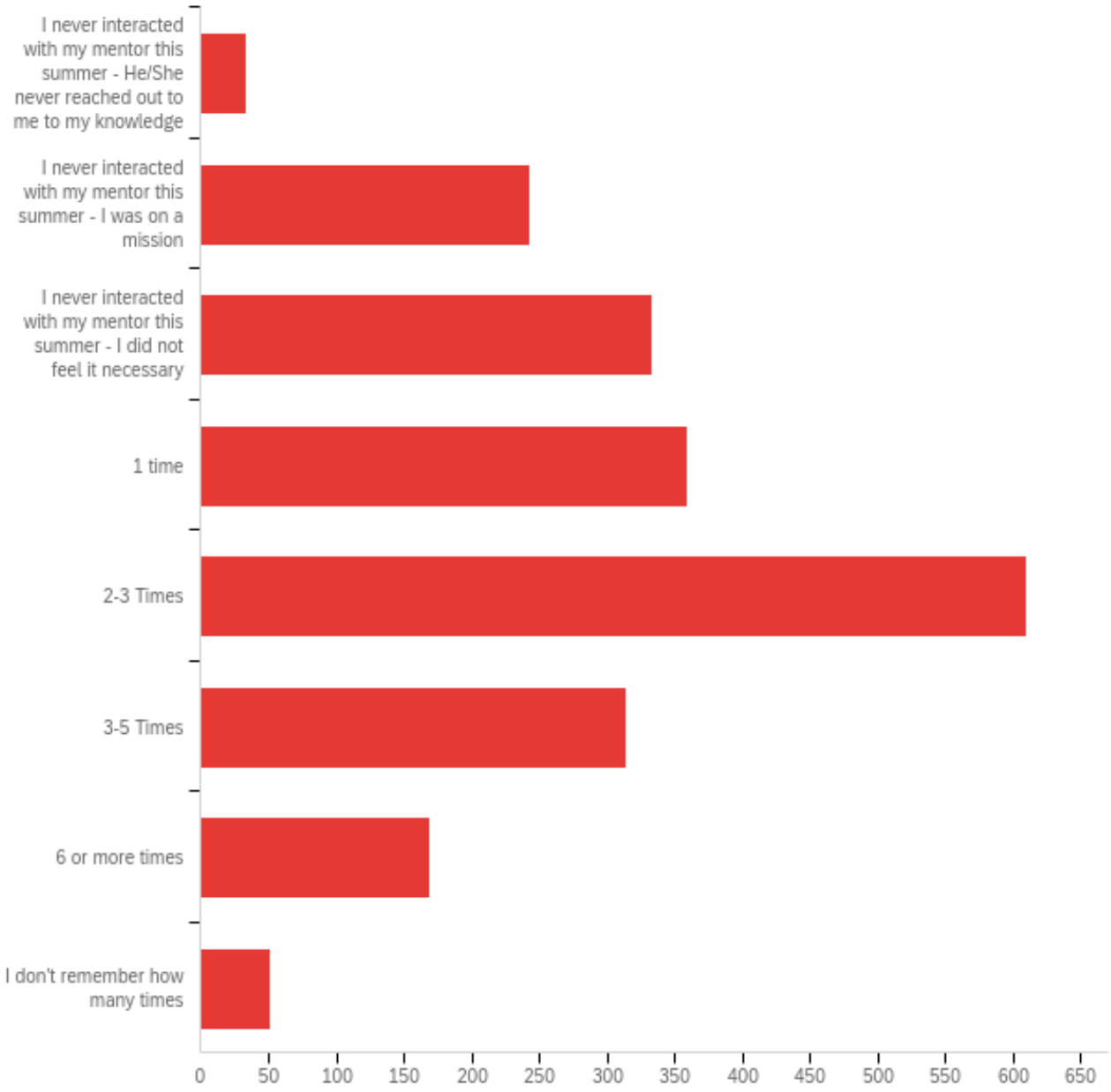
Q8 - You responded that you did not attend the three-day New Student Orientation (NSO) event. Please identify all the reasons you did not (Please check all the answers that apply to you):

#	Answer	%	Count
5	Other, please explain:	9.71%	66
2	I was not able to get travel arrangements that would allow me to attend.	8.97%	61
1	I had other things I had to do so I could not attend (work, family obligations, etc)	45.15%	307
3	I felt I did not need to attend because I received the information from someone else.	20.29%	138
6	I did not want to attend NSO.	9.56%	65
4	I did not know about NSO.	6.32%	43
	Total	100%	680

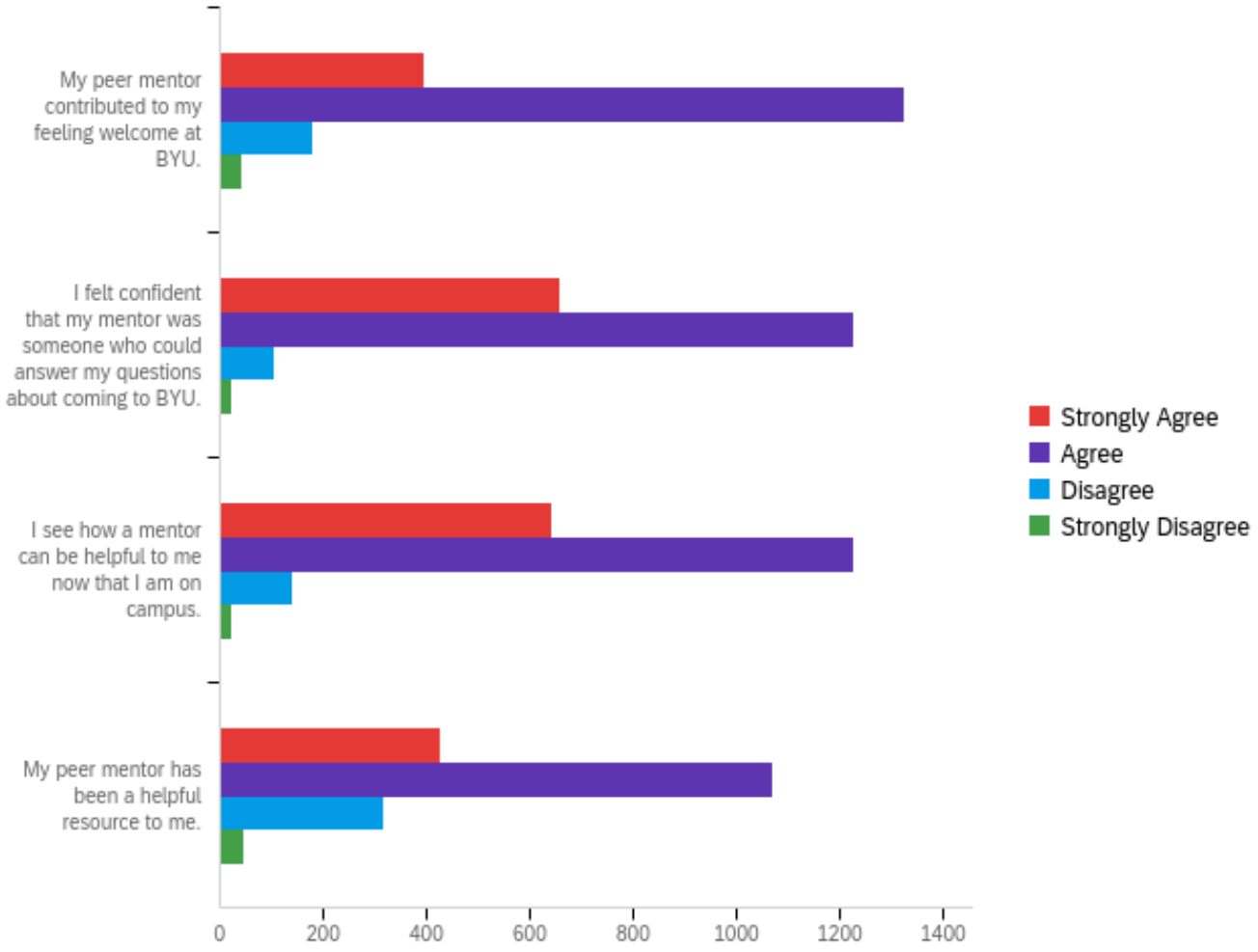
Q10 - Not long after you were notified about your admission to BYU you were assigned a peer mentor. Do you remember receiving an email from your mentor welcoming you to BYU?

#	Answer	%	Count
23	Yes	96.64%	2044
24	No	3.36%	71
	Total	100%	2115

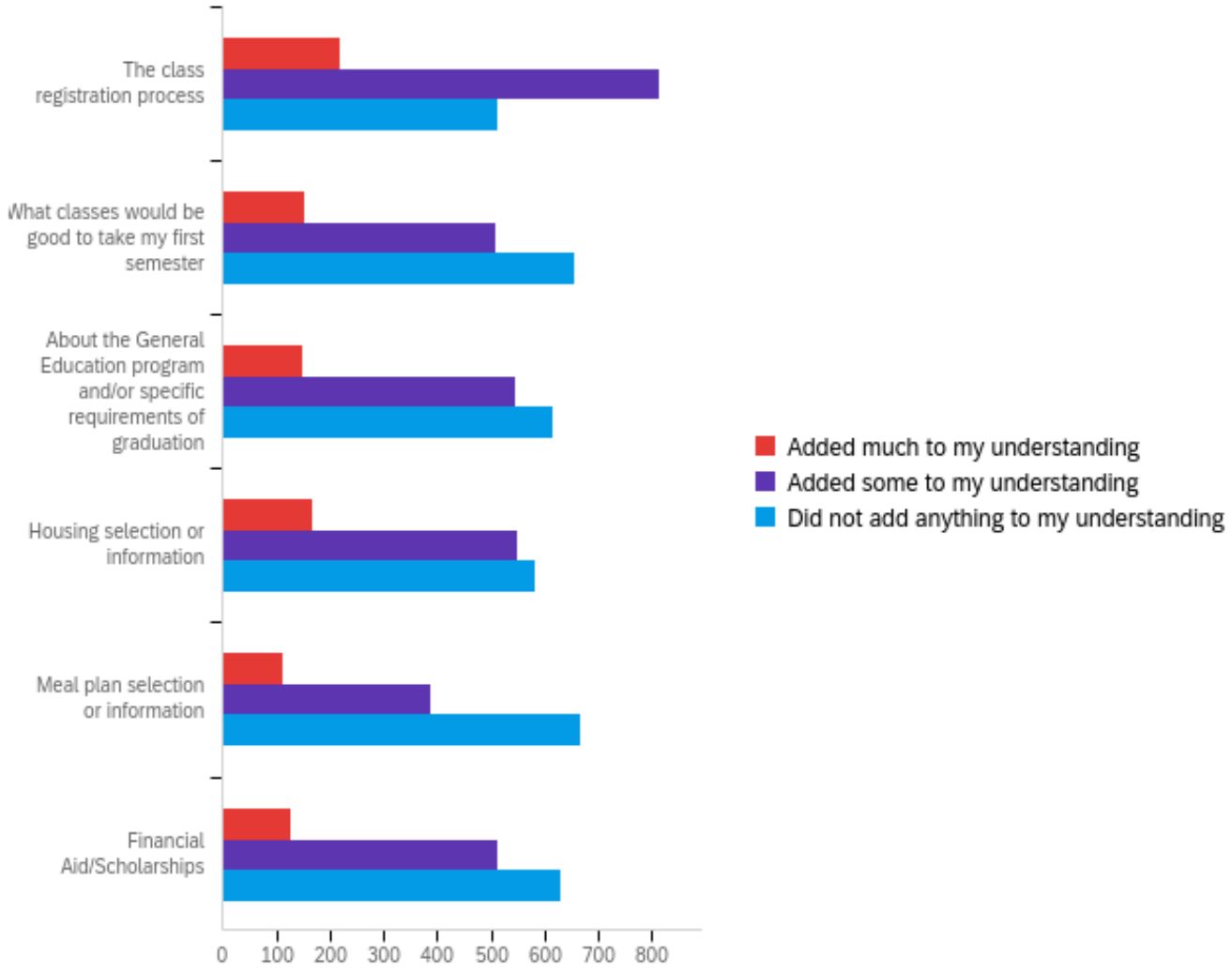
Q11 - Approximately how many times during the summer did you interact with your mentor?



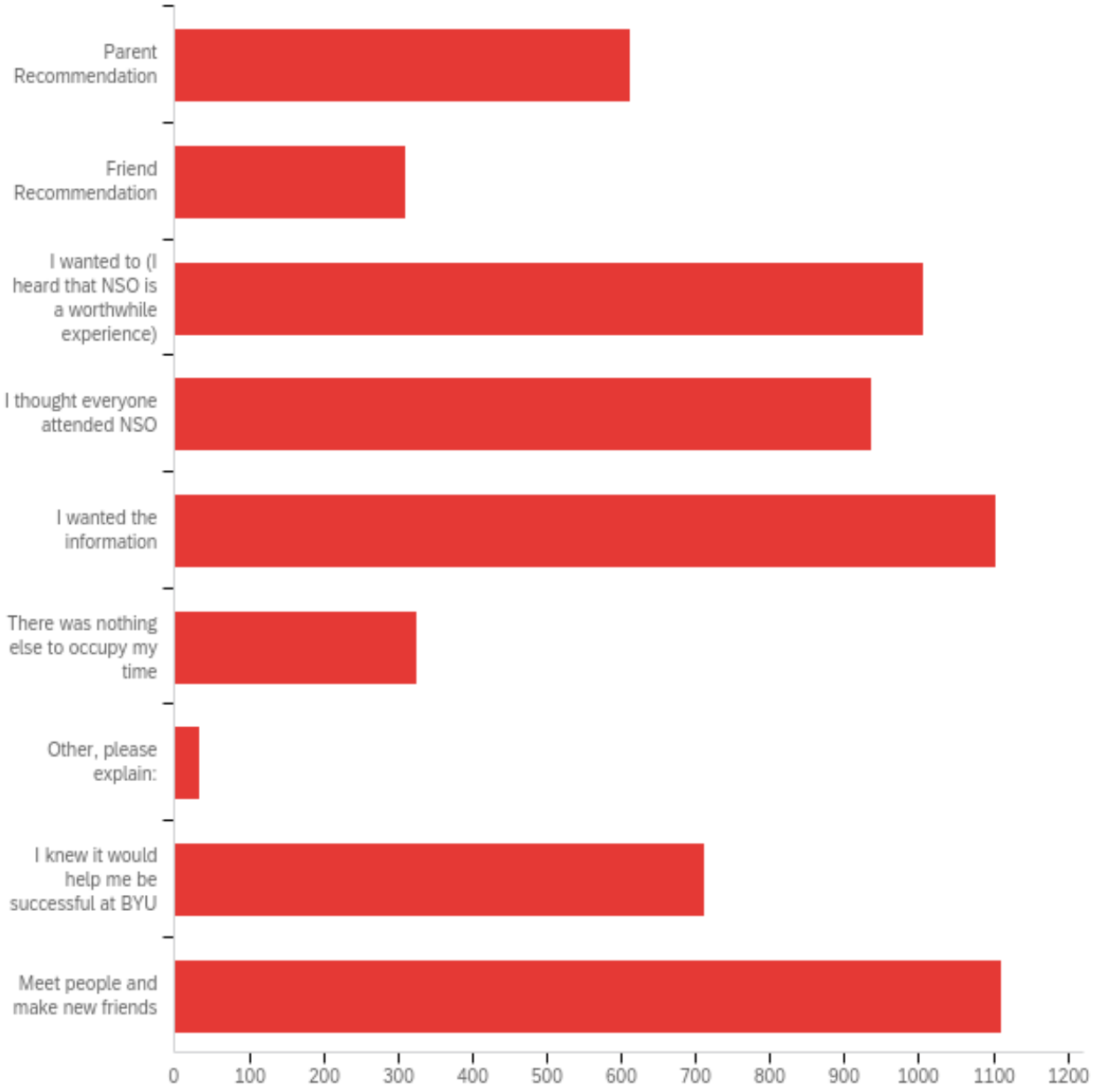
Q12 - How strongly do you agree or disagree with the following statements about first-year mentoring?



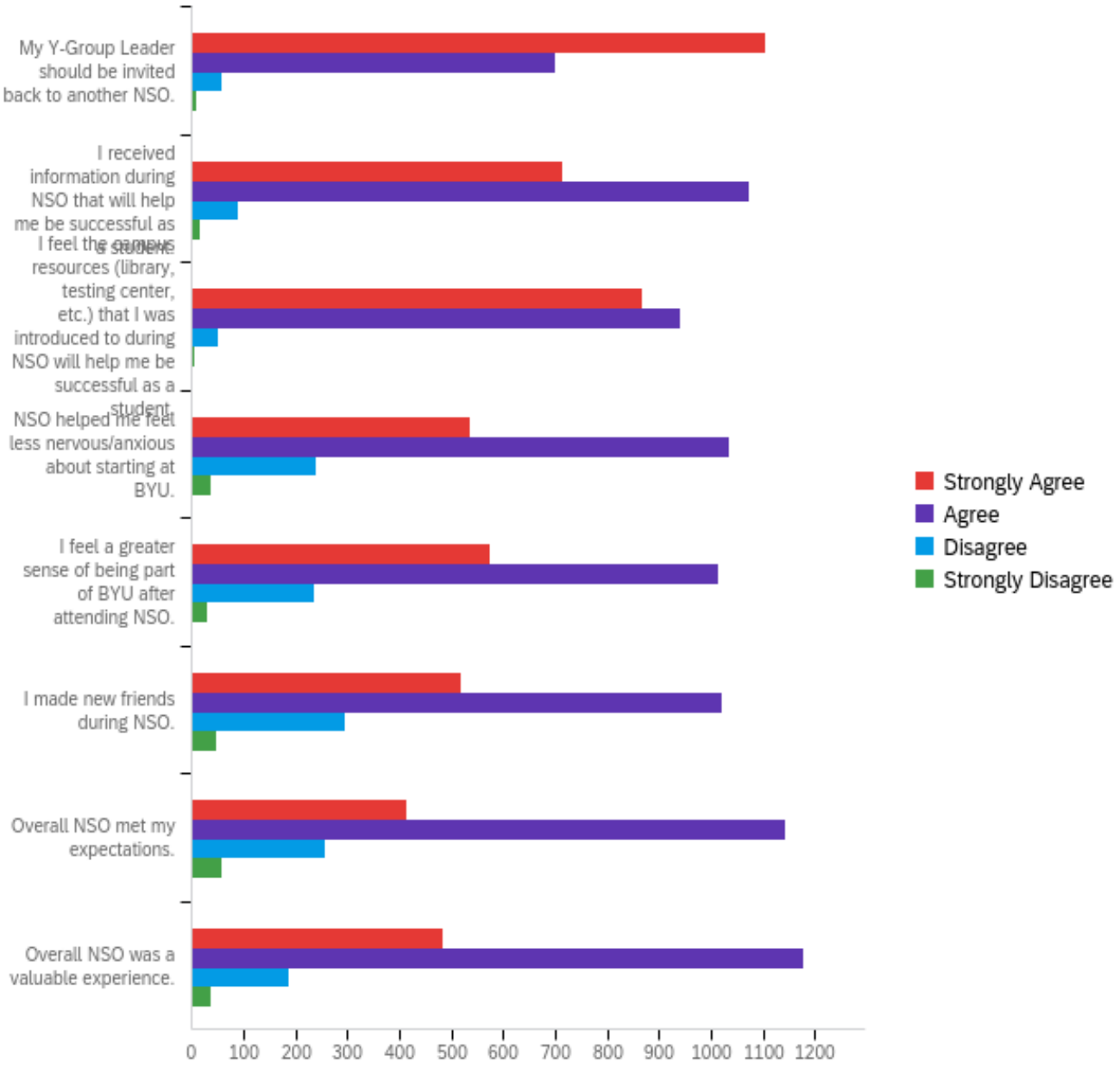
Q13 - To what degree did your mentor add to your understanding of the following items?:



Q15 - Why did you decide to attend NSO (mark all that apply)?



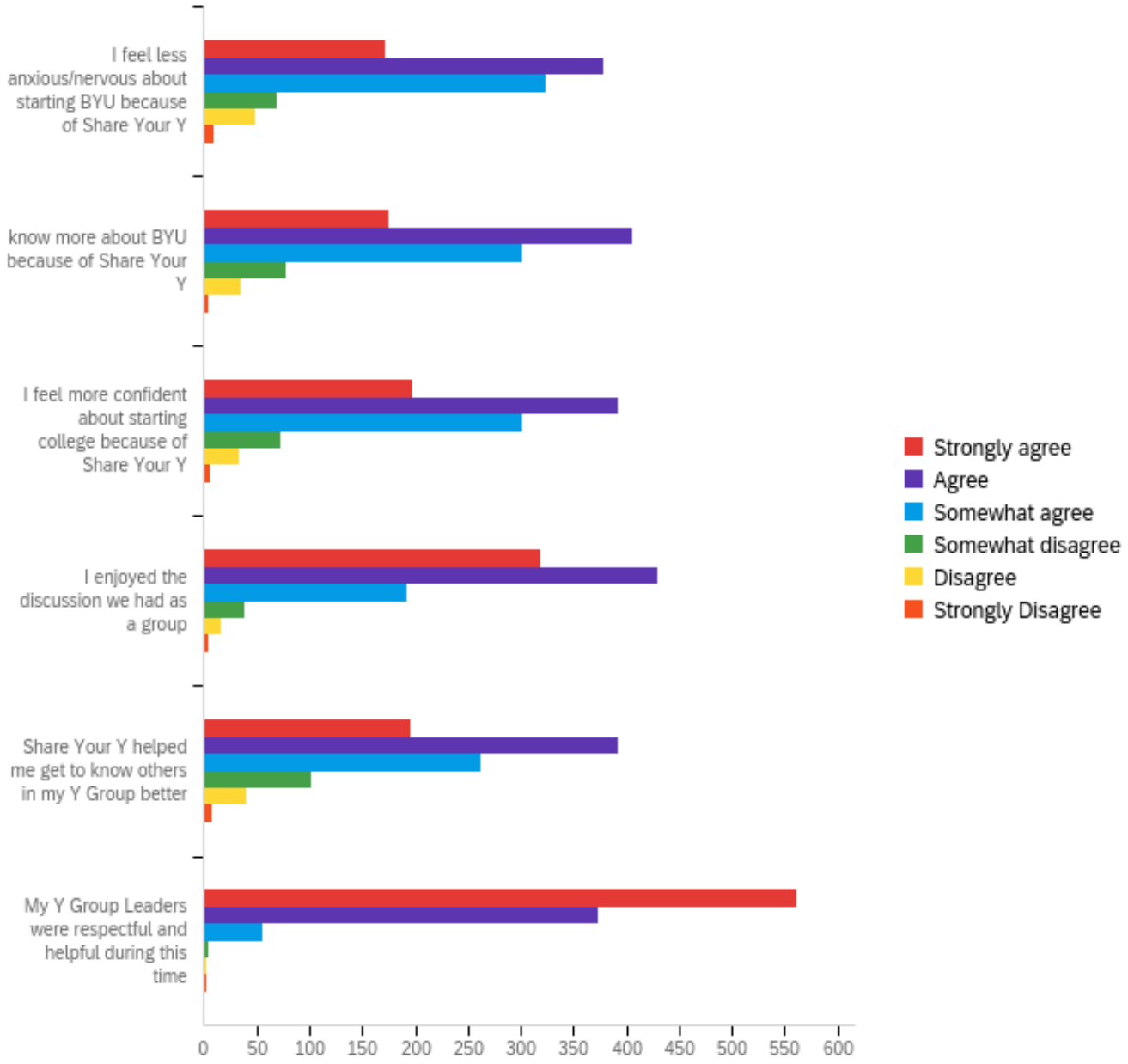
Q16 - How strongly do you agree or disagree with the following statements about New Student Orientation (NSO)?



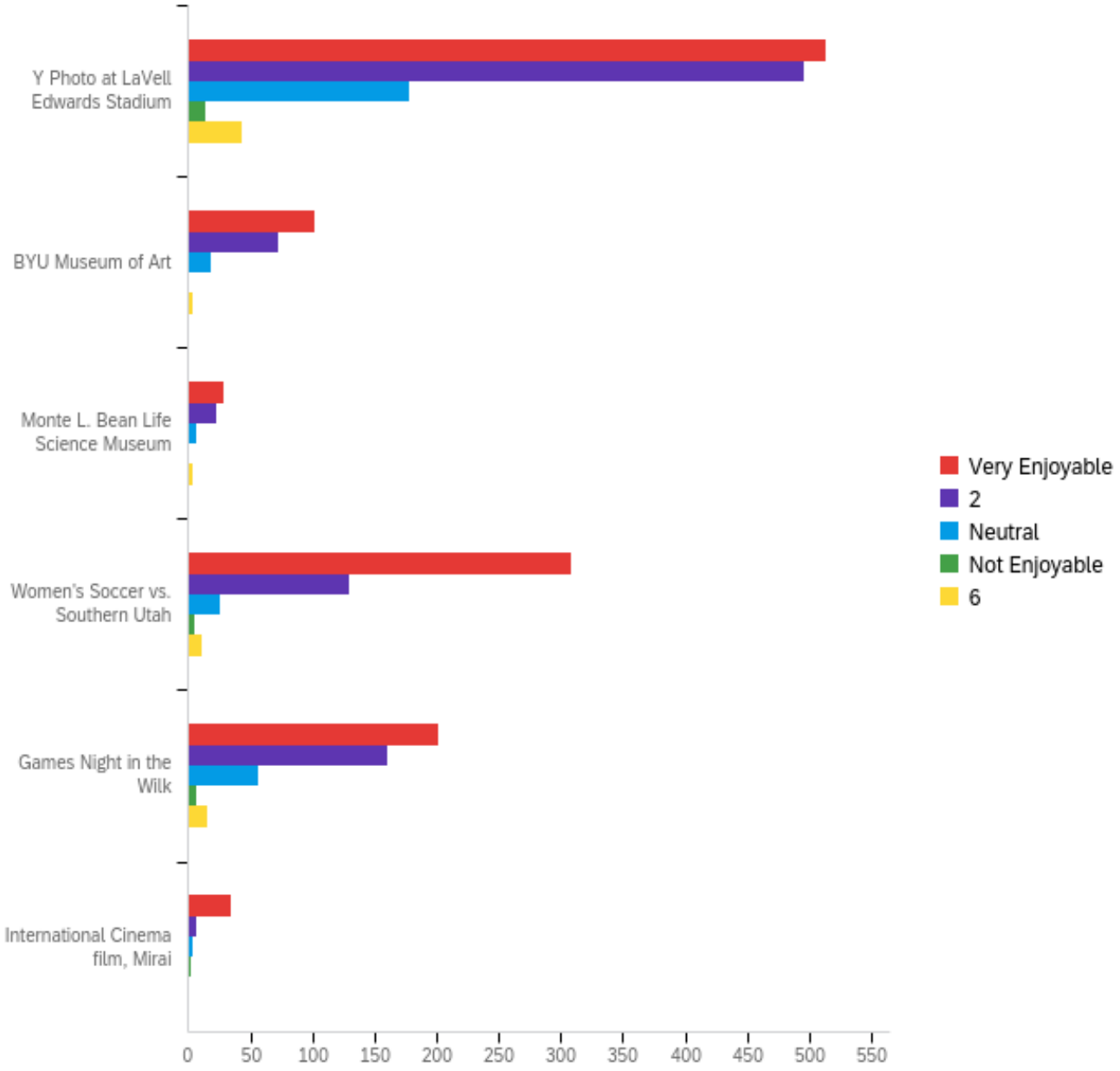
#	Question	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
1	My Y-Group Leader should be invited back to another NSO.	59.00%	1105	37.37%	700	3.10%	58	0.53%	10	1873
2	I received information during NSO that will help me be successful as a student.	37.72%	714	56.74%	1074	4.65%	88	0.90%	17	1893
3	I feel the campus resources (library, testing center, etc.) that I was introduced to during NSO will	46.59%	868	50.46%	940	2.63%	49	0.32%	6	1863

	help me be successful as a student.									
4	NSO helped me feel less nervous/anxious about starting at BYU.	29.00%	535	56.10%	1035	13.01%	240	1.90%	35	1845
5	I feel a greater sense of being part of BYU after attending NSO.	30.97%	573	54.81%	1014	12.70%	235	1.51%	28	1850
6	I made new friends during NSO.	27.56%	520	54.21%	1023	15.69%	296	2.54%	48	1887
7	Overall NSO met my expectations.	22.09%	413	61.23%	1145	13.64%	255	3.05%	57	1870
8	Overall NSO was a valuable experience.	25.61%	483	62.57%	1180	9.97%	188	1.86%	35	1886

Q27 - Please agree or disagree with the following statements on your experience with Share Your Y (Select all that apply).



Q40 - Rank the activities you attended on the following scale.



Q32 - What were you hoping to learn or information and/or resources were you hoping to get from NSO that you didn't?

What were you hoping to learn or information and/or resources were you hoping to get from NSO that you didn't?
None
None!
none
Nope.
Recommendations on how to study and be successful.
I wish they spent more time focusing on the classroom locations
no
I didn’t have any expectations.
I felt like the campus tour was really long. Yes I did learn about some valuable recourses, but it would have been really nice if we could have gotten some snacks or lunch before walking everywhere.
I learned everything I wanted to learn!
It would have been nice to have met the professors before school started (if they were in classrooms, I could meet them and get to know them a little bit).
I learned enough during NSO
Stress relieving tips
It went well, the only thing I didn't like about it very much was how much it felt like an older EFY.
It was very good
n/a
introduction to more resources that will help throughout ciollege
I learned everything
How to use learning suite, how to put cougar cash onto your card.
Nothing, it was a good exprience.
I cannot think of anthing in particular.
Nothing else, I was satisfied with the experience.
A little more about how to deal with the anxiety of starting college.
Nothing
Yeah i learned goos stuff.

See more of campus.

Fitness activities and wristbands for the RB. We didn’t go down there at all

Financial aid info

My parents attended the parent orientation and they told me about the presentations they received on financial aid and counseling--I think those would be very helpful to students. I wish NSO were less of a very brief campus tour and instead gave us information and coping skills, etc that we could not get elsewhere.

I didn't really know what would be going on during NSO, so I received much more information than I thought I would.

The experience felt artificial

More general campus information

How to register for upcoming classes How to plan so that I can fit all my major’s required classes in my schedule

Covered all info needed

How to add a minor

N/A

A daily planner A free shirt with a Y on it instead of the other design

I hoped to tour the entire campus on Friday, but we never walked over to the RB and smith fieldhouse. Other than that it was great!

Financial aid, including FAFSA, scholarships, and student jobs

I loved the class we had on mental and psychological stuff that would help us while going to school.

what to expect out of classes, the online systems that are used at BYU, more department and major informantion

Better feel for campus and where things were

more info about majors.

I wish I could have developed stronger friendships with my Y group leaders and peers.

Nothing, my questions were answered.

I was hoping to learn more abt the resources available to us on campus and where to find them in general

N/A

I can't think of anything off the top of my head... It was a great experience. More ice cream? XD

I learned what I expected to learn and got all the info I needed.

Nope

More information about my specific major.

After attending NSO I realized that the energy level I went in with was lower than I went out with. Reflecting on it I feel one reason was because of the constant talk of comparison and how important it is to NOT compare that I left feeling more self conscience about comparisons than I went in. I do realize that I didn't attend any of the activities Friday night since I did a double date with my brother who is a Senior at BYU and that could influence my energy level. I would also look for ways to add more energy and school spirit specifically in the "courses" we went around to

looking around campus. Thank you for putting NSO together and I hope this is useful!

More opportunities to explore other colleges/majors

Although discussed, I was not able to find out how to connect to the WiFi at NSO. I had to figure it out later, and it was difficult for my computer to connect to eduroam. My phone is an Android, and I also had to do my own, somewhat difficult, research in order to connect to eduroam. I wish that we took more time on it, so that I could have time and help connecting to the WiFi.

More personal advice on helpful habits and study strategies, things that have been observed in achieving students.

more detailed things such as: how to use the school printers, etc.

I was hoping to receive information on how credit hours are associated to graduation time and when you need to decide a major.

I was able to get most of the information that I needed. I would like to get more information about planning out which classes I need to take.

I got all the information that I needed at the time.

I got everything I was hoping for

Study skills

NA

N/A

I was hoping I would get a cool t-shirt.

I wanted someone to walk me through the testing center and how that worked. I wanted someone to show me how the printers work. Laundry too.

I pretty much got it all

scholarship info

I had something scheduled previously on Saturday, so I didn’t get the chance to have someone walk me to where my classes were.

Best ways to get along with your roommate and those in your hall; learning about daily, normal activities that weren't a part of BYU, but were a part of most students' lives

I got all the information I needed.

Info about Math labs and other help similar to that and how the system works

More understanding of Learning Suite.

Nothing although I guess I didn't really know what to expect.

More about scholarship info

none

How to figure out my major and how to best register for classes.

Info on professors

It was a lot to digest at once, but I'm glad that we learned where to go back and get more information.

Nada, it answered all my questions

If I didn't get classes, what I should do.

Honestly, I feel like I was shown all the resources I needed to! I would love to learn how to us the printers!

study tips

none

I would have preferred more concise information, as opposed to the overload of superfluous information that was dumped on me in a single day.

Nothing

Nothing comes to mind

I was hoping to understand the library more and about places that are the best to study, and the brief tour did not do that as much.

Not really anything.

Nothing

The second day my Y leader just decided to give us free time and so I feel I missed out

better understanding and grasp of the campus, i guess it just comes with time though

A mentor. I feel like the groups were way to crazy and big. I would lose my group

Information about how to join clubs

I wanted to learn what my y group leaders had to say from years of experience at BYU

none I got what I needed

No

As a transfer student I found the concept of a peer mentor was not focused on enough as a tool that could help us become better students. I feel strongly a peer mentor could help me to be a better student.

Just the little things at BYU that everyone else knows, such as how to use learning suite, what all our student id's can be used for (like discounts and stuff), basic run-down of how to use the free public transport here.

More valuable information about my major. I was put in a group with no one from my major and I would've liked to be in a group with people that shared the same major as me

No, everything was good! I couldn't attend the whole time because I was moving into my apartment that weekend as well.

The Bachelor and Bachelorette were very entertaining.

None

I actually only attended Thursday before I left town, so anything I missed was my fault!

What kind of stuff to do around Provo

N/a

None

I think I learned everything I wanted to

I wish it was more social

Nope

Nothing, it was fine

nothing

More info on the BYU App.

My only issue was that with such a crammed schedule I found myself having to leave the group from time to time for a break (and wasn't able to find them again), and so I'm sure I missed out on some important information. However I don't entirely blame NSO for that.

I was wishing that there was a condensed version of NSO that didn't include the extra fluff of social events/activities or the "share your Y" and get to know you games. I didn't need help socially, I mostly wanted to just get a tour through campus and understand the resources available to me.

About inter murals

It would have been nice to have some form of interaction with a teacher. Not even a teacher I would have just a teacher that could talk about how they run their class. I feel it would be beneficial to see in to what the teaching staff is thinking.

Where the academic advising is/how that works

It would be nice to know more about the not school related things. Lots of people here have never lived in Utah, so they have no idea what their options are to do for fun around Provo. Obviously it should be mostly focused on school, but maybe if they added a half hour about outside school activities, that would be helpful.

I felt that all the expectations I had were met and all the questions I had were answered.

More info on clubs

I didn't know about this during the time, but I would've liked to hear about the all the syllabuses we would receive for each class and how nice they are to have.

To feel more comfortable with the campus but I felt like that was met!

N\a

Nothing

Best strategies for buying books, how to talk to professors, how to use the printers and on-campus laundry machines, how to send or receive mail on campus

More info about learning suite and other technology used in the classes. I was severely underprepared for the assignments that were given the first week of school.

Learning about other careers/majors

Specific Club Information

Intramural information

N/A

not much

More time management skills

I wish I got more of experienced students sharing what little details they wished they knew as a freshman that many forget to tell us about.

Detail about resources and auxiliary resources on-campus; for example, how late is the HBLL open? Do I have to pay admissions to get into the museums on campus (such as the Art Museum or Bean Museum)? Do I need a library card

for the HBLL, or will my ID suffice? What time is each devotional typically set? Most or all of this stuff could probably be answered with a bit of Googling, but those details weren't really included in NSO, unless they were mentioned as a side-detail.

I didn't know what to expect, so the information I received exceeded my expectations.

where my classes were, explore the resources of the library, find the testing center

Where bathrooms are located. The building are so big that finding a bathroom is harder than it should be

I felt like a lot of the information I already knew or could figure out online

I thought I would get to know more people but I didn't really get to since we stuck with the same group the whole time.

Thorough understanding of buildings on campus (purpose and types of classes located inside)

Better understanding of the learning suite and printing process

More of a tour

Nothing!

I hoped to learn information about the fitness facilities (eg when can students use them, is there a locker room, etc)

Information regarding specific majors or study paths.

BYU resources

Nothing that I can think of.

Learn where things where and what activities were happening

Where my classes were located and how to use learning suite.

More detailed information on difference in meal plans/ cougar cash or specific scholarships or how to use learning suite wouldn’t been nice but not super necessary. Also little secret places to study and cool more cool facts about buildings. But there was some of that. The resources given were phanonimal and very nice. Thank you:)

Not really

More about how to access learning suite

More about classes and where to meet with councilors to help me with my schedule.

Nothing

More about which classes to take, study hints, how to get involved on campus with the clubs and stuff, difference between Y Serve and BYUSA

I’m just not sure I ever really actually understood how BYU worked. There should have been more about how to operate learning suite

More tips and tricks to college.

I was hoping to get a better idea of the campus layout, but with SO many people all over the place, it was hard to hear and focus on the campus layout.

None

Simple stuff like housing rules and information.

nope

More about individual courses/ possible opportunities to learn about more majors and meet new people.

More information on aspects of general college life like nutrition, exercise, mental health resources, and opportunities in Provo would have been appreciated

Nothing, it was great!

I was hoping to hear some more tips from my group leaders about how to better succeed in my classes.

N/A

I was hopping to get more information about how byu works as school, how class are, the workload, info on certain teachers and there teaching styles, recommendations on how to keep on top of class work etc.

I wanted to learn more about intramural involvement.

Starving student card

I want an introduction on how to use learning suite. Many classes rely on it, but it is kind of confusing and difficult to navigate sometimes.

I don't think I learned much about how to use the media in the library for assignments.

I got everything I wanted from NSO!

I got everything I felt I needed.

I felt that there wasn't an emphasis on clubs at NSO and that everything felt a little rushed. Otherwise, everything was answered when I went to NSO.

I learned a whole lot

I got pretty much everything I was hoping to get from NSO

I was hoping to learn more about the Salt Lake Center

How to get a tutor

I don’t know

Scholarship information.

What good study habits are would be more helpful

None!! I feel great!

More information Meet more people

-

I loved touring the library, testing center, and the Wilk. I also would have liked to walk through some of the other more common buildings such as the MARB, JSB, etc. I loved NSO though especially the nighttime activities.

Nothing

Information on how college classes are, like how the dynamic is with a bigger class size. For example, I knew that my classes would be bigger and more challenging, but I didn't know in what way. Would I have more assignments? Would they be due sooner? What makes college different than high school? Granted, each class is different, but I feel like it would be nice to know more about the dynamic of classes. However, I did learn a lot about BYU itself.

More about available scholarships

Specifics regarding websites, and other applicable logistics necessary for success as a student

None

More info on where all the buildings were

Nothing

Pointers on getting the most out of your education.

I was hoping to learn more about TA labs and office hours for classes

The buildings that are part of the campus, but not in the main cluster of buildings. We never left the main cluster, and I was curious about what else was accessible at BYU besides what we had toured.

More tailored to my needs rather than a generalized group setting

I wanted to do more on Friday night, but didn’t.

Student jobs

Not sure.

Nothing

Scholarship/ Financial information

I think BYU did a good job of covering information at NSO. I didn't learn any information regarding the BYU Salt Lake Center, which it would have been nice to receive some, since all of my classes for fall semester are at the SLC, but I understand that most classes students take are at BYU's campus in Provo and didn't expect much information to be discussed about the SLC.

I think that I got everything that I was hoping for

Nothing that I can think of

N/a

I was hoping they would talk more about the first year classes and which are hardest and which professors they liked.

More time to walk through each building.

Nothing, i got my questions answered and it was fun!

I was hoping to meet more new people. I lot of the people in my group were also from CO so I already knew a decent amount of them.

I was hoping to gain more knowledge and understanding about my personal college path especially in my major, but I mostly got general information about byu.

More overview of the campus in general

Nothing

No

none!

more specific locations for things. I know that there is a writing center, but I have know clue where it is... things like that.

Anything that didn’t get answered throughout NSO was answered in Share Your Y

no

new friends

More information on classes

I would have liked to learn more about where to talk to people about scholarships and scheduling

None

Education requirements, info on GE classes and there set-ups/workloads. I felt this info may have helped me decide which classes to take now and in the future.

Nothing really

n/a

I was hoping to learn more about my major but it was an overall great experience.

Not really!

I was hoping for group leaders who knew the campus and cared for our success. They were on a date the whole time and forgot about us most of the time. We had to figure things out on our own by asking other people

I was hoping NSO would help me get a better idea of the layout of campus. I tend to get lost pretty easily and finding my classes is hard. The class walk-through helped a little bit, but it was so quick and scattered that I had no idea where I was.

How to work Learning Suite

I wanted to know where certain clubs were held and how to join them. Also I wanted to know about scholarships specific to a major and how to get them and what they were

Well, I wish games night had chess boards but they didn't. Also, I didn't find the Open/Undecided Major presentation very informative.

This doesn’t apply to me because I was required to attend NSO for band camp; it was also a truncated version of NSO that didn’t fulfill all of my needs as a new student

I was hoping to make new friends and become more comfortable with campus and where building were located. This was not fulfilled due to my y-group starting with around 20-30 people and ending with 4 people, y-group leaders that were not exciting or wanting to talk to us (get the job done kind of people), and we always had the y-group leaders leading so we were confused and unable to really distinguish where we were on campus.

How to handle the transition/ incoming work load of college.

How to operate the library

I would have liked to learn more about my major at NSO

more things about my specific major

How to navigate the byu app.

Learning the ins and outs of the BYU websites

Nothing! It was great!

N/A

I feel like there should have been more clarification on the processes to obtain Undergrad research positions and the difference between mentored research and URAs. I also am confused about how peer-mentoring works because I have never heard anything about that as a transfer student.

I was hoping NSO would be more personal - I would have liked to explore campus with a smaller group (my Y group had 39 people) I felt like I missed out on some unique things about campus like the Y-serve and other resources like

the museums because we had such a hard time getting people places. I would also warn students to wear hats/sunscreen and bring fans and water because we spend so much time outside.

Financial Aid, Internships, Off-campus opportunities

I could've learned more about learning suite.

The band NSO went very fast. I was hoping to go a little more in depth.

What teachers to take GEs from

Nothing

The best ways to study. How classes work.

I was hoping to get to know campus better, and have a better understanding of how school works at byu.

more about majors

Nothing

A more thorough tour of campus (we didn't see the fitness facilities)

Girlfriend

Fun things and opportunities that are offered by the University

I wanted to know more about intermural sports

Just a familiarity with campus and some new friends.

N/A i got everything i needed

Nothing! I had a great experience!

More off where I could go for reference on extracurricular activities and how to keep everything straight and learn the campus on my own

See where my classes were

More information on Tuesday devotional a and forums.

How to use learning suite

I thought it was very informative and comprehensive!

I got everything out of NSO that I was hoping to!

How to use the bus system

More about campus life and procedures about parking and bikes

I was hoping to get more information to go for questions on like insurance and tuition questions. Healthcare questions. Where labs were. The group missed some sessions because of the leaders. They spoke in Spanish between themselves most of the time. I got left behind a few times but I would independently follow the schedule. I know the campus building wise so that was nice.

I wish we had a more in depth tour of certain buildings

None

I wanted to make more friends and be with people that had similar interests

More about how to find an intramural sports team

Scholarships

Nothing:) it was a very great experience

More information about learning suite and how it works

A better idea of where my classes are held and how campus is laid out.

more information about buying textbooks and a more thorough tour of the library and Wilkinson

nothing. it was great!

Parking passes, printing , WiFi

Nothing that I can think of.

n/a

NA

Nothing. I learned everything that I thought I wanted to know and had all my questions answered in my Y group, by my peer mentor, or in a presentation.

It was great!

Nothing

More sleep

I learned a perfect amount of information at NSO.

Make new friends that were right out of high school like me. Not be stuck in a group full of RMs that I'm never going to see again.

Budgeting tips

How to declare a major or minor.

It was fine.

I hoped to make friends that would last longer than 3 days

It was informative, but it wasn't as fun or interactive as I thought it would be.

More clarity on majors and what the major choosing/pursuing process is like.

I wasn't able to attend much of NSO but maybe it would be helpful to have some resources online.

I would have liked to learn more about resources that will help benefit my living here on a daily basis.

More about where everything is. The registrar and things like that.

How to use learning suite

It was all good. I really thought it was informative. I only wish they gave info about the bus system or transportation shuttles since all freshman don't have cars or access to transportation except a select few.

How to finance oneself and pay for college

How to manage the work load

How to better understand how Learning Suite works so I stay up to date on my classes

Nothing really!!

None.

I didn’t have any expectations

N/A. But I felt that most transfer students didn't attend the Saturday finale which made me feel a little bit awkward.

Friends

I had some questions about cougar cash and meal plans and how it worked with my Id and what I could do with my Id card, such as what places worked for my meal plan and which didn't.

I was hoping for a one day nso for transfer students since most of us already knew general information about college, then a brief tour and maybe some information on clubs, classes, and majors.

I got all that I needed to get out of NSO.

I was hoping to feel more as though I was attending college and less as though I was attending EFY.

I hoped to learn how to budget my time.

Information about my major/meeting my counselor

Kinda like tips or not as well known things, stuff you wouldn’t figure out just by walking on campus, but overall good.

Best ways to get from one class to another.

I was hoping to get to know my group better, like do team building exercises but we didn't.

n/a

My Y-leader didn't seem very into the orientation and didn't know a fair amount of things. I would have liked having someone who was more excited about BYU and the journey we are about to be a part of. Also, I was hoping for more resources about good jobs for new students that are also going to school full-time.

I was expecting much.

Nothing, it had just about everything I expected!

None

Where the health center is located

How to print!! I wish they had gone over that more in depth in the IT crash course

How to balance everything

N/A

Organizing tips

I can’t think of anything off the top of my head

I was hoping to know what classes to take and what classes I should stay away from. Also how to get involved on campus and how to make new friends.

How to be a successful student

I wanted to learn more about general education classes

n/a

It told me more than I expected honestly!

Better tour of buildings

None

I think that it was a safe environment to ask my questions, so I got them all answered easily.

I would have loved a few more handouts regarding lots of technology based things - like how to print, and how to get Microsoft on my laptop. I was able to learn about these things, but because of all the other information I was taking in it became difficult to retain - the handouts would help lots.

None

Student employment.

No one told me about learning suite or canvas or needed online resources. I learned from one of my roommates the night before and I had to do a bunch of homework before the first day - someone should talk about it, either in NSO or peer mentor

Class study tips

Living area tour

No

I thought the information given was mundane and I already knew most of it.

Hoping it was less EFY next time :)

Study location recommendations

How to navigate all the different BYU online resources

It was less that I didn't get information, but more that I already knew the information, and it felt unnecessary for it to take 3 days.

N/A

none

Everything I wanted was pretty much covered

the basic living on your own stuff

A greater understanding of how hard college is.

N/A

Information about a double major

More interesting and engaging activities.

None

Where the rec center was and how we can use it

Got everything I needed

I wish I attended more of nso because i didnt learn anything new. I wanted to learn mainly how to use the library and testing center

how to/ if you can sell books you bought back to the BYU bookstore once the textbook is no longer needed because the semester is over.

I was hoping to get a better overview of classes, with students I had similar interests or majors with.

i wish we would have gone over what allllll the abbreviations for buildings are because i added classes to my schedule after nso and i didnt know where they were

Class walk through

Nothing

The information I received is about what I expected.

I wish I would've stayed for the whole thing. I think that would've improved my experience.

I would have liked to have printed copies of things that were said. I felt like there was so much valuable information given to me, but I didn’t have any way to keep track of it all.

I think I learned all I really needed to that was relevant at the time. Good job!

I would have liked to learn more about dealing with workloads as well as tips to organize time better.

More information about transferring

None.

How to manage homework

Guide to paper printing at the library- how to set up computer. Also, more comprehensive explanation on nearby busing for students.

Nooo idea

I was very satisfied! Thank you!

How to choose a major

None

I think I got all the info I was expecting.

I felt like it was very well organized and fun!

More about the library, it felt very very rushed and I still don't quite know where everything is. But that's okay.

None!!

N/A

Mix with more groups

How the WiFi worked and y-time. I think my group just skipped that part.

How to print.

No

nothing

A better understanding of where my classes were.

None

I feel like we could have done a ton more get to know you activities that would help us make friends and connections but instead we just went to a bunch of presentations.

I was hoping to be more familiar with the campus and my schedule in particular, though I know that just comes with time for the most part.

Nothing really, they went into good detail of just about everything.

Nothing

N/a

I learned everything that I needed too; however, I would have loved to spend more time getting to know where my classes were.

I wanted to learn more about the College of Music, but only already admitted students were allowed to attend that part of the college fair.

How to use the library, not just where everything was.

N/A

N/A

A better introduction to academic advisers would have been nice. I feel like they just said: there's the building! Go there if you need help! However, putting a face to something like that would help me feel less anxious about visiting.

A little more about scholarship and time management

none

I wish I had known more about the open math lab and labs and office hours in general.

I got it all, it's just hard to remember:)

The resource of animals and animal specimens of the Museum for my sketchbook.

I honestly didn't know what to expect coming in, so I don't really know what else I could have wanted :)

Info specifically related to BYU not college in general

Crash Course on how to use Learning Suite. That would have been very helpful.

Something that I hoped to learn from NSO that I didn't was more community feeling from my Y group.

A more complete tour of campus, and a demo on how to use the printers would have been helpful

I just felt like all the professors/teachers were speaking to us like we were 5 and not 18. I felt very looked down upon

More interactive social activities.

It would have been nice to get to know my group a little more. I felt like I just had to jump right in, there was no breaking the ice.

I was only able to attend the first day, so I would have loved to have a way of getting the information that was shared the last two days.

I’m still unsure of how to use the printers, so that would’ve been helpful.

Nothing

nothing that i can remember

Tutoring that’s available for free Locations where they show devotionals

It was good

I felt comfortable from the beginning so the information wasn't as in depth as I needed it to be.

I would have liked to be in different groups more, to meet more people.

I wish I would have been able to get to know other people outside of my group.

How to time manage

Everything I needed/wanted to know I leaned so it was a good experience!

It was pretty much what I expected it to be.

I was hoping to see the RB and the other workout/swell buildings and what they contain, but we never visited them.

Nothing

How to manage online schedules. The ins and out of Learning Suite and how to use it most effectively. All I learned about Learning Suite during the orientation was its name.

I don’t really know

none

Nothing

I suppose that I would have liked to meet some more of the administrators here, my favorite parts of the whole thing were the presentations from President Worthen and the presentations done by the title IX office and the campus police.

I learned everything I needed to.

Scholarship opportunities, girls phone numbers (that one's my fault lol)

I was hoping that people in my Y group would be in some of classes but they aren't.

How to get to classes

A through campus tour

I just want there to be a criminal justice program at BYU, everything was fine

I would have liked to hear more about some clubs and how I can get involved in intramural sports. I also was hoping for more information on how to get scholarships. I know parents got a little more info, but I would have liked to hear more.

I think they did a good job explaining everything but it was difficult to retain it all.

How to use learning suite

More about clubs and activities

Overall it met my expectations. Although, the first year fair was a bit chaotic and I would like to have learned more about available clubs.

Scholarships and jobs information

More information about the classes

Nothing

More excitement from my Y group leaders about things and events at BYU so that the information was more fun than a chore.

Nothing in particular.

More about how to access Canvas and Learning Suite and find your way around them.

n/a

No

N/A

Learning actually about classes and how to handle those. I already knew campus and the library.

I got what I was looking for!

I actually had work so I didn't go to any NA

More study tips or about printing

I felt like I learned a lot but that it was drawn out too long

I was hoping to learn tips on how to better manage my time and how I could be as well rounded in College as I was in High School: participating in clubs and service project along side my academics.

I wish I was taught more about study strategies and how to operate certain things within campus.

How to apply for intramural sports

Where to get dorm supplies

N/a

Nothing

I was hoping to get more tips and pointers as to how to be successful rather then just what everything and where everything is

Nothing; answered most questions

Classes you are required to take

I feel like everything was answered

How to get a mentor

I thought NSO was an overall great experience, and helped me get to know about the resources available to me around campus.

it was overall what i assumed it would be

Employment opportunities for students

I had done enough of my own research and talking to people that I didnt learn any new info.

N/A

I learned everything I needed

The college fair didn’t have a presentation for pre-music majors. It was only for admitted major students. This made me feel left out.

More information on graduation paths and what multiple different college majors entail. I loved that we were introduced to the student career exploration services, but it would've been nice to know about the class way sooner, maybe from my peer mentor back while I was first registering.

More help finding out where and how to buy groceries

I think NSO is great for new freshman that are fresh out of school, but for transfer students or those who have returned from a mission I can be harder to connect to the activities and others.

I wanted learn more about my own major

Nothing

I was hoping to learn more about the classes I was actually taking, and to meet more people, instead of those just in my Y group. I was also hoping to be introduced to some of my professors.

making more friendsss

I was hoping that I would get the building layout down, but I know that they did a lot to help me those few days!

I didn't get to sign the incoming class poster and I didn't know where to find it. Also, they said free planners were getting handed out? I never received one and bought one from the bookstore instead.

Not really

I’m good, it was good

Nothing really

Not really

I wanted more time in the important buildings like the library and the testing center. I also wanted more devotionals/speakers

A chance to meet my peer mentor

None

More individualized help and attention to assure I was taking the correct classes. Overall, the experience was great and I can’t imagine how challenging it is to reach a full collegiate audience. Thank you for what you did!

Info on transit to Salt Lake City

Neutral

More helpful classes to take as a freshman

N/a

None

I was in Marching band so I missed most of NSO

I actually got more useful information than I expected, so none!

Good spots around campus to study

get a better tour of campus

where my classes were

N/A

A better understanding of the location of buildings in relation to other buildings How to best use your time

A little more help with deciding my major and more interactive activities within our Y-Groups.

A detailed tour of the library

Nothing ;)

How to get around campus

No

I missed some information because I was at other events so I do not know

N/A

I don’t get the details within limited time!

How to have fun at the y

I felt like I knew most of what was explained before so it wasn't all that enjoyable to me.

Nothing. It met all my expectations.

more info about learning suite

I was hoping to learn things that couldn't be simply looked up on the website.

None

Locations

A more in-depth tour of campus

Nothing that I can think of.

Very thorough.

I was hoping they’d give more information about cougar cash and how it works.

Truthfully, I wasn't sure exactly what to expect. I wished for more information on the library and gaining access to study group rooms. Other than that, I knew a lot of the information because I have many friends at BYU who were eager to fill me in prior to NSO.

I wish we had seen more of the buildings and their different resources.

I was hoping to learn the campus layout

I didn't have anything specific that I wanted to learn about. I really appreciated the tours of campus and my Y Group leaders for making this an enjoyable learning experience. I'm also really grateful that we did a practice test in the testing center, because that was one aspect of BYU that was stressful to me.

None

Where the gym to work out was on campus, how to use some things like printers, cougar cash and other BYU money systems

I still didn't know how to get places, although that wasn't really their fault.

NSO exceeded my expectations.

More about clubs

I was hoping to feel more ready to go to college.

I still haven't figured out how to use the printers lol

I wanted to make more friends, but that's really it

Better use of the Library

A better understanding of the buildings and where they were.

NSO meet and exceeded the expectations I had from it. The only thing I would want to add is an short explanation of the online sources, such as learning Suite.

More meetings with my college and information about that

N/A

I would have liked to learn how to manage classes and homework. I really didn't know what to expect going into classes the first day.

Meet other students from my major, have meaningful conversations

N/A

Nothing

Nothing

I wish we walked around campus more. I was hoping to learn my way around campus a little bit more instead of some lectures I feel didn't apply to me as much.

a little more of a general education path. like a general medicine path that you would take or a general math degree type.

Our group never went inside the testing center so I'm still a little confused about how all the test work here.

i wanted lots of college survival tips and life-hacks. I wanted to get a better feel for campus and what the different buildings did, especially the library. I wish the Y group leaders could have aided more in class preparation seeing as though my peer mentor hasnt.

I just felt it was tour heavy, but when I got to an actual tour of my classes no one could help me.

Nothing

I expected the groups to become more tight knit than they did to gave more friends

N/A

I felt that it would have been helpful to learn more about where everything is. I got easily lost my first day of class

Instruction on how to use BYU websites like learning suite, canvas, etc. Also tips on how to live on your own like the best ways to handle money and groceries. Things like that.

More exposure to things in Provo, not just on campus

n/a

Not sure

None

How do I print from my computer? What should I consider when choosing to add/drop courses during the first week? How do I get on the bus/where does it stop?

help with choosing a major

None

How to find the TA rooms for my classes

I think I learned what I needed to at NSO.

Any info I didn’t get was because I didn’t attend that portion of NSO, otherwise NSO answered my questions!

More about clubs

To walk through each of the buildings and see what they exactly were like and where to print things on campus

Where my classes are

This is random, but I am still a little confused on how to best use the resources at the library and I don't totally feel comfortable with how to manage my time. I feel stressed trying to figure out how it is all going to work along with extracurriculars and I think it could have been cool if they could go over things like that.

Getting my ID card

I think I got all of the information that I needed.

None

Everything was perfect!

N/A

None

A little more about the library

I got everything that I needed.

I would have liked more direction about scholarships, such as those available and how to apply.

More friends

I feel like I didn't get to know the buildings well enough.

N/A

I think having it take 3 days is so excessive. As someone who works in the morning till about 2 or 3 I couldn't go to most of the activities and I honestly didn't think it was necessary. Having 3 crash courses? Geez. But I think having the tour around campus was good. Once again. It does NOT need to take 3 days.

A little financial center guide and info about how scholarships work

Nothing i can think of

none

The people in my Y-group had similar majors to me, but they were not people I would hang out with on the daily basis. I would have liked to have people more like me in my group rather than people who are in my same major.

Learn how to do laundry (ie at heritage) and other basic living away from home tips

class help and actual adult guides during the class schedule process and knowing about work applications before school starting

I just came prepared. I don't know why I went to this.

More information about resources so that I was better prepared for school. Networking in general.

Pointing out random buildings wasn't helpful to me because I can look on the map and I wasn't going to be coming from the same direction from class anyway

Information about books and scholarships for the future.

Things besides the basics anyone would know from ever visiting campus or preparing to attend.

I wanted to hear more about others' freshman experience, and what I need to know to be successful academically and socially. Getting a tour of the campus was not very useful, and I can find my classes well enough. I would've greatly appreciated hearing more about experiences or tips than what's available to me. If I could google it, then it's probably not as useful as knowing the "unspoken rules/expectations" or other bits of insight.

I learned more about my major

how to get around campus efficiently

Class add drop advice

It was all pretty good and for the most part I didn't quite know what to expect, but I got good information from it. I don't already know the things I wish I knew when I started, so maybe I would be able to answer this question better after a year or two. You could also ask upperclassmen and graduates what would have been useful to them for a better answer.

Nothingn

Everything was covered

I wanted to learn more about fun programs I could participate in even if I'm not in that major/department

Learning about the advisement center

How to study well and handle the work load.

I went in the the bar on the ground so it's safe to say that NSO exceeded all my expectations.

No

I wasn't sure where to find counselors afterwards, but it wasn't too hard to figure out.

nothing!

The nitty gritty stuff

Perhaps more information about strategies to choose classes.

We spent a lot of time walking around, but I was mostly just lost. It would have been nice if we had an accessible map (I believe there was one in the book), but that we used it and pointed out where buildings were compared to

other buildings.

I was hoping to get a varied run down that wasn’t so full with specific info. The enrollment services class and other classes were unnecessary.

That there were all those activities going on

nothing!

I know it's not exactly an appropriate thought to have, but as a guy going into STEM I heard about over 7 courses/programs/events that were going on that women could attend that I couldn't. It would be nice to have a similar push to attend events and programs for everyone.

More familiar with campus

more about the ROTC program as well as the Mechanical Engineering program in great detail.

There wasn't anything I didn't get out of NSO that I wanted to.

NA

Intro to Learning Suite/most effective ways to use Microsoft Office to succeed at BYU

Nothing

A sense of how university is structured, including how graduate degrees work. My high school never covered how university degrees actually work.

I didmt have an expectations

I was hoping to learn about TA hours, how to best interact with professors, how far places were from heritage (on campus housing), what times were the most busy/what places to avoid at different times, parking logistics, about the bus system that we get with our ID cards, how cougar cash works, and where helpful resources in the library were. But then again I only went to one day and this could have been talked about at the days I didn't go to.

I had family in town, which is why I did not attend all of the activities that NSO had to offer, but overall I think NSO was a pretty good experience and I am thanful for the new friends I made while there!

More information about buildings and study spaces.

I was hoping for a smaller setting. My group was too large to get to know everyone. I feel like I didn’t have the time to make too many friends.

I wish we could have gone into more depth in the library- it felt like we were rushed through and I didn't really get to see much besides the five minutes we were at each station

N/A

nothing (:

None

nothing that i could think of

I had all questions answered

I wish I had a group more related to my major. Freshmen are often unsure of their future, so having like-minded individuals who can relate from past experience would be beneficial (I was a STEM major in a group of English teaching majors). My Y-group leaders from Red-1 (both named Ben) are awesome! Please send them some props.

A more confirming surety that I can succeed here. Better direction of how to navigate campus

i didn’t get a tour of the testing center and i still don’t know how to print off papers lol

how to manage work loads in a realistic sense, not just optimism

More info about the health and counseling centers

Information about places to work out on campus

I did not become as close to my Y group as i would have thought

Perks and tips

None

A little more about the testing center would have been awesome!

NSO was awesome! I loved it. About my peer mentor, I have just chosen not really to use this source of mentoring. So my lack of participation with my peer mentor is on me, not my peer mentor. I'm sure if I wanted to talk to her that she would be happy and willing to help!

No I learned what I needed and asked questions too

I believe all my questions were answered.

Hbddt

I wish there was more time for certain things. Especially the library tour. I don't feel like I know everything I could about the extent of the resources I have

A little more on tutors, but my guess is thats pretty easy info to get from my peer mentor

Y-Group leaders with a former understanding of the buildings and navigation.

I learned everything that I wanted to and more.

fun things to do in provo and free resources and activities provided to students on and off campus

Friendships

N/A

Everything was great!

none

I got every thing out of NSO that I needed or wanted.

I would’ve liked to learn more about how to use the printers.

No

More information on textbooks. The presentation was very short, the presenter himself said that in the past he had 20 minutes to tell us about textbooks and now he had only 2. Also a little more information about where to eat on campus since I have a meal plan here.

I was hoping to make friends with people in my major or housing or really anyone that I was connected with, but I was only introduced to people who I spoke briefly with and never saw again.

A better tour of campus. My leaders told us about some buildings as we passed by them and we went through some of them but I would have liked to get a better understanding of where each building was so that I would be more prepared for my first day. However, I didn't end up having any trouble finding my classes, I just had to walk around a lot by myself and figure it out.

I wish I had been able to walk through my schedule like it would be on the first day of classes. Starting with my first class and so on. This would have really helped me know my way around campus. The way this part was done on

Saturday was totally still helpful though.

nothing

study skills

Meal plan information

I got all I wanted from it

Nothing. My Y leaders, Christopher and Jess were amazing at explaining everything

How to use Learning Suite, how to download Pharos, where to study in the library

I got to know the stuff. But I wanted to know HOW to do it. For example: printing. And a heads up that the printer at May Hall usually isn't working. Also, how to check something out at the library. Maybe where the financial aid office is. How to log in to computers in the library. Stuff like that

I actually didn't have to many expectations going into NSO, so all of them were met.

NSO just felt a lot like EFY with the activities and games that our y leaders tried to do with us. I was hoping that it wouldn’t feel like that and would help me feel more like a college student.

I wanted to explore campus a little more, but otherwise learned much more than I expected.

Learning how to use more campus resources

They skipped the video for consent which people need to know about even if we all signed the honor code people, especially in a state with double the national average for sexual violence, need to know what consent was. They should give more time for mental health awareness, we didn't talk about depression or what it was or the signs of suicidal ideation and if you want to prevent suicides people need to know the signs.

N/A

A lot

It was really great! I might have missed the part where they showed us the RB and Smith Fieldhouse, but that would have been cool to see what wellness resources are available there.

I wanted to meet some of my professors and upperclassmen from my program, but I realize that's hard to coordinate and do.

Meal Plans (I still don't get how they work and I have one)

I would have liked to learn about learning suite or other websites/technologies that professors use regularly.

Visitation to all buildings and to eating places. Learn more about the social aspect and art programs and their performances.

honestly, my Y group leaders, John and Davis are probably the best people Ive ever met here at BYU and I know that if I have questions I can always count on them. I would do NSO a thousand more times only if it was with them.

Nothing; great job!

Learn of more of the resources available. Learn how to use learning suite

How to manage classes

I thought they answered my questions well. Although, I do think some training on how to conduct the tour might be helpful. They had to come up with all of it in the moment.

n/a

Where my buildings are, how to manage time.

NSO was great! It covered everything that I had questions about.

I wasn't able to attend any tours or things along those lines because it conflicted with move in day.

I thought you guys did great! Thanks for an awesome first week here at BYU😄

I wish there was more time dedicated to getting to know people, rather than learning random facts about campus that I will never learn. I wish I had come out of NSO with more friends.

My mentors were able to answer any questions/ give me any information for anything I needed

How to add a minor, study abroad information

I mostly had no idea who I was supposed to be with or how to contact them. I spent most of my time just trying to figure out who I was supposed to follow rather than actually what was being said.

Nothing. I got everything.

Scholarships and financial aid. Maybe some friends

It was all good information just a lot of it at once. Takes times to settle things in. I would say having a packet with essential information for success may be useful so that new students can refer back to it and you could go over it with your peer mentor. Just a thought.

none

The Y Group Leaders covered everything I wanted to see during NSO.

I think they covered everything

Club stuff

Nothing really

nothing

The whole library

anything i didn’t learn from NSO i was ok with because they told us what we could do to figure out stuff ourselves.

I felt like they covered everything I needed.

Everything was good

Information about classes

I was hoping to learn how to use the printers on campus and the locations of any bus stops nearby.

I was hoping to learn about more specific opportunities than just where to find them.

N/A

It was just really hectic and my group leader didn’t do a very good job of explaining where we were when we were walking, and only talked a little bit once we got to our destination

Nothing, I got all the info I needed.

Nada

no

About the different programs at BYU

Help getting an ID card (had to ask how to get one but I assumed we would learn about it at NSO)
I was hoping to learn more about suggestions for GE’s to take
Things were good.
Information about campus dining
Nothing
Nothing, but there was a lot if unnecessary information and even more standing around doind nothing.
I learned everything that I wanted to.
I just would’ve liked more “orientation” classes as opposed to just walking around campus
Info on my professors
Learniong Suite
Teacher recommendations
More fun games
All went well
Fastest routes to class on the building
Nothing

Q18 - We are always interested in hearing specific experiences or stories of new students who participated with their pre-arrival mentor and at NSO. Did you have a particularly meaningful or helpful experience you would like to share?

We are always interested in hearing specific experiences or stories of new students who participated with their pre-arrival mentor and at NSO. Did you have a particularly meaningful or helpful experience you would like to share?
None
I loved the presentation for the Career Studio; Very engaging and interesting.
just funny dating experiences
I liked making new friends.
Not really, but there were a couple of people in my Y group that I bonded with pretty good. It was nice not to be completely alone!
No, he just answered a couple of my smaller questions here and there.
My Y Group leaders were fantastic. They really did there best to give us some great tips and helped us feel excited about the upcoming year. I also met some really cool people in my group. The food was great. However I would have enjoyed it more if more interactive activities were included throughout NSO. It kind of felt like a bit of information overload
While getting ready there were a few things that my parents and I weren't sure about. For example, we were sure what to do about a waiting list for housing, or what off-campus housing would be good to live in. We weren't sure what certain classes were about. So when we had a serious question, I would test my pre-arrival mentor and ask those questions and he would always answer within a day with a very good answer that explained everything we needed to know. He was very helpful to both me, as well as my parents!
One of my Y group leaders was really funny and talked about the huge stone that when people touched it they would get married soon. She was like yeah I've been touching that stone for years and I'm still not married but still don't touch it. You might be lucky or unlucky and get married this year.
Nope (:
I particularly liked hearing stories by the Y leaders and how they overcame the academic and personal struggles during school years.
NA
The most helpful part of NSO was meeting with the colleges and departments.
The people I met helped me to feel more welcome because I knew I had a couple of friends around campus. I felt a lot better and less nervous about finding my way around campus after the tour and I really appreciated the helpful hints and things the leaders gave. Overall it was very uplifting and helpful for myself; an anxious incoming freshman.
n/a
not really
Fun games and tour of campus. Also personal tour to get to all classes on campus
No, it was just an orientation.
our leaders were so awesome!!!

None particularly meaningful.

Not particularly. I don't remember receiving any info from a mentor or anything. I didn't know I had one. Granted, I was on a mission and contact may have been attempted on an invalid email.

At the "Share Your Y" discussion, one of the worries someone had in my group was that they had to move far away from their sickly father who was hardly able to care for himself. They were anxious about not being present to take care of him, knowing that his death was a very real possibility. The air grew dense. Everyone was too uncomfortable to say anything, knowing that their mere worries of not finding their classes on time paled in comparison to a bedridden father sacrificing full time care so their child could pursue their education. In the midst of anxious uncertainty, my Y group leader radiated compassion and understanding. She broke the painful silence by gently and respectfully sharing her own tender experience about how she related to this question. Her father was also very sick. She also feared moving away from him because that meant she couldn't take care of him. She gave great and genuine advice, and offered sincere help and reassurance that she could always lend a listening ear, or give practical advice one on one. The air felt calm again. This experience truly shaped my NSO experience, because I saw first hand that I am not alone in my struggles. On this campus, there will always be someone available to help, serve, and love without judgement or question. In that moment, I knew this is the place where I am meant to be.

If you went to late registration it was IMPOSSIBLE to find your Y group. I attended only three of the NSO activities (I was by myself) because of this. A better way to find the Y group needs to be implemented (for example: have Y group leader phone numbers available at late check in so students can text them and find out where to meet up with them, etc). The schedule printed in the booklets was not helpful for finding groups. The schedule didn't show anything before 1:00 on the first day. There are too many groups. Searching through all of them is time consuming, frustrating, impractical, and virtually impossible. More information needs to be on the NSO website (for example: students are free to come and go as they need, etc). There were discrepancies between the PDF schedule from the NSO website and the printed booklet (starting time and name of the Saturday Night Extravaganza, etc). I did not find NSO to be enjoyable because of the frustration of finding my Y group (which I was never able to). NSO felt like a waste of my time which I should have been spending with my dying grandfather.

I thought it was great how the "share your Y" part allowed everyone to share their concerns with each other. It was reassuring to know I was not the only person with my individual worries. By connecting with others I felt better going into my freshman year.

I enjoyed meeting all the people. Learning the common practical stuff of day to day BYU was good to learn and helped me feel more comfortable and at ease.

I met a friend who went to my high school. We hung out a lot during NSO. My favorite part was the Y-photo and the J-dogs. It was fun and cool to see everyone come together.

Sure, some one told me how they manage both school sleep and social

I made a great friend during NSO and now we go to all the games together!

I really liked the devotional, and I liked that my peer mentor (not pre-arrival but normal) mentor asked my Y-Group leader if we could stop while we were walking through the Wilk to talk about CAPS. Everyone seemed very interested in CAPS and I wish we had more information.

Hearing about all of the resources in the library was awesome. I had no idea the sheer amount of them that were available, be it from audio and camera equipment to 3D printers to the special collections area. I'm looking forward to being able to use some them!

I loved that the y group leader shared brief information about classes they've taken.

She gave me a quote for my presentation about why she likes BYU

It felt like EFY.

no

I LOVED the devotionals

It was really nice to get to know people. Even though they are not in my classes, every time I see them on campus we stop and chat for a minute and it's fun to be able to talk to people I don't see every day

No, my mentor changed right before I got here

I really enjoyed when President Worthen spoke to us on the first day and told us we belong here at BYU. To be honest! I had been feeling really anxious about college, the classes I was taking, adjusting to all the changes that come with moving out and living independently, and whether I was smart/good enough to be at BYU. His message was an answer to my prayers and helped me realized that i had earned a place at BYU. All I could do is give my best effort and everything will work out okay.

My mentor let me know that I had less than 12 credit hours and she helped me to work it out.

Whenever we would walk anywhere the first day, I always just kept my head down since I am bad at talking to new people. My Y leader almost always would walk up to me and start talking to me. It definitely made me feel more like the group and less awkward around my group.

A lot of the things that I experienced at NSO were super redundant for me, A lot of things (such as safety and title IX stuff) were just repeats from previous colleges, so for my demographics (someone with an accociates who had lived in Provo and knows BYU campus better than the Y group leader) wasn't a good fit for NSO. I was hoping that I was going to have a resource to talk to more people about what I was going into rather than talks on "How to succeed at college life", I felt a little bit looked down on, I would recommend thinking of the transfer students completely different than new students and plan other schedule for that doesn't go over a bunch of stuff that they already know. I don't feel anymore likely to succeed because of NSO, but for new students, it is works great

Nothing other than the fact that my Y Group leader didn't treat us like lost little children (although we pretty much were), but totally had an attitude of "yes, I've been in your place and I know it's overwhelming, but I'm here to let you know that we can do it." That made a big difference in me actually wanting to show up.

My mentor is a lovely person and you should give her a free prize too. ;-) Her name is Whitney Ahlstrom.

I ran into my mentor at NSO and she recognized me! It helped me feel more welcome at BYU and like my peer mentor really does care about my success. I had my first meeting with her today and I'm looking forward to meeting with her every month.

Ruby Hughes is amazing. That's all

N/A

I don't know who my pre-arrival mentor is.

I made a really great group of friends at NSO and we still hang out!

Not really

My Y group leaders Sai and Caleb are AWESOME! They really helped me out. Buy them a doughnut or something.

Not especially

It was interesting to learn about the history of BYU and see how the Lord had guided this institution to become what it is today.

The Y leaders giving their advice and tips and their experiences was very helpful

I had a wonderful experience with the Nso group while we were playing games and having lunch during the afternoon. I met many awesome people there and eventually got to know about what their hobbies were as well as where they are from and how life was much different there as opposed to Utah.

I just appreciated being able to talk to and get to know my peer mentor and Y-group leaders. I've ran into a few of them since NSO and they've talked to me and it's made me feel more welcome here at BYU. I think that perhaps the biggest impact in my opinion would be for all of the Y-group leaders and peer mentors to continue being our friends after NSO ends.

There were a couple of times that I got lost. If there is one thing I'm good at, it is getting lost. I wandered around for a bit, and when I finally asked for help, everyone was so willing to help me find my way to where I was supposed to be.

Not necessarily

Most of the connection with my mentor was after NSO, but being there helped me feel welcome and start the connection. One of the things that helped me be excited to get to know my mentor is she and another mentor had us compete to see who would have the most people set up a meeting with them by a certain time. Whoever won for which mentor got donuts.

GO! I was scared to go since I was - and am - a freshly hatched freshman at a massive campus, but the information and relationships that were created were beyond worth it, and there definitely was a big difference in terms of everyones' confidence levels and how willing they were to go and be a college student and adult.

NSO is a great experience to meet other people who are new as well. It was great to see the common things we shared and meeting these new freshman can become one of your best friends. :)

I found my mentor so helpful and welcoming. Overall, BYU has done a very good job at organizing NSO experiences.

Our mentor played name games with us so I felt that I got to know my Y Group better. I had friends in other groups who told me they had no interaction within their groups.

My NSO leaders were very fun and enjoyable.

I liked the library tour

I loved going to all the building and finding things around campus

My mentor over the summer was really helpful in answering questions that I had about BYU.

I enjoyed working with my cousin, even if I wasn't supposed to be in that group

I loved it. thank you!

The activities, meetings, and fairs surrounding colleges and majors were extremely helpful to me in identifying my desired course of study and feeling confident and aware of the requirements. I was also greatly aided in making an academic plan by attending the ME seminar.

I met some people that I now occasionally eat lunch with :)

I called my peer mentor over the summer and she helped me understand the registration process as well as give me advice on what classes to take.

None

over the summer I did not contact my peer mentor at all, being on campus now I definitely ask her more questions and feel having a mentor is more useful

I loved the devotionals and the speakers

Don’t wait outside in the sun for over an hour at the start

Just a general experience: Seeing how friendly and helpful everyone was helped me to realize that I didn't need to feel intimidated. How easy it was to make friends too.

No it was just nice to get a head start on making friends.

I am a pre-med student, and my y group leader was as well! he was very patient, and was more than willing to answer a seemingly never-ending stream of questions! He made NSO for me!

My pre-arrival mentor tried to best answer the questions that I had and did the best she could to hype me up for college. It was especially comforting and helped me to be more excited.

I have always felt Nicole was here for me to answer any questions, and there were a couple timesI reached out to her for advice or logistical things. She always answered so sincerely and made me feel a lot better with my little

questions answered. And my Y group leaders were hilarious! Jake and Alec kept it real, and interacted with us not like we were freshman but like we were friends!

I made a ton of new friends and that helped me be more comfortable with the idea of coming here.

No

Not really

I just really enjoyed that my NSO leaders tried really hard to make it an enjoyable experience. The first day we meet together we did Yoga and other things that allowed everyone in my group a chance to feel more comfortable around each other. It really set the tone for our group for the rest of NSO.

The groups at NSO were probably too large to actually be as effective as possible. My group had 30+ people for only two mentors. This is not ideal.

I got separated from my NSO group at one point, but my peer mentor was awesome and super reliable and helped me eventually reconnect with my group.

I went to the devotional Friday morning before leaving town, and it was great, I'm so excited for devotionals!

I enjoyed the tours of the campus buildings and the presentation on mentally tackling the stress that comes with being a college student.

N/a

No

No

Nope

Nothing of consequence.

There were no bathroom breaks. One girl had to use the bathroom and our group left her behind. We never found her again. Please let the students pee.

No

Not really, other than that she was very helpful and I felt like I could ask her anything!

I enjoyed spending time with a friend as we walked through the college fair. We developed a strong bond and I credit NSO for providing me the opportunity to develop that bond.

I saw like 10 of my mission buddies which was sweet. I felt comfortable knowing there were others like me or at least equal in understanding and anxiety as me.

NSO just helped me feel more comfortable and familiar with campus. Not necessarily a story but I am glad I participated and would happily do it again.

My Peer Mentor was super nice and friendly and made me feel so welcome and if I had any questions I could ask them.

My y group leader really helped me know that I can make friends at BYU.

N/A

I loved the devotional in the beginning on Thursday. Kevin told us that we belong and that really helped me gain confidence in myself.

I made some friends that I've already gotten really close with in just a couple of days!

Yes, I met some of my life long best friends and got so excited for school!

She helped me with basic questions. I found it much easier to just ask my mentor rather than struggling to find a definite answer online. I didn't know what to ask for help in some cases unfortunately.

It was nice getting shown my classes. I actually came late to the tours and couldn't find Brigham Square. I asked two girls where it was and it turns out they were on tour. They offered to let me join. At the end of it I still hadn't found all my classes, but I pretended I did because I didn't want to inconvenience them. I set out to find the rest of my classes on a self tour. But I- as you can probably tell- am not great at finding things. I couldn't find my class but then I heard someone ask the person he giving a tour where his next class was and it was the same. So I asked if I could come. They were super nice and helped me find the rest of my classes.

The Peer Mentors and Y-Group Leaders were all really helpful, and gave good advice. The "You are the Y" event was a bit drawn out, but the inclusion of Vocal Point and other such entertainment made it more bearable. The map of campus on the brochure was helpful, but excluded buildings that would have been helpful to know; the Bean Museum, for example, was off of the map, and was therefore much more difficult to locate on Friday night. The discussion with the Y-Group Leaders and Peer Mentors (I think that was "Share your Y, but I am uncertain) was reassuring and helpful.

No

The share your y was very sincere and a spiritual experience for my whole group. The dance/game night was awesome and met many new friends.

I enjoyed the sense of humor that was present during orientation

My aunt and family gave me a tour of the buildings I had classes in, which has helped me navigate better.

I found out during Share your Y that my YGroup leader had a similar experience in terms of thought processes to what I am having now. I took down her number in case I ever need to talk to someone who understands what I'm thinking.

The best part of NSO was when we met with the Ygroup leaders and did a Q&A about our expectations for college. It was a really comfortable environment to be open and it was nice to receive heartfelt advice from fellow students.

I found it very easy to make new friends at NSO. We were put in situations where we could get to know each other better and I benefitted from that.

I appreciated my Y group leaders. They were very friendly and informative and helped me learn a lot about BYU during NSO.

My peer mentor and I have the same major. She and I discussed similar interests, and she helped me figure out a schedule problem I was having. It meant a lot to me, and I really felt like I belonged here after talking with her. She's someone I think I can trust.

I met really kind friends at NSO! In the groups I felt I could approach and meet other people that were in the same boat as me. I'm so glad to have befriended these specific people! I feel so blessed:)

I just wanted to let you know that I didn't attend much of NSO, because I was in marching band.

The peer mentors did a wonderful job at sharing why they chose BYU and how serious you need to be when it comes to your academics.

My experience was pretty average, however my peer mentor has been an amazing help and support for me.

I really liked having time to get to know others in the y group.

My pre-arrival mentor and I both share having only brothers and bonded over that via email which was fun. I had a question about class registration/ dropping classes and she was also in the same situation and gave me super helpful advice very quickly, that probably would have taken a lot of time coming from some general office. And I trusted it more because she was in my same situation. She's really awesome and was a very helpful resource

Seriously my peer mentor and my y-leader were super helpful and so kind. I can't describe in words how much they've helped me.

It was fine

I loved being able to meet my Y group leaders/group and my peer mentor. They were super nice and helpful. I felt like the days were long though especially in the Utah heat. It was good experience though.

My NSO leader, Courtney Seguine, was THE BEST! She was VERY helpful and I'm so glad that she was my Y group leader at NSO!!!

No

I met a lot of wonderful and inspiring people who I feel will be good friends. The devotionals were also very encouraging!

Not really. I responded to his email.

I feel like I learned a bit better running through my schedule and the buildings on my own. I kinda just followed and didn't realize where we were when I was with the group

Just thankful my Y leader fisher was super awesome and answered a ton of my questions

the share your y was super helpful to me because it made me feel the spirit and I was much less stressed

Being part of the loud and proud cheering crowd at the kickoff football game was amazing. It was just as touching to me as the resonating halls during the opening devotionals

No.

Not particularly, although the Foundations of Leadership Conference I attended prior to NSO did help me prepare myself for classes.

I loved seeing the missionaries in the Family History Center. It reminded me that BYU is a place where I can always feel the Spirit.

I enjoyed very much to see old friends that I haven't seen for a while here at byu at NSO. I didn't know that they were attending and having the activities like the soccer game allowed us to catch up and hang out for bit. Over all NSO was a good experience for me.

I loved just talking to everyone in my Y-group.

No

My y group leaders were awesome and fun in general, and I liked my group. I remember being excited about the displays on the lowest level of the library, stood like first edition Sherlock Holmes and a sword. I want to go back and see that.

I had many resources to rely on at home that hides me through admissions, but once I got to here there were a lot of changes. There wasn’t one concern that my peer mentor didn’t address. I needed unique assistance which was lovingly provided.

I really enjoyed the devotional on Friday. It helped me feel like I was really a BYU student who was experiencing college in a meaningful way. It was also a really fun talk.

My pre-arrival mentor was amazing! She answered every question from "is this housing decent?" to "are these skirts/shorts long enough?". She went above and beyond this summer and truly helped me to feel at ease about the process. I know my new peer-mentor will do the same!

No

My motor ha eloped me new Alize gown necessary gauging you’re workload and not just your credit hours is.

No

Yes. I met a very cute girl in my group and we’re going to get married.

I met some great people at NSO and it helped calm my nerves and get me excited for my time here at BYU.

I have friends of mine that were also accepted to go to BYU with me but since they were guys they decided to serve a mission first. I knew nobody when I fist got here, except for a few of my seniors, and to be honest I was really nervous about coming to BYU. However, when I got in contact with my peer mentor and NSO group, I started to feel more of a connection forming and realized that I would meet wonderful people here. Sure I miss home and my

buddies because I won't see them for almost 3 years but I knew that I would meet many other amazing people.

Nope. I just felt like I couldn’t do all of NSO because it took a lot of time

I was just able to connect with my mentor really well, and that really benefited my experience and helped me to be more comfortable.

We sat down and Ashlee kept turning outward and tried to learn more about my interest as a film maker. She talked about the film stuff she's been on and it was an inspiration to me to understand how much it meant to her, but I was still taken aback that she wanted to learn more about me and be my friend. She was very comfortable and yet established expectations well. She showed me confidence through her calmness.

I enjoyed making stronger connections with friends and hearing about helpful tips walking around campus.

I can’t remember

The tour of the library was especially fun! It let me add 3D printing to my BYU bucket list :) Having my peer mentor in the group with me was also really helpful, because I got to get to know her better and ask her about her experience at BYU. The most helpful portion of orientation, however, was definitely the class walk-through. I would have been lost the first week without it.

The devotional given by the BYU President was very inspiring and calmed many anxieties that I had. I felt that if I just focus on being the best me, remembering that God loves me, and ignore thoughts of comparing myself to others, I will be successful and happy as a BYU student.

I liked the video of how byu came to be.

I thought it was pretty good I already knew the campus though so really I just went to meet people and find out about events.

My NSO group leaders were very honest with me. Their honestly about their own lives made me more confident because I felt like I new what to expect and how to cope with challenges more effectively.

My Y group leader was really fun! He has even kept in contact with me since then and it’s nice to know I have someone around campus

I loved meeting new people at NSO that I never would have met otherwise!

I just loved how welcoming my peer mentor was

n/a

He talked with us quite a bit. He’s a really nice guy. Nothing earth shattering

I don't know what this means.

No

President worthins talk about everyone fitting in, here at BYU was very powerful

Not really

No

Nothing comes to mind at the moment.

It was fun. Most helpful was free food and tours around campus

I got baptized two days after I got to Provo. And both my peer mentor and pre- arrival mentor present in that baptism. I think it is totally my pleasure to have so many friend in my baptism and I will keep this memory forever.

The opening Devotional left me in tears. I belong here, even when it doesn’t make sense and it gets hard.

The peer mentor I was assigned was very nice. I could tell she was sincere. She was very helpful in answering my questions, as well as, making me excited to come to BYU.

No

They posed some insightful questions during the summer that helped me calm down about what it would be like on campus.

I met a girl who lives in the building next to me, and we see each other from time to time. It was great to get to know her and other people that I see in the Cannon Center, by the dorms and around campus.

My mentor was really really nice!

My pre-arrival mentor reached out in the spring of my last school year. She eagerly asked if I need any questions answered, and so I asked away. At that time I was concerned about on-campus housing, as I knew it was a priority for me to live on campus. She gave me the resources and dates that I needed, and frequently answered further questions I had. My peer mentor was phenomenal, and if that's any indication of the program as a whole it surely must be a force to be reckoned with!

I enjoyed how they became good friends with each one of us during NSO. We all felt involved.

I dont know if I had a particularly meaningful or helpful experience at NSO, but I did find it really helpful and useful overall. I really enjoyed it, and I thought that my Y group leaders were awesome too (Spencer Truman and Deanna (I don't know her last name)). I thought it was a great experience.

No

Not really

N/A

I am glad I was able to find my classes with my peer mentor because that helped me a lot in finding them the first day.

nope

My mentor reached out to me and was very nice. She helped answer all of my questions.

My y group leader was so nice and helped everyone feel so comfortable even if they were shy or awkward. I feel like the schedule walkthrough could have been better planned.

I loved watching Vocal Point perform! They were even more amazing in person than on YouTube.

Loved devotion on thursday

Older women. They're all 18...

I was able to get to know my peer mentor through email and relate to him on a spiritual and mutual level. It was a relief to know that someone is there for me and understands me. It was also good to know that I already had a friend at BYU.

No

My Y-Group leaders were really nice and kept telling us things that they wish they would have known when they were a freshman. They also answered all our questions and asked us if we had any questions about certain things.

I loved the tour of the library, it was very useful

No

n/a

I loved that my y group leaders started things with a game. It was really helpful to get to know people!

i felt like my mentor before i got here did not help me at all. she never answered my questions. but when i got down here my mentor changed

It was nice being able to go to the club fair. There was to much to see for the time we had. I hope I can have more opportunities to explore those things. Also my group leaders were not there to help us. I found greater in doing things myself. On Saturday and random expiereinced student gave us a quality tour and we learned so much the last day.

The devotional was AWESOME and I liked walking through my classes. I also thought the safety presentations we were given and the information they provided were useful, but for a lot of the day I felt like I was just trudging through campus. One thing I do think helped a lot was taking the "test" in the testing center. It helped me feel more comfortable about coming there to take a test in the future.

Nope

no

I was having trouble deciding what college to go to. I had many offers with scholarships. I had no scholarships to BYU. However shortly after I heard I was accepted to BYU, I got an email from my peer mentor. That was all I needed to accept my acceptance to BYU. And boy am I glad I made that choice. But it was because of my peer mentor that helped me make that life changing decision.

Please give out BYU t-shirts and not tree of life shirts.

No, it was just an overall good experience that helped me ease into the new surroundings and life as a college student.

I missed most of it because of band, but I still felt included and I didn’t think I missed anything important.

I loved the Share your Y, because it allowed me to look at BYU in different ways than what I came here for! I loved hearing why BYU was a choice for others when we all had other options!!

NSO gave me some valuable information on what classes to take, and I was able to take another look at my schedule and make a few key changes as well as plan for the future.

My NSO group leaders are a part of my major and were very helpful in answering major specific questions that I had. I also enjoyed getting to know a large variety of transfer students that are in the same situation as I am.

I really enjoyed getting to know my mentor. She explained and answered a lot of my questions. A lot of my fears faded after talking with my mentor.

No

I appreciated how my mentor would text me and ask me how I was doing. He actually seemed interested in my life.

I learned that the library, the student center, and my college adviser would be fantastic resources that I should visit often.

NSO help me feel much more comfortable with the idea of being in college.

I really enjoyed becoming more familiar with the buildings on campus.

I think NSO should be scheduled at a different time than the BYU cougar marching band's band camp. We got a very rushed version of NSO and I feel like I wasn't able to really understand everything because it went so fast.

I throughly enjoyed the Y session and the questions because we learned more personal things that were unscheduled. It was useful information that was gained here

To be honest no but the devotional was really awesome

I think the most meaningful/helpful experience was that there was always someone there to answer questions that I had.

My mentor just answered a lot of my questions over the summer. From financial aid to housing, to books. Very helpful.

I loved how there were a lot of students in my Y Group living in the same area or having my same major.

My Y-group leader was super considerate and took time to get to know me specifically. This made me feel really good about being at BYU and it helped my confidence in knowing where my classes were.

No.

My y-group leaders were from Ecuador and 1 of them was a transfer student. I served a mission in Honduras and am a transfer student so I was able to speak some Spanish with them and found it comforting to have a friend that related to my situation.

My first peer mentor emailed me once right before I got home from my mission in June. I emailed him back and he never responded. My new peer mentor is Savannah Hogan and she is great! I was not evaluating her in my earlier responses. I was evaluating the peer mentor who contacted me in June.

I come from a place that Hispanics kids especially are told university is extremely expensive. It's a dream few get to but those who do, it is not an easy task ever after getting in. Info is rarely shared and it takes alot of time but the nso helped answer alot of questions, build connections and help ease the anxiousness. It's really helped.

No not really

I really liked the food and also the little test in the testing center, that was a fun activity that got us familiar with the process

I met new friends that I am close with because of NSO. I feel more confident in the campus.

I would just say that I enjoyed NSO and found most of it helpful but I feel like it could have been condensed so that it wasn’t so long since it was a bit exhausting standing outside for hours for three days

I got to check the physics projects they are working on which is something I am super interested in maybe majoring in

I met a girl in my COMMS 101 class and it made me more relieved and happy to know that I knew someone before I went into the class.

The mental health presentation was especially helpful. I now know there is a support group here at campus for me in addition to my home one. It helped to relieve some stress I didn't know had.

It was helpful to learn a little about my mentor and see their picture in an email prior to NSO. Then at NSO, I automatically felt more comfortable in talking with them and asking them questions about my experience at BYU.

I appreciated the information on the Testing Center the most.

I felt like the convocation and devotional the first two days really made my experience at NSO. Their words were so comforting and uplifting, and the spirit was present there, which helped to ease my anxieties and give me confidence!

Getting to walk all around campus to get a feel for where things were really helped me

It was fun and I ran into someone who went on a mission with my girls camp YCL

No

I not sure what a pre arrival mentor is but I did seek out the office of first year experience to help because I wanted help to register for nso. He was extremely helpful and got links to me that I needed desperately and it helped me a lot.

My Peer mentor asking me about my major and why I wanted to do it. He helped me understand more fully why I wanted to go that direction and how to have passion for it

i Felt like NSO was like planning for gold. Even though we went through a lot of silt, things that really weren’t terribly important to me, I found some super valuable gold nuggets that made the whole experience worth it. I would do it all again to get those gold nuggets because they have helped me so much in my first week.

None in particular

I met a lot of people from the same place I was from.

During lunch we chatted a little with my mentor and got "mentored" (we told him to just "mentor" us haha) and it

was nice to get to know him and gain trust

I loved the support that i felt from my Y leaders and also from the other class mates in my group. I felt like we had the opportunity to understand each other and come together in a way that I felt we should as members of the church. It helped me to feel uplifted.

No

Overall NSO seemed helpful, however I felt that it was unnecessarily long. I felt more worn out than I would have liked to right before school started.

I didn’t get to see my mentor because I was at the special band nso

Not particularly.

n/a

I loved the IT presentation. That info literally saved me hundreds of dollars.

Nope!

Not really.

No

It was just cool getting to see all of us coming to BYU as a massive group of friendly, kind students ready to have the best college experience ever.

She would always respond with helpful info, even if she couldn’t fully answer my question.

n/a

I didn't really want to go to NSO but I feel like it helped me a TON. It helped me be more familiar with campus and the way things work. It also helped me get used to and comfortable with talking to and meeting new people before classes actually started.

I felt NSO was unnecessarily drawn out over the course of last weekend. There were two or three tidbits of information I genuinely needed to hear but the rest wasn't particularly necessary. The only parts I truly enjoyed was the beginning devotional, college meetings, making of the Y picture, and the dance.

N/A

I liked how when I met up with my mentor, she was very open and understanding about all my concerns and even experiences I shared. We hit it off well and I strongly support the first year mentors here at BYU. It makes my college career less of a burden when I have a friend on campus that I can communicate with and ask questions which will be answered clearly.

Fears and exit enemy’s discussions helped me feel like I wasn’t alone

When my y group leaders shared their experiences at the BYU Jerusalem center I felt inspired that I needed to go there too. Now I really want to get involved with study abroad programs because of what they shared. I got more excited about BYU in general. My group leaders did a fantastic job at giving us an informative tour.

no

Not really

I was very happy to find out that me peer mentor had had a similar high school experience as I did! It turns out we both did the same high school program! She was able to know where I was coming from in terms of my educational background.

I met a young man from Armenia and was able to talk to him and get to know him and speak to him in his own tongue.

I was able to find all of my classes and people were interested to know more about me. The Y group leaders were loyal, fun, and extremely helpful. Also, I felt accepted even though I am a recent convert and new to Provo.

No

My peer mentor was very kind and friendly and I felt comfortable asking her questions and I was confident that she knew what she was talking about.

No

No

Just thought my Y Leader was a very cool and welcoming person, it was a fun orientation experience!

I loved the devotional.

n/a

President Worthen's words during the devotional on Thursday were exactly what I needed to hear, both about school and about other situations in my life. What he said reminded me that God knows me and what I need. He provided answers and comfort for me through President Worthen.

Going through the testing center and experiencing a test was helpful for me to feel better and more prepared to take my first real test this semester.

Everything was great. The y leaders were awesome and dedicated.

No, I can’t think of anything that specific.

I thought I was going to serve a mission before coming to BYU. But the Lord works in mysterious ways. As it turned out, I had the opportunity to come to Provo for the Fall semester. If I was not able to contact my peer mentor and ask them questions about registration and being prepared, I would not have made it here. I'm indebted to my mentors, family, and administrators and staff. They have helped me have a positive and smooth transition here at BYU.

The campus tour was particularly helpful

I loved the Testing Center experience / walkthrough that was really helpful!! Just simply knowing what it looks like and having been there before makes me less stressed to actually take tests there!

No

My y group leaders shared a lot of personal stories that made me feel closer to them and more excited about BYU.

NSO was a big help in meeting new people

The lunch provided did not cater to my needs as I have a gluten intolerance. I don’t remember if there was a way to select that when I signed up or not but it would be helpful if there was.

No, I never met my peer mentor because they reached out once with an email and a text in which I replied to but they never contacted me back. I understand there are a lot of students but it would have been nice if my peer mentor would text me back with the questions I had. I had to ask my counselor instead.

My Peer Mentor is very sweet and bubbly and reached out to me a lot and made it very clear that I could ask her any questions and she would answer them or give me a contact that could. She answered all the questions I had over the summer and was fun to finally talk to in person when I met her at NSO!

I do not have a particularly meaningful experience to share, sorry.

My y leader shared his dancing talents with us and I talked to him about business as we walked. It was helpful conversation.

No- I was already fairly familiar and comfortable with BYU

I joined my friends NSO group and it was very enjoyable

N/a

I just think that going to NSO and stepping outside of your comfort zone really will help. I found it really fun, and I think made some lasting friendships.

Not really, no.

I met a friend at NSO, that’s nice

Loved how outgoing our NSO leaders were! Definitely helped me open up more to the group!

Class tour. Being able to talk with someone in my major helped me relax a bit.

She was kind but not clingy

I loved my mentor! Melissa Carter/Brown was super good at making me feel welcome and relieved!

I found that being able to talk to people in both my major and similar majors have and will continue to help me decide which classes to take, and what to eventually graduate in.

no.

N/A

I loved college meetings, very informative!

NSO was a good experience and I am glad that I was able to attend.

My pre-arrival mentor made me feel really welcome, and I was honestly a little sad when I found out she wasn't going to be my mentor during classes, too.

I really enjoyed Presidenct Worthin's devotional. It helped me feel that I was valued and had a purpose at byu. His words were very meaningful.

No

Not really

n/a

No.

N/A

Nope

Great way to meet people!

N/A

No

NA

No

My mentor is also a music major, so it was helpful to hear her advice and thoughts! That worked out nicely!

My Y group leaders Noah and Kate were awesome

On the first morning I was so impressed by how sharp everyone—from my peers to President Worthen and the other faculty and staff—was at BYU. It made me very excited to be apart of it and see what I could also contribute to the beautiful campus After feeling the Spirit by listening to the speakers and watching videos, I felt so excited and privileged to be at BYU.

Very briefly, I want to share an experience I had at NSO. We did Share the Y and then we did little mini Share the Y type things as we had breaks during the day on Friday. Getting to know my Y-group leaders and other new friends around me on a deeper level really made me feel connected with everyone. It helped bring the Spirit into the experience and helped calm a lot of my fears about this coming year. I know it will be tough, but I know I will make it!

I went to NSO not expecting to get much out of it. I was told that I should go, if for no other reason, in order to meet people and make friends. However, I am generally a very quiet and reserved person so I didn't expect to make many friends at NSO. While I was there I was actually able to make quite a few friends who were kind and decided to include me.

Eh, I went to the first day of NSO and it was chill but I just didn't feel the need to go the next day or the next soo I didn't. It's probably good for people who were like crazy scared or shy and need help with stuff but I just didn't really need it.

It was a good opportunity to be collectively coerced to be in a group with one another. Though uncomfortable at first, it proved to form some good friendships.

Not really

No

I just loved having fellow students who were kind and thoughtful take me through the university. It was personal and fun, so I knew I was being taken care of and prepared for the little things I should know.

No It was hot and boring and a huge waste of time

Not really

I enjoyed others willingness to meet new people. The other students and mentors were all so friendly!

My Y leaders were very helpful in helping me with any questions I had and made me feel more confident about starting school.

No

No I can't think of any.

I really liked the deviotonal because it made me feel like I really was supposed to be here and that I am good enough! I felt very excited and motivated to start the semester.

My Y group leaders were amazing and very kind. They made sure every person in our group was together and no one was left behind. NSO taught me a lot about the different people here on campus and how we all work together to make a safe and welcoming environment. I especially loved going down into the basement of the HBLL and meeting some of the people who work down in the historical records department. They were fun, quirky, and very informational. They dressed the parts of historical figures (Such as Sherlock Holmes or George Washington) and I loved it. It made an impression on me that this place was a place I would be happy in and that no one would care if I was my weird self. I felt welcomed with open arms. :)

I had a wonderful group of people that I got to know and have fun with! My Y group leaders are amazing and I now have more resources here at BYU to reach out to

I really appreciated the help and interaction from my NSO group leaders. They made sure to talk to me one on one and give advice specifically for me. I also got to meet other people, but I would definitely recommend more ice-breaker games at the beginning!

N/A

Share the Y let me see that people were all feeling exactly how I was.

No

No

No

I loved meeting my peer Mentor in person. There was an immediate friendship because she is so friendly and we have common artistic interests. I feel like I can trust her and go to her for help.

I did like my Y group leader and met my peer mentor, but I wasn't a huge fan of the group system because it felt more limited to the new people I could meet. I don't feel that I met as many people as I may have hoped. Overall, NSO is awesome, I just wasn't the biggest fan of the Y groups!

I loved meeting new people and getting tours of all the main buildings but it was so hot outside which was not fun.

When both parents and students met in the Marriott center on Thursday, I knew my family, as well as my friend's family who weren't members, were there. I was so grateful, because that video that was shared had such an impact on them and the standards and aspirations of BYU. This was one of the most influential and meaningful experiences that took place during NSO for me.

Not particularly, I just made a lot of friends including my y-group leaders.

My Y group leaders and counselor shared awkward dating stories that set me at ease.

No.

I didn't talk to my mentor at all before coming because I was on my mission. But since being here I've texted him multiple times about questions i've had and he has always made me feel comfortable and helped answer them thoroughly. ABSOLUTELY has affected my regards of BYU. I think it's really neat how well the systems are set up to help us succeed as long as we are willing to reach out for them. And it's nice that when we do we are so warmly received.

Christopher Belnap and Jenn Collette were the best NSO leaders ever...that is all. 😌

I feel that a lot of what happened at NSO actually made me MORE nervous to start classes. It was an overload of information and, while helpful, it made me scared to do much. I kinda got paralyzed with options. But other than that NSO was a very valuable experience.

I loved the people in my NSO group and am still in touch with many, but I wish the gender ratios were more balanced within the groups. The BYU game was awesome and really helped me feel at home at BYU!

I enjoyed touring the campus and finding all of the resources available to me

I got a guide that helped me find my classes around campus. This was THE MOST valuable part of NSO.

I asked my peer mentor a lot of specific questions and she found the answers for me. I think that's super important to just be able to go "hey I was wondering about this...?" and they can offer information or their opinion.

The entire FOL (Found of Leadership) conference was a huge benefit for me, and I enjoyed myself the whole time.

I got lost on campus on the second day of NSO and it helped me become more familiar with the campus. It was totally my fault being late for the Y group meeting and wandered off though!

I’m sure there are students who found NSO helpful and a fun way to pass the time, but it wasn’t for me! It kind of BYU to reach out though!

Having a mentor made me feel welcome and overall very excited to attend BYU.

My peer mentor told us some ins and outs of some things around campus. He told us about fun activity spots and cool things like tunnel singing. He’s the reason I came back to NSO the second day.

The opening remarks by President Worthen about me belonging at BYU helped. Especially since I was still a little unsure about whether BYU was the right place. But upon hearing the welcoming remarks, I felt confirmation that I belong here and it's where I need to be.

Since I was on a mission I didn't get a chance to talk with them.

I found it particularly informative when we split off and talked specifically about our majors.

One of my NSO leaders was very enthusiastic and made sure that we knew she cared about us. After NSO ended, I knew I could still count on her if I ever needed help or someone to talk to.

No but the experience was good

Going to the testing center really helped me feel more confident that when it's time for me to take a test I can handle it.

I wasn't really interested in hearing specific stories and I didn't have or hear anything particularly meaningful or helpful. I enjoyed the Y photo though because Vocal Point is awesome and they had some good speakers and performers.

The “Share your Y” activity was really good. Our peer mentor & Y-Group Leaders made it a spiritual discussion by being very personable, relating their own stories & experiences, & angering each question or comment (whether about concerns or excitement) with care & meaning.

Our group got really close and we actually decided to have a little reunion sometime. We all swapped phone numbers and we are friends on facebook.

I got separated from my group because I to longer than most to finish my “test” in the testing center

N/A

No, but I enjoyed it.

I made lots of good friends

Not entirely. It was not very influential for me. I learned about the campus, but I grew more familiar with it when I explored independently.

The tour for the open major students was very enjoyable for me!

I had a very nice interaction with my peer mentor which made me feel more welcome. She and I had a friendly conversation at convocation.

President Worthen in his opening remarks at the opening devotional answered a lot about what I was pondering coming to BYU. And with the power of The Spirit.

I liked seeing the testing center and the resources in the Library. I also really liked the devotional.

I really enjoyed the game night at the Wilk. It helped me get out of my dorm and I meet a really good group of people there who were welcoming. It was a nice activity that anyone can participate in and had games that anyone could enjoy.

I think that the testing center and library walkthroughs were valuable. Thanks!

No, no experiences. I met my peer mentor and she is super nice.

I loved being in a group with other transfer students. I was able to get to know the majority of them on personal basis. This allowed me to create friendships that were very important to me

I loved the devotional. It was an answer to prayer. It made me feel empowered and that I belong here at BYU

No

No.

The Y photo and the events that surrounded it were very fun and made me feel like I really have a place here at BYU.

no

I thought it was really cool that my pre-arrival mentor was doing a study abroad. His experience not only informed me on the program, but also added to my desire to be a part of it.

No thanks

I did not.

No

My mentor helped me get into a writing class using the envelopes so that I could be in all the classes I needed.

nope

No, NSO was a good time. I especially liked the part Saturday night. It was fun to meet other Freshman. Everyone was very social.

NSO allowed me to attend a pre-med seminar that I would have otherwise never heard of. I learned basic principles I should consider while preparing for a graduate school. Along with this seminar, having the fair in the WSC building allowed me to gain information that I was previously having a hard time getting access to about my major and future goals.

It's not everyday that your Y-Group leader is a return missionary that served in your ward. He and his family made arrangements to pick me up at the airport and provide a nights food and accommodations before dorms opened. I can never forget their kindness. When I got here I realized I was very unprepared. The first nights here, without a cell phone or car, I didn't even have a place to lay my head nor hangers to place my clothes. I didn't want them to, but the day they found out, they drove the whole afternoon to come down and take me shopping. They did it all for nothing, and that's the same thing with all of the NSO activities. It's because of love. How grateful I am to have a loving Heavenly Father that sent his children to love and care for me, no matter where it might be. My Y-Group leader and his family are all trying to be like Jesus.

I loved my Y group leader!! The day was a bit busy though.

No

All of the leaders and mentors were outstanding, I am seriously so grateful for the program and for all the hard work that goes into making the new student experience easier.

They helped me come closer to picking a major which I really appreciated. Gave great insights

Our NSO leaders were great people, but I don't think they scheduled out our day according to plan. We were always late and we had like 5 minutes to eat our lunch and finish the rest of our lunch during a lecture. It was not so fun.

No

n/a

NSO was better than I expected, my only complaint was that it was too much. It was too long, and we did too many things. It took away from the things we did, because I can't remember them much. Also it can be tiring to be constantly interacting with a large group of people you never met before.

N/A

I liked the creamery ice cream!

Nothing that comes to mind. Just a good environment

The convocation with President Worthen and the devotional with Brother Hilton were especially meaningful to me. Hearing their testimonies and thoughts truly gave me the feeling of belonging and purpose. They helped me feel as though I not only belong, but that I have a place and importance here, rather than just being a number out of thousands. The Y photo also led me to meet some people in my building, and I had an incredible experience being a part of that. It also helped me feel as though I belong here.

She talked to me and really got to understand what my goals were and if she could help. My Y group leader, Rachel, was especially welcoming she was willing to educate me and show me the magic, importance, and value of research that I was interested in.

I loved the two devotionals I was able to attend during NSO. They filled me with the spirit and helped me to know I do truly belong at BYU!

I really enjoyed convocation, specifically the student who spoke about comparisons and our own value. I felt like that hit home for me. I also really appreciated President Worthen telling us that we belong here. It was exactly what I needed to hear.

No

I really liked the devotional that took place on the first NSO day because I felt that President Kevin Worthen truly knew that this was the place where I'm supposed to be. It felt like he knew what I was thinking and experiencing, and he addressed my worries and doubts. He made me feel much better and, honestly, it meant so much more that a person of such importance delivered a very personal talk.

My Y-group leaders helped our group understand how the testing center worked, which was very helpful. They also answered questions my Y group had about the library, bookstore, etc.

I like the Spirit in the HGB

I had a few conversations with my mentor this summer, but I was assigned a new mentor for the school year. Elaine is my new mentor and I have run into her on multiple occasions and each time she was so nice and friendly!

My mentor Ellie was really friendly and she took a bit of time to walk with me personally and get to know me better which I didn't really expect since there's so many new freshmen! It was really kind and made me feel like I could count on her even more. NSO was a lot of fun and I'm really grateful for all the work and volunteer hours that people put in for us freshmen. Thank you guys!

Everyone was so happy and kind in welcoming me. I LOVE BYU!!!

I really liked the presentation in the Marriott building, especially when President Worthen. He made me feel really welcome and gave some great advice.

Nope I’m good

No

I met a lot of great people, that was the best part.

I loved how positive and helpful my Y-group leaders were to us

I loved the tour of campus! It just helped me familiarize myself with the buildings and it taught me practical things I’ll use (like the testing center info).

I reallu enjoyed NSO. It was great to meet many new fun people.

No

I met a ton of cool people!

N/a

In the first convocation for NSO, President Worthen and the materials shown to us were very helpful to me. I was inspired by the story of how BYU came to be and the miracle that it is. I was inspired by President Worthen’s words about how we really do belong here at BYU and the infinite potential we have as children of God. It also helped me to have more motivation and purpose to do my best in my studies at BYU. I now feel it is much more of a privilege to attend here and be the recipient of the sacrifice of so many. I am more determined to consecrate my time, talent, and resources to the Lord and serving others. I feel being here will help me along the path to reaching my potential.

My mentor helped me understand that I don't have to take an additional English class this semester, since I got my Writing 150 credit completed through an AP test. This was very helpful because it simplified some of the confusion I

had about class registration and requirements.

no

N/A

Loved my Y-group leaders and really enjoyed the devotional!

Everyone was so nice and welcoming! It made my first week much less intimidating.

The devotionals at the beginning of both days were fantastic

I made friends in my major! Which was super cool and fun!

NSO helped me learn a lot of new things about campus that I didn't know before. My Y-group leaders took us around and gave us tips about the testing center and the WILK which was so helpful.

No

It was an all around joyful experience.

Meeting friends from different places!

I had an absolute blast and made new friends

None that I can think of at the moment.

Not really

On the first day of NSO, I had a random nose bleed on our way to lunch, and I was terrified! A girl in my group lended me a tissue and another girl is never even spoken to told me she would walk with me to the bathroom! One of my NSO leaders also got us our lunch and waited outside the bathroom for us! It was such a terrible situation turned into a wonderful experience! I love the people here at BYU and I absolutely loved my NSO leaders!!

No

Nothing that I can think of.

I loved becoming friends with my Y-group and my peer mentor. The whole NSO experience was really fun and I loved everything I did.

As a transfer student, the check-in was a bit uncomfortable, only because it made me feel like I was a brand new student all over again; I had flashbacks to my freshman year. A lot of NSO is geared towards brand new students fresh out of high school, or that just returned from their missions, so I feel that many of the activities were not relatable for me. However, I did enjoy the devotionals, specifically the convocation and then the Friday morning devotional. It gave me more clarity of why BYU is special and important to me.

Since my peer mentor was also studying theatre, there was a lot we could talk about, from everything we liked to how I could get involved at BYU.

I am a transfer and I was really nervous. I applied not really having much hope of getting in because I didn't think my gpa and other things were up to standard. When I did get accepted to me it was a miracle and blessing from the Lord. This feeling or perception I had I guess made me feel a little out of place but the first day of NSO when President Worthin addressed us he said that "you belong here." After that all my doubt and fears and insecurities went away and I knew that this is where I needed to be. I do belong here. It was a super small thing but it helped me a lot.

The tour of the library was very helpful

None

No

I am an asian American and half of my NSO group was also asian! I enjoyed this but I also thought it was strange.

My mentor, Brandon Douglass, was really kind and supportive. He never seemed like he didn't have time to answer my questions or help me. I was thoroughly impressed by his patience with me, considering how often I messaged him with questions.

I met a guy from Dubai.

No I just really enjoyed myself and the opportunity to meet new people

i loved my Y group leaders! shoutout to Spencer and Greg they made me feel so welcomed!

I had a kind of cringe-inducing moment with my peer mentor. In an attempt to start a conversation at NSO, he asked me (randomly) about the various service projects I had done over the years. I appreciate his effort, I really do, but I'm not a Red Cross worker. I'm a student at the University who is here for an education. There are better ways to break the ice with new students -- the whole thing seemed very staged and awkward, and I was left with the impression that my peer mentor didn't really seem to care about knowing me as a person. He also shrugged off several of my questions regarding various aspects of the university throughout the tour. Yikes. I would not advise any incoming freshman to go to any part of NSO aside from the Y photo, which was relatively smooth given the sheer amount of people they were trying to herd.

My peer mentor came up to me and just said hi, and really made me feel welcome and ready to do this when I hadn't felt that way before. It was really nice to have someone to talk to who cared about making me feel welcome and ready to start this new adventure.

I enjoyed the campus tour. And I liked all the informational presentations.

After just a day of walking around campus with my Y group, I felt much more comfortable, and was less worried about becoming lost. I loved learning about all the different resources available to students during the crash courses as well.

No

I liked the mixed groups! we were able to make friends younger and older.

I had come to NSO a day late because of a conflicting schedule with family. As a result I didn't know where I was to meet that morning for the devotionals. I messaged my First-Year Peer Mentor who knew exactly where I needed to go, and within 10 minutes I was with my group going to the devotional.

My current peer mentor was my old EFY Counselor! It was great to see him again and he helped me to figure out me schedule.

I liked going through my schedule with an upper class man.

I really enjoyed President Worthen's devotional. It really helped to ease some anxiety and I felt he was talking to me.

My Y leaders were so awesome!!!

No, it was just overall a good experience

I thought it was interesting how we split up into smaller groups. I was expecting a large scale walkthrough of the campus with a "tour guide" kind of feel. however, with the Y leaders, it felt more personal and somewhere where we could ask questions and get specific help, although in a general sense of where everything is and how it might relate to each of us on our varying courses in life.

I felt NSO was not needed. I liked being able to meet new people and my roommates before classes started but i didnt like being forced into a group or forced to walk around places. i felt one tour was enough to find my classes buildings but multiple days of it was not needed. The lunches were very yummy and The tshirt color was really nice.

Ummm overall im very glad i went but i felt like it could have been more time efficient. However, i loved the welcome part with the BYU History video because I thought it was interesting and something every student should know.

Not really, sorry.

My Y Group Leaders shared some personal experiences that really gave me perspective on how I should approach my first year at BYU.

I was terrified of having no friends here and I made so many!

Not really-but I loved participating and I absolutely love my peer mentor! I feel like we are awesome friends already.

I met some great people and the mentors were really animated and motivating

n/a

Not really

My y group leader showed some things she learned in ballroom class and that was cool!

I really enjoyed having a pre-arrival mentor because it helped me feel less anxious about not knowing anyone attending the university. President Worthen's talk at the beginning of NSO was also a tremendous help in easing my fears of being overwhelmed.

I loved the idea of having all of those activities available, however I wish I could've gone to more. It was difficult just because a person can't be everywhere at the same time.

i made two good friends from my y-group.

Our mentors talked to us about specific classes which was very helpful to get that information on what to expect from the course.

My peer mentor was in my NSO group for the first day and just meeting her made me feel a lot more comfortable being at college on my own

I do not have any experiences I'd like to share

my Y group leaders were AMAZING. They opened up to our group and personal problems that they were going through that were not traditional to students at BYU, but how they have come to grow here during their time here. they were just so good!

N/a

i got an email early in the summer from someone saying that they were going to be my peer mentor but then i got another email later in the summer from a different person saying that they were also my peer mentor. i was confused about which one was my real one until i came to NSO and met him in person. i dont know if my mentor was changed or if i was assigned two different ones at one time, but i didnt really communicate with either because of that.

n/a

President Worthen telling all of us that we belong here ate BYU, and that we were selected for a reason.

I liked hearing about all the support that the school provides to victims of sexual assault and the resources they have to protect students against it.

My Y group leaders were absolutely fantastic. John Richardson and his friend Davis. They were so enthusiastic and made me feel super welcome here. Thy should get a tip!

N/A

It was nice how our Y-group leaders went the extra mile to answer our questions even when they didn't know the answer necessarily, they'd do everything they could to find out the answer. Derek Shumway sent out a very nice text message at the end that I really appreciated.

I made some great friends and I know my way around campus now

It was awesome having an upperclassmen walk me to all of my classes. That helped a lot and I got to ask her a lot of questions.

I enjoyed making new friends at NSO.

The first morning we stood in Hellman field for a very long time and it was very hot. I feel like it would have been just as easy to sort us into groups in the Marriott center where we can sit in the air conditioning

I really appreciated that my peer mentor went right up and introduced himself and said we could go to him for anything.

Going through the things that made us nervous and discussing them with the group leaders.

During the crash courses, and other presentations, I noticed that those presenting were struggling to cover important information and thus felt pressured to rush through important information. I was disappointed with this and felt that I missed information that could have been more productive. I feel like it would have been more helpful to present a brief introduction explaining what resources were available at each point, and including contact information at the very beginning of each presentation in case students had further questions. Likewise, I would have appreciated a more detailed explanation on resources found on the BYU website/mobile application. This information would prove to be very useful for new students who are struggling to find all the necessary information for classes and assignments each day. If it doesn't feel practical to respond to so many new student questions through individual office contact information, perhaps it would be beneficial to have a substantial amount of open time specifically dedicated to asking and responding to questions. In this way, peer mentors, y group leaders, and new students can interact more instead of constantly moving places.

Not really. I really enjoyed the whole thing.

The first day was really good. When I was little I always knew I wanted to go to BYU but during my senior year I was having so many doubts about whether or not BYU was right for me. The devotional that the president gave about how valued each of us are and how we are supposed to be here for a reason, hit me so hard.

I just thought that it was cool that students would volunteer to help incoming freshman across the summer and during NSO. They were fun to talk to and all around cool people.

As we were waiting for the devotional to start, I was feeling pretty overwhelmed about college. My peer mentor, Ruby, came and sat down next to me and she was very compassionate towards me. She shared some of her experiences and was able to really relate to me. She wasn't just talking to me because it was her job; she seemed actually concerned about my feelings and well-being at BYU. Ruby helped to calm my nerves just by being a friend and taking the time to find out more about me and how I felt.

no

My pre arrival mentor was super on top of things and really helped remind me with text messages of all the upcoming deadlines. My NSO leaders were super nice and tried to create a fun environment, but I did not feel like I gained anything helpful as far as starting college. They were just there to get us to all the activities and to be our friend for the day.

I loved the tour of the library! It was self-guided and I felt that not only did I learn the layout, but I learned of good study places and about the cool family history wing.

I felt like I gained new friends in my Y-group and Y- group leaders. It was great to laugh with people and play get to know you games. Stuff that led to us feeling comfortable around each other in our crash courses. It was just amazing to see how fast you can get to know a person.

I got confirmation the route I had planned with my major was a good choice and that their are others around me in the same process and course.

I was very uncomfortable in my group because the 3 other girls were all bio majors and the 9 boys were mechanical engineer majors and I was neither.

I really enjoyed having someone help walk me through my schedule. That was very helpful and made me less nervous.

My Y-group leader was gay, and still an active member of the church. I loved how open he was, and how self confident he was. It was nice to hear his own stories of being a freshman and how he overcame some of his own

difficulties. As for my mentor, I still need to schedule a time to talk with her.

NSO helped me feel confident in my ability to make new friends. My Y-Group leaders were absolutely fantastic and they helped me to feel so comfortable and excited about being a BYU student. They were so knowledgeable and personable.

Yeah they just had us sit in a circle and gave us their best college tips. Honestly I feel like those things they said were the most helpful to me.

Just meeting new people was a helpful experience because I'm kind of a quiet person. It got me to get out of my comfort zone.

I just really enjoyed getting to know the library and the amazing department that are there.

It was helpful to see the testing center and take a practice test because then I could experience it without stress so that it's less stressful when I actually have to take a test there.

Not really; my Peer Mentor just helped me accommodate to life here at BYU, and I appreciated it a lot.

I learned a bit more about how to choose a major!!

I love Brother Worthin's (is that how you spell it??) devotional Friday morning. Hands down, the best part of NSO.

I did not like the automatic questions to facilitate discussion. I would have preferred my mentor ask himself.

My mentors were very encouraging and gave great advice about classes. I was a little nervous for some classes starting, but my mentors helped take away some fears.

It was fun meeting a lot of people like me who were starting their freshman year! Everyone was so nice and it helped that we were all in the same boat which helped us bond more!

no :)

My mentor I've the summer was not the same as the one I met at NSO, but I liked how both made it clear that we could rely on them to answer any questions we have or express any concerns about starting at BYU.

I actually saw and recognized one of my y leaders in one of my classes.

no, it was a good time though

I felt so welcomed at NSO! My experience was very positive and I was so happy to meet so many people!

My mentor was helpful in getting me up to speed on important dates and information since I had just returned from my mission a few weeks before NSO. He was very helpful and understanding.

It was just a good time

My Y group leaders had us all write down a question and I was able to ask them about good study habits to develop at BYU. I got a lot of great personal insight from them. They were also really nice. The NSO devotional the first day was also really powerful- I could really feel the spirit of BYU and that I can really succeed here. Show the special dreams video EVERY YEAR!

Not really

I enjoyed learning about the history of the university.

No

I believe my peer mentor referred me to academic advisors to talk about my schedule with and that was really helpful! Those advisors helped me a lot with making decisions about my schedule.

My peer mentor Hannah was incredible! She always made me feel validated as we communicated throughout the summer which was very reassuring to me. When we finally got to meet in person, she seemed thrilled to be there with us which definitely influenced the way I personally felt about the entire process!

I was able to make a friend at NSO that I am still good friends with to this day. We actually randomly discovered that our parents graduated from the same medical school together and knew each other before we were even born.

n/a

no

Met alot of fun people

Not at this time. I simply appreciated how open Ben and Ben (Red 1) were as Y-leaders. They made NSO worth it.

I attended FOL before coming to NSO. I feel that FOL did much more in helping me feel ready for my Freshman year than NSO did. I'm much closer with those that were in my group there, including my mentors. Part of that may have to do with FOL happening before NSO and having many of my questions answered there first. The one thing NSO did that FOL did not was a tour of campus. I did appreciate that.

Not really

I liked the free food.

It was super fun to meet new people and see campus! I also fell in love with devotionals right at first which I thought was cool.

Sorry, not really. I actually think the best part was the college meetings. Hearing more about my major got my mind thinking about school and helped me get a better idea of how I should start spending my time here at BYU.

Ummm I just got to meet some really cool people

I haven't had any experience with a mentor nor heard from anyone. The Y leaders were great and helped to calm my nerves with being a transfer student and coming back to school after a long break.

Jgds

No. Not really. It was just overall a good experience

My Y-Group leaders were the best part of NSO, they were so encouraging! Also, the NSO experience was interesting because it introduced how the church and principles of the Gospel will be intertwined with my learning in all subjects here at BYU! What an incredible school, it felt like a big family when we were being addressed by the president of the school.

No, I found no need for talking to my mentor over the summer.

My group leaders kept it real instead acting like cheerleaders and it made the group so much fun

One meaningful experience I had during this activity, would have to be the group I was placed with. I was able to find a great deal of commonality and it felt like I was in the same boat as everyone else.

It was really good! Thanks for helping us have this experience. Occasionally our Y group leaders would get caught up talking with us or other students, causing us to be late for some activities. The next step might be to be to emphasize punctuality.

Nothing worth while. I didn't have a very meaningful experience. It wasn't bad by any means, just not great either. However, it was nice having someone there that I could turn to if I had a question or two.

No

I really enjoyed the share your Y experience because it eased my nerves about starting college. My leaders were very helpful and genuinely cared about us.

I was assigned 3 different mentors over the course of two and a half years. I didn't even recognize my actual one even after reading his email and having him right in front of me.

N/A

Yes

The devotionals were a great part f NSO for me. I learned a lot and they helped me prepare and set a course for this semester and my future both here at BYU and through my life.

No

I was serving on a mission, so I did not have any experiences with a pre-arrival mentor.

Nope!

No

My pre-arrival peer mentor did not stay my peer mentor for this fall. Once I was assigned a peer mentor for the fall, it changed again because of a personal preference. When I got to NSO, I was assigned to my previous peer mentor. That peer mentor quickly helped me find the correct group, introduced me to my new peer mentor (I did not know who she was yet), and made sure I felt welcomed.

I very much enjoyed the share your Y activity we did with our Y group leaders. The leaders of our group did an amazing job of creating a spiritual and uplifting environment in the meeting when they shared about their college experience. We as new students were also able to share. I felt it was a very valuable activity because of the advice we received from our leaders on how to succeed as well as hearing the other members of my group share their experiences and feelings.

I liked the tour of the library because I didn't know about all of the resources that it has to offer. I don't think I would have learned about them otherwise. I would have stuck to the periodical section for studying.

I enjoyed hearing about important experiences our counselors had that helped make BYU meaningful to them and how they encouraged us to participate in many activities.

I liked how I was able to meet new people. It made coming to BYU a less daunting experience.

the allergen accommodations were great and i felt very welcomed

I got lost during my y-group tour, but with the help of the volunteers, I was able to meet back up with my group :)

My Y-Group leader was extremely helpful in showing us around campus and explaining the college experience.

The devotionals at NSO made me more excited for the weekly devotionals.

My peer mentor, Tiffany Gibbons, helped me with not only what classes to take, dates for auditions, and other on-school things, but she helped me with an application for an Internship that could definitely help my career path.

My Y Group Leader helped me think more about what I want my major to be. He told me to think about the talk, "Wrong Roads and Revelation," in which Elder Holland and his son take the wrong road first and then know they are on the right road after. I know now that I need to make a decision about what I want be pursue that, and see if it is the wrong road. If I don't choose any road, I won't make any progress. My Y Group Leader was awesome.

No.

Not particularly meaningful. It was a pretty solid experience. Way to go.

The “we are the Y” photo and performances, got me really excited about being here and starting my own BYU experience.

I met my friend.

I made lots of friends and my y group leader was really good at ballroom dancing.

N/A

Yea and yea

My peer mentor was peer mentored by my sister in law, so we had kind of an automatic connection. He is a really good friend, and because he knows family we had a great time!

I loved the devotional-I really liked hearing from the president and one of the professors. I felt more ready and qualified to be at BYU after hearing him speak.

not with the peer mentor but my Y group leaders gave us more information and pro tips and trick than I could ever use in my life. they are LITERALLY the most helpful personnel that Ive met here at BYU. JOHN AND DAVIS!!!

Nope!

I thought it was really great to have the Y leaders and mentors there because they were incredibly welcoming and sincere. They just wanted to be there to help out and make sure we all were excited to be there. Right as we were all showing up to the groups on the first day our y leaders took the lead in introducing themselves and making casual conversation so that everyone felt comfortable and included.

I was able to make friends that helped me feel welcome.

It was really helpful to me at NSO when we separated into groups to explore the various colleges, because I got to learn a lot more about my major and how exactly the program is set up. It was great!

I learned about the culture of BYU through NSO. Everything from folklore and legends to stigmas and stereotypes. I got to learn about tunnel singing for the first time at NSO. I had a great time last Sunday singing in the Marriot Center tunnel.

n/a

During the BYU vs. UofU football game, I felt like part of the school because we were all cheering together for the same cause. I love the unity here.

I personally enjoyed the experience of attending NSO. It was nice to meet some friends who were in the same boat as well as figuring out where everything is on campus. This helped me to feel comfortable around campus and knowing that this would be my school. It was also very convenient to ask the NSO mentors any questions as well as their personal input on a certain class or area as they had experience in the same department.

n/a

Well it just really helped me see that everyone is feeling the exact same way I am. The Share you Y experience was really awesome. I felt the spirit so strong when my y group leader told us that we all have something to contribute at byu.

I started to feel welcome at BYU. I'm still scared though.

Meet a new best friend who I have seen around a lot ad look forward to getting to know better

Go to NSO. It is a very good opportunity to meet new people that are in the same situation as they are.

awesome

My y leaders gave a lot of good advice while we were waiting for the next activity in

nope!

I met lots of people I had connections with from the most random things!

I met some really great people.

N/A

No

It was long and sometimes boring. I think it should be condensed and mainly just a tour around campus. And given times where people could do whatever they wanted.

I met really good people

Having transfer students as group leaders helped so much just in general

My Peer mentor Emma made sure to get to know everyone and even welcomed students not under her direction. Was very easy to talk to and became a friend and a mentor. Super personable and fun

My peer mentor helped me tremendously with choosing the right classes and with credits. My Y group for NSO was so awesome and I made awesome friends from my experience.

No

I loved my NSO leaders, they were full of energy and I enjoyed them a lot

The devotional with the university president was so uplifting and motivating

N/a

We talked about work load so that was nice.

Sample For 2021 Accreditation

Fall 2019 End of Semester Student Survey

Q2 - Please select your gender:

#	Answer	%	Count
11	Male	37.01%	681
12	Female	62.99%	1159
	Total	100%	1840

Q3 - Are you a member of the Church of Jesus Christ of Latter-Day Saints?

#	Answer	%	Count
23	Yes	99.73%	1834
24	No	0.27%	5
	Total	100%	1839

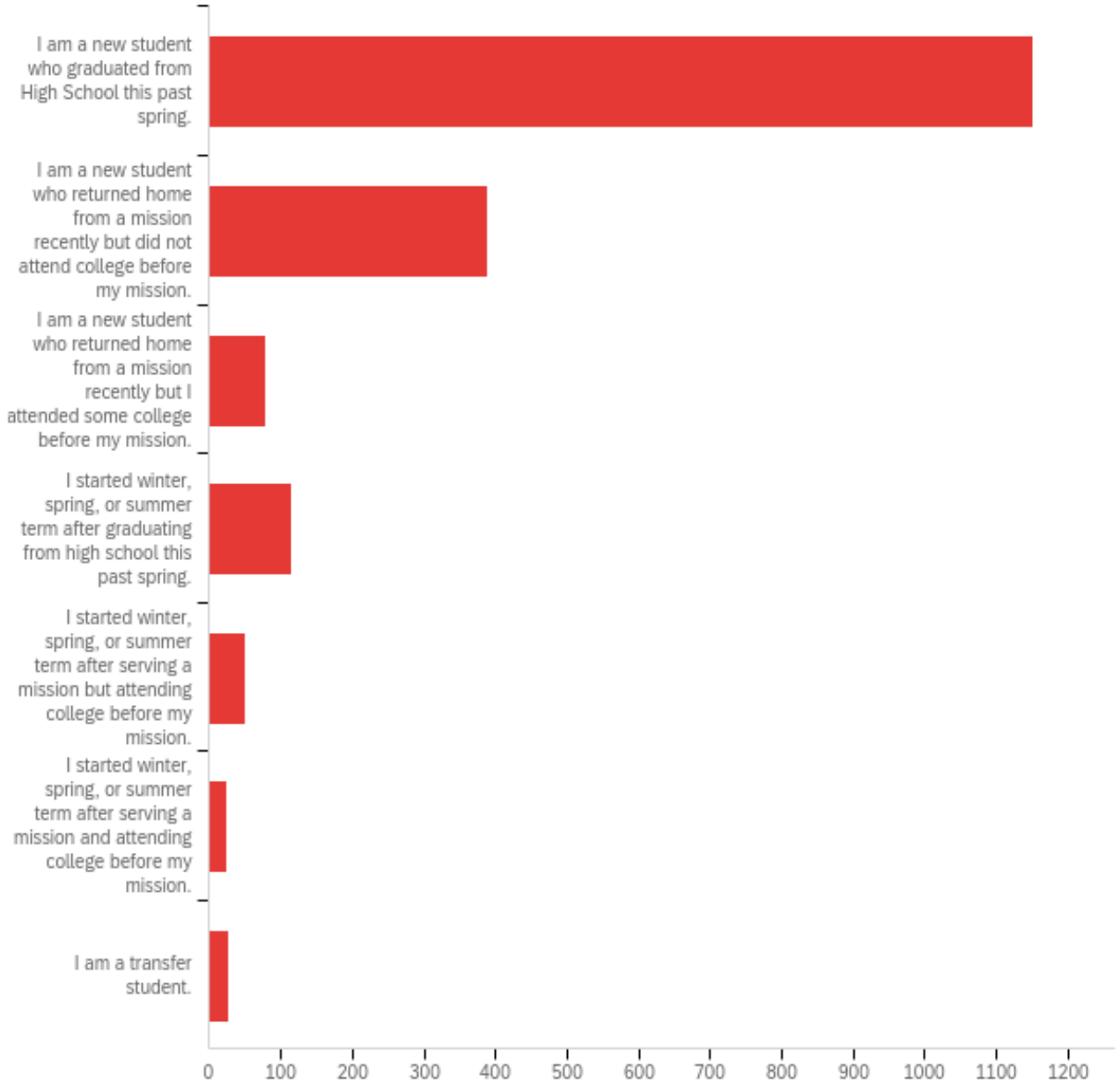
Q4 - Have you served a Latter-Day Saint mission?

#	Answer	%	Count
1	Yes	30.51%	561
2	No	69.49%	1278
	Total	100%	1839

Q5 - Which ethnic group do you most identify with?

#	Answer	%	Count
18	White	91.02%	1672
19	Black or African American	0.05%	1
20	American Indian or Alaska Native	0.38%	7
21	Asian	3.48%	64
22	Native Hawaiian or Pacific Islander	1.03%	19
23	Other	4.03%	74
	Total	100%	1837

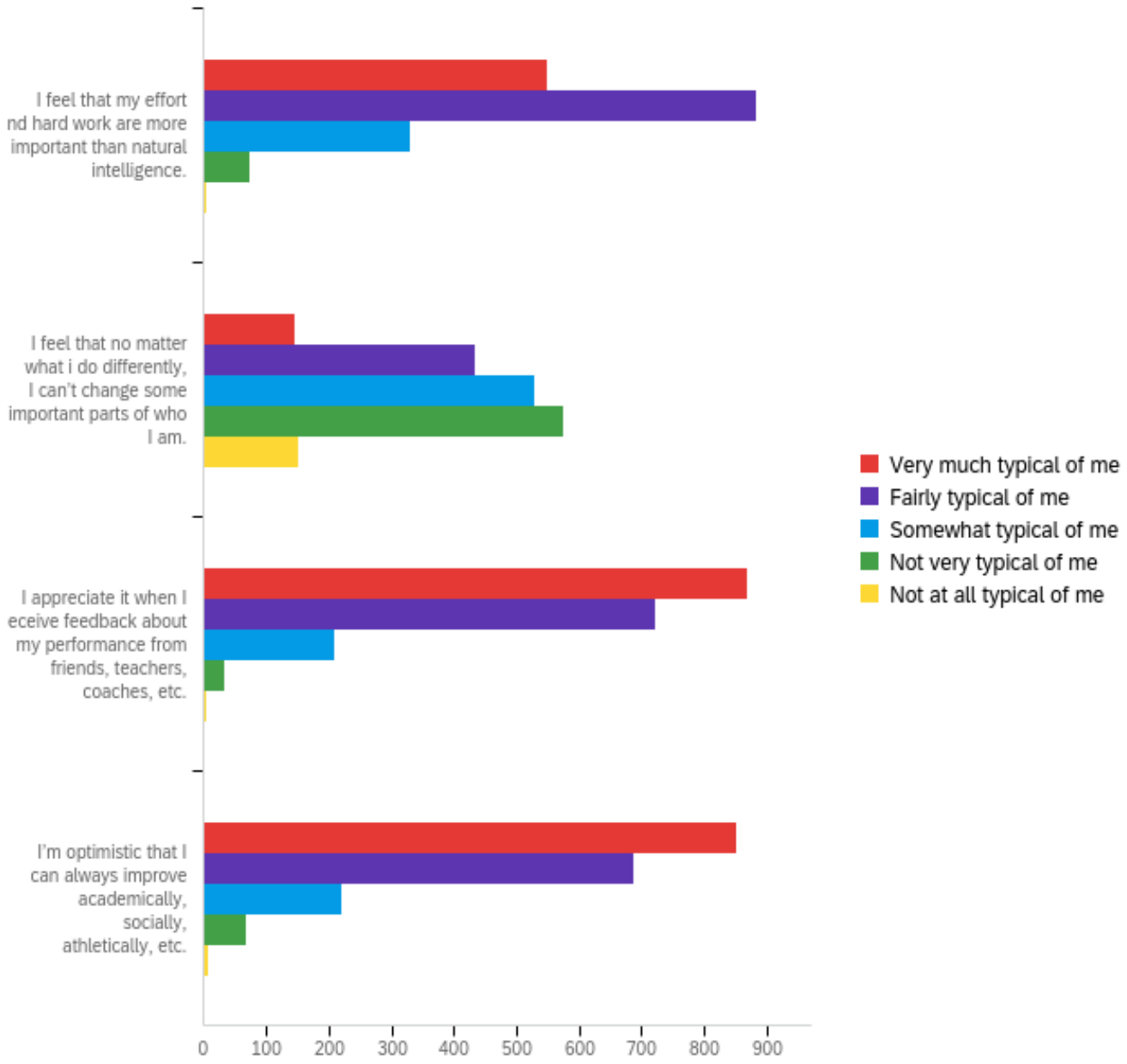
Q6 - Please select the option that best describes your status during fall semester.



#	Answer	%	Count
5	I started winter, spring, or summer term after serving a mission but attending college before my mission.	2.77%	51
6	I started winter, spring, or summer term after serving a mission and attending college before my mission.	1.36%	25
4	I started winter, spring, or summer term after graduating from high school this past spring.	6.31%	116
7	I am a transfer student.	1.41%	26
2	I am a new student who returned home from a mission recently but did not attend college before my mission.	21.21%	390

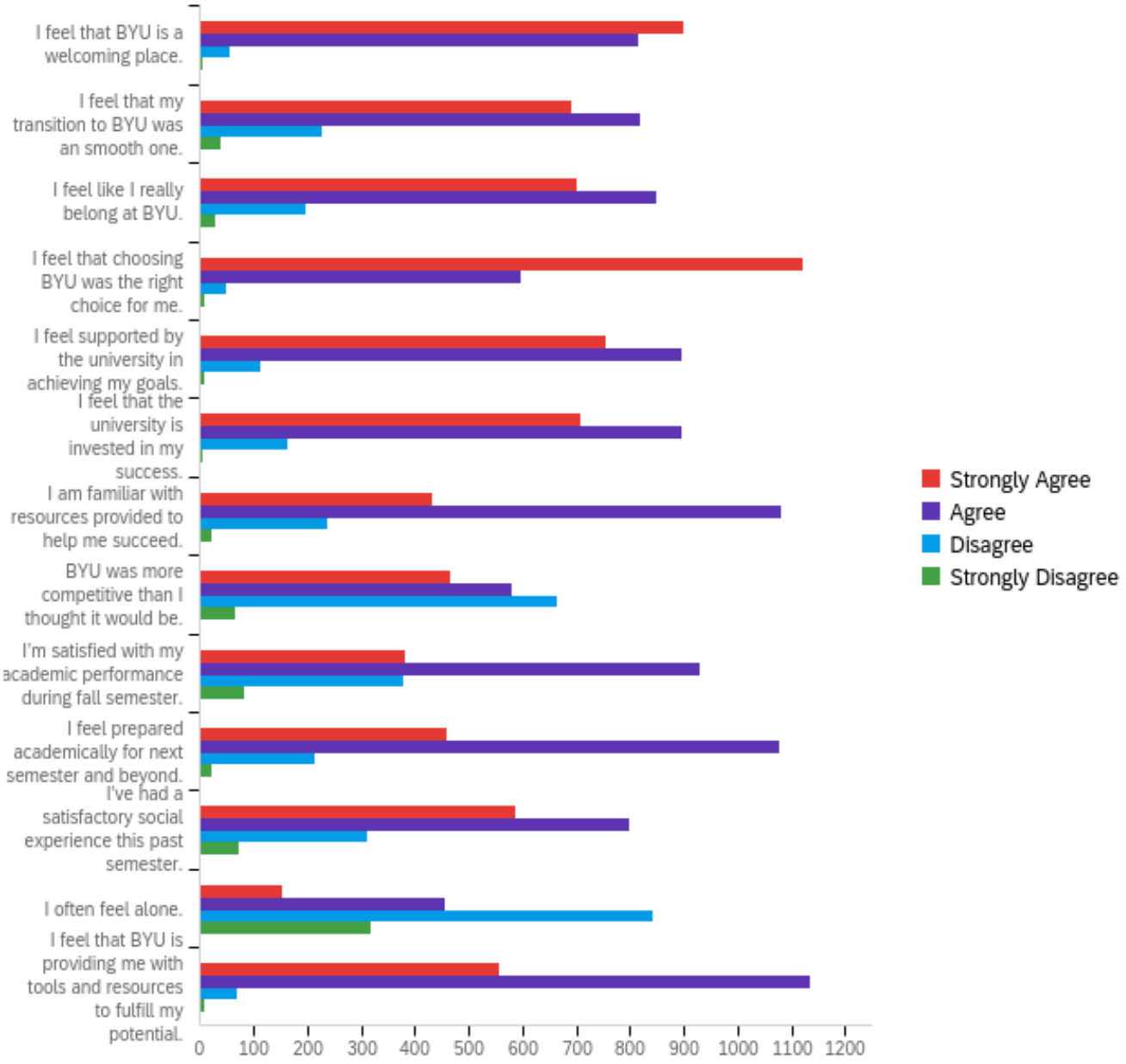
3	I am a new student who returned home from a mission recently but I attended some college before my mission.	4.30%	79
1	I am a new student who graduated from High School this past spring.	62.64%	1152
	Total	100%	1839

Q8 - Tell us a little about some attitudes you may hold:



#	Question	Very much typical of me		Fairly typical of me		Somewhat typical of me		Not very typical of me		Not at all typical of me		Total
1	I feel that my effort and hard work are more important than natural intelligence.	29.84%	549	48.04%	884	17.93%	330	3.97%	73	0.22%	4	1840
2	I feel that no matter what i do differently, I can't change some important parts of who I am.	7.96%	146	23.71%	435	28.88%	530	31.28%	574	8.17%	150	1835
3	I appreciate it when I receive feedback about my performance from friends, teachers, coaches, etc.	47.31%	869	39.30%	722	11.32%	208	1.85%	34	0.22%	4	1837
4	I'm optimistic that I can always improve academically, socially, athletically, etc.	46.43%	853	37.45%	688	11.98%	220	3.70%	68	0.44%	8	1837

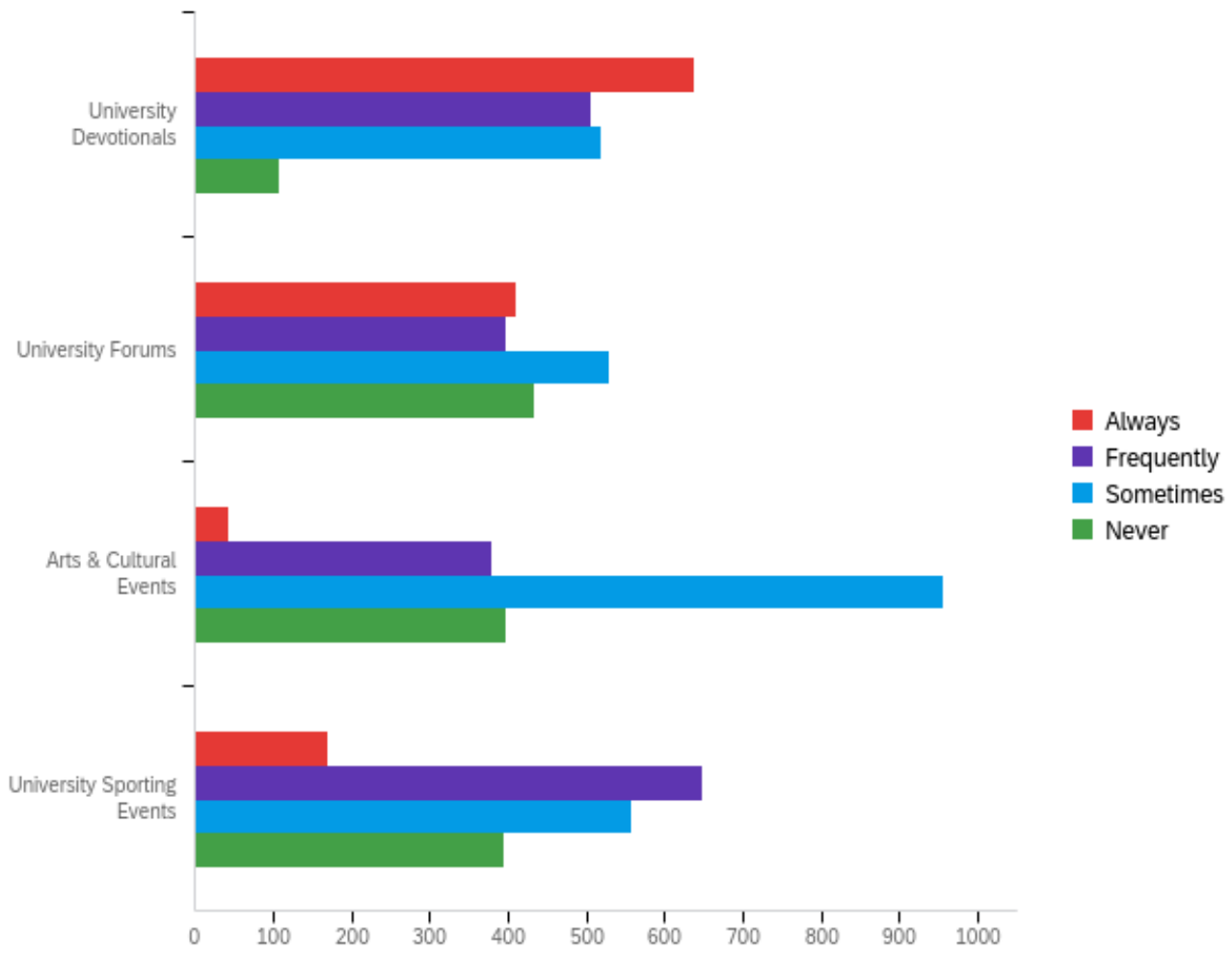
Q9 - Please rate your agreement with the following statements:



#	Question	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
1	I feel that BYU is a welcoming place.	50.62%	898	45.94%	815	3.16%	56	0.28%	5	1774
2	I feel that my transition to BYU was an smooth one.	39.03%	692	46.08%	817	12.80%	227	2.09%	37	1773
3	I feel like I really belong at BYU.	39.57%	702	47.80%	848	11.10%	197	1.52%	27	1774
4	I feel that choosing BYU was the right choice for me.	63.21%	1120	33.58%	595	2.82%	50	0.40%	7	1772

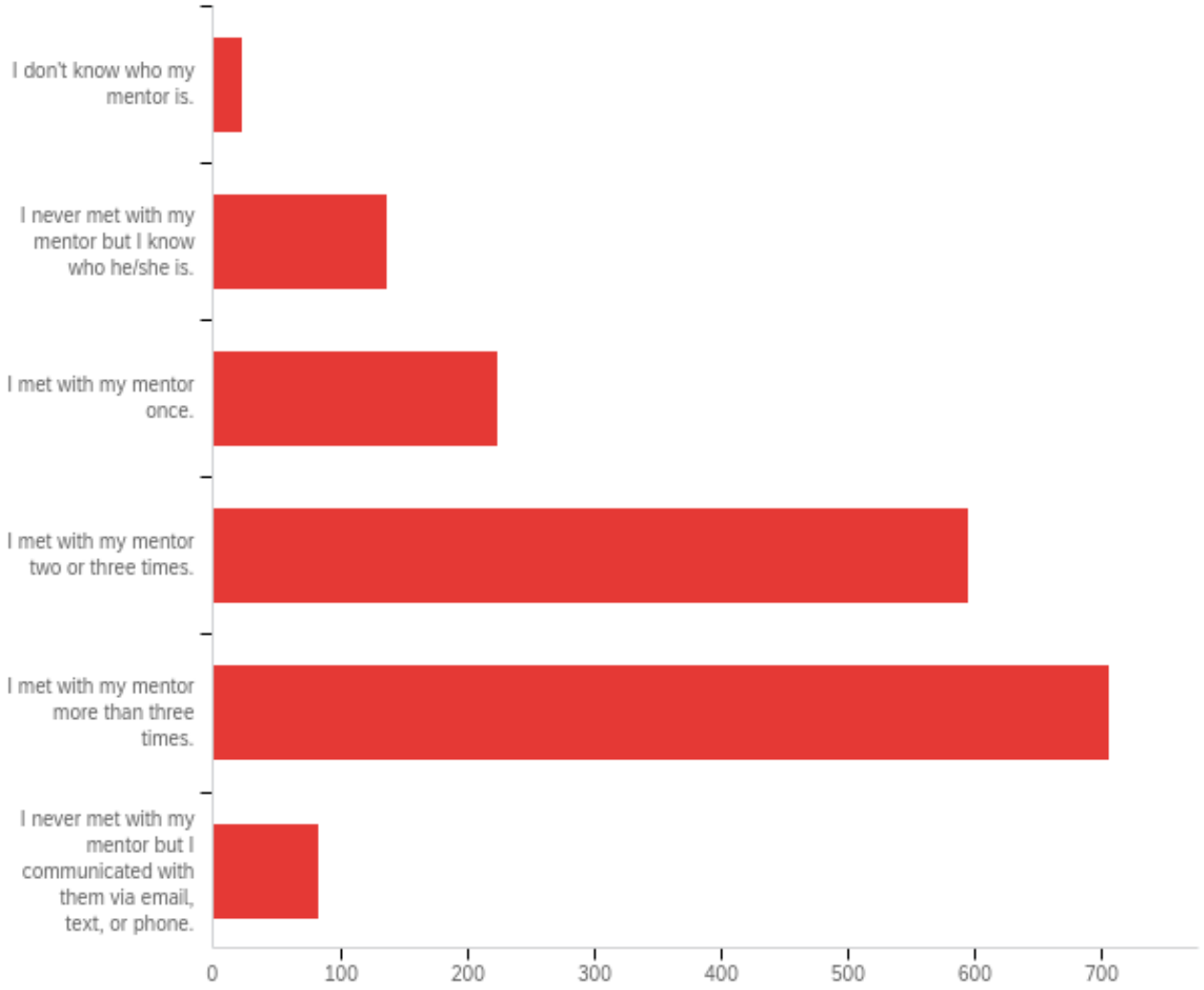
5	I feel supported by the university in achieving my goals.	42.64%	756	50.54%	896	6.37%	113	0.45%	8	1773
6	I feel that the university is invested in my success.	39.91%	708	50.51%	896	9.24%	164	0.34%	6	1774
7	I am familiar with resources provided to help me succeed.	24.34%	431	61.10%	1082	13.33%	236	1.24%	22	1771
8	BYU was more competitive than I thought it would be.	26.24%	465	32.73%	580	37.42%	663	3.61%	64	1772
9	I'm satisfied with my academic performance during fall semester.	21.56%	382	52.43%	929	21.39%	379	4.63%	82	1772
10	I feel prepared academically for next semester and beyond.	25.92%	459	60.81%	1077	11.97%	212	1.30%	23	1771
11	I've had a satisfactory social experience this past semester.	33.22%	588	45.14%	799	17.51%	310	4.12%	73	1770
12	I often feel alone.	8.64%	153	25.76%	456	47.63%	843	17.97%	318	1770
13	I feel that BYU is providing me with tools and resources to fulfill my potential.	31.54%	558	64.22%	1136	3.84%	68	0.40%	7	1769

Q10 - How often did you take advantage of the following:



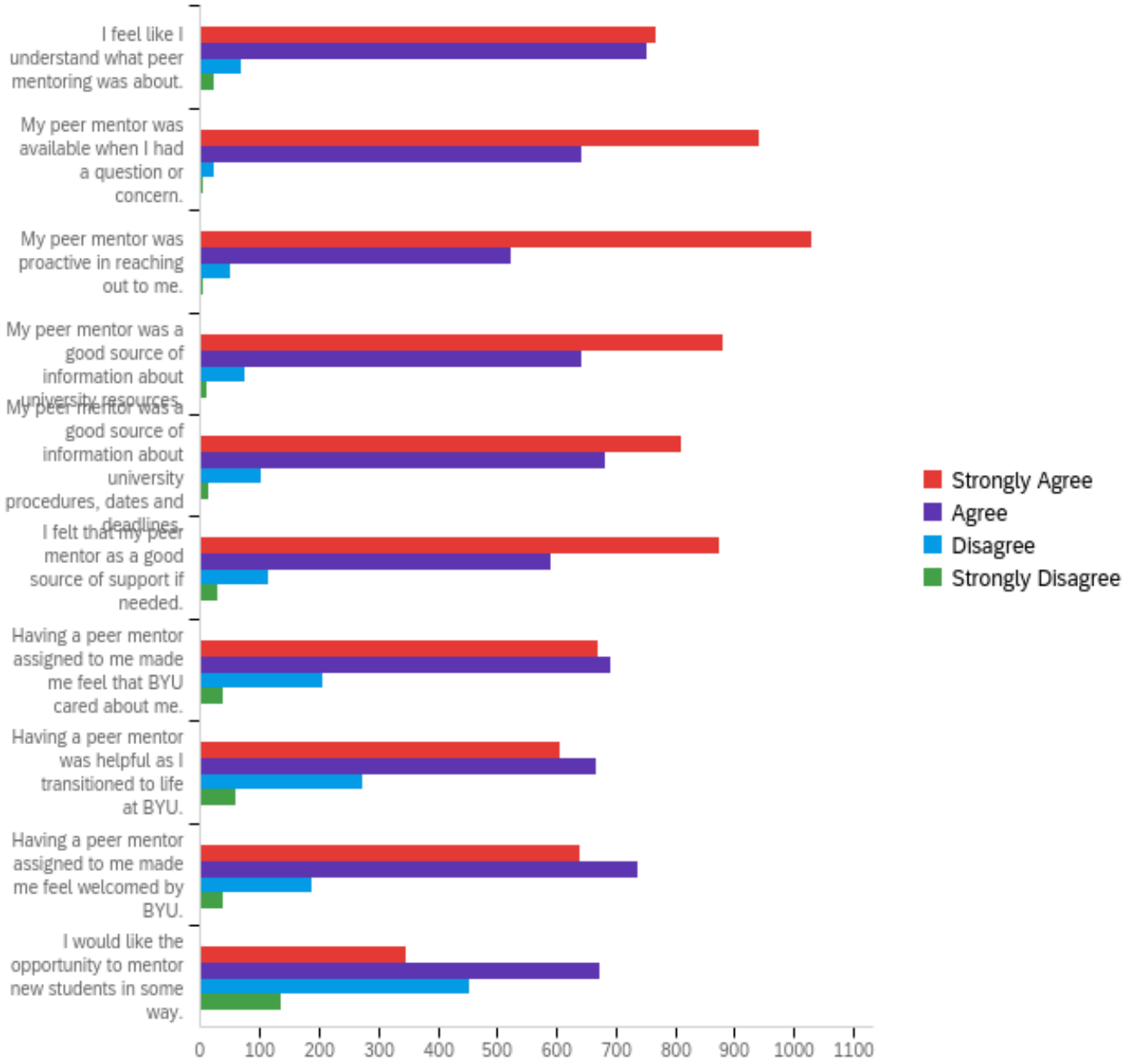
#	Question	Always		Frequently		Sometimes		Never		Total
1	University Devotionals	36.06%	639	28.61%	507	29.29%	519	6.04%	107	1772
2	University Forums	23.22%	411	22.37%	396	29.94%	530	24.46%	433	1770
3	Arts & Cultural Events	2.37%	42	21.33%	378	53.95%	956	22.35%	396	1772
4	University Sporting Events	9.54%	169	36.63%	649	31.55%	559	22.29%	395	1772

Q14 - How often did you meet with your mentor during the Fall 2019 Semester?



#	Answer	%	Count
1	I don't know who my mentor is.	1.30%	23
2	I never met with my mentor but I know who he/she is.	7.78%	138
3	I met with my mentor once.	12.69%	225
4	I met with my mentor two or three times.	33.62%	596
5	I met with my mentor more than three times.	39.88%	707
6	I never met with my mentor but I communicated with them via email, text, or phone.	4.74%	84
	Total	100%	1773

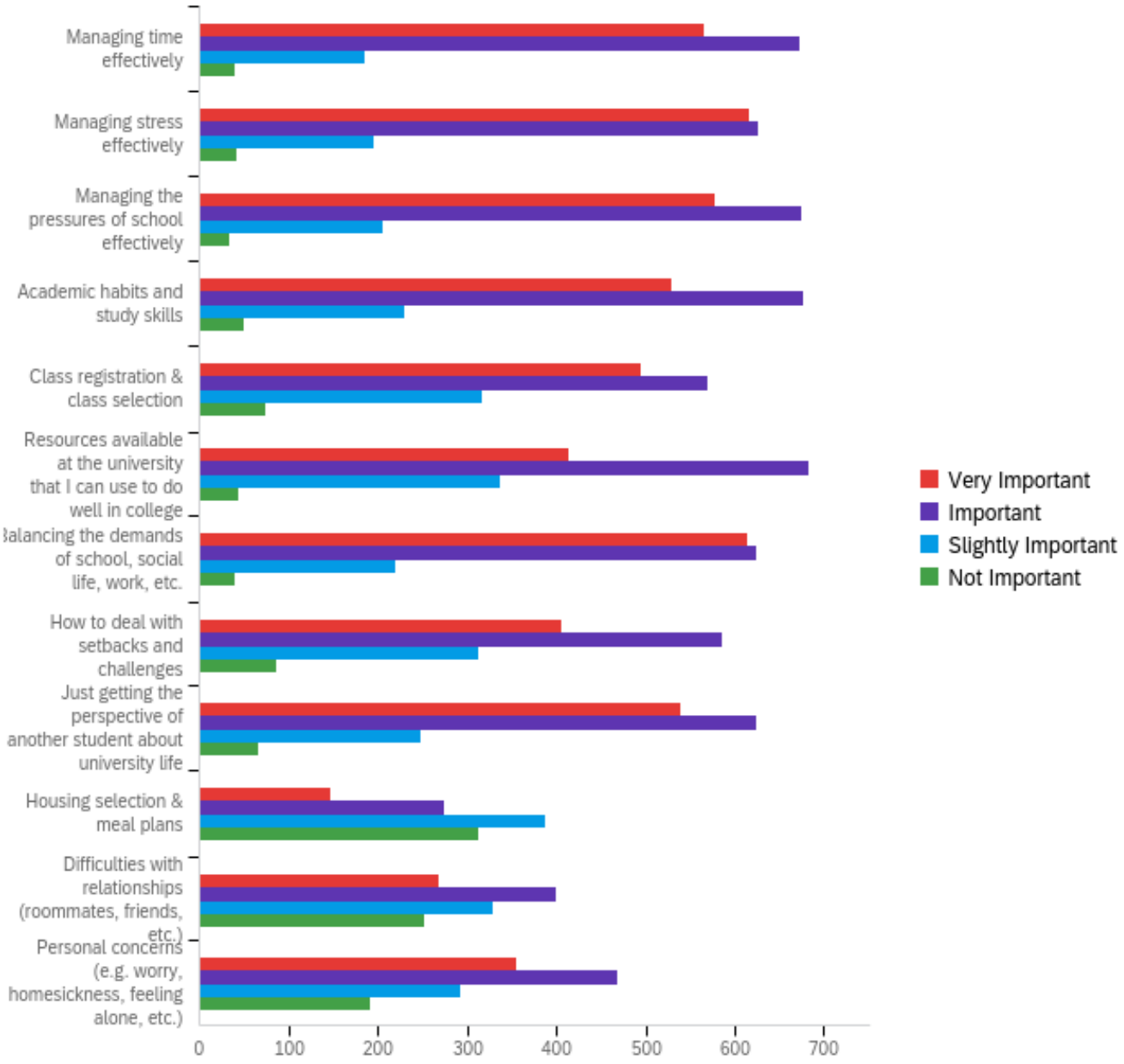
Q15 - Tell us about your experience with your peer mentor:



#	Question	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
1	I feel like I understand what peer mentoring was about.	47.70%	768	46.71%	752	4.22%	68	1.37%	22	1610
2	My peer mentor was available when I had a question or concern.	58.39%	940	39.88%	642	1.49%	24	0.25%	4	1610
3	My peer mentor was proactive in reaching out to me.	64.08%	1031	32.50%	523	3.11%	50	0.31%	5	1609
4	My peer mentor was a good source of information about	54.63%	879	39.96%	643	4.72%	76	0.68%	11	1609

	university resources.									
5	My peer mentor was a good source of information about university procedures, dates and deadlines.	50.44%	811	42.35%	681	6.28%	101	0.93%	15	1608
6	I felt that my peer mentor as a good source of support if needed.	54.42%	875	36.75%	591	7.03%	113	1.80%	29	1608
7	Having a peer mentor assigned to me made me feel that BYU cared about me.	41.73%	671	43.03%	692	12.81%	206	2.43%	39	1608
8	Having a peer mentor was helpful as I transitioned to life at BYU.	37.76%	606	41.62%	668	17.01%	273	3.61%	58	1605
9	Having a peer mentor assigned to me made me feel welcomed by BYU.	39.84%	639	45.95%	737	11.78%	189	2.43%	39	1604
10	I would like the opportunity to mentor new students in some way.	21.54%	346	41.91%	673	28.14%	452	8.41%	135	1606

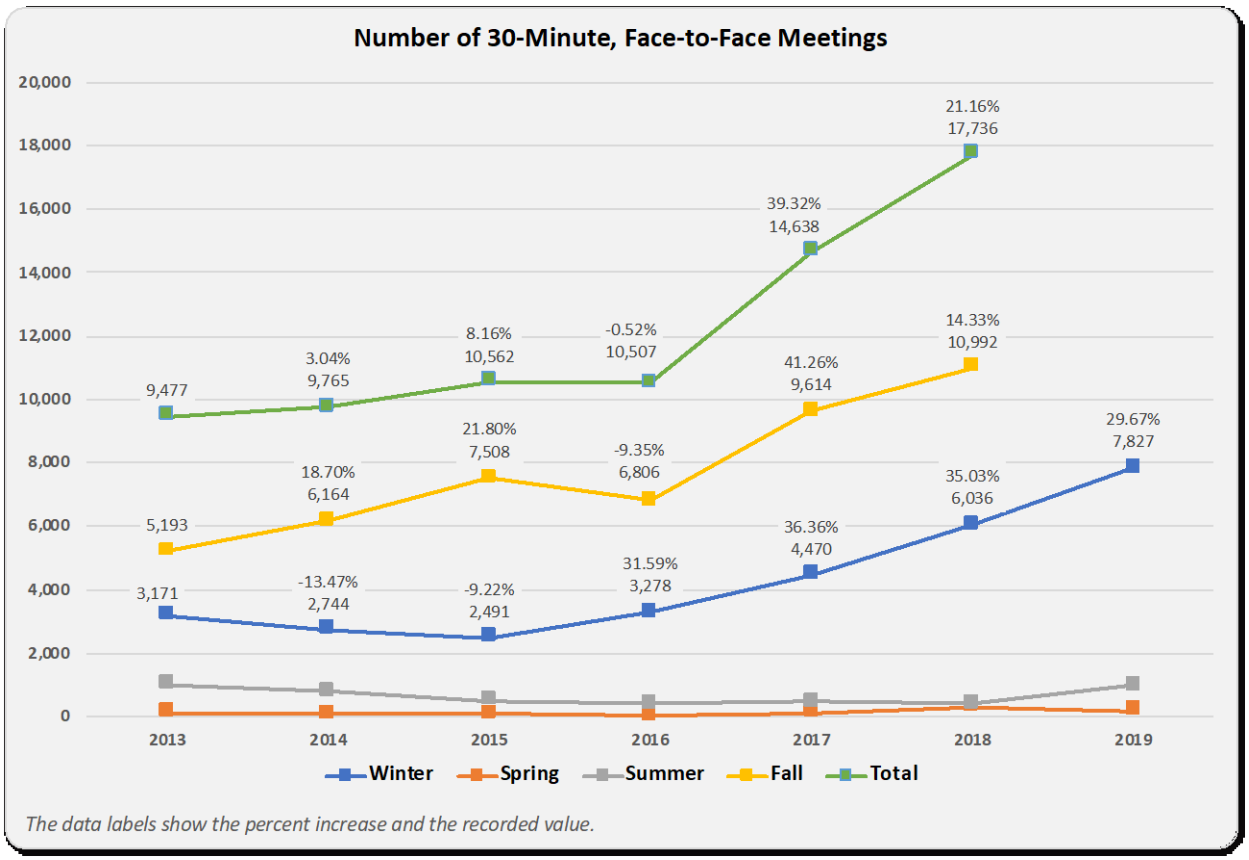
Q16 - How important were the following topics that you may have discussed with your mentor:



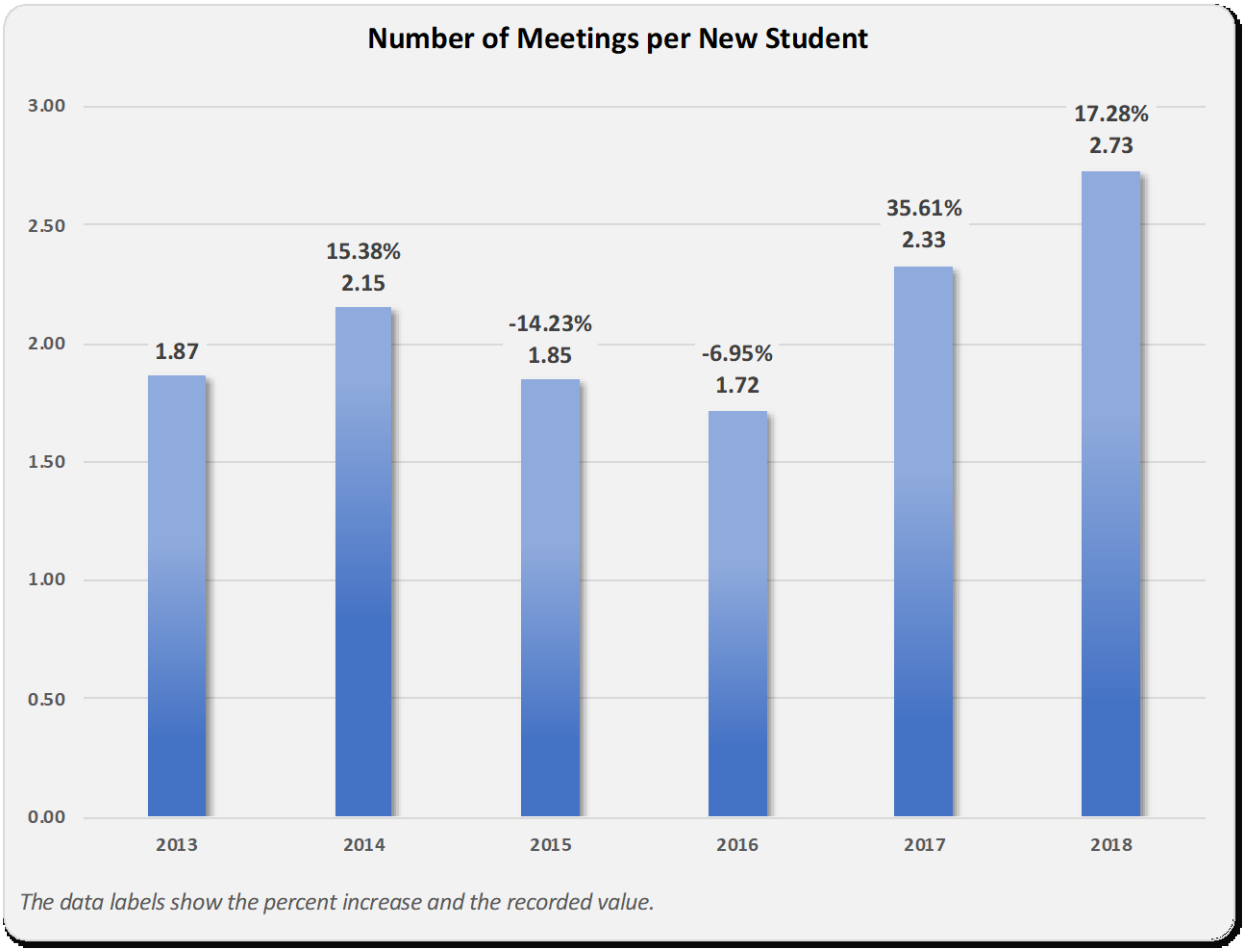
First-Year Experience Orientation Trends
Pre-Arrival Mentoring and New Student Orientation

First-Year Experience (FYE) has focused on providing students with a year-long, high-touch orientation that is comprised of a robust peer mentoring program and New Student Orientation (NSO) events.

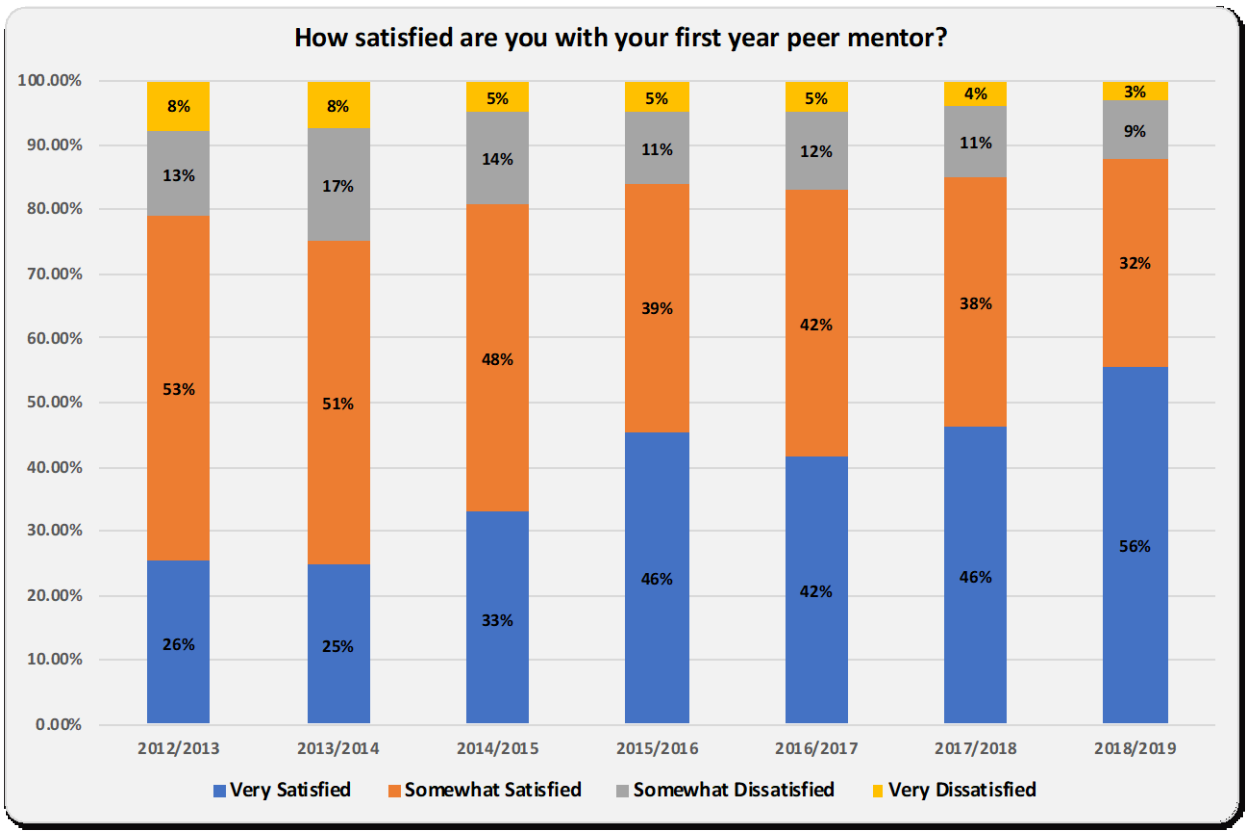
The chart below shows the number of face-to-face meetings held between mentors and their students from 2013-2019. There are several factors that might account for this trend including 1) fall pre-arrival mentoring implementation and refinement (piloted in 2014), 2) summer texting implementation and refinement (piloted in 2015), 3) modifying how we assign students to mentors (piloted in 2017), 4) changes in mentor recruitment and hiring, 5) adjustments to peer mentor training.



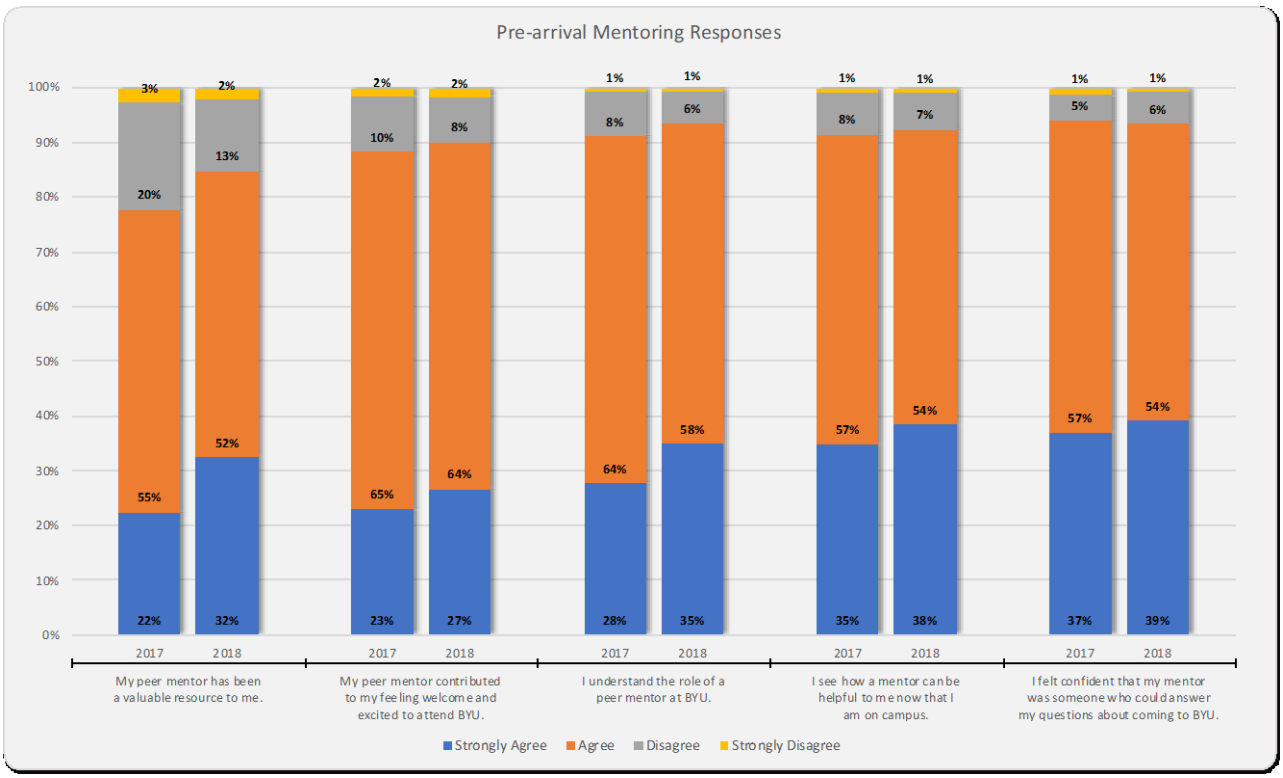
The following chart documents the average frequency of meetings that a new first-year student has with her mentor.



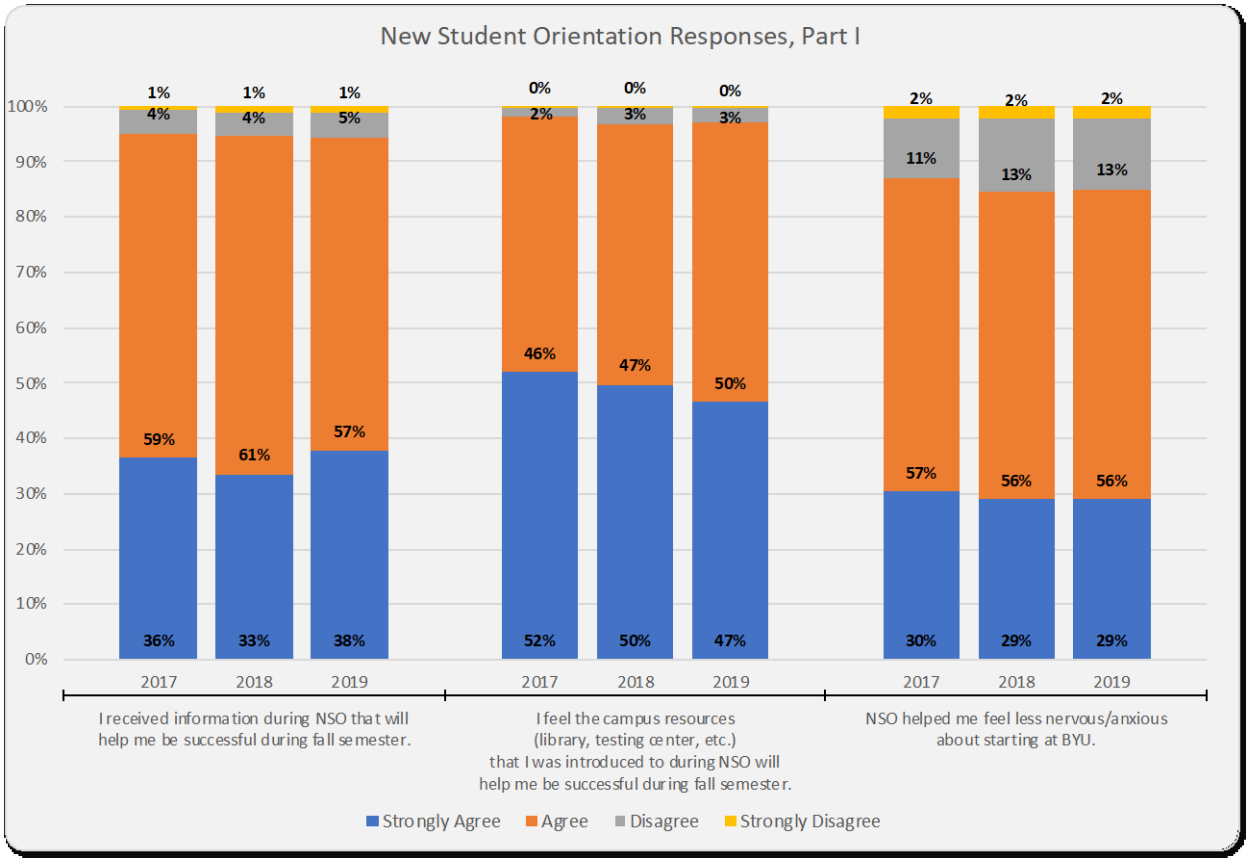
The following chart demonstrates student satisfaction with their peer mentors and the data is taken from the *End-of-the-First-Year Survey* that is administered by the Office of Institutional Research and Assessment every April and May. Again, the trends are quite positive and reflect the program modifications listed previously.

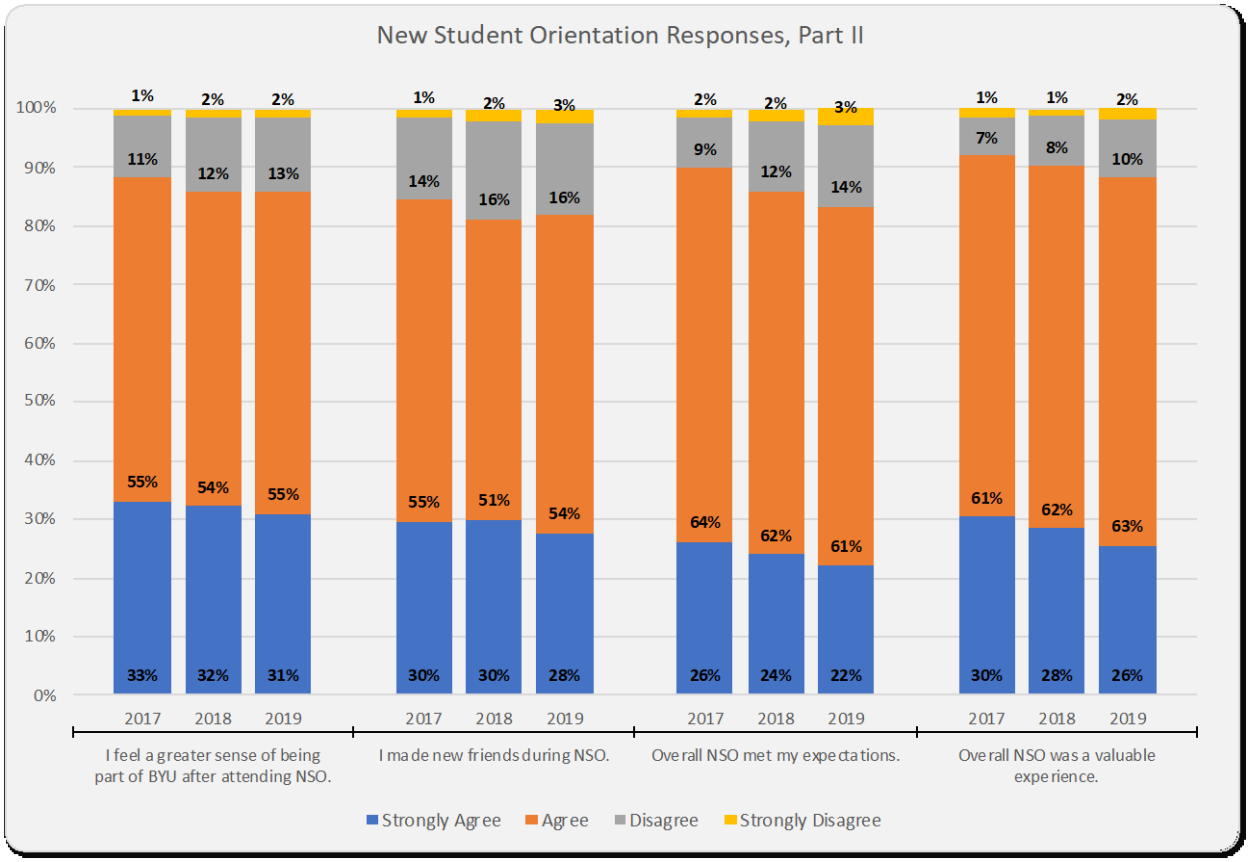


The following charts are taken from our 2017 and 2018 *Post Orientation/Pre-Arrival Survey* that is administered soon after fall NSO and documents students' evaluations of a few key mentoring outcomes. The chart below demonstrates student attitudes about and satisfaction with their pre-arrival mentoring experience (from admission notification in February to NSO in August)



The last two charts provide a few key indicators about how students view the effectiveness/value of the in-person orientation activities held on campus in August. Although there is a slight decrease in effectiveness/value as reported by students, it is important to note that students are still finding great value in the experience. Additionally, it is interesting to note student positive appraisals of NSO are decreasing as their appraisals of pre-arrival mentoring are increasing. One interpretation of this trend is that students are using their mentors more for information and support normally obtained through NSO activities. Nevertheless, FYE is taking steps to understand the student experience of NSO.


New Student Orientation Responses, Part I
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
1%
4%
59%
36%
1%
4%
61%
33%
1%
5%
57%
38%
0%
2%
46%
52%
0%
3%
47%
50%
0%
3%
50%
47%
2%
11%
57%
30%
2%
13%
56%
29%
2%
13%
56%
29%
2017
2018
2019
I received information during NSO that will help me be successful during fall semester.
I feel the campus resources (library, testing center, etc.) that I was introduced to during NSO will help me be successful during fall semester.
NSO helped me feel less nervous/anxious about starting at BYU.
Strongly Agree
Agree
Disagree
Strongly Disagree


New Student Orientation Responses, Part II
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
1% 2% 2%
11% 12% 13%
55% 54% 55%
33% 32% 31%
1% 2% 3%
14% 16% 16%
55% 51% 54%
30% 30% 28%
2% 2% 3%
9% 12% 14%
64% 62% 61%
26% 24% 22%
1% 1% 2%
7% 8% 10%
61% 62% 63%
30% 28% 26%
2017 2018 2019
I feel a greater sense of being part of BYU after attending NSO.
I made new friends during NSO.
Overall NSO met my expectations.
Overall NSO was a valuable experience.
Strongly Agree
Agree
Disagree
Strongly Disagree

Dashboard Copies- Two Most Recent Years of Data

Graduation Rates- Dashboard Copies

Undergraduates

Graduation Rate Overall

Peer Group Data Comparisons

Choose a Peer Group Below to Compare:
(Re-click to view all again)

Entering Cohort
2010-2011

Reporting Year
2018-2019

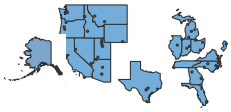
BYU Undergraduate Fall Enrollment	Peer Schools Average Undergraduate Fall Enrollment
31,441	21,271

Utah Peer Schools

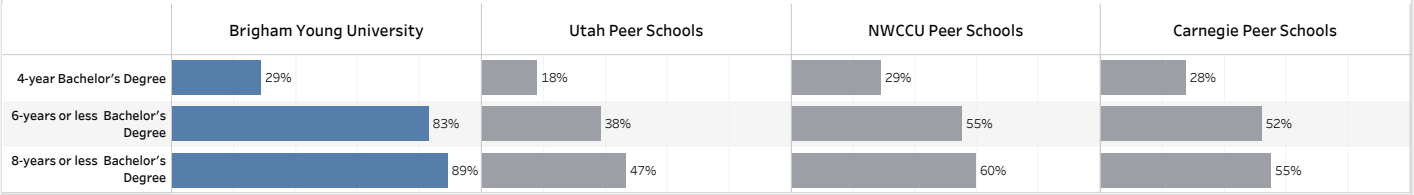
NWCCU Peer Schools

Carnegie Peer Schools

45
Institutions



Reporting Year: 2018-2019



Institution	4-year Bachelor's Degree	6-years or less Bachelor's Degree	8-years or less Bachelor's Degree
Brigham Young University	**29%**	**83%**	**89%**
Arizona State University-Skysong	0%	20%	20%
Ball State University	45%	62%	63%
Boise State University	15%	39%	42%
Central Michigan University	22%	57%	60%
DePaul University	59%	73%	75%
Dixie State University	9%	20%	24%

4-year Graduation rate - completed bachelor's degree within 100% of normal time
6-year Graduation rate - completed bachelor's degree within 150% of normal time
8-year Graduation rate - completed bachelor's degree within 200% of normal time
Data souce: IPEDS Graduation Rate 200 Report

Undergraduates

Graduation Rate Overall

Peer Group Data Comparisons

Choose a Peer Group Below to Compare:
(Re-click to view all again)

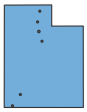
Entering Cohort 2010-2011

Reporting Year 2018-2019

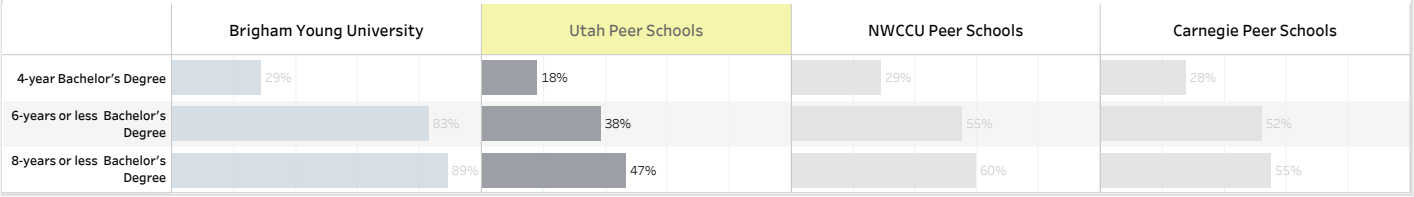
BYU Undergraduate Fall Enrollment	Peer Schools Average Undergraduate Fall Enrollment
31,441	22,614

Utah Peer Schools | NWCCU Peer Schools | Carnegie Peer Schools

6 Institutions



Reporting Year: 2018-2019



Institution	4-year Bachelor's Degree	6-years or less Bachelor's Degree	8-years or less Bachelor's Degree
Brigham Young University	**29%**	**83%**	**89%**
Dixie State University	9%	20%	24%
Southern Utah University	22%	39%	43%
University of Utah	29%	65%	75%
Utah State University	23%	46%	56%
Utah Valley University	11%	25%	34%
Weber State University	14%	35%	47%

4-year Graduation rate - completed bachelor's degree within 100% of normal time
6-year Graduation rate - completed bachelor's degree within 150% of normal time
8-year Graduation rate - completed bachelor's degree within 200% of normal time
Data souce: IPEDS Graduation Rate 200 Report

Undergraduates

Graduation Rate Overall

Peer Group Data Comparisons

Choose a Peer Group Below to Compare:
(Re-click to view all again)

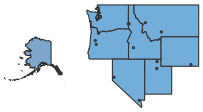
Entering Cohort 2010-2011

Reporting Year 2018-2019

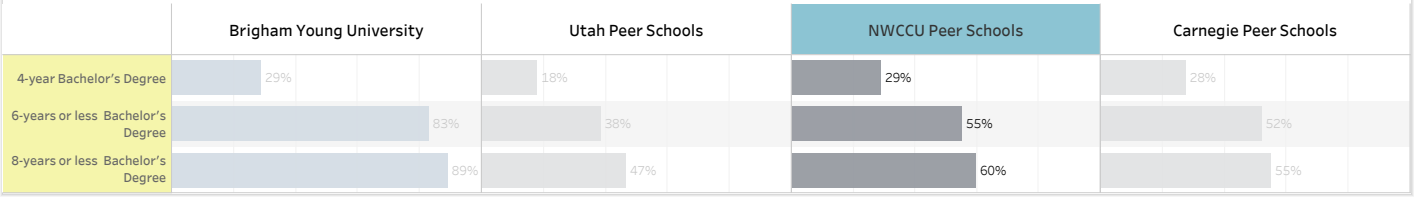
BYU Undergraduate Fall Enrollment	Peer Schools Average Undergraduate Fall Enrollment
31,441	19,158

Utah Peer Schools | NWCCU Peer Schools | Carnegie Peer Schools

15 Institutions



Reporting Year: 2018-2019



Institution	4-year Bachelor's Degree	6-years or less Bachelor's Degree	8-years or less Bachelor's Degree
Brigham Young University	**29%**	**83%**	**89%**
Boise State University	15%	39%	42%
Montana State University	24%	53%	56%
Oregon State University	33%	63%	66%
Portland State University	21%	48%	54%
The University of Montana	25%	48%	52%
University of Alaska Fairbanks	15%	39%	43%

4-year Graduation rate - completed bachelor's degree within 100% of normal time
6-year Graduation rate - completed bachelor's degree within 150% of normal time
8-year Graduation rate - completed bachelor's degree within 200% of normal time
Data souce: IPEDS Graduation Rate 200 Report

Undergraduates

Graduation Rate Overall

Peer Group Data Comparisons

Choose a Peer Group Below to Compare:
(Re-click to view all again)

Entering Cohort 2010-2011

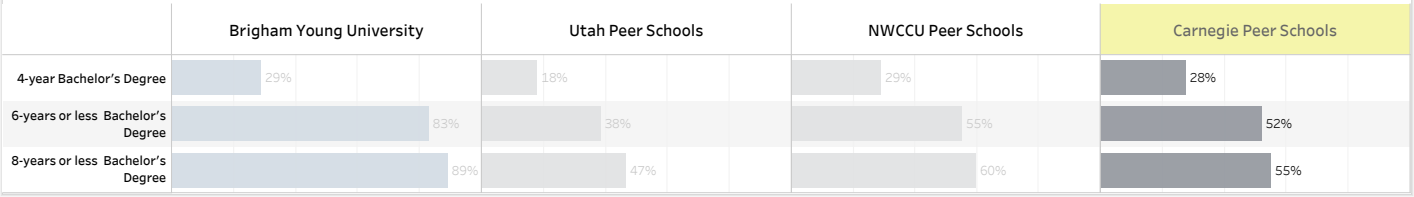
Reporting Year 2018-2019

BYU Undergraduate Fall Enrollment	Peer Schools Average Undergraduate Fall Enrollment
31,441	21,751

Utah Peer Schools | NWCCU Peer Schools | Carnegie Peer Schools

28 Institutions

Reporting Year: 2018-2019



Institution	4-year Bachelor's Degree	6-years or less Bachelor's Degree	8-years or less Bachelor's Degree
Brigham Young University	**29%**	**83%**	**89%**
Arizona State University-Skysong	0%	20%	20%
Ball State University	45%	62%	63%
Boise State University	15%	39%	42%
Central Michigan University	22%	57%	60%
DePaul University	59%	73%	75%
East Carolina University	34%	61%	63%

4-year Graduation rate - completed bachelor's degree within 100% of normal time
6-year Graduation rate - completed bachelor's degree within 150% of normal time
8-year Graduation rate - completed bachelor's degree within 200% of normal time
Data souce: IPEDS Graduation Rate 200 Report

Undergraduates

Graduation Rate Overall

Peer Group Data Comparisons

Choose a Peer Group Below to Compare:
(Re-click to view all again)

Entering Cohort
2011-2012

Reporting Year
2019-2020

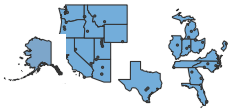
BYU Undergraduate Fall Enrollment	Peer Schools Average Undergraduate Fall Enrollment
31,292	21,418

Utah Peer Schools

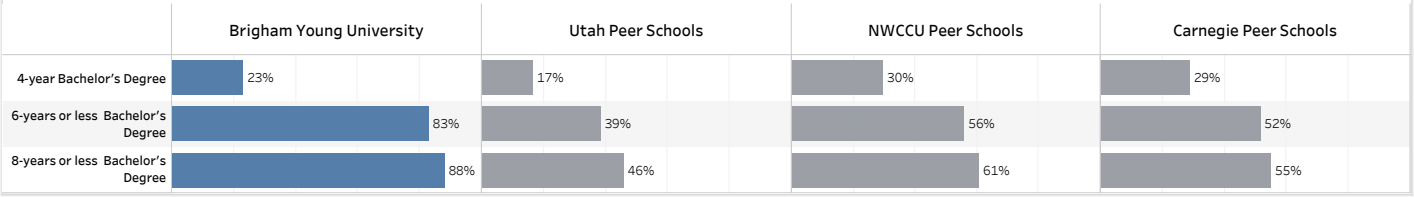
NWCCU Peer Schools

Carnegie Peer Schools

45
Institutions



Reporting Year: 2019-2020



Institution	4-year Bachelor's Degree	6-years or less Bachelor's Degree	8-years or less Bachelor's Degree
Brigham Young University	**23%**	**83%**	**88%**
Arizona State University-Skysong	3%	14%	17%
Ball State University	48%	61%	62%
Boise State University	19%	43%	48%
Central Michigan University	24%	58%	61%
DePaul University	59%	71%	73%
Dixie State University	11%	20%	22%

4-year Graduation rate - completed bachelor's degree within 100% of normal time
6-year Graduation rate - completed bachelor's degree within 150% of normal time
8-year Graduation rate - completed bachelor's degree within 200% of normal time
Data souce: IPEDS Graduation Rate 200 Report

Undergraduates

Graduation Rate Overall

Peer Group Data Comparisons

Choose a Peer Group Below to Compare:
(Re-click to view all again)

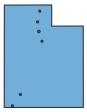
Entering Cohort 2011-2012

Reporting Year 2019-2020

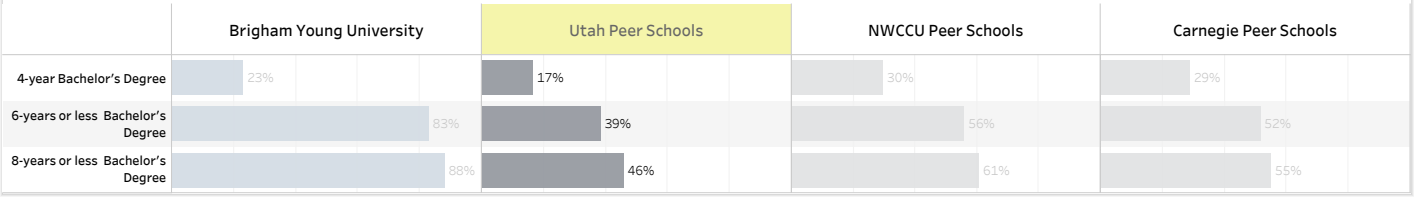
BYU Undergraduate Fall Enrollment	Peer Schools Average Undergraduate Fall Enrollment
31,292	23,436

Utah Peer Schools | NWCCU Peer Schools | Carnegie Peer Schools

6 Institutions



Reporting Year: 2019-2020



Institution	4-year Bachelor's Degree	6-years or less Bachelor's Degree	8-years or less Bachelor's Degree
Brigham Young University	**23%**	**83%**	**88%**
Dixie State University	11%	20%	22%
Southern Utah University	19%	37%	42%
University of Utah	31%	67%	77%
Utah State University	18%	48%	58%
Utah Valley University	10%	26%	33%
Weber State University	12%	33%	43%

4-year Graduation rate - completed bachelor's degree within 100% of normal time
6-year Graduation rate - completed bachelor's degree within 150% of normal time
8-year Graduation rate - completed bachelor's degree within 200% of normal time
Data souce: IPEDS Graduation Rate 200 Report

Undergraduates

Graduation Rate Overall

Peer Group Data Comparisons

Choose a Peer Group Below to Compare:
(Re-click to view all again)

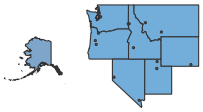
Entering Cohort 2011-2012

Reporting Year 2019-2020

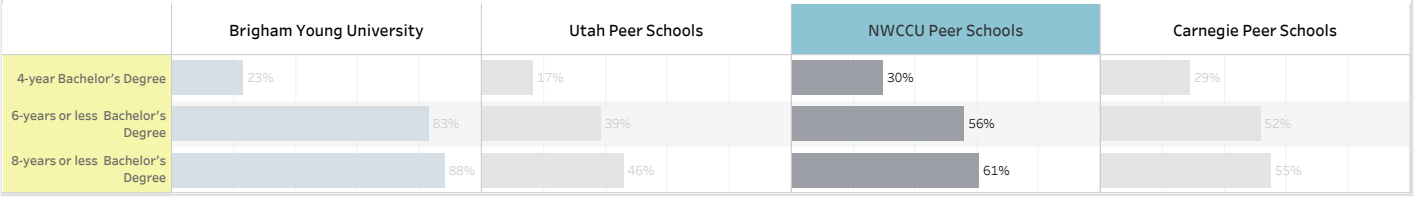
BYU Undergraduate Fall Enrollment	Peer Schools Average Undergraduate Fall Enrollment
31,292	19,108

Utah Peer Schools | NWCCU Peer Schools | Carnegie Peer Schools

15 Institutions



Reporting Year: 2019-2020



Institution	4-year Bachelor's Degree	6-years or less Bachelor's Degree	8-years or less Bachelor's Degree
Brigham Young University	**23%**	**83%**	**88%**
Boise State University	19%	43%	48%
Montana State University	24%	54%	57%
Oregon State University	33%	65%	68%
Portland State University	21%	49%	55%
The University of Montana	29%	50%	54%
University of Alaska Fairbanks	20%	38%	43%

4-year Graduation rate - completed bachelor's degree within 100% of normal time
6-year Graduation rate - completed bachelor's degree within 150% of normal time
8-year Graduation rate - completed bachelor's degree within 200% of normal time
Data souce: IPEDS Graduation Rate 200 Report

Undergraduates

Graduation Rate Overall

Peer Group Data Comparisons

Choose a Peer Group Below to Compare:
(Re-click to view all again)

Entering Cohort 2011-2012

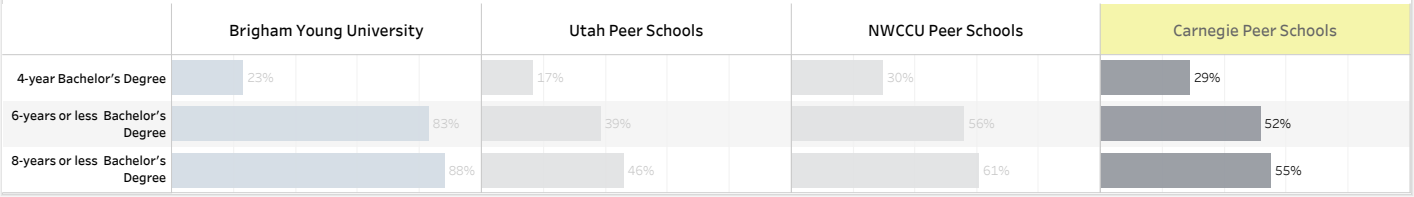
Reporting Year 2019-2020

BYU Undergraduate Fall Enrollment	Peer Schools Average Undergraduate Fall Enrollment
31,292	21,870

Utah Peer Schools | NWCCU Peer Schools | Carnegie Peer Schools

28 Institutions

Reporting Year: 2019-2020



Institution	4-year Bachelor's Degree	6-years or less Bachelor's Degree	8-years or less Bachelor's Degree
Brigham Young University	**23%**	**83%**	**88%**
Arizona State University-Skysong	3%	14%	17%
Ball State University	48%	61%	62%
Boise State University	19%	43%	48%
Central Michigan University	24%	58%	61%
DePaul University	59%	71%	73%
East Carolina University	37%	62%	64%

4-year Graduation rate - completed bachelor's degree within 100% of normal time
6-year Graduation rate - completed bachelor's degree within 150% of normal time
8-year Graduation rate - completed bachelor's degree within 200% of normal time
Data souce: IPEDS Graduation Rate 200 Report

Graduation Rates by Ethnicity- Dashboard Copies

Undergraduates

6-Year Graduation Rate by Ethnicity/Race

Peer Group Data Comparisons

Choose a Peer Group Below to Compare:
(Re-click to view all again)

Entering Cohort 2012-2013

Reporting Year 2018-2019

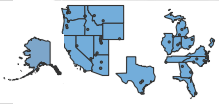
BYU 6-Year Graduation Rate	Peer Schools Average 6-Year Graduation Rate
86%	54%

Utah Peer Schools

NWCCU Peer Schools

Carnegie Peer Schools

45 Institutions



	Brigham Young University	Utah Peer Schools	NWCCU Peer Schools	Carnegie Peer Schools
American Indian or Alaska Native - 150% Graduatio..	46%	22%	31%	40%
Black or African American - 150% Graduation Rate	62%	26%	40%	46%
Native Hawaiian or Other Pacific Islander - 150% Gr..	56%	26%	42%	50%
Race/ethnicity unknown - 150% Graduation Rate	88%	43%	60%	50%
Asian - 150% Graduation Rate	85%	48%	64%	61%
Nonresident alien - 150% Graduation Rate	89%	54%	64%	59%
Two or more races - 150% Graduation Rate	71%	37%	51%	47%
Hispanic - 150% Graduation Rate	81%	36%	51%	52%
White, non-Hispanic - 150% Graduation Rate	88%	48%	58%	56%

Institution	American Indian or Alaska Native - 150% Graduation Rate	Black or African American - 150% Graduation Rate	Native Hawaiian or Other Pacific Islander - 150% Graduation Rate	Race/ethnicity unknown - 150% Graduation Rate	Asian - 150% Graduation Rate	Nonresident alien - 150% Graduation Rate	Two or more races - 150% Graduation Rate	Hispanic - 150% Graduation Rate	White, non-Hispanic - 150% Graduation Rate
Brigham Young University	**46%**	**62%**	**56%**	**88%**	**85%**	**89%**	**71%**	**81%**	**88%**
Arizona State University-Skysong	38%	31%	50%	0%	50%	71%	45%	42%	44%
Ball State University	33%	52%	67%	40%	58%	63%	56%	63%	64%
Boise State University	40%	38%	30%	58%	70%	42%	47%	41%	46%
Central Michigan University	63%	52%	100%	55%	61%	60%	41%	50%	64%
DePaul University	0%	62%	33%	68%	80%	73%	62%	67%	75%
Dixie State University	7%	23%	0%	10%	33%	52%	26%	22%	39%

Table contains the graduation rates derived from the graduation rate data for the cohort: 150 percent of normal time to complete, by race/ethnicity and gender. These rates are referred to as the overall or student right to know graduation rates.

Data source: IPEDS Graduation Report

Undergraduates

6-Year Graduation Rate by Ethnicity/Race

Peer Group Data Comparisons

Choose a Peer Group Below to Compare:
(Re-click to view all again)

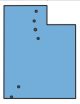
Entering Cohort 2012-2013

Reporting Year 2018-2019

BYU 6-Year Graduation Rate	Peer Schools Average 6-Year Graduation Rate
86%	46%

Utah Peer Schools | NWCCU Peer Schools | Carnegie Peer Schools

6 Institutions



	Brigham Young University	Utah Peer Schools	NWCCU Peer Schools	Carnegie Peer Schools
American Indian or Alaska Native - 150% Graduatio..	46%	22%	31%	40%
Black or African American - 150% Graduation Rate	62%	26%	40%	46%
Native Hawaiian or Other Pacific Islander - 150% Gr..	56%	26%	42%	50%
Race/ethnicity unknown - 150% Graduation Rate	88%	43%	60%	50%
Asian - 150% Graduation Rate	85%	48%	64%	61%
Nonresident alien - 150% Graduation Rate	89%	54%	64%	59%
Two or more races - 150% Graduation Rate	71%	37%	51%	47%
Hispanic - 150% Graduation Rate	81%	36%	51%	52%
White, non-Hispanic - 150% Graduation Rate	88%	48%	58%	56%

Institution	American Indian or Alaska Native - 150% Graduation Rate	Black or African American - 150% Graduation Rate	Native Hawaiian or Other Pacific Islander - 150% Graduation Rate	Race/ethnicity unknown - 150% Graduation Rate	Asian - 150% Graduation Rate	Nonresident alien - 150% Graduation Rate	Two or more races - 150% Graduation Rate	Hispanic - 150% Graduation Rate	White, non-Hispanic - 150% Graduation Rate
Brigham Young University	46%	62%	56%	88%	85%	89%	71%	81%	88%
Dixie State University	7%	23%	0%	10%	33%	52%	26%	22%	39%
Southern Utah University	36%	6%	50%	38%	25%	48%	39%	56%	51%
University of Utah	33%	56%	26%	100%	82%	82%	62%	57%	70%
Utah State University	24%	27%	43%	50%	62%	62%	47%	36%	52%
Utah Valley University	8%	21%	15%	25%	34%	50%	24%	20%	39%
Weber State University	23%	21%	23%	34%	50%	32%	21%	22%	38%

Table contains the graduation rates derived from the graduation rate data for the cohort: 150 percent of normal time to complete, by race/ethnicity and gender. These rates are referred to as the overall or student right to know graduation rates.

Data source: IPEDS Graduation Report

Undergraduates

6-Year Graduation Rate by Ethnicity/Race

Peer Group Data Comparisons

Choose a Peer Group Below to Compare:
(Re-click to view all again)

Entering Cohort 2012-2013

Reporting Year 2018-2019

BYU 6-Year Graduation Rate	Peer Schools Average 6-Year Graduation Rate
86%	55%

Utah Peer Schools

NWCCU Peer Schools

Carnegie Peer Schools

28 Institutions

	Brigham Young University	Utah Peer Schools	NWCCU Peer Schools	Carnegie Peer Schools
American Indian or Alaska Native - 150% Graduatio..	46%	22%	31%	40%
Black or African American - 150% Graduation Rate	62%	26%	40%	46%
Native Hawaiian or Other Pacific Islander - 150% Gr..	56%	26%	42%	50%
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Nonresident alien - 150% Graduation Rate	89%	54%	64%	59%
Two or more races - 150% Graduation Rate	71%	37%	51%	47%
Hispanic - 150% Graduation Rate	81%	36%	51%	52%
White, non-Hispanic - 150% Graduation Rate	88%	48%	58%	56%

Institution	American Indian or Alaska Native - 150% Graduation Rate	Black or African American - 150% Graduation Rate	Native Hawaiian or Other Pacific Islander - 150% Graduation Rate	Race/ethnicity unknown - 150% Graduation Rate	Asian - 150% Graduation Rate	Nonresident alien - 150% Graduation Rate	Two or more races - 150% Graduation Rate	Hispanic - 150% Graduation Rate	White, non-Hispanic - 150% Graduation Rate
Brigham Young University	**46%**	**62%**	**56%**	**88%**	**85%**	**89%**	**71%**	**81%**	**88%**
Arizona State University-Skysong	38%	31%	50%	0%	50%	71%	45%	42%	44%
Ball State University	33%	52%	67%	40%	58%	63%	56%	63%	64%
Boise State University	40%	38%	30%	58%	70%	42%	47%	41%	46%
Central Michigan University	63%	52%	100%	55%	61%	60%	41%	50%	64%
DePaul University	0%	62%	33%	68%	80%	73%	62%	67%	75%
East Carolina University	50%	61%	25%	60%	70%	53%	56%	65%	66%

Table contains the graduation rates derived from the graduation rate data for the cohort: 150 percent of normal time to complete, by race/ethnicity and gender. These rates are referred to as the overall or student right to know graduation rates.

Data source: IPEDS Graduation Report

Undergraduates

6-Year Graduation Rate by Ethnicity/Race

Peer Group Data Comparisons

Choose a Peer Group Below to Compare:
(Re-click to view all again)

Entering Cohort 2012-2013

Reporting Year 2018-2019

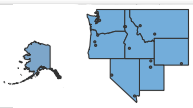
BYU 6-Year Graduation Rate	Peer Schools Average 6-Year Graduation Rate
86%	57%

Utah Peer Schools

NWCCU Peer Schools

Carnegie Peer Schools

15 Institutions



	Brigham Young University	Utah Peer Schools	NWCCU Peer Schools	Carnegie Peer Schools
American Indian or Alaska Native - 150% Graduatio..	46%	22%	31%	40%
Black or African American - 150% Graduation Rate	62%	26%	40%	46%
Native Hawaiian or Other Pacific Islander - 150% Gr..	56%	26%	42%	50%
Race/ethnicity unknown - 150% Graduation Rate	88%	43%	60%	50%
Asian - 150% Graduation Rate	85%	48%	64%	61%
Nonresident alien - 150% Graduation Rate	89%	54%	64%	59%
Two or more races - 150% Graduation Rate	71%	37%	51%	47%
Hispanic - 150% Graduation Rate	81%	36%	51%	52%
White, non-Hispanic - 150% Graduation Rate	88%	48%	58%	56%

Institution	American Indian or Alaska Native - 150% Graduation Rate	Black or African American - 150% Graduation Rate	Native Hawaiian or Other Pacific Islander - 150% Graduation Rate	Race/ethnicity unknown - 150% Graduation Rate	Asian - 150% Graduation Rate	Nonresident alien - 150% Graduation Rate	Two or more races - 150% Graduation Rate	Hispanic - 150% Graduation Rate	White, non-Hispanic - 150% Graduation Rate
Brigham Young University	**46%**	**62%**	**56%**	**88%**	**85%**	**89%**	**71%**	**81%**	**88%**
Boise State University	40%	38%	30%	58%	70%	42%	47%	41%	46%
Montana State University	33%	14%	0%	59%	73%	63%	35%	45%	59%
Oregon State University	56%	56%	50%	67%	77%	69%	60%	61%	68%
Portland State University	30%	50%	50%	47%	57%	46%	38%	53%	49%
The University of Montana	26%	21%	50%	38%	43%	50%	33%	44%	47%
University of Alaska Fairbanks	9%	17%	67%	31%	20%	44%	25%	26%	40%

Table contains the graduation rates derived from the graduation rate data for the cohort: 150 percent of normal time to complete, by race/ethnicity and gender. These rates are referred to as the overall or student right to know graduation rates.

Data source: IPEDS Graduation Report

Undergraduates

6-Year Graduation Rate by Ethnicity/Race

Peer Group Data Comparisons

Choose a Peer Group Below to Compare:
(Re-click to view all again)

Entering Cohort
2013-2014

Reporting Year
2019-2020

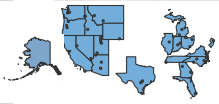
BYU 6-Year Graduation Rate	Peer Schools Average 6-Year Graduation Rate
78%	55%

Utah Peer Schools

NWCCU Peer Schools

Carnegie Peer Schools

45
Institutions



	Brigham Young University	Utah Peer Schools	NWCCU Peer Schools	Carnegie Peer Schools
American Indian or Alaska Native - 150% Graduatio..	41%	25%	36%	42%
Black or African American - 150% Graduation Rate	58%	25%	44%	47%
Native Hawaiian or Other Pacific Islander - 150% Gr..	68%	31%	57%	48%
Race/ethnicity unknown - 150% Graduation Rate	74%	43%	61%	57%
Asian - 150% Graduation Rate	77%	43%	64%	61%
Nonresident alien - 150% Graduation Rate	70%	52%	64%	59%
Two or more races - 150% Graduation Rate	78%	50%	53%	50%
Hispanic - 150% Graduation Rate	66%	38%	50%	51%
White, non-Hispanic - 150% Graduation Rate	79%	48%	59%	57%

Institution	American Indian or Alaska Native - 150% Graduation Rate	Black or African American - 150% Graduation Rate	Native Hawaiian or Other Pacific Islander - 150% Graduation Rate	Race/ethnicity unknown - 150% Graduation Rate	Asian - 150% Graduation Rate	Nonresident alien - 150% Graduation Rate	Two or more races - 150% Graduation Rate	Hispanic - 150% Graduation Rate	White, non-Hispanic - 150% Graduation Rate
Brigham Young University	**41%**	**58%**	**68%**	**74%**	**77%**	**70%**	**78%**	**66%**	**79%**
Arizona State University-Skysong	5%	1%	11%	9%	0%	0%	5%	3%	5%
Ball State University		51%	100%	66%	74%	55%	73%	56%	68%
Boise State University	56%	45%	75%	63%	61%	43%	41%	49%	52%
Central Michigan University	47%	51%	0%	63%	71%	50%	51%	50%	63%
DePaul University		55%	100%	71%	83%	82%	66%	68%	77%
Dixie State University	35%	28%	5%	25%	36%	31%	21%	34%	39%

Table contains the graduation rates derived from the graduation rate data for the cohort: 150 percent of normal time to complete, by race/ethnicity and gender. These rates are referred to as the overall or student right to know graduation rates.
Data source: IPEDS Graduation Report

Undergraduates

6-Year Graduation Rate by Ethnicity/Race

Peer Group Data Comparisons

Choose a Peer Group Below to Compare:
(Re-click to view all again)

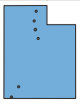
Entering Cohort 2013-2014

Reporting Year 2019-2020

BYU 6-Year Graduation Rate	Peer Schools Average 6-Year Graduation Rate
78%	46%

Utah Peer Schools | NWCCU Peer Schools | Carnegie Peer Schools

6 Institutions



	Brigham Young University	Utah Peer Schools	NWCCU Peer Schools	Carnegie Peer Schools
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Two or more races - 150% Graduation Rate	78%	50%	53%	50%
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White, non-Hispanic - 150% Graduation Rate	79%	48%	59%	57%

Institution	American Indian or Alaska Native - 150% Graduation Rate	Black or African American - 150% Graduation Rate	Native Hawaiian or Other Pacific Islander - 150% Graduation Rate	Race/ethnicity unknown - 150% Graduation Rate	Asian - 150% Graduation Rate	Nonresident alien - 150% Graduation Rate	Two or more races - 150% Graduation Rate	Hispanic - 150% Graduation Rate	White, non-Hispanic - 150% Graduation Rate
Brigham Young University	41%	58%	68%	74%	77%	70%	78%	66%	79%
Dixie State University	35%	28%	5%	25%	36%	31%	21%	34%	39%
Southern Utah University	28%	15%	29%	43%	58%	51%	100%	52%	51%
University of Utah	44%	60%	59%	57%	76%	85%	70%	56%	70%
Utah State University	26%	23%	67%	69%	36%	65%	50%	38%	56%
Utah Valley University	5%	9%	15%	23%	29%	38%	31%	22%	36%
Weber State University	13%	16%	10%	39%	24%	44%	27%	23%	37%

Table contains the graduation rates derived from the graduation rate data for the cohort: 150 percent of normal time to complete, by race/ethnicity and gender. These rates are referred to as the overall or student right to know graduation rates.

Data source: IPEDS Graduation Report

Undergraduates

6-Year Graduation Rate by Ethnicity/Race

Peer Group Data Comparisons

Choose a Peer Group Below to Compare:
(Re-click to view all again)

Entering Cohort 2013-2014

Reporting Year 2019-2020

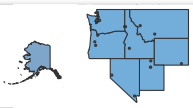
BYU 6-Year Graduation Rate	Peer Schools Average 6-Year Graduation Rate
78%	58%

Utah Peer Schools

NWCCU Peer Schools

Carnegie Peer Schools

15 Institutions



	Brigham Young University	Utah Peer Schools	NWCCU Peer Schools	Carnegie Peer Schools
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Two or more races - 150% Graduation Rate	78%	50%	53%	50%
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White, non-Hispanic - 150% Graduation Rate	79%	48%	59%	57%

Institution	American Indian or Alaska Native - 150% Graduation Rate	Black or African American - 150% Graduation Rate	Native Hawaiian or Other Pacific Islander - 150% Graduation Rate	Race/ethnicity unknown - 150% Graduation Rate	Asian - 150% Graduation Rate	Nonresident alien - 150% Graduation Rate	Two or more races - 150% Graduation Rate	Hispanic - 150% Graduation Rate	White, non-Hispanic - 150% Graduation Rate
Brigham Young University	**41%**	**58%**	**68%**	**74%**	**77%**	**70%**	**78%**	**66%**	**79%**
Boise State University	56%	45%	75%	63%	61%	43%	41%	49%	52%
Montana State University	35%	29%	100%	60%	57%	60%	32%	49%	58%
Oregon State University	38%	56%	50%	67%	75%	75%	61%	58%	68%
Portland State University	50%	42%	33%	56%	58%	43%	42%	46%	48%
The University of Montana	17%	24%	0%	44%	52%	62%	47%	36%	46%
University of Alaska Fairbanks	14%	30%	0%	36%	40%	50%	39%	22%	41%

Table contains the graduation rates derived from the graduation rate data for the cohort: 150 percent of normal time to complete, by race/ethnicity and gender. These rates are referred to as the overall or student right to know graduation rates.

Data source: IPEDS Graduation Report

Undergraduates

6-Year Graduation Rate by Ethnicity/Race

Peer Group Data Comparisons

Choose a Peer Group Below to Compare:
(Re-click to view all again)

Entering Cohort 2013-2014

Reporting Year 2019-2020

BYU 6-Year Graduation Rate	Peer Schools Average 6-Year Graduation Rate
78%	55%

Utah Peer Schools

NWCCU Peer Schools

Carnegie Peer Schools

28 Institutions

	Brigham Young University	Utah Peer Schools	NWCCU Peer Schools	Carnegie Peer Schools
American Indian or Alaska Native - 150% Graduatio..	41%	25%	36%	42%
Black or African American - 150% Graduation Rate	58%	25%	44%	47%
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Institution	American Indian or Alaska Native - 150% Graduation Rate	Black or African American - 150% Graduation Rate	Native Hawaiian or Other Pacific Islander - 150% Graduation Rate	Race/ethnicity unknown - 150% Graduation Rate	Asian - 150% Graduation Rate	Nonresident alien - 150% Graduation Rate	Two or more races - 150% Graduation Rate	Hispanic - 150% Graduation Rate	White, non-Hispanic - 150% Graduation Rate
Brigham Young University	**41%**	**58%**	**68%**	**74%**	**77%**	**70%**	**78%**	**66%**	**79%**
Arizona State University-Skysong	5%	1%	11%	9%	0%	0%	5%	3%	5%
Ball State University		51%	100%	66%	74%	55%	73%	56%	68%
Boise State University	56%	45%	75%	63%	61%	43%	41%	49%	52%
Central Michigan University	47%	51%	0%	63%	71%	50%	51%	50%	63%
DePaul University		55%	100%	71%	83%	82%	66%	68%	77%
East Carolina University	61%	64%	80%	72%	64%	83%	59%	67%	67%

Table contains the graduation rates derived from the graduation rate data for the cohort: 150 percent of normal time to complete, by race/ethnicity and gender. These rates are referred to as the overall or student right to know graduation rates.

Data source: IPEDS Graduation Report

Financial Aid Default Rate- Dashboard Copies

Undergraduates

Financial Aid Default Rate

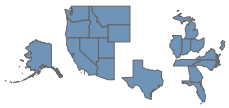
Peer Group Data Comparisons

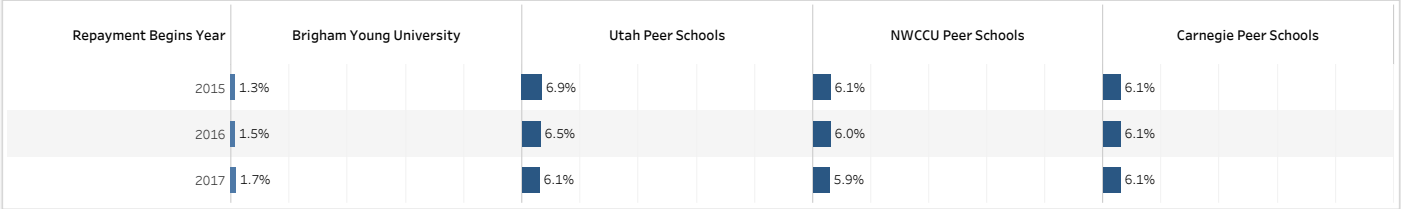
Choose a Peer Group Below to Compare:
(Re-click to view all again)

BYU Financial Aid Default Rate	Peer Schools Average Default Rate
1.5%	6.0%

Utah Peer Schools | NWCCU Peer Schools | Carnegie Peer Schools

45 Institutions





Institution	2015	2016	2017
Brigham Young University	1.3%	1.5%	1.7%
Arizona State University-Skysong	6.5%	6.2%	6.3%
Ball State University	4.7%	5.3%	5.4%
Boise State University	6.0%	6.4%	5.5%
Brigham Young University	1.3%	1.5%	1.7%
Central Michigan University	5.1%	4.9%	5.4%
DePaul University	4.2%	4.1%	4.5%
Dixie State University	12.2%	11.0%	10.9%
East Carolina University	5.0%	5.6%	5.1%
Florida Atlantic University	5.8%	3.2%	5.5%
Georgia Southern University	6.4%	6.4%	7.0%

A cohort default rate is the percentage of a school's borrowers who enter repayment on certain Federal Family Education Loan (FFEL) Program or William D. Ford Federal Direct Loan (Direct Loan) Program loans during a particular federal fiscal year (FY), October 1 to September 30, and default or meet other specified conditions prior to the end of the second following fiscal year.

Undergraduates

Financial Aid Default Rate

Peer Group Data Comparisons

Choose a Peer Group Below to Compare:
(Re-click to view all again)

BYU Financial Aid Default Rate	Peer Schools Average Default Rate	Utah Peer Schools	NWCCU Peer Schools	Carnegie Peer Schools	
1.5%	6.5%				6 Institutions

Repayment Begins Year	Brigham Young University	Utah Peer Schools	NWCCU Peer Schools	Carnegie Peer Schools
2015	1.3%	6.9%	6.1%	6.1%
2016	1.5%	6.5%	6.0%	6.1%
2017	1.7%	6.1%	5.9%	6.1%

Institution	2015	2016	2017
Brigham Young University	1.3%	1.5%	1.7%
Dixie State University	12.2%	11.0%	10.9%
Southern Utah University	5.4%	5.9%	6.3%
University of Utah	3.1%	2.7%	2.6%
Utah State University	5.7%	5.6%	5.2%
Utah Valley University	7.8%	6.9%	5.9%
Weber State University	7.3%	6.6%	5.9%

A cohort default rate is the percentage of a school's borrowers who enter repayment on certain Federal Family Education Loan (FFEL) Program or William D. Ford Federal Direct Loan (Direct Loan) Program loans during a particular federal fiscal year (FY), October 1 to September 30, and default or meet other specified conditions prior to the end of the second following fiscal year.

Undergraduates

Financial Aid Default Rate

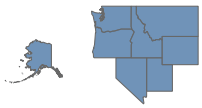
Peer Group Data Comparisons

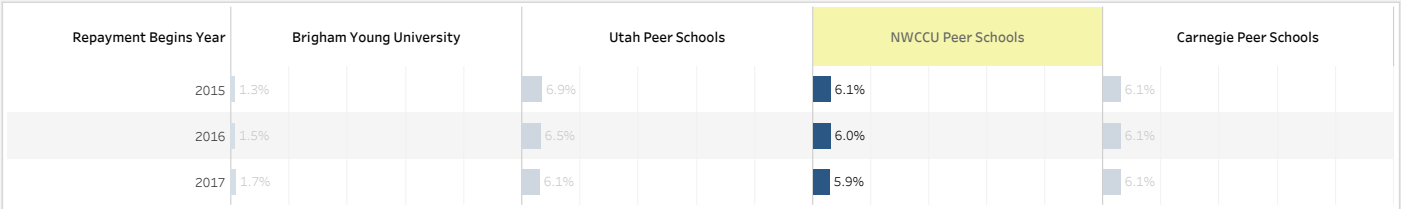
Choose a Peer Group Below to Compare:
(Re-click to view all again)

BYU Financial Aid Default Rate	Peer Schools Average Default Rate
1.5%	6.0%

Utah Peer Schools | NWCCU Peer Schools | Carnegie Peer Schools

15 Institutions





Institution	2015	2016	2017
Brigham Young University	1.3%	1.5%	1.7%
Boise State University	6.0%	6.4%	5.5%
Montana State University	11.5%	10.3%	9.0%
Oregon State University	3.9%	3.9%	3.4%
Portland State University	6.6%	6.7%	6.3%
The University of Montana	10.2%	11.0%	11.0%
University of Alaska Fairbanks	12.2%	10.7%	12.1%
University of Idaho	5.7%	5.9%	5.3%
University of Nevada-Las Vegas	7.4%	6.5%	6.5%
University of Nevada-Reno	5.1%	5.0%	5.6%
University of Oregon	3.5%	4.1%	4.2%

A cohort default rate is the percentage of a school's borrowers who enter repayment on certain Federal Family Education Loan (FFEL) Program or William D. Ford Federal Direct Loan (Direct Loan) Program loans during a particular federal fiscal year (FY), October 1 to September 30, and default or meet other specified conditions prior to the end of the second following fiscal year.

Undergraduates

Financial Aid Default Rate

Peer Group Data Comparisons

Choose a Peer Group Below to Compare:
(Re-click to view all again)

BYU Financial Aid Default Rate	Peer Schools Average Default Rate
1.5%	6.1%

Utah Peer Schools | NWCCU Peer Schools | Carnegie Peer Schools

28 Institutions

Repayment Begins Year	Brigham Young University	Utah Peer Schools	NWCCU Peer Schools	Carnegie Peer Schools
2015	1.3%	6.9%	6.1%	6.1%
2016	1.5%	6.5%	6.0%	6.1%
2017	1.7%	6.1%	5.9%	6.1%

Institution	2015	2016	2017
Brigham Young University	1.3%	1.5%	1.7%
Arizona State University-Skysong	6.5%	6.2%	6.3%
Ball State University	4.7%	5.3%	5.4%
Boise State University	6.0%	6.4%	5.5%
Central Michigan University	5.1%	4.9%	5.4%
DePaul University	4.2%	4.1%	4.5%
East Carolina University	5.0%	5.6%	5.1%
Florida Atlantic University	5.8%	3.2%	5.5%
Georgia Southern University	6.4%	6.4%	7.0%
Illinois State University	3.5%	3.9%	4.4%
Indiana University-Purdue University-Indianapolis	6.3%	5.9%	5.7%

A cohort default rate is the percentage of a school's borrowers who enter repayment on certain Federal Family Education Loan (FFEL) Program or William D. Ford Federal Direct Loan (Direct Loan) Program loans during a particular federal fiscal year (FY), October 1 to September 30, and default or meet other specified conditions prior to the end of the second following fiscal year.

Full-Time First-Time Financial Aid Rate- Dashboard Copies

Undergraduates

Financial Aid for Award Rate for Full-Time First-T..

Peer Group Data Comparisons

Choose a Peer Group Below to Compare:
(Re-click to view all again)

Reporting Year
2018-2019

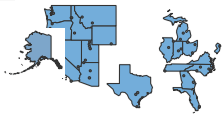
BYU FTF Award Rate	Peer Schools Average FTF Award Rate
73%	60%

Utah Peer Schools

NWCCU Peer Schools

Carnegie Peer Schools

45
Institutions



Percentage of Full-Time First Time Undergraduates that received:

	Brigham Young University 2018-2019	Utah Peer Schools 2018-2019	NWCCU Peer Schools 2018-2019	Carnegie Peer Schools 2018-2019
Federal student loans	12%	31%	40%	54%
Federal grant aid	13%	34%	31%	40%
Pell grants	13%	32%	30%	39%
Federal, state, local or institutional grant aid	48%	79%	76%	76%
Any financial aid	69%	86%	86%	88%

Institution	Federal student loans	Federal grant aid	Pell grants	Federal, state, local or institutional grant aid	Any financial aid
Brigham Young University	**12%**	**13%**	**13%**	**48%**	**69%**
Boise State University	47%	27%	27%	68%	84%
DePaul University	61%	33%	33%	98%	98%
Dixie State University	31%	43%	43%	84%	90%
Montana State University	45%	22%	22%	79%	87%
Nova Southeastern University	47%	37%	37%	99%	100%
Oregon State University	51%	26%	24%	73%	86%
Portland State University	45%	53%	53%	75%	84%
Southern Utah University	54%	30%	30%	88%	93%

Percent of full-time first-time undergraduates awarded financial aid, by aid type.
Data source: IPEDS Student Financial Aid Report

Undergraduates

Financial Aid for Award Rate for Full-Time First-T..

Peer Group Data Comparisons

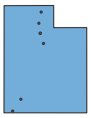
Choose a Peer Group Below to Compare:
(Re-click to view all again)

Reporting Year
2018-2019

BYU FTF Award Rate	Peer Schools Average FTF Award Rate
73%	56%

Utah Peer Schools | NWCCU Peer Schools | Carnegie Peer Schools

6
Institutions



Percentage of Full-Time First Time Undergraduates that received:

	Brigham Young University 2018-2019	Utah Peer Schools 2018-2019	NWCCU Peer Schools 2018-2019	Carnegie Peer Schools 2018-2019
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Pell grants	13%	32%	30%	39%
Federal, state, local or institutional grant aid	48%	79%	76%	76%
Any financial aid	69%	86%	86%	88%

Institution	Federal student loans	Federal grant aid	Pell grants	Federal, state, local or institutional grant aid	Any financial aid
Brigham Young University	**12%**	**13%**	**13%**	**48%**	**69%**
Dixie State University	31%	43%	43%	84%	90%
Southern Utah University	54%	30%	30%	88%	93%
University of Utah	30%	27%	22%	76%	85%
Utah State University	29%	29%	29%	79%	86%
Utah Valley University	17%	31%	31%	67%	75%
Weber State University	24%	42%	37%	78%	89%

Percent of full-time first-time undergraduates awarded financial aid, by aid type.
Data source: IPEDS Student Financial Aid Report

Undergraduates

Financial Aid for Award Rate for Full-Time First-T..

Peer Group Data Comparisons

Choose a Peer Group Below to Compare:
(Re-click to view all again)

Reporting Year
2018-2019

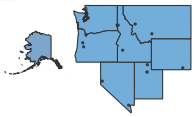
BYU FTF Award Rate	Peer Schools Average FTF Award Rate
73%	56%

Utah Peer Schools

NWCCU Peer Schools

Carnegie Peer Schools

15
Institutions



Percentage of Full-Time First Time Undergraduates that received:

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Federal student loans	12%	31%	40%	54%
Federal grant aid	13%	34%	31%	40%
Pell grants	13%	32%	30%	39%
Federal, state, local or institutional grant aid	48%	79%	76%	76%
Any financial aid	69%	86%	86%	88%

Institution	Federal student loans	Federal grant aid	Pell grants	Federal, state, local or institutional grant aid	Any financial aid
Brigham Young University	**12%**	**13%**	**13%**	**48%**	**69%**
Boise State University	47%	27%	27%	68%	84%
Montana State University	45%	22%	22%	79%	87%
Oregon State University	51%	26%	24%	73%	86%
Portland State University	45%	53%	53%	75%	84%
The University of Montana	57%	38%	38%	72%	89%
University of Alaska Fairbanks	30%	31%	31%	76%	84%
University of Idaho	50%	38%	38%	92%	95%
University of Nevada-Las Vegas	30%	43%	43%	88%	94%

Percent of full-time first-time undergraduates awarded financial aid, by aid type.
Data source: IPEDS Student Financial Aid Report

Undergraduates

Financial Aid for Award Rate for Full-Time First-T..

Peer Group Data Comparisons

Choose a Peer Group Below to Compare:
(Re-click to view all again)

Reporting Year
2018-2019

BYU FTF Award Rate	Peer Schools Average FTF Award Rate
73%	63%

Utah Peer Schools | NWCCU Peer Schools | Carnegie Peer Schools

28 Institutions

Percentage of Full-Time First Time Undergraduates that received:

	Brigham Young University 2018-2019	Utah Peer Schools 2018-2019	NWCCU Peer Schools 2018-2019	Carnegie Peer Schools 2018-2019
Federal student loans	12%	31%	40%	54%
Federal grant aid	13%	34%	31%	40%
Pell grants	13%	32%	30%	39%
Federal, state, local or institutional grant aid	48%	79%	76%	76%
Any financial aid	69%	86%	86%	88%

Institution	Federal student loans	Federal grant aid	Pell grants	Federal, state, local or institutional grant aid	Any financial aid
Brigham Young University	**12%**	**13%**	**13%**	**48%**	**69%**
Boise State University	47%	27%	27%	68%	84%
DePaul University	61%	33%	33%	98%	98%
Nova Southeastern University	47%	37%	37%	99%	100%
Portland State University	45%	53%	53%	75%	84%
Utah State University	29%	29%	29%	79%	86%
Arizona State University-Skysong	47%	51%	51%	65%	82%
Ball State University	65%	37%	37%	90%	90%
Central Michigan University	78%	36%	36%	86%	95%

Percent of full-time first-time undergraduates awarded financial aid, by aid type.
Data source: IPEDS Student Financial Aid Report

Undergraduates

Financial Aid for Award Rate for Full-Time First-T..

Peer Group Data Comparisons

Choose a Peer Group Below to Compare:
(Re-click to view all again)

Reporting Year
2019-2020

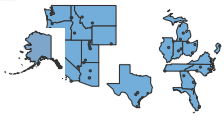
BYU FTF Award Rate	Peer Schools Average FTF Award Rate
74%	61%

Utah Peer Schools

NWCCU Peer Schools

Carnegie Peer Schools

45
Institutions



Percentage of Full-Time First Time Undergraduates that received:

	Brigham Young University 2019-2020	Utah Peer Schools 2019-2020	NWCCU Peer Schools 2019-2020	Carnegie Peer Schools 2019-2020
Federal student loans	12%	31%	37%	51%
Federal grant aid	14%	30%	29%	39%
Pell grants	14%	29%	29%	39%
Federal, state, local or institutional grant aid	51%	80%	75%	77%
Any financial aid	71%	87%	85%	88%

Institution	Federal student loans	Federal grant aid	Pell grants	Federal, state, local or institutional grant aid	Any financial aid
Brigham Young University	**12%**	**14%**	**14%**	**51%**	**71%**
Boise State University	44%	25%	25%	68%	84%
DePaul University	58%	30%	30%	98%	98%
Dixie State University	31%	38%	38%	84%	92%
Montana State University	40%	20%	20%	78%	85%
Nova Southeastern University	47%	40%	39%	100%	100%
Oregon State University	41%	23%	23%	75%	85%
Portland State University	39%	51%	51%	71%	82%
Southern Utah University	61%	28%	28%	91%	95%

Percent of full-time first-time undergraduates awarded financial aid, by aid type.
Data source: IPEDS Student Financial Aid Report

Undergraduates

Financial Aid for Award Rate for Full-Time First-T..

Peer Group Data Comparisons

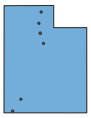
Choose a Peer Group Below to Compare:
(Re-click to view all again)

Reporting Year
2019-2020

BYU FTF Award Rate	Peer Schools Average FTF Award Rate
74%	53%

Utah Peer Schools | NWCCU Peer Schools | Carnegie Peer Schools

6
Institutions



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Institution	Federal student loans	Federal grant aid	Pell grants	Federal, state, local or institutional grant aid	Any financial aid
Brigham Young University	**12%**	**14%**	**14%**	**51%**	**71%**
Dixie State University	31%	38%	38%	84%	92%
Southern Utah University	61%	28%	28%	91%	95%
University of Utah	27%	24%	20%	76%	85%
Utah State University	24%	25%	25%	80%	86%
Utah Valley University	17%	28%	28%	65%	74%
Weber State University	24%	35%	35%	83%	91%

Percent of full-time first-time undergraduates awarded financial aid, by aid type.
Data source: IPEDS Student Financial Aid Report

Undergraduates

Financial Aid for Award Rate for Full-Time First-T..

Peer Group Data Comparisons

Choose a Peer Group Below to Compare:
(Re-click to view all again)

Reporting Year
2019-2020

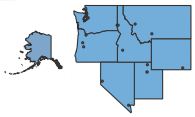
BYU FTF Award Rate	Peer Schools Average FTF Award Rate
74%	57%

Utah Peer Schools

NWCCU Peer Schools

Carnegie Peer Schools

15
Institutions



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Montana State University	40%	20%	20%	78%	85%
Oregon State University	41%	23%	23%	75%	85%
Portland State University	39%	51%	51%	71%	82%
The University of Montana	50%	38%	38%	74%	88%
University of Alaska Fairbanks	28%	31%	31%	78%	88%
University of Idaho	49%	35%	35%	93%	96%
University of Nevada-Las Vegas	30%	41%	41%	85%	92%

Percent of full-time first-time undergraduates awarded financial aid, by aid type.
Data source: IPEDS Student Financial Aid Report

Undergraduates

Financial Aid for Award Rate for Full-Time First-T..

Peer Group Data Comparisons

Choose a Peer Group Below to Compare:
(Re-click to view all again)

Reporting Year
2019-2020

BYU FTF Award Rate	Peer Schools Average FTF Award Rate
74%	65%

Utah Peer Schools | NWCCU Peer Schools | Carnegie Peer Schools

28 Institutions

Percentage of Full-Time First Time Undergraduates that received:

	Brigham Young University 2019-2020	Utah Peer Schools 2019-2020	NWCCU Peer Schools 2019-2020	Carnegie Peer Schools 2019-2020
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Federal grant aid	14%	30%	29%	39%
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DePaul University	58%	30%	30%	98%	98%
Nova Southeastern University	47%	40%	39%	100%	100%
Portland State University	39%	51%	51%	71%	82%
Utah State University	24%	25%	25%	80%	86%
Arizona State University-Skysong	45%	54%	54%	74%	86%
Ball State University	62%	37%	37%	76%	91%
Central Michigan University	76%	37%	37%	90%	96%

Percent of full-time first-time undergraduates awarded financial aid, by aid type.
Data source: IPEDS Student Financial Aid Report

Graduation Rate by Financial Aid Status- Dashboard Copies

Undergraduates

6-Year (150%) Graduation Rate

Peer Group Data Comparisons

Choose a Peer Group Below to Compare:
(Re-click to view all again)

Entering Cohort
2012-2013

Reporting Year
2018-2019

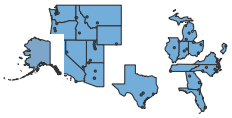
BYU 6-Year Graduation Rate	Peer Schools Average 6-Year Graduation Rate
86%	54%

Utah Peer Schools

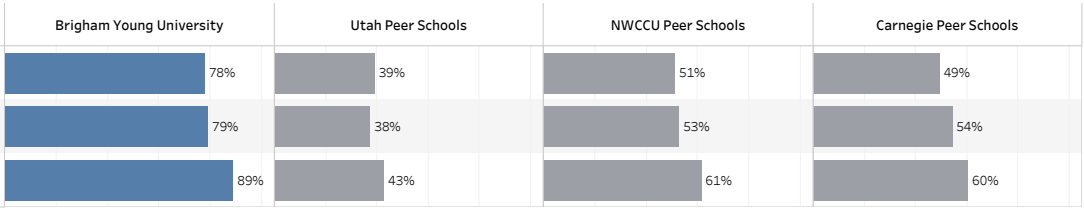
NWCCU Peer Schools

Carnegie Peer Schools

45
Institutions



Entering Cohort Year: 2012-2013



Institution	Pell Grant recipients - 150% Graduation Rate	Subsidized Stafford Loan recipients not receiving Pell Grants - 150% Graduation Rate	Did not receive Pell Grants or Subsidized Stafford Loans - 150% Graduation Rate
Brigham Young University	78%	79%	89%
Boise State University	39%	42%	52%
DePaul University	66%	75%	74%
Dixie State University	22%	17%	25%
Montana State University	46%	43%	65%
Nova Southeastern University	43%	44%	61%
Oregon State University	59%	66%	72%
Portland State University	47%	43%	53%
Southern Utah University	24%	33%	47%

Bachelor degree graduation rate within 150 percent of normal time (6-years) of the full-time, first-time, bachelor's degree seeking cohort by financial aid award category.
Data source: IPEDS Graduation Rate Report

Undergraduates

6-Year (150%) Graduation Rate

Peer Group Data Comparisons

Choose a Peer Group Below to Compare:
(Re-click to view all again)

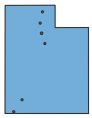
Entering Cohort
2012-2013

Reporting Year
2018-2019

BYU 6-Year Graduation Rate	Peer Schools Average 6-Year Graduation Rate
86%	46%

Utah Peer Schools | NWCCU Peer Schools | Carnegie Peer Schools

6
Institutions



Entering Cohort Year: 2012-2013

	Brigham Young University	Utah Peer Schools	NWCCU Peer Schools	Carnegie Peer Schools
Pell Grant recipients - 150% Graduation Rate	78%	39%	51%	49%
Subsidized Stafford Loan recipients not receiving Pell Grants - 150% Graduation Rate	79%	38%	53%	54%
Did not receive Pell Grants or Subsidized Stafford Loans - 150% Graduation Rate	89%	43%	61%	60%

Institution	Pell Grant recipients - 150% Graduation Rate	Subsidized Stafford Loan recipients not receiving Pell Grants - 150% Graduation Rate	Did not receive Pell Grants or Subsidized Stafford Loans - 150% Graduation Rate
Brigham Young University	78%	79%	89%
Dixie State University	22%	17%	25%
Southern Utah University	34%	33%	47%
University of Utah	61%	64%	74%
Utah State University	63%	57%	37%
Utah Valley University	33%	28%	35%
Weber State University	22%	27%	40%

Bachelor degree graduation rate within 150 percent of normal time (6-years) of the full-time, first-time, bachelor's degree seeking cohort by financial aid award category.
Data source: IPEDS Graduation Rate Report

Undergraduates

6-Year (150%) Graduation Rate

Peer Group Data Comparisons

Choose a Peer Group Below to Compare:
(Re-click to view all again)

Entering Cohort 2012-2013

Reporting Year 2018-2019

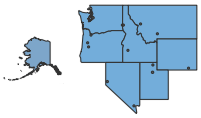
BYU 6-Year Graduation Rate	Peer Schools Average 6-Year Graduation Rate
86%	57%

Utah Peer Schools

NWCCU Peer Schools

Carnegie Peer Schools

15 Institutions



Entering Cohort Year: 2012-2013

	Brigham Young University	Utah Peer Schools	NWCCU Peer Schools	Carnegie Peer Schools
Pell Grant recipients - 150% Graduation Rate	78%	39%	51%	49%
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Boise State University	39%	42%	52%
Montana State University	46%	43%	65%
Oregon State University	59%	66%	72%
Portland State University	47%	43%	53%
The University of Montana	40%	44%	58%
University of Alaska Fairbanks	32%	32%	43%
University of Idaho	56%	56%	67%
University of Nevada-Las Vegas	[illegible]	[illegible]	[illegible]

Bachelor degree graduation rate within 150 percent of normal time (6-years) of the full-time, first-time, bachelor's degree seeking cohort by financial aid award category.
Data source: IPEDS Graduation Rate Report

Undergraduates

6-Year (150%) Graduation Rate

Peer Group Data Comparisons

Choose a Peer Group Below to Compare:
(Re-click to view all again)

Entering Cohort
2012-2013

Reporting Year
2018-2019

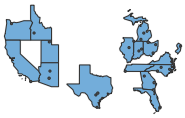
BYU 6-Year Graduation Rate	Peer Schools Average 6-Year Graduation Rate
86%	55%

Utah Peer Schools

NWCCU Peer Schools

Carnegie Peer Schools

28
Institutions



Entering Cohort Year: 2012-2013

	Brigham Young University	Utah Peer Schools	NWCCU Peer Schools	Carnegie Peer Schools
Pell Grant recipients - 150% Graduation Rate	78%	39%	51%	49%
Subsidized Stafford Loan recipients not receiving Pell Grants - 150% Graduation Rate	79%	38%	53%	54%
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Boise State University	39%	42%	52%
DePaul University	66%	75%	74%
Nova Southeastern University	43%	44%	61%
Portland State University	47%	43%	53%
Utah State University	63%	57%	37%
Arizona State University-Skysong	35%	48%	60%
Ball State University	53%	63%	70%
Central Michigan University	52%	54%	69%

Bachelor degree graduation rate within 150 percent of normal time (6-years) of the full-time, first-time, bachelor's degree seeking cohort by financial aid award category.
Data source: IPEDS Graduation Rate Report

Undergraduates

6-Year (150%) Graduation Rate

Peer Group Data Comparisons

Choose a Peer Group Below to Compare:
(Re-click to view all again)

Entering Cohort
2013-2014

Reporting Year
2019-2020

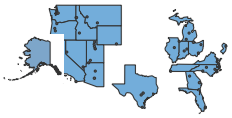
BYU 6-Year Graduation Rate	Peer Schools Average 6-Year Graduation Rate
78%	55%

Utah Peer Schools

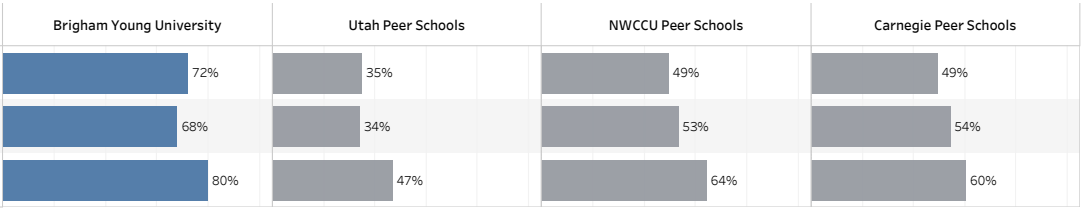
NWCCU Peer Schools

Carnegie Peer Schools

45
Institutions



Entering Cohort Year: 2013-2014



Institution	Pell Grant recipients - 150% Graduation Rate	Subsidized Stafford Loan recipients not receiving Pell Grants - 150% Graduation Rate	Did not receive Pell Grants or Subsidized Stafford Loans - 150% Graduation Rate
Brigham Young University	72%	68%	80%
Boise State University	41%	49%	57%
DePaul University	68%	77%	76%
Dixie State University	19%	15%	24%
Montana State University	49%	51%	61%
Nova Southeastern University	51%	51%	66%
Oregon State University	56%	67%	73%
Portland State University	47%	48%	49%
Southern Utah University	41%	36%	48%

Bachelor degree graduation rate within 150 percent of normal time (6-years) of the full-time, first-time, bachelor's degree seeking cohort by financial aid award category.
Data source: IPEDS Graduation Rate Report

Undergraduates

6-Year (150%) Graduation Rate

Peer Group Data Comparisons

Choose a Peer Group Below to Compare:
(Re-click to view all again)

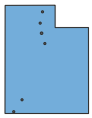
Entering Cohort
2013-2014

Reporting Year
2019-2020

BYU 6-Year Graduation Rate	Peer Schools Average 6-Year Graduation Rate
78%	46%

Utah Peer Schools | NWCCU Peer Schools | Carnegie Peer Schools

6
Institutions



Entering Cohort Year: 2013-2014

	Brigham Young University	Utah Peer Schools	NWCCU Peer Schools	Carnegie Peer Schools
Pell Grant recipients - 150% Graduation Rate	72%	35%	49%	49%
Subsidized Stafford Loan recipients not receiving Pell Grants - 150% Graduation Rate	68%	34%	53%	54%
Did not receive Pell Grants or Subsidized Stafford Loans - 150% Graduation Rate	80%	47%	64%	60%

Institution	Pell Grant recipients - 150% Graduation Rate	Subsidized Stafford Loan recipients not receiving Pell Grants - 150% Graduation Rate	Did not receive Pell Grants or Subsidized Stafford Loans - 150% Graduation Rate
Brigham Young University	72%	68%	80%
Dixie State University	19%	15%	24%
Southern Utah University	41%	36%	48%
University of Utah	55%	67%	75%
Utah State University	45%	38%	59%
Utah Valley University	23%	22%	34%
Weber State University	27%	28%	42%

Bachelor degree graduation rate within 150 percent of normal time (6-years) of the full-time, first-time, bachelor's degree seeking cohort by financial aid award category.
Data source: IPEDS Graduation Rate Report

Undergraduates

6-Year (150%) Graduation Rate

Peer Group Data Comparisons

Choose a Peer Group Below to Compare:
(Re-click to view all again)

Entering Cohort
2013-2014

Reporting Year
2019-2020

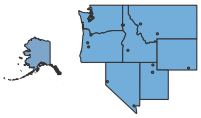
BYU 6-Year Graduation Rate	Peer Schools Average 6-Year Graduation Rate
78%	58%

Utah Peer Schools

NWCCU Peer Schools

Carnegie Peer Schools

15
Institutions



Entering Cohort Year: 2013-2014

	Brigham Young University	Utah Peer Schools	NWCCU Peer Schools	Carnegie Peer Schools
Pell Grant recipients - 150% Graduation Rate	72%	35%	49%	49%
Subsidized Stafford Loan recipients not receiving Pell Grants - 150% Graduation Rate	68%	34%	53%	54%
Did not receive Pell Grants or Subsidized Stafford Loans - 150% Graduation Rate	80%	47%	64%	60%

Institution	Pell Grant recipients - 150% Graduation Rate	Subsidized Stafford Loan recipients not receiving Pell Grants - 150% Graduation Rate	Did not receive Pell Grants or Subsidized Stafford Loans - 150% Graduation Rate
Brigham Young University	72%	68%	80%
Boise State University	41%	49%	57%
Montana State University	49%	51%	61%
Oregon State University	56%	67%	73%
Portland State University	47%	48%	49%
The University of Montana	36%	48%	56%
University of Alaska Fairbanks	29%	31%	46%
University of Idaho	51%	58%	62%
University of Nevada-Las Vegas	[illegible]	[illegible]	[illegible]

Bachelor degree graduation rate within 150 percent of normal time (6-years) of the full-time, first-time, bachelor's degree seeking cohort by financial aid award category.
Data source: IPEDS Graduation Rate Report

Undergraduates

6-Year (150%) Graduation Rate

Peer Group Data Comparisons

Choose a Peer Group Below to Compare:
(Re-click to view all again)

Entering Cohort
2013-2014

Reporting Year
2019-2020

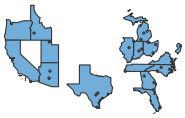
BYU 6-Year Graduation Rate	Peer Schools Average 6-Year Graduation Rate
78%	55%

Utah Peer Schools

NWCCU Peer Schools

Carnegie Peer Schools

28
Institutions



Entering Cohort Year: 2013-2014

	Brigham Young University	Utah Peer Schools	NWCCU Peer Schools	Carnegie Peer Schools
Pell Grant recipients - 150% Graduation Rate	72%	35%	49%	49%
Subsidized Stafford Loan recipients not receiving Pell Grants - 150% Graduation Rate	68%	34%	53%	54%
Did not receive Pell Grants or Subsidized Stafford Loans - 150% Graduation Rate	80%	47%	64%	60%

Institution	Pell Grant recipients - 150% Graduation Rate	Subsidized Stafford Loan recipients not receiving Pell Grants - 150% Graduation Rate	Did not receive Pell Grants or Subsidized Stafford Loans - 150% Graduation Rate
Brigham Young University	72%	68%	80%
Boise State University	41%	49%	57%
DePaul University	68%	77%	76%
Nova Southeastern University	51%	51%	66%
Portland State University	47%	48%	49%
Utah State University	45%	38%	59%
Arizona State University-Skysong	6%	2%	3%
Ball State University	57%	67%	75%
Central Michigan University	62%	66%	69%

Bachelor degree graduation rate within 150 percent of normal time (6-years) of the full-time, first-time, bachelor's degree seeking cohort by financial aid award category.
Data source: IPEDS Graduation Rate Report

Persistence Rates- Dashboard Copies

Undergraduates

8-Year Persistence Rate

Peer Group Data Comparisons

Choose a Peer Group Below to Compare:
(Re-click to view all again)

Entering Cohort
2010-2011

Academic Year
2018-2019

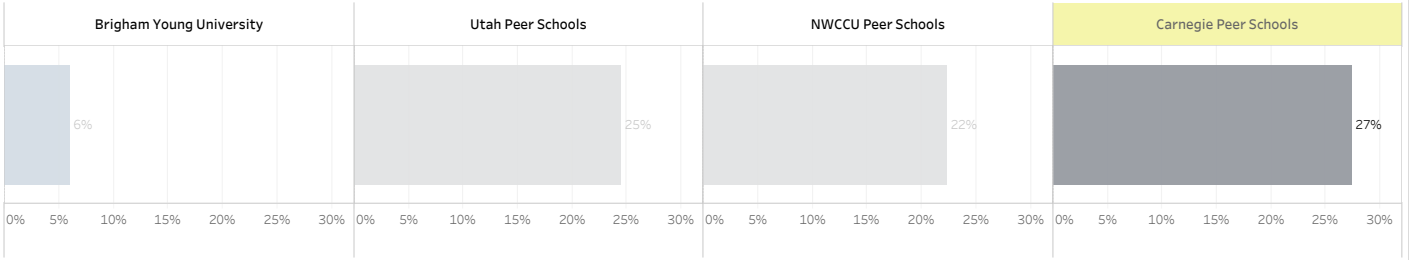
BYU 8-Year Persistence Rate	Peer Schools Average 8-Year Persistence Rate
6%	27%

Utah Peer Schools

NWCCU Peer Schools

Carnegie Peer Schools

28
Institutions



Institution	
Brigham Young University	6%
Boise State University	27%
DePaul University	17%
Nova Southeastern University	38%
Portland State University	28%
Utah State University	22%
Arizona State University-Skysong	33%
Ball State University	27%
Central Michigan University	31%
East Carolina University	28%
Florida Atlantic University	23%

Percent full-time first-time, non-Pell recipients subsequently enrolled at another institution - 8 years

Undergraduates

8-Year Persistence Rate

Peer Group Data Comparisons

Choose a Peer Group Below to Compare:
(Re-click to view all again)

Entering Cohort
2011-2012

Academic Year
2019-2020

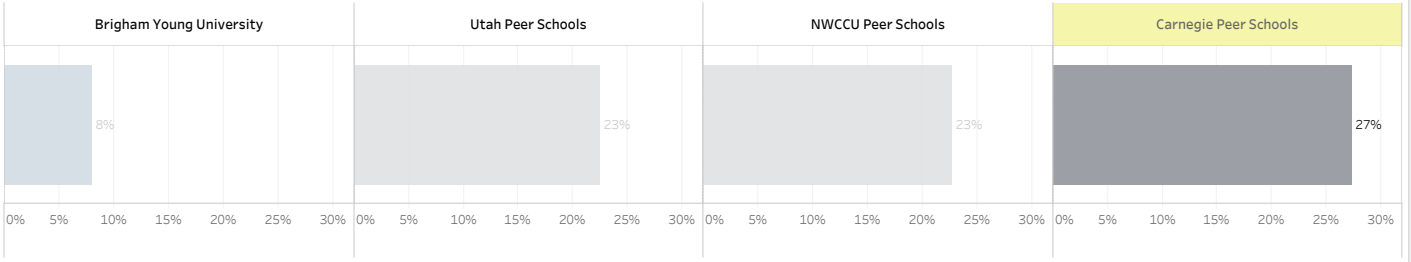
BYU 8-Year Persistence Rate	Peer Schools Average 8-Year Persistence Rate
8%	27%

Utah Peer Schools

NWCCU Peer Schools

Carnegie Peer Schools

28
Institutions



Institution	
Brigham Young University	8%
Boise State University	23%
DePaul University	19%
Nova Southeastern University	37%
Portland State University	28%
Utah State University	20%
Arizona State University-Skysong	46%
Ball State University	28%
Central Michigan University	30%
East Carolina University	27%
Florida Atlantic University	23%

Percent full-time first-time, non-Pell recipients subsequently enrolled at another institution - 8 years

Undergraduates

8-Year Persistence Rate

Peer Group Data Comparisons

Choose a Peer Group Below to Compare:
(Re-click to view all again)

Entering Cohort
2010-2011

Academic Year
2018-2019

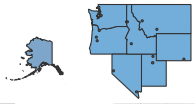
BYU 8-Year Persistence Rate	Peer Schools Average 8-Year Persistence Rate
6%	22%

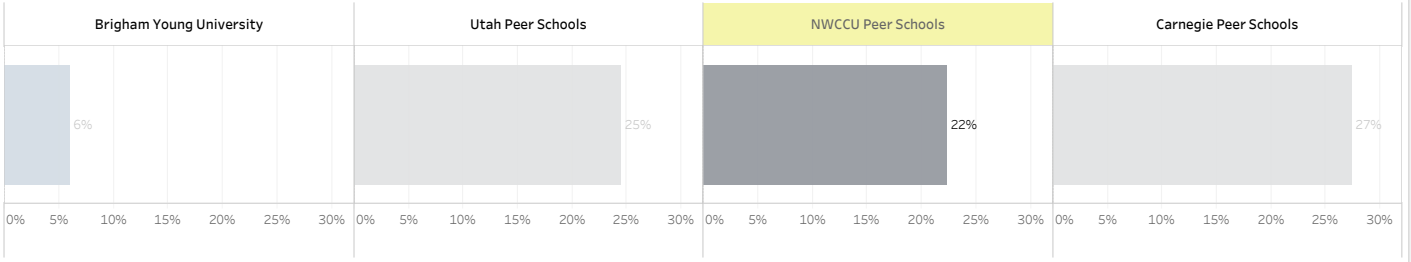
Utah Peer Schools

NWCCU Peer Schools

Carnegie Peer Schools

15 Institutions





Institution	
Brigham Young University	6%
Boise State University	27%
Montana State University	29%
Oregon State University	25%
Portland State University	28%
The University of Montana	22%
University of Alaska Fairbanks	23%
University of Idaho	27%
University of Nevada-Las Vegas	15%
University of Nevada-Reno	21%
University of Oregon	29%

Percent full-time first-time, non-Pell recipients subsequently enrolled at another institution - 8 years

Undergraduates

8-Year Persistence Rate

Peer Group Data Comparisons

Choose a Peer Group Below to Compare:
(Re-click to view all again)

Entering Cohort
2011-2012

Academic Year
2019-2020

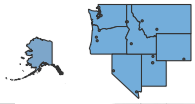
BYU 8-Year Persistence Rate	Peer Schools Average 8-Year Persistence Rate
8%	23%

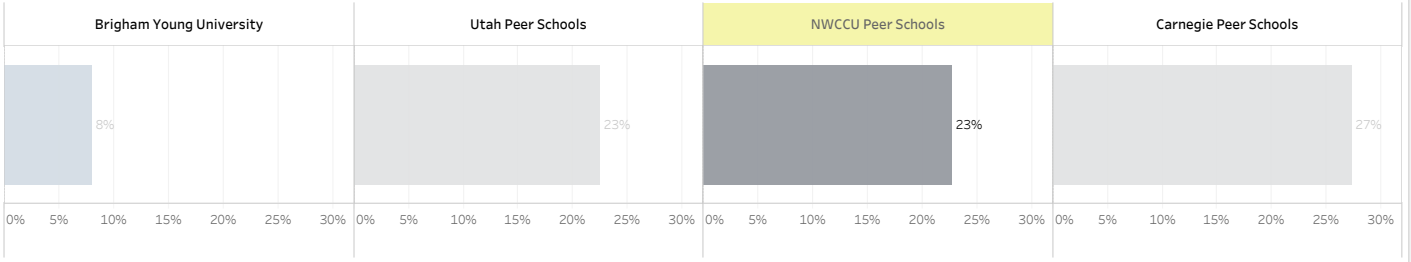
Utah Peer Schools

NWCCU Peer Schools

Carnegie Peer Schools

15 Institutions





Institution	
Brigham Young University	8%
Boise State University	23%
Montana State University	10%
Oregon State University	22%
Portland State University	28%
The University of Montana	22%
University of Alaska Fairbanks	26%
University of Idaho	26%
University of Nevada-Las Vegas	26%
University of Nevada-Reno	32%
University of Oregon	19%

Percent full-time first-time, non-Pell recipients subsequently enrolled at another institution - 8 years

Undergraduates

8-Year Persistence Rate

Peer Group Data Comparisons

Choose a Peer Group Below to Compare:
(Re-click to view all again)

Entering Cohort
2010-2011

Academic Year
2018-2019

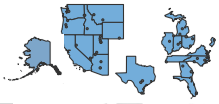
BYU 8-Year Persistence Rate	Peer Schools Average 8-Year Persistence Rate
6%	25%

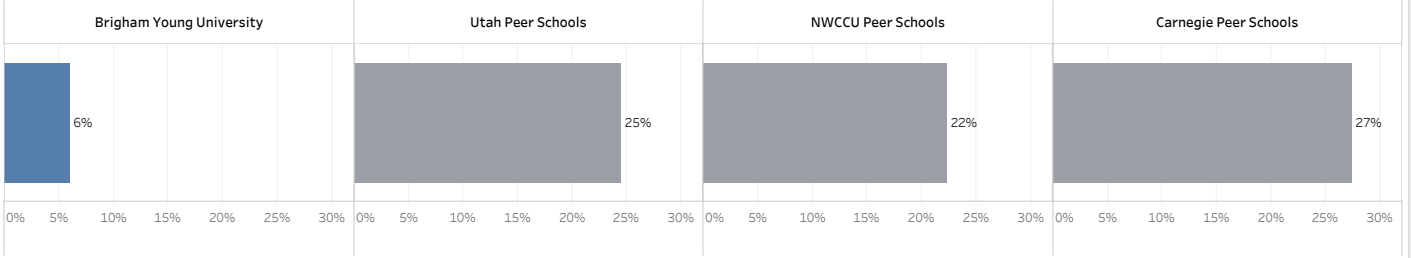
Utah Peer Schools

NWCCU Peer Schools

Carnegie Peer Schools

45
Institutions





Institution	
Brigham Young University	6%
Boise State University	27%
DePaul University	17%
Dixie State University	31%
Montana State University	29%
Nova Southeastern University	38%
Oregon State University	25%
Portland State University	28%
Southern Utah University	28%
The University of Montana	22%
University of Alaska Fairbanks	23%

Percent full-time first-time, non-Pell recipients subsequently enrolled at another institution - 8 years

Undergraduates

8-Year Persistence Rate

Peer Group Data Comparisons

Choose a Peer Group Below to Compare:
(Re-click to view all again)

Entering Cohort
2011-2012

Academic Year
2019-2020

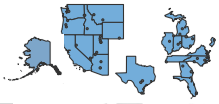
BYU 8-Year Persistence Rate	Peer Schools Average 8-Year Persistence Rate
8%	25%

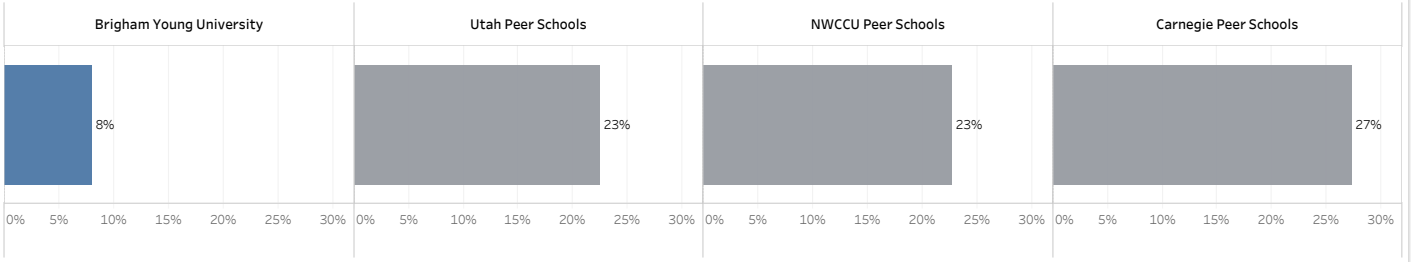
Utah Peer Schools

NWCCU Peer Schools

Carnegie Peer Schools

45
Institutions





Institution	
Brigham Young University	8%
Boise State University	23%
DePaul University	19%
Dixie State University	24%
Montana State University	10%
Nova Southeastern University	37%
Oregon State University	22%
Portland State University	28%
Southern Utah University	29%
The University of Montana	22%
University of Alaska Fairbanks	26%

Percent full-time first-time, non-Pell recipients subsequently enrolled at another institution - 8 years

Undergraduates

8-Year Persistence Rate

Peer Group Data Comparisons

Choose a Peer Group Below to Compare:
(Re-click to view all again)

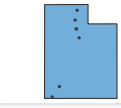
Entering Cohort
2010-2011

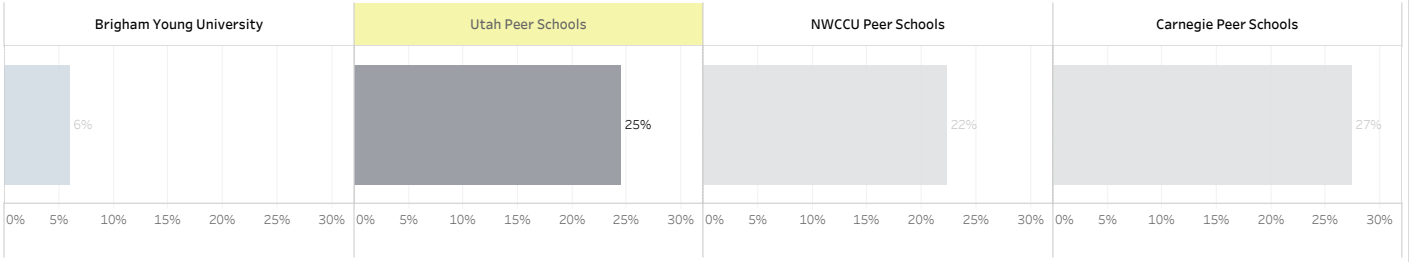
Academic Year
2018-2019

BYU 8-Year Persistence Rate	Peer Schools Average 8-Year Persistence Rate
6%	25%

Utah Peer Schools | NWCCU Peer Schools | Carnegie Peer Schools

6
Institutions





Institution	
Brigham Young University	6%
Dixie State University	31%
Southern Utah University	28%
University of Utah	18%
Utah State University	22%
Utah Valley University	23%
Weber State University	25%

Percent full-time first-time, non-Pell recipients subsequently enrolled at another institution - 8 years

Undergraduates

8-Year Persistence Rate

Peer Group Data Comparisons

Choose a Peer Group Below to Compare:
(Re-click to view all again)

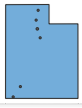
Entering Cohort
2011-2012

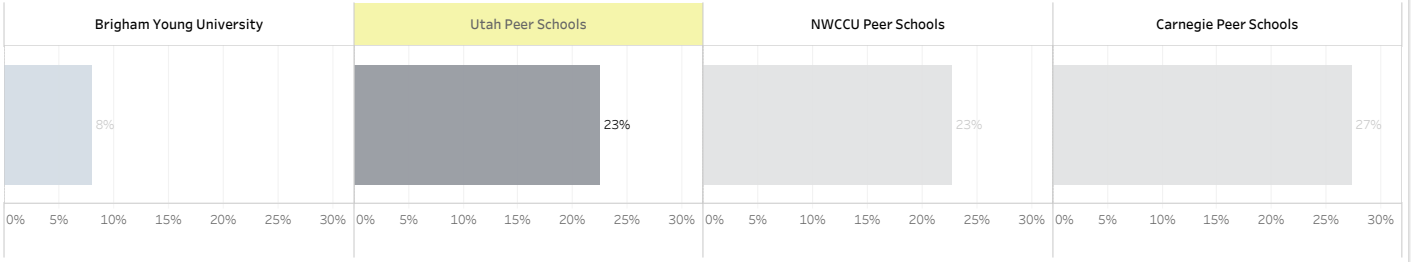
Academic Year
2019-2020

BYU 8-Year Persistence Rate	Peer Schools Average 8-Year Persistence Rate
8%	23%

Utah Peer Schools | NWCCU Peer Schools | Carnegie Peer Schools

6
Institutions





Institution	
Brigham Young University	8%
Dixie State University	24%
Southern Utah University	29%
University of Utah	17%
Utah State University	20%
Utah Valley University	21%
Weber State University	24%

Percent full-time first-time, non-Pell recipients subsequently enrolled at another institution - 8 years

First-year Retention– Dashboard Copies

Undergraduates

First Year Retention Rate

Peer Group Data Comparisons

Choose a Peer Group Below to Compare:
(Re-click to view all again)

Reporting Year
2018-2019

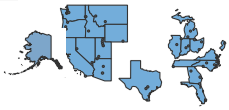
BYU Undergraduate Fall Enrollment	Peer Schools Average Undergraduate Fall Enrollment
31,441	21,271

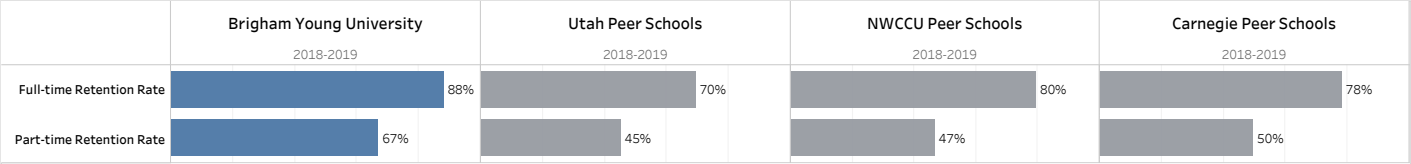
Utah Peer Schools

NWCCU Peer Schools

Carnegie Peer Schools

45
Institutions





Institution	Full-time Retention Rate	Part-time Retention Rate
Brigham Young University	**88%**	**67%**
Arizona State University-Skysong	73%	43%
Ball State University	78%	17%
Boise State University	79%	45%
Central Michigan University	77%	45%
DePaul University	86%	0%
Dixie State University	53%	33%
East Carolina University	81%	82%

The full-time retention rate is the percent of the (fall full-time cohort from the prior year minus exclusions from the fall full-time cohort) that re-enrolled at the institution as either full- or part-time in the current year.

The part-time retention rate is the percent of the (fall part-time cohort from the prior year minus exclusions from the fall part-time cohort) that re-enrolled at the institution as either full- or part-time in the current year.

Undergraduates

First Year Retention Rate

Peer Group Data Comparisons

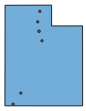
Choose a Peer Group Below to Compare:
(Re-click to view all again)

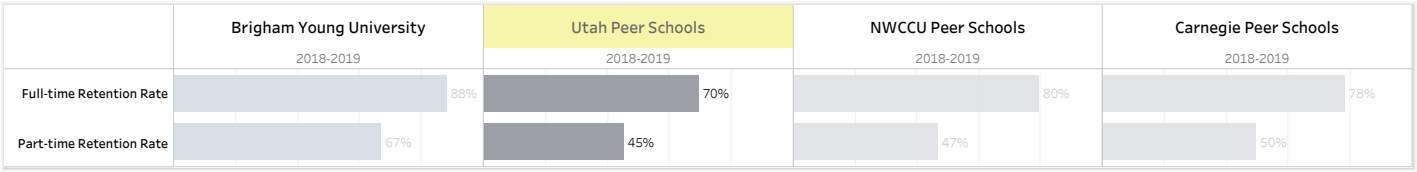
Reporting Year
2018-2019

BYU Undergraduate Fall Enrollment	Peer Schools Average Undergraduate Fall Enrollment
31,441	22,614

Utah Peer Schools | NWCCU Peer Schools | Carnegie Peer Schools

6
Institutions





Institution	Full-time Retention Rate	Part-time Retention Rate
Brigham Young University	88%	67%
Dixie State University	53%	33%
Southern Utah University	73%	43%
University of Utah	89%	55%
Utah State University	73%	53%
Utah Valley University	64%	44%
Weber State University	65%	43%

The full-time retention rate is the percent of the (fall full-time cohort from the prior year minus exclusions from the fall full-time cohort) that re-enrolled at the institution as either full- or part-time in the current year.

The part-time retention rate is the percent of the (fall part-time cohort from the prior year minus exclusions from the fall part-time cohort) that re-enrolled at the institution as either full- or part-time in the current year.

Undergraduates

First Year Retention Rate

Peer Group Data Comparisons

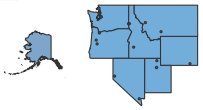
Choose a Peer Group Below to Compare:
(Re-click to view all again)

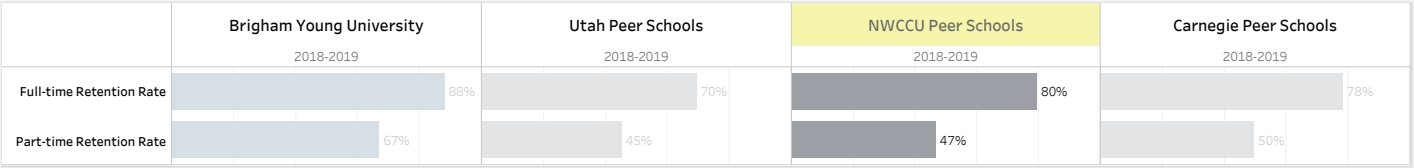
Reporting Year
2018-2019

BYU Undergraduate Fall Enrollment	Peer Schools Average Undergraduate Fall Enrollment
31,441	19,158

Utah Peer Schools | NWCCU Peer Schools | Carnegie Peer Schools

15 Institutions





Institution	Full-time Retention Rate	Part-time Retention Rate
Brigham Young University	**88%**	**67%**
Boise State University	79%	45%
Montana State University	77%	60%
Oregon State University	84%	70%
Portland State University	76%	52%
The University of Montana	68%	31%
University of Alaska Fairbanks	73%	61%
University of Idaho	81%	10%

The full-time retention rate is the percent of the (fall full-time cohort from the prior year minus exclusions from the fall full-time cohort) that re-enrolled at the institution as either full- or part-time in the current year.

The part-time retention rate is the percent of the (fall part-time cohort from the prior year minus exclusions from the fall part-time cohort) that re-enrolled at the institution as either full- or part-time in the current year.

Undergraduates

First Year Retention Rate

Peer Group Data Comparisons

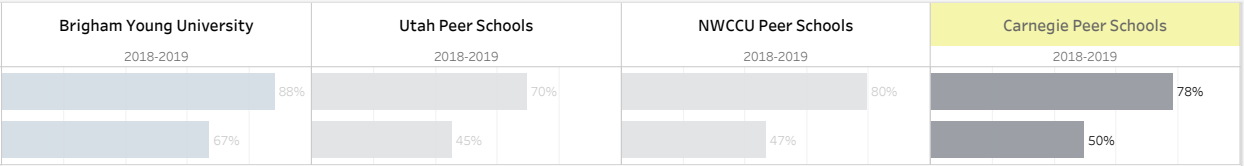
Choose a Peer Group Below to Compare:
(Re-click to view all again)

Reporting Year
2018-2019

BYU Undergraduate Fall Enrollment	Peer Schools Average Undergraduate Fall Enrollment
31,441	21,751

Utah Peer Schools | NWCCU Peer Schools | Carnegie Peer Schools

28 Institutions



Institution	Full-time Retention Rate	Part-time Retention Rate
Brigham Young University	88%	67%
Arizona State University-Skysong	73%	43%
Ball State University	78%	17%
Boise State University	79%	45%
Central Michigan University	77%	45%
DePaul University	86%	0%
East Carolina University	81%	82%
Florida Atlantic University	82%	78%

The full-time retention rate is the percent of the (fall full-time cohort from the prior year minus exclusions from the fall full-time cohort) that re-enrolled at the institution as either full- or part-time in the current year.

The part-time retention rate is the percent of the (fall part-time cohort from the prior year minus exclusions from the fall part-time cohort) that re-enrolled at the institution as either full- or part-time in the current year.

Undergraduates

First Year Retention Rate

Peer Group Data Comparisons

Choose a Peer Group Below to Compare:
(Re-click to view all again)

Reporting Year
2019-2020

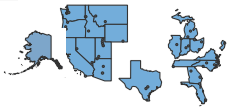
BYU Undergraduate Fall Enrollment	Peer Schools Average Undergraduate Fall Enrollment
31,292	21,418

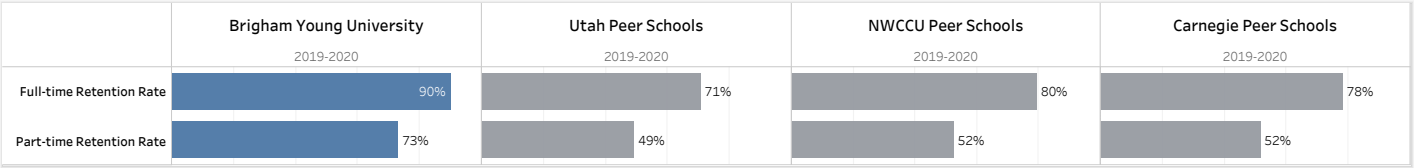
Utah Peer Schools

NWCCU Peer Schools

Carnegie Peer Schools

45
Institutions





Institution	Full-time Retention Rate	Part-time Retention Rate
Brigham Young University	**90%**	**73%**
Arizona State University-Skysong	74%	45%
Ball State University	75%	50%
Boise State University	79%	41%
Central Michigan University	74%	57%
DePaul University	85%	0%
Dixie State University	57%	40%
East Carolina University	82%	71%

The full-time retention rate is the percent of the (fall full-time cohort from the prior year minus exclusions from the fall full-time cohort) that re-enrolled at the institution as either full- or part-time in the current year.

The part-time retention rate is the percent of the (fall part-time cohort from the prior year minus exclusions from the fall part-time cohort) that re-enrolled at the institution as either full- or part-time in the current year.

Undergraduates

First Year Retention Rate

Peer Group Data Comparisons

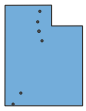
Choose a Peer Group Below to Compare:
(Re-click to view all again)

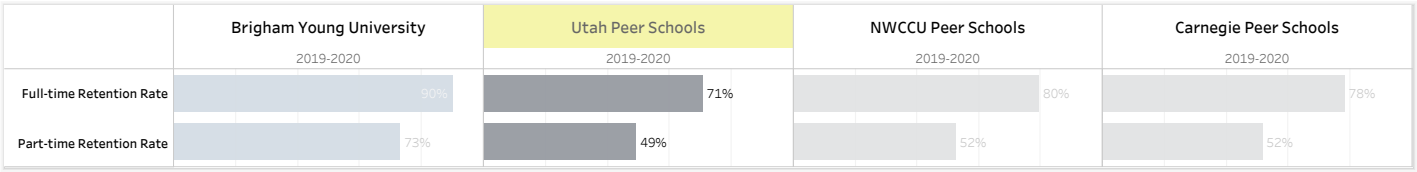
Reporting Year
2019-2020

BYU Undergraduate Fall Enrollment	Peer Schools Average Undergraduate Fall Enrollment
31,292	23,436

Utah Peer Schools | NWCCU Peer Schools | Carnegie Peer Schools

6
Institutions





Institution	Full-time Retention Rate	Part-time Retention Rate
Brigham Young University	90%	73%
Dixie State University	57%	40%
Southern Utah University	74%	55%
University of Utah	89%	63%
Utah State University	74%	49%
Utah Valley University	65%	47%
Weber State University	66%	42%

The full-time retention rate is the percent of the (fall full-time cohort from the prior year minus exclusions from the fall full-time cohort) that re-enrolled at the institution as either full- or part-time in the current year.

The part-time retention rate is the percent of the (fall part-time cohort from the prior year minus exclusions from the fall part-time cohort) that re-enrolled at the institution as either full- or part-time in the current year.

Undergraduates

First Year Retention Rate

Peer Group Data Comparisons

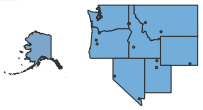
Choose a Peer Group Below to Compare:
(Re-click to view all again)

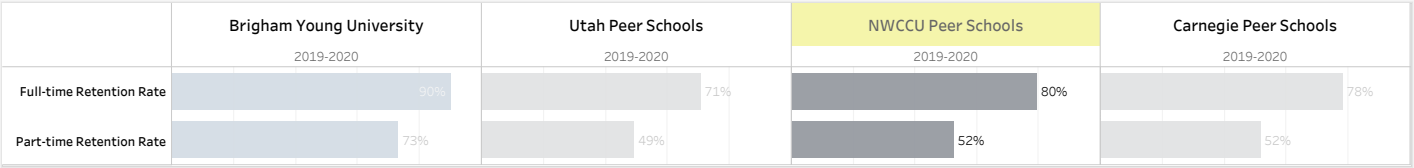
Reporting Year
2019-2020

BYU Undergraduate Fall Enrollment	Peer Schools Average Undergraduate Fall Enrollment
31,292	19,108

Utah Peer Schools | NWCCU Peer Schools | Carnegie Peer Schools

15 Institutions





Institution	Full-time Retention Rate	Part-time Retention Rate
Brigham Young University	**90%**	**73%**
Boise State University	79%	41%
Montana State University	77%	58%
Oregon State University	85%	71%
Portland State University	74%	42%
The University of Montana	71%	39%
University of Alaska Fairbanks	73%	38%
University of Idaho	77%	39%

The full-time retention rate is the percent of the (fall full-time cohort from the prior year minus exclusions from the fall full-time cohort) that re-enrolled at the institution as either full- or part-time in the current year.

The part-time retention rate is the percent of the (fall part-time cohort from the prior year minus exclusions from the fall part-time cohort) that re-enrolled at the institution as either full- or part-time in the current year.

Undergraduates

First Year Retention Rate

Peer Group Data Comparisons

Choose a Peer Group Below to Compare:
(Re-click to view all again)

Reporting Year
2019-2020

BYU Undergraduate Fall Enrollment	Peer Schools Average Undergraduate Fall Enrollment
31,292	21,870

Utah Peer Schools | NWCCU Peer Schools | Carnegie Peer Schools

28 Institutions

	Brigham Young University 2019-2020	Utah Peer Schools 2019-2020	NWCCU Peer Schools 2019-2020	Carnegie Peer Schools 2019-2020
Full-time Retention Rate	90%	71%	80%	78%
Part-time Retention Rate	73%	49%	52%	52%

Institution	Full-time Retention Rate	Part-time Retention Rate
Brigham Young University	**90%**	**73%**
Arizona State University-Skysong	74%	45%
Ball State University	75%	50%
Boise State University	79%	41%
Central Michigan University	74%	57%
DePaul University	85%	0%
East Carolina University	82%	71%
Florida Atlantic University	81%	60%

The full-time retention rate is the percent of the (fall full-time cohort from the prior year minus exclusions from the fall full-time cohort) that re-enrolled at the institution as either full- or part-time in the current year.

The part-time retention rate is the percent of the (fall part-time cohort from the prior year minus exclusions from the fall part-time cohort) that re-enrolled at the institution as either full- or part-time in the current year.

Third Semester Retention Rates- Copy

BYU third-semester retention rates, 2013-2019

Fall semester IPEDS cohort

Retention at Third Semester	2013	2014	2015	2016	2017	2018	2019
Overall average	**93%**	**92%**	**93%**	**94%**	**93%**	**93%**	**94%**
Hispanic/Latino	92%	92%	93%	93%	93%	91%	94%
American Indian or Alaska Native	78%	95%	88%	95%	75%	80%	94%
Asian	97%	96%	96%	95%	94%	98%	92%
Black or African American	96%	94%	91%	90%	88%	87%	97%
Native Hawaiian or Other Pacific Islander	93%	92%	97%	91%	89%	84%	92%
Two or more races	93%	91%	91%	93%	95%	92%	92%
White	93%	92%	92%	94%	93%	93%	94%
First-generation	89%	87%	87%	89%	89%	88%	89%
Gender (Male)	93%	92%	93%	94%	93%	93%	94%
Gender (Female)	94%	92%	92%	93%	93%	93%	94%
Age (age >27)	85%	83%	82%	82%	87%	80%	80%
Pell-eligible first year	91%	89%	89%	91%	91%	89%	91%

Note: shaded cells represent a five percentage points or more difference from the overall average.

Overview | Student

EARLY ALERT OVERVIEW

214	152	154	98	737	2,739	59

FALL 2020

To find a group of students, use these filters ↓

Risk Level
(Multiple values)

Risk Movement
(All)

Engagement Overall
(All)

Engagement Trend
(All)

Remote Classes
(All)

First Gen
Yes

Enrolled Winter 2021
(All)

Data current as of 12/9/2020

To find a specific student, use these filters →

BYU ID | *Net ID* | *Last Name*

Select a student name to filter to student view

Student Name	Flag Groups	Risk Level	Engagement	Remote/Total Courses	Attempted Credits	Enrolled Credits	Student Contacted	Academic Standing	Net ID
764BGG	ASO	!	★★	3/4	13	11	@	PROB	fakenetid
425MMA	Athlete	!	★★	3/6	13	13		GOOD	fakenetid
782CMR		!	★★★	3/4	12	12		GOOD	fakenetid
076BCR	ASO	●		1/2	10	4	@	WARN	fakenetid
409GDD	Athlete-Cut, ASO	●	★★	3/6	13.5	13.5	@	WARN	fakenetid
013BML		!	★	4/4	12	12	@	GOOD	fakenetid
791RGA	Athlete	!	★★	3/5	12.5	12.5		GOOD	fakenetid
143REB	MSS, First Year	!	★★	2/4	14	11	@	GOOD	fakenetid
606TCE	SOAR	●	★★	3/4	12	12	@	GOOD	fakenetid
339FON	ASO	●	★	2/2	6	6	@	PROB	fakenetid
752IWP	SOAR, First Year	!	★★	1/5	14	14	@	GOOD	fakenetid
176MAM	Athlete	●	★	4/6	13.5	13.5		GOOD	fakenetid
830YM	First Year, ASO, MSS	!	★★★	3/3	7	7	@	WARN	fakenetid
775FMS	SOAR, First Year	●	★	3/4	12	12	@	GOOD	fakenetid

Overview | Student

Click arrow to return to Overview

604RK

Current Attempted Credits 12 | Current Enrolled Credits 12 | BYU GPA 2.41 | Total GPA 2.83

Net ID & BYU ID
fakenetid #########

Email
reports@byu.edu

Phone
###-###-####

Primary Major
Pre-Business Program

Secondary Major

Special Interest Groups
ASO

Class Standing & Academic Standing
Junior WARN

Housing
Off-Campus

FYE Mentor
Mentor's Name

Multicultural Advisor
Advisor's Name

ES Counselor & Status
Counselor's Name COMPLETED

Go to YMessage

Go to RECSUM

FALL 20

Risk: +

Engage & Trend: ★★★ ●

Course	Term	Hrs	Inst Mode	Info	Risk	Engage	Engage Trend	Last Click
COMMS 101		3.0	ODR	ⓘ	!	★★★	↓	3
ECON 110		3.0	LR	ⓘ	●	?		5
GEOL 101		3.0	LR	ⓘ	●	★★★	?	1
MATH 116	1	1.0	LR	ⓘ	●	?		76
REL C 200		2.0	ODR	ⓘ	+	★★★	•	3

Select a course above to see the course risk trend (blue) vs. overall risk trend (black)

Early Alert Related Contacts
(Appointment = "Did Not Show")

12/3/2020	ES-AUTO	Contact Name	Filenote
	ES-AUTO	Contact Name	Filenote
11/11/2020	ES-AUTO	Contact Name	Filenote
11/9/2020	ASO	Contact Name	Filenote

WIN 20

Risk: ●

Engage: ★★

Hover over ⓘ to see the course risk trend vs. overall risk trend

Course	Term	Hrs	Info	Grade	Risk	Engage
ACC 200		3.0	ⓘ	C+	●	★★★
DANCE 260		3.0	ⓘ	A	●	★★★
IS 110		1.0	ⓘ	E	+	★
IS 201		3.0	ⓘ	W	X	
MKTG 201		3.0	ⓘ	C	+	?
REL C 324		2.0	ⓘ	B+	●	★★
WRTG 150		3.0	ⓘ	A	●	?

SPR 20

Engage & Trend: ★★★ ●

Course	Term	Hrs	Info	Grade	Engage	Engage Trend
FIN 201		3.0	ⓘ	D+	★★★	•
IS 110		1.0	ⓘ	C	★	↑
IS 201		3.0	ⓘ	C-	★★★	•

SUM 20

Risk:

Engage & Trend:

Course	Hrs	Info	Grade	Risk	Engage	Engage Trend

WIN 21

Risk:

ACC 241		3.0	LR	ⓘ	●	
GSCM 305	1	1.5	LR	ⓘ	●	?
GSCM 310	2	1.5	LR	ⓘ	●	?
M COM 320		3.0	LR	ⓘ	●	?
MKTG 201		3.0	ODR	ⓘ	●	
MSB 380		1.0	LR	ⓘ	●	
REL A 275		2.0	ODR	ⓘ	●	?
STDEV 109		2.0	LR	ⓘ	●	

DEW RATES FOR UNDERGRADUATE COURSES BY COLLEGE

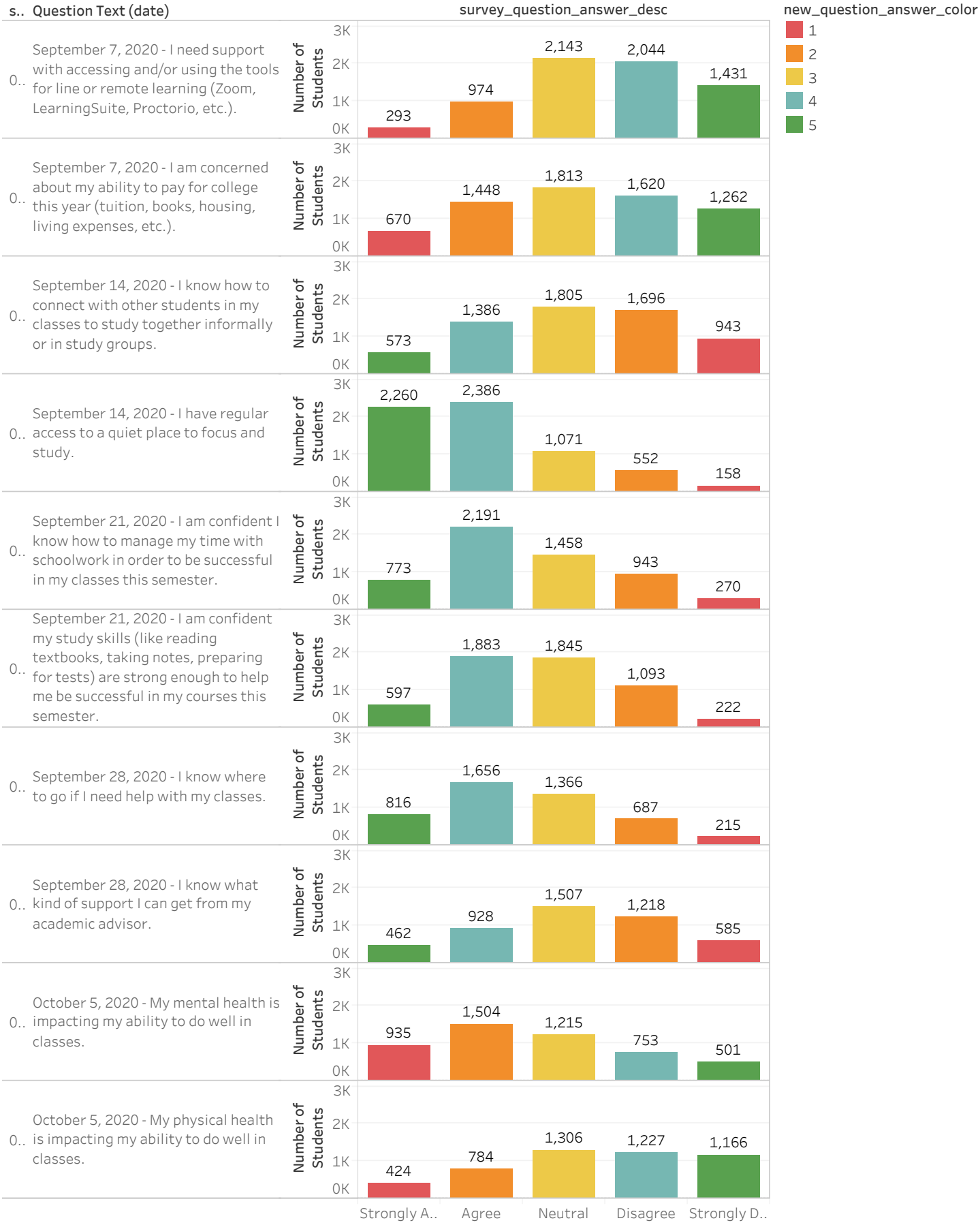
College	Academic Years	Section Types	Catalog Levels
Business	2018-2019	Multiple values	All

Only courses with 100 or more enrollments over all sections per academic year (except independent study) are included

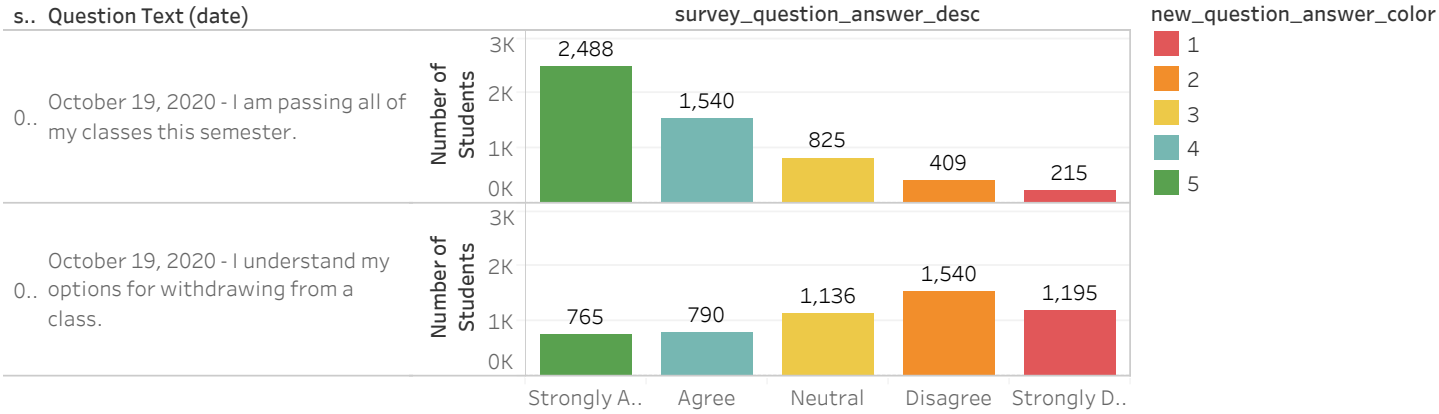
Overall Top 10		First Generation Top 10		Not White or Asian Top 10		Men Top 10		Women Top 10	
ACC 310	18.3%	ACC 310	33.3%	ACC 200	26.5%	ACC 310	18.6%	ACC 200	19.5%
ACC 200	16.9%	IS 303	29.2%	ACC 310	26.0%	FIN 200	15.8%	FIN 201	18.5%
FIN 201	16.4%	ACC 200	29.0%	FIN 201	25.6%	ACC 200	15.5%	ACC 310	17.6%
FIN 200	12.7%	FIN 201	22.8%	HRM 300	23.8%	FIN 201	15.3%	IS 303	15.7%
ENT 301	12.7%	IS 201	22.8%	FIN 200	21.7%	ENT 301	14.3%	IS 201	11.8%
IS 201	12.4%	MSB 375	20.0%	IS 303	21.2%	MSB 375	13.5%	MSB 375	11.5%
MSB 375	12.4%	FIN 487R	17.6%	IS 201	18.9%	IS 201	12.7%	HRM 300	11.2%
HRM 300	10.1%	MSB 381R	14.3%	MSB 375	17.6%	MSB 331	10.0%	FIN 401	9.1%
IS 303	7.9%	MKTG 201	13.6%	ENT 382	13.6%	HRM 300	9.5%	ENT 301	8.8%
ENT 382	7.9%	EXDM 300	13.3%	MSB 381R	13.2%	EXDM 300	8.6%	FIN 200	7.8%

Teaching Area DEW Rate		Teaching Area DEW Rate for First Generation		Teaching Area DEW Rate for Not White or Asian		Teaching Area DEW Rate for Men		Teaching Area DEW Rate for Women	
FIN	9.9%	ACC	18.9%	ACC	16.3%	FIN	8.7%	FIN	12.8%
ACC	9.3%	FIN	14.9%	FIN	14.8%	ACC	8.4%	ACC	11.3%
IS	6.4%	IS	13.0%	IS	10.2%	EXDM	6.2%	IS	7.2%
EXDM	5.6%	MKTG	12.8%	HRM	9.9%	ENT	6.2%	EXDM	5.4%
ENT	5.6%	EXDM	10.1%	MKTG	8.7%	IS	6.0%	HRM	5.3%
MKTG	5.4%	M COM	7.3%	MIL S	7.4%	MKTG	5.8%	MKTG	4.6%
HRM	4.6%	MIL S	4.8%	EXDM	7.1%	M COM	5.1%	ENT	3.9%
M COM	4.6%	HRM	4.5%	ENT	6.2%	HRM	4.3%	M COM	3.6%
MIL S	3.5%	MSB	4.4%	M COM	5.3%	MIL S	3.8%	MSB	2.9%
MSB	3.1%	ENT	3.5%	MSB	4.2%	MSB	3.1%	GSCM	0.7%

Question Comparison



Question Comparison



All Courses | Navigating BYU & Student Success

Home | Grades | Path | Schedule | Help

Learning Path

- Home
- Welcome Page
- 1. Registering For...
- 2. Financial Aid
- 3. Goals and Plan...
- 4. Campus Resou...
- Course Conclusion
- My Progress

	Due Date	Score	Locked Until
Welcome Page	None		
1. Registering For Classes	None		
2. Financial Aid	None		
3. Goals and Planning	None		
4. Campus Resources Available	None		
Course Conclusion	None		

BYU disaggregated undergraduate student fall enrollment count
As reported in the Common Data Set

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Hispanic/Latino	1,537	1,529	1,713	1,857	1,867	1,992	2,316
American Indian or Alaska Native	115	100	103	100	89	84	67
Asian	549	530	561	565	591	632	610
Black or African American	130	136	146	165	162	159	135
Native Hawaiian or Other Pacific Islander	166	158	186	207	217	212	228
Two or more races	861	935	1,088	1,197	1,260	1,353	1,343
White	23,167	22,600	25,165	25,595	25,703	25,595	25,316
First-generation*	3,916	3,785	4,042	4,005	3,829	3,973	3,931
Gender (Male)	14,957	14,808	15,865	16,124	16,020	15,801	15,579
Gender (Female)	12,808	12,355	14,356	14,855	15,213	15,640	15,713
Age (age >25)	3,388	3,334	3,261	3,982	3,731	3,657	3,494
Pell-eligible first semester*	2,751	2,935	3,545	3,778	3,815	3,779	3,628

BYU six-year graduation rates, 2012-2014

Fall semester IPEDS cohort

6-Year Graduation Rate	2012 cohort	2013 cohort	2014 cohort
Overall Rate	83%	78%	76%
Hispanic/Latino	81%	66%	71%
American Indian or Alaska Native	46%	41%	50%
Asian	85%	77%	66%
Black or African American	62%	58%	75%
Native Hawaiian or Other Pacific Islander	56%	68%	55%
Two or more races	71%	78%	74%
White	88%	79%	77%
First-generation	69%	67%	62%
Male	87%	67%	65%
Female	86%	81%	79%
Age (>25 at first enrollment)	NA*	NA*	NA*
Pell-eligible first year**	72%	71%	69%

*Data not available. Cell size is less than 10 students

**BYU uses first-year Pell-eligible because it is a more accurate representation of socioeconomic status; commonly, BYU students become Pell-eligible only after they marry in their second or later year, thus distorting the data.

Note: shaded cells represent a 5 percent or more difference from the overall average.

BYU third-semester retention rates, 2013-2019

Fall semester IPEDS cohort

Retention at Third Semester	2013	2014	2015	2016	2017	2018	2019
Overall average	**93%**	**92%**	**93%**	**94%**	**93%**	**93%**	**94%**
Hispanic/Latino	92%	92%	93%	93%	93%	91%	94%
American Indian or Alaska Native	78%	95%	88%	95%	75%	80%	94%
Asian	97%	96%	96%	95%	94%	98%	92%
Black or African American	96%	94%	91%	90%	88%	87%	97%
Native Hawaiian or Other Pacific Islander	93%	92%	97%	91%	89%	84%	92%
Two or more races	93%	91%	91%	93%	95%	92%	92%
White	93%	92%	92%	94%	93%	93%	94%
First-generation	89%	87%	87%	89%	89%	88%	89%
Gender (Male)	93%	92%	93%	94%	93%	93%	94%
Gender (Female)	94%	92%	92%	93%	93%	93%	94%
Age (age >27)	85%	83%	82%	82%	87%	80%	80%
Pell-eligible first year	91%	89%	89%	91%	91%	89%	91%

Note: shaded cells represent a five percentage points or more difference from the overall average.

BYU students who have declared major, 2013–2020

Undergraduate, day-eligible, matriculated cohort

Major Declared	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Overall	**92%**	**92%**	**91%**	**92%**	**92%**	**92%**	**91%**	**91%**
Hispanic/Latino	95%	95%	95%	96%	96%	94%	95%	95%
American Indian or Alaska Native	91%	98%	91%	93%	95%	92%	97%	94%
Asian	94%	93%	95%	96%	95%	97%	96%	95%
Black or African American	91%	93%	90%	91%	93%	93%	93%	96%
Native Hawaiian or Other Pacific Islander	84%	82%	85%	85%	83%	82%	82%	84%
Two or more races	90%	92%	92%	92%	93%	93%	92%	90%
White	92%	92%	91%	92%	92%	93%	91%	90%
First-generation	92%	93%	92%	94%	94%	92%	92%	93%
Gender (Male)	92%	92%	91%	92%	92%	91%	91%	91%
Gender (Female)	92%	92%	91%	92%	92%	91%	91%	91%
Age (age >25 at first enrollment)	97%	97%	97%	97%	97%	95%	97%	97%
Pell-eligible first semester	92%	93%	92%	93%	93%	92%	92%	92%

Note: shaded cells represent a five percentage point or more difference from the overall average.

BYU students who earned a GPA 2.0 or higher, 2013–2020

Undergraduate, day-eligible, matriculated cohort

GPA 2.0 or above	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Overall	**92%**	**92%**	**93%**	**92%**	**93%**	**93%**	**93%**	**93%**
Hispanic/Latino	86%	85%	87%	86%	87%	87%	88%	88%
American Indian or Alaska Native	84%	83%	83%	85%	84%	85%	91%	85%
Asian	93%	93%	93%	93%	92%	92%	94%	93%
Black or African American	82%	80%	75%	78%	82%	82%	81%	82%
Native Hawaiian or Other Pacific Islander	81%	81%	78%	79%	77%	78%	73%	80%
Two or more races	89%	90%	90%	89%	91%	91%	91%	91%
White	93%	93%	93%	93%	94%	94%	94%	93%
First-generation	89%	89%	89%	89%	90%	89%	89%	88%
Male	92%	92%	92%	91%	92%	92%	92%	92%
Gender Female	93%	93%	94%	94%	94%	94%	94%	94%
Age (age >25 at first enrollment)	89%	88%	87%	88%	85%	84%	84%	85%
Pell-eligible first semester	91%	91%	91%	91%	92%	91%	92%	91%

Note: shaded cells represent a five percentage point or more difference from the overall average.

BYU students who earned at least 66 percent of their attempted credits, 2013-2020

BYU undergraduate, day-eligible, matriculated cohort

Credit Completion	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Overall	**94%**	**94%**	**94%**	**94%**	**94%**	**94%**	**94%**	**93%**
Hispanic/Latino	89%	89%	89%	90%	89%	88%	91%	89%
American Indian or Alaska Native	87%	89%	95%	90%	89%	87%	96%	82%
Asian	95%	94%	94%	95%	93%	93%	93%	91%
Black or African American	89%	91%	90%	86%	88%	88%	86%	79%
Native Hawaiian or Other Pacific Islander	92%	89%	88%	85%	86%	84%	83%	84%
Two or more races	92%	93%	92%	93%	92%	92%	91%	90%
White	94%	95%	95%	94%	95%	95%	95%	94%
First-generation	92%	92%	92%	92%	92%	91%	91%	90%
Male	93%	93%	93%	93%	93%	93%	93%	92%
Female	95%	95%	95%	96%	95%	95%	95%	94%
Age (age >25 first enrollment)	90%	89%	89%	86%	85%	85%	83%	85%
Pell-eligible first semester	93%	94%	93%	93%	93%	93%	93%	92%

Note: shaded cells represent a five percentage point or more difference from the overall average.

BYU cumulative student loan debt – for students who graduated with loans*

Cumulative student loan debt. The entering cohort is the first academic year that a student was an undergraduate day eligible matriculated student. These are students with day-continuing registration eligibility or a new freshman or transfer registration status. Cumulative debt for graduating undergraduates, amount in US dollars. The following analysis details the average loan amount for students who graduated with loans from the entering cohorts of fall 2012 through fall 2014.

	2012-2013 cohort	2013-2014 Cohort	2014-2015 cohort
Overall average	**$15,118**	**$15,032**	**$14,379**
Hispanic/Latino	$15,640	$15,440	$16,399
American Indian or Alaska Native	NA**	NA**	NA**
Asian	$16,849	$16,127	$11,373
Black or African American	$14,782	$17,998	$16,591
Native Hawaiian or Other Pacific Islander	$17,883	$10,681	$7,016
Two or more races	$14,532	$13,522	$13,942
White	$14,463	$13,998	$13,947
First-generation	$16,862	$14,576	$17,210
Male	$14,702	$16,049	$15,218
Female	$14,504	$13,428	$13,787
Age (over 25 at first enrollment)	NA**	NA**	NA**
Pell-eligible first semester (Non-White)	$13,318	$12,541	$14,610

*Relatively few students graduate with loans. In the past five years, the percentage of students who graduated with any loans ranged from 26 percent in 2017 to 22 percent in 2020.

**n <10

Note: shaded cells represent a five percent or more difference from the overall average.

Post-graduation Success Analysis

Post-graduation success. Outcomes data concerning individual graduates are organized into standardized categories. Individual graduates are included in the appropriate category that represents their primary activity upon graduation.

IPEDS Data

No disaggregated IPEDS data are available.

BYU Data

BYU has adopted industry-standard categories of post-graduation activities to measure student outcomes at 6-months following graduation. These categories are defined as follows:

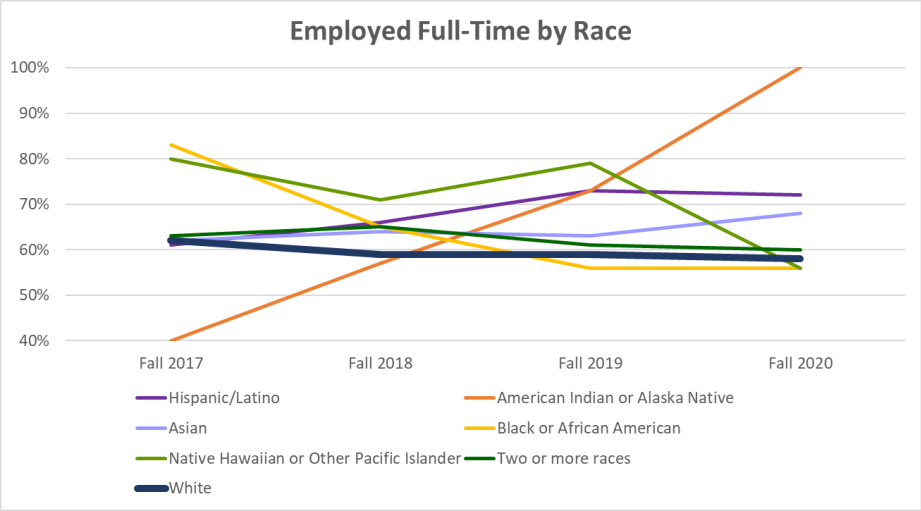
- **Employed full-time:** A position in which the graduate works more than 30 hours per week
- **Employed part-time**: A position in which the graduate works less than 30 hours per week
- **Internship:** Paid or unpaid temporary employment full- or part-time
- **Seeking employment**: Graduates who have indicated they are seeking employment or engaged in a job search process
- **Continuing education:** Individual graduates who have been accepted to and plan to matriculate into a program of further study (graduate program)
- **Not seeking:** Graduates who have indicated that they have chosen not to pursue either employment or continuing education at this time
- **Other:** The status classified as others include those seeking continuing education, homemakers, volunteer service, and military

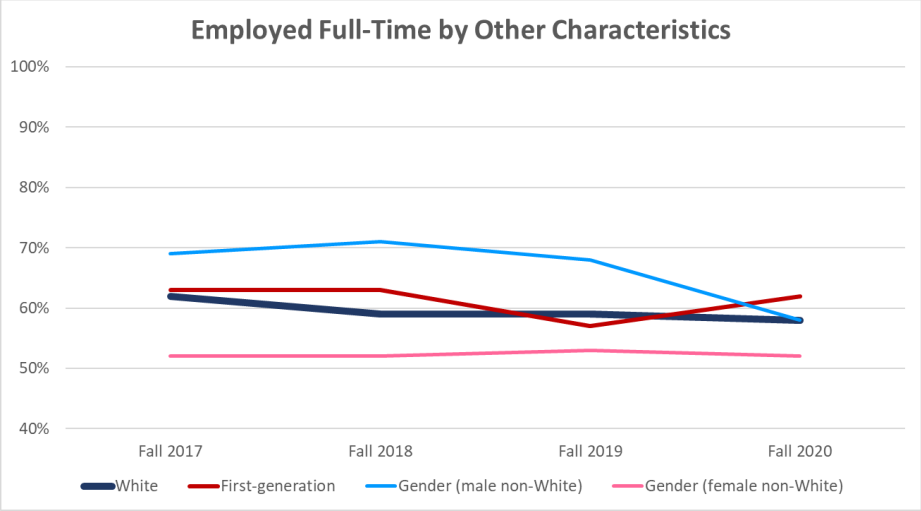
Graduation Outcomes at 6 Months	2017	2018	2019	2020
Employed full-time	62%	59%	59%	57%
Employed part-time	10%	9%	9%	8%
Internship	1.4%	1.7%	1.0%	NA
Not Seeking	NA	NA	1.6%	4%
Seeking	5%	4%	5%	8%
Continuing Education (graduate or professional degree)	14%	19%	17%	18%
Other	7%	7%	7%	4%
Average Salary	NA	$53,967	$58,918	$58,810
Time to find employment				
Prior to graduation	57%	64%	63%	59%
Less than one month	13%	10%	9%	9%
One to three months	19%	18%	18%	20%
Four to six months	11%	9%	11%	12%

Employed Full-Time**	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Overall Student Average	62%	59%	59%	57%
Hispanic/Latino	61%	66%	73%	72%
American Indian or Alaska Native	40%*	57%*	73%*	100%*
Asian	62%	64%	63%	68%
Black or African American	83%*	65%	56%	56%*
Native Hawaiian or Other Pacific Islander	80%*	71%	79%	56%*
Two or more races	63%	65%	61%	60%
White	62%	59%	59%	58%
First-generation	63%	63%	57%	62%
Gender (Male Non- White)	69%	71%	68%	58%
Gender (Female Non-White)	52%	52%	53%	52%
Age (age >27)	NA	NA	NA	NA
Pell-eligible first semester	NA	NA	NA	NA

*n < 10

** A position in which the graduate work more than 30 hours per week

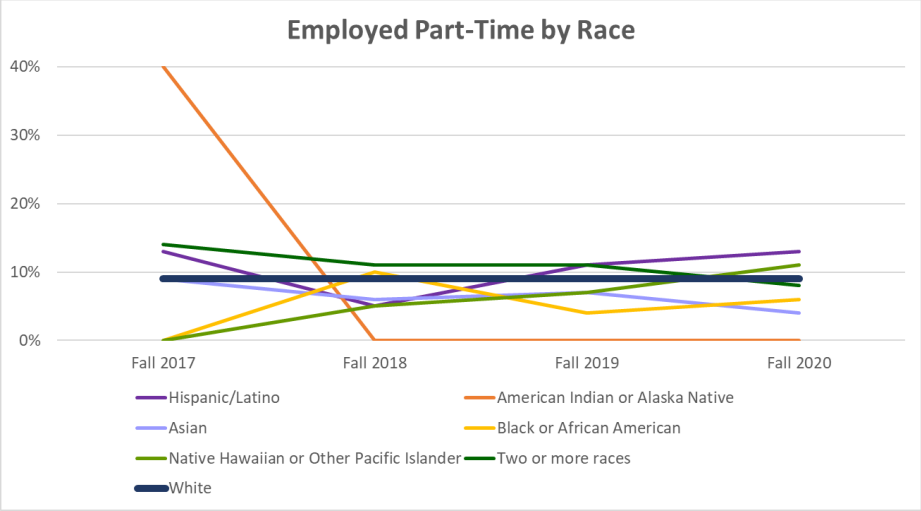


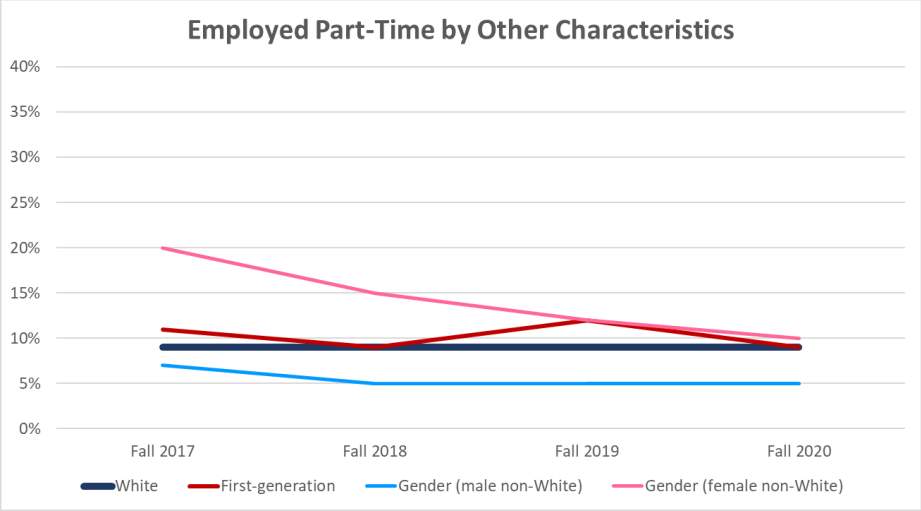


Employed Part-Time**	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Overall Student Average	10%	9%	9%	8%
Hispanic/Latino	13%*	5%*	11%*	13%*
American Indian or Alaska Native	40%*	NA	NA	NA
Asian	9%*	6%	7%*	4%*
Black or African American	NA	10%*	4%*	6%*
Native Hawaiian or Other Pacific Islander	NA	5%*	7%*	11%*
Two or more races	14%	11%	11%	8%
White	9%	9%	9%	9%
First-generation	11%	9%	12%	9%
Gender (Male Non- White)	7%	5%	5%	5%
Gender (Female Non-White)	20%	15%	12%	10%
Age (age >27)	NA	NA	NA	NA
Pell-eligible first semester	NA	NA	NA	NA

*n<10

** A position in which the graduate works less than 30 hours per week

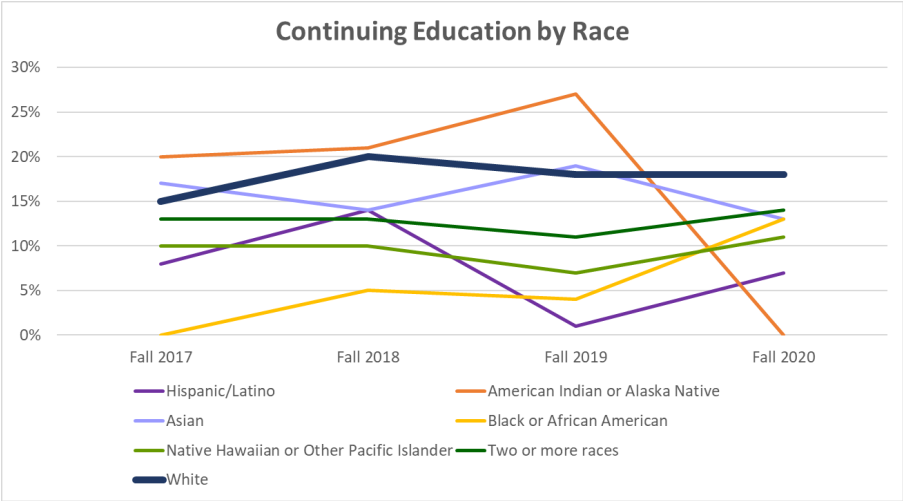


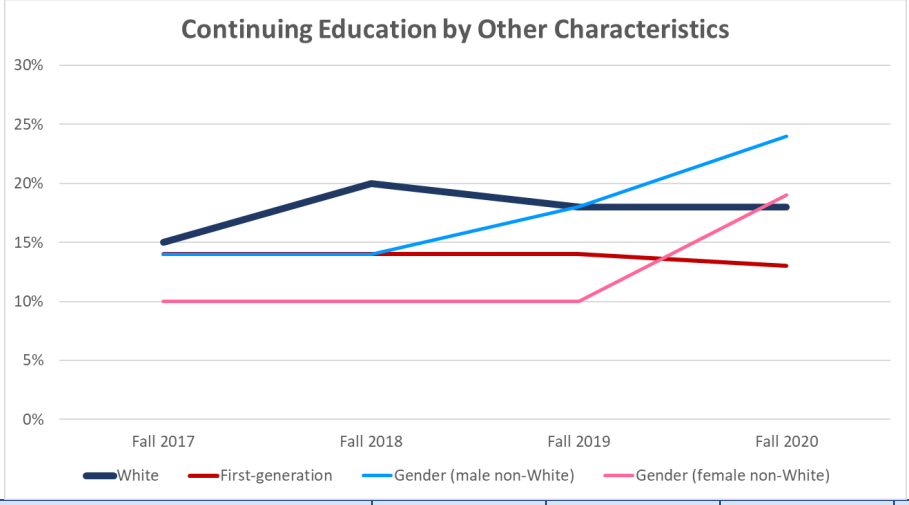


Continuing Education	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Overall Student Average	14%	19%	17%	18%
Hispanic/Latino	8%*	14%	1%*	7%*
American Indian or Alaska Native	20%*	21%*	27%*	NA
Asian	17%*	14%	19%	13%
Black or African American	NA	5%*	4%*	13%*
Native Hawaiian or Other Pacific Islander	10%*	10%*	7%*	11%*
Two or more races	13%	13%	11%	14%
White	15%	20%	18%	18%
First-generation	14%	14%	14%	13%
Gender (Male Non- White)	14%	14%	18%	24%
Gender (Female Non-White)	10%	10%	10%	19%
Age (age >27)	NA	NA	NA	NA
Pell-eligible first semester	NA	NA	NA	NA

*n<10

** Individual graduates who have been accepted to and plan to matriculate into a program of further study (graduate program)

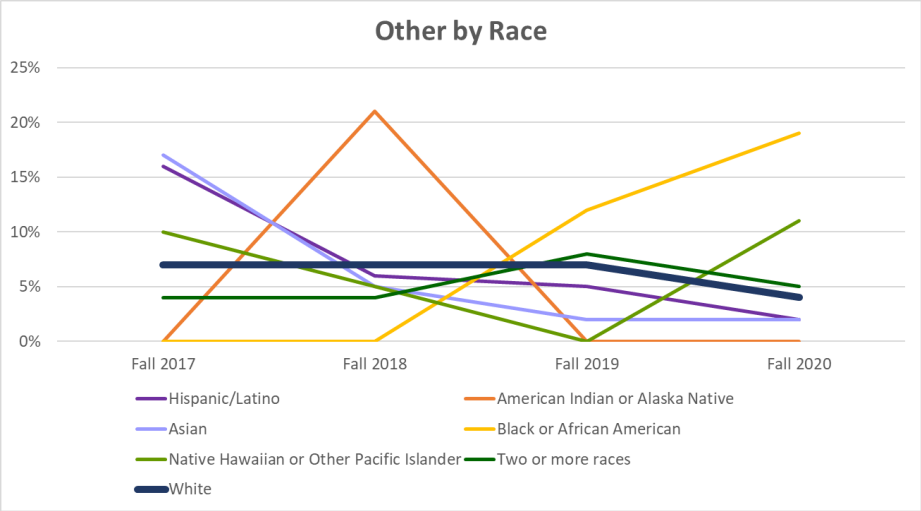


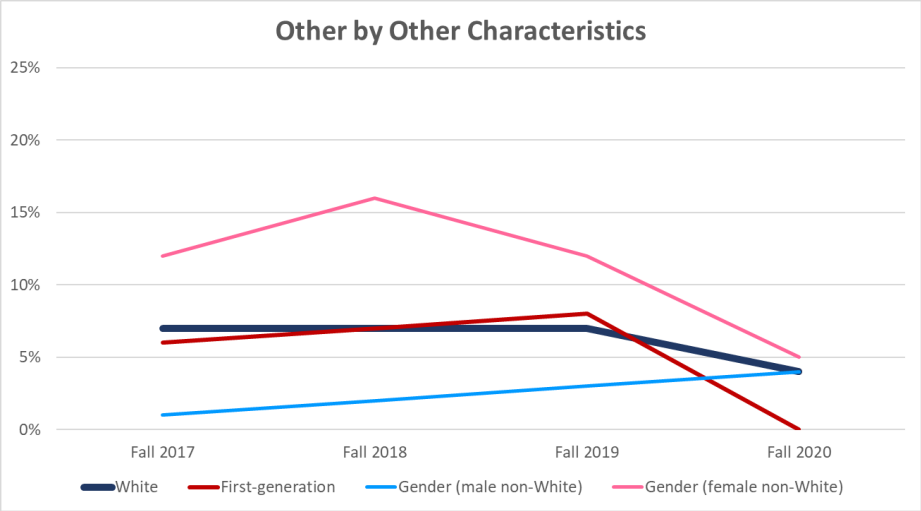


Other**	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Overall Student Average	7%	7%	7%	4%
Hispanic/Latino	16%*	6%*	5%*	2%*
American Indian or Alaska Native	NA	21%*	NA	NA
Asian	17%*	5%*	2%*	2%*
Black or African American	NA	NA	12%*	19%*
Native Hawaiian or Other Pacific Islander	10%*	5%*	NA	11%*
Two or more races	4%*	4%	8%	5%
White	7%	7%	7%	4%
First-generation	6%	7%	8%	3%*
Gender (Male Non- White)	1%	2%	3%	4%
Gender (Female Non-White)	12%	16%	12%	5%
Age (age >27)	NA	NA	NA	NA
Pell-eligible first semester	NA	NA	NA	NA

*n<10

**The status classified as Other include those *seeking* continuing education (not enrolled) or student outcomes which include homemakers, volunteer service, and military.

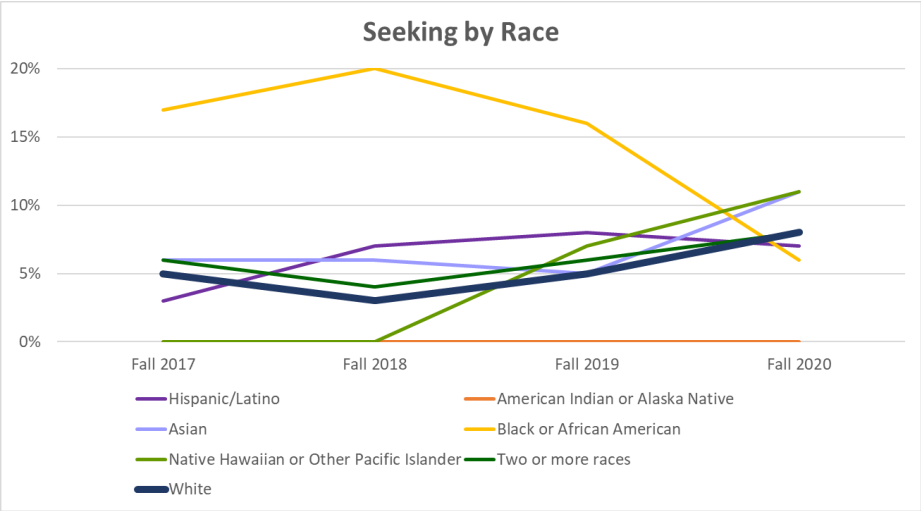


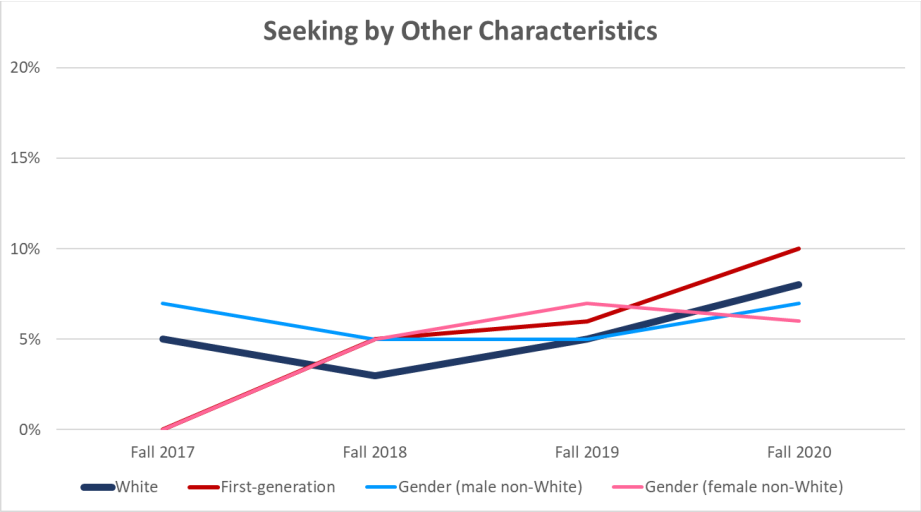


Seeking**	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Overall Student Average	5%	4%	5%	8%
Hispanic/Latino	3%*	7%*	8%*	7%*
American Indian or Alaska Native	NA	NA	NA	NA
Asian	6%*	6%	5%*	11%
Black or African American	17%*	20%*	16%*	6%*
Native Hawaiian or Other Pacific Islander	NA	NA	7%*	11%*
Two or more races	6%*	4%	6%	8%
White	5%	3%	5%	8%
First-generation	5%*	5%	6%	10%
Gender (Male Non- White)	7%	5%	5%	7%
Gender (Female Non-White)	5%*	5%	7%	6%
Age (age >27)	NA	NA	NA	NA
Pell-eligible first semester	NA	NA	NA	NA

*n<10

** Graduates who have indicated they are seeking employment or engaged in a job search process 6-months following graduation





Average Salary	Fall 2018	Fall 2019	Fall 2020
Overall Student Average	$53,967	$58,918	$58,810
Hispanic/Latino	$52,676	$51,238	$54,924
American Indian or Alaska Native	NA	NA	NA
Asian	$61,688	$63,220	$70,917
Black or African American	NA	NA	NA
Native Hawaiian or Other Pacific Islander	NA	NA	NA
Two or more races	$49,392	$57,489	$52,602
White	$53,774	$59,065	$58,886
First-generation	$48,296	$55,507	$53,585
Gender (Male Non-White)	$61,810	$68,972	$67,253
Gender (Female Non-White)	$46,917	$46,975	$47,326
Age (age >27)	NA	NA	NA
Pell-eligible first semester	NA	NA	NA

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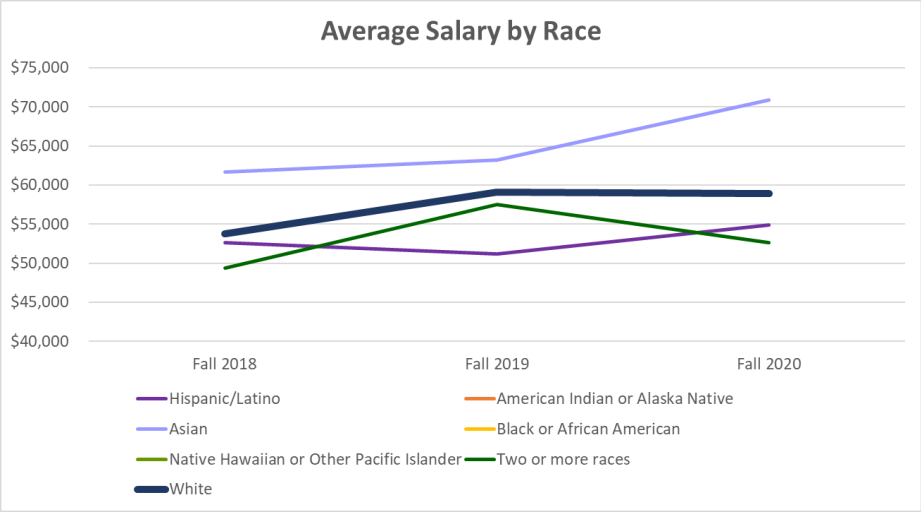
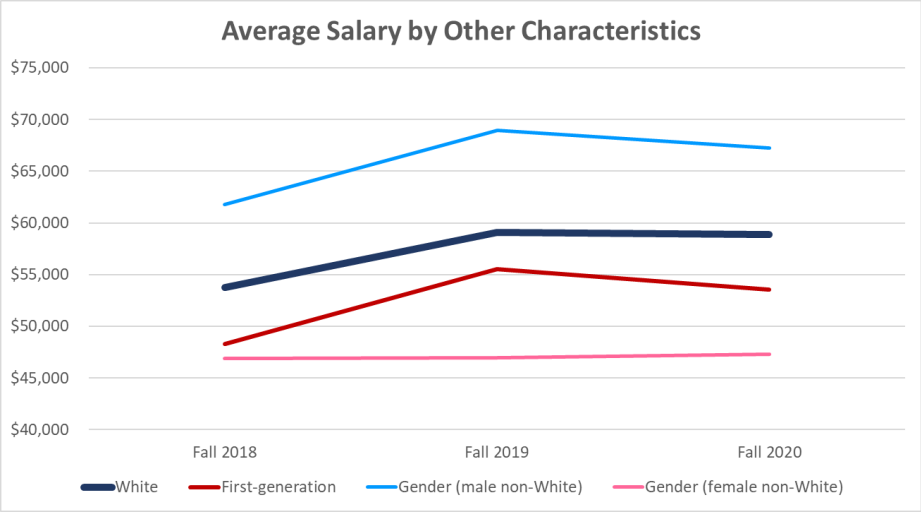
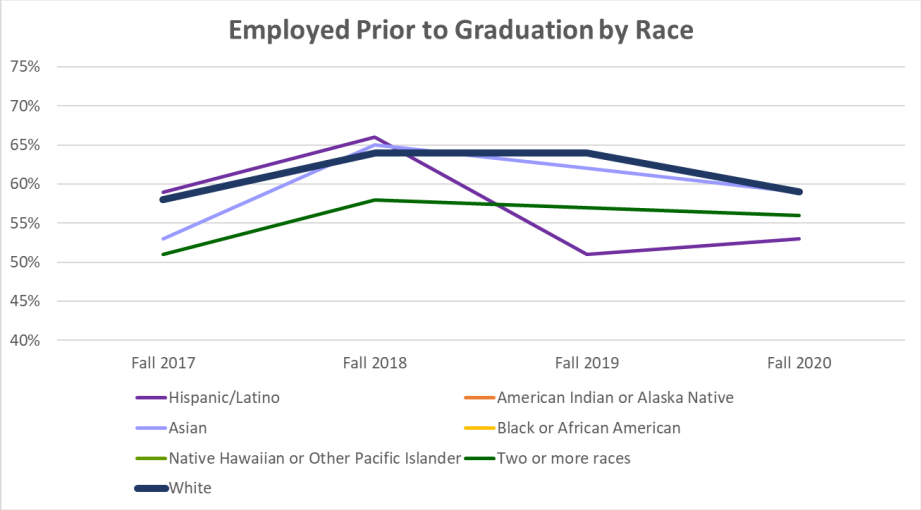
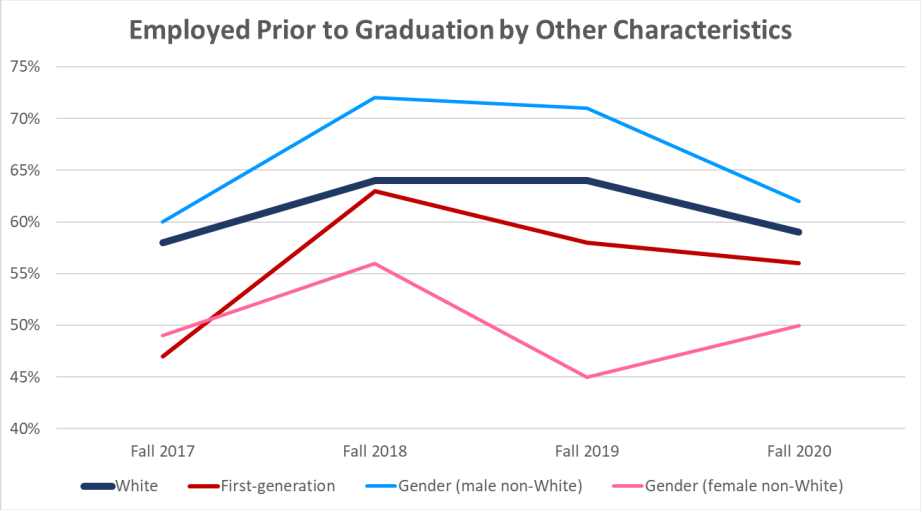




Employed Prior to Graduation	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Overall Student Average	57%	64%	63%	59%
Hispanic/Latino	59%	66%	51%	53%
American Indian or Alaska Native	NA	NA	NA	NA
Asian	53%	65%	62%	59%
Black or African American	NA	NA	NA	NA
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA
Two or more races	51%	58%	57%	56%
White	58%	64%	64%	59%
First-generation	47%	63%	58%	56%
Gender (Male Non- White)	60%	72%	71%	62%
Gender (Female Non-White)	49%	56%	45%	50%
Age (age >27)	NA	NA	NA	NA
Pell-eligible first semester	NA	NA	NA	NA

*n<10





- **Major Certainty (Aims 2, 3)**
    - Feeling sure of a major
- **Campus Involvement (Aims 3, 4)**
    - Participate in campus organizations
    - Attend campus events

Compelling research has highlighted the importance of campus environmental interactions, involvement, engagement, and psychological and social dimensions to student growth and success. Dr. Laurie Schreiner developed a survey instrument through quantitative, qualitative, and inductive methods named the Thriving Quotient (TQ). The TQ is a nationally normed, valid, and reliable survey that measures student well-being and academic, psychological, and social engagement. Thriving is comprised of five domains: engaged learning, academic determination, social connectedness, and positive perspective. Additionally, Schreiner and other researchers have established pathways or other contributing variables to thriving. These include spirituality, psychological sense of community, faculty interaction, institutional integrity, major certainty, and campus involvement. Thriving has been established in the literature as an indicator of student success and a strong contributory variable to traditional success indicators such as GPA, retention, and graduation, among others. Thriving is a particularly compelling student success indicator because it has been shown to be a strong mediating variable for traditional student success measures. Most studies find the strongest contributing variable to thriving is sense of community, which can also be described as belonging. Measuring thriving aligns with BYU's mission and aims and its recent initiative on belonging. The Thriving framework provides identifiable supports for students with stronger success predictors than the demographic characteristics they may have.

(See Laurie Schreiner, "From Surviving to Thriving During Transitions" in *Thriving in Transitions* (2nd edition), edited by L Schreiner et al.)

Peer Institutions for Academic Student Achievement

Utah Peers*
Dixie State University
Southern Utah University
University of Utah
Utah State University
Utah Valley University
Weber State University

NWCCU Peers**
Boise State University
Montana State University
Oregon State University
Portland State University
The University of Montana
University of Alaska Fairbanks
University of Idaho
University of Nevada-Las Vegas
University of Nevada-Reno
University of Oregon
University of Utah
University of Washington-Seattle Campus
University of Wyoming
Utah State University
Washington State University

Carnegie Class Peers+
Arizona State University-Skysong
Ball State University
Boise State University
Central Michigan University
DePaul University
East Carolina University
Florida Atlantic University
Georgia Southern University
Illinois State University
Indiana University-Purdue University-Indianapolis
Kennesaw State University
Kent State University at Kent
Montclair State University
Northern Arizona University
Nova Southeastern University
Ohio University-Main Campus
Old Dominion University
Portland State University
Sand Diego State University
Texas State University
The University of Texas at San Antonio
The University of Texas Rio Grande Valley
University of Memphis
University of North Carolina at Charlotte
University of North Carolina at Greensboro
University of Toledo
Utah State University
Western Michigan University

*Public institutions with a university designation and comparable enrollment
**Accredited by NWCCU with 20,000 or more students (as of fall 2018) and a primary Carnegie classification of Doctoral University: High Research Activity or Doctoral University: Very High Research Activity (as of fall 2018)
+Carnegie classification of Doctoral University: High Research Activity and enrollment of 20,000 or more students (as of fall 2018)

Proposed Thriving Framework for Measuring BYU AIMS

Belonging, thriving, and the BYU Aims may be measured through the following operational definitions:

- **Spiritual confidence (Aim 1)**
  - Learning by study and faith
  - Reasons for the faith within
  - Spiritual rootedness capable of resisting secular drought
  - Spiritual beliefs are foundational to life
- **Engaged Learning: (Aims 2, 3)**
  - Psychological engagement
  - Connection making
  - Energized by the learning process
  - Taking advantage of high impact practices
- **Academic determination: (Aims 2, 3)**
  - Effort investment
  - Time management
  - Goals
  - Strategies of persistence
- **Social connectedness (Aims 1, 2, 3, 4)**
  - Institution-student covenant
  - Belonging
  - Trust in the institution
  - I matter to others; others matter to me
- **Diverse citizenship (Aims 1, 2, 3, 4)**
  - curiosity and openness to the unfamiliar
  - community engagement
  - the other as brother/sister
- **Positive perspective (Aims 1, 2, 3, 4)**
  - realistic optimism
  - coping strategies
  - proactivity
  - long-term view
- **Psychological Sense of Community (Aims 1, 2, 3, 4)**
  - Being a student at the institution fills an important need
  - Feeling proud of the institution
  - Feelings of belonging
- **Institutional Integrity (Aims 1, 2)**
  - Congruence in action of faculty, staff with institutional mission
  - Experiences meet expectations
  - Institution accurately portrayed in admissions materials
- **Faculty Interaction (Aims 1, 2, 3, 4)**
  - Engaged with faculty outside of class
  - Discussed academic issues, career, or grad school plans
  - Completed research with faculty