

BYU-Pathway Outcomes & Assessment Plan

2024

(First Approval: 22 Nov 2021, SETEG)

Document History:

- 22 Nov 2021: approved by SETEG
- 01 Dec 2021: sorted Big 6 Outcomes list, *(page 2)*
- 04 Apr 2022: updated Big 6 Outcomes definitions *(final edits approved by BYU-PW SETEG, 28 Mar 2022, and by BYU-PW Curriculum Council, 04 Apr 2022)*
- 13 Jun 2022: updated Student Satisfaction & Success to include four student outcomes *(approved by BYU-PW Student Success Council, 13 Jun 2022)*
- 01 Aug 2022: adjusted program review calendar, moving Medical Billing & Coding to Fall 2022 on the schedule *(approved by BYU-PW Curriculum Council, 01 Aug 2022)*
- 23 Jan 2023: annual updates, program review timeline, student satisfaction and success metrics to support outcomes, annual compliance training/reporting, council calendar *(approved by BYU-PW SETEG, 23 Jan 2023)*
- 22 Jan 2024: annual updates, academic reports timeline changes, addition of finance council, include 3rd parties, explore links to NWCCU standards *(approved by BYU-PW SETEG, 22 Jan 2024)*

Future Revisions: TBD

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Introduction

BYU-Pathway Worldwide (BYU-PW) partners with accredited CES institutions (currently BYU-Idaho and Ensign College) to deliver online academic programs to the hidden many, wherever the Church is organized. The BYU-Pathway Outcomes & Assessment Plan outlines the framework by which BYU-Pathway Worldwide, BYU-Idaho and Ensign College will assess their joint efforts to provide and support online learning for all programs delivered through BYU-Pathway Worldwide.

The BYU-Pathway Outcomes & Assessment Plan is developed to articulate the following, specifically focused on programs delivered and supported through BYU-Pathway Worldwide:

- support the general purposes of assessment: to improve student learning and achievement and facilitate a process of continuous institutional improvement in programs and services;
- establish outcomes to be assessed;
- implement an assessment framework that establishes and sustains a collaborative and holistic assessment process and cycle;
- create a calendar for assessing, reporting, planning, and implementing iterative improvement.

The BYU-Pathway Outcomes & Assessment Plan is designed to satisfy accreditation requirements for accredited CES institutions, currently accredited through the Northwest Commission on Colleges and Universities (NWCCU).

The BYU-Pathway Outcomes & Assessment Plan is designed to support the internal reporting requirements at each institution and the reporting requirements established by the Church Education System (CES) Commissioner of Education and Board of Trustees. Establishing this shared plan and framework does not preclude nor limit the individual institutions from continuing to develop and use independent metrics and assessment tools to inform institutional strategy and decisions.

Defining the Big 6 Outcomes

We will identify outcomes and assess performance within the following six areas, known as “The Big 6:”

1. **Spiritual Growth**
2. **Retention within each Milestone**
3. **Academic Performance**
4. **Milestone Attainment**
5. **Job Placement**
6. **Student Satisfaction**

Together, the Big 6 provide a comprehensive, collective view of mission-fulfillment and student success. The Big 6 Outcomes articulate broad institutional outcomes, and include supporting outcomes and metrics, detailed below.

1. Spiritual Growth

The degree to which spirituality and religiosity change over the course of a student’s BYU-Pathway experience. There is currently a joint CES effort to develop common assessments of spirituality and discipleship. BYU-Pathway Worldwide, BYU-Idaho, and Ensign College are participating in those discussions, and we will align with the common CES approach as it is identified. We will track measures of spirituality and religiosity at enrollment, at key points along the student journey, and upon graduation.

As of Dec. 2022, this includes two common survey questions: one on faith in Jesus Christ and one on testimony of prophets and apostles.

- How did your experience [at institution] impact your faith in Jesus Christ?
- How did your experience at [at the institution] impact your testimony of the living prophets and apostles?

BYU-Pathway Worldwide will also report on additional research or gathered information on the spiritual growth of online students and will identify gaps or opportunities so that plans for improvement may be discussed and documented.

Over 2023, the RET will reconvene discussions with BYU, BYUI, Ensign College, BYU-PW, and BYU-H (if Hawaii, Provo, and/or S&I are interested) to find a common approach to measuring the discipleship and leadership components of our mission statements.

- Leadership component – active in church callings
- Covenant making – covenant keeping
- Discipleship – do our behaviors align with the stated doctrines of the church?
- Beliefs – do our beliefs align with the stated doctrines of the church?
- Environment – within the course, within the program

2. Retention within each Milestone

The percentage of students in a defined student cohort who are retained within a specified milestone. Metrics a-d will be higher level while e-h will be in supporting dashboards

Supporting Metrics:

- a. Student Headcount: The number of students enrolled on the registration deadline for the given term, also including second block.
- b. Incoming Cohort: The first term a student enrolls as of the registration deadline at a given institution.

- c. First to Second Term Persistence: The percentage of the incoming cohort who are enrolled as of the census date in the following term or either block.
 - i. PathwayConnect: The percentage of the incoming cohort who are enrolled as of the census date in the following block.
- d. First Year Retention: The percentage of matriculated students in an incoming cohort who are still enrolled as of the census date in at least one course the same term (either block) one year later.
- e. Matriculation from Completion: The percentage of a PathwayConnect graduating class who are eligible to matriculate to BYU-Idaho (BYU-I) or Ensign College (EC) and matriculate the following term (either block).
- f. On-Time Matriculation from Start: The percentage of an incoming PathwayConnect cohort who matriculate to BYU-I or EC in their earliest expected matriculation term (either block or semester).
- g. Total Matriculation Stop-outs: The proportion of students who were eligible to matriculate from the past four completing cohorts (not counting the most recent completing cohort), but didn't matriculate "on time," that now have matriculated this term.
- h. Total Returning Stop-outs: The proportion of students who have taken a break of 1 to 4 consecutive terms at BYU-I and/or EC and have now re-enrolled in the current term for the first time after their period of absence.
- i. Other Education: The percent of PathwayConnect graduates who indicate they plan to enroll in another institution of higher education (not BYU-I nor EC) upon graduation.

3. Academic Performance

Indicators that measure how well students are achieving academically in their courses, in terms of:

- completion (did not withdraw), and;
- grade earned.

Supporting Metrics:

- a. Completed PathwayConnect with a 3.0: The percentage of PathwayConnect completers who achieve a GPA of at least 3.0 (the level needed to matriculate to BYU-I or EC). Religion courses are not included.
- b. First Semester Performance: Percent of matriculated students with a First Semester GPA of 2.0 or better.
- c. First-Year Performance: The proportion of students who have a GPA of 2.0 or better after three elapsed terms (one year) from the start of the first term online at either BYU-I or EC.
- d. Certificate GPA: Average Cumulative GPA for first certificate completers.

4. Milestone Attainment

A set of metrics that together indicate how well students are achieving key milestones along their journey toward completing a credential.

Supporting Metrics:

- a. PathwayConnect Completion Rate: The percent of an incoming cohort that completes PathwayConnect in three consecutive terms, could be blocks or semesters.
- b. First Year Accumulated Credits: The average number of credits (C- or better) by an incoming cohort following three elapsed terms (one year) from the start of their first term online at either BYU-I or EC.
- c. Certificate Awards: The number of certificate awards granted in a given term.
- d. First Certificate Graduation Rate: The percentage of an incoming PathwayConnect cohort that receives a certificate within six semesters of starting PathwayConnect.
- e. Persistence to First Certificate (%): The percentage of an incoming cohort that receive a certificate award within four terms of first term online at either BYU-I or EC.

- f. Associate Awards: The number of Associate degree awards granted in a given term.
- g. Associate Degree Graduation Rate: The percentage of an incoming PathwayConnect cohort that receives an associate degree within 11 semesters of starting PathwayConnect.
- h. Persistence to Associate Degree (%): The proportion of students who were awarded a first certificate who have received an associate award within five terms from the first term enrolled following first certificate award term at either BYU-I or EC.
- i. Bachelor Awards: The number of Bachelor degree awards granted in a given term.
- j. Bachelor Degree Graduation Rate: The percentage of an incoming PathwayConnect cohort that receives a bachelor degree within 20 semesters of starting PathwayConnect.
- k. Persistence to Bachelor Degree (%): The proportion of students who were awarded an associate degree who have also received a bachelor degree award within nine terms from the first term enrolled following first associate award at either BYU-I or EC.

5. Job Placement

The percentage of job-seeking students and non-job-seeking students who realize an employment gain upon completion of PathwayConnect, a certificate, or a degree. Types of employment gains are noted below.

Supporting Metrics:

- a. Getting a new job
- b. Getting a promotion
- c. Getting a salary increase
- d. Successfully starting a new business
- e. Growing an existing business

The above metrics will also be disaggregated for job-seeking and non-job-seeking students. The Research Exchange Team (RET) will work with stakeholders from the three institutions to align on job placement survey questions and survey timing. The RET will also work with institutions to develop measures of student/alumni satisfaction with their employment situation.

Supporting Metrics:

- a. The percentage of students who indicate they are pursuing education in order to achieve an employment gain.
 - i. Upon completion of PathwayConnect
 - ii. Upon completion of a certificate
 - iii. Upon completion of an Associate degree
 - iv. Upon completion of a Bachelor degree
- b. The percentage of those students seeking an employment gain who achieve their desired employment gain.
 - v. Upon completion of PathwayConnect
 - vi. Upon completion of a certificate
 - vii. Upon completion of an Associate degree
 - viii. Upon completion of a Bachelor degree
- c. The percentage of those students seeking an employment gain who achieve ANY employment gain.
 - ix. Upon completion of PathwayConnect
 - x. Upon completion of a certificate
 - xi. Upon completion of an Associate degree
 - xii. Upon completion of a Bachelor degree

6. Student Satisfaction & Success

Measures of how satisfied students are with programs and services offered through BYU-Pathway Worldwide and how well services are meeting the intended outcomes. The data below will be aggregated into term and/or annual reports.

Overall Satisfaction will be measured using the following metrics:

- a. Net Promoter Score: How likely a student would recommend BYU-Pathway Worldwide to a friend or colleague? (Scale of 1 to 10)
- b. OSSE Survey: What is your overall rating of the student services and support you have received?

Outcomes Related to Satisfaction and Success will be reported as follows:

- c. Students choose a degree or certificate that aligns with their interests, needs, and goals and understand all the requirements to successfully complete it.
 - i. OSSE Survey: The degree or certificate I am working on aligns with my interests, needs, and goals.
 - ii. OSSE Survey: I understand the requirements to successfully complete the degree or certificate I am working on.
 - iii. Graduation Survey: Is your job (or graduate school program of study) in the same field as your BYUI/Ensign area of study/certificate?
 - iv. Graduation Survey: If you could start over, would you choose the same major/certificate?
 - v. Warehouse Data: Percent of student who change their major after earning 60 credits.
- d. Students create a streamlined plan of study toward the completion of a credential in which they can be successful and register for the correct courses.
 - vi. OSSE Survey: I am able to register for my required courses when I need them.
 - vii. Warehouse Data: Average earned credits at graduation.
- e. Students get timely and accurate information so they can easily access all critical student services and resources.
 - viii. OSSE Survey: I have access to the information I need to develop a plan for earning a certificate or degree.
 - ix. OSSE Survey: I can easily get help when I have questions that can't be answered from the [institution] website
 - x. OSSE Survey: I can efficiently get the information I need from [institution] (for example, from the website, announcements, chat tool, email, phone calls, etc.)
 - xi. OSSE Survey: Which of the following describe the information you receive from [institution]? (Select all that apply)
 - xii. OSSE Survey: Open-ended comment themes analysis
 - xiii. Business Unit Data: Communication wait times (calls/emails/chat/text/time to appointment/etc.)
 - xiv. Business Unit Data: Annual audit of recorded communication for timeliness and accuracy (emails/chat, etc.)
 - xv. Business Unit Data: Post-service surveys.
 - xvi. Business Unit Data: Number of contacts with BYU-I/Ensign rather than BYU-Pathway.
 - xvii. Business Unit Data: Number and percent of unresolved student support cases.
- f. Academically at-risk students improve their situation.
 - xviii. Warehouse Data: Percentage of at-risk students who improve their academic standing, as defined by risk tiers (*pending input from the catalog workgroup*).

Implementing the Plan

Leadership and accountability for the BYU-Pathway Outcomes and Assessment Plan is assigned collectively to three councils that comprise the System Exchange Team and Executive Group (SETEG). The three coordinating councils have been established to support systemic collaborative development, delivery, support, and improvement of online programs and services delivered through BYU-Pathway Worldwide. The councils consist of vice presidents from each institution and are:

- BYU–Pathway Worldwide Curriculum Council
- BYU–Pathway Worldwide Student Success Council
- BYU–Pathway Worldwide Technology Council
- System Exchange Team and Executive Group (SETEG) – the above three councils, combined

Research Exchange Team

Institutional research staff from BYU-Pathway Worldwide, BYU-Idaho, and Ensign College will work collaboratively as a Research Exchange Team (RET) to provide leadership and coordination for the actual research, assessment, and reporting requirements established through the councils and documented in the BYU-Pathway Outcomes and Assessment Plan. Specific work with each council is noted in subsequent sections of the document below.

The Research Exchange Team will coordinate with stakeholders at each institution to implement the plan. This will include the use of current assessments and reports, the creation of new assessments and reports, and a holistic review of programs or services (specifically within the mission language of BYU-PW) with information and data from BYU-PW, BYU-I, and EC that might help improve overall student outcomes for online curriculum and services offered through BYU-PW. The RET plays a pivotal role in working collaboratively to access data from various sources to support this holistic view and assessment of the entire academic pathway, from start to completion.

The RET's work will include systemic approaches for research, assessment, and reporting, such as the following:

- A portfolio of research and assessment reports and dashboards, accessible to all participating institutions.
- Collaboratively developed and documented methodologies for each report and dashboard.
- Distributed efforts among institutional research staff from all participating institutions to collaboratively develop and sustain dashboards and research tools.

Specifically, during the first year the RET will create a dashboard to track progress on the Big 6 outcomes and metrics. The dashboard will be updated each term. It will include functionality that allows data to be disaggregated by important subsets of students.

Assessment reports, analyses, and recommendations will be developed by the RET and shared and discussed via the councils, following the calendar of assessment reporting and improvement established in this plan and noted below.

Supporting Data and Technology

Implementation of the BYU-Pathway Outcomes & Assessment Plan will be supported by the BYU-Pathway Data Governance Framework and a shared BYU-Pathway technology and data infrastructure and architecture that aligns with the scalable CES integrations initiative. It will be extremely important to develop an underlying technology and data architecture and corresponding research tools and solutions that support appropriate and shared access by RET professionals, practitioners and stakeholders from all institutions, while also ensuring appropriate data security and integrity. We identify the following key technology and data factors for implementation:

- We will need the BYU-Pathway Technology Council, in consultation with the CIO workgroup, to implement a technology roadmap that provides an integrated and synchronized data architecture that aligns with the scalable CES integrations initiative, with common login and identity management.
- We need to design a shared data repository, with workflow and access controls.
- We will investigate and acquire common software solutions wherever possible to support assessment and reporting.
- During 2023, we will research and select common curriculum and assessment mapping technologies.

Research Exchange Team Deliverables for 2024

As the above technology solutions are implemented, we will develop the following:

- Dashboards (with multiple depths) accessible by leadership or stakeholders from all institutions without the need for multiple login IDs;
- Define micro-credentials and establish an assessment process;
- Comprehensive Learner Record;
- Student Outcome reporting.

Completing the Cycle of Assessment

As noted above, the RET will work with each Council to lead and coordinate establishing the outcomes and developing the research, assessments, reporting, and analysis for the outcomes.

Details concerning assessment reports for each Council are noted in the Council sections below. The assessments and reports will be designed to address the following general questions for discussion in the Councils:

- a. Identify areas of strength or successful outcome attainment
- b. Identify challenges to success
- c. Identify recommended short-term focus for addressing improved outcome attainment and/or pursuing new goals within areas of strength

The reports will be shared with SETEG, as appropriate, to seek any additional feedback or counsel.

Improvement Plans

The Councils will complete the assessment cycle by documenting and coordinating improvement plans in response to assessment findings and reports. The subsequent improvement plans will be included as appropriate in annual stewardship reviews. The improvement plans will include specific strategies, changes, or improvements that might be developed and implemented within an individual institution, or which might be developed and coordinated among multiple institutions, depending on the associated outcomes, the supporting resources, and/or the scope of the improvement plan.

Annual Updates to the Outcomes and Assessment Plan (December)

We recognize that the Big 6 Outcomes are high-level within an outcomes and assessment logic model. However, within each council, institutional VP office, or institutional department, there are outcomes at various levels that relate to, support, or have impact on the broader Big 6 Outcomes.

By December 31 of each year, the RET will coordinate with the members of each council to identify or reaffirm the outcomes for their particular areas of stewardship and consider how their operations and activities might positively impact the Big 6 Outcomes. We anticipate that this process will help us learn from each other as we move forward and will yield additional details and insights regarding outcomes and assessments.

As a consequence, we will recommend edits or additions to the BYU-Pathway Outcomes & Assessment Plan and/or to the calendar of assessment reporting and improvement noted below.

The work of outcomes and assessment within the three Councils is outlined in greater detail below.

BYU-Pathway Curriculum Council

The Research Exchange Team, in coordination with the BYU-Pathway Curriculum Council, will collaboratively develop the supporting methodologies, assessments and reports to review the efficacy and correlation of curricular and co-curricular outcomes as they relate to the Big 6 Outcomes. Per existing institutional guidelines, each academic department will continually assess and report on actual student learning outcomes to assure the assessments are reflective of student learning. The assessment of individual academic program and course-level student learning outcomes will continue to be led by the originating institutions and the results will be shared more broadly as needed.

Shared Course Reviews

A small number of courses are shared between institutions and managed by the full-time faculty and course councils at the lead or “home” institution from which the course originates. The Department Chair and/or the designated faculty representative of the receiving or “host” institution will review the summary of course content, course learning outcomes, and student learning data from key course assessments for each shared course. Feedback or concerns from the review should be communicated back to the home institution faculty. The level of review is equal to that of receiving transfer credit, except that these courses are included in the catalogs of both institutions and will therefore be transcribed as native courses at both the home and host institution.

Course and Certificate Reviews

The assessment of academic courses and certificate student learning outcomes will continue to be led by the originating institutions and the results will be shared more broadly as needed. Course and certificate assessment reports, including methodology, will be collaboratively reviewed, aligned, and updated by the RET, which will also coordinate to outline a review process and schedule for sharing the reviews already in place at each institution. All course, certificate, and degree programs will be reviewed according to the provider institution's regular review cycle and in the same format as other programs for the institution.

Holistic Degree Program Reviews

It is important to understand how the curricula from the three institutions link together into a cohesive whole. The RET will work with the BYU-Pathway Curriculum Council to develop degree program reviews in cases where a degree program has been assembled from various certificates completed through more than one institution. The assessment process will support a holistic review of entire academic pathways that students assemble from separate certificates that span across different institutions. Where possible, institutions will adjust and synchronize the related review cycles in order to support the holistic assessment. The RET will utilize information and data from all institutions, with the goal of exploring dependent correlations and/or impact among the linked certificates and degree programs and recommend collaborative and codependent improvements across the overall online curriculum, where it is determined to be appropriate or more effective.

Academic Term Reports

The assessment of academic course-level student learning outcomes will continue to be led by the home institutions and the results will be shared with the other CES institutions as needed. At the conclusion of each academic term, a combination of outcomes, assessments, and reviews listed above will be included as major elements of an Academic Term Report, which will also include online course data from all institutions, developed collaboratively by the RET and the course or program leads. The reports will be updated and posted to the dashboard, and presented for discussion at the BYU-Pathway Curriculum Council following the conclusion of each term. The dashboard will likely consist initially of various existing assessment resources aggregated and shared across institutions. As we move forward we will look for ways to innovate the capabilities of the dashboard.

Annual Reports

The reviews and annual status updates for courses, certificates, and degree programs offered through BYU-Pathway Worldwide will be shared following the schedule noted below. All Reports will contain metrics such as throughput, employment, and retention. Program reviews will review key metrics at a more granular level.

All Years

May: Retention and Completion Report

- Metrics: Yearly average for current and past two years of enrollments over time, retention over time, program course throughput over time, program completion rate over time, program satisfaction over time
 - Breakdown for PathwayConnect, gateway courses, 1st certificates, and degrees
- Highlight/address key issues that need attention

October: Academic Performance Report

- Metrics: Yearly average for current and past two years of course throughput over time, program throughput over time, GPA over time, course rating over time, hours per credit over time
 - Breakdown for PathwayConnect, gateway courses, 1st certificates, degrees, and shared courses
- Highlight/address key issues that need attention

February: Program Employability Report

- Metrics: Yearly average for current and past two years of improved employment over time, improved employment over time for seekers (break down mode of improved employment), and % of completers receiving Church Living Wage (CLW) over time
 - Breakdown for PathwayConnect, certificates, degrees, and by Church Area
- Highlight/address key issues that need attention

Odd Years

March: Program Change Report/Proposal

- Aligned to the BYU-Pathway Curriculum Strategy and Curriculum Portfolio Management, as noted in the BYU-Pathway Outcomes and Assessment Plan and also in the CES Online System Service Agreement: Policy and Governance Framework document
- Breakdown changes for each program over past year
- Explain rationale for changes
- Metrics: program potential and impact indices
- Propose curriculum changes for next catalog cycle
- Highlight/address key issues that need attention

Religious Education

A schedule will be established for the Institutes of Religion curriculum review, in collaboration with the Department of Seminaries and Institutes and with a focus on content, student learning outcomes, and assessment, survey data, as it applies to transfer policy within the BYU-Pathway ecosystem.

Schedule for Degree Program Reviews and Supporting Certificates

The schedule for course and certificate reviews is based on the degree program review to which they are linked, and will occur as follows:

Term	Degree	BYU-I Certificates	EC Certificates
Fall 2022	Applied Management	Administrative Assistant Agribusiness Management Basic Accounting Business Administration Business & Leadership Skills Commercial Fundamentals Computer Support Construction Supervision Entrepreneurship	Basic Accounting
		Web and Computer Programming	Hospitality & Tourism Management Medical Billing & Coding Fundamentals Project Management Social Media Marketing Technical Support Engineer
	Family & Human Services	Family Relations Family Theory and Research Family Services	
Fall 2023	Applied Health	Community and Environmental Health Health Program Evaluation Health Program Strategies	
		Communication	Communication Core Communication Fundamentals Social Media Marketing
		Professional Studies	TEFL
		Family History Research	Advanced Family History Research Family History Research
Winter 2024			Certificate Reviews supporting the BYU-Idaho Applied Business Mgmt. Degree: Project Management

Term	Degree	BYU-I Certificates	EC Certificates
Fall 2024	IT–System Administration		IT Professional System Administration Technical Support Engineer
	Professionalism Certificate		
Winter 2025	Applied Business Mgmt	Administrative Assistant Business Administration Business and Leadership Skills Commercial Fundamentals Entrepreneurship TEFL	
	Applied Health	Community and Environmental Health Health Program Evaluation Health Program Strategies	
	Family & Human Services	Family Relations Family Services Family Theory and Research	
	Family History Research	Advanced Family History Research Family History Research	
	Professional Studies	Graphic Design Fundamentals	
	Software Development	Software Development Web and Computer Programming Web Development	
Fall 2025	Communication		Communication Core Communication Fundamentals Social Media Marketing
			<i>Certificate Reviews supporting the BYU-Idaho Applied Business Mgmt. Degree:</i> Medical Billing & Coding Fundamentals

Term	Degree	BYU-I Certificates	EC Certificates
Fall 2026			<p><i>Certificate Reviews supporting the BYU-Idaho Applied Business Mgmt. Degree:</i></p> <p>Basic Accounting Hospitality & Tourism Management Project Management Social Media Marketing PLA options:</p> <ul style="list-style-type: none"> • Business Language • Professional Leadership and Service • Public Relations and Customer Service
Winter 2027	Applied Business Mgmt	Administrative Assistant Business Administration Business and Leadership Skills Commercial Fundamentals Entrepreneurship TEFL	
	Applied Health	Community and Environmental Health Health Program Evaluation Health Program Strategies	
	Family & Human Services	Family Relations Family Services Family Theory and Research	
	Family History Research	Advanced Family History Research Family History Research	
	Professional Studies	Graphic Design Fundamentals	
	Software Development	Software Development Web and Computer Programming Web Development	
Fall 2027	IT–System Administration		IT Professional System Administration Technical Support Engineer
	Professionalism Certificate		

BYU-Pathway Student Success Council

The Research Exchange Team, in coordination with the BYU-Pathway Student Success Council, will collaboratively develop the supporting methodologies, assessments and reports to review the efficacy and correlation of student support services and student success initiatives as they relate to the Big 6 Outcomes. Reports will be incorporated as components of the dashboards mentioned above.

To develop agreed-upon methodologies, the Research Exchange Team will a) use existing data or processes to gather assessment metrics, and b) draw upon resources and expertise from each institution to identify and agree upon shared methodologies and metrics for assessments.

Student Success Dashboard

BYU-Pathway student support services and the student success network support online students through various student engagement technologies and resources, listed below:

- Nudges
- Peer Mentors
- Chatbots
- Missionaries
- Scholarships
- Advising

The Student Success Dashboard will include assessments that measure the efficacy and correlation of the above-listed student engagement technologies and resources (and corresponding method, timing, approach, or triggers) as they relate to the following outcomes:

- Big 6 Outcome #1 – Spiritual Growth
 - Current BYU-PW metrics, including the survey measuring increased testimony
 - Metrics to be determined, in coordination with CES initiative and as noted on page 2.
- Big 6 Outcome #2 – Retention
 - Metrics a-i noted above (items a-e will be in the main dashboard, while metrics f-i will be delivered in drill-through dashboards or reports)
 - Admissions: Percentage of student inquiries converted to applications, and to registrations.
- Big 6 Outcome #3 – Academic Performance
 - Metrics a-d noted above
 - Academic Standing and Satisfactory Academic Progress (SAP), correlated to the use and interactions of student engagement technologies and resources:
 - Correlate to appropriate metrics in Academic Performance (#3 from the Big 6 Outcomes)
 - % of students who remain in good standing
 - % of students who advance from any at-risk status to an improved status
 - % of students who recede to higher at-risk status despite student engagement
 - % of students retained, % of students stopped out
- Big 6 Outcome #4 – Milestone Attainment
 - Metrics a-k noted above
- Big 6 Outcome #5 – Job Placement
 - Metrics a-e noted above
- Big 6 Outcome #6 – Student Satisfaction
 - Metrics a-e noted above

Academic Term Reports

The combination of outcomes and assessments described above as the Student Success Dashboard will be included as a major element of the Academic Term Report. At the conclusion of each academic term, the reports will be updated and posted to the dashboard, and presented for discussion at the BYU-Pathway Student Success Council.

Timeline for Developing the Dashboard

The RET will follow a multi-year timeline to establish the methodologies, implement supporting technologies, and develop assessments of the student engagement technologies and resources (and corresponding method, timing, approach, or triggers) noted above, as they relate to the above-listed outcomes.

A timeline will be developed in consultation with each of the associated workgroups and committees. A timeline will be established in early 2023, with the associated plan developed.

- 2023 – nudges, mentors
- 2024 – chatbots, missionaries, support
- 2025 – scholarships, advising

BYU-Pathway Finance Council

The BYU-Pathway Finance Council and appropriate workgroups will collaboratively develop the supporting methodologies, assessments and reports to review the efficacy and performance of the finance framework supporting the BYU-Pathway ecosystem. Where possible, they will establish assessments to measure correlations of finance services as they relate to the Big 6 Outcomes. The reports noted below will be incorporated as components of the Big 6 dashboard.

The Finance Council will draw heavily upon established financial audit, regulatory, and other required business reports. If needed, the Finance Council will develop other agreed-upon methodologies.

Annual Reports

Annual reports will be reviewed in the BYU-Pathway Finance Council, including recommended tactical steps regarding collaborative efforts to advance finance initiatives efficiently. The reports could include the following metrics, as appropriate:

- Financial audit, regulatory, 1098T reporting and distribution, and other required business reports
- Data governance issues and/or potential resolutions
- New integration strategies or recommendations
- Student Information System updates
- Students served
- Student experience and feedback with specific supporting finance services, technologies, or tools

BYU-Pathway Technology Council

The Research Exchange Team, in coordination with the BYU-Pathway Technology Council and the Chief Information Officer (CIO) Workgroup, will collaboratively develop the supporting methodologies, assessments and reports to review the efficacy and performance of the technology framework supporting the BYU-Pathway ecosystem. Where possible, the RET will establish assessments to measure correlations of technologies as they relate to the Big 6 Outcomes. The reports noted below will be incorporated as components of the Big 6 dashboard.

To develop agreed-upon methodologies, the Research Exchange Team will a) use existing data, reports or processes to gather assessment metrics, and b) draw upon resources and expertise from each institution to identify and agree upon shared methodologies and metrics for assessments.

Quarterly Reports

Quarterly reports will be reviewed in the BYU-Pathway Technology Council, including recommended tactical steps regarding collaborative efforts to advance technology initiatives efficiently. The reports will include the following metrics:

- System integration and interoperability status:
 - Scalable CES integrations initiative
 - Enterprise data integration, architecture, synchronization
 - Data stores and applications
 - Start date, end date, success factors, etc.
- Data governance issues and/or potential resolutions
- Significant system downtime
- New integration strategies or recommendations
- Student Information System updates
- Students served
- Student experience and feedback with specific supporting technologies or tools (e.g. portal, degree planner, chatbot, etc.)

Academic Term Reports

The combination of outcomes and assessments described above will be included as a major element of the Academic Term Report. At the conclusion of each academic term, the reports will be updated and posted to the Big 6 dashboard, and a summary presented for discussion at the SETEG meeting. Feedback and counsel from the SETEG meeting will be documented as they relate to guidance or improvement of the work of the BYU-Pathway Technology Council.

System Exchange Team and Executive Group (SETEG)

The sustainability of the portfolio of curriculum offerings will be annually reviewed and assessed by the Research Exchange Team in coordination with the System Exchange Team and Executive Group (SETEG) and based on outcomes that are aligned with the BYU-Pathway Worldwide Curriculum Strategy, which includes guidelines outlined by the Commissioner of Education (2017) and BYU-Pathway (2017) and articulated again in the CES Online System Service Agreement: Policy and Governance Framework (Commissioner of Education, 10 February 2021).

BYU-Pathway Worldwide Curriculum Strategy:

- BYU-Pathway Worldwide identifies curricular needs in coordination with CES partner institutions and coordinates CES online higher education certificate and degree programs (Commissioner of Education, 25 January 2017). The determination of curriculum needs will generally be based upon the following criteria:
 - Surveys of student demand and enrollment patterns;
 - The Church's Welfare and Self Reliance Services assessments;
 - Third-party assessment of market demand; and
 - Alignment with, and minimizing duplication of, other online certificate and degree programs.
- Programs and Courses identified for delivery through BYU-Pathway Worldwide should be developed and sustained in accordance with the following criteria (BYU-Pathway Worldwide, 26 April 2017; Commissioner of Education, 10 February 2021):
 - Employability: Research from Welfare and Self-Reliance Services and other sources indicate strong employment opportunities and marketability.
 - High Student Demand: The BYU-Pathway Worldwide model requires scalable offerings and high fill rates to keep costs low.
 - Consistent Formats: Programs meet common credit requirements and integrate into an assembled or stackable curriculum structure.
 - Standards: Courses follow consistent design standards and delivery models to be determined by the BYU-Pathway Curriculum Council.
 - Job Skills: Curriculum focuses on job readiness and skill development.
 - Digital Course Materials: Course materials must be available electronically with a target of zero cost to students.

Curriculum Portfolio Management

Certificate and degree program reviews will include an analysis of sustainability based on the following outcomes: job placement, time to completion, graduation rate, certificate or degree throughput, prior enrollment trends and projected enrollment targets, the recommended delivery model for each program, the costs for course development and delivery based on each program's delivery model, and the time required to recoup costs.

Sustainability analyses for certificates and degrees will be considered in aggregate, in terms of the overall sustainability and strategy for maintaining the portfolio of online certificate and degree options delivered via BYU-Pathway Worldwide. In aggregate review, there will be some programs healthier than others, but the overall sustainability of the portfolio will guide maintaining and sustaining curricular options for the hidden many.

Coordinating the Cycle of Assessment

The councils and the RET will utilize a shared calendar, to be updated annually, to facilitate coordination and scheduling of assessment efforts. The RET will coordinate with the Councils to establish and update the annual council calendar for assessment and improvement.

Distribution

Reports shared in BYU-Pathway Worldwide Councils should be subsequently shared and distributed to interested parties and stakeholders at each institution, particularly in support of developing and coordinating improvement plans. The RET will coordinate with council members as needed for subsequent distribution and/or institution-specific meetings and discussions that should follow reports shared in the Councils.

Key Elements

The calendar will include, at a minimum, the following:

- Reporting on the Big 6 Outcomes
- Major assessments, relative to each council
- Major assessments shared by more than one council
- FERPA and other compliance training

Big 6 Outcomes

We will develop and share a report on the "Big 6" outcomes each February, May and October. Reports will cover common definitions and disaggregate groups (e.g. race, gender, pell status, program, first-generation college students).

Annual Reporting and Compliance Training

FERPA

BYU-Pathway will create an annual report providing verification of FERPA training for parties involved in utilization of student information including faculty, staff, student employees, mentors, advisors, missionaries, and third party partners (and any others who are given access to student information through BYU-Pathway Worldwide). The report should be delivered to the Data Stewards and the ALO's at BYU-Idaho and Ensign College each September for the prior three semesters.

The report (for the prior September, January, and April terms) should include the following:

- All FT and PT employees and other parties who received FERPA training;
- Description of the training materials, modules, lessons, etc. used in the training;
- Whether the training was new or repeated;
- List of reported complaints or incidents of FERPA violations and how each was resolved;
- Affirmation that any student information protected by FERPA is no longer accessible for any terminated employees or other parties beyond their term of employment or service.
- Review of FERPA procedures document.

Title IX

BYU-Pathway will create an annual report providing verification of Title IX training for all faculty, staff, student employees, mentors, advisors, and missionaries (and any others ...). The report should be delivered to the Title IX officer and the ALO's at BYU-Idaho and Ensign College each September for the prior three semesters.

The report (for the prior September, January, and April terms) should include the following:

- All parties who received Church training for Title IX topics;
- Verification of Title IX certification training for assistant or deputy coordinators;
- Training materials, modules, lessons, etc.;
- Whether the training was new or repeated;

- For now, any reported complaints of Title IX violations for online matriculated students will be referred to BYU-Idaho or Ensign College for resolution.

C-RAC -- NC SARA

The Accreditation Liaison Officers (ALO) at BYU-Idaho and Ensign College should convene a meeting each February with representatives of BYU-Pathway Worldwide and the online leaders to review Council of Regional Accrediting Commissions (CRAC) Guidelines. As part of the review, any areas in need of improvement should be noted and a plan for improvement documented for reporting to SETEG and follow-up with any action items to assure compliance informing the National Council for State Authorization Reciprocity Agreement (NC SARA) applications each year.

Admissions Support

BYU-Pathway Worldwide should annually report to SETEG in September the following related admissions support information (for the prior September, January, and April terms):

- All FT and PT employees who received training on Admissions guidelines and requirements;
- Description of the training materials, modules, lessons, etc. used in the training;
- A summary report of the approved exceptions to BYU-Idaho or Ensign College admissions requirements and supporting reasons.

Third-Party Partnerships

BYU-Pathway Worldwide will annually report to SETEG in June the following information related to third party partnerships:

- Description of the partnership: purpose, activities, services, etc.
- Description of the governance framework and organizational links with the third party.
- Confirmation of contractual inclusion of appropriate Title IX topics and FERPA training requirements.
- Description of outcomes, metrics, and data reporting in support of the Outcomes and Assessment Plan.
- Confirmation of fulfillment of FERPA training requirements (details included in the FERPA report).

Council Calendar for Assessment and Improvement

The calendar outlines the major assessment and compliance reports that will be produced and shared. Feedback and counsel will be requested as part of the reporting process. The calendar noted below represents key activities during each year and is therefore neither exhaustive nor all-inclusive of the assessment and reporting that occurs in support of individual institutional programs.

Following the NWCCU visit at Ensign College in Fall 2023 and at BYU-Idaho in Spring 2024, we will identify reports that can be directly aligned to specific Northwest Commission on Colleges and Universities (NWCCU) standards (see Addendum A for additional information). The NWCCU-related reports will provide additional perspective on operational reviews to accompany existing outcomes data reports. The review process will likely align with stewardship reviews and the NWCCU-related information could include:

- review of documented policies for that area;
- review of processes as applicable; and,
- review of shared data and evaluation processes.

Month	Wk #	Report	NWCCU Standard (pending)	Dev. Lead	BYU-Pathway Councils				
					Curr.	Stu. Succ.	Fin.	Tech.	SETEG
January	1								
	2	IRS Form 1098T Data					•		
	3	IT Project Update / Reports		BYU-PW				•	
	4								

Month	Wk #	Report	NWCCU Standard (pending)	Dev. Lead	BYU-Pathway Councils				
					Curr.	Stu. Succ.	Fin.	Tech.	SETEG
February	1	Program Employability Report		RET	•				
	2	Student Support Services Dashboard		BYU-PW		•			
	3								
	4	Big 6 September Term Report		BYU-PW					•
March		So, What Do We Do? ... from Jan. Feb. Meetings to coordinate and sync what we need to have happen together							
	1	Program Change Report/Proposal (Odd Years Coordination and Holistic Syncing of Program Review improvement plans			•				
	2	Coordination and Holistic Syncing of Stewardship Review improvement plans				•			
	3	Coordination and Holistic Syncing of Stewardship Review improvement plans					•		
	4	Program Change Report/Proposal (Odd Years Coordination and Holistic Syncing of Program and Stewardship Review improvement plans Punctuation of highlights – refining of Assessment Plans/Calendars Compliance – C-RAC/NC SARA report		RET					•
April	1								
	2								
	3	IT Project Update / Reports		BYU-PW				•	
	4								
May	1	Retention and Completion Report		RET	•				
	2								
	3								
	4	Big 6 January Term Report		BYU-PW					•
June	1				•				
	2	Student Support Services Dashboard Bookstore services: BYU-I Online Services and BYU-I Bookstore		BYU-PW LLC		•			
	3								
	4	Third Party Partnership Reports		RET					•
July	1								
	2								
	3	IT Project Update / Reports		BYU-PW				•	
	4								
August	1								
	2								
	3								
	4								

Month	Wk #	Report	NWCCU Standard (pending)	Dev. Lead	BYU-Pathway Councils				
					Curr.	Stu. Succ.	Fin.	Tech.	SETEG
September	1								
	2					•			
	3								
	4	BYU-Pathway Annual Stewardship Report FERPA: BYU-PW and BYU-I Online Services Compliance Title IX: BYU-PW and BYU-I Online Services Admissions Report							•
October	1	Academic Performance Report		RET	•				
	2	Student Support Services Dashboard		BYU-PW		•			
	3	BYU-Pathway Annual Stewardship Report with BYU-Idaho leaders		BYU-PW					
		IT Project Update / Reports					•		
	4	BYU-Pathway Annual Stewardship Report with Ensign College leaders Big 6 April Term Report		BYU-PW BYU-PW					•
November	1								
	2	Financial services: BYU-PW	2.E.1-3, 2.G.4-5				•		
	3	IT Project Update / Reports		BYU-PW			•		
	4	BYU-PW Outcomes & Assessment Plan and data sharing agreements with CES & Church entities	1.B.1, 1.B.3	ALO					•
December	1								
	2								
	3								
	4								

Bibliography

BYU-Pathway Worldwide. (26 April 2017). New Program Proposal Process. BYU-Pathway Worldwide.

Commissioner of Education. (25 January 2017). Online Higher Education Organization. Church Educational System.

Commissioner of Education. (10 February 2021). CES Online System Service Agreement: Policy and Governance Framework. Church Educational System.

Addendum A

Reference: NWCCU standards are noted below in connection to specific partner services that are reviewed as part of the BYU-Pathway Outcomes and Assessment Plan. See <https://nwccu.org/accreditation/standards-policies/standards> for additional details on NWCCU accreditation standards.

Stewards are identified from each organization who collaborate to provide the reports.

Improving Institutional Effectiveness

1.B.1, 3: IR from all organizations

Student Learning

1.C.8 Curriculum Associate Administrator (S&I), Curriculum Director (BYUPW)

Student Achievement

1.D.1 Student Success Director (BYUPW)

Policies and Procedures

2.C.1 Curriculum Associate Administrator (S&I), Curriculum Director (BYUPW)

2.C.2 Wellness (BYUPW), Rachel Huber (OLL Services)

2.C.3 Registrar (BYUPW)

2.C.4 Student Success Director (BYUPW)

Institutional Integrity

2.D.1 Registrar, Communications Director (BYUPW)

2.D.2 Anne Marie Clark (BYUPW), Rachel Huber (OLL Services)

Financial Resources

2.E.1-3 CFO (BYUPW)

Human Resources

2.F.1-4 Operations Director (OLL Services)

Student Support Resources

2.G.1 Student Success VP, Curriculum VP (BYUPW)

2.G.2 Student Success VP (BYUPW)

2.G.4 CFO (BYUPW)

2.G.6 Student Success Director (BYUPW)

2.G.7 CIO (BYUPW), Associate VP (OLL Services)

Library and Information Resources

2.H.1 Associate VP (OLL Services), BYU-Idaho Library

Physical and Technology Infrastructure

2.I.1 CIO (BYUPW), Mike Wegner (OLL Services)