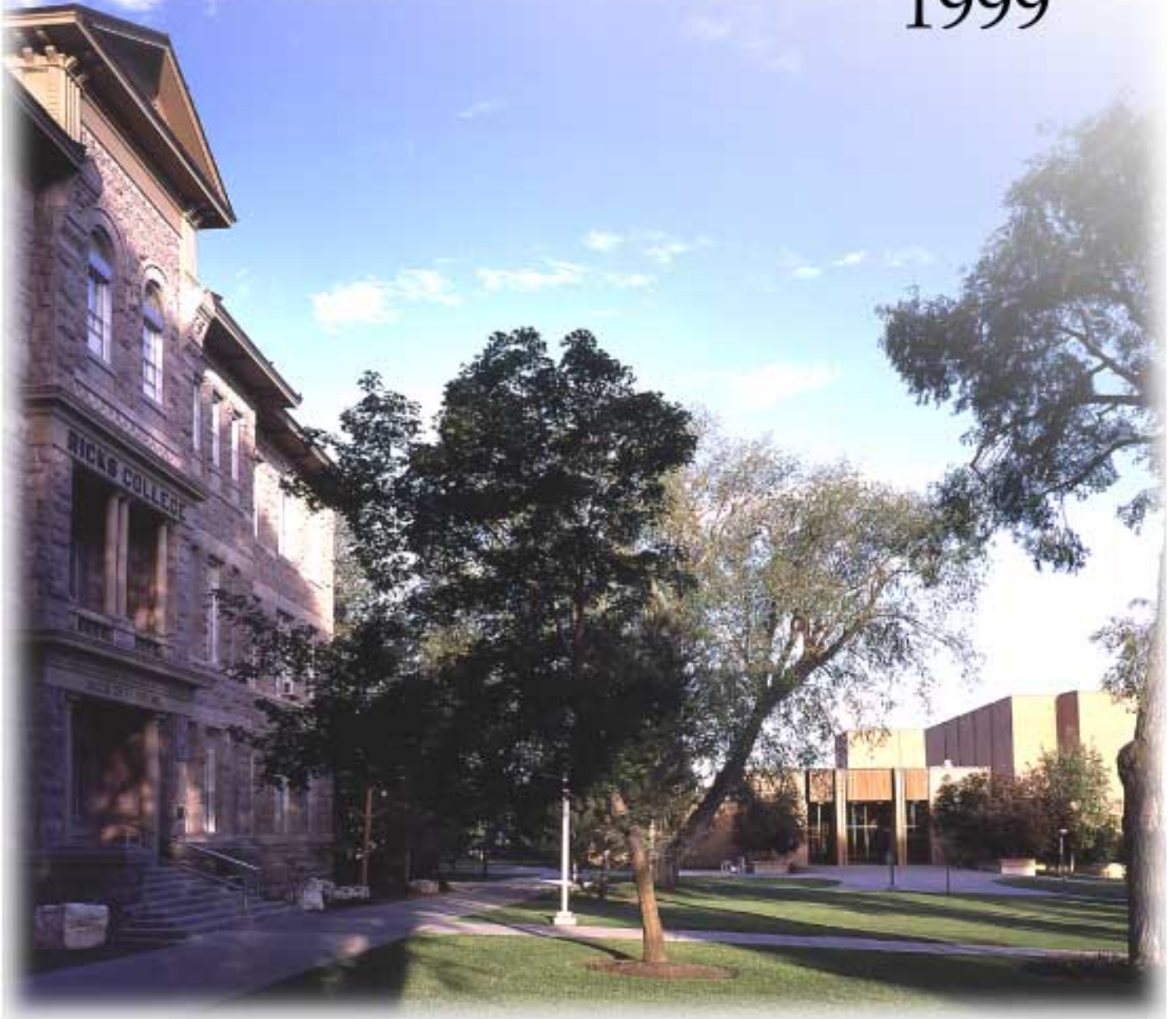


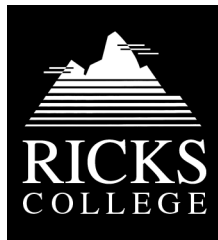
# *Self Study*

1999



*Member Northwest Association of Schools and Colleges*





525 South Center Street  
Rexburg, ID 83460  
[www.ricks.edu](http://www.ricks.edu)  
(208) 356-1113 (Phone)  
(208) 356-1185 (Fax)



# Table of Contents

<b><i>Introduction</i></b> .....	1
1.0 Overview of Ricks College -----	3
2.0 Ricks College Today -----	3
3.0 Progress on Recommendations by the 1989 Evaluation Team -----	5
4.0 Eligibility Requirements -----	11
5.0 The Self-Study Process -----	12
6.0 References -----	13
<b><i>Standard 1</i></b>	
Institutional Mission and Goals, Planning and Effectiveness .....	15
1.0 Introduction -----	17
2.0 Institutional Mission and Goals -----	17
3.0 Planning and Effectiveness -----	25
4.0 References -----	28
<b><i>Standard 2</i></b>	
Educational Programs .....	29
1.0 Introduction -----	31
2.0 General Program Requirements -----	31
3.0 Educational Program Planning and Assessment -----	37
4.0 Undergraduate Programs -----	38
5.0 Continuing Education -----	45
6.0 Analysis and Appraisal of Undergraduate Programs -----	49
<b><i>Standard 3</i></b>	
Students .....	93
1.0 Introduction -----	95
2.0 Purpose and Organization -----	95
3.0 General Responsibilities -----	99
4.0 Academic Credit and Records -----	105
5.0 Student Services -----	105
6.0 Intercollegiate Athletics -----	110
7.0 Analysis and Appraisal of Student Life Organizations -----	111
<b><i>Standard 4</i></b>	
Faculty .....	133
1.0 Introduction -----	135
2.0 Faculty Selection, Evaluation, Roles, Welfare, and Development --	135
3.0 Analysis and Appraisal of Faculty Selection -----	142
4.0 Scholarship, Research, and Artistic Creation -----	144

## ***Standard 5***

Library and Information Technology Services .....	147
1.0 Purpose and Scope .....	149
2.0 Information Resources and Services .....	150
3.0 Facilities and Access .....	151
4.0 Personnel and Management .....	153
5.0 Planning and Evaluation .....	157

## ***Standard 6***

Governance & Administration .....	161
1.0 System of Governance .....	163
2.0 Governing Board of Trustees .....	163
3.0 Leadership and Management .....	166
4.0 Ricks College Administration .....	166
5.0 Faculty Role in Governance .....	171
6.0 Student Role in Governance .....	171

## ***Standard 7***

Finance .....	177
1.0 Introduction .....	179
2.0 Finance .....	179
3.0 Analysis and Appraisal of Administrative, Financial Organizations	183

## ***Standard 8***

Physical Resources .....	189
1.0 Overview .....	191
2.0 Physical Plant .....	191
3.0 Physical Resources .....	197

## ***Standard 9***

Institutional Integrity .....	201
1.0 Introduction .....	203
2.0 Conflict of Interest .....	204
3.0 Academic Freedom .....	204
4.0 Faculty Loyalty .....	206

## ***Appendix***

A – Participants in Self-Study .....	209
B – Ricks College Mission and Associated Goals and Objectives .....	211
C – Annual Departmental / Divisional Statistics .....	215
D – Faculty Scholarly and Creative Accomplishments .....	217

<b><i>Index</i></b> .....	229
---------------------------	-----



---

---

# Introduction

---

---

*Self-Study*

*1999*

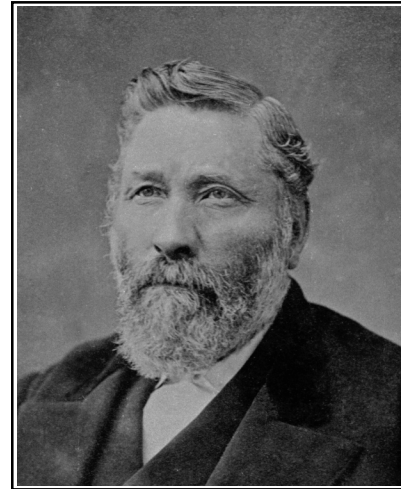




---

*We must educate our children as there are important positions awaiting them.*

- Thomas E. Ricks  
*Chairman, Bannock Stake Board  
of Education, 1888-1902*



## Introduction

---

### 1.0 Overview of Ricks College

Ricks College is a private two-year college owned and operated by The Church of Jesus Christ of Latter-day Saints. It has been accredited by the Northwest Association of Schools and Colleges since 1936. With more than 8,500 students and 370 full-time faculty, Ricks College is the largest private two-year college in the United States. Students come from all 50 states and from 40 foreign countries. Since the last accreditation visit, the student body has increased by 1,000 students and 70 full-time faculty members.

Ricks College is essentially a liberal arts college with a broad curriculum in the arts and sciences. It is also noted for strong career programs in nursing, agriculture, interior design, and technology. The 255-acre campus is located in Rexburg, Idaho, an agricultural community in the heart of the Upper Snake River Valley.

Ricks College traces its origins back to 1888 when Bannock Stake Academy, a local primary school with three teachers and 82 children, was founded to provide the opportunity for young students to receive religious instruction along with their regular academic classes. Now a modern institution of higher learning, Ricks College still retains its central aim – to provide a quality education in a caring, Christian environment.

---

### 2.0 Ricks College Today

Ricks College is presently enjoying a season of great success. This section identifies areas of strength along with some ways in which Ricks College will expand and improve. The latter are not so much areas of weakness as they are opportunities to improve what the College does for more people.

#### 2.1 What is Ricks College Doing Well?

In the past ten years Ricks College has realized success in four areas: 1) achievement of institutional mission and goals; 2) establishment of a caring and collegial environment; 3) construction of new facilities; and 4) development of necessary information and computing technology. Supporting data for each of these areas will be presented in Standard 1. The following paragraphs provide an overview of these four areas.

##### Mission

Ricks College is successfully achieving its institutional mission and goals. Because of their experience at Ricks, students are realizing the spiritual development

they seek. They feel that they are receiving a high-quality education in their chosen fields of study and that they are well prepared for further education or employment. They feel that the atmosphere of Ricks College enhances their lives. The overwhelming majority of both current and former students expresses a high degree of satisfaction with their Ricks College educational experience. When asked if they would go to the same college again, 77% of Ricks College students said *definitely yes* as compared with 37% of the students attending four-year schools (Kuh, Vesper, Connolly, & Pace). Former students confirm that their experiences at Ricks College have had a well-defined positive impact on their lives.

## Environment

The unique environment at Ricks College provides a comfortable, safe, and nurturing climate in which students can learn and grow, not just academically but socially, emotionally, and spiritually. Because the overwhelming majority of our students and employees abide by the school's Honor Code and because the institution sponsors wholesome activities, members of the Ricks College community enjoy an atmosphere of "righteous sociality" largely free of the moral and social problems that plague other campuses across the nation. Because of our common religious background, the brotherhood and sisterhood of the Church carries over into all interactions on campus and especially into the classroom. Classrooms at Ricks truly are, as Parker Palmer, noted commentator on higher education, describes, "hospitable" places of learning and growth (Palmer, 1983). Ricks College students feel that their instructors care about them. They also feel that administrative staff members attend to their needs. Furthermore, because faculty, administration, and staff are very satisfied with their jobs, morale among employees is high and they enjoy an exceptional degree of collegiality and cooperation unique among institutions of higher learning. Many former and current students and employees have characterized this unique environment as the "Spirit of Ricks."

## Facilities

In the past five years, two new buildings have been constructed that provide significant new instructional resources for the campus. The John Taylor Building has a 1,700-seat auditorium and 15 classrooms, six of which contain high-end instructional technology. The Spencer W. Kimball Building provides a new home for all campus administrative functions and student services. Two major building renovations will modernize and add even more space for educational programs and activities.

First, in the next year, the library will significantly increase its existing space by expanding into the old Administration Building and at the same time will undergo significant modernization and renovation. Second, the Spori Building will undergo a complete renovation in the next two years to modernize and upgrade. These new and remodeled facilities will further benefit the students who come here.

## Information and Computing Technology

The information technology infrastructure on the Ricks College campus provides progressive computing and networking systems for faculty, staff and students. Faculty have access to the instructional technology and training they need. Faculty are allowed to upgrade their office computers every four years. More than a dozen advanced technology classrooms are available throughout campus to faculty for teaching subjects which require computer- or networked-based presentations, high-end projection systems, or other advanced multi-media. Over 1,500 computers are available to students. Special arrangements with Dell and Compaq now provide students and employees with an opportunity to purchase their own computers at discounted rates. Employees and students have access to a uniquely powerful centralized administrative computing environment. The AS-400 administrative computing system integrates financial accounting systems, centralized billing (e.g., tuition, fees, bookstore purchases, fines), human resource management systems (e.g., employee records), inventory and stores management, work orders, student records, instructional management systems (e.g., pictorial class rosters, grading, testing), event ticketing, and Health Center management. The Ricks College library provides excellent on-line services for students and faculty. All of this provides powerful resources to support the education of Ricks College students.

## **2.2 What Improvements and Enhancements Should Be Made?**

Six areas of improvement and enhancement will guide Ricks College over the next several years. Three of these areas come from President David A. Bednar's "Guiding Principles" for Ricks College as presented in his 1997 inaugural address.

### **1) Each person at Ricks College is a teacher**

President Bednar's challenge to all members of the Ricks College community, not just to faculty, is to seek ways in which they can positively impact the lives of students. For faculty, this challenge is to extend their

influence on students beyond the regular settings in which they instruct and advise. For administrators and support staff, this challenge is to take advantage of their contacts with students, both on- and off-campus, to affect students' lives. For students, this challenge is for them to come to see themselves as teachers and to seek ways in which they can exert a positive influence on fellow students. As members of the Ricks College community find ways to meet this challenge, the learning and growth of students will transcend that which can be achieved in the normal academic settings and extend to other important dimensions of their lives.

## **2) The most effective teaching and learning experiences occur "one by one"**

President Bednar's challenge is to maintain and enhance the "individualized and nurturing attention" given to students by faculty and staff in the face of increasing enrollments and greater use of technology. Ricks College employees must not lose the quality of the close associations they enjoy with students because there are more of them or because technology replaces many opportunities for contact.

## **3) More students must be blessed with a Ricks College education**

There are tens of thousands of Latter-day Saint youths throughout the world whose lives, families, and communities would be significantly blessed and benefited by the experiences and education they could receive from Ricks College. The President's challenge is to devise ways to offer a Ricks College experience to even more students, not just those in the United States but throughout the world.

Other ongoing campus discussions and planning are focused on three other areas where improvements need to be made. These include:

## **4) Optimizing the use of space**

In spite of much new construction and remodeling, Ricks College still faces a space challenge, especially in light of a Board of Trustees moratorium on additional net square footage in the foreseeable future. The increase in the size of the student body by 1,000 students over the past ten years, along with the increase in faculty and staff, has strained the capacity of some facilities, most notably the Hart Building, which provides the intramural, athletic, and physical recreation resources on campus. There are capacity problems in the music and theatre departments as well. These challenges are being actively addressed.

## **5) Managing grade inflation**

There is growing evidence of grade inflation at Ricks College. Although this is a national problem, it is

a challenge that must be addressed at Ricks College. Do the high grades students receive reflect their mastery of a subject matter, or are they a product of lenient grading systems? Do grading standards match those of comparable institutions of higher learning? Do graduated students retain their high grade point averages when they transfer to four-year schools? These questions are currently being studied as this issue is addressed.

## **6) Achieving greater academic engagement**

Ongoing outcomes assessment has yet to suggest any major systemic weaknesses or deficiencies in what Ricks College does. However, assessment activities do suggest that students could be taking advantage of academic resources and experiences that foster greater and longer lasting intellectual development. For example, the College Student Experiences Questionnaire shows that more of our students could improve their scientific literacy and upgrade the intellectual quality of their conversations. A survey of alumni suggests that more students could be engaged in reading for curiosity and pleasure as well as going to the library for reasons other than class work. The Student Evaluation of Instructional Practices suggests that more students could be active learners. A series of faculty development workshops have been conducted over the past three years to make faculty more sensitive to these areas and help them to devise means to influence their students to become more academically engaged.

## **3.0 Progress on General Recommendations by the 1989 Evaluation Team**

---

During September 20-22, 1989, a 12-member evaluation team chaired by Dr. Fred L. Esvelt visited Ricks College for the ten-year full-scale evaluation. While the evaluation committee's report cast the College in a very favorable light (i.e., accreditation was reaffirmed with no progress report or other response required by the College), a number of thoughtful suggestions and recommendations were also included to help strengthen several programs. The committee's observations and counsel were appreciated and have been responded to diligently over the past decade.

The evaluation committee made 11 general recommendations pertaining to Ricks College. This section describes progress made in addressing the issues raised. Recommendations are numbered consecutively according to the order and page number of the evaluation report.

### 3.1 Recommendation 1 (page 5)

*Attention be given to reaching and adhering to the Standards of the Northwest Association of Schools and Colleges, specifically in the areas of general education requirements and minimum number of instructional days per semester.*

#### General Education

At the time of the previous evaluation visit, a review of graduates in specialized degree and certificate programs found that several students had not completed a full complement of courses and related instruction in communications, computation, and human relations. This was corrected so that all specialized degree and certificate programs have specific courses required in each of these areas. We have reviewed graduates in specialized degree and certificate programs over the past three years and have found that all have met the necessary general education requirements.

#### Instructional Days

During the five years previous to the evaluation visit, the number of instructional days at Ricks averaged 149, which is less than the 150 endorsed by the Commission on Colleges. This shortcoming has been

resolved, with the exception of the 1998-1999 school year. The annual Ricks College calendar is affected by a number of factors such as the necessity to coordinate with Brigham Young University's calendar and the days of the week on which certain holidays fall. Since the 1989 accreditation visit, the Ricks College average has been 150.5. Figure 1 shows the number of instructional days over the past 11 years.

We have taken the position that final examination days should count as instructional days, as they are part of the overall academic program.

### 3.2 Recommendation 2 (page 5)

*Written position functions for all major administrative personnel should be adopted and transmitted to personnel, as well as to college councils and committees.*

Written descriptions of most administrative and staff positions are on file. These descriptions include responsibilities, duties, and minimum qualifications. Position statements are routinely evaluated whenever personnel changes occur and at other times as needed. Most positions are reviewed at least once every five years.

When a position becomes open, administrators routinely post the opening on designated bulletin boards

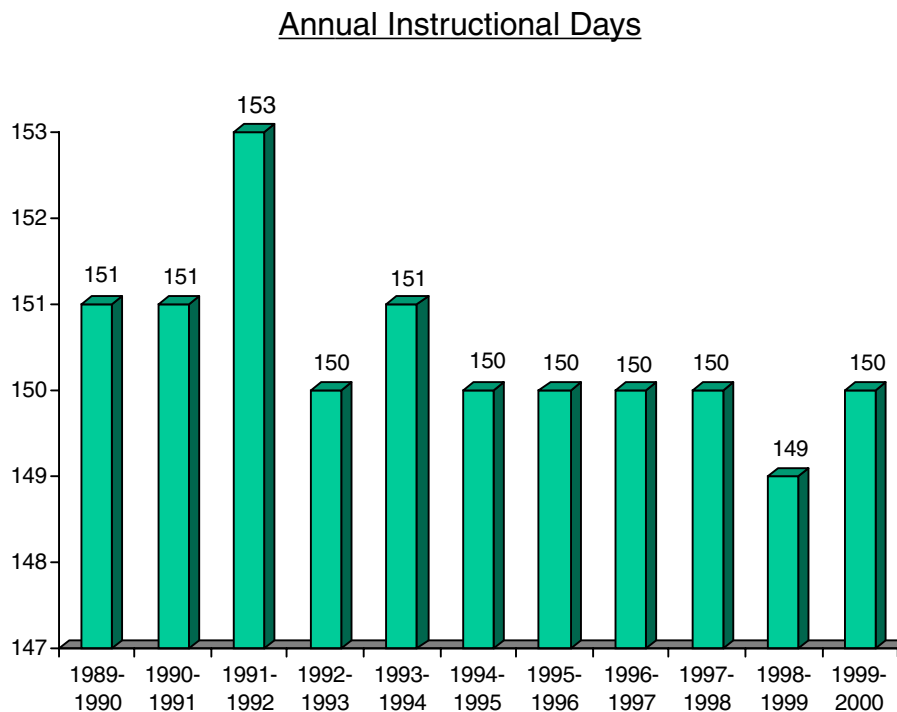


Figure 1

on campus, send announcements to state and Church employment offices, post openings on the Ricks College web site, and often place ads in newspapers. Usually a plentiful supply of well-qualified candidates for each position is obtained. High-quality professionals who work at Ricks College – staff, administrators, and faculty – are our most valuable institutional asset.

### 3.3 Recommendation 3 (page 5)

*Job opening announcements should be designed which will encourage a greater number of women applicants, particularly in the teaching and administration areas.*

The College has made a concerted effort over the past decade to enhance the climate for women on campus and to encourage greater visibility and prominence for women.

- A Women’s Awareness Committee is functioning. It is comprised of the College president’s wife, two or three female faculty members, a secretary, the Associated Women Students’ (AWS) advisor, an auxiliary female employee, and the AWS Vice President. The committee makes recommendations to President’s Council on issues concerning women students and employees.
- One of the student body officers is chosen specifically to represent the campus young women.
- Ricks College sponsors five women’s intercollegiate athletic teams – basketball, softball, cross country, volleyball, track – and an active intramural program.
- Presently, two female faculty members serve on the Academic Council, the most prominent academic organization on campus; ten years ago there were none.
- In 1998, of the 37 academic departments, five were chaired by women. Of the 37 academic departments ten years ago, only two were chaired by women.
- The Director of Personnel Services, who has served since 1990, is female. Two women have recently been appointed as Director of Housing and as Director of Career and Academic Advising.
- For the past five years, there have been more elected female student body officers than males.
- Two females are Assistant Deans of Students and four females are counselors in the Counseling Center.

Ricks College is making a serious attempt to encourage a greater number of women applicants for faculty and administrative positions. Since the majority of the student body is female, it is vital to provide women teachers who can be appropriate role models.

However, in spite of our efforts, we acknowledge that we are essentially just “holding our own” in this area and that progress is far below what we would like. Figure 2 provides a breakdown of the number and percentage of female administrators, staff, and faculty employed at Ricks College over the past decade. In 1987-1988, there were 34 female teachers who comprised 12.6% of the faculty. In 1998-1999, 61 female teachers were employed, representing 16.4%, an increase of 27 female teachers. Unfortunately, similar gains during the same time period were not made in hiring female administrators. In fact, ground was lost. In 1987-1988, 16 female administrators were employed, representing 15.2% of all administrators. Currently (1998-1999) there are 23 female administrators, an increase of seven. However, due to the overall growth of the College, the percentage of women administrators has dropped to 14.3%.

We generally find it much more difficult to recruit women as faculty members and administrators than men. Encouraging women to come with their husbands and families to a small town like Rexburg (population 14,000), where employment opportunities for spouses are so limited is a challenge. Also, the teachings and doctrines of The Church of Jesus Christ of Latter-day Saints play an important role. Women in the Church are encouraged to give highest priority to remaining at home with their children during their child-rearing years. This results in a smaller pool of qualified female candidates compared with men in most academic disciplines and administrative positions. In general, female teachers are younger, with fewer academic credentials, less professional experience, and less tenure at Ricks College than their male counterparts. These factors play a role in the challenge to hire and promote more women.

### 3.4 Recommendation 4 (page 20)

*That the college professionals carefully reexamine possible ways to reestablish control of the advisement system so that routinized contact between advisor and advisee might address student needs other than registration and that advisor training might be continuous.*

In 1990 an office of Academic Advising and Transfer Relations was created to coordinate advising efforts across campus. The office currently has two full-time administrators, two half-time staff members, and several student peer tutors. Noteworthy improvements that have been accomplished over the past decade include:

- An advising handbook was published that is updated and distributed each year to all the faculty. It is also

## Female Faculty Members, Administrators and Staff Members in Selected Years

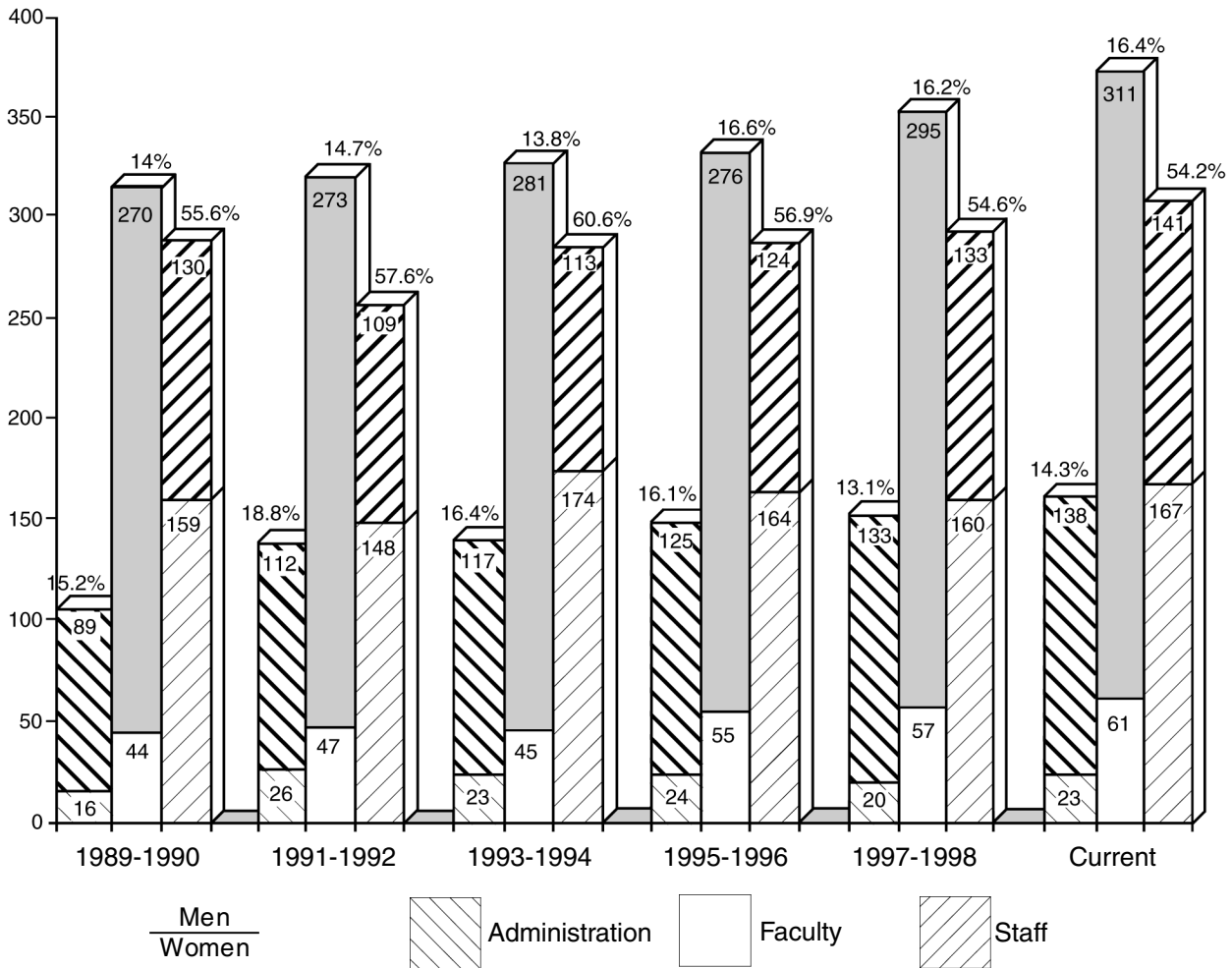


Figure 2

posted on the Ricks College Intranet. The handbook contains information on requirements for graduation and transfer to universities that receive the majority of students.

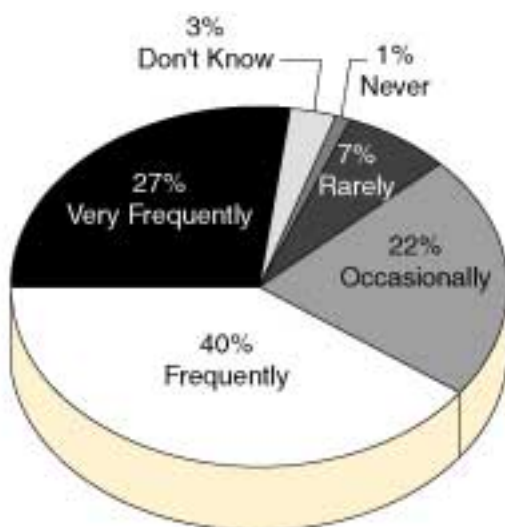
- All new faculty members are trained in their advising responsibilities prior to their first semester's employment at Ricks.
- Advising loads have been more evenly distributed among teachers.
- We have implemented a procedure wherein all currently enrolled full-time students are required to meet with their advisors to update their educational plans before they are permitted to register for the next semester. In preparation, each student receives an updated graduation report that lists all courses they have taken and those still needed for graduation.

- Because Ricks students come from all over the United States and some 40 foreign countries, it is difficult to arrange for personal interviews before they arrive on campus. However, we do attempt to send appropriate information to them concerning required classes based upon their initial selection of a major when they apply for admission. In addition, an orientation for new students is held at the beginning of the fall and winter semesters, at the beginning of the fall and winter blocks, and at the beginning of all three summer terms.
- To encourage proper educational planning and early selection of a major, we now arrange for students who are undecided about their majors to be advised in the general academic area in which they have greatest interest.
- Advising seminars are now offered routinely in several academic divisions.

- Each year Ricks College hosts representatives from approximately 15 colleges and universities that receive most of our students who transfer. Articulation agreements and course equivalencies are updated each year so our students have accurate information to make course selection decisions.

- An Academic Advisement Committee functions with broad representation from across the various disciplines. The committee seeks ways to continually improve advising and also serves as an advising resource for faculty members.

The advising initiatives seem to be having a positive effect. In a recent follow-up survey, former Ricks students were asked: *To what extent do you feel that your educational experiences at Ricks College were characterized by helpful advice and counseling?* Figure 3 shows that two-thirds (67%) of the respondents felt that they *frequently* or *very frequently* received helpful advising.



*To what extent do you feel that your educational experiences at Ricks College were characterized by helpful advice and counseling?*

Figure 3

### 3.5 Recommendation 5 (page 31)

*The Mathematics Department should consider assuming a leadership role in the review of the general education mathematics requirement. The current requirement does not meet the standard as prescribed in the accreditation standards.*

The mathematics requirement has been strengthened to comply fully with accreditation standards. Since the 1994 Fall Semester all students graduating from Ricks College are required to complete Math 101, intermediate algebra, or an equivalent mathematics course. High ACT scores also allow for exemption.

### 3.6 Recommendation 6 (page 31)

*Division and department administrators should consider the establishment of a dialogue with faculty to clarify criteria and procedures for the award of merit pay.*

After careful review the merit pay plan was abandoned in 1991. All accumulated merit pay was “grandfathered” into faculty salaries. We now have a new faculty recognition award system wherein faculty members are selected by the division chairs in recognition of some specific accomplishment or meritorious service. The chair writes the faculty member a congratulatory letter detailing the reasons for the recognition, and encloses a one-time check – typically for several hundred dollars up to \$1,000 – to underscore the College’s appreciation. The President and Academic Vice President also write congratulatory letters. A smaller fund is retained by the President and Academic Vice President to give awards for faculty members who have made noteworthy contributions to the College as a whole. The new system has been well received by both faculty members and those administering the program.

### 3.7 Recommendation 7 (page 37)

*Continued care that students are grounded in general education skills, especially in the career/certificate programs. (Some professional areas already foresee greater demands from their organizations.)*

As indicated in our response to Recommendation 1 above, each of our specialized degree and certificate programs has a general education/related instruction component which deals with communication, computation, and human relations. Most carry other general education requirements as well. The number of students graduating with certificates remains low, approximately 10%. Those graduating usually have additional degrees in other areas on campus or from other institutions.

We have also moved to strengthen our general education requirements for students seeking an associate in arts and sciences degree.

- Effective Fall 1994 we strengthened our math requirement from a noncredit consumer math level to a three-credit intermediate algebra level.

- Effective 1995 we gave greater recognition for foreign language, computer literacy, communications, and interdisciplinary experiences in the general education curriculum.

### 3.8 Recommendation 8 (page 47)

*The respective department faculties should evolve department consensus on grading criteria.*

This is an area of continuing discussion. Our grading policy as outlined in the catalog states: “Grades are determined by each instructor based upon an evaluation of all assigned and completed course work . . . .” We have been reluctant to mandate departmental grading standards, even though there is obvious merit to the concept. Consequently, divisions, departments, and individual faculty members are left to devise their own criteria.

We carefully investigate every case involving a student complaint about grading practices and take appropriate action; however, the number of such complaints is relatively small. In a six-year summary of student evaluations of teachers and courses (nearly 50,000 respondents), the average rating to the statement, *Exams and other evaluation procedures have been appropriate to the content covered* was 4.3 (1 = poor; 5 = excellent).

Our present form used to gather student ratings of courses includes four statements about evaluation and grading. Students are asked to indicate on a seven-point scale (1 = *strongly disagree* to 7 = *very strongly agree*) their agreement or disagreement with each statement. The results of ratings from more than 30,000 respondents over the past three years are given in Table 1.

As indicated in Table 1, some 92% of the students were in agreement with the statement, *Grading procedure is fair and impartial*. This suggests that our present system of leaving considerable autonomy to the individual instructor is justified.

Several departments, such as Art, have sought consensus in establishing some departmental standards. Other departments, such as Music, Theatre, and Dance, feel that considerable latitude is needed by individual teachers because of the diversity of programs and courses.

While our grading practices are anchored at the individual teacher rather than department level, teachers seem to have a reasonable, common understanding of what the grades mean. For example, in the applied music area, a common point system is used throughout the department, and the grades are monitored for consistency and adherence to policy by the area coordinator. Also, grades seem to vary more from area to area than from instructor to instructor within a single department.

Table 1

	<u>Student Ratings of Evaluation and Grading</u> (in percentages)						
	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree	Very Strongly Agree
<i>Exams concentrate on important points of the course.</i>	0	1	2	8	22	33	34
<i>Exams are clearly worded.</i>	1	2	4	12	25	30	26
<i>Exams are good measures of my knowledge, understanding, or ability to perform.</i>	1	2	5	12	24	29	26
<i>Grading procedure is fair and impartial.</i>	0	1	2	6	19	34	39



### 3.9 Recommendation 9 (page 51)

*Continued and renewed active pursuit for space for group study and collection growth.*

The library has been short of group study rooms ever since the “old wing” of the library was diverted for administrative use some 20 years ago. For example, in 1989 we had only five rooms set aside for group study. During the past few years, we have gained four more by converting the office of a retired librarian and by removing the Testing Center from the third floor of the library to the newly remodeled basement. Although the increase of four rooms represents an increase of 80%, the problem of inadequate group study space still remains.

The Board of Trustees approved construction of a new administration building, completed during the summer of 1999. With this project completed, the library will be expanded into the “old wing” currently occupied by the administration. This will increase the net assigned space to the library from approximately 50,000 to 72,000 square feet – an increase of 44%. This will allow for substantial expansion of our collections and seating for our students. In addition, 12 group study rooms will be added, bringing the total number to 21.

### 3.10 Recommendation 10 (page 63)

*The actual instructional class days at Ricks College of 72 days in the fall and 73 in the spring semesters marginally approach the Northwest Association and national minimum standard of at least 75 instructional class days per semester. Careful consideration should be given to revising the academic calendar to meet the standard.*

This deficiency has been essentially corrected. Refer to the response to Recommendation 1 above.

### 3.11 Recommendation 11 (page 63)

*There is some faculty concern about student advisement not working as well because automated registration permits some students to skip over or slip through the advisement process. A meeting with concerned advisors could help in devising information and support services to improve the student academic advisement system.*

We have taken several steps in recent years to strengthen our advising program. The details are described in our response to Recommendation 4.

## 4.0 Eligibility Requirements

---

We have verified that Ricks College is in compliance with the Commission’s eligibility requirements. Our compliance is outlined as follows:

- 1) Ricks College has formal authority from an appropriate governmental agency to grant degrees.
- 2) The Ricks College Board of Trustees consists of 12 members, none of whom works for or has any financial interest in Ricks College. They are involved in all major decisions related to ongoing operations of this institution.
- 3) We believe that Ricks College maintains a *reasonable* degree of intellectual independence of faculty and students from its sustaining organization, The Church of Jesus Christ of Latter-day Saints. Intellectual freedom and independence exist at Ricks College within the framework of its mission, its Honor Code, and the fundamental doctrines of The Church of Jesus Christ of Latter-day Saints. Faculty members are free to research and teach what they choose within the well-specified boundaries that are set forth in the Ricks College Statement on Academic Freedom. Faculty members are not free to teach principles contrary to doctrine of The Church of Jesus Christ of Latter-day Saints. They are also not free to deviate from the Honor Code or the College’s mission. When faculty members are hired, they agree to these conditions. In a recent survey, 90% of the faculty were satisfied or very satisfied with the wide latitude and freedom given to them at Ricks College.
- 4) David A. Bednar, president of Ricks College, is a full-time president whose primary responsibility is to Ricks College.
- 5) Ricks College has a mission statement and goals appropriate to an institution of higher education.
- 6) Ricks College dedicates its energy and resources toward its students. All of its financial resources go toward supporting the College’s mission and educational objectives.
- 7) Faculty, students, administrators, and board members all participate in the formulation of institutional policies as appropriate.
- 8) All degree programs lead to formal degrees and certificates that are readily understood and accepted by the educational community at large.
- 9) All two-year programs require a minimum of 64 credits, the equivalent of two academic years, for completion. Associate degree programs require at least a majority of one academic year of credits earned at

Ricks College. At least 12 credit hours in residence are required for an AAS degree. Only four out of the 105 programs at Ricks College are one-year certificate programs.

10) All transfer associate programs require a substantial and coherent component of general education. All specialized associate degree and certificate programs require a core of related instruction. All general education requirements are clearly outlined in the Ricks College catalog.

11) Each program has clearly defined and published educational objectives along with the means for achieving them. All program requirements are published in the catalog and in course syllabi.

12) Each of the courses offered at Ricks College requires an appropriate foundation of learning skills taught in high school. Courses examine conceptual foundations of subject matter. Courses require students to do independent work, analyze what they learn, and deal with the abstract as well as the concrete. As appropriate, courses foster the ability to make distinctions among ethical, intellectual, social, and religious values. Where possible, the faculty encourages the pursuit of lifelong learning.

13) Faculty and students are free to examine and test all knowledge appropriate to the discipline within the bounds set forth in the College's policy on academic freedom.

14) Ricks College employs more than 370 full-time faculty members representing every discipline in which majors are offered.

15) The Ricks College campus provides numerous classrooms, labs, and other instructional facilities in which extensive faculty and student interaction takes place.

16) Ricks College has an excellent library with extensive holdings. The library also provides a number of other learning resources in support of our educational objectives.

17) Ricks College follows humane and non-discriminatory policies in dealing with students, staff, and faculty.

18) Ricks College has an admissions policy that specifies the parameters and qualifications for admission to its programs. It consistently adheres to its admissions policies in its admission practices.

19) Ricks College publishes a current and accurate catalog along with other appropriate publications which set forth a number of information items. The College

publishes the *R-Book*, the Ricks College student handbook, which clearly explains standards of conduct. It also publishes a comprehensive class schedule each semester.

20) Ricks College has a stable funding base, financial resources, and plans for financial development adequate to carry out its mission and goals within a balanced budget and safe level of debt.

21) Financial records are externally audited annually by PriceWaterhouseCoopers. Their annual audit includes an opinion on the institution's financial statement.

22) Ricks College has been in operation since 1888, offering a number of educational programs and courses of study. A critical mass of students actively pursues all current programs, both major and general studies, at this point in time.

23) Ricks College accepts the policies and standards of the Northwest Association of Schools and Colleges and agrees to comply with them.

24) Ricks College affirms its commitment to disclose to the Commission on Colleges any and all information relevant to accreditation as the Commission may require.

25) Ricks College understands and agrees that the Commission may publicize the results of their evaluation.

## 5.0 The Self-Study Process

---

The process used to generate this self-study followed guidelines and concepts outlined in the Accreditation Handbook. It was managed by a central steering committee composed of representatives from the faculty, administration, and staff. It was broad-based in that it involved many different participants and constituencies (see Appendix A). It was comprehensive in that all major academic and administrative units were assessed.

The self-study process involved two major efforts. One effort, which grew out of our ongoing outcomes assessment, was for each academic and administrative unit to assess itself based on its stated mission and goals. The second effort was to determine and ensure compliance with the Commission on Colleges' standards, as stated in the Accreditation Handbook. This document represents the integration of these two efforts as it seeks to show how well the various departments and administrative units at Ricks College are meeting their own goals as well as those of the Commission on Colleges.

## 6.0 References

---

Kuh, G.D., Vesper, N., Connolly, M.R., & Pace, C.R. (1997). *College Student Experiences Questionnaire: Revised norms for the third edition*. Bloomington, IN: Center for Postsecondary Research and Planning, Indiana University.

Palmer, P. J. (1983). *To know as we are known*. SF: Harper.





---

---

*Standard 1*

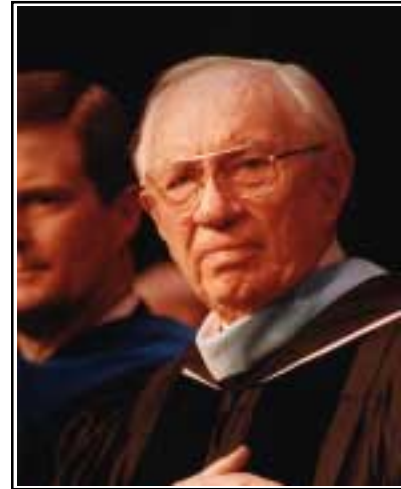
Institutional  
Mission and Goals,  
Planning  
and  
Effectiveness



---

*This institution represents an important part of the overall responsibility of The Church of Jesus Christ of Latter-day Saints.*

- Gordon B. Hinckley  
*President, The Church of Jesus Christ of Latter-day Saints, 1995-Present*



## *Standard 1*

# Institutional Mission and Goals, Planning and Effectiveness

## 1.0 Introduction

---

Standard 1 describes and evaluates institutional mission, goals, planning, and effectiveness. Section 2.0 describes institutional mission and goals, explains how they define Ricks College, and how well we are achieving our stated mission and goals. Section 3.0 describes our institutional planning process and shows the degree to which it is ongoing, uses the results of ongoing assessment, and represents a significant comprehensive effort.

## 2.0 Institutional Mission and Goals

---

### 2.1 Description

The official mission statement of Ricks College is shown in Figure 1.

In effect since 1987, the Ricks College mission statement continues to provide a clear sense of purpose and a robust framework for planning, decision-making, and evaluating campus activities. The Ricks College mission statement is widely publicized. It appears in

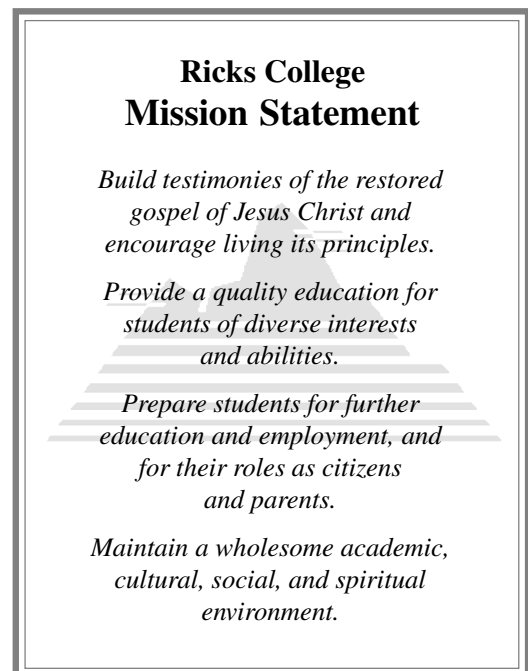


Figure 1

every major campus publication. It is framed and prominently displayed in administrative offices, in many classrooms, and throughout student living quarters.

This mission and its corresponding goals undergo constant review and scrutiny, particularly since a formal program of outcomes assessment was begun five years ago. After five years of outcomes assessment activity, this mission statement remains viable and well-suited for our students, parents, faculty, administrators, staff, and governing board.

For each of the four elements of the mission statement, a set of corresponding goals has been developed. Appendix B shows those goals which have been in force for the past decade and have served as the basis for institutional self-assessment. Appendix B also shows a revised set of goals which represent our most recent effort to update institutional goals in response to self-assessment, to President Bednar's guiding principles for Ricks College, and to more clearly define where we are going as an institution.

As various outcomes assessment studies are concluded, they are made available to the entire Ricks College community through the institution's internal web site and through published reports which are disseminated through the various councils and committees to individual faculty members, administrators, and staff members.

## **2.2 Analysis and Appraisal**

The Ricks College mission clearly defines who we are and what we intend to accomplish. It remains a viable and well-suited charter for our institution and its stakeholders. Similarly, the goals derived from our mission are viable and consistent with that mission, and we have the necessary resources to achieve them as we will show in this section. We reaffirm our commitment to inform the Commission of any major changes to our mission or institutional practices.

Our mission is widely disseminated and understood by our students and employees. Our goals are published in the catalog and other institutional documents as applicable. The institutional mission and goals provide the framework for all the functions and services we provide, including service we render to the general public. Nothing we do or plan to do is outside the scope of our mission.

Progress in accomplishing our mission and goals is well-documented and made available to students, alumni, and employees via published reports and via the institution's internal web site. The student newspaper has written articles on all assessment studies which have been completed to date. Vice Presidents and division heads have discussed the results of assessment activities with their departments. The President has presented

summary findings of assessment studies to the Board of Trustees.

Ricks College is achieving its mission and associated goals. Our students experience significant spiritual development while at Ricks and they strengthen their commitment to a life of high moral principles. Students receive a high-quality education at Ricks College, one which positively affects their future lives in many important ways. Students are well prepared for further education at a four-year institution or for employment in their chosen profession. Finally, students experience a uniquely wholesome environment at Ricks College, one which significantly affects their learning and growth.

The results of assessment activities conducted over the past four years clearly substantiate the overwhelmingly positive impact of the Ricks College experience on the lives of its students. The remainder of this section provides a summary of these assessment activities which show the extent to which each of the four elements of the Ricks College mission is being achieved. Throughout the following paragraphs, references will be made to the following studies:

### **Student Evaluation of Institutional Mission and Goals**

A 15-item survey was administered to a random sampling of students enrolled at Ricks College in Fall 1997 and to a different random sampling of students enrolled Winter 1998. These surveys asked students to assess the degree to which their classes and experiences at Ricks College had influenced their achievement of 15 different outcomes. Some 615 students responded to the two surveys.

### **Student Evaluation of Instructional Practices**

A 15-item survey was administered to a random sampling of students enrolled at Ricks College in Fall 1997 and to a different random sampling of students enrolled Winter 1998. These surveys asked students to assess the degree to which their educational experiences at Ricks College were characterized by good practices in undergraduate education. Some 490 students responded to the two surveys.

### **Alumni Survey**

An extensive questionnaire was sent to 4,300 graduates of Ricks College in Winter 1998. This questionnaire asked alumni to assess their preparation for transfer to a four-year school, their employment activity, the degree to which they engage in activities associated with an educated person, their perceived impact of Ricks College, the degree to which their education was characterized by good teaching practices, and the general quality of their life. Some 714 former students returned completed questionnaires.



## College Student Experiences Questionnaire (CSEQ)

The CSEQ is a nationally normed instrument designed to assess the degree to which students engage in activities conducive to a high-quality education and the degree to which they take advantage of the resources provided by their school. The survey was administered to a random sampling of 500 students in Winter 1997. Some 255 students returned completed questionnaires.

### 2.2.1 Build testimonies of the restored gospel of Jesus Christ and encourage living its principles

The first element of the Ricks College mission reflects a desire to enhance the spiritual development of students, to strengthen their religious faith, and to bolster their commitment to a life based on high moral principles. Assessment activities show that we are highly successful in achieving these outcomes. The Student Evaluation of Institutional Mission and Goals showed that 90% of the students agreed, strongly agreed, or very strongly agreed that their classes and experiences at Ricks College had strengthened their relationship with God, their religious beliefs, and their moral commitments. Similarly, the Alumni Survey

showed that over 90% of the respondents indicated that their Ricks College experience had a positive or very positive effect on their religious beliefs and moral commitments. In these two surveys of current and former students, the percentages of students affirming the impact of their Ricks College experience on their spiritual growth were virtually identical. Of all the elements of the Ricks College mission, students typically rate this element as their highest area of growth while at Ricks College.

### 2.2.2 Provide a quality education for students of diverse interests and abilities

The second element of the Ricks College mission reflects a desire to provide students with a caring and competent faculty, an environment which is conducive to their learning and growth, and the resources necessary for students to develop themselves academically. Assessment activities show that student learning has been enhanced by dedicated and caring instructors who deliver a high-quality education, that Ricks College does offer an environment which helps students learn and grow, and that students are taking advantage of the available resources on campus.

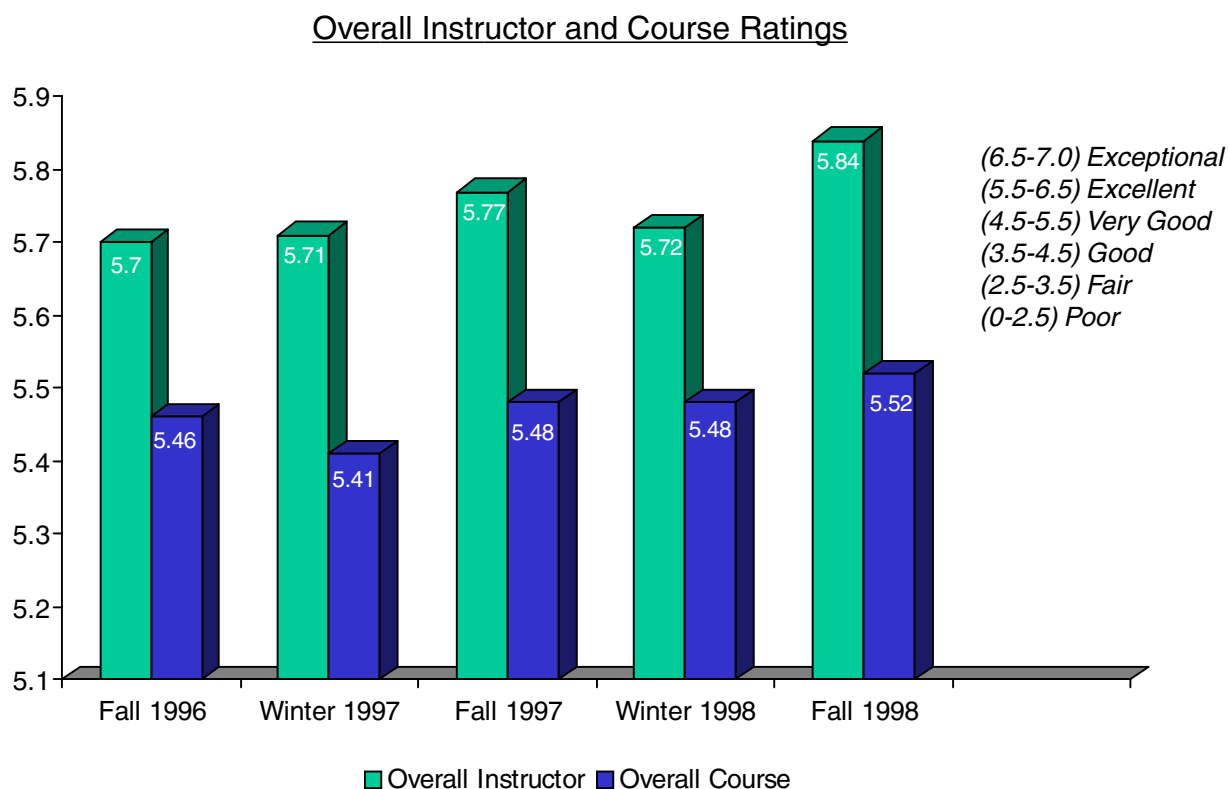


Figure 2

## Faculty

Students perceive that Ricks College faculty are competent and caring. Ongoing student ratings of faculty and courses are always very positive. Global ratings given to instructors and courses over the last three years are shown in Figure 2. These ratings are based on a 7-point scale where 1 is *very poor* and 7 is *exceptional*. The global ratings for instructors have

consistently been *excellent*. Global ratings for courses have risen from *very good* to *excellent*. Since we have been administering ratings with a 7-point scale, very few instructors have received global ratings below a 5.0. Each year has seen a rise in the global ratings given to instructors and courses.

When asked in the Alumni Survey about various elements of their Ricks College experience, 86% of the

Table 1

### Most Commonly Identified Strengths of Ricks College Faculty

<b>Quality</b>	<b>Representative Student Comments</b>
1) Personal characteristics	"Excited about what he is teaching." "Organized. Always prepared." "He loves what he is doing. He is excited about it. The way he teaches, he always has a smile."
2) Teaching methods	"Repeats information. Reviews until everyone understands." "Uses many examples." "Has us figure things out on our own and gets us thinking critically."
3) High regard for students	"She's interested in us. She's extremely approachable and willing to help, even though she has a Ph.D." "Values student beliefs." "Wants to know each person individually. Learns and uses our names."
4) Homework	"She has us write and think about what we learn." "The inquiries, case studies, and chapter questions make you think about why things happen."

Table 2

### Most Commonly Identified Areas for Improvement

<b>Area</b>	<b>Representative Student Comments</b>
1) Improve grading, tests	"Tests are sometimes too picky." "We don't like trick questions."
2) Use better teaching methods	"Study groups are ineffectual. Students never meet because of schedule conflicts and other problems." "Enhance class demonstrations. Sometimes small objects are difficult to see. Slow down and make sure all can see."
3) Provide clearer instructions	"Explain more what instructor wants/expects on papers. Give examples of good papers." "Explain what it expected."
4) Better use of class time	"It seems too rushed in class. We never have time to have class discussions or go into more depth." "Ask more questions and let us answer. We like to talk."

students indicated their associations with faculty had a *positive* or *very positive* effect. Of the 17 elements of a Ricks College education assessed in the Alumni Survey, associations with the faculty showed the fourth highest impact on students. When asked about the pervasiveness of positive teaching qualities, the large majority of alumni felt that faculty *frequently* or *very frequently*:

- Gave equal treatment to students regardless of gender, race, or ethnic background (89%)
- Offered interesting and stimulating courses (88%)
- Led interesting and useful class discussions (83%)
- Gave prompt feedback/grades on assignments (82%)
- Respected different points of view (81%)
- Offered demanding and challenging courses (80%)
- Respected different learning styles (69%)

During the 1994-1995 school year, over 30 focus groups were conducted with students in selected courses to find out what their instructor did to help them learn and what their instructor could do to help them learn better. The most commonly mentioned strengths of Ricks College instructors are shown in Table 1. The results of these focus groups show that students recognize that Ricks College faculty members are caring and competent. These focus groups also identified some areas of teaching that could be improved. These are identified in Table 2. A number of faculty members have used this information to improve their teaching.

### Environment

Students perceive that Ricks College offers them a challenging yet personalized environment. In the College Student Experiences Questionnaire, students were asked to assess the extent to which Ricks College emphasized different environmental qualities. Figure 3

### Assessment of Environmental Qualities

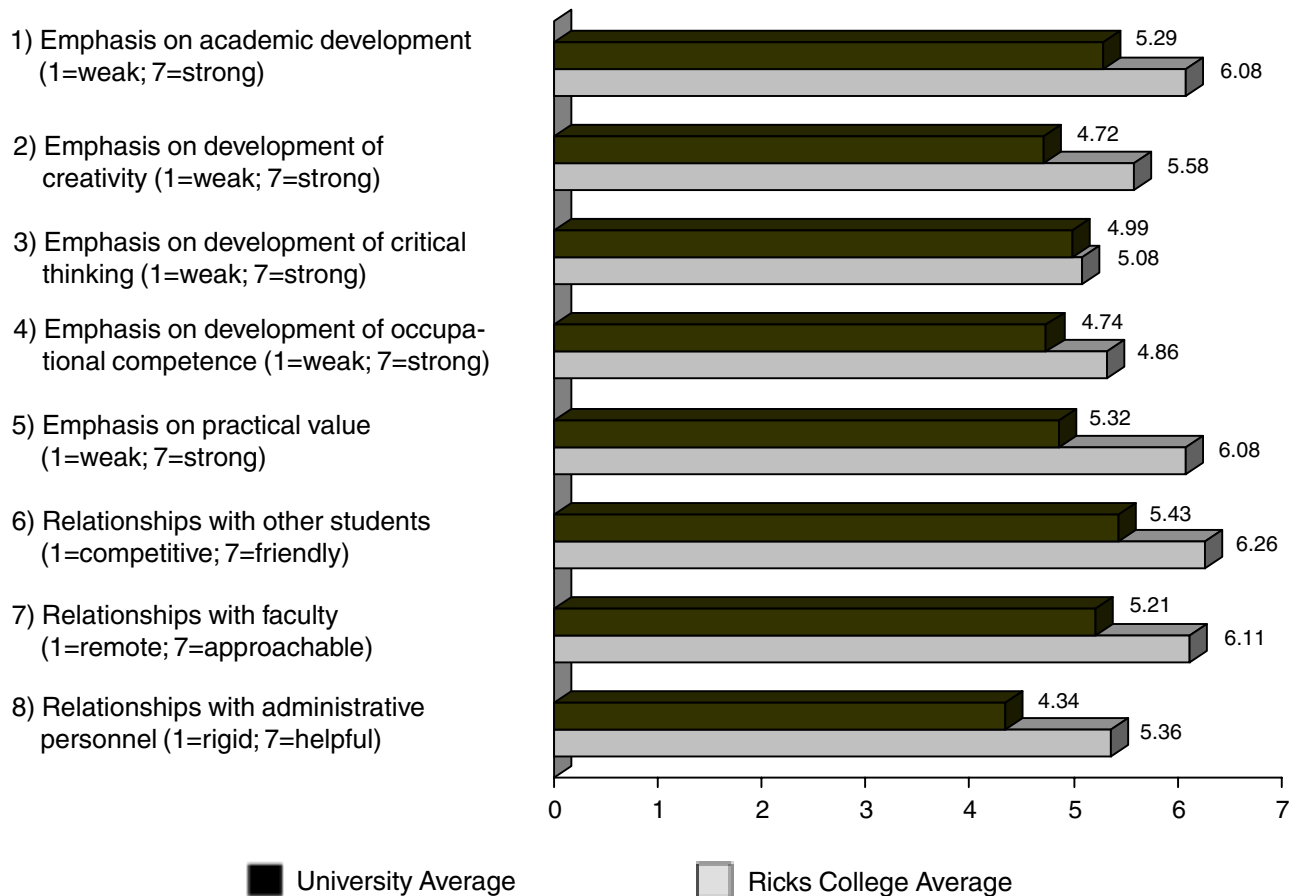


Figure 3

shows the average ratings for eight environmental qualities along with ratings given by students attending four-year universities. Of these eight qualities, students felt that the greatest emphases at Ricks College were relationships with students (avg. = 6.26), relationships with faculty (avg. = 6.11), academic development (avg. = 6.08), and occupational competence (avg. = 5.32).

A significant majority of alumni identified a number of elements of the Ricks College environment as having a *positive* or *very positive* effect on their learning and growth. The most highly rated elements included religion classes (87%), devotionals (82%), participation in a student ecclesiastical unit (76%), library (75%), and dormitory/apartment life (67%).

## Resources

Findings from the College Student Experiences Questionnaire showed that most students are taking advantage of the many instructional resources offered to them, especially as compared with other colleges and universities. The following examples illustrate some of the strengths of Ricks College:

- 42% of Ricks College students *often* or *very often* visit their teachers informally after class as compared with 29% of community college transfer students.
- 71% of Ricks College students *often* or *very often* participate in class discussions as compared with 50% of community college transfer students.
- 58% of Ricks College students *often* or *very often* attended a concert or other musical event as compared with 8% of community college transfer students.
- 32% of Ricks College students had over ten essay exams in their courses as compared with 26% of the university students.
- 36% of Ricks College students wrote over ten term papers in their courses as compared with 30% of the university students.

On the other hand, there are several activities in which Ricks College students are less frequently engaged. These suggest areas where some improvement can be made. The following are examples:

- The content of student conversations at Ricks College shows less intellectual content than their counterparts at the various types of four-year schools. Only 26% of our students *often* or *very often* conversed about the economy as compared with 45% of students from four-year schools. Only 33% of our students *often* or *very often* discussed current events as compared with 56% of students from four-year schools. A similar pattern exists for conversations about science, arts, and social problems. (No comparative data exists for two-year schools.)

- Only 25% of our students report reading more than ten assigned textbooks each semester as compared with 41% of university students. (No comparative data exists for two-year schools.)

The Student Evaluation of Instructional Practices showed that our students are doing many things to optimize their education. Over 90% indicate that they *often* or *very often* try to achieve the very best in each class. Over 90% report that they complete assignments promptly and accurately *often* or *very often*. Some 80% take careful notes in class. Over 75% keep an open mind about their general education courses and over 75% say that they place more importance upon really learning than on just getting a good grade. These data provide encouraging news.

However, this same survey indicated that we can do a better job in helping our students in six areas. In each of these areas, less than 50% of the students indicated that they *often* or *very often* engage in the activity. These areas include:

- Working with other students in informal groups (43%)
- Finding out about instructors – what else they teach, areas of expertise, and other areas of interest (41%)
- Talking with instructors outside of class about courses and other things (36%)
- Seeking real world experiences to supplement courses (46%)
- Seeking out new readings and/or projects related to courses (27%)
- Listing questions from class or readings and following up by consulting with peers or instructors (33%)

We have taken several measures to enhance these areas of the educational process with our faculty. We are providing faculty with training and orientation through a regular series of faculty development workshops over the course of a semester. All faculty currently receive a monthly periodical, *Teaching for Success*, which provides them with a variety of effective teaching techniques. Other initiatives are being considered by Academic Council.

### 2.2.3 Prepare students for further education and employment, and for their roles as citizens and parents

This element of the Ricks College mission reflects a desire to graduate students who are prepared for the future. Assessment activities show that our students are well prepared for employment or further education and that they are also well prepared for other key roles they will play.

Findings from the Student Evaluation of Institutional Mission and Goals showed large numbers of students who *agreed*, *strongly agreed*, or *very strongly agreed* that their classes and experiences at Ricks College helped them to:

- Be better citizens (87%)
- Be better parents (87%)
- Think more clearly (89%)
- Better appreciate the aesthetic and creative expressions of humanity (86%)
- Cultivate a high sensitivity to personal relationships and moral responsibilities (90%)
- Attain a greater knowledge of the social world (84%)
- Attain a greater knowledge of the natural world (87%)
- Write more clearly (80%)

Findings from the College Student Experiences Questionnaire corroborate student perceptions of their gains, especially as compared with other institutions of higher learning. We recognize the limits of student self-reports of achievement; however, research shows that there is a moderate to high correlation of perception of gains with actual gains, especially with an instrument such as the CSEQ where there are no grading-related consequences to responses. Furthermore, given a lack of pre-testing, perhaps students are in the best position to make a judgment about their entering – versus exiting – capabilities. The areas in which many Ricks College students reported the greatest gains are shown in the top portion of Figure 4. The areas in which fewer Ricks College students reported significant gains are shown in the bottom portion of Figure 4.

The data shown in Figure 4 is providing impetus to the scientific/quantitative faculty to consider ways to reach more students.

The Alumni Survey asked how Ricks College prepared them for life at a four-year school. Findings include:

- Over 80% of the students *agreed*, *strongly agreed*, or *very strongly agreed* that their Ricks College experience fully prepared them academically, spiritually, and emotionally.
- 86% of the students felt that they were as prepared for the university as any of their non-Ricks College peers.
- 82% of the students reported a four-year school GPA that was close to or higher than their Ricks College GPA.

These self-reports correspond very closely to feedback provided by several of our main transfer schools. As shown in Table 3, these schools report that GPAs of Ricks College transfer students are similar to the GPAs they earned at Ricks College.

#### 2.2.4 Maintain a wholesome academic, cultural, social, and spiritual environment

This element of the Ricks College mission reflects a desire to provide an optimal environment for student learning and growth. Assessment activities show that our students recognize the unique atmosphere at Ricks College and report the impact it has on learning and growth.

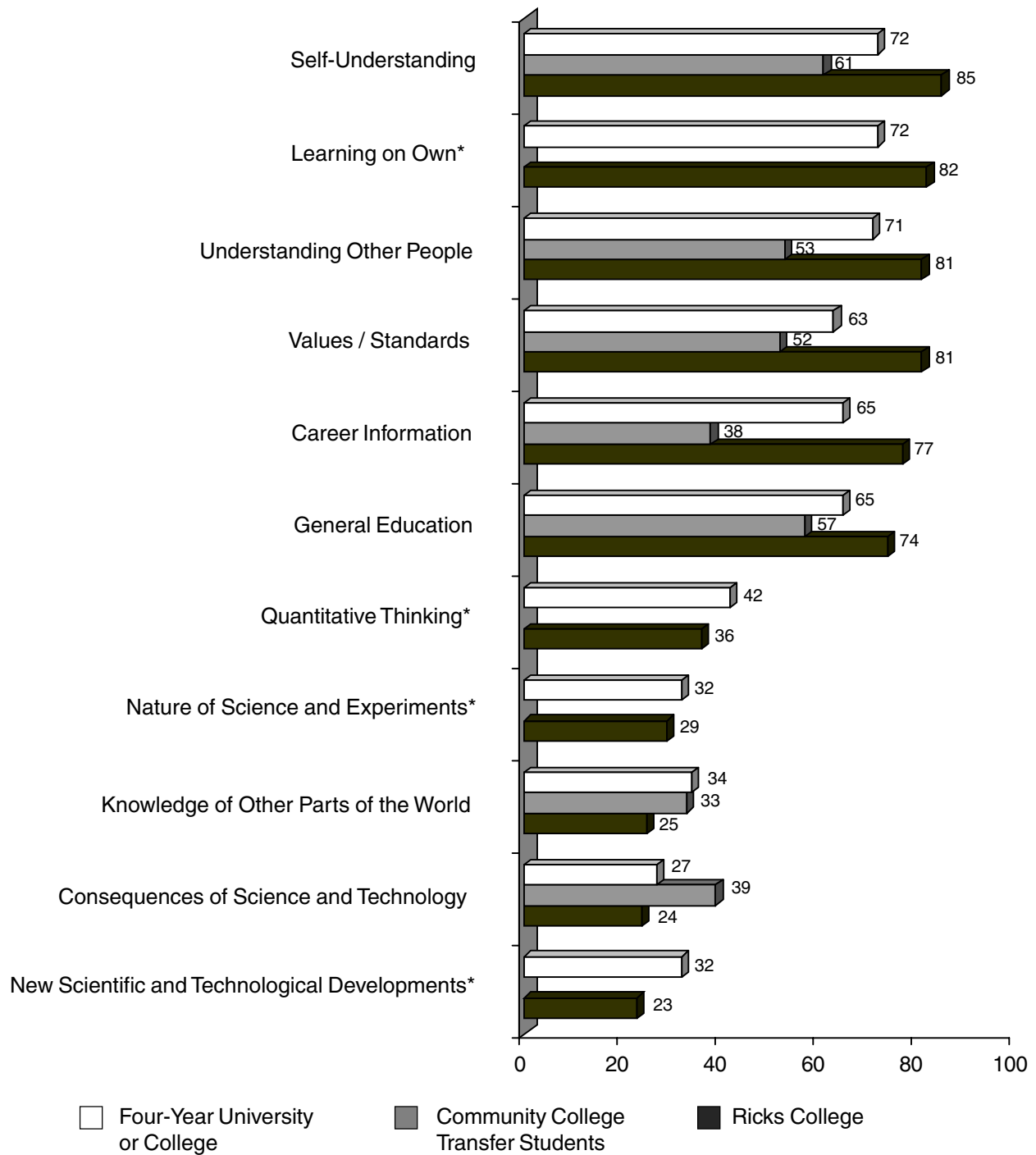
When asked in the Student Evaluation of Institutional Mission and Goals about the Ricks College environment, 94% of the students *agreed*, *strongly*

Table 3

#### GPA of Ricks College Graduates at Transfer Institutions

	# of Students	Transfer GPA	University GPA
Utah State University	1,833	3.011	2.921
Weber State University	94	2.990	3.060
Utah Valley State College	60	2.910	2.620
Southern Utah University	43	2.937	3.395
Brigham Young University	1,551	3.490	3.270
University of Utah	113	3.070	2.940

**College Student Experiences Questionnaire**  
 Percentage of Students Gaining Specific Skills at College



\* Community College students not surveyed

Figure 4

*agreed, or very strongly agreed* with the statement: *Ricks College has provided me with a wholesome academic, cultural, social, and spiritual environment.*

In the Alumni Survey, 91% of former students reported that the general atmosphere had a *positive* or *very positive* effect on their learning and growth. The Alumni Survey highlighted a number of specific dimensions of the Ricks College environment that had significant influence on student learning and growth: associations with fellow students, associations with faculty, weekly devotionals, participation in a student ecclesiastical unit, respect for different points of view, respect for different styles of learning, and helpful advice and counseling.

### 3.0 Planning and Effectiveness

---

Institutional planning at Ricks College is governed by President's Council with authority delegated to Academic Council to autonomously handle most academic issues. These two councils initiate major strategic initiatives, delegate authority to investigate and plan, review recommendations, and make final decisions. The President communicates with the Board of Trustees about ongoing planning initiatives. Both councils are supported by key standing councils: Strategic Planning Council (formerly Extended President's Council), Administrative Council, Student Life Council, Community Services Council, Campus Planning Committee, Computing Technology Committee, and Shared Services Committee. Ad hoc committees are formed as necessary to support analysis and decision-making. President's Council and Academic Council look at several long-range strategic initiatives each year.

The cornerstone of all planning and decision-making is the institutional mission and goals. Any initiative being considered is carefully evaluated against these two guiding forces. Initiatives which have proved incompatible with the mission and goals of the College have been discarded. For example, on occasion, proposals to relax dress and grooming standards are made. Ultimately, such proposals are rejected because they are incompatible with the goal of maintaining a wholesome environment and are not conducive to a modest and virtuous lifestyle. When proposals to extend the length of degree programs are rejected, it is because lengthy degree programs are incompatible with our stated goal of being a two-year institution of higher learning. Our institutional mission and goals have served our planning and decision-making processes well by helping to eliminate incompatible proposals before they are implemented.

Planning at Ricks College has historically involved careful consideration of the impact of any course of

action on students. Annual departmental indicators (see Appendix C) have been used for over ten years to help departments improve and to help administrators assess the effectiveness of their resource allocations. In the past, planning bodies have often solicited feedback from parents, former students, employers, and transfer schools. Outcomes assessment has added a new dimension to planning at Ricks College by introducing a more systematic, rigorous, comprehensive, and student outcome-oriented process.

The following sections describe and evaluate our process for incorporating assessment of institutional effectiveness into planning and decision-making.

### 3.1 Description

The Ricks College Outcomes Assessment Plan was developed in the 1995-1996 school year. It was formally approved November 1996. This plan defines our overall assessment process. This plan reaffirms the institutional mission, lists the institutional goals, and provides a set of outcomes and indicators for each institutional mission and goal. It also specifies the processes and activities which will be implemented to assess the institutional mission and goals. The document also outlines a plan for assisting departments to develop their own plans for assessing departmental/program outcomes and how these departmental assessments are to be integrated into the institutional planning and decision-making process.

Our outcomes assessment planning and implementation is characterized by several important objectives:

- To establish at both the institutional and program level, outcomes and indicators which are expressed in terms of what happens to the student as a result of their learning experiences. What does the student know? What can the student do? What does the student value? How well does the student think and reason? How satisfied is the student with the service provided?
- To involve a wide variety of constituencies in the assessment process. The primary focus of outcomes assessment is on current and former students. Assessment planning also calls for involvement of faculty, administration, staff, and College ecclesiastical leaders as sources of information, interpreters of data, decision-makers who recommend courses of action and develop action plans, and as implementers of recommendations.
- To integrate outcomes assessment into existing planning and decision-making processes. In the past Ricks College administrators used a comprehensive set of indicators of institutional and departmental well-being (e.g., student credit hours, enrollments, completions, student-faculty ratio, cost-per-credit hour, cost-

per-graduate) to plan and make decisions. Appendix C provides a chart with these indicators for the overall College from the previous eight years. Outcomes assessment adds a welcome new dimension to our planning processes because planners and decision-makers now have data about the impact of programs and services on students.

- To foster the development and implementation of outcomes assessment at the departmental/program level. The administration's expectations of departments relative to outcomes assessment are outlined in section 3.0 of Standard 2. These expectations ensure that assessment at the program level is systematic, focused on students, long-term, well documented, action-oriented, and is based on stated program mission and goals.

## 3.2 Analysis and Appraisal

In nearly five years of outcomes assessment planning and implementation, we have implemented all but four of the twelve institutional assessment activities that were specified in the Outcomes Assessment Plan (see Table 4). We have assessed most of the critical activities, services, and functions we provide. Several assessment activities have not yet been carried out. We have yet to implement a comprehensive evaluation of general education skills and knowledge because of the complexity of the undertaking and the need for more time to develop an adequate approach which has the necessary faculty consensus. We have yet to assess critical thinking. While we have done course and program audits in the past (e.g., general education course templates), we have not yet conducted them from an outcomes-oriented perspective. We have not yet implemented our institutional outcomes indicators activity due to a lack of time. We have not yet received enough departmental/program assessment data to formulate patterns or trends for the whole institution.

We have learned valuable lessons from this initial phase of outcomes assessment. We will use these lessons to improve our assessment activities in several ways. First, our original schedule was overly ambitious. We tried to do too much in a time frame too short. We found that we needed more time to disseminate and deliberate findings. As we revise our outcomes assessment plan, we will distribute assessment activities across a larger time span. Second, we intend to supplement our self-report assessments with objective measures of achievement. Self-report assessments have been valuable and we will continue to use them. However, we intend to supplement them with instruments that directly measure achievement. Third, we can make

improvements to the technical aspects of data collection and analysis to improve ability to generalize conclusions. For example, we can improve the representativeness of samples, refine instruments to more clearly reflect mission and goals, and generate statistical comparisons of subgroups of interest. As our ability to do assessment matures, we expect to capture even more valuable and specific feedback about how Ricks College affects the lives of our students.

Outcomes assessment has involved a wide variety of our stakeholders, including members of the Board of Trustees, administrators, faculty, staff, students, and alumni. Members of the Board of Trustees receive regular reports of how well Ricks College is achieving its mission and goals. Administrators have helped develop assessment activities, have reviewed results, have generated findings and action items, and have implemented initiatives in response to assessment findings. Faculty and staff have served as valuable data sources. They have also been asked to review and comment on the results of various assessment activities. Students, former and current, have served extensively as data sources. The student newspaper has reported the results of several outcomes assessment activities. The Alumni Office has used assessment data in showing its members how well the College is achieving its stated mission and goals.

Because most of the assessment studies conducted to date largely show great success in the attainment of mission and goals, outcomes assessment has yet to provide planners and decision-makers with a mandate for large-scale changes or improvements. Instead, results of assessment have been used to communicate successes to our Board of Trustees and to assure them that we are indeed achieving our institutional mission and goals. Assessment data have also been useful in communicating successes to alumni councils, informing parents and future students of what they can expect, and in supporting fund-raising efforts.

Outcomes assessment has had several important consequences. First, the name and membership of Extended President's Council was modified to more clearly reflect an outcomes assessment philosophy. It is now called the Strategic Planning Council and the Director of Institutional Research, who oversees outcomes assessment on campus, was added as a member. Second, outcomes assessment has helped the "Who Are We" committee to clarify their work in reviewing and revising the institutional mission and goals. Their work resulted in a rewrite of the institution's goals (see Appendix B). Third, outcomes assessment is leading to greater data- and outcomes-based planning and decision-making in many councils and committees. For example, the Shared Services Committee, which is tasked to find and eliminate



Table 4

Completion of Assessment Activities

Assessment Activity	Scheduled Date	Completion Date
Student Focus Groups		
Designed to acquire open-ended feedback from students. Focus groups are planned for: Faculty/Courses, Programs, Institution	Fall 1996 Winter 1997	Fall 1996 Winter 1997
Alumni Survey		
A locally developed instrument designed to measure the impact of a Ricks education on their academic, professional, and personal lives.	Summer 1997	Winter 1998
College Student Experiences Questionnaire		
A nationally normed instrument designed to measure the extent to which students participate in all facets of the college experience.	Winter 1997	Winter 1997
Institutional Indicators		
A collection of selected institutional indicators of good practice in undergraduate education (see Ewell & Jones, 1996).	Fall 1997	
Student Evaluation of Institutional Mission and Goals		
A locally developed instrument designed to measure the degree to which students feel that the College has achieved its mission in their lives.	Fall 1997 Winter 1998	Fall 1997 Winter 1998
Student Evaluation of Instructional Practices		
A locally developed instrument designed to measure the degree to which students feel that their instructors and courses engage in practices most conducive to better learning.	Fall 1997 Winter 1998	Fall 1997 Winter 1998
General Education Achievement		
Portfolio assessment activities designed to measure the degree to which students manifest breadth in learning.	Winter 1998	
Critical Thinking Inventory		
A nationally normed instrument designed to measure critical thinking skill.	Fall 1998 Winter 1999	
Faculty Survey		
Designed to replicate a survey conducted ten and 20 years ago, measuring satisfaction with the organizational climate.	Winter 1999	Winter 1999
Departmental/Program Assessments		
A collection of assessment data from programs to determine overall institutional patterns and trends.	Winter 1999	

unnecessary administrative processes and services, is using the self-studies prepared by the various administrative units for this accreditation to determine each unit's objectives, strengths, weaknesses, impact on students, and future directions. Fourth, outcomes assessment has provided benchmarks related to institutional mission and goals. Having these benchmarks provides a valuable basis for monitoring future progress.

Results of assessment have been used to direct faculty development activities toward specific improvements in their teaching, particularly in the areas of critical thinking and active learning. For example, to help the faculty to teach critical thinking, Dr. Richard Paul, noted expert in the critical thinking field, was invited to conduct a two-day workshop for all faculty at the beginning of the 1996-1997 school year. This was followed up by several faculty workshops related to critical thinking and active learning throughout the year. All of this was undertaken to improve the academic engagement and intellectual quality of our students, areas that needed bolstering according to outcomes assessment activities.

Prior to the recent formalization of outcomes assessment at Ricks College, a set of institutional indicators had been in place for many years: cost per student credit hour; faculty-student ratio; grade-point average; cost per graduate; and so on (see Appendix C). These indicators were extensively used to evaluate programs and allocate resources. The use of these indicators will continue within the framework of our new formal program of outcomes assessment.

In spite of the lack of mandates for improvement, the institutional planning function does stand ready to work with the findings of outcomes assessment to establish priorities based on findings generated by assessment activities.

Our outcomes assessment program has the necessary resources to be effectively implemented. A set of 12 major institutional assessment activities are now distributed across a five-year time frame so that only one or two major institutional assessments will be conducted each semester. Department outcomes assessment will be conducted primarily at the department level with limited assistance from the institution. Department chairs have adequate released time for conducting these activities.

The Office of Institutional Research is completely integrated with evaluation and planning processes. In fact, institutional outcomes assessment activities are conducted by the Office of Institutional Research. This office also provides support to the ongoing departmental assessments.

After each major assessment report, both the Academic Council and the President's Council review the efficacy of the activity. Feedback is provided to the Office of Institutional Research for future improvements to the processes employed.

Information and findings generated by assessment activities are posted on the Ricks College home page. Reports are routinely made available to parties who request them. The student newspaper reports on the findings as well.

## 4.0 References

---

Ewell, P.T. & Jones, D.P. (1996). *Indicators of "good practice" in undergraduate education: A handbook for development and implementation*. Boulder, CO: NCHEMS.

---

---

*Standard 2*

Educational Programs



---

*To create an environment where the Holy Ghost can teach, everything done at Ricks College must be in harmony with the principles of the restored gospel of Jesus Christ.*

- David A. Bednar  
*President, Ricks College, 1997-Present*



## *Standard 2*

# Educational Programs

## 1.0 Introduction

---

Standard 2 provides a description and appraisal of general program requirements, educational program planning and assessment activity, undergraduate programs, and continuing education programs and courses. It also provides an analysis and appraisal of each of our 38 academic departments.

## 2.0 General Program Requirements

---

Ricks College offers a wide variety of lower division collegiate level courses leading to transfer degrees, terminal degrees, and certificates. Courses are offered by 38 departments housed in nine divisions (see Figure 1). More than 130 different degree programs are available. The current catalog provides a detailed description of the programs and courses currently offered. The College operates on a semester-based calendar with 16-week terms in the fall and winter. Each semester uses 150 calendar days. Three five-week terms are offered during the summer.

## 2.1 Resources Supporting Educational Programs

### Description

Ricks College provides an impressive array of human, physical, and financial resources which support our educational programs. In the 1998-1999 school year, the College employed 373 full-time faculty and more than 45 part-time/adjunct faculty; another 461 full-time and 60 part-time employees provided other necessary administrative and support services to students. Our 255-acre campus is home to 16 buildings which house classrooms, offices, labs, auditoriums, and various other teaching/learning spaces as well as a full array of student life services. Several off-campus facilities – Livestock Center, Ricks College farms, Island Park Science Center, Teton Leadership and Service Center, Outdoor Learning Center, and Vashon Island (WA) Learning Center – provide fully developed sites for a variety of hands-on learning activities. Eight dormitories provide on-campus housing.

The table in Appendix C shows the average number of direct instructional expenditures (i.e., faculty salaries plus departmental operating expenses) per student credit hour at Ricks College for the past eight years. Expenditures per student credit hour rose from \$63 in 1991 to \$72 in 1998. During the same period, expenditures per

## Organization of Academic Departments

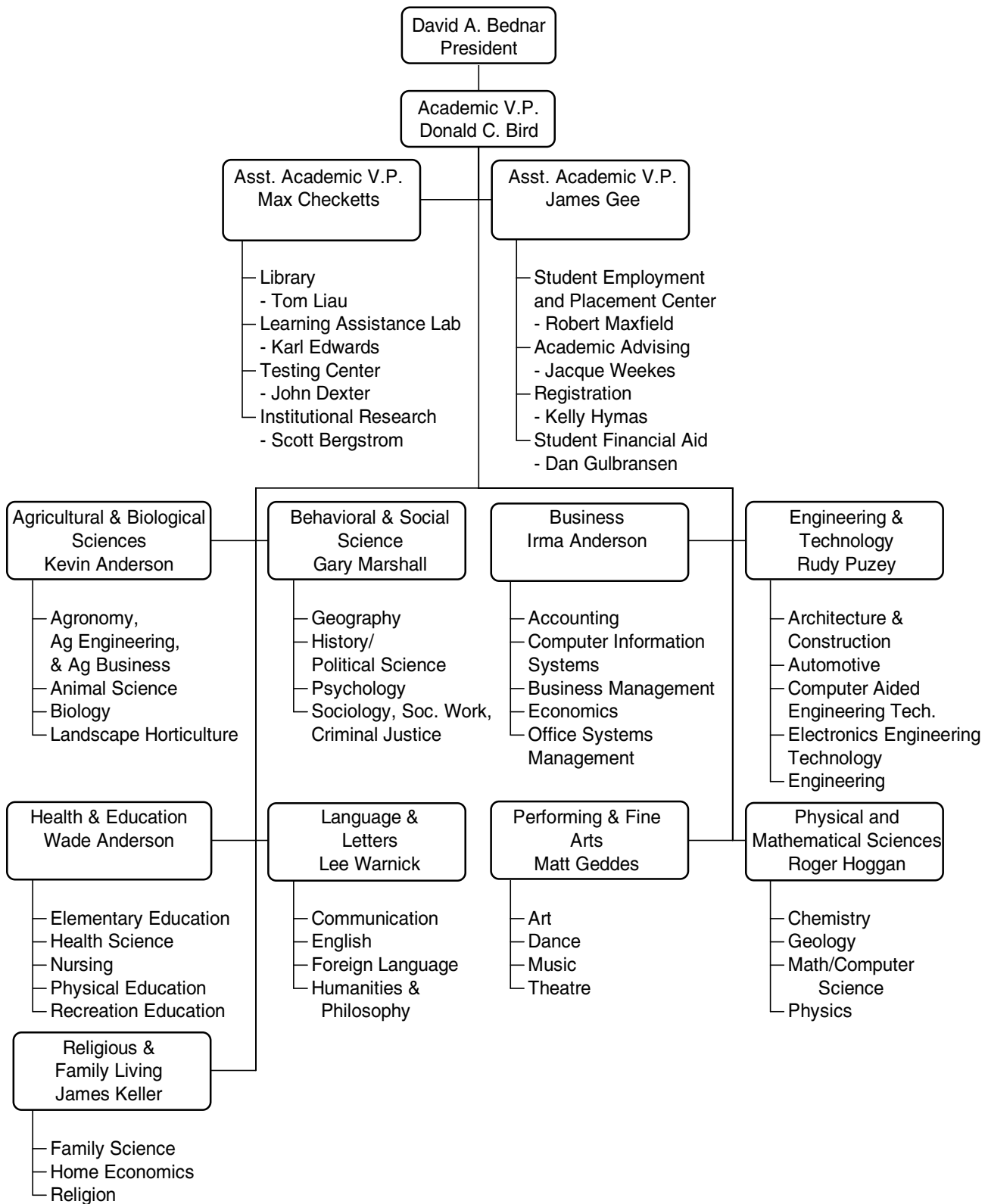


Figure 1

graduate dropped from \$7,249 in 1991 to \$5,249 in 1996. These figures show that while we are spending more money per student credit hour, we are spreading the costs across more graduating students.

Approximately 75% of the curriculum is devoted to students who will transfer to four-year institutions. A recent survey of alumni showed that approximately 82% of our graduating students will attend a four year institution. The majority of these students transfer to Brigham Young University, Utah State University, Idaho State University, Weber State University, University of Utah, Boise State University, or University of Idaho. We maintain close relations with these and other institutions to ensure that transfer credits will be accepted and that transfer will be smooth. The Alumni Survey shows that the transfer experience is working very well for the great majority of our graduating students.

The other 25% of our curriculum focuses on students who desire employment upon graduation. Ricks College offers more than 35 career programs, primarily in agriculture, engineering technology, interior design, nursing, and business. These programs have impressive facilities, equipment, and faculty.

The Honors Program provides a challenging curriculum to students with high GPAs (3.5 or higher) who are motivated to probe deeper into a subject matter. About ten honors courses are offered each semester.

### Analysis and Appraisal

Ricks College has demonstrated its commitment to high-quality teaching and learning and to student achievement of program goals by providing necessary human, physical, and financial resources. In spite of a large student body, students have adequate access to the faculty. For the past eight years the student-faculty ratio at Ricks College has varied between 22:1 and 25:1 (see Appendix B) which is an acceptable ratio. In the College Student Experiences Questionnaire, we found that:

- 73% of Ricks College students *often* or *very often* talked with a faculty member (as compared with 64% of four-year school students).
- 43% of Ricks College students *often* or *very often* visited informally with a faculty member after class (as compared with 37% of four-year school students and 29% of community college transfer students).

Furthermore, for the past ten years the faculty teaching load has averaged 29 hours per academic year, indicating that the College is using nearly all of its teaching capacity.

In terms of physical resources, the Ricks College campus provides excellent facilities for every facet of a student's life. The library is significantly expanding its current size. Two new buildings and various remodeling

activities provide state-of-the-art classrooms and auditoriums. A number of classrooms are now equipped with computer-based delivery and projection systems. Notwithstanding, there are concerns about adequate space for student physical exercise and recreation. In addition, there is concern about lack of space for music and theatre programs. A number of studies of space utilization have recently been conducted and the results are being used to develop plans for more efficient use of space on campus.

In terms of financial resources, Ricks College is allocating the necessary funding to deliver a high quality educational experience. Department chairs report that their budgets are sufficient to deliver the educational experiences they desire for their students. Each year department chairs are asked to evaluate several financial indicators: cost per student credit hour, cost per major, and cost per graduate. This annual analysis ensures that financial resources are being equitably distributed and properly used. In addition, Ricks College students enjoy one of the lowest rates for tuition, fees, room and board of any two-year church-related college in the nation. Compiled by Young-Harris College, Table 1 shows a

Table 1

### Tuition at Two-Year Church-Related Colleges for 1998-1999

Institution	State	Tuition/Fees, Room & Board
Marymount	CA	\$20,900
Central	KS	\$13,750
Louisburg	NC	\$13,000
Holy Cross College	IN	\$13,000
Young-Harris College	GA	\$11,595
Lon Morris	TX	\$10,750
Lexington	IL	\$10,050
Aquinas at Newton	MA	\$7,550
Ricks College	ID	\$5,770
Ancilla	IN	\$4,530
Donnelly	KS	\$3,250
Queen of the Holy Rosary	CA	\$2,515

Source: Young-Harris College 1999 Survey of Church-Related Schools

partial listing of the costs of attending prominent two-year church-related colleges. The Ricks College tuition and other expenses of \$5,770 per year ranked as one of the lowest among private two-year church-related private colleges in 1998.

## 2.2 Program Goals

The Ricks College mission statement and associated goals provide the yardstick against which all educational program goals are measured. All current program goals, policies, methods, and delivery systems are in harmony with the institutional mission. New programs must prove to be in harmony with this mission as well. Program goals are assessed annually during a department review, and once every five to ten years during a major departmental review. Procedures are outlined in the *Division/Department Chair Handbook*, pp. 2-13 to 2-14. With the implementation of a formal outcomes assessment plan, these reviews better assess the effects that programs have on student achievement.

## 2.3 Program Design and Structure

Currently, Ricks College offers 130 degree programs. All represent fields of study commonly found in higher education. The majority of these degree programs have been in existence at Ricks College for many years. Accordingly, they have undergone continual scrutiny and improvement based on changes in society and the needs of the work force, a discipline's subject matter, articulation agreements with transfer schools, feedback from current and former students, discovery of better teaching techniques, and the expert judgment of those who deliver the program. This evolution has resulted in programs which reflect sound educational principles (e.g., coherence, breadth, depth, sequencing, synthesis, and assessment). All new programs at Ricks College in the past ten years have grown out of existing programs. New programs typically reflect a different content area within a discipline that already exists at Ricks, and they carry with them the sound design principles of the programs which preceded them.

Table 2 shows the new degree programs implemented in the last five years. Table 3 shows the degree programs which have been eliminated in the last five years.

Table 2

### New Degree Programs - 1993-1998

Major (Code)	Degree*
<b>1998</b>	
Botany, Pre-Forestry, & Pre-Range Science (323)	AAS
CAD / CAM Technology (325)	AAS
Chinese (324)	AAS
General Studies – Advised in Biology (326)	AAS
<b>1997</b>	
Apparel Studies (321)	AAS
Welding Technology (322)	1-year Cert.
<b>1996</b>	
Ag Engineering (319)	AAS
General Studies – Advised in Pre-Physical Therapy (320)	AAS
Music Therapy (90)	Associate
Music – Business (317)	AAS
Music – Liberal Arts (316)	AAS
Office Education (314)	AAS
Pre-Physician Assistant (315)	AAS
<b>1995</b>	
Environmental Science Engineering (312)	Associate
Environmental Science Natural Science (311)	AAS
Environmental Science Social Science (313)	AAS
International Studies (310)	AAS
<b>1994</b>	
Agronomy and Agricultural Mechanization (306)	1-year Cert.
Construction Management (303)	AAS
Environment, Soil, & Water Resource Management (307)	AAS
Fine Arts (145)	AAS
General Agriculture (308)	1-year Cert.
Graphic Design / Illustration (304)	AAS
Piano Pedagogy (305)	1-year Cert.
<b>1993</b>	
Criminal Justice – Courts (301)	AAS
Criminal Justice – Law Enforcement (302)	AAS
Culinary Arts (296)	Associate
Elementary Education (300)	AAS

\* AAS = Associate of Arts and Sciences  
Associate = Associate in Specialized Discipline



Table 3

Degree Programs Eliminated 1993-1998

Major (Code)	Degree*	Major (Code)	Degree*
<b>1998</b>		<b>1995</b>	
Botany (9)	AAS	Construction Management (275)	Associate
Dietetic Technician (291)	AAS	Dairy Production Management (212)	Associate
Environmental Science Engineering (312)	Associate	Design Engineering Technology (188)	Associate
Environmental Science Natural Science (311)	AAS	Environmental Economics (298)	AAS
Environmental Science Social Science (313)	AAS	Floral Design (235)	1-year Cert.
Music – Business (317)	AAS	Floral Design (236)	2-year Cert.
Pre-Forestry and Pre-Range Science(17)	AAS	General Agriculture (309)	2-year Cert.
		Landscape Horticulture (149)	1-year Cert.
<b>1997</b>		Landscape Horticulture (150)	2-year Cert.
Accounting (243)	Associate	Pre-Technical Biology (193)	AAS
Clothing and Textiles (73)	AAS	<b>1994</b>	
Conservation & Natural Resource Management (289)	AAS	Agricultural Mechanization (270)	1-year Cert.
Early Childhood Education (262)	AAS	Animal Science (233)	1-year Cert.
Fashion Merchandising (261)	AAS	Animal Science (279)	2-year Cert.
Finance (170)	AAS	Art (3)	AAS
Food Science (190)	AAS	Business Management (274)	Associate
General Agriculture (308)	1-year Cert.	General Agriculture Crops and Soils (273)	1-year Cert.
International Business (299)	AAS	<b>1993</b>	
Marketing (171)	AAS	Criminal Justice (247)	AAS
Paramedic Certificate (227)	1-year Cert.	Family Living & Office Education (135)	Associate
Paramedicine (228)	AAS	Home Management & Family Economics (79)	AAS
Special Education (265)	AAS	Law Enforcement (249)	Associate
<b>1996</b>		Music Theatre (258)	AAS
Computer Information Systems (245)	Associate	Restaurant & Catering Management (197)	Associate
Fashion Merchandising (267)	Associate	Social Work – Corrections Track (251)	AAS

\* AAS = Associate of Arts and Sciences  
Associate = Associate in Specialized Discipline

## 2.4 Degree Objectives

Ricks College currently offers four different types of degrees or certifications:

- Associate of Arts and Sciences – a two-year degree requiring 39-42 hours of general education designed primarily for students who plan to transfer to a four-year school
- Specialized Associate – a two-year degree emphasizing career specialization with a carefully specified core of general education requirements
- One- or Two-year Certificates – a one- or two-year program focused on training in a specialized career
- Three-year Professional Associate – a three-year program for Interior Design majors

As new programs are proposed, their degree designation is determined primarily by the scope of the general education component and by the time required to complete program requirements.

The Ricks College Catalog describes each of the 130 degree programs available to students. For each program the catalog provides an overview of its purposes, student outcomes (i.e., knowledge, skills, and competencies), required courses and learning experiences (i.e., content), and other special considerations. Many departments provide students with supplemental documentation, which gives greater detail and guidance regarding program outcomes and requirements. The Career and Academic Advising Center provides material and personal counseling to students investigating different degree programs.

Division and department heads maintain close contact with the two-year and four-year schools in the region to ensure that programs provide necessary content, award the proper credit, and have appropriate length. Several years ago academic administrators began the “Roadmap” initiative to help transfer students better plan their entire four-year undergraduate experience. A Roadmap document for a given degree program outlines the first and second year requirements to be met at Ricks College along with the third and fourth year requirements at the transfer university. Roadmap documents are based on articulation agreements between Ricks College and its primary transfer institutions.

## 2.5 Abbreviated Programs

Ricks College does not offer any concentrated degree programs.

## 2.6 Credits, Program Length, and Special Program Tuition

Ricks College follows accepted practices in assigning credit to learning experiences. For the majority of courses, one semester hour of credit requires 15 fifty-minute classroom learning experiences (lecture, class discussion, small group activities), approximately 25 fifty-minute learning experiences in a lab setting, or 20 fifty-minute sessions of guided group instruction (e.g., musical group, dance, aerobics). A four-year study of faculty work load enabled academic administrators to ensure that credit being given for individual courses was based on the learning experiences that faculty were actually providing.

Academic administrators and faculty continually monitor the time required to complete degrees at Ricks College. The length of degree programs is equivalent to programs at similar institutions in the region. If anything, several of our programs have required or “recommended” too many credits. Consequently, academic administrators undertook a three-year study of degree programs in which students were graduating with more than 70 credits. This study resulted in the downsizing of 25 programs and a request to the faculty of several other programs to scale back on the number of courses being “recommended” to students.

Ricks College does not offer any programs which require a special tuition. A number of programs require special fees for travel, equipment, or other unique resources. Academic administrators and faculty are very cautious in the assessment of additional fees. Any additional fees require approval from the President’s Council. Course fees are published in each class schedule.

## 2.7 Curriculum Design, Approval, and Implementation

Decision-making as it relates to curriculum issues (e.g., new courses, program changes, etc.) is outlined in the Department Chair Handbook, pp. 2-3 to 2-12. Roles, responsibilities, and decision-making authority are specified for the various levels of administration. The process for handling curriculum issues is essentially hierarchical in that issues are successively reviewed as specified at the department, division, Academic Vice President, and President’s level by the appropriate leader or council. Ad hoc faculty committees can be formed at any level to study issues and make recommendations. Follow-up recommendations and action items are then passed down through the same chain of command to the person (or council) dealing with the issue. Faculty, which at Ricks College includes department and division

heads as well as the teaching faculty, bear the primary responsibility for ensuring the soundness and proper implementation of curriculum.

## 2.8 Use of Library

The faculty works closely with library personnel to ensure that appropriate library resources are available for students. Each academic department designates a faculty member to serve as a library liaison to assist in the selection of new materials and to participate in major planning initiatives. The library has been especially responsive to faculty and student needs related to information technology. It houses more than 300 computer workstations for student use, more than 12 large-scale on-line databases (e.g., ProQuest Direct, Newsbank, etc.), a state-of-the-art Family History Center, and a full array of media production services including video and audio editing, web page development, scanning, printing, and graphics development. These, as well as the traditional library holdings, support learning activities in many of the courses offered each semester.

All degree programs at Ricks College provide students with at least one significant library experience through the English 111 requirement which more than 95% of Ricks College students fulfill. The 5% who do not take English 111 are either transfer students who have taken their basic composition course elsewhere or students who have met the basic composition requirement via Advanced Placement English credit. English 111 students receive a broad orientation to library services and resources, typically from their English instructor, as well as one class session taught by library personnel, devoted to using on-line databases in research.

For the majority of students the library plays a key role in their Ricks College experience. In two surveys of library usage, one in 1998 and the other in 1999, only 1% of the more than 600 students sampled (randomly) said they *never* used the library. In these surveys, approximately 90% of students said that they used the library for research and 75% said they used the library for quiet study.

This issue was explored in the Alumni Survey in several ways. When alumni were asked to characterize the extent to which visits to the library were a part of their coursework, 74% of the students said that they *frequently* or *very frequently* visited the library for research or to complete class assignments. When asked about the impact of the library on their learning growth while at Ricks College, 75% indicated a *positive* or *very positive* impact. Almost half of Ricks alumni (47%) report that they still frequent libraries now that they have graduated. Findings from the College Student Experi-

ences Questionnaire show that student use of the library is comparable to students attending four-year schools and community colleges. These findings suggest that the library occupies an important place in the educational experience of Ricks College students.

## 2.9 Scheduling

For each degree program, the Course Catalog prescribes an optimal course sequence. Courses are offered on a regular and predictable basis. Each semester more than 2,200 fifteen-week courses and over 100 seven-week (block) courses are offered. This offering ensures, for the most part, that students can enroll in the courses they need each semester. With the addition of 1,000 new students over the past five years, more sections are now offered in the afternoon and evening. Because of these changes, courses are generally accessible to students.

## 2.10 Experiential Learning

Ricks College does not award credit for prior experiential learning.

## 2.11 Program Changes

Policies and procedures relating to changes in programs and courses are reviewed annually by Academic Council. Because current policies and procedures in this area have adequately served the College, few changes have been made to them during the last several years. Policies and procedures for adding or deleting courses and programs are reviewed at least once each year at the annual Department and Division Chair Seminar.

When program requirements change, students are normally held to the requirements specified in the catalog of the year they first came to Ricks College. In some cases students are given the option to meet either the new or old requirements.

## 3.0 Educational Program Planning and Assessment

---

Each department is expected to develop and implement an outcomes assessment plan for each of its degree programs. Faculty members in each department are expected to develop and implement outcomes assessment as follows:

- Establish a department (or program) mission statement that answers the following questions:
  - What are we trying to accomplish as a department?
  - In what direction(s) would we like to move?
  - What is our vision for the future?
  - What are we trying to achieve with our students?
- Develop a set of outcomes for each program based on the mission statement. The majority of departmental outcomes should be statements about what happens to students upon completion of a program:
  - What can students do?
  - What do they know?
  - What do they value?
  - How well do they think?
- Select/design methods to assess outcomes
- Develop an assessment plan which includes the mission statement, a listing of the outcomes with corresponding assessment methods, and a narrative which briefly describes each assessment method to be used
- Implement the assessment plan
- Maintain an assessment archive and/or database
- Generate a report that shows not only the data which were collected, but a thoughtful consideration and analysis of the data, and ensuing action items
- Generate a follow-up report that summarizes actions taken
- Formally respond to findings from institutional assessment activities

All departments on campus have generated mission statements, developed outcomes, and selected assessment methods. Several have developed assessment plans and have started to implement ongoing assessment activities.

As department outcomes assessment plans are finished, the learning outcomes will be published in the catalog and on the web. Also, as assessment activities are completed they will be used to provide evidence that students do indeed achieve the desired outcomes. They will also be used to improve the educational program's effectiveness and efficiency.

Assessments conducted to date have shown that students are achieving desired program outcomes, that they are successfully transferring to universities, and that they are satisfied with their experience at Ricks College. The one assessment activity which has been in operation for longer than four years at Ricks College – student focus groups – has helped a number of teachers to improve their teaching (see section 2.2.2 of Standard 1). Faculty involved in this activity reported the following:

- “When I made the changes they had suggested, students really saw me as responsive.”
- “I was surprised at the quality of the feedback that was elicited from students. It made me reflect on the ‘deeper’ aspects of my teaching.”
- “I made some very practical changes which resulted in dramatic improvements.”
- “It reinforced what I was doing right. It let me know that students really did notice and appreciate the things I was trying to do.”
- “Rapport with my class was substantially improved.”
- “I discussed the feedback with my students the next day. I got even more feedback from that follow-up discussion.”

Department assessment activities have yet to reveal major deficiencies with existing programs; however, these assessment efforts have only just begun. The various departmental self-studies contained in section 6.0 document some of the significant changes made over the past few years. As an example, the Department of Physics conducted a pre- and post-test assessment of students' grasp of a basic physics concept. The results encouraged faculty to increase their efforts to teach interactively in hopes of raising students' understanding as measured by the gain scores on this instrument.

Results of assessment at the institutional level have led to greater awareness that faculty members must reach out to the students who are less receptive, less engaged. To help the faculty, academic administrators have sponsored a series of “Brown Bag” seminars for the past three years which have addressed a number of the teaching and learning issues related to these types of students (see section 3.0 of Standard 4). For example, Brown Bag seminars have addressed such topics as learning styles, active learning strategies, developing quality evaluation instruments and methods, handling difficult students, and dealing with various student problems. Over 60 faculty typically attend these seminars/workshops.

## 4.0 Undergraduate Programs

This section describes and evaluates general education, acceptance and transfer of credits, advising, and remedial course work.

### 4.1 General Education

#### Description

All degree programs require a general education

component. The overall requirements and principles underlying general education at Ricks College are described in the catalog (see pp. 27-34). The catalog also provides the specific general education requirements for each degree program.

The Associate in Arts and Sciences (AAS) degree is designed to facilitate transfer of Ricks graduates to four-year schools. Candidates for the AAS must complete the requirements shown in Table 4.

The Specialized Associate of Arts (SA) degree and certificate programs require at least one course in three different areas: communication, computation, and human relations. Our terminal/certificate programs and their specific general education requirements are shown in Table 5.

Beginning in Fall 2000, all students will be required to take one course offered via the Internet as part of their

general education requirement. This will enable students to experience on-line learning and will free classroom space for new students.

The criteria used to assess the relevance of any given course for general education purposes are contained in a series of general education course templates (see Outcomes Assessment Plan, Appendix J). The templates include a set of principles governing general education which stipulate the qualities which each general education course should reflect (see Figure 2). Furthermore, it includes a set of templates for general education courses in each of the different areas: arts, letters, social sciences, physical sciences, and biological sciences. Each template addresses the desired qualities shown in Figure 2. These templates are used in both designing and evaluating general education courses.

Table 4

General Education Requirements for the AAS Degree

I) <b><u>Basic Skills</u></b>	
Reading and Writing	3 credits College Writing (English 111) 3 credits Advanced Writing
Mathematics	ACT Math score 22 or higher <i>or</i> 3 credits Intermediate Algebra (Math 101 or 103)
Communications, Computer Basics, Health & Fitness, or Foreign Language	2 to 4 credits
II) <b><u>Arts &amp; Letters</u></b>	Arts Events (FA 100) 3 credits Arts courses 3 credits Letters courses
III) <b><u>Natural Sciences</u></b>	8-9 credits as follows:
Physical Science	3-4 credits AND
Biological Science	3-4 credits Biology courses
	<i>Note: Students electing to take only 8 credits must select courses with labs</i>
IV) <b><u>Social Sciences</u></b>	6 credits from two different disciplines
V) <b><u>Religion</u></b>	8 credits

Table 5

General Education Requirements for Terminal/Certificate Degree Programs

<b>Program (ID code)</b>	<b>Communication</b>	<b>Computation</b>	<b>Human Relations</b>
Agriculture Machinery Management (269)	Eng 106 or Eng 111 or OE 220	Math 100S or Math 101 or Math 110	Econ 111 or Econ 112
Agronomy / Agriculture Mechanization (306)	Eng 106 or Eng 111 or Comm 220	Math 100S or Math 101 or Math 110	Ag Bus 250 or Bus 283
Architectural Drafting Technology	Eng 111 or Eng 216	Math 110 or Math 111 or Math 162	AmHer 100 or Econ 111
Automotive Industrial Education (194)	Eng 111 or Eng 211 or Eng 215	Math 101 or higher	Social Science Elective
Automotive Repair Business (5)	Eng 111	Math 101 or Math 103 or higher Acctg 200	Bus 283
Automotive Technology (195)	Comm 220	Math 101	AmHer 100
Beef Production Management (209)	Eng 111 or OE 220	Math 100S or Math 101	Ag Bus 250
Carpentry and Building Construction (219)	Comm 220 or Eng 111	Math 103	CM 100
Chemical Engineering (198)	Eng 111 Eng 216 (elective)	Math 162 Math 263 Math 264 Math 274	Recommended: 3 hours of Social Science as elective
Civil Engineering (199)	Eng 111 Eng 216 (elective)	Math 162 Math 263 Math 264 Math 274	Recommended: 3 hours of Social Science as elective
Computer Systems Technology (162)	Eng 111 or Eng 216	Math 110 or Math 111 or Math 162	CT 220
Culinary Arts (296)	Eng 111	Math 101	Faml 210
Design & Drafting (48)	Eng 111 or Eng 216	Math 110 or Math 111 or Math 162	AmHer 100

Table 5 (continued)

General Education Requirements for Terminal/Certificate Degree Programs

<b>Program (ID code)</b>	<b>Communication</b>	<b>Computation</b>	<b>Human Relations</b>
Electrical Engineering (200)	Eng 111 Eng 216 (elective)	Math 162 Math 263 Math 264 Math 274	Recommended: 3 hours of Social Science as elective
Electrical Engineering Technology (56)	Eng 111 or Eng 216	Math 110 or Math 111 or Math 162	Social Science (3 credits)
Farm Crops Management (271)	Eng 111	Math 100S or Math 101 or Math 110	Econ 111 or Econ 112
Fashion Design & Production (260)	Eng 111	Math 101	Faml 210
Floral Design Management (217)	Eng 111 or OE 220 or Ag Bus 232 or Ag Bus 250	Math 100S	Econ 111 or Econ 112
General Engineering (58)	Eng 111 Eng 216 (elective)	Math 162 Math 263 Math 264 Math 274	Recommended: 3 hours of Social Science as elective
Interior Design (158)	Eng 111	Math 101	Faml 210
Landscape Horticulture Management (151)	Eng 111 or OE 220 or Ag Bus 232 or Ag Bus 250	Math 100S or Math 101	Econ 111 or Econ 112
Manufacturing Engineering Technology (87)	Eng 111 or Eng 216	Math 110 or Math 111 or Math 162	Econ 111
Mechanical Engineering (201)	Eng 111 or Eng 216 (elective)	Math 162 Math 263 Math 264	Recommended: 3 hours of Social Science as elective
Music - Liberal Arts (316)	Must complete all A.A.S. General Education Requirements		
Music (90)	Must complete all A.A.S. General Education Requirements		

Table 5 (continued)

### General Education Requirements for Terminal/Certificate Degree Programs

Program (ID code)	Communication	Computation	Human Relations
Music (91)	Eng 111	Natural Science (6 credits)	Social Science (3 credits)
Office Education (174)	OE 220	Math 101	B276
Office Education (175)	OE 220	Math 101	B276
Piano Pedagogy (127)	Comm 220 English (6 hours)	Phy 167	Social Science (3 credits)
Professional Preschool Education (240)	Eng 111	Math 101	Faml 210
Small Business / Retail Management (203)	OE 220	Math 101	B270
Welding (322) One-year certificate	Eng 106	Math 100S	Weld 229
Welding Engineering Technology (110)	Eng 111 or Eng 216	Math 110 or Math 111	Econ 111

#### Analysis and Appraisal

Assessment activities provide evidence that students are achieving general education outcomes. A broad summary of these findings is presented in the section addressing Standard 1. Generally, findings show that students are acquiring an effective and valuable general education. However, there are several aspects of lifelong learning in which many of our graduates fail to participate. For example,

- Only 38% of alumni read a major newspaper or news magazine on a daily or weekly basis.
- Only 30% read books for enjoyment on a daily or weekly basis.
- Only 21% visit or use a library on a daily or weekly basis.
- 57% never participate in political activities.

Granted, many of these alumni are still in school or are starting their professional careers; however, more students could engage in these activities more frequently.

In accordance with the Ricks College Outcomes Assessment Plan, assessment of general education began with the development and use of general education templates to ensure that general education courses were in fact providing general education experiences. A study was then conducted to determine the extent to which general education courses were populated by students from outside the discipline. This study identified several courses which, based upon their student makeup, looked more like “major” courses than general education courses. A course of action is currently being considered by the General Education Committee. In the 1999-2000 school year, we will begin an intensive evaluation of general education through the administration of a critical thinking inventory and through the portfolio assessment techniques described in the Outcomes Assessment Plan.

#### 4.2 Acceptance and Transfer of Credits

Policies for acceptance of transfer credit are articulated in the Catalog. As part of their application



## Qualities of General Education Courses at Ricks College

### **Quality 1 – Content/Vocabulary**

A general education course introduces students to humanity's accumulation of factual information in a specific field by way of that field's key vocabulary and content.

### **Quality 2 – Methodology**

A general education course introduces students to humanity's accumulation of a specific field's most basic methods of broadening human knowledge.

### **Quality 3 – Heritage**

A general education course sets its essential discipline within historical, cultural, moral, and religious contexts.

### **Quality 4 – Interdisciplinary**

A general education course links its primary assumptions, methods, concerns, and subjects to other disciplines by way of comparison and contrast.

### **Quality 5 – Literacy**

A general education course helps students to gain control of the English language and to experience ways in which English may be used to express effectively the thinking typical of the subject.

### **Quality 6 – Problem Solving**

A general education course applies theoretical knowledge in a specific field to practical, fundamental issues and problems a student faces or may face.

### **Quality 7 – Cosmopolitan**

A general education course challenges students' awareness and skill by dealing with new language and culture that differ from their native language, chosen field of study, and home culture.

### **Quality 8 – Transferability**

A general education course transfers.

package, students who have earned college credit at another institution are required to submit an official transcript from that institution. A full-time staff member from the Registrar's Office, assigned to review transcripts, evaluates and approves credit for similar courses taught at accredited institutions. The Registrar consults with the transfer institution when questions arise about the acceptability of specific courses. The criteria for acceptance of Advanced Placement and CLEP credits are defined in the Catalog. Faculty and administrators from Ricks College have established articulation agreements with the main four-year institutions to which our students transfer. These agreements are reviewed on a regular basis with the transfer institution.

## **4.3 Advising**

Ricks College provides its students with extensive opportunities for receiving academic and career counseling. Each faculty member is assigned up to 40 students to advise. Most faculty members take their advising role very seriously and most students appreciate having a "home base," that is, a knowledgeable person to whom they can turn for help. During the semester students must meet with their assigned advisor at least once. They cannot register for a subsequent semester until they have met with their advisor. During this meeting, the advisor helps the student complete or update an educational plan. This plan, which is completed on-line, contains the student's progress toward graduation, projected graduation date, authorization to transfer records, and transfer or career plans. With this information, administrators notify the transfer school of the student's intention so that they can send admission materials and other recruiting information.

Two administrative offices, the Academic Advising Office and the Career and Advising Center, play a vital role in coordinating academic advisement, career planning, and transfer articulation. Specifically, their functions include:

- Coordinate the campus wide student advising program
- Conduct freshman orientation seminars on advising
- Provide faculty with current information regarding admissions, transfer and course match-up with primary transfer schools
- Train/orient faculty in advisement issues
- Sponsor the faculty Advisor of the Year award
- Publish an annual advising handbook
- Develop computer-assisted advising software
- Advise students

Figure 2

- Implement and support Advising Week
- Operate the Career and Advising Center
- Maintain career library and software
- Prepare and publish the yearly catalog
- Act as a liaison to the primary transfer schools

The Career and Advising Center provides a number of important services to students including career and aptitude testing, occupational counseling, transfer counseling, graduation reports, catalogs from colleges and universities around the country, and job files. On a typical day the Center handles some 60 phone calls, 50 to 75 scheduled student appointments, and some 90 walk-in requests for assistance.

The Academic Advising Office works closely with faculty to ensure that faculty are involved in the advising process. During a typical day the office handles 50 to 60 phone calls and 30 to 50 walk-in requests for assistance.

Finally, each semester the College offers up to eight sections of the course General Studies 100, Career Exploration, taught by personnel from the Counseling Center. This course helps more than 100 students each semester to make decisions about their career or major.

In a recent survey of students, 70% indicated that they were satisfied with the career and academic advisement they received. Only 15% expressed any dissatisfaction with this service. A future goal is to reduce the percentage of dissatisfied students.

#### 4.4 Remedial Coursework

Ricks College does not require any development or remedial work for admission; however, we do provide a number of remedial resources to students after they are admitted and find they need extra help. These resources includes several courses in General Studies, English, and Math. Each semester over 250 students take General Studies 101, Principles of Personal Achievement, to improve their personal discipline and learn to develop the habits that will help them attain success both in school and in life.

The Learning Assistance Lab (LAL) provides a unique place where students can improve their basic skills and get extra help in many subject areas. The LAL exists to: 1) provide basic preparation students may lack when entering Ricks College, 2) supplement regular instruction, and 3) give special support to students with handicaps. These goals are met through a variety of programs offered during the academic year. In addition to the academic year programs, LAL sponsors an intensive summer school program called the College Skills Seminar. This program works with 200

poorly prepared incoming freshmen, providing basic instruction in reading, writing, math and study techniques. All of these programs increase the success rate of Ricks College students who might otherwise struggle.

#### Description

The LAL has six areas of emphasis: the Reading Lab (serving 306 students in 1997-1998), the ESL program (52), the Writing Center (360), the Math Lab (105), the Tutoring Center (2,115), the Study Skills lab (2,573), and Services for Students with a Disability (114). Each of these areas is directed by professional staff and supported by paid student tutors. The Reading Lab and ESL programs employ 20 tutors; the Writing Center, 14; the Math Lab, 40; the Study Skills Lab, six; the Tutoring Center, 100-130; and Services for Students with a Disability, generally fewer than ten. Supervising all of these areas is the Director of Learning Assistance. Supporting LAL are one full-time secretary and one part-time secretary. LAL reports directly to the Assistant Academic Vice President and offers classes under the heading of General Studies. All faculty members have master's degrees; the director of general tutoring is working on a master's degree. Both the director and the head of handicapped services have doctorates. In addition to these formal degrees, the ESL director is certified in ESL, and all faculty and staff keep current with their disciplines by attending various seminars. The LAL has an agreement with the Department of English so that the Writing Center director rotates in from English every five years. With the exception of the director of Services for Students with a Disability, all faculty members belong to the College Reading and Learning Association.

#### Analysis and Appraisal

The LAL is highly successful in dealing with the students who come for help. LAL personnel are committed, nurturing professionals. Each takes the time to train tutors and coordinate efforts within their stewardship. They have not only developed instructional and tutor training materials (which undergo major revision every three to five years), but they qualify their tutors to meet the CRLA certification requirements at the first and second levels. LAL subscribes to the philosophy that students seek help because they are not receiving what they need from traditional teaching methods; therefore, they strive to individualize their approach.

Tutors are trained to develop rapport and recognize a variety of learning styles and study skills. Both tutors as well as faculty are carefully evaluated. Tutors consistently receive high ratings from students and LAL faculty evaluations are among the highest in the College. In addition, over 90% of LAL students are satisfied with

the help they received; 78% indicate a significant change in attitude and/or ability to be successful in other classes because of help from LAL. Students coming to LAL have an average ACT composite score of 17.6. With help from LAL, those same students are able to attain an average GPA of 3.13. These data are strong indicators of positive impact of LAL services.

The LAL faces several challenges: 1) identifying those who need help, 2) advertising available services, and 3) adapting instruction to the needs of a changing student body. The LAL has seen an increasing number of students until about 1994, when the LAL reached physical capacity. Space is one of the major challenges, but with the expansion of the Library into the area once occupied by the Administration Building, the space allocated to the LAL will triple. There are several areas of weakness: 1) lack of faculty status for the director of general tutoring; 2) limited awareness by students and faculty of LAL services; 3) a growing problem providing for increased demand in summer; 4) a clear definition of what the LAL Math Lab will do in coordination with the Department of Math; and 5) the need for more space. All of these weaknesses are actively being addressed by various courses of action.

#### 4.5 Faculty

Both the qualifications and the number of full-time faculty are adequate to deliver our degree programs. Full-time faculty are well-qualified to deliver instruction in each of the degree programs. Figure 3 shows the

#### Highest Degree Held by Full-Time Faculty

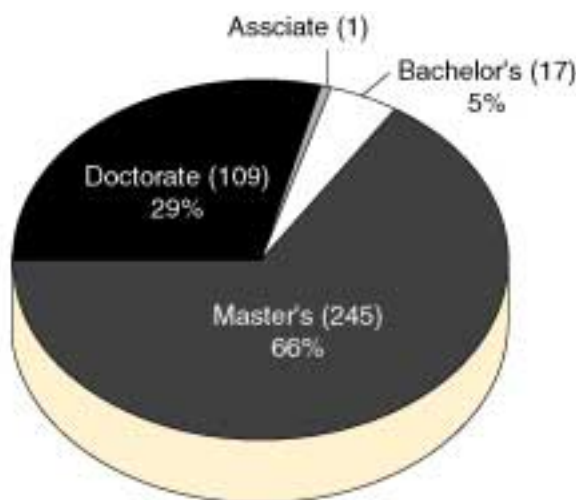


Figure 3

number of faculty members holding advanced degrees. Ninety-five percent (95%) of the faculty hold a doctorate or master's degree. Standard 4 presents a more detailed presentation of faculty qualifications and credentials.

Table 6 shows, for each department, the number of full-time faculty, the number of students, the number of degree programs, and the faculty-student ratio. As these data show, programs are well-supported by adequate numbers of full-time faculty.

## 5.0 Continuing Education

The mission of the Division of Continuing Education is to provide educational programs for part-time and off-campus students. Ricks College cooperates with the Continuing Education programs sponsored by the Church Educational System (CES) and Brigham Young University (BYU). To that end, Continuing Education provides a wide variety of credit and non-credit programs at the Idaho Falls Center, Outdoor Learning Center (OLC), and on-campus. Noncredit programs are also held throughout the Western United States.

The administration of Continuing Education is carried out by a staff of 12 full-time employees. Figure 4 shows the organizational structure. Continuing Education at Ricks College constitutes a distinct organizational division, following the model established at BYU. The Director of Continuing Education reports to the President through the Community Services Vice President. The nature of the programs offered also requires very close correlation with the BYU Division of Continuing Education.

In the past three years, Continuing Education has served between 45,000 to 55,000 individuals each year. Table 7 shows enrollment statistics for the past three years. Continuing Education oversees the following five programs:

- Ricks College courses for credit: These courses are offered primarily at the Center for Higher Education in Idaho Falls. The Center for Higher Education is an educational consortium which includes the University of Idaho, Idaho State University, BYU, and Ricks College.
- Brigham Young University courses for credit: Continuing education personnel oversee all coursework offered by BYU in this region.
- CES Programs: These noncredit programs, primarily religious in nature, are offered throughout the Western United States. Continuing Education personnel work jointly with BYU to deliver these programs.
- Outdoor Learning Center (OLC) Programs: These courses, operated jointly with the Department of Recreation Education, are offered at the Badger Creek

Table 6

Departmental Statistics

Department	Faculty Full-Time*	Faculty Part-Time*	Degree Programs*	Student Credit Hours**	Majors**	Student / Faculty Ratio**
Accounting / CIS	11	0	2	6,092	282	27.63
Agronomy / Ag Engineering & Ag Business	7	0	8	3,004	132	14.28
Animal Science	3	0	2	1,497	97	20.79
Architecture & Construction	4	0	5	1,551	147	13.59
Art	9	3	3	4,514	255	17.20
Automotive	3	0	3	1,128	40	12.25
Biology	17	0	13	16,740	749	36.99
Business Management	6	0	3	5,125	575	37.96
CAE Technology	6	0	5	1,824	127	10.89
Chemistry	10	2	2	7,439	20	27.01
Communications	9	2	10	5,559	292	18.62
Dance	4	3	1	3,575	50	26.13
Economics / Political Science	8	0	3	5,923	118	37.53
Electronics Engineering	3	0	2	1,019	79	15.10
Elementary Education	7	2	1	3,963	883	21.58
Engineering	5	0	5	1,419	208	14.78
English	37	15	1	27,862	136	22.57
Family Science	9	1	2	8,281	195	32.76

\* Data from 1997-1998 school year

\*\* Data from 1998-1999 school year

Table 6 (continued)

Departmental Statistics

Department	Faculty Full-Time*	Faculty Part-Time*	Degree Programs*	Student Credit Hours**	Majors**	Student / Faculty Ratio**
Foreign Language	11	3	5	5,704	58	18.96
Geography	2	0	1	1,470	6	27.22
Geology	5	1	1	3,580	14	31.77
Health Science	10	3	5	8,366	467	25.18
History	7	0	1	7,053	82	37.32
Home Economics	11	2	7	5,581	213	16.64
Humanities & Philosophy	6	0	1	8,084	25	48.47
Landscape Horticulture	4	0	3	1,545	123	15.15
Math / Computer Science	20	0	2	19,734	126	39.39
Music	14	12	4	7,467	188	9.00
Nursing	11	0	1	1,899	281	6.22
Office Systems Management	5	0	4	2,895	119	16.83
Physical Education	17	3	2	8,572	74	22.20
Physics	10	0	1	6,206	19	21.33
Psychology	6	0	1	5,576	169	39.38
Recreational Education	5	0	1	1,292	52	10.40
Religion	29	0	0	32,791	0	49.00
Sociology / Criminal Justice	7	0	5	6,495	228	38.32
Theatre	6	0	2	1,944	58	16.87

\* Data from 1997-1998 school year

\*\* Data from 1998-1999 school year

## Organizational Structure of Continuing Education

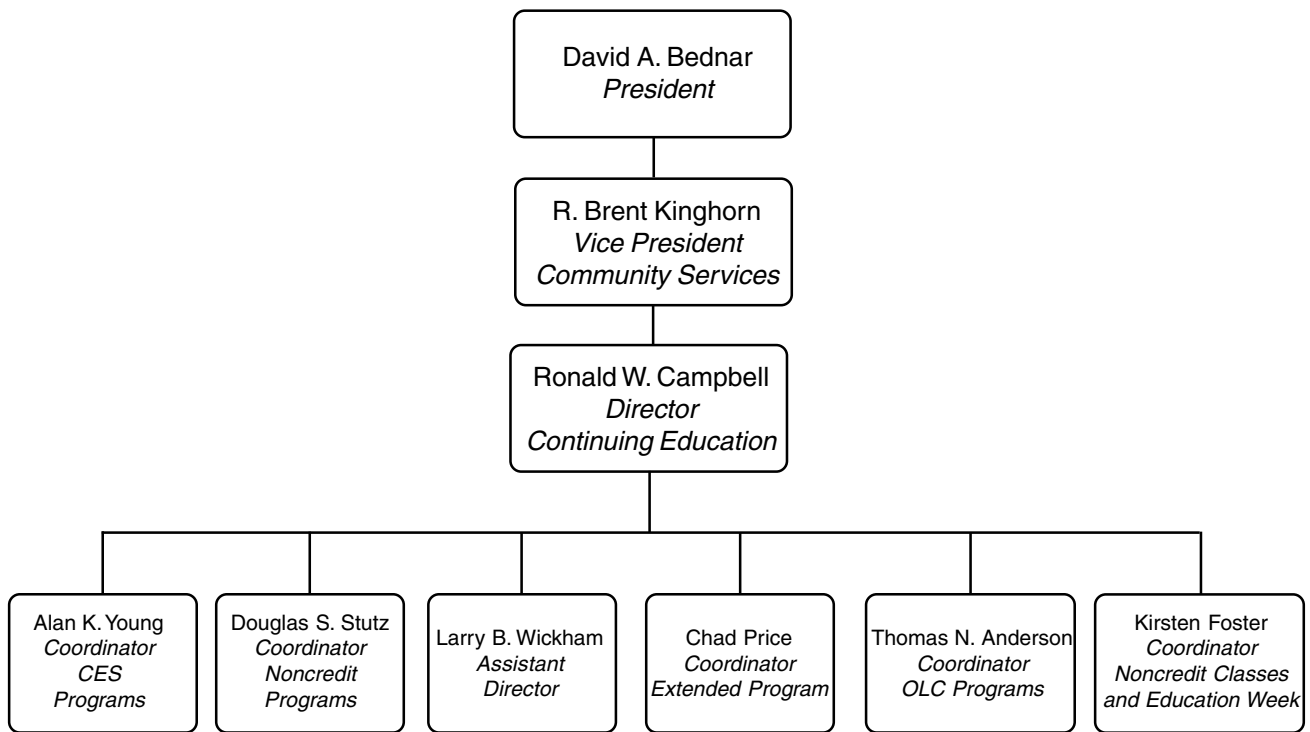


Figure 4

Table 7

### Overview of Continuing Education Enrollment and Full-Time Employees

Program	1995 - 1996		1996 - 1997		1997 - 1998	
	Enrollment	FTE	Enrollment	FTE	Enrollment	FTE
Ricks Courses	566	51	654	57	550	49
BYU Courses	3,646	287	3,189	258	3,925	199
CES Programs	26,614	509	26,769	506	32,401	570
OLC Programs	1,528	87	1,179	90	1,101	80
Noncredit Programs	18,442	1,048	14,037	986	17,347	1,134
<b>Total</b>	<b>50,796</b>	<b>1,982</b>	<b>45,828</b>	<b>1897</b>	<b>55,324</b>	<b>2,032</b>

campground and Vashon Island (Washington). Two summer programs, Outdoor Especially for Youth and Intergenerational Elderhostel, are among the most popular offerings at Badger Creek. Discovery programs, among others, are offered at the Vashon Island facility.

- Noncredit Programs: These campus-based programs, primarily offered in the summer, include athletic camps, Especially for Youth, Elderhostel, and various other noncredit courses.

## 5.1 Programs Providing Academic Credit

All continuing education programs have been designed, developed, and evaluated within the framework of the Ricks College mission and goals, and in accordance with established institutional procedures.

Income from registration fees is expected to cover all expenses (with the exception of courses taken by employees as part of their employee benefits). Administrators create a budget for each program. It is reviewed by the Division Director. Monthly financial statements provided by Ricks College Accounting for each administrator are reviewed each month by the Director with each administrator. Deficits are covered by surpluses within the Division. Overall, the Division of Continuing Education has not had a deficit since its creation in 1976.

Ricks College credit courses are taught almost exclusively by full- or part-time faculty assigned by the academic departments. When adjunct faculty members are needed, they are approved by the Continuing Education Director, academic department and division after a review of credentials. Academic departments are asked to recommend courses/instructors each semester. All noncredit instructors are interviewed and selected by the appropriate Continuing Education administrator.

English 111C is offered as an Internet course and was developed in 1996 to follow the same instruction/assignment format as a traditional semester class. The course syllabus, grammar learning software, and hotlinks to reference sites are all available from the course web site. The textbook is mailed to students. Student assignments and instructor feedback are transmitted via E-mail on an every-other-day basis or more frequently when the student necessitates more help. Instruction is asynchronous, but requires students to submit work following an every-other-day schedule.

The fee schedule and policies governing registration and refunds are clearly listed in the class schedules and in each program brochure. These policies are consistent with general policies established by Ricks College.

Courses offering credit are established based upon

institutional policies and are consistent with courses offered through regular academics. Hours for student involvement meet or exceed the standard of 45 hours per credit. Ricks College does not offer credit for experiential learning. However, students may receive credit by examination for any course approved by the academic departments.

Faculty and courses are approved through the appropriate academic channels. If faculty are teaching outside their discipline, they must go through this same approval process with the sponsoring department. Faculty/course assessment in Continuing Education is done only for adjunct faculty who do not teach in the regular academic programs. These adjunct faculty are evaluated using the same student rating instrument used throughout campus. Faculty who teach in the regular academic program (i.e., day school) are evaluated by their own academic department using established departmental faculty evaluation procedures.

For courses involving significant travel, a course outline must be submitted and approved by the credit granting department. Ricks College does not offer external degrees nor does Ricks College measure credit by outcomes alone.

## 5.2 Noncredit Programs and Courses

Administrative policies regarding noncredit instruction are consistent with credit programs except that approval to create and sponsor such courses is internal to Continuing Education. Some noncredit instruction is staffed by regular faculty. Approximately once a year, a memo is sent to regular staff/faculty to encourage their involvement in noncredit instruction.

Continuing Education produces an annual report that is available upon request. The reports provide the specific details about each non-credit course. Administrators submit a monthly report of summary statistics for all programs they supervise.

Ricks College currently does not grant CEUs. There has been no significant demand for CEUs. The issue of CEUs was studied 15 years ago. In consultation with BYU (which offered CEUs briefly and then discontinued the practice), the decision was made not to offer CEUs. No evidence exists currently that warrants reconsideration.

## 6.0 Analysis and Appraisal of Undergraduate Programs

---

The following sections contain a synopsis of the self-studies performed by individual departments. These are designed to show the degree to which educa-

tional departments and their associated programs are achieving their stated mission and objectives.

## 6.1 Department of Accounting

### Purposes

The Department of Accounting trains individuals to use accounting to solve business problems. The department seeks to prepare accounting majors for successful transfer to four-year institutions and to serve students from other departments who need instruction in accounting.

### Description

The department offers an Associate Degree in Arts and Sciences for some 200 majors. It also provides service courses for students majoring in business, computer information systems, economics, and culinary arts. There are four faculty members in the department. Two have MBA degrees and two have Master of Accountancy degrees. Three of the four have industry experience with an accounting firm; all are CPAs. During the last five years, one faculty member obtained certification in financial planning and another in management accounting. Three faculty have recently taken a semester leave. The department has two classrooms under its jurisdiction. Each is well-equipped with a computer and with video equipment, including a ceiling-mounted projector.

### Significant Changes

The department has undergone significant reorganization recently. In 1996 the paraprofessional program was discontinued due to low enrollments. In 1998 one new accounting teacher was hired because of growing numbers of majors in business and computer information systems. In May of 1999 the Department of Accounting and Computer Information Systems was divided into the Department of Accounting and Department of Computer Information Systems. As a result, a new course, Accounting 200 – Survey of Accounting, was added. Intended as an overview of accounting for non-business students, this course highlights both financial and managerial accounting in a single semester.

### Analysis and Appraisal

The department has adequate facilities, up-to-date equipment, and sufficient budget to field a high-quality program and to allow professional development for faculty. The faculty is dedicated and highly qualified with a good mix of education and experience. Overall student ratings of department courses and faculty average 5.5 (with 7 being *excellent*). One challenge is

the heavy advising loads (approximately 50 students each) faculty carry in addition to their teaching. Within the time constraints imposed by such loads, the faculty is helpful and accessible to students. Since students are required to check with advisors before registering, the advising ensures that appropriate classes are being taken. There is evidence that accounting majors are well-prepared for transfer to four-year institutions. In a follow-up survey, Accounting/CIS majors reported that they had been well-prepared academically, that their transition from Ricks to other colleges was smooth, and that both their general education and major courses were readily accepted at transfer. Eighty-five percent (85%) reported that their grades at the transfer institution were about the same as at Ricks; 5% reported higher grades and 10% reported lower.

The department has made improvements in the recent past. The division of the original department has tightened focus within the department. The elimination of the paraprofessional program has permitted a more efficient redirection of energy. The renovated high-tech classrooms have also improved teaching

The department is challenged by the need to motivate faculty who teach the same courses year after year. The department is also challenged by the need to motivate faculty to use new techniques and technologies. The department's student population is challenging as well. Majors do not take accounting classes until their sophomore year. Additionally, those accounting classes are quite difficult. Topics that used to be reserved for intermediate accounting are being "pushed down" into beginning accounting courses. In order for accounting students to succeed when they transfer, the accounting courses must be competitive with those taken at four-year schools. The result is very demanding introductory courses which are beyond what many non-accounting business students want or need. The net effect is a large turnover in the number of students moving in and out of the department. This is reflected in the heavy advising load mentioned earlier. Corollary weaknesses are the need to visit transfer schools more often and the limited number of computers which restricts the number of accounting classes which utilize computers.

## 6.2 Department of Agronomy, Ag Business & Ag Engineering

### Purposes

The Department of Agronomy, Ag Business & Ag Engineering is designed to provide hands-on, experiential training in the technical and scientific skills involved in crop production, crop and soil science, agricultural engineering, agricultural mechanics, and agricultural business. Its purpose is to prepare students who are



confident, self-sufficient, self-reliant, and fully prepared for employment and/or further education.

**Description**

The department offers two-year specialized technical degrees in Farm Crops Management and Machinery Management; a one-year certificate program in Agronomy/Ag Mechanization; and transfer degrees in Crop and Soil Science, Environmental Soil & Water, Agricultural Engineering, Agricultural Systems Technology, and Agricultural Business. The department also provides service courses for other agriculture-related programs and some general education courses. The department employs seven full-time faculty and one full-time secretary. Facilities include a College-owned farm of approximately 200 acres, several well-equipped classrooms with video and Internet capability, computer and soil lab, and a mechanics shop.

**Significant Changes**

As Figure 5 indicates, enrollments and graduates

are showing slow but steady growth, especially among transfer students.

The department is strengthening safety procedures in all classes through such measures as requiring safety tests and College driving permits for students who operate equipment. Faculty are well-trained, experienced professionals. Five have master’s degrees and two have doctorates. Faculty are involved in off-campus seminars and activities related to their areas of expertise. Student evaluations indicate that teaching in the department is of high quality.

**Analysis and Appraisal**

The department has adequate facilities, budget and staff to serve students well. Physical facilities are some of the best in the region; however, the Ag Engineering mechanics shop is sometimes short on space for student projects, and classroom space is lacking when classes run concurrently. Faculty are well-qualified and respected in their teaching areas. They are concerned with the success of their students and have a lot of

Department of Agronomy, Ag Business & Ag Engineering Enrollments and Graduates

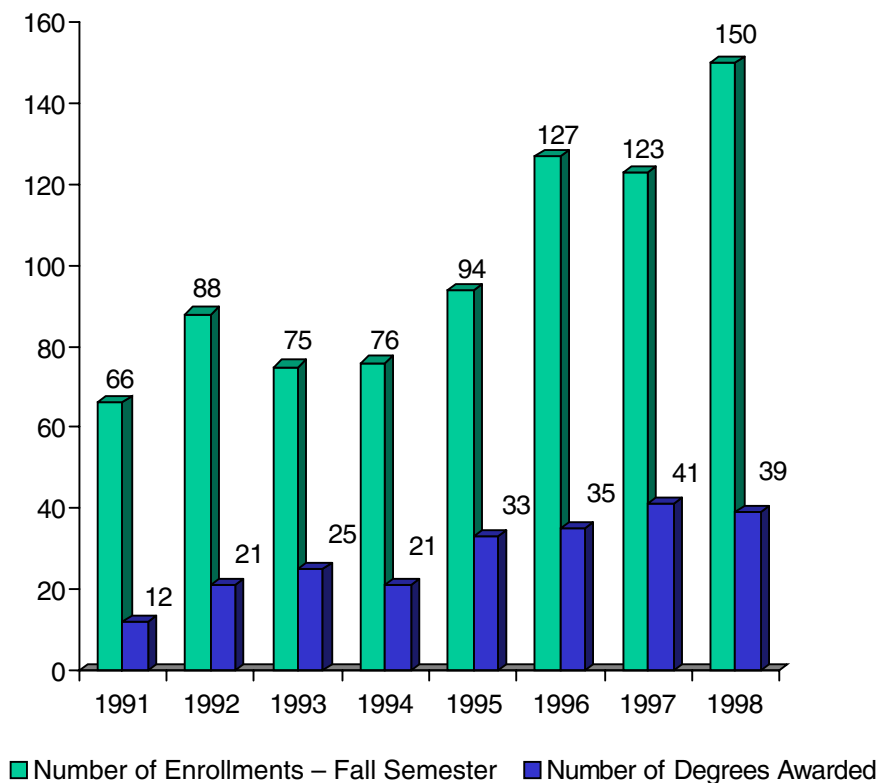


Figure 5

contact with them, enabling them to advise effectively. There is strong evidence that the department is meeting its goals. Student ratings of departmental courses average 5.4 (with 7 being *exceptional*) and ratings of teachers average 5.7. Although graduation rates have increased slightly, further improvement is needed. The department recently surveyed former students about their experience at Ricks. Results indicate that the departmental courses were generally adequate and that students felt well-prepared for full-time employment or transfer. When asked what classes could have helped more, students indicated more math, chemistry, accounting, and computers. When asked what the department could do to better prepare students, the response was more help with career preferences, more hands-on experience, and more training for the faculty to stay current with agricultural trends.

### 6.3 Department of Animal Science

#### Purposes

The Department of Animal Science is designed to prepare students for employment in the animal/agriculture industry by offering majors in Beef Production Management and Animal Science. Beef Production Management majors prepare for management positions in the livestock industry. Animal Science majors earn an associate's degree with transfer options for further study in animal science and/or agricultural business at a four-year university. Faculty from the department teach chemistry courses for other majors and horse-related recreation experiences (equitation, trail riding, and roping) for the general student population.

#### Description

Departmental facilities are located five miles west of the main campus. They encompass 140 acres of farm/pasture land and buildings, and include classrooms, offices, an indoor riding arena, horse barn/stalls and tack room, outdoor arena, meat lab, cattle-handling facilities, various corrals and sheds, and adequate machinery to operate the facility. Personnel consists of 4 ½ full-time faculty members, a facility manager, and a secretary. Students are hired to assist in the operation of the livestock center.

Students who major in Beef Production or Animal Science are provided classes and hands-on experience in nutrition, reproduction, anatomy and physiology, meat processing, animal health, horsemanship, and animal production. Various electives in animal science and horsemanship are also offered. An important aspect of the Animal Science program is the internship program in which students gain work experience at stations located in many of the western states.

#### Significant Changes

A major recent change has been the addition of a horse program to provide instruction to general education students. Students are brought in vans to the Livestock Center and then participate in various horse-related classes. The department also offers classes in trail riding and horse packing in the local mountains. The program for majors has recently been strengthened through the hiring of a veterinarian. Student enrollments have been stable department-wide, but there is concern about low enrollments in Beef Production Management. There is a trend for students to start as Beef Production majors and, after some success in school, switch to Animal Science. This trend may be driven by the scarcity of well-paying jobs in the cattle industry.

#### Analysis and Appraisal

The department has adequate budget and staff to offer a strong academic program. Facilities are excellent, and repair and upkeep standards are high. Graduates are able to find jobs or to transfer successfully to four-year universities. Faculty and support personnel are well-qualified and respected in their respective teaching areas. Faculty members have taken academic leaves and often attend short courses and other educational opportunities. There is evidence that the department is meeting its goals. Student evaluation of courses is high – 5.7 (with 7 being *exceptional*); teaching is ranked even higher at 5.9. Results from a recent College-wide alumni survey were also encouraging, but there were too few responses from Animal Science majors to draw valid conclusions.

### 6.4 Department of Architecture and Construction

#### Purposes

The Department of Architecture and Construction educates students to be productive in industry with a wide range of skills marketable in the work force. A second purpose is to prepare students with the course work necessary to successfully compete in transfer institutions.

#### Description

The department offers programs in Architectural Drafting Technology, with approximately 53 majors; Pre-Architecture, 68 majors; Carpentry and Building Construction, 22 majors; Construction Management, 51 majors; and Technology Education, five majors. In the last six years, the number of students has continued to increase. Between 1992 and 1997 enrollment of majors and service students (interior design, landscaping,

engineering, and general education majors) increased by 128%. In the same time span, 133 students graduated from the department. Approximately two-thirds of the students transfer to four-year institutions. Faculty includes three full-time faculty, each having a master's degree and extensive industrial experience, four part-time adjunct faculty, and one faculty member who serves as the division chairman and teaches part-time. In addition to their teaching duties, faculty members advise on average 45 students. Physical facilities are excellent and include offices, classrooms, study areas, well-equipped laboratories, and other study resources.

### Significant Changes

Additional high-tech teaching rooms have enhanced the teaching of the faculty and provided more hands-on experience for students. The completion of the new Construction Technology Building has allowed faculty to undertake larger, ongoing construction projects in framing, heating/air conditioning, finishing, plumbing, electrical wiring, and masonry.

### Analysis and Appraisal

There is strong evidence that the department is meeting its goals of preparing students for further education and employment. Faculty are all highly qualified, with a wide range of industrial experience and a diversity of formal education. Faculty make strenuous efforts to keep updated in their fields through participation in professional seminars, trade shows and workshops. The department's physical facilities are outstanding. Space utilization for rooms/labs during daytime hours of 8 a.m. to 5 p.m. is 55%, leaving 45% open for student group work, lab work, and study time. A College-wide follow-up survey indicated that 85% of

working alumni were employed in an area related to their field of study. All respondents were pleased with their career choice. Transfer students also seem satisfied. The follow-up study indicated that 64% of department majors transferred to four-year colleges, with 38% eventually completing bachelor's degrees. When asked to assess the impact of their education in the department, they gave the responses listed in Table 8.

The survey also revealed high marks on the advising students received: 65% of students reported that they frequently received helpful advice and counseling; only 7% reported that they rarely received it. One aspect of the report revealed an area of serious concern. While 100% agreed that their Ricks experience fully prepared them academically, only 64% reported a smooth transition when transferring. Also, 42% indicated problems in having credits from their major courses accepted.

## 6.5 Department of Art

### Purposes

The Department of Art is committed to: 1) providing a strong foundation in the visual arts through a programmed core of drawing, design, color, painting, and three-dimensional form; 2) assisting students in developing portfolios for transfer to universities or art schools; and 3) promoting an appreciation of the visual arts on campus and in the surrounding region. The intent is that graduating students will have a general knowledge of art history and appreciation, that they will be able to demonstrate basic art and design skills, and that they will be prepared to begin a career or to transfer to a university or art school.

Table 8

### Architecture and Construction Alumni Assessments (in percentages)

	Negative	Somewhat Negative	No Effect	Somewhat Positive	Positive	Very Positive
Classes in Major	0	0	0	0	38	62
Associations with Faculty	0	0	0	8	15	77
Associations with Fellow Students	0	0	0	15	23	62

## Description

The department has nine full-time faculty and five adjunct faculty. All nine full-time faculty members have Master of Fine Art degrees (MFA). One adjunct faculty holds an MFA, while the remaining four hold Bachelor of Fine Art degrees. The department focuses on providing a strong, basic foundation in art. Areas of emphasis include drawing, design, color, ceramics, sculpture, graphic design, illustration, photography, and art history. The department provides general education classes through Introduction to Visual Art, Art History I and II, and Introduction to Photography. The department also secures and presents art exhibitions on a monthly rotation, brings regional and national artists to the campus for art seminars, and conducts excursions to museums and professional art and design studios. Classes are taught in five separate facilities, including a computer lab shared with the Department of Communications. All faculty have a computer located in their offices. Funds are provided by the College each year for faculty to participate in professional development. Visits to art museums, art schools, and professional workshops are recent examples of opportunities for faculty development.

## Significant Changes

Significant changes have strengthened the department. Among them are improvements in equipment. The computer graphics facilities now include a 21-station lab. Computers are upgraded regularly in an attempt to keep pace with evolving graphics technology, the most recent upgrade occurring in 1997. Photography has begun the process of acquiring computer imaging capabilities. Ceramics and sculpture have added raku and high-fire kilns; kilns for salt and sagger are currently under construction, and plans are under way for a wood kiln. The curriculum has undergone change as well. The department now requires a core curriculum for each major, ensuring that each student receives a strong foundation. Each class within this core is dedicated to projects which assist students in assembling strong portfolios. A new class, Introduction to Computer Imaging, has been created to assist students of various art disciplines. The number of general education art classes has been increased to accommodate non-majors and to better utilize College facilities. Additional faculty have been hired to strengthen the program. Adjunct faculty, including three women, have been employed to allow more flexibility in scheduling, to offer more sections of high-demand classes, and to broaden student experience. A full-time faculty member has been hired in ceramics. The Division of Performing and Fine Arts has recently established peer evaluations to help faculty improve teaching. Members of the department have also been involved in distant learning

programs through the on-line class Introduction to Visual Arts.

## Analysis and Appraisal

The major strengths of the department are: 1) the core curriculum with its focus on traditional art practice and theory, 2) the dedication of faculty to their students and to the College, 3) a motivating environment of friendship and support among faculty and students, and 4) small studio class sizes. All full-time faculty members hold MFA degrees in the arts, all have had professional practice, and all maintain professional skills by continuing some level of private practice. Student ratings of department courses average 5.52 (with 7 being *exceptional*); instructor ratings average 5.64. Many faculty broaden their experience by traveling nationally and internationally. Potential weaknesses of full-time faculty include lack of diversity in gender, ethnicity, culture, and academic background. The department hopes to strengthen these weaknesses as hiring opportunities arise.

The department provides an introduction to visual arts for hundreds of majors, non-majors, and area residents via the exhibits in the Spori Building foyer and through such offerings as Introduction to Visual Arts, Art History I and II, and Art Seminar. Faculty from transfer universities and art schools report that students come well-prepared and demonstrate strong skills in drawing and design. Ricks College transfer students are recruited through generous scholarships and placement in advanced programs. A number of students have also entered the professional job market with a portfolio created in the department's program.

Major weaknesses of the department include: 1) limited section offerings in photography due to faculty-size limitations, 2) lack of coordination of course content for multiple sections of the same course, 3) lack of advising training for new faculty, 4) failure to include advising in faculty evaluation, 5) lack of opportunity for non-majors to have a hands-on studio experience in the arts, and 6) lack of communication with prospective students and regional art and education communities about departmental activities and exhibitions.

Facilities are generally adequate, and photography, ceramic, and sculpture facilities are excellent. However, the department still does not have a secured gallery or adequate storage facilities and work area for the permanent collection. The majority of classes, labs, and faculty offices are located in the oldest building on campus. Planning is under way for remodeling or replacement of this building. Some equipment is aging, including drawing tables, tabarets, easels, chairs, ceiling track light system, and still-life stands. Finally, the department's gallery is in need of framing and matting equipment. Minor problems exist with custodial

services, and movement of furniture and large materials is slow and bureaucratic.

## 6.6 Department of Automotive

### Purposes

The Department of Automotive is designed to prepare students to successfully enter the workplace or transfer to a four-year institution. The department has a strong emphasis on helping students develop competence and honesty.

### Description

The department offers three majors: Automotive Repair Business, Automotive Technology, and Automotive Industrial Education. The curriculum is based on ASE Certification areas. Some student majors enter the field of work directly after their Ricks experience, but the majority transfer to four-year institutions to pursue a bachelor's degree. In addition to serving students who are pursuing careers in the automotive industry, the department also offers basic and intermediate courses for the general student body. The department is comprised of three full-time faculty and utilizes the part-time services of a mechanic from the Department of Vehicle Maintenance. All full-time faculty have master's degrees; the part-time mechanic has an associate's degree in automotive technology. Facilities include two large, well-equipped labs with bays for 19 vehicles, two smaller labs used for component repair, one classroom, a room dedicated to the cleaning of parts, and an outside storage facility. The program has considerable diagnostic equipment and computers, with the technical information needed to service most vehicles.

### Significant Changes

The department has had a net increase in enrollment over the past five years. There have been some lean years, but the last two have been quite encouraging. The department has ranged from a low of 15 to a high of 44 majors. Course subjects have remained constant, but have been continuously updated to keep pace with changes in technology. The Automotive Technology major has been tailored to integrate with Weber State University's Automotive Technology four-year bachelor's degree program, which has been highly beneficial for students. New equipment and software have been added, including such acquisitions as an alignment rack, computerized alignment equipment, and a SUN MCS 4000. Faculty no longer use bound books for technical data but instead utilize CD-ROMs and DVD-ROMs.

### Analysis and Appraisal

The department is successfully meeting its purposes. The department stresses honesty and integrity as students deal with customers and people in general. Based on contacts with graduates and their employers, it is apparent that automotive students strive to live according to the moral principles they are taught. Graduates have done very well as they have gone on to other institutions. Weber State University, which takes most automotive students, reports that these students are by far their best transfers. Many of the students who have gone to Weber State report that their first two years at Ricks College have made a big difference for them, that in most ways they are ahead of their peers, and that in no way do they feel shortchanged. Both the faculty and students at Weber State report that good jobs are being offered and taken. Two-year automotive technician graduates are likewise doing well, especially if they are in larger metropolitan areas where salaries are competitive. Each year businesses request technicians; the department cannot even begin to fill these requests.

The three majors offered seem to fill the needs of the students interested in the automotive field. Based on their performance on course exams and hands-on exercises, students are mastering necessary skills and acquiring necessary knowledge. Nearly all the students who take the national ASE and ATRA exams are successful.

Student ratings of automotive faculty and courses are consistently positive. In Winter Semester 1999, the two faculty members evaluated received an overall rating of 5.17 (with 7 being *exceptional*) and an overall course rating of 5.24. These values are just slightly, but not significantly, below the division averages of 5.64 for instructors and 5.48 for courses. Feedback from majors about the advising they receive is very positive.

The department has the resources needed to field quality programs. Personnel resources are adequate, although the limited number of faculty members makes it difficult to leave campus for in-service training during the school year. The general condition of the department's physical facilities is adequate, although some problems persist, such as long-term parking space.

The department faces three major challenges. First, the faculty does not have enough time to keep abreast of automotive technology, to improve classroom instruction with multimedia, and to keep the shop/tool/parts room neat and organized. A second challenge is to insulate the faculty from the barrage of questions and repair advice/services solicited from faculty, staff, and students with vehicle problems. Finally, the department needs more students. For example, only 17 new freshmen declared an automotive major in Fall Semester 1998 as compared with 29 the year before.

## 6.7 Department of Biology

### Purposes

The Department of Biology prepares biology majors and students in pre-professional science-related fields for transfer to upper division classes in their major fields of study. The department also provides general education and elective courses for a large number of non-majors. The department seeks through effective teaching and advising to instill in students an appreciation for nature and the interdependence of all forms of life. It desires to foster lifelong learning in the field of biology and to help students make informed decisions about the natural world.

### Description

The department offers an Associate of Science degree in 17 different areas for some 700 majors. Normally, these students complete their first two years at Ricks College and then transfer to a four-year school. The three largest programs are Pre-Medicine, Pre-Dental Hygiene, and Pre-Dentistry. In addition to its work with majors, the department provides general education and elective courses for the general student body and service courses for majors such as nursing, emergency medicine, physical therapy, sports medicine, and physical education. The department fields four summer outdoor programs providing students experiential learning in such rich natural settings as Yellowstone, the Salmon River country, and the Oregon coast. The department also administers the Island Park Natural Science Center, a 9,000-square-foot lodge located on 38 acres of forested land some 60 miles north of campus. The facility enhances in-the-field teaching and provides other services to the College.

The Department of Biology has 17 full-time faculty, one part-time lab coordinator, and a full-time secretary. The faculty is academically diverse, representing specialized training in such disciplines as botany, zoology, anatomy and physiology, parasitology, molecular genetics, ecology, and microbiology. Thirteen of the faculty have doctorates (three of which will be granted by summer of 1999) and four have master's degrees.

Facilities are extensive and in very good condition. They include well-equipped lecture rooms, laboratories, preparation rooms, two greenhouses, a small herbarium, a wildlife display room, a cadaver room, and a variety of storage rooms, offices, and conference rooms. Each faculty member has up-to-date computer equipment with access to the Internet and industry-standard software. The department also has four 15-passenger vans for local field trips, as well as ready access to the College's motor pool for longer trips.

### Significant Changes

There have been many changes affecting the department in recent years. The number of biology majors has climbed from 324 students in 1988 to 737 currently and two new teachers have been hired. Two changes in the past decade have had off-setting effects on biology enrollments. Since the last accreditation visit, the general education requirement in the Natural Sciences was reduced from nine credits (three 3-credit classes) to either eight (two 4-credit classes) or nine credits. This change has reduced demand for some courses, such as botany. However, this reduction has been more than offset by a dramatic increase in College enrollment. Reorganization at the division level has also affected the department. The Department of Biology is now included with the Department of Agriculture in the newly formed Division of Agricultural and Biological Sciences. Two programs (Conservation and Natural Resource Management and Interdisciplinary Environmental Science) have been dropped. A number of courses have been dropped and others added to keep the biology curriculum current and responsive to student need. A full-time faculty member has been hired to run the audio-tutorial biology lab. There have been other changes in resources as well. A small plot of land once used by biology field classes was taken to accommodate College-wide expansion needs, and the Cryptogamic Herbarium was dismantled. The Natural Science Center was acquired in 1996.

### Analysis and Appraisal

The department has excellent facilities, up-to-date equipment, and an extremely well-trained, experienced faculty. There is evidence that the department serves its many and diverse students in impressive fashion. For example, 1,672 students responded to a recent department survey asking how their biology education had affected them. They responded as follows: *appreciation for the world*, 4.0 (with 5 being *strongly agree*); *understanding of biological concepts*, 4.26; and *opportunities to apply the concepts learned in their daily lives*, 4.06. A College-wide questionnaire sent to alumni garnered similar ratings (although the number of biology respondents was only 44). The results are as follows: *preparation for further education*, 4.57 (with 5 being *strongly agree*); *helpfulness in guiding students in preparation of class schedules*, 3.83; *accessibility of the advisor*, 4.33; *giving pertinent and correct information*, 3.90; *helping students to graduate in a timely fashion*, 4.30. Between 80 and 90% of the former biology majors either *strongly agreed* or *very strongly agreed* that Ricks College had prepared them academically for further education and felt that their knowledge in their major was strong. Biology majors report that their grade point averages

remain at about the same level when they transfer, indicating a successful transition.

In addition to two new hires, nine other faculty have retired and been replaced. The percent of faculty with doctorate degrees has increased from 67% to 77%. In spite of the net increase of two faculty, however, the department is still not meeting student demand for courses in anatomy and physiology, field biology, and pre-professional orientation.

Student evaluations of biology faculty indicate that teaching quality is very good. The average teacher rating was 5.76 (with 7 being *exceptional*) in Fall Semester 1996 and 5.80 in Fall Semester 1997. While advising is generally adequate, the high number of advisees per advisor (average 43) limits the contact time many students have with their advisor.

The College provides generous support for professional development and other activities. During the last ten years, eight faculty have taken leave to upgrade skills or for other creative work. Six of the leaves were granted in the last five years. In addition, faculty had the opportunity to travel as a group to the coast of Oregon (1996) and to Kenya, Africa (1997). This provided insight into unique ecosystems and strengthened faculty collegiality. Many of the faculty have taken advantage of these opportunities.

The department has concerns in several areas. First, while facilities are generally more than adequate, there is need for more student study space. Second, for too long faculty members have been evaluated solely by student ratings; steps are now being made to broaden evaluation practices. Third, the inability to fully use national forests because of our classification as “outfitter” by the Forest Service presents a major problem. This designation restricts department access to certain areas in the forest entirely and to other areas at certain times of the year or to a limited number of students. Finally, the recent reduction of required general education hours in the natural science component has enabled many students to graduate with only one biology class, usually the introductory class for non-majors. This has limited many students’ exposure to the biological sciences.

## 6.8 Department of Business Management

### Purposes

The Department of Business Management prepares students for matriculation into four-year university business programs or entry-level management positions in business. The various courses emphasize analytic techniques, computer-aided project development, decision making, ethics, team-management dynamics,

current events in national and international commerce, and career perspectives. Related work experiences and field studies in business are encouraged.

### Description

The department serves approximately 600 business management majors per semester, as well as 600 students from many other disciplines such as accounting, economics, home economics, international relations, office systems management, communications, fashion merchandising, auto technology, construction management, and agriculture. The department consists of six full-time faculty members, all of whom have extensive teaching and business experience. Five have master’s degrees and one has a doctorate. They are assisted by a full-time secretary. The curriculum offers four majors, including transfer programs in Business Management and General Business, and job-placement programs in Retailing/Small Business and Business Management. Teaching facilities include three well-equipped lecture rooms and access to the Division of Business computer labs. Each faculty office is equipped with a late-model computer and printer as well as Internet access. Opportunities for tutoring, mentoring, and summer work experience are available to students.

### Significant Changes

The department was reorganized in 1991 when the Department of Office Education was formed. Due to increased demand for classes in business management, the faculty has increased from three to six over the past five years, bringing more professional specialization in international business, small business management, salesmanship, travel and hospitality, finance, advertising, and marketing. New classes in international business, travel, tourism and hospitality, and finance were added. Because of higher GPA and ACT entry requirements in the past five years, the mix of business students has changed. Technical students, who traditionally have lower college academic achievement, have all but disappeared from the business management program. The non-transferable technical program has dropped from over 20 students five years ago to only five students currently. The department has worked hard to expand student experiences. Student travel programs in business were first introduced in 1994 and have included visits to some 30 major businesses in the eastern United States and participation in the Wall Street Seminar in Washington D.C. and New York City. In 1998-1999, the department sponsored visits to 30 additional businesses in the Northwest and Mexico. The annual “Business Day” sponsored by the Division of Business has provided exceptional professional experiences for students. National business personalities such as Mark Willis, Anthony Burns, John Huntsman, Jr., and

Table 9

Business Management Department Vital Statistics

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99
Majors Enrolled in Department	433	436	408	521	506	543	550	680
Student Enrollment in Dept Classes	1,386	1,589	1,749	1,796	2,396	2,079	2,290	2,800
Graduates	87	88	84	139	156	182	212	
Average Faculty Load Hours	15.2	14.85	14.80	15.0	15.2	14.83	14.5	15.0
Average GPA in Business Classes	2.75	2.83	3.10	3.26	3.28	3.29	3.29	3.21
Student / Teacher Ratios	29.8	25.4	25.7	27.6	29.7	34.3	36.0	

Stephen Covey have presented seminars for students and faculty.

#### Analysis and Appraisal

The department fields a strong, experienced faculty with diverse expertise. For example, a qualified attorney teaches business law, and every business specialty class is taught by faculty with real-world business experience. In student ratings gathered over the past five years, all department faculty have consistently been assessed as *excellent* by students. One area where students indicate a need for improvement, however, is in giving prompt feedback on student projects and tests. The department is also concerned that there are no female instructors. Faculty are encouraged and funded to participate in professional organizations, professional development travel programs, and in-service seminars. Meaningful in-house training on computer software programs and teaching methods has been provided. The faculty evaluation program could be strengthened by extending peer evaluations beyond the first few years of a teacher's tenure.

The business curriculum is responsive to current university business school transfer requirements, real-world business demands and student interests; it successfully prepares students for transfer and employment. Total enrollment in business management courses has increased from 1,386 in 1991 to 2,290 in 1998, an

increase of 65.2%. Expanded offerings for student travel and summer internships have added variety and diversity to students' experience. For example, over sixty companies have recruited students for summer internships in the past two years; over 180 students have benefited. Over 95% of these interns have achieved *excellent* to *superior* ratings in their final job evaluations, indicating high quality of preparation on the part of our students. Approximately 95% of students transfer to colleges and universities in the intermountain region. Yearly articulation planning meetings are held with the business advisors and administrators of colleges in the region. Utah, Idaho, and Montana college advisors have indicated that Ricks College business students are sought after because of their high level of achievement in transfer business programs.

The student/faculty teaching ratio across the department has increased from 29.8 in 1991 to 36.0 in 1998, posing challenges for faculty to maintain strong personal relationships with students. The number of business students per business faculty advisor (113 to 1) requires that the department enlist non-business faculty to advise business students. This poses potential problems, and measures have been taken for the timely training and motivation of these non-department advisors. Table 9 indicates upward trends of the last decade.



## 6.9 Department of Chemistry

### Purposes

The Department of Chemistry prepares students for transfer to degree programs at other institutions. As a result, the paramount goal is to provide the necessary classes with appropriate content and rigor to allow students to successfully transfer in chemistry. It is important that chemistry departments at transfer institutions feel that the Ricks College chemistry program is as reputable as the first two years of their own. As chemists, the faculty asks students to see how chemistry impacts lives across the world. Faculty members provide students with the facts, concepts, and vocabulary to make informed decisions on issues that involve chemical concepts. They want students to appreciate the indispensable relationship of chemistry to other disciplines, such as mathematics and the biological sciences, and to demonstrate the application of chemistry concepts in the everyday world. In all our efforts the department desires to support the mission of the College by showing how true science and revealed religion support, not detract, from one another. The department's goal is to have students appreciate the wonders of the molecular world and to see the truth in Christ's statement that "all things are made and bear record of me."

### Description

The department serves approximately 1,200 students per semester. Only a handful of these are chemistry majors. The department offers introductory service courses on four levels to meet the needs of general studies students as well as to accommodate students with technical majors. A comprehensive summer program offers most service classes at least once. Staff consists of ten full-time faculty, one full-time stockroom manager, and one half-time secretary shared with the Department of Physics. Two of the ten faculty are women. The stockroom manager and seven faculty have doctorate degrees; three faculty have master's degrees, with one very close to completing the doctorate. Average years of experience is 13. The department has adequate budget to purchase needed equipment, to employ students as secretaries and assistants, and to participate in professional development. Faculty leaves are encouraged and there has been a faculty member on leave each year for the last five years. Each faculty member has a private office with computer and Internet access. Computers are replaced every four years and software is updated as new versions become available. The department uses four lecture halls that seat 45 students each. Each hall is equipped with facilities for chemical demonstrations and has built-

in multimedia capabilities. Adjacent to each is a demonstration preparation room. The lab component of the curriculum is taught in five laboratories, each of which holds 24 students. A centrally located stockroom serves the needs of all the lab sections. The department also has a faculty lounge area where the faculty meets informally.

### Significant Changes

The most significant changes in the last ten years have been in staffing and enrollment. During the past four years the department has added three full-time faculty positions. This was necessitated by a large increase in demand for chemistry courses. The increased demand is partly the result of a change in College policy for graduation. Students may now choose one physical science course with a lab and one biological science course with a lab instead of three lecture classes. This has dramatically increased demand for chemistry lab courses. For example, chemistry enrollments have risen from 1,712 in 1989 to 3,009 in 1999, an increase of 76%. The department has also improved its physical resources. Laboratory instruments have been upgraded to include an FT-IR and a new GC. Balances have all been replaced with digital-readout electronic balances and the number of students using each balance was decreased from ten to five. Almost all chemicals are now dispensed in 125 ml plastic dropper bottles that have been modified to produce a stream of liquid. Since each lab has many sets of reagents in such bottles, waiting time for students is reduced, as are the hazards that would result from a single spill. The department has made efforts to conserve chemicals and to reduce waste disposal by microscaling the organic laboratory program and by reducing quantities in general chemistry programs. Mercury thermometers have been removed from the student laboratories and replaced with digital electronic thermometers.

### Analysis and Appraisal

Faculty members are well-trained, experienced teachers. Among the full-time faculty are two women with doctorate degrees. Facilities and equipment are adequate for the courses offered and professional faculty development is encouraged. Student ratings of faculty and the courses indicate solid levels of performance. Overall course ratings averaged 5.47 (with 7 being *exceptional*) and faculty ratings averaged 5.59.

## 6.10 Department of Communication

### Purposes

The central aim of the Department of Communication is to help students discover that their unique voices

are magnified by ethics and professional credibility. The department seeks to teach communications skills in a moral environment, balancing First Amendment rights with responsibility. Within this environment, the department strives to teach students to communicate with skill, clarity, confidence, and compassion. Supporting objectives for students include the development of understanding in public speaking, interpersonal communication, writing, mass media, and speech disorders.

### **Description**

The department is characterized by diversity and balance. It serves 321 communication majors with specialized classes such as Writing for Communication Careers, Mass Media and Society, Editing and Production, Newspaper Production, Yearbook Production, Speech and Hearing Therapy, Introduction to Disorders of Communications, Phonetics, Clinical Preparation in Communicative Disorders, Photojournalism, Internet Communications, Audio and Television Production, Radio Station Production, Forensics, and American Sign Language. The department also offers more than 50 sections per year of general education service courses in Public Speaking and Interpersonal Theory and Practice.

The organization of the department is undergoing significant change this year. Under the existing program, majors choose among four programs: Communicative Disorders, Broadcasting, Journalism or Interpersonal Communication. This will change beginning Fall Semester 1999. All communication majors will complete a core six-course program (plus a practicum requirement) leading to an Associate of Arts and Sciences degree in Communication Studies. Students who wish to pursue a specialty may do so. Specialties include Broadcasting, Print Journalism, Digital/Electronic Media, Public Relations/Advertising, Organizational Communication, Interpersonal Communication, and Speech/Rhetoric. The Communicative Disorders major remains unaffected by the changes.

The department is comprised of ten full-time professors who have master's degrees and considerable industry experience. In addition, approximately ten adjunct professors are used each semester, most of whom hold master's degrees. The department is housed in the historic Spori Building, a nearly 100-year-old structure with great historic and traditional value. While the building does not feature state-of-the-art teaching facilities, it has served department needs reasonably well. It features a well-equipped journalism lab, a speech/language pathology and hearing screening service area, three functioning broadcast facilities (a student radio station [KWBH], a larger Public Radio station [KRIC], and video and audio editing areas along with a basic television studio). The department shares a

Mac computer lab with the Department of Art on the third floor.

### **Significant Changes**

A committee (with department participation) is currently studying program needs for a new or remodeled Spori Building which, if the project proceeds, will be available for use in Fall 2002. Until then, department students have good access to computers through a lab shared with art students. Newspaper students use *Scroll* computers (about 15 in total) during hours when the student newspaper is not in production. Two general education courses – Public Speaking and Interpersonal Theory and Practice – have been added, serving approximately 600 students per semester. Four faculty replacements have been hired in the past five years; with the addition of a new faculty position in 1999, the number of full-time faculty is ten, an increase of two since 1994. A major revision in program requirements and curriculum was completed in October 1998 and will take effect Fall Semester 1999. Four courses were eliminated or combined, four courses added, and three others renamed to change emphasis. Requirements were changed for all majors, a new “area of emphasis” format was instituted, and new practicum opportunities started for students studying interpersonal and organizational communication. An electronic media program was also started, with students producing an on-line version of the campus newspaper for their initial laboratory project. Articulation and direct program transfer agreements have been established with major transfer institutions.

### **Analysis and Appraisal**

A number of factors indicate that the department is largely accomplishing its objectives and contributing to the College mission. Graduates are actively recruited by four-year institutions throughout the region, many excelling at the university. For example, for three of the past four years, Brigham Young University's daily newspaper featured a former Ricks College journalist as editor-in-chief. Communication courses are in great demand, and students positively assess their experiences with courses and faculty. With few exceptions, students rate faculty at 6 or higher (with 7 being *exceptional*), a level solidly above College average. The department has a widely-held reputation among students and administration for excellence. Each full-time faculty member has industry experience. All four mass media instructors worked professionally (the broadcast instructor at a PBS station and the journalism instructors as writers or editors). The speech pathology professor maintained a successful private practice before coming to Ricks. The interpersonal faculty each have master's degrees in communication.

The century-old Spori Building does not permit

state-of-the-art communication facilities. It does not offer modern physical amenities such as centralized climate control, elevators, or sufficient electrical capacity. However, each teaching room is equipped with a television and permanent control panel with VCR. Each classroom is also equipped with basic equipment such as overhead projectors. With the department helping to serve as catalyst, an engineering study has been completed by the administration. This study resulted in recommendations for a new or remodeled Spori Building, which is scheduled to be finished in 2002.

One continuing challenge is the inability to meet student demand for service courses. The new curriculum makes interpersonal communication less prominent, provides more opportunity in electronic media, allows for more flexibility and cross-training in mass media, and unifies the department under one set of basic skills. While innovative and sound, the new interpersonal curriculum may pose problems for students transferring to more traditional programs. This must be carefully monitored.

### 6.11 Department of Computer Information Systems (CIS)

#### Purposes

The Department of Computer Information Systems is designed to train individuals to use computers to solve

business problems. It seeks to: 1) prepare students for transfer to four-year colleges or universities for further study in the field of business, 2) prepare students for employment in the field of information systems upon graduation, and 3) provide computer skills to fill general education and major requirements for other departments.

#### Description

There are currently six faculty in the department. Five have master's degrees in either computer science, business information systems, instructional technology, or education; one has a doctorate in education. The department is equipped with an IBM AS/400 40S minicomputer. This machine is not only used by students, but also by College administration to test new operating system releases and to back up the administration's AS/400 computer. The department has three classrooms, each equipped with an overhead camera, video equipment, ceiling-mounted projector, and computers for students and the teacher. The department offers an Associate of Arts and Sciences Degree and also teaches a general education class in microcomputer applications.

#### Significant Changes

The CIS department was created in May, 1999, when the Department of Accounting and Computer Information Systems was divided. During the last five years, the number of CIS majors has steadily grown,

Table 10

Results of CIS Students Attending Four-Year Schools After Ricks College  
(in percentages)

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree	Very Strongly Agree	Don't Know, Can't Say
<i>My Ricks College experience fully prepared me academically</i>	0	0	0	0	25	60	15	0
<i>My transition from Ricks was smooth</i>	0	0	0	16	32	16	37	0
<i>Credits from my Ricks general education courses were accepted</i>	0	0	0	5	11	11	74	0
<i>Credits from my Ricks major courses were accepted</i>	0	5	0	5	10	20	60	0

reaching 168 in 1998-1999. The addition of a micro-computer applications course in the general education curriculum has also spurred enrollments. During that same time, the CIS program, designed to prepare students for employment rather than transfer, experienced a reduction in number of majors. This program was discontinued in 1996 and the transfer program made more flexible, allowing students to enter the job market or transfer to a university. Increased numbers of classes have required more faculty: three of the six full-time faculty have been hired since 1997. Administration has been very helpful by funding budgets at a level that allows the department to purchase supplies and equipment and to attend professional seminars.

### Analysis and Appraisal

The department has a team of dedicated, highly-motivated and qualified faculty with a good mix of education and experience. In the last five years, two faculty members earned master's degrees, one has done work beyond the master's, and one has earned a doctorate. Student evaluations indicate the following areas of faculty strength: *excellent knowledge, enthusiastic about the subject, available to students, and well-prepared*; the same evaluations suggest areas of concern: *clear examples, explaining hard concepts, helpful evaluations of work, and good use of class time*. A survey of former students suggests they felt well-served by the CIS department, as indicated in Table 10.

Most transfer students (85%) indicated in the same survey that their grades had remained *close to or about the same* as at Ricks. Ten percent (10%) reported significantly lower grades after transferring and 5% higher. These results suggest that the students are well-prepared as they leave Ricks.

The courses offered are technically strong and up to date, and use the latest computer and audiovisual equipment. Enrollments have increased steadily and are now at the point of saturation; that is, additional classrooms will be required in order to provide lab space and time for more students. The department has developed significant relationships with several major companies in the intermountain west and has received excellent feedback from companies that hire Ricks students. One pressing challenge is the constant need to upgrade faculty expertise, along with equipment and software, as industry standards change. Another challenge is the high advising load. Faculty members carry approximately 50 or more students on average.

## 6.12 Department of Computer-Aided Engineering Technologies

### Purposes

The Department of Computer-Aided Engineering Technologies prepares majors in Manufacturing Engineering Technology, Welding Engineering Technology, and Design and Drafting Engineering Technology to compete successfully in the workplace or transfer institution. The department has a strong emphasis on helping students develop competence and honesty.

### Description

The Department of Computer-Aided Engineering Technologies was recently created by merging programs from three existing departments: Manufacturing Engineering Technology, Welding Engineering Technology, and the design and drafting program of the Department of Design and Drafting Engineering Technology. Manufacturing, Welding, and Design are presently accredited by the American Board of Engineering and Technology (ABET). Many course changes, additions, and deletions were made to eliminate low enrollment programs, enhance transferability, and attune programs to industry practices. In addition, a new program was created: Computer-Aided Design/Computer-Aided Manufacturing (CAD/CAM) Technology. This general education major introduces students to career opportunities in CAD/CAM technology.

The department serves students through three options: 1) Welding offers a certificate program for students interested in a career as a welder. This program requires two semesters and one summer term to complete. 2) Manufacturing, Welding, and Computer-Aided Engineering each offers a specialized associate's degree for students who desire employment after two years or transfer in engineering technology to a four-year institution. 3) The new Associate in Arts and Sciences degree allows the student to fill general education requirements and to obtain some core technical courses before transferring to a four-year institution.

The department has five full-time faculty, all with extensive industry experience and master's degrees in engineering or engineering technology. Facilities include 13,200 square feet of laboratory and lecture space. The labs are equipped with a modern assortment of welding, manufacturing, and metallurgy equipment. The department has access to motor pool vans for field trips.

## Significant Changes

As described above, significant changes include the recent merger of three engineering technology programs, the creation of a new CAD/CAM technologies degree, and the addition of two general education courses. Two 24-station computer labs have been added and are shared with the Department of Engineering. The computers in these labs are replaced on a regular schedule and are equipped with the latest versions of CAD, CAM, and engineering applications software. Enrollments have increased slowly in each of the three major programs over the past five years (Manufacturing – 11, 20, 20, 18, 25; Welding – 15, 13, 16, 20, 29; Design and Drafting – 117, 117, 142, 113, 148). New equipment (such as computers with up-to-date software, welding machines, CNC milling machine and lathe, programmable plasma cutting machine, robot welder, and pipe-bending machine) have been added.

## Analysis and Appraisal

By fielding three ABET-accredited programs, the department successfully graduates students who continue their education at the bachelor's and master's degree levels and, in the majority of cases, maintain grade levels close to or higher than levels they attained at Ricks College. Surveys indicate that 90% of graduates are pleased with their career choice and have obtained employment with salaries within the average range for engineering and engineering technology graduates. The surveys also indicate that graduates maintain supportive roles in Church and community assignments. The College has supported the faculty in upgrading their technical and practical skills through participation in seminars and workshops. Faculty are well-qualified. Feedback from transfer institutions suggests that students are well-prepared to compete in the classroom. One perceived faculty weakness is a lack of flexibility. Industry integrates some skills which faculty teach separately. For example, it is common in industry for a single worker to perform procedures with computer-aided drafting, computer numerical control, computer controlled metal cutting, and welding machine technology. The department feels it necessary that faculty become more cross-disciplinary, capable of teaching courses in each of these areas. Also, with the introduction of the new Associate of Arts and Sciences degree, the department anticipates a greater demand for these types of classes and a need for faculty to be more flexibly scheduled to teach them. Facilities are adequate, and software, computers, and other equipment are upgraded as needed.

## 6.13 Department of Dance

### Purposes

The Department of Dance is designed to prepare majors for successful transfer to four-year degree programs. In broader terms, it is committed to teach moral values, increase skills, and provide creative development which will enable the student to perform and be of service to themselves, their family, the College, the community, and the world. It is desired that students will demonstrate both the basic skills of dance in a variety of genres and the effective teaching of proper dance techniques. Additionally, the department helps students recognize the moral implications of music and dance, the value of social interaction in dance, and the importance of choosing appropriate music.

### Description

The department has four full- and three part-time faculty members, a part-time position in costuming, and a part-time secretary. Two faculty members have master's degrees and the others are in the process of completing them. Two faculty hold prominent positions in national dance organizations. Facilities are well-equipped and include a 900-seat auditorium and stage, a 500-seat drama theater and stage, two beautiful ballrooms, and several dance studios. The department teaches 27 courses to over 3,200 students in a year. Many students are involved with providing floor shows for dances, halftimes, classes, community congregations and other events on and off campus. The department works closely with the Departments of Music and Drama in providing choreography and students for their productions. The department sponsors two western United States competitions each year (Folk and Ballroom). The department also teaches workshops throughout the intermountain region, giving our students valuable leadership experience. The department sponsors over ten productions a year in Modern, Folk, and Ballroom dance. These productions involve over 100 students who perform to an audience of 28,000 student and community patrons. Each year at least two major tours travel and perform to worldwide audiences.

### Significant Changes

Over the last ten years this department has migrated from being a part of the Department of Physical Education to sharing in the Department of Theatre and Dance to finally having a separate Department of Dance. With the entire faculty finally under one roof, the department has made great strides in developing unity and sharing common goals. Of two recent replacement faculty hires, one is female. This was an important step that faculty had desired. Three years ago there was no

help for costuming. Now, there is a part-time costume person. Furthermore, the department will be installing a much-needed automated costume storage area this summer. Because of these and other changes, students will have more opportunities to be involved in the process of creating and putting on productions. In sum, the department is getting closer to fulfilling its goals.

### **Analysis and Appraisal**

The department is making a solid contribution to its students and the overall campus. Working hand in hand on productions with the Departments of Music and Theatre is of great benefit to the students. When students perform at other institutions, the department receives very favorable feedback on their skill and maturity. Tours help students to understand themselves as well as others. The department has outstanding and varied facilities. Budgets are sufficient for department needs as well as the productions it sponsors.

Even though the department has come a long way in costume needs, it remains one of the biggest challenges. It is difficult to find people to work the odd hours the job requires to meet the deadlines of the productions. More stable help is needed. The faculty feels a strong need to prepare students to teach in their communities the social and recreational forms of dance which are almost a lost art in today's society. Currently, the department does not have the faculty resources to meet this challenge. Another challenge is the scarcity of offerings. The faculty desires to expand the dance curriculum to include more dance courses typically found at transfer universities. A final and ongoing challenge is the funding of our annual dance tours.

## **6.14 Department of Economics and Political Science**

### **Purposes**

The Department of Economics and Political Science prepares its majors with the concepts, analytic skills, and computer skills necessary to succeed in further academic work. In addition, it also serves the general student body through general education and service courses for other majors.

### **Description**

The department faculty consists of seven full-time teachers: two in political science and five in economics. Five members of the faculty have doctorate degrees, one has an Ed.D. degree, and one has a master's degree. The department offers associate degrees in economics (approximately 16 students), political science (46 students), and pre-law/political science (60 students). The department provides general education and service

instruction for some 850 students in economics and 250 in political science. A 40-station computer lab is available to students. The primary classrooms used by the department are equipped with video players, laser disc players, and computers with multi-video presentation capability. Faculty offices have computers with Internet, e-mail, and electronic test banks.

### **Significant Changes**

Student enrollments have risen by 20% over the past decade, resulting in the hiring of one new teacher in economics. The curriculum has been kept current through adding and dropping classes in response to student need. The computer lab has doubled in size and has been equipped with Internet capability.

### **Analysis and Appraisal**

The department is achieving its stated purposes and supports the College mission statement. The department enjoys superb facilities. Offices have computers, printers, and phone mail. Classrooms have computers, video players, laser disc players, ceiling projectors, and TV monitors. Equipment in the computer lab and offices is upgraded every three to four years. Budgets have been adequate to fund up-to-date software and hardware. Department courses are accredited and fully transferable. Feedback from the primary transfer institutions indicates our students are as prepared for and do as well in upper-division work as students who attend the transfer institution for their lower-division work.

The faculty members are experienced professionals who spend many hours individually with students and advisees. Over the past decade two new hires were made in economics. These new faculty members brought to the department strong backgrounds in computer-assisted learning. The department has been able to use their expertise in upgrading and expanding the teaching effectiveness of the computer lab and classrooms. Student surveys compiled over the past five years suggest that there are strengths to build on and weaknesses to correct. In these surveys all department members were represented. Areas in which department members exceeded the Ricks average for instructors were: *excellent knowledge, well-prepared, good use of class time, clear examples/explanations, helpful evaluations of work, explains difficult concepts, responds respectfully, genuinely interested, available to students, punctual, and seldom misses classes*. Areas where the department faculty fell below the Ricks average were: *enthusiastic, and produces new knowledge/skills*. Two other deficiencies include weak evaluation procedures for tenured faculty and lack of departmental in-service. The alumni survey of 1998 gives some feedback about department course transferability and preparation for

Table 11

**Preparation of Economics and Political Science Graduates for the University**  
(in percentages)

	Disagree	Somewhat Disagree	Agree	Strongly Agree	Very Strongly Agree	Don't Know
<i>My Ricks College experience fully prepared me academically</i>	7	0	29	36	29	0
<i>My transition from Ricks was smooth</i>	0	14	43	29	14	0
<i>Credits from my Ricks general education courses were accepted</i>	0	0	14	36	43	7
<i>Credits from my Ricks major courses were accepted</i>	0	0	23	23	54	0

further academic work. Table 11 indicates that in almost every case students were satisfied with their Ricks experience.

## 6.15 Department of Electronics Engineering Technology

### Purposes

The Department of Electronics Engineering Technology is designed to prepare students for the world of work or for transfer to a four-year university to complete a Bachelor of Science Degree in Electronics Engineering Technology. The department seeks to teach students the practicalities as well as the concepts and theories of electronics engineering technology, and to support the mission of Ricks College through encouraging Christian behavior and academic excellence.

### Description

The department offers two associate's degrees: Electronics Engineering Technology, which is accredited by the Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (TAC/ABET), and Computer Systems Technology. The department has averaged 12 graduates per year, with an increase over the last two years of two to four students. The department has three full-time faculty members, all with extensive industry experience and master's degrees

in industrial education or computer engineering. Facilities include two lecture rooms (one of which is equipped with multimedia equipment), two combination lecture/lab rooms, one computer room, and four faculty offices. The department also has a storage room filled with communications equipment and has access to an array of antennas located on the roof.

### Significant Changes

The department has noticed a modest increase in overall student enrollments, but not an accompanying trend in the number of graduates, as shown in Figure 6.

The change to a general studies degree in engineering and technology has allowed for more advising contact with students outside of the department and has improved the effectiveness of advisors. In response to a request from the College's Industrial Advisory Committee to provide more chemistry background, Chemistry 105 has been allowed to substitute for second-semester physics. Equipment used by students in their laboratory experiments has been upgraded to reflect industry standards. Computers have been upgraded and installed throughout the labs for student use.

### Analysis and Appraisal

The department is accomplishing its purposes well. Faculty members are well-qualified and are committed to their students. Students seem well-pleased with their experience. Student ratings of department courses averaged 5.75 (with 7 being *exceptional*) while ratings

## Electronics Engineering Majors and Graduates

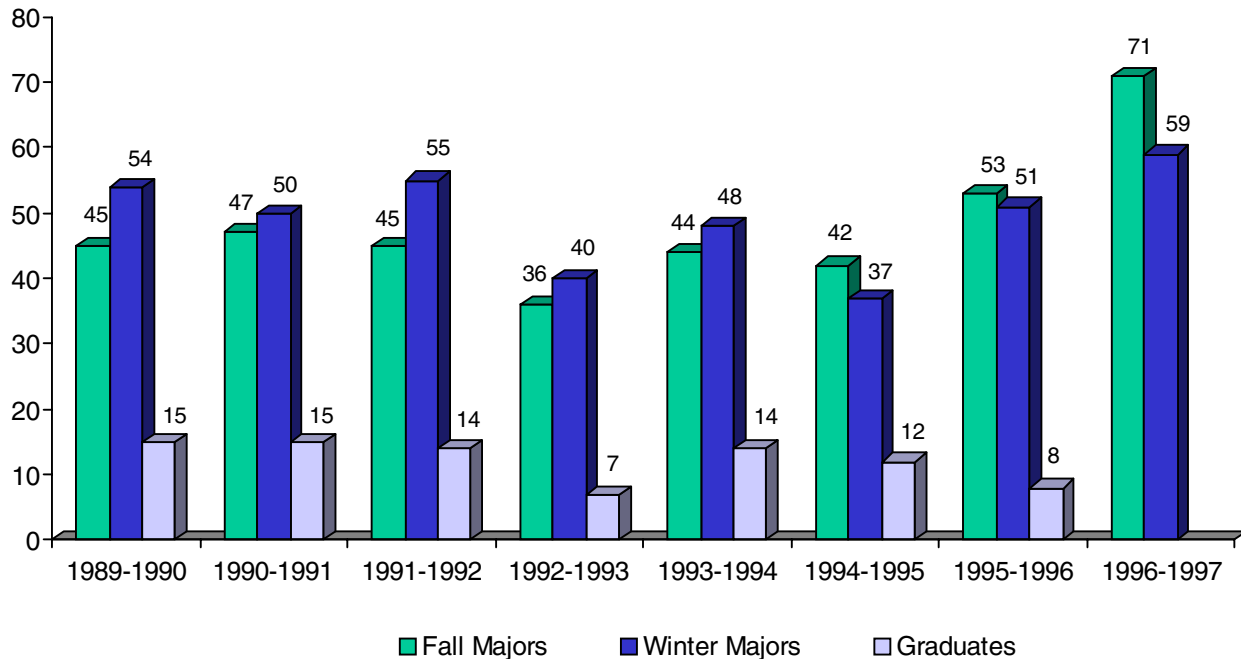


Figure 6

for faculty averaged 6.4. Although the sample size was small, a recent alumni survey also suggested that advising was excellent in the department and that students felt well-prepared for work in industry. Facilities are 30 years old but are adequate and in excellent condition. Students have had little trouble in finding suitable employment or transferring to a university. Companies come to Ricks College to interview students. These companies have praised students very highly. In spring of 1998, Intel from Portland interviewed eight students and offered employment to six of them. Although enrollments have increased slightly, recruiting enough students is a continuing concern. The major strengths of the department are the faculty, the facilities, and the support of the College. Faculty members have been continually involved in updating their skills in electronics. Rex Fisher has completed a master's degree in computer engineering at the University of Idaho. Gordon Black completed his master's at Utah State University. Tom Crapo has been involved in electric automobile control circuitry in consultation with Brigham Young University. Facilities are in good condition. The department maintains two large test laboratories, two classrooms and one computer laboratory. The laboratories are equipped with state-of-the-art testing equipment and offer individualized test areas. In the last five years, the department has begun upgrading

its computers on a three-year rotation. The last upgrade was three years ago, and the department is in the process of evaluating new computers for upgrade this year. One of the weaknesses of the department is the lack of students. Facilities and faculty are excellent; however, efforts to recruit new students has been an ongoing struggle. The administration expects department faculty to recruit. The College does maintain a recruiting staff, but their efforts are directed towards the College as a whole (which at present is at an overload), not toward low-enrollment programs.

### **6.16 Department of Elementary Education**

#### **Purposes**

The Department of Elementary Education prepares students for transfer to a university for successful completion of a teaching certificate. The department's programs are designed to develop in students the ability to effectively communicate, establish strong subject knowledge, actively experience the practicum setting, develop practical instructional skills, and learn self-assessment skills.



## **Description**

The department provides a multi-faceted program for some 842 elementary education majors, emphasizing five areas: curriculum, early field experience, in-service experience, transfer articulation, and professional development of faculty. The curriculum includes courses in the arts, philosophy, technology, and early field experience. All students receive many practicum opportunities.

The department has seven full-time faculty, five faculty from other departments who teach within the department, and several part-time faculty who teach as needed. Full-time faculty are capable professionals with considerable teaching and administrative experience in public schools, as well as in college settings. Five have doctorates and two have master's degrees.

The department has two well-equipped multimedia teaching stations and shares a 35-station computer lab with the Department of Business. The department has a variety of manipulatives and teaching aids which are available for faculty and student checkout.

## **Significant Changes**

Enrollments have grown steadily, from 742 in 1993 to 850 in 1996. To accommodate the increase, one new faculty was hired in 1997. In 1995, the Utah State Legislature passed a regulation stating that no university could accept credit for an education pre-service course from a two-year institution. The new regulation meant that courses from the department would no longer transfer to Brigham Young University (BYU) or Utah State, the two largest transfer institutions. The department was dependent on these institutions for student transfer, and they were dependent on Ricks College for two years of support classes for a large number of their students. Negotiations led to BYU adjunct-faculty status for Ricks College faculty. The faculty began teaching 300- and 400-level BYU courses in addition to the Ricks courses. In 1997, majors in early childhood experience and special education were discontinued. All students now major in elementary education and specialize after they transfer. The number of computers, software and technological resources has increased. Materials are now placed on the World Wide Web for student access. E-mail and other types of electronic media have been implemented, and faculty members endeavor to instruct students in the latest software and its implementation in the elementary school curriculum. The J. A. and Kathryn Albertson Foundation has funded partnerships to mentor practicing teachers through The National Boards for Professional Teaching Standards Certification. The Ricks College Department of Elementary Education was asked to help with the Idaho Region Six Partnership. Faculty members currently mentor 22 teachers a year through the certification

process. During the past few years, the department has developed a library of curriculum materials. It consists of 70 to 75 two-inch binders of resources and instructional ideas. After indexing is completed, the library will be housed in the David O. McKay Library and will be available to faculty and students to improve teaching. The department has improved transfer advisement through developing a "Transfer Book" which maintains current information on many of the four-year institutions to which students transfer.

## **Analysis and Appraisal**

The department is a strong force in education in Idaho. Sixty-one percent (61%) of public school teachers in Eastern Idaho have taken classes at Ricks College. Students from Ricks are welcomed as pre-service teachers in all of the neighboring school districts. Ricks faculty teach classes and supervise student teachers for universities in Idaho and Utah. Students from Ricks are welcomed at Idaho and Utah colleges and universities. All courses in the program are strong academically and transfer smoothly. In department classes, students are exposed to educational psychology and basic methods while they have classroom experience with children. This mix of abstract ideas and concrete practice provides a realistic view of teaching and allows students to make wise decisions about careers in education.

## **6.17 Department of Engineering**

### **Purposes**

The Department of Engineering is designed to prepare engineering majors to successfully transfer to four-year institutions. The department also seeks to prepare students for their roles as citizens and parents through encouraging strong values and Christian virtues. Its basic premise is that God has revealed to mankind operational scientific truths used in the engineering design process.

### **Description**

The department offers two-year academic transfer programs for students interested in Aeronautical, Chemical, Civil, Electrical, Environmental, Mechanical, and General Engineering. The department is comprised of four full-time faculty members; three members of the faculty have doctorate degrees and one is completing the doctorate. Facilities include well-equipped lecture rooms, computer laboratories, and faculty offices. All faculty members and division secretaries who assist the faculty have desk-top computers with e-mail, Internet, and appropriate word-processing, spreadsheet, CAD, and design/analysis software. Computers are replaced on a two- to three-year cycle.

Table 12

### Engineering Department Statistics

	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Majors	288	249	196	212	200	195	208
Student Credit Hours	1,432	1,371	1,347	1,742	1,729	1,196	1,419
Graduates	37	40	33	35	45	33	43
Enrollment	597	566	558	631	613	421	579

#### Significant Changes

Until 1981, the department averaged ten graduates per year. In 1981 and 1982, two experienced, well-qualified engineering professors were recruited to expand the engineering program. Consequently, the number of students jumped – from 118 in 1982 to 260 last year; numbers of graduates increased from ten per year to 40-50 per year. Prior to 1981, only three engineering courses were taught; in 1998 the number was 17. This expansion has allowed engineering students in all fields to transfer to four-year schools with adequate preparation. Each year Ricks College graduates more engineering majors than any two-year school in Idaho. Table 12 shows department enrollments since the 1991-1992 academic year. The row labeled “Majors” indicates the number of students who declared engineering as their major.

#### Analysis and Appraisal

The department produces a student well-prepared to pursue a baccalaureate engineering degree at a transfer institution. Anecdotal feedback from former students indicates that teaching and advising within the department are excellent. Overall student ratings average 5.49 (with 7 being *exceptional*) for instructors and 5.14 for courses. The success of the program is due in part to classes smaller than those taught at the university and doctoral-level faculty who are extremely student-oriented. Faculty members are well-qualified, experienced teachers who have both industrial and consulting experience. They take advantage of opportunities for self-improvement and development within the profession and attend conferences to keep abreast of changes in engineering education. The physical facilities are adequate for the academic portion of the program. However, space and equipment are lacking for applied laboratory aspects of the program. The David O. McKay Library is an adequate facility but lacks periodicals and books pertinent to engineering. Although Ricks

is a two-year college, some material normally used for reference/research in the third and fourth years could be utilized in the sophomore year. Such material is not available at the library. Recently, the library increased funds for purchase of engineering handbooks. Internet access to engineering data sources also lessens the problem.

A recent College-wide alumni follow-up survey conducted by the Office of Institutional Research included responses from 14 former engineering students. Although the sample size was limited, their assessment of the engineering program was encouraging. For example, all students had continued their engineering education at four-year schools and 64% had completed a bachelor’s degree. When invited to respond to questions about their education, 82% *strongly or very strongly agreed* that the Ricks College experience fully prepared them academically; 92% *agreed, strongly agreed, or very strongly agreed* that transition from Ricks to the four-year institution was smooth; 83% *strongly or very strongly agreed* that their Ricks major credit was accepted; 85% *agreed, strongly agreed, or very strongly agreed* that they were as prepared for further education as fellow students who did not go to Ricks College; and 80% indicated that their GPA at the four-year school was close to or about the same as their Ricks GPA. Similar responses were obtained for the students’ spiritual and emotional preparation. One weak point indicated by the survey was the failure to integrate skills from programming and software/design classes into engineering courses.

The most significant obstacle the department faces is sufficient time and resources for instructors to update and develop engineering courses which allow for efficient student transfer. Ricks has been generous with funds and time for summer programs in professional development, but a more consistent year-long effort would improve the quality of the engineering curriculum.

## 6.18 Department of English

### Purposes

The Department of English helps students develop college-level writing skills necessary for academic disciplines and all careers. The department teaches critical reading skills which focus first on knowledge, comprehension, and application and then on analysis, synthesis, and evaluation. General education literature courses acquaint students with traditional and non-traditional writers and forms of literature through reading, discussion, and response. Specific major classes introduce students to critical theories, written criticism, and literary movements.

### Description

The department serves the entire campus. For example, 10,451 students were taught in the department's writing and literature courses during 1998-1999. In addition to offering general education courses for nearly every Ricks student, the department serves 164 English majors.

The department comprises 51 faculty members – 34 full-time and 17 adjunct. Full-time faculty consists of 25 males and nine females with the following degrees: bachelor's – 2, master's – 23, and doctorate – 9. The adjunct faculty consists of 15 females and 2 males with the following degrees: bachelor's – 7 and master's – 10. Facilities include 12 well-equipped classrooms including two computer labs, two multimedia rooms, and eight lecture rooms.

### Significant Changes

The department has steadily improved its use of technology. Every faculty member has access to at least a 486 computer with most full-time faculty having access to Pentium II or comparable computers. During the summer of 1998, the department remodeled one of its two writing labs to create a student-friendly, state-of-the-art teaching site. The department has also invested in two portable multimedia carts with video and computer projection capabilities; two more are on order. The department has its own web page with links to faculty web pages. The department has also been in the forefront of Internet development: it currently offers an Internet course in literature with another planned in composition.

The department has improved quality of teaching. The department has clearly defined objectives for its two levels of writing classes (freshman and sophomore). The department has reached excellent transfer agreements with all regional universities. A three-year review program for all tenured faculty is in place. Adjunct faculty are reviewed every two years. The reviews

consist of student evaluations, teaching portfolios, peer support teams, mentors, and department/division chair observations and interviews.

The department also attends to the needs of the faculty. Advances in gender equity have been made; over the last three years, the ratio of new hires is 60% women to 40% men. The average age of faculty members is shifting toward a more youthful demographic. The department has strengthened the role of adjunct faculty. For example, they now have office, computer, and administrative support equal or comparable to full-time faculty and are given financial support to attend regional conferences and to participate in department retreats.

### Analysis and Appraisal

The Department of English, the largest on campus, contributes to the quality of the College as it meets the reading and writing needs of a diverse student population. The faculty are well-trained, experienced professionals who are devoted to their students. Eighty-two percent (82%) of total classes are taught by the full-time faculty. The department emphasizes quality teaching through the faculty review process noted above. Student ratings of teacher effectiveness suggest that the English faculty plan classes that value purposeful writing through assignments that facilitate learning and thinking in a safe environment. The same ratings, however, indicated that instructors do not always teach research strategies in their literature classes and are hesitant to keep current with technology. The overall student rating for department courses is 5.5 (with 7 being *exceptional*) and for faculty, 5.7. The department strongly supports professional conference attendance and encourages the faculty to travel as advisors to campus travel-study programs.

The curriculum is comprised of strong classes that satisfy writing and letters transfer agreements with most regional universities. For instance, the department's advanced writing program fulfills the advanced writing requirements at all Utah schools. Published standards for the freshman writing and advanced writing courses are the basis for transfer agreements. The department also serves off-campus students through its Internet English 250 Introduction to Literature course. Currently the Department of Continuing Education uses this class as a distance-learning experience for local high school students who desire concurrent college enrollment. The department is developing an Internet English 111 College Writing course to go on-line in the year 2000. The course will help students fulfill the requirement that every student have a distance-learning experience while enrolled at Ricks College. These Internet courses also serve students in off-campus locations who want the Ricks College experience but cannot attend on campus.

The department is interested in other non-traditional teaching opportunities as well. During Fall Semester 1998, eight English faculty members team-taught a Continuing Education pilot program at the Ricks College Outdoor Learning Center.

The department has some concerns. Advanced writing students need access to a better variety of professional and technical journals. Computer classroom availability does not match demand for facilities. Additional emphasis on technological skills results in increased teacher anxiety. Because the department services so many students and is increasingly asked to address Internet needs, the potential for teacher burnout becomes more real. Teaching writing is labor-intensive, and requiring faculty to teach 18 writing credits in two semesters increases the chance of early teacher burnout. Financial compensation for adjunct faculty is currently too low, even though strides have been made. Territory and duties shared between the Learning Assistance Lab and the department needs more definition, and each area needs a specific and distinct faculty. Another concern is how to encourage faculty interaction in a department of 51 faculty members.

## 6.19 Department of Family Science

### Purposes

The Department of Family Science prepares Professional Preschool Education majors for employment in preschool/childcare settings and Family Science majors for upper division courses leading to the bachelor's degree. The department provides educational experience through which students become familiar with family science theories, research findings, and applications. The department also provides practical as well as academic guidance in the areas of dating, marriage and parenting. The department hopes to contribute to the quality of family life as students begin their families. The framework for curriculum and teaching is articulated in the LDS-sponsored document, *The Family: A Proclamation to the World*.

### Description

The department offers a transfer major in Family Science and a nationally-accredited terminal major in Professional Preschool Education (designed to prepare students to operate preschool programs). Courses such as Dating and Marriage Preparation, Marriage Enhancement, Parenting, and Child Development are open as electives to all students. The Child Development course also carries general education credit. Some courses are listed as options in other departments, such as the Department of Home Economics. Other courses, such as Introduction to Family Science and some of the

preschool courses, meet requirements for Early Childhood Education and other majors outside of the department.

The department has nine full-time faculty members, one part-time faculty member and a full-time secretary. Of the regular faculty, four have doctorates and six have master's degrees. Six of the instructors are male and four female. Facilities include three classrooms, an excellent preschool facility (which includes two labs), two outdoor playgrounds, a kitchen, and a workroom for student teachers. All faculty members have offices and computers. There is also a department reception and secretarial area.

### Significant Changes

Student enrollment has risen from an average of 135 majors in 1991 to 195 majors currently. The number of graduates during the same time span has risen from 61 to 90. A majors-only class was added in Family Science to allow us to meet with sophomores and prepare them specifically for further study and eventual careers. The Professional Preschool Education program has undergone staff change – from one faculty member and one staff member to three full-time faculty members and one part-time staff member. As a result, faculty load is more evenly divided and students are exposed to a greater diversity of instruction. In terms of facilities, the department recently gained a third classroom and has experienced a steady improvement in computer, audio-visual and other technological aids. Transfer is improved through course equivalency agreements with Brigham Young University and Utah State University, the principle transfer schools.

### Analysis and Appraisal

The department is accomplishing its stated purposes. The faculty has integrated the *Family Proclamation* into their curricula while maintaining a strong scholarly/research base. Course work such as dating, marriage and parenting courses not only prepare for employment, but also prepare students to be better parents and teachers. Within the department there is general satisfaction about support and resources. Facilities are suitable for the department's programs and are well-equipped. Most requests for equipment have been granted, computers are rotated on a timely basis, and the preschool has sufficient funds to restock supplies and replace equipment.

Over the past ten years, Ricks College has greatly increased teaching resources available to the faculty. These resources include computers and software, Internet access, software instruction, media, and an excellent mentoring program for new faculty. Quality of teaching has also improved as a result of close interpersonal relationships fostered within the department.

Overall student ratings for department courses average 5.73 (with 7 being *exceptional*). Ratings for faculty average 5.76. More of the faculty could be trained in advanced use of classroom technology, could be more diligent in keeping abreast of professional literature, and could be more consistent about department in-service.

Advising has improved as a result of regular and closer contact with advisees as they register each semester. The faculty now has much better name and face recognition of students and advisees because of student pictures and information over the Intranet. Student orientation meetings held for all freshman and faculty at the beginning of the school year allows the faculty to interact with advisees before classes even begin. The David O. McKay Library has a good selection of LDS books about marriage and family; the department is working to increase the number of more scholarly books.

Feedback from transfer institutions suggests that graduates are well-prepared and seem to have no particular problems in adjusting to their new programs. The department has made trips to transfer universities and interviewed graduates, who report being prepared for the university and sense no particular gaps in their training. Professional Preschool Education graduates have also been interviewed about their training and subsequent employment. They report their greatest satisfaction is found in helping children learn and grow. They report disappointment with salaries lower than they feel qualified for and with co-workers who are not well-trained in teaching young children.

## 6.20 Department of Foreign Language

### Purposes

The Department of Foreign Language serves a large number of students who use language as a means to experience foreign culture. As languages develop, students become aware of new cultures, histories, and thoughts. Students discover that while the human experience is diverse, all peoples share the same homeland of the heart. A small number of Ricks students study foreign language with a career in mind. For these, the department lays the groundwork for success in such varied fields as translators, interpreters, teachers, and travel agents. For all students, the department provides the awareness that government is an interface for peoples; that while “foreigners” speak varied tongues, they are our brothers and sisters with legitimately differing points of view.

Faculty members ensure high-quality teaching by subscribing to professional journals, traveling, studying abroad, and attending conferences, especially the annual American Council on the Teaching of Foreign Lan-

guages. A healthy cross-pollination occurs in the department as teachers of different languages share techniques. The high quality of teaching is often driven by the quality of the texts adopted and the wide array of audiotapes and videotapes used to bring living language into the classroom.

### Description

The department offers courses in Chinese, French, German, Russian, and Spanish. Although an associate’s degree is offered in each of these languages, the department continues to be a service-oriented department with the majority of students majoring in other areas. The department employs ten full-time instructors: four in Spanish, two in French, two in German, and one each in Russian and Chinese. Other faculty members include three part-time instructors in Spanish, two in French and German, one in Russian, and one temporary full-time teacher in Spanish through Winter 2000. All faculty have either a master’s degree or doctorate, and all have extensive teaching experience as well as practical experience abroad in their particular language of expertise. Classrooms are adequately equipped with chalkboards, bulletin boards, maps, and video equipment. At present, there is no language lab; however, listening facilities are provided in the library. Students may also purchase tapes for a nominal fee. Lab opportunities for vocabulary and grammar practice are provided in the computer lab also located in the library. Books and materials in and about foreign languages are also available. All foreign language classes transfer readily to all four-year universities in Idaho and Utah as well as to most other institutions to which Ricks College students transfer.

### Significant Changes

Since the last accreditation, the department has added two additional languages, Russian and Chinese, to the original three of French, German, and Spanish. This has required the hiring of two full-time faculty members as well as several of the adjunct faculty. Student credit hours in 1997-1998 were approximately 10.5% higher than in 1991-1992. The latest figures show the department serving 5,704 students during two semesters, up from 5,162 in 1991-1992. In addition to the Russian and Chinese classes, the department added a grammar class and a grammar/literature/culture class to accommodate the needs of returned LDS missionaries.

### Analysis and Appraisal

Faculty are competent, experienced, and teaching-oriented. Based on limited empirical findings, the department appears to be successfully accomplishing its purposes. Analysis of student evaluations over the past seven semesters reveals that department faculty mem-

bers average 6.06 (with 7 being *exceptional*), a strong indication of student satisfaction. In addition, the department recently surveyed a small number of foreign language graduates who continued their studies at four-year institutions. The survey reveals that 93% feel their Ricks College experience fully prepared them academically. Ninety-two percent (92%) agreed that their foreign language courses had been unconditionally accepted at their transfer institutions. Finally, 86% indicated that their grade point average was about the same or significantly higher than it had been at Ricks College. These data suggest the department has a curriculum competitive with other colleges and universities. Although not conclusive because of the small sample size, the findings are encouraging. The department is united, with strong feelings of collegiality. The department anticipates the creation of a language computer lab in the near future to provide students with opportunities provided by current technology.

It was recommended in 1989 that the department monitor overloads and add full-time faculty to reduce heavy dependence on part-time instruction. Although faculty were added in Russian and Chinese, the overload problem has not been resolved. Overload classes taught by full-time faculty have nearly been eliminated, but there is a continued dependence on part-time teachers, especially in Spanish. For example, the schedule for Fall 2000 calls for one-half of all Spanish classes to be taught by part-time faculty. Physical facilities are above average. Faculty office space is generous and classrooms adequate, with all rooms now equipped with overhead projectors and television monitors. One area of continual concern involves the department's response to technological advances under way in foreign language education. Because more than half of the foreign language faculty is older, many have not grown up with computers and sophisticated software. This has resulted in some reluctance to embrace new technologies. To assist, the department has aggressively addressed the problem in two ways: First, all faculty members now have Pentium office computers and appropriate software (which is continually updated). Second, the department has begun acquiring laptop computers and LCD projectors for classroom use. The hope is that older colleagues will follow the example of the younger faculty.

## 6.21 Department of Geography

### Purposes

The primary role of the Department of Geography is to provide general education courses and to serve a modest number of geography majors. One significant aspect of that role is to serve as a "bridge" between the

physical and social sciences. Trained in both the physical and social sciences, geographers give an integrated, holistic view of how the physical and social worlds interrelate, and how they influence man and his cultural systems.

### Description

The department has two full-time faculty members who have combined teaching experience exceeding 60 years. Both have advanced graduate degrees; one a master's and the other a doctorate. The department fields two courses: Geography and World Affairs, which meets the general education social science requirement, and Physical Geography, which meets the natural science requirements.

### Significant Changes

During the last accreditation cycle (1989) Economics, Geography and Political Science were grouped in a single department. With the establishment of the Division of Behavioral and Social Sciences in 1991, Geography was separated from Economics and Political Science. The curriculum has remained the same with one exception: a lab was added to the physical geography course.

### Analysis and Appraisal

The greatest strength of the department is the extensive experience of the instructors. The two faculty members both have extended travel and field experience. The most serious deficiency is a limited introductory freshman curriculum of only two courses. It would be beneficial if the geography curriculum were expanded to include offerings in map reading, air photo and satellite imagery interpretation and the use of GIS (Geographical Information System). Such offerings could serve not only geographers but also students from earth and social sciences, agriculture and business. The department's strong commitment to general education and the heavy enrollments in the general education courses currently offered are limiting factors in curriculum expansion. Student field trips would be a desirable addition to the curriculum; however, budget constraints make this difficult. To compensate for the lack of field opportunities, the instructors make heavy use of media, including numerous slides and video clips to illustrate examples of concepts taught. The College has been very supportive in providing hardware, software and training opportunities to permit use of these techniques. Although informal student feedback indicates satisfaction with their experience in geography courses, the department is deficient in formal materials to assess effectiveness. In the coming months the department will develop and administer appropriate questionnaires to former and present students, which should allow a better assessment of successes and failures.

## 6.22 Department of Geology

### Purposes

The Department of Geology is designed to prepare geology majors to compete successfully at transfer institutions and to enhance the lives of general education students by helping them to understand their natural environment. The department's basic premise is that God created the earth, and geology attempts to explain the processes He may have used. Faculty members teach geology students that truth is truth whatever the source.

### Description

The department offers an associate's degree in geology, requiring a broad background in basic science courses and two years of geology courses recommended by transfer institutions. In addition to the major courses, three general education courses are offered. Lecture and related lab classes allow most students to transfer credits successfully. The department sponsors an eight-week outdoor program which offers students an inter-disciplinary, experiential approach to the study of geology, biology, and religion. The department averages 1,500 general education students and approximately nine

majors. The number of majors seems to reflect the cycles in industry and jobs available in the profession. The department has five full-time faculty members and two part-time lab instructors. Three members of the faculty have doctorate degrees and two have master's degrees in geology.

The department is well-provided for with a lecture room equipped with multimedia, three combination lecture/lab rooms, two preparation rooms, a library, a museum, and five faculty offices. There is also a field equipment storage room. A seismograph room is shared with the building computer technician. All the faculty, plus the departmental part-time secretaries, have desk-top computers networked to the Internet and to the campus Intranet. Equipment such as rock saws, thin section machine, microscopes, a photo spectrometer, seismographs, and air abrasive units are available to students and faculty. General education students are invited to work on the extraction of dinosaur bones using air drills.

### Significant Changes

General education enrollments have increased over the past five years (1,362; 1,500; 1,731; 1,425; 1,652 respectively). One new faculty member has been hired, but demand still exceeds capacity. The number of

Table 13

### Ratings by Ricks College Department of Geology Alumni

	Excellent	Good	Fair	Poor
<i>Teaching basic principles</i>	17	0	0	0
<i>Application of basic principles</i>	12	5	0	0
<i>Provided geologic terminology</i>	14	3	0	0
<i>Encouraged independent thinking</i>	12	5	0	0
<i>Prepared student for further study</i>	16	1	0	0
<i>Faculty grading system</i>	10	7	0	0
<i>Rigor of geology classes</i>	14	3	0	0
<i>Competency of faculty</i>	15	2	0	0
<i>Assistance of faculty</i>	15	2	0	0
<i>Enthusiasm of faculty</i>	16	1	0	0
<i>Field trip experience</i>	15	2	0	0

majors, though modest, has also increased during this same period (from eight to 14). The increase appears to follow national trends for geology majors. Student/faculty ratios have increased from an average of 27.2 in 1993-1994 to 31.8 in 1996-1997. Other changes in the department have occurred as well. The main geology lecture room has been converted from a chalkboard room to a multimedia room. The faculty has also added more experiential components to the program. Interested students are now allowed to participate in extracting dinosaur bone from rock. With the acquisition of the Island Park Natural Science Center, introductory geology classes are taught in the field in conjunction with other outdoor programs. The faculty does more field teaching through the Skaggs Ranch Research Center in southern Idaho and the newly acquired dormitory facility in Vashon Island in Puget Sound, Washington. The department has remained current in technology. Each faculty member has a current model Mac or PC, all of which are connected to both the Internet and the campus Intranet; some have drafting capabilities. The department's seismograph station has been approved by the U.S. Geological Survey for updated digital computer equipment which will enhance the storage and presentation of data from the seismograph network.

### **Analysis and Appraisal**

There is considerable evidence that the department is accomplishing its stated purposes for both majors and general education students. The department is well-balanced with seasoned, enthusiastic faculty and adequate facilities and equipment (both on-campus and in the field) to provide quality learning experiences for students. Student ratings of faculty and courses over the past five years have remained high and are generally even with the overall College mean. For example, the overall department mean for course quality in 1998 was 5.27 (with 7 being *exceptional*); the average instructor rating was 5.31. A recent survey of 17 geology alumni indicated that majors seem well-pleased with their experience at Ricks and found success at transfer institutions. For example, out of 17 respondents, 16 rated Ricks as *excellent* in preparing them for further study. Table 13 reports other ratings.

There are continuing concerns. The department is not utilizing library resources and media as well as it could. Some students do not receive outside library assignments because faculty do not require writing experiences in all of the geology general education classes. Not all geology students experience field trips due to increased enrollments, adverse weather in winter semester, and access restrictions imposed by the National Parks and Forest Service. The faculty desires to improve their evaluations but feel they are on track to realize the necessary improvements.

## **6.23 Department of Health Science**

### **Purposes**

The Department of Health Sciences prepares majors for employment or continued professional preparation and provides non-majors guidelines for a healthy lifestyle. The department advises students with accurate, up-to-date information concerning paramedicine, physical therapy, occupational therapy, sports medicine, and general health science.

### **Description**

Majors offered in the department include General Health Science, with 105 majors; Pre-Occupational Therapy, 61; Pre-Physical Therapy, 146; Sports Medicine, 139; and Paramedicine, 44. Each of the majors engages students in practicum experiences. Sports Medicine requires students to work in varsity athletics training programs on and off campus. The Pre-Physical Therapy and Pre-Occupational Therapy students work in clinics. Paramedicine students participate in ambulance calls and work in the emergency rooms of local hospitals. The core curriculum classes are designed to be accepted by transfer schools. Personnel include nine full-time faculty members, four part-time faculty members, and a full-time secretary. Of the full-time faculty, one has a doctorate in Public Health, two have doctorate degrees in education, one has a master's in physical therapy, and the rest have master's degrees in various areas of health science.

### **Significant Changes**

The Paramedicine major was trimmed from a 3 ½ to a 2 ½-year program. Some classes had to be eliminated and there is now one required internship instead of two. The department recently completed articulation agreements with all major college transfer programs. These provide graduates with better transfer options.

### **Analysis and Appraisal**

The overall facilities for the department are excellent. The one exception would be the teaching environment for classroom and lab experiences in the Paramedicine program. The program is understaffed with only two teachers; one more is needed. Despite these deficiencies, however, Paramedicine students are well-qualified when they graduate, and job placement is over 90%. Student evaluation of teaching in the department over the past decade has been slightly higher than that of the College. For example, the most recent assessment of faculty averaged 5.76 (with 7 being *exceptional*) compared with 5.74 for the entire campus. Other encouraging information which suggests the department is fielding quality programs include: 1) positive four-year college feedback, 2) positive feedback



from transfer students, 3) successful job placement for graduates, and 4) high transfer-school acceptance. One continuing problem is that student advising loads for some of the faculty are extremely high. For example, in Occupational Therapy and Pre-Physical Therapy, each faculty member advises more than 100 students. There are other problems as well. Because of the inadequate number of full- and part-time faculty and the high demand for health science programs, some students have difficulty getting courses they need.

## 6.24 Department of History

### Purposes

The Department of History helps students understand the political, social, intellectual, religious, and economic forces which have shaped the world. Students are introduced to critical interpretations of historical events and movements. Those students who major in history are also taught the basic tools and methods of historical research. The department expects our students to leave with increased knowledge of historical fact, a greater capacity to read, write, and communicate, a deepened understanding of the implications of history, and a sense of the complexities of human experience. The faculty hopes the history experience broadens students' intellectual curiosity, deepens their commitment to the lifelong study of history, sharpens and softens their judgements of events and people, and enhances their capacity for disciplined discussion of issues facing the human family. Since Ricks College is a two-year college, it is the goal of the department to ensure smooth transfer of all classes.

### Description

There are seven faculty members in the department. Three have doctorates and the others master's degrees. The faculty represents a broad spectrum of experience and expertise in content and methodology. Three have two to five years' experience, two have 10-15 years, and two have over 25 years. The following courses are offered: Study of American Heritage, World Civilization I & II, U.S. History to 1877 and after 1877, Study of History, and History of England, History of the Far East, and History of the Jews and Arabs. The faculty have access to classrooms well-equipped for multimedia presentations. The department also has a faculty workroom equipped with the latest technology for preparing classroom materials. Each faculty member has a private office equipped with adequate shelving, file cabinets, a personal computer, and other instructional resources.

### Significant Changes

Both a sophomore seminar class and an additional faculty member have been added to the department. The budget has been increased commensurately and is adequate for department needs. The department also enjoys a generous budget for books and audiovisual materials.

### Analysis and Appraisal

The quality of the department's faculty is a major strength of the department. In addition to broad experience in American and world history, the department has expertise in such areas as American law and jurisprudence, early American political thought and colonial history, constitutional theory and history, American culture and social history, western American history, the westward movement and Native American history, history of the American family, American military history, modern American history and immigration, Japanese immigration, Mormon history, classical language, culture and civilization, modern European history, Egyptian history and culture, history of the Middle East, and the history of Japan and China. Faculty use a broad range of teaching strategies, including new technologies and methods. Overall student ratings are 5.33 for courses (with 7 being *exceptional*) and 5.46 for teachers.

## 6.25 Department of Home Economics

### Purposes

The Department of Home Economics prepares students for professional careers through two-year, three-year and transfer programs, and teaches students how to serve home, family and community. The department seeks to impart theoretical knowledge, increase conceptual understanding, build practical skills, and enhance professional training in subject matter specialties that most impact the family. The department teaches that the home is the most effective institution for shaping values, and affirms LDS beliefs in all areas of the discipline.

### Description

The department is diverse. It offers programs in Apparel Studies (15 majors), Culinary Arts (27), Dietetics (55), Fashion Design and Production (28), General Home Economics (16), Home Economics Education (27), and Interior Design (61). Culinary Arts and Fashion Design and Production are two-year career programs not intended for transfer. Interior Design is a three-year program accredited by the Foundation for Interior Design Education Research and is endorsed by

the National Kitchen and Bath Association. It, too, is not intended as a transfer program. Graduates from the other five programs earn an Associate in Arts and Sciences degree and are prepared to transfer to a university. In addition to classes for majors, the department provides electives, General Education courses, and service classes for other departments.

The department has ten full-time faculty members, four part-time faculty members, and a full-time secretary. Nine of the full-time faculty members hold master's degrees. The department has excellent facilities, including three clothing labs, two food labs, a lecture room with media capabilities, and two small computer labs.

### **Significant Changes**

The department has seen significant change in programs. In 1997-1998, two transfer majors were discontinued (Food and Nutrition Dietetic Technician and Food Science). The Apparel Program was changed to Fashion Design and Production and revised to emphasize competencies required by industry. Requirements have also changed for Interior Design: all students now fulfill General Education requirements whether or not they plan to transfer. The result is a three-year program requiring 120 credits. Interior Design has also completed an articulation agreement with Brigham Young University whereby students transfer as seniors and complete a bachelor's degree in two semesters. The greatest growth among associate degree programs has been in Culinary Arts. The degree has recently been strengthened by realignment with requirements of the American Culinary Federation. A new faculty member – a graduate of Western Culinary Institute – has also been an asset.

Each program in the department is being reviewed for thoroughness of competency-based teaching and effectiveness of pre-requisites. Updated transfer agreements are in process in all programs. Computer labs and a lighting lab have also been added for student use.

### **Analysis and Appraisal**

There is evidence that the department is meeting its objectives. The strength of the department is the balance of career, transfer, and service courses. This balance allows students many options regardless of major. General departmental effectiveness has improved via interdepartmental communication and teamwork. One evidence of this is the development of new transfer agreements with Brigham Young University, Idaho State University, and the University of Idaho. Generally, physical facilities are well-maintained. However, the department has special custodial and physical plant requirements because of high-maintenance activities

which take place in Culinary Arts. It is difficult to delineate responsibilities for custodial, students, and faculty; facility cleaning is often done on valuable faculty time. The department lacks adequate space for library holdings in Culinary Arts, and Interior Design has need for remodeled space. Evaluation procedures for tenured faculty need improvement.

The weakness of the department is the number of preparations assigned each faculty member. Very few courses are repeated in an academic year, straining preparation time and expertise. The faculty covers the demanding curriculum very well, but many preparation hours are required. An increase in student aid would be helpful. The Department of Home Economics is both interdisciplinary and integrative. Such diversity poses a challenge. The faculty is encouraged to support areas which are not directly related to their own but which are bound by the commonality of the home and family. Several areas are impacted by rapid technological changes. For example, the Interior Design program must continually scramble to keep up with CAD technology.

## **6.26 Department of Humanities & Philosophy**

### **Purposes**

The primary purpose of any educational institution is to transmit to students a body of knowledge that will enable them to function in society. Department of Humanities and Philosophy faculty assists in that endeavor by exposing students to the world's great cultural achievements. The uniqueness of this department lies in its approach to the subject matter. Faculty members teach culture holistically, encouraging students to recognize interrelationships among historical events, philosophical movements, and styles of art, architecture, music, and literature. In the process, students learn to differentiate between the workings of the mind and those of the heart. They make connections between the cultural achievements of the past and their own search for meaning and fulfillment in life. As students learn more about the arts, they discover new avenues of spiritual and intellectual enlightenment, and lay the foundation for a lifetime of arts enjoyment and appreciation.

Upon successful completion of one of the department's courses, students will have become acquainted with the great works of architecture, painting, sculpture, music, literature, and/or philosophy. They will be able to differentiate among periods and styles, and will have gained sufficient knowledge to find enjoyment in the arts.

## Description

The department is comprised of seven faculty members, two with doctorate degrees, and five with master's degrees. Two have degrees in humanities, two in philosophy, two in music, and one in communications. The department serves approximately 3,500 students a year or 40% of the student body through offering a variety of general education and elective courses. In addition, the department serves about 20-25 students a year who major in humanities and who transfer to universities as humanities or philosophy majors. Facilities include three multimedia classrooms; two with a capacity of 60 students, and one which accommodates 40 students. There is also a 20-seat conference room which is utilized for some honors courses in addition to department meetings and group projects. Well-appointed faculty offices surround a spacious department reception and secretary work area, and there is adequate storage space for supplies and teaching materials.

## Significant Changes

Course enrollment has gradually increased in the last ten years in proportion to the increase in total enrollment at the College. Numbers of majors have remained relatively constant. Significant changes have occurred in moving to a new facility, in expanding the scope of the department to include a non-western humanities course and philosophy courses, in streamlining general education requirements through department course offerings, and in the development of an annual academic tour to Europe. All faculty members have traveled to Europe with this program, enhancing their understanding of the great monuments and works of art, obtaining resources to improve classroom instruction, and increasing their credibility with students. The department has also converted its collection of more than 2,000 slides to digital images. A year ago philosophy courses, once scattered among several departments, were given a home in the Department of Humanities, and the name of the department was changed to Depart-

Graduates Participating in Cultural Events  
(in percentages)

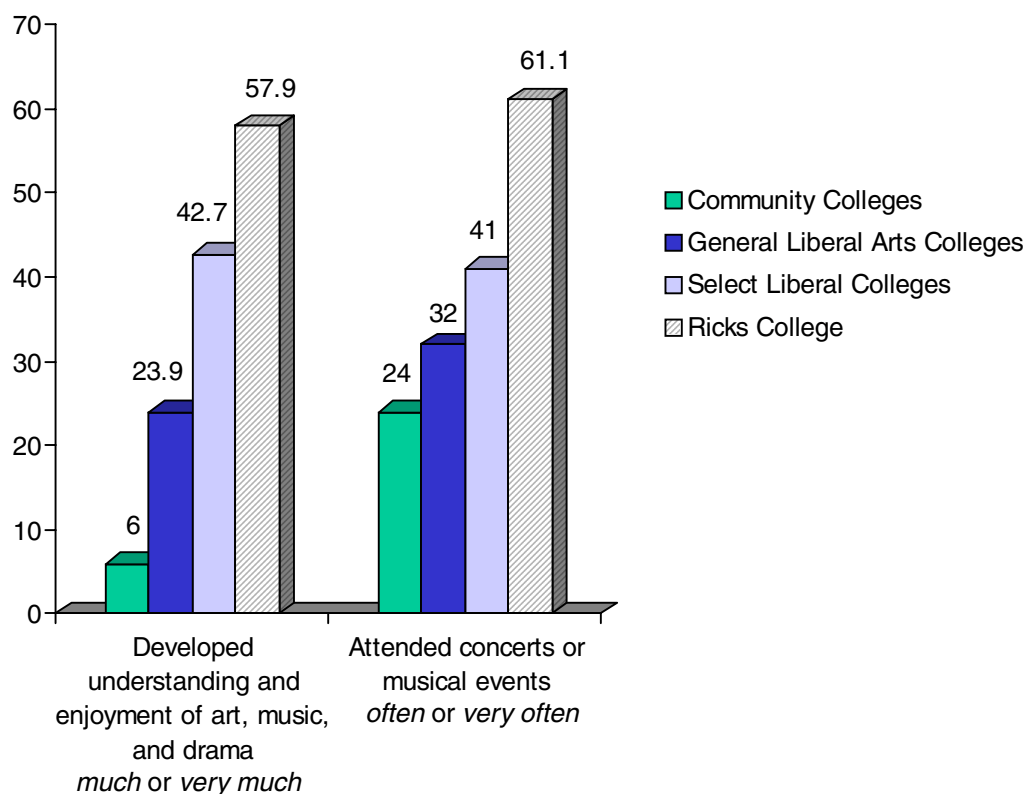


Figure 7

ment of Humanities and Philosophy. The department was allotted an additional hire to spearhead philosophy courses. The department has also recently received approval to offer two additional philosophy courses, Ethics and Philosophy of Religion, thus strengthening the department's philosophy offerings. One final development in the last ten years is the institution of an annual travel-study tour to Europe.

### **Analysis and Appraisal**

Two recent studies suggest that the department is meeting its purposes well. The College Student Experience Questionnaire (CSEQ) was administered to a sample of Ricks students during Winter 1997. Results suggest that students at Ricks College have a high degree of appreciation for and understanding of the arts, and a very high rate of attendance at cultural events in comparison to national norms. As shown in Figure 7, 57.9% of Ricks students reported attending concerts or other music events *often* or *very often*, compared with 42.7% of students from select liberal arts colleges (SLA), 23.9% of students attending general liberal arts colleges (GLA), and just 6% of students from community colleges (CC). When Ricks students were asked about developing an understanding and enjoyment of art, music, and drama, 61% answered *much* or *very much* compared to SLA 41, GLA 32, and CC 24.

A recent alumni survey conducted during Fall 1998 suggests that former students make the arts a part of their lives beyond their college careers. A full 100% of Humanities and Philosophy majors and 91% of the respondents from other departments indicated that they visit museums or art exhibits and attend concerts or theatrical events at least once a year. In response to the question, *What impact did Ricks College have on your appreciation for the aesthetic and creative expressions of humanity?*, again 100% of majors and 72% of general respondents answered *positive* or *very positive*. In response to a question regarding the impact of being a spectator at performing arts and other cultural activities at Ricks on their learning and growth, 91% of majors and 75% of the others responded *positive* or *very positive*.

Facilities are almost ideal in terms of comfort and equipment. Each room features an integrated audio, visual and computer system with Internet access, controllable remotely from anywhere in the room. The department enjoys a generous budget to acquire videos and other support materials. However, budget allotments for greater professional development activity among faculty need to be increased. Two years ago, only \$500 was allotted for professional development. Now, nearly \$1,600 is allotted. Notwithstanding, the department still needs to allocate more funds or find other avenues of increasing funding of faculty professional development.

Two other challenges confront the department. The first is the question of how technology will affect the faculty's approach to education, and the second concerns the future development of the department. Technological issues are wide-ranging, encompassing such issues as the degree and frequency of office and classroom equipment upgrades, training of faculty to utilize technological advancements, and distance learning. The department lags behind technologically in one significant way: only one faculty member has a home page with syllabi and supplemental information available on-line. The department recognizes this deficiency and has taken measures to ensure that all department faculty have home pages by the next academic year. Faculty are also developing an introductory humanities course for the Internet that will be available Fall 1999.

## **6.27 Department of Landscape Horticulture**

### **Purposes**

The Department of Landscape Horticulture is designed to prepare students for career opportunities in horticulture industries. Three programs are offered: Landscape Horticulture Management, Floral Design Management, and General Horticulture. In addition, the department offers introductory courses in landscape design and flower arranging for students in such disciplines as architecture and interior design, as well as for the general student body. The department seeks to teach all students the intricacies of God's creations and to appreciate the beauties and complexities of nature and the interdependence of all life on earth.

### **Description**

The General Horticulture program is a university transfer program with options for Horticulture Science, Horticulture Business, and Pre-Landscape Architecture. The Landscape Horticulture Management program is a specialized technical degree program that is management-oriented and designed to prepare students for mid-management positions or ownership in retail nursery, landscape design, landscape installation, landscape maintenance, or golf course and park management. The Floral Design Management program is a management-oriented technical program specialized to prepare students for management-level employment or ownership in the retail florist and interiorscaping industries. The department has had between 123-152 majors for the past three years. Current enrollments are Floral Design, with 70; Landscape Horticulture Management, 70; and General Horticulture, 31.

## Department of Landscape Horticulture Enrollments - Fall Semester

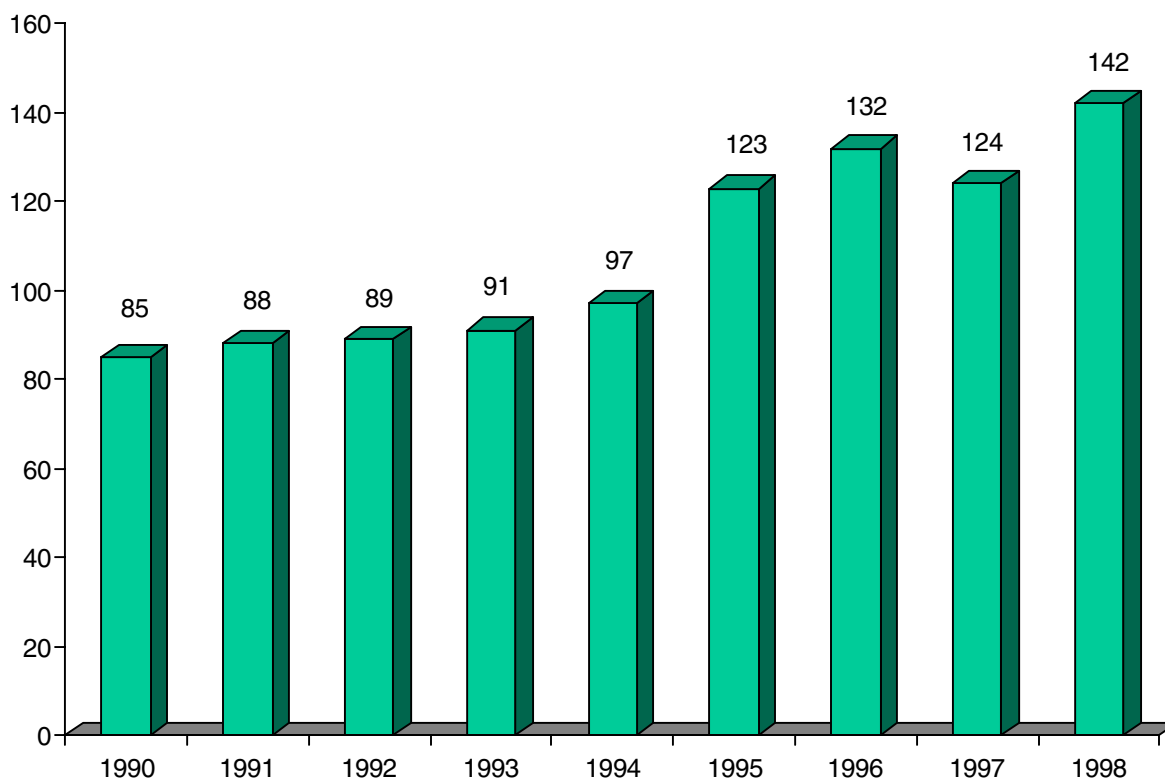


Figure 8

The department extends its reach beyond students to serve the greater campus and community through maintaining the Horticulture Research and Demonstration Garden and providing many short courses to community patrons, public school teachers, vocational agriculture instructors, and others. In addition, the faculty provide lectures and tours for on- and off-campus groups and community organizations. One teacher writes a weekly garden column for the local newspaper, providing timely gardening information as it publicizes the department and its programs.

The department is comprised of four full-time faculty members, one full-time greenhouse and horticulture garden manager, and one secretary. Faculty academic degrees include one doctorate, three master's degrees, and one bachelor's degree. Facilities include well-equipped classrooms, five greenhouses, a headhouse, a 12-acre horticulture garden plot, and various storage and office spaces. The department has an extensive selection of landscaping equipment including a pickup, backhoe, tree spade, trencher, tractor, sprayers, mowers, trimmers, tillers, and various power and hand tools.

### Significant Changes

The department has experienced a steady increase in enrollments and majors during the past five years, as indicated in Figure 8.

In 1998 the faculty felt the number of majors had reached the maximum of 130 that could be supported by available resources. The department maintains close ties to industry through frequent field trips, internship supervision, and job placement. The programs are continually changing in response to student need. Individual faculty members evaluate and update the curriculum as needed. A recent significant change has been the elimination of all one- and two-year certificate programs in favor of two-year transfer and specialized associate degree programs.

### Analysis and Appraisal

The department has generally adequate facilities and is well-staffed and equipped to provide high-quality service for its students. The landscaping and floral design industries are growing rapidly with employment opportunities increasing in all areas. Throughout the nation, people are feeling a need to improve their living

and working environments through the use of plants. This need fuels the demand for qualified graduates in all aspects of the horticultural industry. Through the department's "hands-on" approach to teaching, it prepares graduates well for entry into the horticultural industry. The faculty are well-trained professionals with considerable industry experience. Opportunities have been plentiful for faculty members to broaden their knowledge through attending conferences and seminars, leading field trips, and taking professional leaves. In the last five years, three faculty members have taken leave.

The 1992 alumni survey included only 17 respondents who were landscape horticulture graduates. However, the majority of these respondents indicated they were satisfied with the education they received, saying it prepared them adequately for their current job or educational program.

Student evaluations done Fall Semester 1998 suggest that the department faculty provides high-quality instruction. Overall ratings for teachers and courses averaged 5.2 and 5.0 respectively (with 7 being *exceptional*). Very few students were dissatisfied with either the course work or instructors.

Faculty do a good job of advising, especially for students who complete two-year degrees. Because the faculty is in close contact with industry through field trips and internship placement, their knowledge of industry needs is always current. The good working relationship with industry also provides graduates with employment opportunities that might be harder to find otherwise.

One very significant challenge has been the rapid enrollment increase (47% since 1993) without a commensurate increase in budget. This has made it increasingly difficult to maintain equipment. More support is needed to keep pace with changing technologies in the horticulture industry, including purchase of specialized landscape computer software.

## 6.28 Department of Mathematics and Computer Science

### Purposes

Students in the Department of Mathematics and Computer Science are, in the main, well-prepared and inquisitive. Some go on to study mathematics, engineering, or education; the Mathematics major is designed for such students. Other students pursue a career in computers; for them, the Computer Science major provides a solid foundation that facilitates transfer to a four-year institution. The department is committed to teaching in a positive, exciting way; to encouraging student expertise and curiosity; and to providing models for study and learning that can be used in any discipline.

The faculty provides students the opportunity to explore the elegant and powerful language of mathematics. In computer science the faculty gives students the opportunity to solve complex problems that shape the way they think about their world and how it functions.

### Description

The Department of Mathematics and Computer Science provides service to all other academic departments. Math credit is required for graduation in all majors. Computer science courses are also taught for other departments as either required or elective credit. Mathematics students are given the usual background in calculus and related subjects, such as linear algebra and differential equations. Students also have opportunities to study statistics, to learn about current technological tools for solving problems, and to learn to program computers (usually in C or C++ languages). The Computer Science major accommodates students from diverse backgrounds and varying degrees of prior experience. All gain experience in programming, algorithm development, data structures, computer architecture, and theoretical foundations. Almost all computer science students continue their educations at four-year institutions.

Since 1989-90, the department has increased from 11 full-time faculty to the present 20; three are female. Four faculty were hired prior to 1970, three were hired between 1980-1989, and nine have been hired since 1990. Three of the computer science faculty have experience in industry and government; two of the mathematics faculty also have experience in industry. Nineteen of the 20 faculty members have master's degrees and one has a bachelor's degree. Fifty percent (50%) have degrees in mathematics, 15% have backgrounds in statistics equivalent to a minor, 20% majored in computer science or have strong backgrounds in that field, 25% have M. Ed. degrees in math or CS, 10% do not have majors in mathematics or CS, but in all cases, they have taught mathematics for a number of years prior to coming to Ricks College.

### Significant Changes

Enrollment of mathematics majors exhibits an upward trend over the past ten years. From a low of 71 majors in the 1990-1991 school year, the department has shown steady increase to 139 majors in the 1997-1998 school year. Faculty have changed as well; as mentioned above, faculty have increased from 11 to 20. Greater emphasis has been placed on sabbatical leaves and attendance at professional conferences. In order to enhance professional development, overload teaching hours have been reduced and budgets increased. Peer evaluations are now integral to faculty evaluation. The curriculum has also undergone change. The general

education math requirement has been upgraded to include intermediate algebra. The last decade has seen a complete overhaul of the Computer Science program, the addition of an Introduction to Proofs course to the Mathematics major requirements, and the integration of graphing calculator technology into mathematics instruction. Library holdings have increased over the years as the budget for reference books and videos has increased. The department is comfortable with the number and quality of these holdings.

### Analysis and Appraisal

There is strong evidence that the department is achieving its goals. Students taking prerequisite math courses at Ricks do well in the next sequenced course. Students also feel well-served by the department. In a recent student survey, 78% *agreed or strongly agreed* that the mathematics class they were taking significantly increased their confidence in being able to apply math outside of the classroom. Similarly high ratings were given on other dimensions such as: *helped me to be more aware of types of problems I can solve* (94%), *helped me to try different problem solving methods* (94%), *helped me to organize information for more effective use* (84%), and *increased my understanding of the “why” as well as the “how” of mathematics* (85%).

The faculty within the department is strong. Student evaluations indicate the overall average for the faculty to be 6.05 (with 7 being *exceptional*) compared with a division average of 5.66 and a Ricks College average of 5.84. Course evaluations score similarly: 5.71, compared with a division average of 5.21 and a Ricks College average of 5.52.

Because Ricks emphasizes teaching over research, the 15-hour class load semester after semester can spread the faculty thin. It is challenging to find the appropriate balance of preparation with self-development. There is also a need to reduce class size in key courses such as third-semester calculus, differential equations, and topics in pure math. Professional visits and exchanges with other mathematics and computer science educators are rare. Due to time restrictions and class loads, it is difficult for the faculty to dedicate time to personal and professional enrichment.

## 6.29 Department of Music

### Purposes

In keeping with the College mission, the Department of Music is committed to a program that teaches students to recognize and achieve musical quality through instruction in basic techniques, concepts, problem solving, and music appreciation, all while building strong testimonies of the Gospel. The depart-

ment is also dedicated to providing high quality performances for students, staff, and the community. Students completing a music sequence at Ricks College will be prepared to enter an upper-level sequence at a four-year institution. Students in the Piano Pedagogy program will be sufficiently prepared in music performance skills, extension of existing skills, and knowledge of music pedagogy to further serious careers with private studios.

### Description

The department has a total faculty of 55: 13 full-time, 17 part-time, and 25 adjunct. Degrees held by full-time faculty include seven doctorates, five master's degrees and one bachelor's degree. The doctorates include three Ph.D.'s and four D.M.A.'s. The master's degrees are all Master of Music degrees with emphasis in choral conducting, instrumental conducting, and/or music education. The faculty member with the bachelor's degree has 15 years experience as a professional studio musician. Most of the full- and part-time faculty teach in the applied area as well. Faculty expertise is diverse and complementary: vocal (3), string (2), wind (3), keyboard (3), percussion (1), and jazz (1). The department services approximately 625 students through private lessons; nearly 80% are non-music majors.

The department provides strong general education classes through Introduction to Music, Music and the Humanities, and Music Literature. The department is committed to providing performance experiences for all who desire them via nine different bands, six choirs, and three orchestras. Approximately 85% of the participants are non-music majors. These performances, in turn, provide many opportunities for students and the community to attend quality musical events. In conjunction with the Department of Theatre Arts, the Department of Music produces, on alternate years, an opera and a Broadway musical. The department also produces a yearly oratorio, often including original commissioned works.

The department generally enjoys excellent facilities. While the faculty has adequate office spaces, practice room facilities are somewhat cramped. Because of insufficient classroom space, the department uses a church building one block from the Snow Performing and Fine Arts Building. Group guitar, group vocal, music education, and private lessons are taught in that building.

### Significant Changes

Significant recommendations made in the previous accreditation report dealt mainly with over-usage of facilities. A solution to that problem was under way with a scheduled addition to the Snow building; due to

budget constraints, however, the addition has been postponed and might possibly be canceled. A temporary solution is the use of the classrooms in the LDS Church 4<sup>th</sup> Ward Building a block away from the Snow Building. The main lobby is also used as a rehearsal hall; the less-than-perfect hall is sometimes a blessing in disguise, allowing precision in rehearsal because acoustics are less lively. On a more positive note, the College has been particularly helpful in the library, hiring staff with music backgrounds who are able help with some of the performing groups and a much-improved CD library.

The department has made adjustments to its programs in the last ten years. The faculty has worked to help students be more careful in class selection, thus helping them to transfer efficiently after four semesters. The result has been a 20% increase in the number of students graduating within four semesters. The Associate in Piano Pedagogy degree, intended for students who wish to teach piano, has fewer general education requirements than the other music degrees. The faculty wants students to understand the limitations of such a degree. Consequently, this degree is identified in the catalog as a terminal degree, meaning that it will not transfer to four-year institutions. The Associate of Music degree is limited in a different way: it is designed for students who wish to transfer only to Brigham Young University.

Another program which directly supports the most important mission of Ricks College is the Sacred Music Project. Biennially, Ricks College commissions a work of classical nature, usually an oratorio. This is premiered at Ricks College by the Symphony Orchestra and the four audition choirs; it is then taken on tour along the Wasatch Front. The sacred nature of the work combined with exquisite performance by both faculty and students has a profound effect. Audiences are moved and student performers have provided a spiritual and musical experience to be remembered forever.

### **Analysis and Appraisal**

Seven years ago the department realized it could not be everything to everybody. It was decided that, as a two-year college, its purpose is to provide a solid foundation in the basics of music. The department developed a strong music theory program with innovative and thorough teaching of aural skills. The department developed juried applied music lessons with published competencies. It introduces students to the music of historical periods through a comprehensive survey of music literature. It provides performance ensembles of many types to give students varied performance experiences. Keyboard skills are proven by proficiency exam, with remedial classes available for those who do not pass. This solid foundation allows our graduates to transfer to the college of their choice and

move forward in their specialization, whatever it might be. Music students have been assessed very highly; in the words of the chairman of the Department of Music at Utah State University, "Your students entering our program are better prepared than our own at the same level."

For the most part, student evaluations are very high. As expected, some faculty members are rated more highly than others. The department has been able to allow the faculty to teach more of their course load in their areas of expertise and this has strengthened teaching and relationships with students. Advising continues to be a problem. With an advising load of 30 to 40 students per faculty member, time quickly becomes scarce. Add to this the extra-curricular involvement which is routine for music faculty, and discretionary time becomes virtually non-existent. The department is exploring more efficient ways of advising without losing important one-to-one contact.

Faculty performance is important in maintaining a status as role models. Faculty members are active in performance, with three different outlets for campus performances each year. Additionally, some faculty members perform off-campus as well. The department also sponsors a strong program for professional development.

Physical facilities are a paradox. The concert hall is one of the best in the nation, acclaimed so by five different acoustics magazines. Unfortunately, when the building was constructed, funds were curtailed and the complete building plan was never realized. Consequently, there is no rehearsal hall. The locker room is a converted classroom (and classrooms are in short supply to start with). Limited space has created a pecking order: the instrument check-out room was converted from an office; the office was converted from a practice room; the practice room became the hall. What the department has is the best, but there is not enough of it. The lobby of the building is sometimes used as a classroom and small-group ensembles have been known to meet in the elevator. Negotiations are under way for a rehearsal hall, but no decisions have been made.

The department has progressed in effectiveness. In Fall 1992 there were 113 music majors, with ten subsequent graduates. In Fall 1998 there were 145 majors and 37 graduates. The department has progressed from graduating 8% to 25% of majors yearly. In part, this increase is the result of sound articulation agreements with universities in the region. It is now advantageous for music students to graduate from Ricks College before transferring.

The greatest strengths of the department are the diverse faculty and balanced program, both of which prepare students for successful transfer. The most significant weakness is shortage of space. Another



concern is manpower. Department of Music faculty has a different opinion from the administration in how the faculty load should be assigned. The department is currently working on long-range solutions to this problem.

## 6.30 Department of Nursing

### Purposes

The Department of Nursing is designed to prepare students to graduate, pass the NCLEX examination, and find employment and success as professional nurses. The department seeks to assist students with spiritual growth, critical thinking and decision making, and nursing theory and clinical skills. The department produces value-driven practitioners able to meet the holistic needs of the patient.

### Description

The department consists of a full-time secretary and ten full-time faculty members, all of whom have master's degrees in nursing. Additionally, one faculty member has a master's in management and organizational behavior. Four faculty members have graduate credit beyond the master's degree level and are working towards doctorate degrees. Annually, the department receive 300-400 applications for the 64 available seats in the nursing program. This class joins students further along in the program to complete weekly theory and laboratory instruction. The 128 nursing students are taught in groups of ten (maximum) within local hospitals and health care agencies. Consistently, the department graduates an average of 61 annually. Many go on to further education at the baccalaureate level. A special feature of the nursing curriculum is its transcultural program: a 15-week program in Jerusalem where students gain experience in both Arab and Jewish hospitals, and a seven-week program in Merida, Mexico. Both programs are completed during the students' sophomore years. The department has a well-equipped, seven-bed nursing laboratory. Local hospitals and health care agencies readily assist the department in educating nursing students. Agencies are utilized as far south as Blackfoot and as far north as Rexburg.

### Significant Changes

Because of a mandate from the Idaho State Board of Nursing which requires all nursing faculty members hold master's degrees, the department no longer employs baccalaureate nurses. One additional faculty member is still needed to assist with clinical instruction. The nursing lab has been completely remodeled this year with air piped to the O<sub>2</sub> units of the beds and new wall units, ECG equipment, lighting, bedspreads, and

curtains. Also included in the remodeling were eight oak storage units for storing manikins. Under way is installation of three new televisions, one control panel, and an overhead Viscam which will allow faculty to more visibly conduct close-up instruction. A small office off the main nursing office has been created for student secretarial support. Internet and Intranet access is available in all faculty offices. All faculty members have individual office computers. A pilot program, designed to train local non-traditional students as professional nurses, was tested Winter Semester 1999, with 24 students.

### Analysis and Appraisal

The department effectively contributes to the achievement of the Ricks College and the department's mission statements. All faculty members are evaluated every three years. This is accomplished by asking students to complete the student evaluation produced by Institutional Research. The nursing faculty is consistently ranked high in all areas of the evaluation, and continue to have some of the highest marks on campus (5.8, with 7 being *exceptional*). The nursing courses are ranked extremely high (7, with 7 being *exceptional*). None of the courses or faculty have been rated lower than the Ricks College average on any single variable. Among the strengths consistently noted by students are *teaches and encourages spiritual development of students; demonstrates genuine interest in students; remains knowledgeable and enthusiastic about the subject matter; clinically sound; well-prepared; good use of class, lab and clinical time; inspires good and ethical behavior; service is enthusiastic and participation good; punctual to class, lab, and clinical settings; motivates students to be successful*. An annual survey of graduates indicates nursing students leave Ricks with strong knowledge in basic clinical nursing, safety, and the nursing process; the survey indicates Ricks nursing students are as well-prepared as any nursing graduates, including baccalaureate graduates.

## 6.31 Department of Office Systems Management

### Purposes

The main purpose of the Department of Office Systems Management is to train individuals to manage offices. Supporting objectives include preparing students for employment in contemporary business offices, preparing them for successful transfer to a university, and providing skills that will enable students to support themselves while obtaining further education. The department also serves the larger campus community through beginning keyboarding and word process-

ing classes for the general student body and workshops on business English, letter writing, and word processing for College faculty and staff.

### Description

The department has five full-time faculty members with considerable teaching and industry experience. Two have doctorate degrees and three have master's degrees. One is a Certified Professional Secretary. The department offers three degrees – the Certificate in Office Systems Management (one year), the Specialized Associate's Degree in Office Systems Management (two years), and the Associate's Degree in Arts and Sciences in Office Systems Management (two years). In 1998-1999, the department had 132 majors – 74 in the two-year transfer program, 43 in the two-year nontransfer program, and 15 in the one-year certificate program. Of the 59 graduates in 1998, 15 received the two-year transfer degree, 34 received the two-year nontransfer degree (most of these students also received the Associate Degree in Arts and Sciences – Business), and ten received the one-year certificate. The department has three well-equipped classrooms.

### Significant Changes

Prior to 1991, the department was part of the Department of Business Management. In 1991, the Associate in Arts and Sciences (Business Teacher – major code 168) was dropped, and the Department of Office Systems Management was formed. A 10-key applications course was also added. In 1993, Advanced Keyboarding and Shorthand Transcription were dropped. In 1995, OE 278 (Introduction to Legal Assistantship) was added. In 1996, all shorthand classes were dropped in response to an accreditation report which noted that most secretaries no longer were using shorthand. In 1997 the courses Beginning WordPerfect and WordPerfect were changed to Word Processing (again in response to an accreditation report which

suggested that the department teach whatever software is currently used in industry). The department has taught every version of WordPerfect – 4.2 to 8.0; in January, 1999, Word Processing will cover Microsoft Word and WordPerfect. In 1997-1998, OE 220 (Business Communication) was accepted for general education credit in the Reading and Writing area of the Basic Skills requirement. Of the 192 students enrolled in 1997-1998, approximately 72 were Office Education majors; the remaining 120 majored in Business Management, International Business, Horticulture, or Accounting. Also in 1997-1998, fees for all classes except the co-op and practicum classes were dropped. The department employed seven full-time faculty members until 1996, when one department faculty member retired and was not replaced. Another faculty member retired in 1998 and was not replaced. Because of lower enrollments and curriculum changes (for example, the dropping of shorthand), these faculty positions were used elsewhere in the division. The department currently employs five full-time faculty members. Table 14 shows the enrollment trends over the last ten years.

### Analysis and Appraisal

The department effectively contributes to the achievement of the Ricks College and department mission statements. Students compete well in the job market and in their further education. A survey of the 1997-1998 graduates revealed that 34% attended a four-year college after Ricks; of those who transferred, 92% felt that Ricks College had fully prepared them academically for the transfer. Of those who are employed, 93% work in an area related to their major. Seventy-one percent (71%) of those surveyed receive salaries ranging from \$15,000 to \$24,999.

From a survey of graduates conducted in the summer of 1998, 96% of the graduates rated the classes in their major as *positive* or *very positive*. Also 92% of the graduates responded that they had *relevant and fair*

Table 14

### Office Systems Management Department Majors

Code	Degree	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99
74	Certificate	27	42	41	31	35	22	15	15
175	SA	124	82	133	126	103	82	57	43
314	AAS	Added in 1996					29	46	74
<b>Total</b>		<b>151</b>	<b>124</b>	<b>174</b>	<b>157</b>	<b>138</b>	<b>133</b>	<b>118</b>	<b>132</b>

*class assignments*; and 78% said they had *demanding and challenging* courses. Students identified the following as major strengths of the department classes: *clear expectations, relevant assignments, effective learning atmosphere, appropriate exams/evaluations, stated objectives, helpful textbook, course increased knowledge*. According to student ratings, departmental courses need improvement in two areas: *appropriate workload* and *course improved attitudes*.

The five faculty members in the department have consistently received *excellent* (4.1 to 4.3 on a 5-point scale) and *exceptional* (4.5 to 4.9 on a 5-point scale) ratings from student evaluations conducted in the last five years. Areas identified by students as major strengths include: *enthusiastic, well-prepared, clear presentations, mastery of subject, invites independent thinking, and loyal to Church*. Areas needing improvement included *friendly and approachable, encouraged questions, and wants students to progress*.

The department has adequate budget which allows for acceptable, periodic rotation of computers. The biggest challenge facing the department is the constant technological change in industry which requires the addition, deletion, and alteration of classes. Staying current with technology and improving teaching methods are never-ending challenges which face the department faculty. Another challenge is sharing a classroom and lab with the Division of Education, an arrangement which leaves little time for use by department students. Another challenge is textbook software, which is not always compatible with College-approved network servers.

## 6.32 Department of Physical Education

### Purposes

The Department of Physical Education is designed to teach lifetime skills, sportsmanship, and teamwork; to help students understand how to maintain a healthy body; and to involve students in physical activities. Central aims are to provide equal opportunities for male and female students and to field classes which are fully transferable to four-year institutions.

### Description

The department has 17 full-time faculty members (four women and 13 men) and 11 part-time faculty (three women and eight men), of which eight are athletic coaches (two women and six men) and four are assistant athletic coaches (all men). The department fields a wide array of P.E. activity courses, along with instruction in such areas as sports officiating, spirit team, lifeguarding, HSIS & WSI, and athletic sports conditioning. The department also facilitates club sports in fencing,

racquetball, men's and women's soccer, volleyball, water polo, and tennis. The department's intramural program offers flag football, soccer, softball, tennis, horseshoes, golf, racquetball, cross country, volleyball, table tennis, wrestling, badminton, bowling, arm wrestling, archery, water polo, basketball, wallyball, and swimming. The Hart Building, the primary PE facility on campus, houses two gymnasiums, an indoor field house, five racquetball courts, a dance studio, three weight rooms, a swimming pool, two classrooms, and a wrestling room.

### Significant Changes

In response to suggestions made during the last accreditation, scheduling in the field house has been changed. The new schedule includes community running from 6:00–8:00 a.m.; P.E. classes from 8:00 a.m.–12:00 noon; employee use from 12:00–1:00 p.m.; athletics from 1:00–5:30 p.m.; community/faculty/students from 5:30–6:30 p.m.; and intramurals from 6:30–10:30 p.m. Space assigned to Sports Medicine has been expanded and upgraded, and new equipment provided in various areas. Each faculty member now has a computer and is linked to the Internet. Mini-seminars on bowling, fitness for life, tennis, and basketball have been added. In order to create equal opportunities for female students, the department offers all-girl basketball and weight training classes.

### Analysis and Appraisal

The department makes a strong contribution to the overall campus. Instructors are the strength of the department. They get along with one another, are willing to assist one another, attend classes for further information, and share what they learn. Quality of teaching has improved. Instructors remain abreast of advances in fitness and weight techniques and have learned better ways to teach students. Student ratings of courses average 5.73 (with 7 being *exceptional*); student ratings of faculty average 5.66. The most challenging problem is lack of space to accommodate the many patrons (students, employees, and community) served by the department. For example, the department pays storage fees on equipment donated by Deseret Gym in Salt Lake City. The equipment could be put to good use if space were available.

## 6.33 Department of Physics

### Purposes

The Department of Physics is designed to prepare physics, engineering, and General Education students for successful transfer to four-year institutions. The department teaches General Education students to

understand the general principles of physics and to recognize them in everyday experience. The department works from the premise that God created the universe and physics attempts to explain processes He may have used. Students are taught that “truth is truth,” whatever the source. For physics and engineering students, the department emphasizes perspectives on current research, and teaches methodology for remaining abreast of advances in various scientific areas.

### **Description**

The department offers an Associate Degree in Physics for student majors. The curriculum requires a broad background in engineering sciences such as physics, mathematics, and chemistry as well as the first two years of physics courses recommended by transfer institutions. Various courses are offered for the General Education student completing the Physical Science Requirement. Non-majors are the bulk of the department’s teaching load: fewer than 1% of students taught are physics majors; even in the advanced physics sequence, majors make up only 10% of students enrolled. Most courses support other majors and general education.

The Department of Physics is well-equipped, with four lecture rooms; three of these rooms have been proposed for multimedia upgrading. The department also has three laboratories with adequate equipment for appropriate laboratory experience. Computers are available for students.

Ten faculty members teach within the department. One has a bachelor’s degree, four have master’s degrees, and five have doctorates.

### **Significant Changes**

In response to changes in general education requirements, the number of students taking laboratory physics courses has increased dramatically – from 141 in 1989 to 874 in 1997. The number of physics majors has remained relatively small, but does show an upward trend. Computers have been integrated into all laboratory (physics and astronomy) courses. Several innovative courses have been added such as Astronomy and the Scientific Tradition and Science in Cinema. The department is also working on courses for the Internet. One has been completed and two more are under development. The faculty has been strengthened as well. Additional funds for sabbatical leaves and other professional development experiences have been provided. Ten years ago only two faculty members had doctorates; presently there are five, with another in progress.

### **Analysis and Appraisal**

The department is well-balanced with experienced, dedicated, and professional teachers. The faculty is

concerned with professional development and improved teaching in the classroom. Faculty members complement one another in areas of expertise. Student evaluations of faculty over the past five years are generally even with the College mean. In Winter 1997 a new scale was used, rendering evaluations still close to College means of 5.5 to 5.9 (with 7 being *exceptional*). Over the last ten years the ratings have remained fairly constant.

Facilities and equipment are adequate to field high-quality programs. Although laboratory facilities have been upgraded with computers and media equipment, some computer equipment is much older than the equipment students used in high school. The revision in general education requirements has created high demand for laboratory courses, which will stress faculty, equipment, and classroom space in the years ahead. Already there are too few faculty members and rooms and too many students. The inability to offer enough laboratory sections to accommodate students is a significant concern.

Students are well-prepared for transfer, as evidenced by comments from physics departments at universities students now attend. Because it is difficult to evaluate teaching from anecdotal information, the faculty has welcomed the use of the “Force Concept Inventory” exam, as presented in Eric Mazur’s book, *Peer Instruction*. Following Mazur’s suggestion, faculty members require students in Physics 121 to take this exam as a pre-test at the beginning of the semester, and then as a post-test near the end of the semester. This allows the faculty to test effectiveness in teaching Newton’s Laws of motion. The pre-test average is 50.4%, and the post-test average is 72%. According to Mazur, nationwide averages run from 25 to 70% for the pretest and 40 to 85% for the post-test. On both exams, Ricks students rate mid-range. Mazur also reports a quantity,  $G$ , which he calls the fraction of maximum possible gain. He reports that for traditionally taught courses  $G = 0.25$ ; for classes that are taught more interactively,  $G$  ranges from 0.36-0.66. Department  $G$  for Winter 1998 was found to be 0.45. This has encouraged the faculty to continue to improve efforts to teach interactively. It is encouraging to see faculty efforts reflected in these scores. The department also does a good job advising majors, in part because the faculty typically teach majors five days per week. Because the department’s main assignment is teaching, faculty members are nearly always available to answer questions.

There is possibly unnecessary duplication at the present time. Three different series of physics classes are taught, depending on math proficiency. One series - Physics 105 and 106 - requires algebra and trigonometry. A second calculus-based series - Physics 121, 122, 221, and 222 is taught to engineering, computer science

and physics majors. A third series - Physics 201 and 202 - is taught to pre-medical, architecture, biology and general education students. Such duplication may have been appropriate twenty years ago, but it is not clear if it is appropriate now. As the quality of students rises, it may someday be possible to require all students to take a calculus-based physics course.

## 6.34 Department of Psychology

### Purposes

The mission of the Department of Psychology is fourfold: 1) to provide general education classes for the student body, 2) to provide service courses for students majoring in professional programs (e.g., occupational therapy and physical therapy), 3) to prepare students for advanced study in the fields of psychology and counseling, and 4) to provide classes that promote personal growth and development.

### Description

The department currently has five full-time faculty members and one part-time faculty member/administrator. Five of the six faculty members have doctoral degrees; one has a master's degree. All faculty members teach in their areas of expertise. The department shares a full-time secretary with the division office. There are also two student secretaries and three student computer lab assistants. Approximately 150 majors and 2,000 students are enrolled in psychology classes each year. The department utilizes five rooms. There is one large lecture-style auditorium with high-tech computer, projection and sound capabilities. The department also uses a traditional 30-seat classroom with built-in video capabilities and overhead projector. A smaller room is used for classes and lab opportunities; it has built-in audio and video capabilities with biofeedback computers. The computer lab has 16 computers monitored by student lab assistants.

### Significant Changes

The department has added three courses: Psychology and Culture, Stress Management, and Physiological Psychology. Additionally, the large General Psychology classes have been reduced in number from 160 students to the current 100 students. One new female faculty member has been added and another full-time hire approved for 1999. Considerable progress has been made with regard to technology. All the faculty has up-to-date computers and printers in their offices. The Psychology Computer Lab has 16 computers supervised by student lab assistants. The department also has a much-improved biofeedback lab (with six computers) used by stress management classes. The two classes that

serve the most students are in the process of being upgraded to high-tech capabilities.

### Analysis and Appraisal

Department faculty members are well-prepared academically and professionally. Student evaluations of courses average 5.07 (with 7 being *exceptional*); faculty evaluations average 5.36. Professional development activities, such as sabbatical leaves, are strongly encouraged. Physical facilities are very good and much improved in terms of modern technology.

## 6.35 Department of Recreation Education

### Purposes

The Department of Recreation Education teaches, through experience, the effective use of leisure time. The department utilizes the unique natural resources of this region in teaching outdoor recreation activity skills. These lifelong recreational pursuits will provide opportunities for students to experience personal growth, enhance self-esteem, and develop leadership skills in a positive environment. The development of a strong code of ethics toward the protection of natural resources and toward responsible risk management are central to all the department teaches.

### Description

The department offers lifetime recreation activity skill classes as elective courses for the general student body of Ricks College. The department serves approximately 50 majors enrolled in courses designed to prepare students for transfer to four-year institutions with programs in the fields of leisure and recreation. These courses cover philosophy, theory, leadership, and teaching. Numbers of graduates in the major have increased steadily each year. Twenty-two students completed the requirements for graduation in 1996-1997. The department offers Summit Programs for students to complete course work in the backcountry; a ten-day course is offered in December and a 21-day course in May. Department courses are also open to non-majors. Each semester, 150 non-majors join with department majors to learn in small-group, field-based courses.

The department consists of three full-time faculty members. All three have master's degrees in recreation management with graduate study completed beyond the master's. During Winter Semester 1999, one faculty member will defend a doctoral dissertation in recreation resources. All three degrees come from different universities with specialties in health science, educational psychology, and natural resource management.

The faculty also possesses national certifications as Wilderness First Responders, Wilderness Emergency Medical Technicians, Professional Ski Instructors, Backcountry Avalanche Specialists, Backcountry Ski Guides, Swift Water Rescue Specialists, Canoeing Instructors, Wilderness Education Instructors, and Ropes Course/Adventure Challenge Course Facilitators. Other employees include a full-time secretary and a Resident Director at the Outdoor Learning Center. The director is supervised in cooperation with the Department of Continuing Education.

The Ricks College Outdoor Learning Center (OLC) is a 200-acre facility located 45 miles east of campus near the Tetons. This facility is operated in cooperation with the Department of Continuing Education for family and youth camps during the summer and for use by academic and student activity programs during the winter. The OLC offers ten small sleeping cabins, a lodge, picnic pavilions, horseback riding, canoeing, an adventure/challenge ropes course, cross country skiing, and sledding. The Department of Recreation Education also teaches classes in the Manwaring Student Center on campus and operates an outdoor equipment rental center where students, faculty, staff, and community members can rent outdoor equipment. The Rental Center provides an important service for other departments which require outdoor equipment for field work.

### **Significant Changes**

In 1998-1999 the horse program was transferred to the Department of Animal Science, resulting in the transfer of two faculty members out of the department. This reduced the department faculty from five to three. A full-time Resident Director for the Outdoor Learning Center was hired in 1998, relieving full-time faculty of some administrative duties and allowing them to concentrate on teaching. The classroom in the Manwaring Student Center has been remodeled and one office added so all three faculty members are now in a central location. All the faculty members now have computers in their offices and are connected to the Internet. The building of a logistics center at the Outdoor Learning Center has added restroom and meeting space, and provides much-needed storage and maintenance areas. The addition of six sleeping cabins and wiring them for electricity has improved the capacity and safety of the lodging arrangements at the Outdoor Learning Center.

Enrollments, number of majors, number of graduates, and level of GPA have all experienced a gradual increase. For example, Fall Semester enrollments climbed from 432 in 1991 to 641 in 1997. During the same period, the number of majors increased from 32 to 52 and the number of graduates from eight to 22. Faculty agree that the academic ability of students in the

past five years is dramatically higher than in previous years. This is due to the elevated general admissions requirements at Ricks College. The department has made a strong effort to increase the number of students in classes, where transportation, equipment and safety will so allow. This has resulted in a higher student/teacher ratio and a lower cost per student.

### **Analysis and Appraisal**

The department effectively contributes to the achievement of the Ricks College and department mission statements. There is evidence that religious beliefs are strengthened, diverse education provided, preparation for further education and employment occurs, and a wholesome atmosphere is maintained through department courses. Students in this department learn how to effectively use leisure time for a lifetime while developing a strong ethic of service to their fellow man and the environment.

The department has three 15-passenger vans, two trucks, two canoe trailers, one bicycle trailer, two luggage trailers, two snowmobiles, one snowmobile trailer, and one tractor. Current facilities and equipment meet current needs well. The department has access to one classroom that seats 15 students. With larger or concurrent classes, the department arranges for the conference rooms in the Manwaring Center. These classrooms are convenient and attractive but students complain occasionally about the absence of desktops for taking notes and exams. The department is dependent on public lands for many of the outdoor classroom sites. A carefully orchestrated alliance has been developed between this department and the U.S. Forest Service, the National Park Service, the Bureau of Land Management, Idaho State Parks, and the Idaho Outfitter and Guides Association. The permitting procedures, agreements, and certifications for instructing on these sites require continual attention, meetings, and fees. One faculty member has been assigned this responsibility without released time. The department recommends load hours be assigned or this assignment transferred to a College-wide administrative office.

All three faculty members have training and experience to teach all classes in the department, with the exception of higher-level skill classes. Instructors with specialized training teach Whitewater Aquatics and Backcountry Skiing. The faculty complements one another well with specific areas of expertise. One faculty member has a strong background in management of natural resources for recreation activities; another in health, emergency medicine and therapeutic recreation; and the third in backcountry guiding, winter safety, and wilderness philosophy. The department has no faculty member with a great deal of experience in commercial recreation. There is also no certified recreation therapist among the faculty.

Recent evaluations include assessments from faculty in other departments, department and division chairmen, and students. Feedback has been uniformly positive. Students in the department complete an evaluation form from Institutional Research every three years. Faculty evaluations during the last five years indicate ratings of *excellent* (5.5 to 6.5, with 7 being *exceptional*) and *exceptional* (6.5 to 7.0). None of the courses or instructors in the department have been rated lower than the Ricks College average for any variable. Qualitative and quantitative evaluations have identified the following general strengths among faculty: (6.4 to 7.0 with 7 being *exceptional*): *genuine interest in students, excellent knowledge of subject, enthusiastic about subject, well-prepared, good use of class time, inspires good character, spiritually inspiring, helps live in society, responds respectfully to students, punctual and seldom misses classes, motivates students, and gives clear examples.*

Four years ago the department began administering a mail survey to students who have completed the Summit backcountry experience. These students have a very different experience from those in the classroom. These surveys reveal that students are exceptionally pleased with their experiences and the instructors. Students did express concern about the tremendous amount of information they received in the First Aid, Health and Wellness, and Mountain Biking classes. This feedback resulted in the writing of a workbook which was used successfully in 1996.

Nearly all department graduates continue toward a bachelor's degree. Major transfer schools are Brigham Young University, Utah State University, and the University of Idaho. The faculty members from transfer schools report a great deal of pleasure working with Ricks students. A fair number of graduates do not continue with a recreation degree but go into related fields (e.g., education, business, natural sciences). Evaluations received from supervisors during student internships indicate the department develops strong leaders in experiential and adventure education. Personal contact with students after they leave Ricks College reveals that students continue to use the recreational skills they have acquired in their recreation education classes at Ricks College.

## 6.36 Department of Religion

### Purposes

The purpose of the Department of Religious Education is to build testimonies of the restored gospel by teaching the scriptures and writings of modern-day apostles and prophets. Measurable outcomes should include a better understanding of the doctrine, history,

places, and peoples discussed in inspired revelation. It is also desired that commitment to God will flourish as individuals deepen their knowledge, prepare themselves for the sacred ordinances of the temple, and determine to serve the Church through missions and day-to-day activity in the Lord's Kingdom.

### Description

Since students take a religion class each semester, the department teaches virtually every student on campus. The core classes are Book of Mormon, Old and New Testaments, Doctrine and Covenants, and Pearl of Great Price. In addition, the department offers Basic Gospel Doctrines, Church History, Family History (Genealogy), Missionary Preparation, Teachings of the Living Prophets, Marriage, History of Christianity, and World Religions. There are 27 full-time and 10-12 part-time faculty members. Of the full-time faculty, ten have doctorate degrees and 17 have master's degrees. Beyond spiritual qualifications, faculty areas of specialization include marriage and family counseling, genealogy, philosophy of world and ancient religions, and various foreign languages (including Hebrew and Greek). More than half of the teachers have been involved in study programs to foreign lands.

The Religion Building was completed in 1997 and includes more than 60,000 square feet of space. There are fourteen classrooms, a testing center, a student lounge/study area, individual offices for the full-time faculty, a faculty library, student leadership facilities, a recreation hall and a chapel that seats more than 1,700. The building is handicapped accessible, has extensive parking, and sits at the center of campus. Classrooms are well-equipped with televisions, VCRs, and cabling for computers.

### Significant Changes

The most significant change has been the addition of a beautiful new teaching facility which has enhanced the quality of religious instruction. Student enrollments have increased over the last ten years and ten new faculty members have been hired to meet that need. Two additional subjects, Marriage and World Religions, have been added. Budgetary increases have allowed greater faculty professional development, such as foreign travel, teaching in Israel and elsewhere, using technology, and participating in symposiums.

### Analysis and Appraisal

There is strong evidence that the department is meeting its objectives. Students feel strongly that they are gaining knowledge of the doctrines, principles and practices of the Church as taught in scripture; they also recognize that those teachings improve the quality of their lives. For example, a recent evaluation indicated

that religion classes *increased knowledge* (4.7 with 5 being *excellent*) *improved attitude*, and *increased abilities* (4.4). Student evaluations of courses and faculty are among the highest in the College. The most recent averages were 5.96 (with 7 being *exceptional*) for courses and 6.23 for faculty. Another welcome statistic has been the continuing decline of the number of reported violations of the College Honor Code (from 2,604 in 1991-1992 to 1,783 in 1997-1998). While this improvement likely has a number of causes, it is felt that effective religious instruction is also a factor. The renewed emphasis of the last ten years on teaching doctrine so that students learn to govern their lives seems to be making an impact. However, these statistics also show that there is room for improvement in helping students translate gospel principle into practice.

Present faculty-to-student ratios are high, with each faculty member teaching seven or eight classes per semester with an hourly class load of 45 students. However, there have been significant reductions in this area over the last ten years. In 1990, for example, teacher-student load was 55 students per class. The department hopes to continue reductions in this area. A second concern are the sometimes-heavy advising loads on top of heavy class loads; this combination reduces time for class preparation and advising students in subjects directly taught by the teacher. It is hoped that outside advising loads can be reduced. Two other concerns are finding better ways for faculty to share ideas and determining the appropriate role of technology in religious instruction.

## 6.37 Department of Sociology, Social Work and Criminal Justice

### Purposes

The mission of the Department of Sociology, Social Work and Criminal Justice is twofold: 1) to help General Education students appreciate social and cultural influences on the individual, the family, and society, and 2) to prepare students for advanced study and eventual careers in the fields of sociology, social work and criminal justice. The department encourages students to increase in knowledge, values and skills related to society, desire for social justice, and ability for successful human interaction; the department expects students to nurture a lifelong desire to learn, to develop professional behavior, and to be of service to others.

### Description

The department is concerned with the social causes and consequences of human behavior. Subject matter ranges from law and social justice to poverty and inequality – from social and cultural foundations of

human life to understanding social groups, families and other social institutions in the human world. The department offers transfer associate degrees in Sociology, Social Work, and Criminal Justice, along with general education courses in sociology, social problems, and cultural anthropology. The department has seven full-time faculty members; four hold doctorate degrees and three hold master's degrees. The department is diverse in training and experience – crucial attributes for a multi-disciplinary department. The department shares one classroom with another department, and has two classrooms dedicated to the department. Enrollments have been steady over the past six years as indicated in Figure 9.

### Significant Changes

The department has reduced class sizes to an average of 25-40 students. It has also improved the quality of advising through an early-fall semester meeting with majors and more frequent one-on-one contact. New teaching technologies, including multimedia, are utilized. More faculty members have taken advantage of professional leave and have engaged in other professional development. Some cultural anthropology courses are taught from a multi-disciplinary approach in conjunction with the International Studies program. Summer school offerings have increased, including enrollments in the Urban Discovery Program for sociology students.

### Analysis and Appraisal

In the past year, the department has gathered feedback from current and former students. While there is room for improvement, results of both groups suggest the department is doing an above average job in both teaching and advising. For example, the 82 past majors/graduates were invited to evaluate various aspects of their experience. The overall results were as follows: *classes helped you learn the necessary sociology, social work, etc., vocabulary*, 4.1 (with 5 being *excellent*); *gave you the tools for a more successful family life*, 4.4; *helping you in your occupation*, 4.0; *giving you the necessary tools for better human relations*, 4.6; *giving you the necessary tools for more effective communication*, 4.4; *advising from the faculty*, 4.4. It appears that former students are doing well after their experience at Ricks. For example, of those surveyed over a five-year period, 45% were at the junior level, 23% at the senior level, 28% had received bachelor's degrees, and 3% were in graduate school. Only 23% did not go on for further education. Articulation visits with other schools indicate students are doing well upon transfer and are well-prepared for upper division work. In general, physical facilities are well-equipped and adequate for teaching. The biggest problem is lack of storage space.



Students Served by the Department of  
Sociology, Social Work, and Criminal Justice

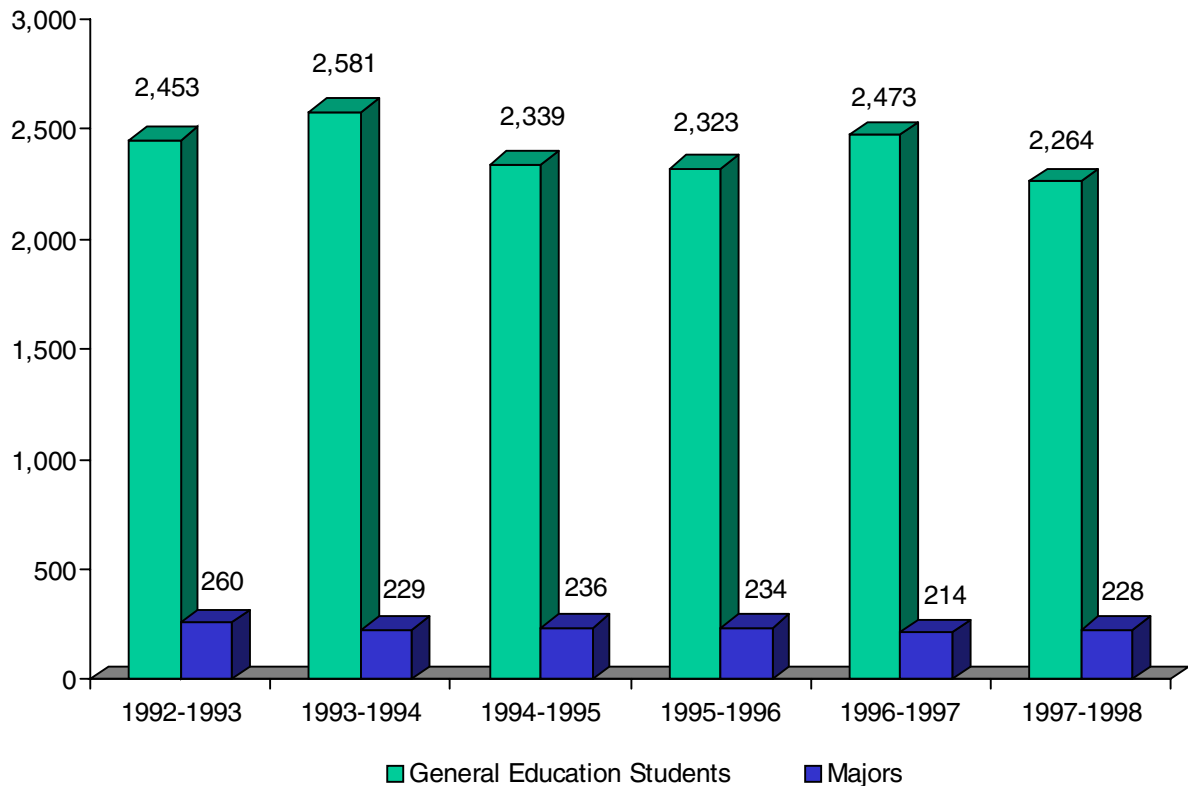


Figure 9

Library holdings are adequate although materials in social work needs some enhancement. The department also needs another faculty member in social work. This problem should be alleviated within the next year. In the future, another faculty member in anthropology will be needed.

### 6.38 Department of Theatre

#### Purposes

The Department of Theatre is designed to prepare students majoring in Theatre Arts or Technical Theatre for successful transfer to four-year degree programs. It seeks to develop students' abilities to function effectively as team players and to make appropriate production choices. An important aim of the department is ensuring that both major and non-major students learn to recognize "substantial" material, become discriminating viewers, and develop and articulate personal standards of taste and aesthetic value. In a broader sense, the department is committed to serving the general student

body, Ricks employees, and the community by providing high quality theatre that pursues truth. The department follows the Church's thirteenth article of faith: ". . . If there is anything virtuous, lovely, or of good report or praiseworthy, we seek after these things."

#### Description

The department meets student needs through general education, majors education for theatre-related occupations, continuing education for personal enrichment and career enhancement, and diverse social, cultural and artistic opportunities via the production program. The department is comprised of six full-time faculty members and three full-time staff members (a technical director, costume shop director, and secretary). One faculty member has a doctorate, two others have completed course requirements for doctorates, and other faculty members have master's degrees. In addition to offering course work, the department serves the campus and community through the performance program (five plays during the academic year and one summer/ community play).

Two theaters are maintained: a small arena theater with flexible seating for 235-250 and a full proscenium theater with continental seating for 500-550. The department also has a costume shop and storage areas, a scene shop, a makeup room, dressing rooms, and two performance classrooms.

### **Significant Changes**

In 1989, two new positions were created: an additional faculty member to strengthen the voice program and a nine-month costume shop director. In 1994, the Music-Theatre major, along with the American Music-Theatre Festival (a summer music-theatre program), was eliminated. In May of 1996, the department inaugurated a ten-day working session to plan productions for the following year. This planning time has enhanced research and conceptual strategy for productions. In 1997, the Departments of Theatre and Dance split into two departments, both departments

remaining within the Division of Performing and Fine Arts. The Technical Director position was upgraded and made a 12-month position. By planning well ahead of time, the department has been able to develop and stay within projected budgets.

### **Analysis and Appraisal**

The department is making a strong contribution to the campus. Instructors are well-prepared academically and are devoted to their students. Student ratings of department courses average 5.53 (with 7 being *exceptional*). Student ratings of faculty average 5.56. Facilities are well-planned and well-equipped to handle classroom and productions needs. However, additional storage space is needed. Storage for the department is located in various locations both on and off campus, which makes finding and maintaining props and costumes inconvenient.



---

---

*Standard 3*

Students



---

*Hopefully, you will leave here with some added discernment including, among other things, the skill to differentiate between mere information and wisdom.*

- Neal A. Maxwell  
*Member, Quorum of the Twelve, 1981-Present*



## Standard 3

# Students

## 1.0 Introduction

---

Standard 3 describes and assesses the programs and services provided for Ricks College students. Section 2.0 outlines student life objectives and describes the organizations involved with student life at Ricks College. Section 3.0 describes general responsibilities related to student life. Section 4.0 addresses academic credit and records. Section 5.0 describes various services provided to students. Section 6.0 addresses intercollegiate athletics. Section 7.0 presents a summary of self-studies conducted by organizations involved with student life at Ricks College.

## 2.0 Purpose and Organization

---

This section describes the purpose and organizations of student life and provides an analysis and appraisal of their success.

### 2.1 Description

The Student Life area provides essential services and programs designed to support academic objectives and assist in the accomplishment of the mission of Ricks

College. The objectives of all organizations with student life responsibilities are to:

- 1) Maintain a campus environment that is wholesome, safe, and conducive to social, academic, and spiritual growth.
- 2) Preserve the distinctive Ricks College learning environment by maintaining and upholding the established Honor Code.
- 3) Assist students to identify career fields that are suitable to their interests and capabilities and to succeed academically.
- 4) Provide a comprehensive activities program that fosters social relationships, leadership, and the improvements of talents and capabilities.
- 5) Maintain programs designed to enhance the physical and mental health of all students.
- 6) Accommodate the needs of our student body with special attention given to ethnic and socioeconomic factors.

Responsibilities for various student life functions at Ricks College are distributed among three different organizations. The Student Life Vice President oversees the Health Center, Campus Police, Counseling Center, Dean of Students, Safety Office, Housing Office,

Women’s Programs, International Student Office, and the Associated Students of Ricks College [ASRC] (see Figure 1). The Community Services Vice President oversees Admissions and Scholarships, Athletics, the Alumni Association, Public Relations, Continuing Education, and the Development and Alumni Relations Office (see Figure 2). The Academic Vice President oversees the Registrar, Financial Aid Office, and Career and Advising Center. This alignment has proven effective as the departments under each Vice President work closely together in achieving the goals and mission of the institution. Coordination of student life issues occurs at the institution’s highest level, that of the President’s Council, where the Vice Presidents meet with the President to coordinate, inform, discuss, and resolve issues. Using this organizational structure, we are able to provide high quality services to prospective, current, and former students.

Table 1 presents a profile of the employees who work in the organizations that deal with student life.

These data show degrees held, years of experience, and full-time/part-time status. Longevity averages approximately 14 years for administrative personnel and 16 years for support staff. Job descriptions are developed for each position and are generally updated at the time the position is vacated or the employee changes assignment to ensure that descriptions match current assignments. The Personnel Office maintains job descriptions.

Employees are evaluated annually. The procedure starts with a self-assessment. Using the Productivity Review form, employees identify major duties, tasks performed “extremely well,” significant accomplishments, tasks which could be performed better, and future objectives. Supervisors use this form to review employee performance and to set goals. Vice Presidents review evaluations of all employees (non-faculty) in their organization.

Each department involved in student life has developed its own mission statement and goals. They are stated in the self-studies contained in section 7.0.

### Organizational Structure of Student Life

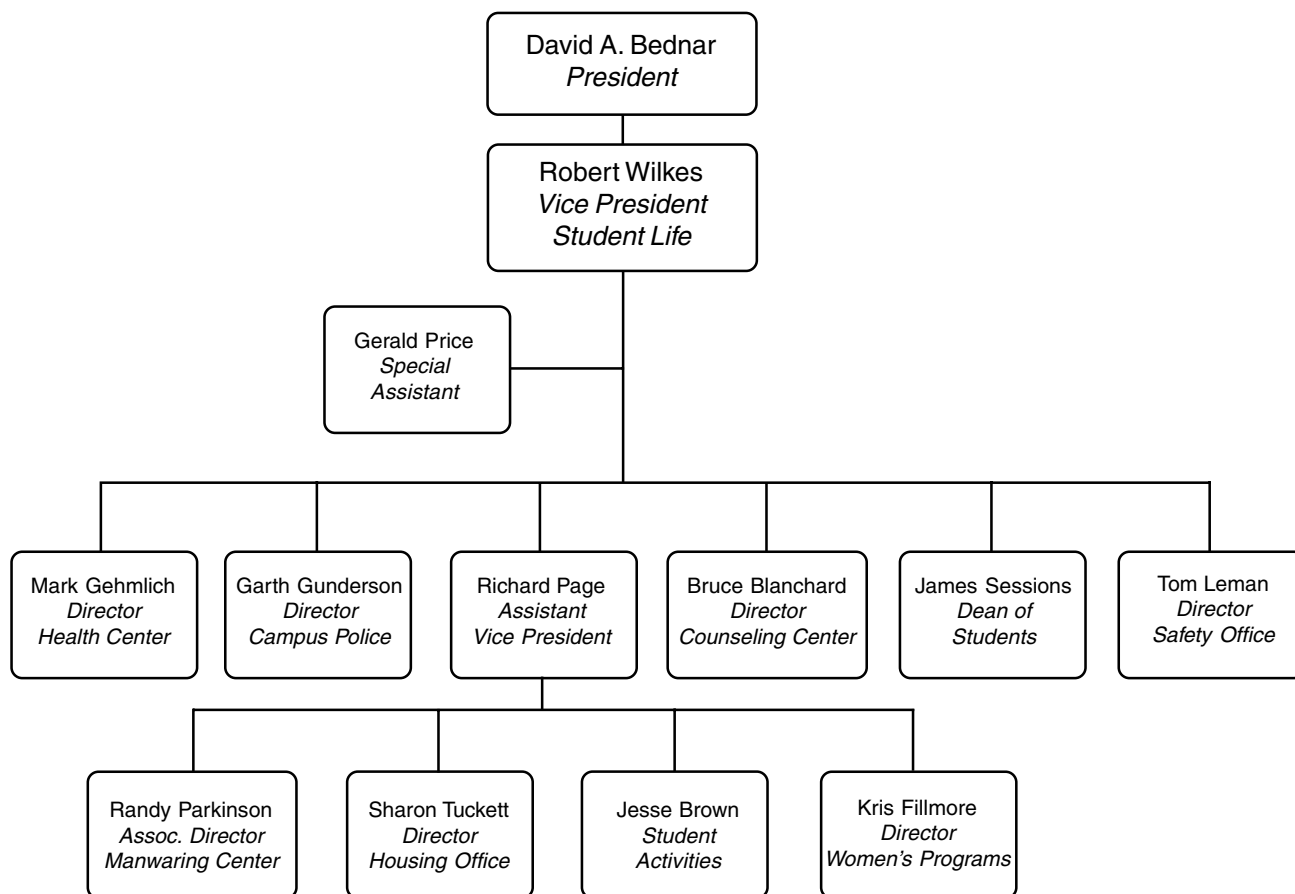


Figure 1

## Organizational Structure of Community Services

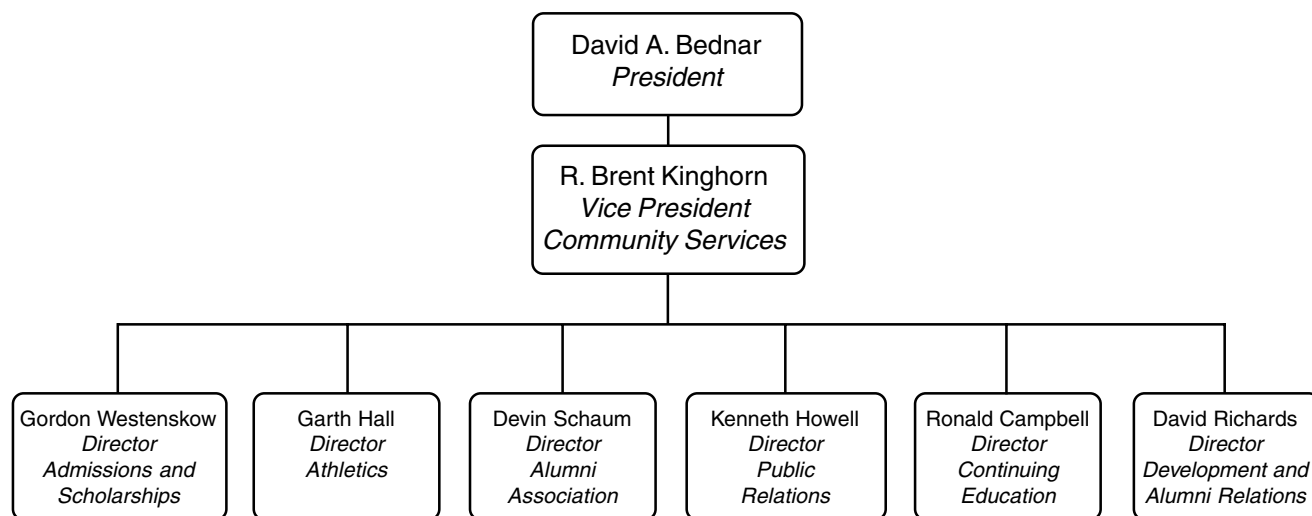


Figure 2

Table 1

### Student Life Staff Profile

	Prof.	Support	Student	Other
Female	15	26	64	17
Male	28	20	72	10
Degrees:				
PhD, EdD	9	0	0	0
MD, JD, MSW	9	0	0	0
MA, MS	14	2	0	0
BA, BS	9	7	0	0
AA, AAS, Cert., etc.	2	17	0	0

	Prof.	Support	Student	Other
Years Experience in Field:				
None	0	0	103	19
Less than 5	1	18	33	8
5-10	9	9	0	0
11-15	12	5	0	0
16-20	5	9	0	0
more than 20	16	5	0	0
Full-time:				
9/10 months	22	6	0	0
12 months	19	25	0	0
Part-time:				
9/10 months	1	1	27	27
12 months	1	12	109	0

The missions and goals of the various units are all in harmony with the Ricks College mission and goals. The major student life policies and procedures are published in the Catalog, the *R-Book* (the Ricks College student handbook), class schedules, *Admissions Advisor Handbook*, *Housing Standards*, *Athletic Handbook*, *Parking Rules & Regulations*, and *ASRC Handbook*. These policies and procedures undergo regular scrutiny to ensure that they are consistent with the College's mission and that they are clear and understandable to students.

Institutional support for student life programs is excellent. The College provides sufficient funding for existing programs and gives fair consideration to requests for budget and program increases. Opportunities for student leadership development have expanded in recent years. Through the generosity of a private donor, use of a scenic mountain lodge has enabled the College to provide leadership experiences to hundreds more students each year than was previously possible.

## 2.2 Analysis and Appraisal

In Fall 1998 a survey was designed to assess the degree to which students felt satisfied or dissatisfied with various student life services they had received. The survey was administered by mail to a randomly selected sample of 600 students currently enrolled. Completed surveys were received from 230 students yielding a

return rate of 38%. A complete table of results is presented in Standard 6.

The survey showed that the majority of students are satisfied with the services they receive. Two-thirds of the students (67%) agreed or strongly agreed that they "seldom get the 'run-around' when seeking help." Also, 80% of the students agreed or strongly agreed that "student policies and procedures are clear and well-publicized." Figure 3 identifies the ten administrative services/functions with highest degree of satisfaction. These data have reinforced the positive actions taken by several of these organizations to improve "customer" service over the past few years.

On the other hand, the survey showed several areas in which service could be improved, as measured by comparatively higher rates of dissatisfied students. Figure 4 lists the six areas in which over 10% of survey respondents expressed some level of dissatisfaction. Managers over these areas are currently considering courses of action which would reduce these levels of dissatisfaction. As an example of a quick and positive response to the highest area of dissatisfaction, access to student computers, managers over computing technology immediately increased the number of computers available to students, negotiated special pricing arrangements with Dell and Compaq whereby students could purchase their own computers, and ensured that plans for the Library remodeling included the necessary infrastructure (e.g., space, network ports, and power) for an increased number of student computers. In addition,

Figure 3

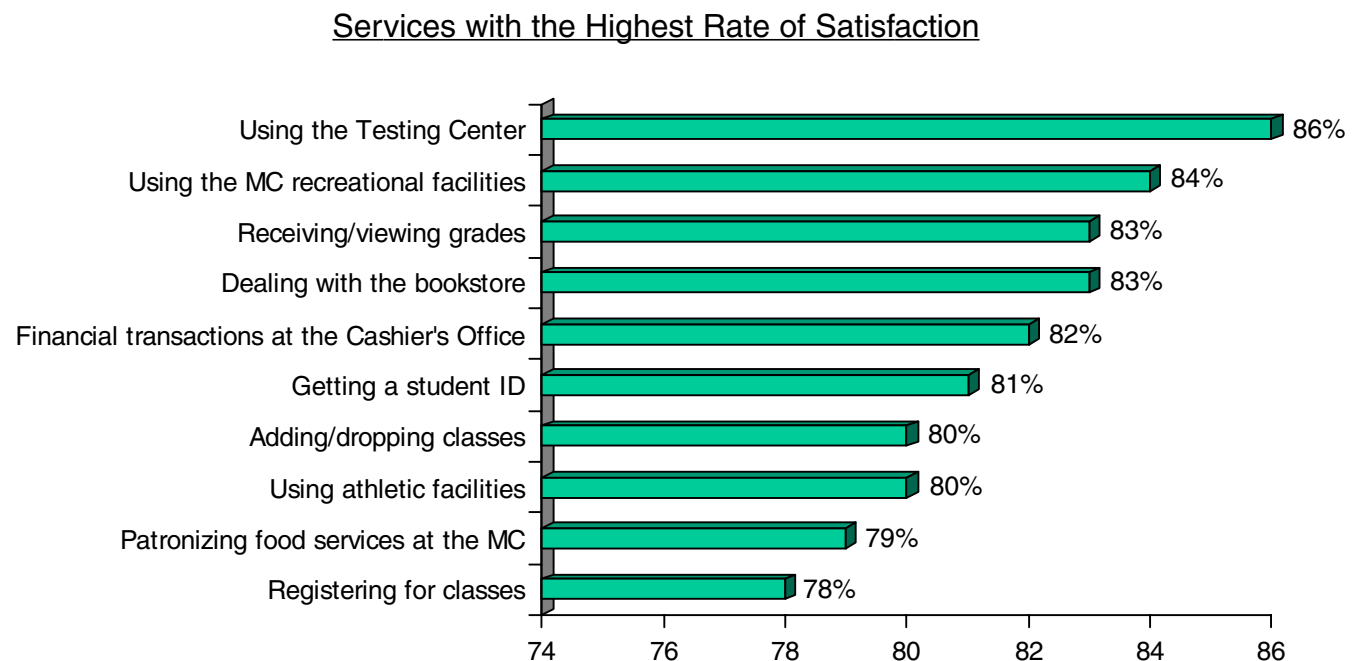
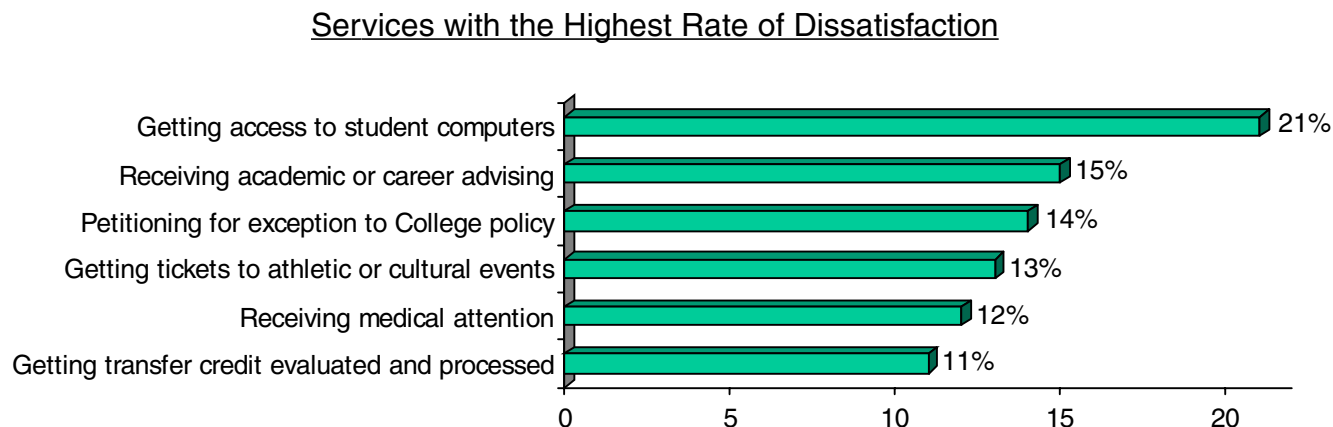




Figure 4



the Campus Technology Committee is working on long-range plans to improve student access to computers.

Section 7.0 summarizes self-studies conducted by various student life organizations. These self-studies contain further analysis and appraisal of success along with plans for improvement.

### 3.0 General Responsibilities

Each semester the student body composition is analyzed in terms of demographics. Because the characteristics of Ricks College students have remained stable over the past five years (see Table 2), student life personnel are able to plan programs and sponsor activities which best fit the type of students that attend the College. Student life organizations frequently conduct special surveys of students to evaluate the impact of or satisfaction with student life programs. For example, a survey was conducted in Winter 1999 to assess how students perceived a student life initiative to develop apartment mission statements, an effort designed to improve relationships among roommates. The survey data showed that mission statements were being used in many apartments and that they had a positive impact on apartment life. The survey also provided useful comments for improving how the initiative was implemented.

Students are represented on many policy-making committees, including Academic Council, Campus Planning, Dorm Councils, Standards Committee, Women's Week Committee, and various ad hoc committees. Table 3 provides a listing of all committees with student representation. In addition, student representatives regularly meet with the staffs of the Campus Police, Housing (for an evaluation of Food Services), Health Center, Public Relations, and Development /

Alumni Relations. Students meet with these departments to provide a student perspective about policies and practices. Student participation in the administration of student life programs is readily apparent in student government where student officers are responsible for major parts of activity programming including dances, forums, and similar activities.

Ricks College is committed to making "good students better." This concept is evident in the Honor Code, Dress and Grooming Standards, Housing Regulations, and the 54 student wards (church units) established to help students. Every student and employee agrees to abide by the Honor Code as a condition of admission or employment. The Honor Code (see Figure 5) and the *R-Book* clearly set forth expected standards of personal conduct, and dress and grooming. These high standards enable the College to provide a college education in an atmosphere consistent with the ideals and principles of its sponsor, The Church of Jesus Christ of Latter-day Saints.

Ricks College is committed to student rights. Students in violation of the Honor Code are treated fairly and disciplined appropriately as outlined in the *R-Book*. This process, based on the concept of due process, is communicated to each student at new student orientation and again when a student is found in violation of their personal commitment to the expected standard. The entire process is explain in the *R-Book* which is readily available to students.

The Ricks College Campus Police, Physical Plant employees and the Campus Safety Officer work closely to promote campus safety. Student safety issues are addressed in Student Life Council, at student orientation, in resident halls or apartments, and through church units. In addition, a Personal Safety Committee reviews issues pertaining to student safety. Safety information is distributed to each student at the time he or she is issued

Table 2

Characteristics of Students

	1994	1995	1996	1997	1998
Total Enrollment	7,989	7,956	7,755	8,277	8,551
Class					
Freshmen	5,233	5,110	4,735	5,272	5,249
Sophomores	2,756	2,988	3,020	3,005	3,302
Status					
Full-time	7,771	7,708	7,529	7,938	8,248
Part-time	218	248	226	339	303
Gender					
Male	3,331	3,346	3,293	3,595	3,678
Female	4,658	4,610	4,462	4,682	4,873
Home					
In-state	2,732	2,574	2,570	2,840	3,057
Out-of-state	4,976	5,111	4,957	5,205	5,278
International	281	271	228	232	216
Age					
Under 18	317	240	190	205	206
18	3,094	3,316	2,861	3,160	3,202
19	1,980	1,959	2,042	1,955	2,112
20	485	500	492	529	546
21	869	878	953	1,005	995
22	688	718	740	841	880
23	285	256	277	322	355

Ricks College  
***Honor Code***

*"We believe in being honest, true, chaste, benevolent, virtuous, and in doing good to all men . . . if there is anything virtuous, lovely, or of good report or praiseworthy, we seek after these things."*

*-- Thirteenth Article of Faith*

- *Be honest*
- *Live a chaste and virtuous life*
- *Obey the law and all campus policies*
- *Use clean language*
- *Respect others*
- *Abstain from alcoholic beverages, tobacco, tea, coffee, and substance abuse*
- *Participate regularly in church services*
- *Observe college Dress and Grooming Standards*
- *Encourage others in their commitment to comply with the Honor Code*

Figure 5

Table 3

Campus Committees with Student Representation

<b>Committee</b>	<b>Participants</b>	<b>Students</b>	<b>How Appointed</b>
Academic Council	Academic Vice President Two Assistant Academic VP's Nine Division Heads Library Director Faculty Association Rep	ASRC Academic Vice President	ASRC position assignment
Athletic Advisory Committee	Athletic Director	11 Students (one from each sport)	Recommended by Coaches
Athletic Events Committee	Athletic Director Campus Police Director Hart Building Director Electronics Custodial Ticket Office	One Student	ASRC assignment
Athletic Events Entertainment & Promotions	Athletic Director Three Administrators Two Advisors Secretary	ASRC Programs Vice President Cheerleader	ASRC assignment Appointed by Board
Accident Review Board	Financial Services Director Two Administrators	One Student	Appointed by Board
Campus Planning Committee	Administrative Vice President Ten Committee Members Secretary	ASRC Officer One Student	Selected by Student Life Council
Campus Safety Committee	Assistant Vice President of Student Life Six Administrators Three Faculty	One Student	Appointed by committee
Drug Free Schools & Campus Act Committee	Directors of Counseling Center, Housing, Health Center, Campus Police, Personnel, Athletics, and Safety Dean of Students President, Off-Campus Housing Association Four faculty	Four Students	Appointed by Student Life Vice President
Forum Committee	Chair Forum Committee Advisor to ASRC Academic Vice President Others by Invitation	ASRC Academic Vice President	ASRC assignment

Table 3 (continued)

Campus Committees with Student Representation

<b>Committee</b>	<b>Participants</b>	<b>Students</b>	<b>How Appointed</b>
Hold to the Rod Advisory Group	Special Assistant to Student Life Vice President	Several Students	Random selection by Special Assistant to Student Life Vice President
Housing Advisory Board	Housing Director Two Housing Administrators	Eight Students	Voted on by peers from Housing Council
Housing Arbitration Committee	Housing Director One Administrator Off-campus Housing Owner / Manager	One Student	Student Life Vice President appointment
Housing Inspection Committee	Housing Director Assistant Housing Director Off-campus Housing Owner / Manager	Three Students	Assistant Vice President appointment
Housing Advisory Council	Housing Director Eight Head Residents	48 Students	Randomly selected by Housing Director (Six / residence hall)
Inauguration Committee (as needed)	Public Relations Director Five Administrators Two Faculty	Two ASRC Officers	ASRC assignment
Married Student Enrichment Committee	Teton Mountain Student Leadership Director Three Administrators Faculty Representative	Several Students	Appointed by Bishops
Music Selection Committee	Dance Advisor	ASRC Social Vice President Several Students	ASRC position assignment
Ombudsman Committee	Student Relations Advisor	Student Relations Officer Ombudsman Several Students	ASRC position assignment Board appointment
Orientation Committee	Assistant Vice President for Student Life ASRC Advisors ASRC Program Advisor Career and Academic Advising Director	ASRC President ASRC Exec. Sec. ASRC Programs VP ASRC Social VP	ASRC position assignment

Table 3 (continued)

Campus Committees with Student Representation

<b>Committee</b>	<b>Participants</b>	<b>Students</b>	<b>How Appointed</b>
Parking Appeals Committee	Parking Appeals Chair (Dean's Office)	Two Appointed Students One Student as Backup	Appointed by ASRC
Performance Correlation Committee	Center Stage Coordinator Seven Administrators Four Faculty Secretary	ASRC Officer	ASRC position assignment
Personal Safety Committee	Dean's Office Three Administrators Two Faculty	Two Students	Appointed by ASRC
Standards Committee	Dean of Students Three Faculty or Administrators	Six to Nine Students	Student Life Vice President appointment
Student Advisory Committee	Student Life Vice President Assistant Student Life Vice President Three ASRC Advisors	ASRC President	ASRC position assignment
Student Life Council	Student Life Vice President Ten Department Directors Secretary	ASRC President	ASRC position assignment
Student Volunteer Committee	Teton Mountain Student Leadership Director	ASRC Student Relations Officer Many students	ASRC position assignment
Summer Devotional Committee	Public Relations Director Music Department Representative Religion Department Representative	ASRC President	ASRC assignment
Teton Leadership Advisory Board	Special Assistant to Student Life Vice President Mayor Donor College President Chamber of Commerce Director	Two Students	Approved by Student Life Vice President
Women's Awareness Committee	ASRC Women's Advisor	ASRC Women's Vice President	ASRC position assignment

a student ID card. The student newspaper and the campus calendar (both published weekly) carry articles and reminders about safety and security of possessions.

Student input is sought and welcomed regarding student services and programs. For example, the Orientation Committee and the Student Life Council review each student orientation to determine what went well and how the program could be improved. This same approach is used for the dance program, homecoming, women's week, and all major activities and programs.

## 4.0 Academic Credit and Records

---

Each course has an established syllabus that is reviewed and updated by each instructor. The learning criteria are specified and classroom expectations are clearly stated. Learning outcomes are indicated as are assignments and testing criteria. Each student's academic record reflects his or her academic course work by semester date, course number and name, section, credits awarded, and grade earned. Transcripts show academic progress by semester with a running total of credits earned by semester and overall total. Transcripts also show current and overall grade point averages. Credit for course work is based on the accepted definition provided in the Accreditation Handbook.

Each faculty member is responsible to assess the learning accomplished by students assigned to his or her classes. Instructors teaching the same course may have differing syllabi but expectations and learning outcomes are similar. All Ricks College credit courses apply toward degrees and certificates. Continuing Education faculty and courses are approved by the appropriate academic department and grades are recorded on transcripts in the same manner as the grades for regular classes.

Ricks College accepts transfer credit from accredited institutions of higher education. The Registrar of the College is responsible for credit evaluation and is assisted in this process by the academic division of the area being evaluated. The Registrar ensures that transfer credit is granted based on course equivalencies established by the academic departments and in accordance with generally accepted AACRAO and NASC standards.

Student records and transcripts are computerized. Paper copies and microfilm copies are prepared in addition to tape backup of computerized records and stored on site as well as at off-campus locations. Both faculty and staff who have a need to access student records are given training on policies and practices designed to protect student privacy. Faculty are required to sign a statement indicating that they will maintain the integrity of these private records.

## 5.0 Student Services

---

The following sections describe how Ricks College administers a variety of student services. A description and appraisal of the various organizations which provide these services is contained in Section 7.0.

### 5.1 Admissions

Ricks College solicits and accepts applications from students with diverse interests and abilities, from all areas of the United States. A number of applications come from non-U.S. citizens as well. Although most students who apply to Ricks are members of the LDS Church, non-LDS students are welcome and provisions are made for them in the selection process. Table 4 provides a four-year admissions history. It shows the number of students who were admitted, denied, and enrolled since the 1995-1996 school year. As Table 4 shows, in the 1995-1996 to 1996-1997 school years, more than 1,500 applicants were denied admission to Ricks College. In the 1998-1999 school year there were less than 1,000 applicants denied admission, probably due to a self-selection process among potential applicants. Nonetheless, this situation creates a challenge for admissions personnel to ensure that the most deserving students are admitted. On the other hand, a more selective admissions process has produced a more motivated and accomplished student body.

Each student's application for admission is evaluated according to objective criteria such as high school grades and ACT or SAT scores. In addition, subjective measures such as essays, endorsement from an ecclesiastical leader, and church activity are used to help select those students who would profit most from the Ricks College environment. Students who meet the admissions criteria are admitted regardless of their socioeconomic status. College and board policy allow for a gender balance in the admissions process because of larger numbers of qualified young women who apply. The admissions process provides a fair procedure for review by the main admissions committee of any student who has been denied and wishes to have a second review of his or her application.

### 5.2 Needs and Characteristics of Students

The student body at Ricks College is homogeneous. The large majority of students are U.S. citizens, Caucasian, single, LDS, and from similar socioeconomic strata. Several programs and services exist for students who do not fit this profile. The International Student

Table 4

## Admissions Report

**1998-1999    1997-1998    1996-1997    1995-1996**

First Time Freshmen Applications Received				
Admitted	5,527	5,807	5,251	5,256
Denied	915	1,410	1,985	1,314
Enrolled	4,150	4,366	4,039	4,239
Transfer Applications Received				
Admitted	1,096	1,756	1,414	1,843
Denied	49	88	71	92
Enrolled	860	1,320	1,088	1,486
Readmission Applications Received				
Admitted	1,756	1,800	1,573	1,529
Denied	18	5	4	4
Enrolled	1,443	1,637	1,430	1,300
Non-Degree Applications Received				
Admitted	290	270	275	325
Denied	0	0	0	0
Enrolled	276	260	268	307

Office provides special assistance to non-U.S. students. The Black Student Association and American Indian club each provide a forum for these respective ethnic groups to interact and share experiences with one another. The Married Student Association sponsors a number of activities for married students. The Financial Aid Office is a resource for students in need of financial assistance.

A number of special services are available to students who need personal or academic help. The Counseling Center provides a wide range of psychological and interpersonal assistance. The Dean of Students office provides a resource for students experiencing difficulties with the Honor Code or with their academic performance. The Learning Assistance Lab helps students who have difficulty mastering a subject. The LAL provides free peer and professional tutoring and instruction in math, reading, and writing. The Counsel-

ing Center and the Dean of Students organizations are further described and evaluated in section 7.0. The LAL is described and assessed in Standard 2.

With the growth and expansion of the LDS Church as a worldwide organization, the College fully expects a more ethnically diverse student body in the next ten years. Many of these will come to the main campus; others may receive a Ricks College education at a site where they currently reside. In the summer of 1998, Ricks College ran an experimental program in Mexico City to teach welding and English to 25 Mexican students. Every graduate of the program was placed in a job that paid competitive wages. Because of their motivation and skill, several graduates were promoted to management positions shortly after being hired. The success of this program has shown that Ricks College can meet the educational needs of a different type of student and provide them with a reasonable version of



the “Ricks College experience” that students who reside on campus have.

### 5.3 Placement, Continued Enrollment, and Graduation

There is no formal system of placement in place at Ricks College. Once students are admitted to Ricks College, they are free to pursue any course of study. To ensure a reasonable expectation of successfully completing coursework, prerequisites have been established for many classes. Students are given wide latitude in determining whether they meet the prerequisites and placing themselves in the appropriate class level. The majority of degree programs are open to any student wishing to enroll. Several programs — notably Nursing, Elementary Education, and Interior Design — require that students meet specified prerequisites. Students who desire help in choosing a major can request assistance from the Career and Advising Center.

Academic expectations for continued enrollment are published in the catalog. An appeals process is provided whereby a student may have an academic sanction reviewed. If a student is academically suspended, he or she is sent a letter indicating the reason along with a petition for review of the suspension. Generally, students are given two semesters to academically prove themselves regardless of their grade point average the first full semester at Ricks. The committee makes referrals to advisors, instructors, and other administrators in an effort to ensure that students get the help needed to succeed. The Dean of Students Office attempts to visit with every student who scores under a 1.0 GPA at mid-term to explain the assistance, options, and available remedies for low grades. Follow-up sessions are held during the balance of the semester. Re-admittance procedures are outlined in the Catalog.

Graduation requirements are clearly described in the Ricks College catalog and in materials provided to academic advisors. Students have on-line access to their records so that they can monitor progress. Faculty advisors have on-line access to individual student transcripts as well as information about current standing based on academic progress. The computer shows faculty advisors the required classes which are completed and those which are not. Academic advisors work with students in their course work and assist them so that they can take maximum advantage of academic opportunities. Students are required to meet with their advisors at least once each semester. A special publication is circulated annually to all new and continuing students providing information required by the Student-Right-to-Know Act.

### 5.4 Financial Assistance

The Financial Aid Office assists students in securing financial assistance commensurate with their particular need. Review of individual circumstances by financial aid administrators provides the opportunity to assess those needs and to help locate funding based on individual circumstances. With the exception of scholarships, the Financial Aid Office is responsible for coordinating and awarding aid based on Department of Education regulations, guidelines for federal aid, and institutional guidelines and policies. The Financial Aid and Accounting offices go through a thorough audit by an outside auditing firm each year to determine that all financial aid is being administered in accordance with the regulations set forth by the U.S. Department of Education.

The Financial Aid Office and the Scholarship Office advertise to all current and prospective students through campus media and recruitment publications the type of funding available and the eligibility requirements for receiving that funding. Inquiries for information are mailed or given directly to the requesting individual.

Informational sessions are scheduled to inform students of their repayment obligations. Prior to withdrawing from the College, every student must attend one of these sessions or receive individualized information from a financial aid administrator. Annual audits are made to ensure compliance with U.S. Department of Education regulations. Table 5 shows that the default rates of Ricks College students on loan repayments have declined over the past ten years. The 1989 default rate of 6.2% dropped to 3.0% in 1997. A preliminary estimate of the 1998 default rate is 3.7%. As Table 5 shows, the default rates for Ricks College students are significantly lower than the rates for all schools combined and for both private and public two-year schools.

### 5.5 Orientation and Advisement

Orientation sessions for new and returning students are held at every student entry point — at the beginning of fall and winter semesters, at the second block of fall and winter semesters, and at the beginning of each summer term. Special orientations are held for international students, specific ethnic groups, and non-traditional female students.

Ricks College is committed to a strong academic advising program. Every faculty member is expected to participate in advising students. Training sessions are held annually for new faculty members, and all advisors receive an advising handbook which is regularly updated. Special programs, such as Fast Track, have

Table 5

### Student Loan Default Rates

Year	Ricks Rate	National Rate (Private Two-Year)	National Rate (Public Two-Year)	National Rate (All Schools)
1997	3.7*			
1996	4.3	14.0	13.2	9.6
1995	3.0	14.4	14.2	10.4
1994	3.0	13.5	13.8	10.7
1993	4.4			11.6
1992	4.2			15.0
1991	4.5			17.8
1990	4.6			22.4
1989	6.2			21.4
1988	6.8			17.2
1987	7.9			17.6

\* preliminary estimate

designated advisors who receive special materials and training. Advisors have computer access to an advisee's graduation status report which shows the selected major requirements, what the student has completed, and what remains to be taken. The Career and Advising Center provides help for advisors and assists students in selecting a career and in preparing for transfer. Faculty members advising in the General Studies area work with students to help them identify a major interest and to declare a major.

Student's needs for career advising and job placement are met in several ways. Faculty advisors meet with students each semester and provide detailed advising on careers within their disciplines. The Career and Advising Center provides an extensive array of services including testing, careers library, and computerized interest inventories. They also maintain information on numerous colleges for students interested in transferring. The Placement Office has developed numerous contacts in industry and organizes job fairs and interview opportunities for students. The Placement Center provides instruction to ongoing classes during the semester on career decision making, résumé writing,

and job searching. Administrative personnel in the Career and Advising Center and the Placement Office are members of and active in professional organizations which provide ongoing training for them.

## 5.6 Health Care

The College provides a Health Center where students have access to three full-time doctors, registered nurses, an X-ray facility, and a pharmacy. Every student is required to either purchase College health insurance or to provide proof of personal insurance to the College. The cost is relatively low, and students may visit the Health Center for a very nominal fee. Health care professionals on campus and in the community work closely with students and provide information and programs to assist students in their individual needs. Medical doctors work closely with members of the Counseling Center in diagnosing, treating, and providing medications for students with mental and emotional disorders.

## 5.7 Housing

With the exception of married students, Ricks College requires that every student live in approved housing, that is housing units which have been certified as meeting appropriate standards in terms of safety, cleanliness, and maintenance. Periodic inspections are made by housing office personnel. The City of Rexburg building inspector assists in initial approval of units to ensure that they meet the current building codes and life safety issues. On-campus housing is well-maintained and efforts are continually made to see that the apartments are modern and comfortable. Quiet hours are maintained to provide students a residential living area which complements the academic setting. Annual training meetings are held for owners, managers, and resident assistants to acquaint them with their duties and obligations. Leadership classes are also provided to help student resident assistants deal with their peers and the problems which may develop.

## 5.8 Food Services

The College maintains an effective food services program. A variety of menus and options are available for all students, employees, and visitors. Food Services personnel attempt to provide an attractive variety of nutritious food at reasonable prices, and they invite student suggestions. The staff seeks to be innovative in meal preparation as well as to meet accepted nutritional standards while attaining a high degree of quality, flavor, and quantity. Health and safety standards are observed in the preparation of food. A catering office provides food services to various College activities and the local community.

Food Services provides a forum for students to critique their menus. Each year 28 to 30 students, selected at random by the Housing Office, meet with Food Services personnel to talk about their dining experiences. Responsiveness to student feedback ensures that students receive high quality food and service.

## 5.9 Co-curricular Activities

Ricks College offers a wide range of co-curricular activities for students. Some activities support academic interests; others are for personal development. Activities are carried out by organized clubs, intramural sports, or student government. Participation is open to all students. Under the direction of College administrative and faculty advisors, students organize and execute most co-curricular activities. Travel and funding

policies and procedures are in place and are consistent with the overall mission of the College. The Outdoor Learning Center at Badger Creek Ranch (about 45 minutes from the main campus) and the Teton Leadership and Service Center (about 60 minutes from the main campus) are outdoor venues where students go to participate in outdoor recreation, develop leadership skills, or engage in organized activities to enhance self-esteem. The Outdoor Learning Center operates year-round.

Special activities and events are planned for individuals who may be disabled or physically unable to participate in regular activities. RAAP (Ricks Adaptive Adventure Program) assists students with disabilities by providing adventure programs such as rock climbing, back packing, or similar outdoor experiences.

Approximately one-fourth of student activities are service-oriented in that they involve fund-raising for local charities, food or blood drives, or support for other humanitarian causes. The Teton Leadership and Service Center has a special mission to provide students with additional opportunities to become involved in service to peers and the community as well as to develop leadership skills.

Ricks fields a large and varied intramural program which provides more than 30 types of activities and sports for students including individual, team, and co-ed competition. There are intramural programs in softball, flag football, basketball, volleyball, racquetball, swimming, bowling, table tennis, wrestling, water polo, and arm wrestling. During the 1998-1999 school year, 4,400 students participated in intramural activities.

The Hart Building provides an excellent array of resources for student recreational and physical education activities. However, because of capacity problems at the Hart Building, the College rents the facilities of a local community fitness center so that students have an additional place to exercise, swim, and participate in a variety of indoor sports.

## 5.10 Bookstore

The recently remodeled Ricks College Bookstore is a 14,500 square foot facility conveniently located in the Manwaring Student Center. It contains a wide variety of personal items as well as textbooks. Bookstore personnel are helpful and make every effort to see that students have their textbooks at the beginning of each semester, block, or summer term. The Bookstore management openly solicits suggestions from students and other patrons. In the Student Satisfaction Survey (Standard 6, Table 2), 83% of the students surveyed indicated they were either satisfied or very satisfied with the service they received from the bookstore. In a year the bookstore will sell more than 130,000 textbooks.

## 5.11 Student Publications

Ricks College sponsors a weekly student newspaper, the Scroll. Under the direction of a faculty advisor, student journalists manage, develop, and fund the award-winning newspaper. Each area of operation is used as a training ground, giving students experience in ad sales, news reporting, editorial decision-making, and photo-journalism. In the 1998-1999 school year, the Scroll averaged 46 pages per issue. In the Rocky Mountain Collegiate Media Association annual competition the Scroll won 1st place in the Junior College division and many students won individual 1st place awards. The Scroll also received a 2nd place award in the Idaho Press Club competition which included both two- and four-year schools.

## 5.12 Ecclesiastical and Religious Activities

A very significant dimension of student life at Ricks College is participation in religious services and activities, not just on Sunday but throughout the week. All LDS students belong to a student “ward,” a congregation of approximately 175 students who worship and serve together. There are 54 student wards on campus. Four of these are designated for married students. Virtually all students have a responsibility in their ward. Some preside over an organization. Some teach or speak at meetings. Some organize and carry out activities. Most accept assignments to visit and watch over others. All of these activities provide unparalleled opportunities to grow socially and spiritually while at the same learning to serve the Lord and their fellow students.

## 6.0 Intercollegiate Athletics

---

Ricks College maintains a strong program of intercollegiate athletics, fielding men’s teams in football, basketball, baseball, wrestling, track, and cross-country; and women’s teams in basketball, volleyball, softball, track, and cross-country. The Athletic Director oversees the day-to-day operation of these programs. The Athletic Director reports directly to the Community Services Vice President. The Community Services Vice President is responsible for oversight of athletic programs. The President reports regularly to the Board of Trustees on matters related to intercollegiate athletics. The Board ensures that the purpose and objective of athletic programs are in harmony with the Church’s and the College’s missions and goals.

Financial oversight of athletics is accomplished

through monthly reviews of budget expenditures by the Athletic Director with each coach or program director. Institutionally, the internal auditor will systematically review expenditures to ensure they comply with policies relating to fund expenditures. The athletic program is part of the educational program open to all students and athletes are viewed as an integral part of the student body and are perceived as students first and athletes by choice.

Each staff, administrative, or faculty position within the athletic department has a job description which is written and maintained by Personnel Services and updated at the request of the athletic director who provides input as to duties and responsibilities. Applicants for positions within the department are provided institutional information in addition to materials about the department. Annually, the athletic director reviews with all staff, administrative, and faculty personnel, including coaches, the department handbook which contains policies, rules, and guidelines about the administration of the athletic program at Ricks College. The athletic director maintains the handbook and ensures that it is up to date and current with institutional policy and board direction.

Ricks College takes the position that all students, including athletes, should meet the same institutional requirements for admission, financial aid, and academic degrees. Some athletes may be admitted under a secondary admission process as a result of being referred to Ricks College after application deadlines occur. Those students must still meet the general admission requirements as well as be able to achieve a predicted Ricks 2.0 GPA. All admission, financial aid, and graduation requirement processes are handled through established channels and student athletes must follow the same procedures required of all students.

The annual budget is developed by the Athletic Director with input from coaches and those over athletic programs. Institutional approval and adjustment to the budget is made by President’s Council and is included as a part of the overall institutional budget with final approval and adoption being given by the Board of Trustees. Ricks has a booster club, the Viking Club, which assists the overall athletic program in a variety of ways. All activities and programs carried out by the Viking Club are subject to review and approval by the Athletic Director and Community Services Vice President prior to implementation. Directors of the Viking Club report to the Athletic Director who coordinates their activities and ensures that they comply with the College’s mission and goals. Funds are accounted through regular established accounting procedures. All funds are subject to internal and external auditing.

The College is committed to fair and equitable treatment of all student athletes. Care is given to see

that equipment and facilities are available for athletic use at different times from regularly scheduled student use. Student support services are available to all students on the campus with some additional support services being given athletes in the tutoring area.

The current policy concerning the scheduling of intercollegiate practices and competition is to avoid conflicts with the institutional calendar, particularly mid-term and finals week. An excused absence policy exists which holds students responsible to notify instructors when absences are due to intercollegiate athletics, forensics, field trips, performing groups, or other major academic programs which operate away from the main campus as part of the educational experience. Instructors generally work in cooperation with those students involved in these programs and assist them in working on missed assignments. Coaches encourage academic preparation times while traveling for intercollegiate team sports. Our average team grade point average of 3.32 for student athletes reflects this encouragement. Under the direction of the athletic director, academic progress is monitored regularly for all athletes. Advising and tutoring helps are provided to students. The values and philosophy of the institution and its governing board are an integral part of student athletics and the resulting effect can be seen in the grades, decorum, and high moral and ethical values exhibited by athletes.

## 7.0 Analysis and Appraisal of Student Life Organizations

---

The following sections summarize self-studies that were done by the following student life organizations: Housing Office, Safety Office, Counseling Center, Health Center, Dean of Students, Campus Police, Women's Programs, International Student Office, Student Activities, Financial Aid, Career Placement Center, Admissions and Scholarships, Public Relations, and Alumni and Development. Each of these self-studies contains a mission and purpose, a description of services and functions, and an analysis and appraisal of success in accomplishing the stated mission and purposes.

### 7.1 Housing

#### Mission and Purpose

It is the objective of the Ricks College Housing Department to provide safe, clean, comfortable housing which is conducive to good learning, in an environment which encourages living the principles of The Church of

Jesus Christ of Latter-day Saints and in which testimonies of the restored gospel can be built.

#### Description

The Housing Office Personnel consist of three administrators. They have a total of 29 years of service to the students at Ricks College. They hold two associate degrees and one master's degree. There are three other permanent personnel: two staff clerks, and a part-time clerk. The auxiliary staff consists of two full-time 12-month staff positions and one part-time 12-month staff position.

Three full-time staff positions and one part-time 12-month staff position are assigned custodial and maintenance duties for campus housing. In addition, 25 students augment the full-time employees and each works 20 hours per week in custodial tasks in the dorms.

The Housing Office Staff coordinates and maintains on-campus housing for 1,364 students. There are 480 women in cooking-style dormitories, 420 women in cafeteria-style dormitories, and 464 men in cafeteria style dormitories. The Housing Office Staff also plays a vital role in information dissemination regarding approved off-campus housing. There are currently 6,767 single-student bed spaces available in off-campus approved housing units. This represents a 25% increase from the 5,146 single-student bed spaces available in 1988. Each of these housing units is inspected periodically to insure that the unit meets the minimum criteria established by the College, the City of Rexburg, and occupancy standards of the Uniform Building Code.

Dorms 1, 2, 3, and 4 are residential cooking dorms staffed by a head resident and assisted by three resident assistants. Each dorm houses 120 female students. Dorms 5 and 6 are residential cafeteria-style dorms staffed by a head resident and assisted by four resident assistants. Each dorm houses 210 female students. Rigby and Biddulph Halls are men's residential cafeteria-style dorms staffed by a head resident and assisted by six resident assistants. Each dorm houses 232 male students. Married students are permitted to live in any available housing. Many of these students live in surrounding communities in an effort to reduce their housing costs.

The Housing office also facilitates the Mediation and Arbitration Board to review landlord/tenant disputes. This provides a means to resolve most problems outside of civil courts.

Currently, the combined total number of approved single-student beds is 8,131. This figure represents a 20% increase from the 6,510 single-student beds available in 1988. There are indications that during the summer of 1999, 330 additional beds for men and 290 beds for women will be brought on line. If those units do come on line, the total single-student bed space available will increase to 8,751.

## Significant Changes

As a result of the 1989 accreditation and five-year interim recommendations, increased efforts have been made to establish parity between expectations of on- and off-campus housing units to ensure that standards and housing regulations are enforced in each area in a similar manner. A variety of approaches and efforts were made to accomplish this.

Off-campus manager and resident assistant training has been increased. An owner and manager half-day training seminar is held in August. This seminar is followed up by a resident assistant training session in early September. A retreat is sponsored in the fall at the Teton Leadership and Service Center for managers and resident assistants. The Housing Office sponsors a "resident assistant leadership skills class." Sixteen of the 52 students enrolled in this class are from off-campus units. New managers who are hired for off-campus units at mid-year are trained by the Assistant Director of Housing. The Housing Office provides each approved housing unit with an orientation video which articulates the Honor Code and gives students an introduction to the College's expectations, rules, and regulations.

Other changes include:

- Fifteen beds in the men's on-campus halls and up to six beds in the women's on-campus halls have been equipped for use by disabled students.
- Planned availability of data ports to each bed space will also facilitate more academic outreach through Internet classes, lab access, e-mail to and from instructors.
- The Campus Safety Officer and the Campus Police train resident assistants and head residents annually.
- Since 1993 each on-campus housing unit has undergone an extensive remodeling.
- The firearm policy has been fortified.
- The Housing Office has new and expanded facilities in the new Kimball Administrative and Student Services Building.
- A Housing Advisory Board composed of students meets four times annually.

In 1998, an initiative was undertaken to place a copy of the Honor Code and Ricks College mission statement in every apartment. These were printed on an 11" by 17" poster along with a space for roommates to develop their own apartment mission statement. The development of an apartment mission statement gave roommates a vehicle for improving the social, spiritual, and academic atmosphere of their apartment life. Resident assistants and church leaders actively encour-

aged students to develop apartment mission statements. An evaluation of this initiative showed that most students displayed the posters and many used them to develop an apartment mission statement. Many students reported that they personally and collectively benefited from having them displayed. Because of the success of this initiative, posters will again be distributed during the 1999-2000 school year.

## Analysis and Appraisal

A survey was conducted in October 1998. Of the 1,230 students who were living on campus at the time, there were 459 respondents, a 37% response rate. The responses to the open-ended questions were categorized and tallied. Students told the Housing Office that:

- They wanted data access for each student. Connectivity could be in place by Fall 2001.
- One desk per student is needed in women's housing, especially as data access is increased.
- Air-conditioning units need to be more reliable. An engineering study is currently planned.
- Curfew hours are too restrictive. We do not have any current plans to change the curfew hours.

In summary, Ricks College is able to provide a safe and healthful living environment for nearly 1,400 students who chose to live on campus. The Housing Office also successfully regulates the off-campus living conditions through an effective monitoring and approval process. Improvements to be made in the future include: more computer ports, more desk space, and better air conditioning units.

## 7.2 Safety Office

### Mission and Purpose

The Ricks College Safety Office provides oversight and consultation with respect to life safety, fire detection and protection, occupational safety and health, and environmental protection and hazardous materials management. The protection of persons from accidental injury, health hazards and unsafe environmental conditions, the prevention of property destruction and the promotion of compliance with federal, state and local safety, health, and environmental regulations are the principle functions of the department.

### Description

The Safety Office provides consultation services and training to students, faculty, staff, administrators, and community patrons relative to a wide variety of complex safety issues. They also conduct inspections

and investigations to identify potential hazards and facilitate corrective measures. The Safety Office is staffed by one full-time employee who is assisted by one part-time student employee.

The Safety Office works closely with the campus Safety Committee. This 13-member committee develops policies related to student and employee safety. It reviews accident reports, evaluates current practices, and makes recommendations for the improvement of overall campus safety.

### **Operational Changes**

Prior to October 1997, the safety officer was a part of the Campus Police Department and performed police duties in conjunction with safety-related responsibilities. During October 1997 a comprehensive analysis of safety issues and responsibilities was conducted and it was determined that a change of personnel assignments and separation of the safety operation from that of the police department would contribute to a more effective safety program on campus. An independent Safety Office was subsequently established under the oversight of the Student Life Vice President.

### **Analysis and Appraisal**

The performance of the safety office is evaluated on a continual basis by the Student Life Vice President. Performance is also monitored periodically by the Director of the Ricks College Physical Plant and the Ricks College Risk Management Officer. Safety performance is also assessed by safety professionals at Brigham Young University, the LDS Church Risk Management Office, and inspectors from the Kemper Insurance Company on an annual basis.

Since October 1997, significant improvements have been implemented in the area of hazardous waste management, fire suppression systems inspection and maintenance, employee safety training, development and electronic distribution of institutional safety policies and procedures, safety hazard identification and abatement, and off-campus facility inspections.

The education, experience, work ethic, and cooperative attitude of the incumbent safety officer are strengths that have contributed and will continue to contribute to the increased operational effectiveness of the office. Lack of specific expertise in a variety of very technical areas and lack of immediate access to sophisticated sampling instruments are weaknesses of the department that will be addressed through continued professional development and by cooperative utilization of safety professionals in other educational or industrial facilities.

The current safety officer has had significant education and work experience in the field of regulatory compliance and endeavors to promote institutional

conformity with applicable OSHA, EPA, DOT, Uniform Fire Code, and NFPA safety regulations. It is evident that additional human and fiscal resources may be needed for the Safety Office to achieve optimal operational performance and these issues are being given due administrative consideration.

Revision and upgrade of the institution's comprehensive safety plan is in progress and an endeavor to utilize electronic technology to disseminate information more effectively is being undertaken. More effective communication with students and employees and the promotion of greater voluntary compliance with safety regulations and practices are areas where improvement can continue to be made.

## **7.3 Counseling Center**

### **Mission and Purposes**

The mission of the Counseling Center is to help students maintain balance in their lives by identifying and resolving emotional problems that interfere with effective spiritual, intellectual, social, or physical functioning. Its main objectives are to:

- Maintain a well-administered counseling program that meets the needs of students at Ricks College
- Help students identify and resolve problems that keep them from functioning effectively
- Help students make appropriate career decisions
- Help students enrich their self-understanding and their ability to relate effectively with others
- Increase the quality of the counseling services
- Upgrade counselor competencies
- Help counselors maintain their effectiveness
- Ensure that appropriate psychological testing is available on campus
- Maintain liaison with related services such as Student Advising, student orientation, Learning Assistance labs, campus Church wards, Health Center, and Placement Center

### **Description**

The services of the Counseling Center are intended primarily for students who can be helped in a relatively short period of time (about one semester). The Counseling Center does not usually provide long-term, ongoing therapy for severely disturbed individuals.

A stated goal has been to have one counselor for every 1,000 students. This ratio was achieved Fall Semester 1997 with the hiring of a ninth counselor. In

addition, the ratio of female to male counselors is more balanced than in the past. Currently, three females and six males work as counselors. Three of the counselors have doctorate degrees and six have master's degrees. The counselors are supported by one full-time receptionist and a part-time secretary.

The Counseling Center refers students to the Career and Advising Center. The Career and Advising Center provides academic advising for prospective and new students who have not yet been assigned an adviser.

### **Significant Changes**

There have been several significant changes in the Counseling Center since 1989. In September 1990 a psychiatrist was hired as a consultant to the Counseling Center. The psychiatrist prescribes and monitors medications. More students are served, and more students are retained who would otherwise need to be sent home. Additionally, the psychiatrist provides consultations and a half-hour weekly in-service to Counseling Center staff on current therapy and medications.

Another change has been to remove the Career and Advising Center from the direct supervision of the Counseling Center. The Counseling Center has one counselor who serves as a consultant to the Career and Advising Center. The counselor provides input on the purchase of materials for the Career Library. The Career and Advising Center is used heavily by students enrolled in the career exploration classes taught by the Counseling Center staff.

Since September 1993 there has been an increased emphasis in diagnosing and treating Attention Deficit/Hyperactivity Disorders, Eating Disorders, and Learning Disorders. The Counseling Center has counselors with special training and skills to help students faced with these challenges. As a consequence, more students are retained and succeed than would have otherwise.

Another change is the increased use of computers. Each counselor has a computer with access to the Internet and other computing resources. Since 1995 student scheduling has been almost exclusively via computer. This has increased efficiency and reduced the number of students at the reception desk.

The most recent change is the move of the Counseling Center into the new Kimball Student Services and Administration Building during the summer of 1999. This move resulted in better office space, a larger reception area, storage space, and a larger group room.

### **Analysis and Appraisal**

An ongoing effort is made to assess how well the Counseling Center is doing relative to meeting the goals and objectives previously stated. The most recent formal survey of those who have used the Counseling

Center services was completed in December 1998.

Surveys were sent to all 294 students who had come to the Counseling Center during Fall Semester 1998. One hundred fifty six (156) surveys were returned for a 53% return rate. Of those, 78% of the respondents were female and 22% were male. The respondents had been referred by a wide variety of sources. The most common sources for referral were: self (28%), ecclesiastical authority (21%), teacher (18%), parents (8%), friend (6%), and roommate (6%). Other categories made up the remaining 13%. Table 6 summarizes the survey data.

The data indicate that 91% were able to see a counselor as soon as they desired. This is an increase of 9% over results of a similar study in 1988. However, it is the goal of the Counseling Center to further reduce the number of students who must wait to see a counselor.

The percentage of students having a positive or very positive first contact with the Counseling Center was 97%. This is 7% higher than in 1988. Eighty-eight percent (88%) rated the Counseling Center facilities as conducive or very conducive to counseling. Only four students (2%) rated facilities as somewhat lacking. Additional comments included that the office was too small and that there was a lack of privacy in the waiting area. However, these concerns have been rectified by the move into the new Counseling Center facilities.

Seventy-eight percent (78%) of the respondents met with a counselor between two and ten times. These data are consistent with the objective to maintain short-term therapy for students.

Regarding the primary focus of counseling/therapy, the vast majority dealt with personal issues (92%). This is a 17% increase over 1988 and indicates a move away from academic and career counseling toward therapy dealing with emotional/psychiatric issues. Concerning outcome, 88% felt the counseling was helpful or very helpful. This is a 4% increase over the 1988 figures. Three students said it was not helpful. No student said it was harmful.

Overall, the data indicate an increase in the effectiveness of services offered by the Counseling Center over the last ten years. Also, more students have access to therapy groups than ten years ago. The following groups are now offered:

- Social Skills Group
- Eliminating Self-Defeating Behavior Workshop
- Sexual Abuse Therapy Group
- Attention Deficit/Learning Disorder Group
- General Therapy Group

Still, the vast majority of students are treated in individual counseling.



Table 6

### Summary Data from Counseling Center Survey

1) Were you able to see a counselor as soon as you desired?			
Yes	142	91%	
No	14	9%	
2) My first contact with the Counseling Center receptionist was:			
Very Positive	116	74%	
Positive	35	23%	
Somewhat Positive	5	3%	
Negative	0	—	
Very Negative	0	—	
3) I met with a counselor approximately _____ times.			
2-6	90	73%	
9-10	20	16%	
20-24	5	4%	
25+	9	7%	
4) The physical facilities of the Counseling Center were:			
Very conducive to counseling	81	52%	
Conducive to counseling	56	36%	
Adequate for counseling	15	10%	
Somewhat lacking	4	2%	
Detrimental to counseling	0	—	
5) The primary focus of my counseling was:			
Personal issues	144	92%	
Academic concerns	10	7%	
Career planning	2	1%	
6) The counseling I received was:			
Very helpful	97	62%	
Helpful	40	26%	
Somewhat helpful	16	10%	
Not helpful	3	2%	
Harmful	0	—	

In the “Comments” section of the survey, several students stated that they wished they had known about the Counseling Center earlier. A dilemma that exists relative to informing more students about the services available is that during most of the year the counselors are scheduled near or at full capacity. Increasing the number of users would result in being unable to provide the desired counseling. A strong effort has been made to meet with and educate a variety of potential referral sources about the counseling services available to students. These include faculty advisors, campus clergy, and personnel from Housing, the Dean of Students Office, and the Health Center. It is felt that most students with pressing needs will either come directly to the Counseling Center or talk to someone from one of these groups who will refer them. The above data supports the fact that a large percentage of students are referred by these sources.

As part of a well administered Counseling Center, there is a continuing need for professional growth. This is done through weekly in-service meetings, reading professional publications, belonging to professional organizations, and attending as many conferences, workshops and conventions as finances will permit. There continues to be strong administrative support. In addition, each counselor has scheduled time during the year for professional development experiences at a time he or she is free of other counseling responsibilities.

In summary, there have been many changes in the Counseling Center since 1989. The Counseling Center appears to be responding effectively to the needs of the students.

## 7.4 Health Center

### Mission and Purposes

The Student Health Center exists to serve the health care needs of students. If a student requires health care which cannot be provided at the Student Health Center a referral will be given to a qualified specialist practicing in the local community. It is the goal of the Student Health Center to provide the kind of facility that students would like and feel comfortable in coming to rather than one they are forced to go to because of cost, insurance coverage, or location. We continue to work to achieve this goal.

### Description

The Health Center is open to all students and their spouses. The staff consists of three physicians, a nurse practitioner, two nurses, a lab technician, an X-ray technologist, and a pharmacist who runs a well-stocked pharmacy.

## Significant Changes

One significant change was a result of a recommendation from the accreditation report of 1989. It was suggested that more hours per week would better facilitate the purposes of the Student Health Center. Accordingly, the Health Center increased its hours by opening on Tuesdays during the noon hour and Wednesdays from 5:00 p.m. to 6:00 p.m.

There have been other significant changes that have occurred at the Health Center since the last accreditation. These changes take the form of clinical enhancements and administrative advances in the operation of the center. The clinical enhancements include an immunization clinic, TB testing, pre-participation physicals and lab work for athletes, inclusion of an orthopedics clinic, and expanded hours for sports medicine clinics.

The administrative advances that have occurred include an increase in the number of staff, computerized medical records, staff member attendance at educational and professional development meetings once each semester, construction of an additional 18,000 square feet, new X-ray equipment in 1995, and new laboratory equipment in 1996. Two students have been added to center's staff meeting as contributing and voting members. The students will provide input about how improvements can be made to services. All of these positive changes allow the health care providers at the Student Health Center to deliver more services to more students in a more timely manner.

## Analysis and Appraisal

In 1994 an exit survey of Church Educational Institution student health facilities was done by a graduate student attending Brigham Young University. Information was obtained from student patrons of the health facilities through exit interviews. The sample was determined by a random selection process. The results of this study suggested that over 90% of exiting students were satisfied with their experience at the Health Center.

The stated goal at the Student Health Center has been met according to this data. The biggest stumbling block to college health centers has been that they are not always as good as facilities provided in the community. Many student health facilities have the reputation as "retirement centers" for physicians. Our physicians and nurse practitioner work in the community and in other critical areas of health care to maintain the necessary skills and a broad base of experience.

During the past ten years the quantity of services delivered has increased to 4,000 visits annually. This increase was realized with the addition of only one nurse practitioner. An assessment of the quality of services is planned for Fall 2000. The American Medical Association Critical Evaluation Team will be aiding in the

assessment of the Health Center's effectiveness. Student satisfaction is only one way to measure how effective the Health Center is.

The major strength of our department is the caring and service oriented attitude of the health care providers and support staff. The challenges that we face in implementing future improvements to the services provided at the Health Center would include budgetary restrictions and the recruitment of specialists who would be willing to hold clinics at the Health Center.

## 7.5 Dean of Students

### Mission and Purposes

The role of the Dean of Students Office in helping to achieve the mission of Ricks College is to ensure that a wholesome environment is maintained through commitment to the Honor Code and other rules established by Ricks College and the Board of Trustees. The office is directly responsible for the implementation, coordination, and enforcement of all rules contained within the Honor Code. The overall mission of the Dean of Students Office is to help students achieve a greater and more harmonious balance in their lives by living in accordance with their personal commitment to the Honor Code, dress and grooming standards, and other campus rules and regulations.

### Description

The Dean's Office provides informational programs and consults with the campus community to encourage the adherence to the Honor Code. In the event that a student chooses not to fulfill his or her responsibility under the Honor Code it is the Dean of Student's responsibility to adjudicate violations. Deans accomplish this task by encouraging and persuading students who have violated the rules to live in harmony with the principles of the Honor Code. It is also the province of the Dean's Office to periodically review and refer revisions to the President's Council for alteration to the Honor Code. Deans take the opportunity to get involved with a cross section of students by advising student clubs and organizations, and by teaching in their given discipline. Further service is provided through the Dean's Office by helping international students comply with INS regulations. Deans also find themselves acting as resources for a variety of student needs that require intervention in academic, social, financial, medical, family, and spiritual matters.

The Dean of Students Office is a component of the Ricks College Student Life Division. The Dean reports administratively to the Vice President of Student Life and is also a member of the Student Life Council. The Student Life Council provides an opportunity for

department managers within the Student Life organization (see Figure 1) to meet, coordinate, and discuss issues of mutual concern. The Dean's office has a full-time complement of seven staff members, two secretaries, and two part-time student secretaries. The staff provides a wide range of expertise in their educational backgrounds. Personnel keep current in their individual fields and areas of interest through attendance at conferences, seminars, workshops, and visits with peers at other institutions. The staff makes effective use of computer technology and is continually seeking innovative means and ways to use new technology as a teaching tool for the dissemination of the Honor Code, dress and grooming standards, and housing regulations.

To reach out and serve female students who find themselves outside the traditional profile of a Ricks College student due to age or family circumstance, the Dean of Students Office provides services through the Non-traditional Female Student Advisor. The Dean's Office also provides support to students overcoming alcohol and substance abuse problems.

### Significant Changes

Over the last ten years, since the last accreditation

review, the staff in the Dean of Students Office has had a 70% turnover in personnel. The Dean and one full-time secretary have remained the same. Changes in staffing are the results of individual preferences for professional growth. This turnover has contributed to a review and refinement of office procedures and processes with a result of better coordination between office staff, housing administrators and managers, students, and ecclesiastical leaders.

There has been a concentrated effort in conjunction with the recruitment officials to fully inform potential students before applying or after admission of the full expectation of the College in the areas of their personal commitment academically, behaviorally, and spiritually. The materials used in recruiting reflect the institutional expectation, and admissions advisors are fully aware of these expectations and are able to communicate the rules to prospective students. This has resulted in a student body that is more committed to abiding by the rules and regulations.

Evidence of the increased quality of students is reflected in the number of disciplinary cases handled through the Dean of Students Office. Table 7 shows a decline in the total number of cases between 1988 and

Table 7

### Honor Code Disciplinary Cases Handled by Dean of Students

	88-89	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98	Total
Dress and Grooming	334	399	335	253	207	301	220	97	58	116	<b>2,320</b>
Bishop's Endorsement	17	38	31	42	100	12	39	28	24	27	<b>358</b>
Housing	871	640	500	466	734	602	717	531	550	476	<b>6,087</b>
Honesty	213	191	200	129	121	77	116	106	141	82	<b>1,376</b>
Withdrawals	1,048	1,128	666	990	688	699	550	621	709	611	<b>7,710</b>
Criminal, Moral, Word of Wisdom*	809	706	459	411	277	394	175	446	345	332	<b>4,354</b>
Miscellaneous	470	368	271	313	246	176	146	139	145	139	<b>2,413</b>
<b>Total</b>	<b>3,762</b>	<b>3,470</b>	<b>2,462</b>	<b>2,604</b>	<b>2,373</b>	<b>2,261</b>	<b>1,963</b>	<b>1,968</b>	<b>1,972</b>	<b>1,783</b>	<b>24,618</b>

\* Word of Wisdom refers to violations related to tobacco, alcohol, drugs, and other prohibited substances

1998. In 1988, the Dean of Students handled 3,762 cases. In 1997, they handled 1,783, almost 2,000 fewer disciplinary incidents. This has allowed the Deans to focus on other student needs. For example, Deans now have time to work with the 250-300 students each semester who are placed on academic probation. They conduct one-on-one interviews with these students, encouraging them to improve their academic performance and referring them as necessary to the Counseling Center, faculty advisors, instructors, the Learning Assistance Lab, or Tutoring Center. These interviews have proven very successful in helping students avoid academic suspension.

During the academic year 1996-1997 a complete review was made of the policy and procedures handbook. All policies, procedures, guidelines and published materials were brought into one handbook to provide for a uniform source of operational procedures. The review process provided for introspection of how business is done in the Dean's Office.

In 1990-1991 the International Student Advisor position was dedicated to supporting the international students on Ricks College campus. Funding was provided to allow this advisor to attend regional and national conferences related to international students.

### **Analysis and Appraisal**

The Dean of Students Office has made considerable effort during the past ten years to involve the student body, faculty, staff, and administration in maintaining a wholesome academic, cultural, social, and spiritual environment. Efforts have been directed toward using the faculty to give initial instructions concerning what is expected from Ricks College students in regard to the Honor Code and other rules.

President's Council instituted a focus group to identify different ways to approach the problems facing Ricks College students. Ultimately, this focus will result in the development of videos and other teaching aids which address specific topics which generate questions or are persistent problems among the student body in the fulfillment of the Honor Code and other rules. A Students for Standards Committee was created with the purpose of looking into ways to help students increase their awareness of, commitment to, and compliance with the expectations placed on them.

The College instituted a "Continuing Ecclesiastical Endorsement" at the direction of the Board of Trustees to ensure that each student's commitment to the Honor Code and other rules is reviewed annually by their current ecclesiastical leader. A review process has been established which allows a multi-step review by a higher ecclesiastical endorsement and a final review by the College. Final determination as to continuing status is retained within the jurisdiction of the College.

The total number of students referred to the Dean of Students Office for Honor Code violations has declined significantly in the past ten years. As shown in Table 7, the total number of cases (students) handled by the Dean of Students Office showed a dramatic decline from 3,762 in 1988-1989 to 2,261 in 1993-1994 and then a steady decline in cases thereafter to 1,783 in 1997-1998. The average number of students dismissed per year during the five year period from 1989-1993 was 216 students per year compared with 133 students per year during the years 1993-1998. These data reflect a general decline in most of the categories of misbehavior which are tracked. This decline can be attributed to greater student awareness of institutional expectations.

The broad educational background of the staff, the combined experience in serving students, and their personal commitment to institutional and Christian moral values provides a setting for students to seek resolution to difficult problems. Staff members have regular ongoing interchanges with one another on difficult cases. The entire staff reviews major cases to ensure continuity and fairness to each student. In addition, the staff has regular ongoing interchanges with numerous other campus departments.

Policy preparation and revision is done in conjunction with direction from the Board of Trustees and President's Council. Student involvement occurs through student body officers and other students invited to provide input on specific issues.

The Dean of Students Office has regular interchanges with counterparts at Brigham Young University for purposes of coordination of similar problems as well as sharing of trends and potential problems. Staff members are encouraged to belong to professional organizations and funds are provided to attend professional development conferences of personal choice.

Ricks College is deeply committed to high moral standards of Christian living and seeks to increase individual student commitment to these ideals through programs which promote and teach high moral values. One of the greatest strengths of Ricks College lies not only with the commitment of the Dean's Office but also with the willingness of fellow administrators, faculty, staff, and students themselves to serve as guardians of the College's values.

## **7.6 Campus Police**

### **Mission and Purposes**

The mission of the Ricks College Campus Police, a division of the Rexburg Police Department, is to maintain a peaceful, safe, and wholesome academic, cultural and social environment on campus; safeguard public and private property; prevent and detect crime;

and serve the campus community in a friendly, professional manner.

To accomplish this mission, there are several key areas on which we focus in our efforts to serve the students and the College. For students, we strive to:

- Establish trust, confidence and respect for law enforcement with the students
- Protect students from the criminal element
- Prevent crime through education
- Protect students from sexual predators

- Discourage the use of drugs on and around campus
- Provide practical experience for students studying the profession

For the College, we strive to:

- Protect the assets of the College
- Place emphasis on prevention rather than detection of criminal activity
- Provide aggressive investigation of criminal activity
- Encourage safe traffic and pedestrian conditions

Table 8

### Cases Handled by Ricks College Campus Police

Criminal Cases	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998
Homicide	0	0	0	0	0	0	0	0	0	0
Rape	0	0	0	0	0	0	0	0	1	0
Robbery	0	0	0	0	0	0	0	0	0	0
Assault	7	6	6	3	7	10	17	8	6	12
Burglary	21	28	17	15	10	8	11	3	7	10
Larceny	212	203	175	195	149	182	131	105	95	107
Auto Theft	0	0	1	0	2	1	1	1	0	2
Alcohol Offense	9	9	5	4	2	3	1	3	5	1
Check Fraud	8	8	2	5	3	3	2	7	2	0
Disturbing the Peace	10	18	7	11	8	9	33	6	4	0
Drug Offense	0	1	1	0	0	3	1	2	2	1
Fireworks Possession	3	7	3	3	2	4	5	2	0	0
Sex Offense	0	0	1	0	0	2	5	3	2	3
Shoplifting/ Theft	4	7	4	1	0	0	1	0	0	2
Telephone Offense	30	50	29	14	42	14	33	24	11	3
Trespass	1	5	0	0	0	2	9	3	1	4
Vandalism	34	37	40	41	29	54	35	14	18	17
Other Criminal	3	31	4	6	76	61	30	46	44	52
<b>Total Criminal Cases</b>	<b>342</b>	<b>410</b>	<b>295</b>	<b>298</b>	<b>330</b>	<b>356</b>	<b>315</b>	<b>227</b>	<b>198</b>	<b>214</b>
Theft Losses (\$)	24,907	17,079	27,718	19,849	23,704	42,431	19,631	20,030	52,234	
Recovered Property (\$)						14,195	5,729	3,064	25,996	
Recovered Property (%)						33%	29%	15%	49%	
Criminal Charges Filed	72	61	58	40	52	40	38	48	63	

Table 8 (continued)

Cases Handled by Ricks College Campus Police

<b>Non-Criminal Incidents</b>	<b>1989</b>	<b>1990</b>	<b>1991</b>	<b>1992</b>	<b>1993</b>	<b>1994</b>	<b>1995</b>	<b>1996</b>	<b>1997</b>	<b>1998</b>
Out-Aid Rexburg Police Dept	48	37	21	7	181	147	130	157	217	192
Safety Alarm Information	85	78	118	83		111	82	71	65	64
Medical Emergency	64	85	90	95	70	143	304	380	276	255
Mental Cases	127	78	113	115	121	123	146	106	89	118
Property Lost/Found	1	3	5	0	4	9	7	2	1	5
Suspicious Circumstances	58	67	100	86	54	77	96	115	89	80
Traffic Accidents	49	45	59	47	32	117	118	165	75	105
Security Alarms	88	97	86	70	116	101	103	89	92	104
Open Door		250	208	257	356	277	254	212	192	158
Unlock Car						174	199	305	308	244
Jumpstart Car						331	261	270	231	172
Bank Run						100	91	94	73	46
Escort Service						216	233	374	422	341
PR Talks						34	120	119	62	48
Other						73	69	75	97	62
	106	26	46	19		1,632	1,828	1,506	1,178	1,563
<b>Total Non-Criminal Incidents</b>	<b>626</b>	<b>766</b>	<b>846</b>	<b>779</b>	<b>934</b>	<b>3,665</b>	<b>4,041</b>	<b>4,040</b>	<b>3,467</b>	<b>3,557</b>
<b>Total All Incidents</b>	<b>968</b>	<b>1,176</b>	<b>1,141</b>	<b>1,077</b>	<b>1,264</b>	<b>4,021</b>	<b>4,356</b>	<b>4,267</b>	<b>3,665</b>	<b>3,771</b>
Traffic citations	325	272	132	168	253	327	266	185	427	286

- Establish orderly parking for students and employees
- Maintain a well-trained, experienced and professional staff

### Description

The Rexburg Police Department-Ricks College Division, often referred to as Campus Police, provides 24-hour dispatch and police services to the Ricks College Campus Community. There are ten full-time commissioned police officers, five civilian employees, 15 student patrolmen and five student dispatchers. Police officers handle all criminal, traffic and police incidents that occur on Campus. The Student Patrol provides many security-related duties for the College. Their main duties include foot patrol of buildings,

crowd control at special events, and enforcement of parking regulations. A ten-year count of cases handled by Campus Police is provided in Table 8. Although already low, criminal activity at the College in most categories has declined in the past ten years.

The Department is governed by the Rexburg City Police Policy and Procedures in all matters that relate to police authority. The employees of the department are subject to the policy and procedure of Ricks College as it relates to their employment with Ricks College. The Policies and Procedures were revised and updated in 1998.

The strength of Campus Police is experienced, well trained officers. All ten officers are P.O.S.T. Certified [Police Officer Standards & Training]. Ricks College is

Table 9

A Comparison of 1996 Criminal Activity on Selected Campuses

Institution (enrollment)	Reported Incidents									Arrests
	Murder	Forcible Sex Offenses	Non-Forcible Sex Offenses	Robbery	Aggravated Assault	Burglary	Vehicle Theft	Liquor	Drug	
Boise State (14,543)	0	0	0	0	0	26	0	18	23	
Idaho State (12,040)	0	0	0	0	1	4	0	29	5	
Ricks College (7,956)	0	0	0	0	0	3	1	3	2	
Univ. of Idaho (11,727)	0	1	0	0	0	11	3	91	30	
Univ. of Wyoming (11,361)	0	4	0	0	0	10	3	123	32	
UNLV (18,842)	0	0	0	4	11	59	27	56	28	
Univ. of Nevada (11,989)	0	0		1	10	118	5	14	50	
Central Washington (8,510)	0	1	0	1	0	26	1	75	29	
Eastern Washington (8,078)	0	0	0	1	2	1	0	13	16	
Montana State (11,232)	0	2	0	0	6	7	9	7	4	
Univ. of Montana (11,753)	0	2	0	0	2	20	2	98	63	
UVSC (14,041)	0	0		0	2	3	1	15	24	
Weber State (13,996)	0	2	0	0	1	1	2	7	6	

the only college or university in Idaho whose public safety force is comprised of commissioned police officers. The average years of service in the department is over 12 years in law enforcement. Our dispatchers are also experienced and well-trained.

Campus Police is organized with one Captain/Director, two Lieutenants, two patrol Sergeants, four Patrolmen, one student patrol supervisor, department secretary, dispatch supervisor, and three full-time dispatchers. One Lieutenant supervises patrol, and one supervises dispatch and student patrol. One of the Patrolmen is assigned to work with the Student Interns that are enrolled in the Criminal Justice intern classes each semester. He coordinates their training within this department and schedules their training times with neighboring departments.

There are fifteen student patrolmen and five student dispatchers. One of the students is selected by their peers to serve as student patrol Lead Student. He represents the students in weekly supervisor meetings.

### **Analysis and Appraisal**

A measure of success for the Campus Police is in the low number of reported incidents and arrests, as compared with other institutions of high learning in the region. Table 9 compares the 1996 criminal activity at Ricks College with 12 other campuses.

The accreditation report of 1989 recommended that Campus Police have more contact with students and student groups. Several programs were initiated to accomplish this. In an effort to get the officers out of the car and out with the students, a bicycle patrol was started in 1992. Six officers are assigned to approximately 12 hours of bicycle patrol per week. More emphasis has been placed on foot patrol. The Campus Watch Crime Prevention Program was introduced into the dorms in 1990 and went campus-wide in 1995. Officers respond to requests to unlock cars that have the keys locked inside. Officers also jump start vehicles with dead batteries and turn off headlights in parked vehicles. These services are provided at no cost to help students avoid expensive services from off campus.

During the past two years, Campus Police has provided assistance to the Criminal Justice Intern Program. They help the interns with scheduling work experience with local city, county and state police agencies. Eight students per semester train with the campus dispatch, patrol and investigation units.

Other significant changes have improved programs and services to the College. In September of 1991, the dispatch center began 24-hour coverage. Twenty-two emergency phones were strategically placed around campus in 1992. They are marked with blue emergency lights and connect to dispatch via the 911 lines. In 1994, officers began using a popular police report system, the Crime Report and Information System

(CRIS), to standardize the department with the city division.

In 1998, the Director of Campus Police formalized the department organization with a chain of command that has more emphasis on accountability to supervisors. The benefit of having a high percentage of the officers with advanced certificates and good experience poses the problem of keeping them all motivated. In an effort to give the officers managerial training and keep them motivated, specific management level duties have been assigned to each officer. As they gain expertise in that program, they are given additional programs or they trade programs with other officers. The department provides a minimum of forty hours of P.O.S.T. approved training for each officer on an annual basis.

In an effort to measure productivity, a monthly log of officer activity was started in July of 1998. Personnel set realistic goals that measure productivity and efficiency. They meet with their supervisor monthly to review their progress. A new evaluation form was developed based on the work traits people in the department felt were important. This form is used in addition to the standard employee evaluation form used by the College. All employees are evaluated by their supervisor each year using this in-depth evaluation tool.

The Department uses two Policy and Procedure Manuals. The Rexburg City Police Manual is used in matters regarding police work. The Ricks College Policy Manual is used to address employment issues. The officers training is conducted by Field Training Officers and ten weeks of training at the Idaho Police Academy. The dispatch supervisor has developed a dispatch training manual that is completed by all beginning full-time and student dispatchers prior to solo dispatch.

The budget for Campus Police increased 70% since the accreditation ten years ago. The department is above average in funding for salaries and equipment, but under funded for dispatch equipment.

## **7.7 Women's Programs**

### **Mission and Purposes**

The purpose of the Ricks College Women's Office is to help young women see their potential in all areas of their life by providing experiences and activities to strengthen them in the areas of spirituality, education, leadership, service, and self-esteem. The Women's Office attempts to address issues and concerns that apply specifically to female students.

### **Description**

Women's programs are organized by three groups: Associated Women Students, Lambda Delta Sigma, and



the Women's Awareness Committee. The Associated Women Students, sponsored by ASRC, includes the Women's Vice President student body officer, an adult adviser, and a committee of approximately 50 female students who organize and plan campus-wide events and activities specifically geared to women's concerns and interests. Lambda Delta Sigma is a sorority sponsored by the LDS Church, and is based on service, scholarship, spirituality, support, and sisterhood. There are ten active chapters on campus with 30-40 members in each chapter. Eight officers and an adult adviser oversee each individual chapter. There is also an inter-chapter organization with four student officers and an adult adviser who oversee the entire campus program.

The Women's Awareness Committee is comprised of seven female members from the faculty, administration, staff and student body. Together they represent the concerns and issues of female students and employees on campus. The chairperson reports directly to the Student Life Vice President.

### **Significant Changes**

A concern expressed in the last accreditation review was a recommendation regarding the lack of female students who run for and hold student body officer positions. During the past ten years, this has changed substantially. Currently we have two male and six female officers. During the prior nine years there were only two years where there were more male than female officers. In 1993-1994 the College Student Body President and Executive Vice President were both female.

Other significant changes include the types of issues addressed by the Associated Women's Council (AWC) as reflected in such activities as Personal Safety Week, Self Protection workshop, Dealing with Abusive Relationships seminar, and Date Rape Prevention forum. The AWC has sponsored a number of other campus-wide presentations on various issues pertinent to the female students and staff at Ricks College.

The AWC provides opportunities for hands-on leadership throughout the school year. The highlight of leadership opportunities is Women's Week, where some 4,000 visitors, primarily students' mothers, come to the Ricks College campus for special seminars, entertainment, and fellowship. Lambda Delta Sigma provides 80 to 100 other young women with other types of leadership opportunities throughout the year.

### **Analysis and Appraisal**

The women's organizations are much more effective than they were ten years ago. Through the many events that are planned and carried out, young women's leadership skills are honed, thus helping them see their full potential. Women's programs have been trying to

meet the needs and interests of all female students on campus and need to continue to encourage more creative and less traditional thinking in the events we plan. We continue to encourage and support the importance of an education for women, including fields of study which are non-traditional for women. We continue to encourage the Latter-day Saint role of women, which places family and church as priorities in their lives. This position is in direct support of our Ricks College Mission Statement.

## **7.8 International Students**

### **Mission and Purposes**

The International Student Office, operating as a function of the Dean of Students Office, provides services for international students and assists them in the achievement of the Ricks College mission. This organization's goals are to:

- 1) Provide information, counseling, resources, and support so that each international student will improve spiritually, academically, and socially through their Ricks College experience.
- 2) Render services and counsel to ensure compliance with INS regulations.
- 3) Advise and counsel international students in adapting to the cultural and academic environment of Ricks College.
- 4) Organize and participate in campus, club, and organizational activities that promote understanding and appreciation for cultural traditions and customs that are in harmony with Christ's teachings.

### **Description**

There had been a steady decrease of international students from 1993 to 1997 (see Figure 6). However, in Fall 1998 there was a dramatic and welcomed rise in the number of enrolled international students. The fluctuations in the world economy and increased TOEFL (Test Of English As A Foreign Language) score requirement are possible reasons for the downward trend. With the expansion of the LDS Church into a worldwide organization, more international students are expected to seek admission to Ricks College.

The International Student Office provides admission information and assists students who have unusual visa situations. Other orientations provide information regarding visa, passport, and I-20 regulations; advising and counseling services; mail services; financial aid; health insurance and medical services; and employment. The International Student Office assists all international students, families, and other concerned parties with

### International Student Population at Ricks College

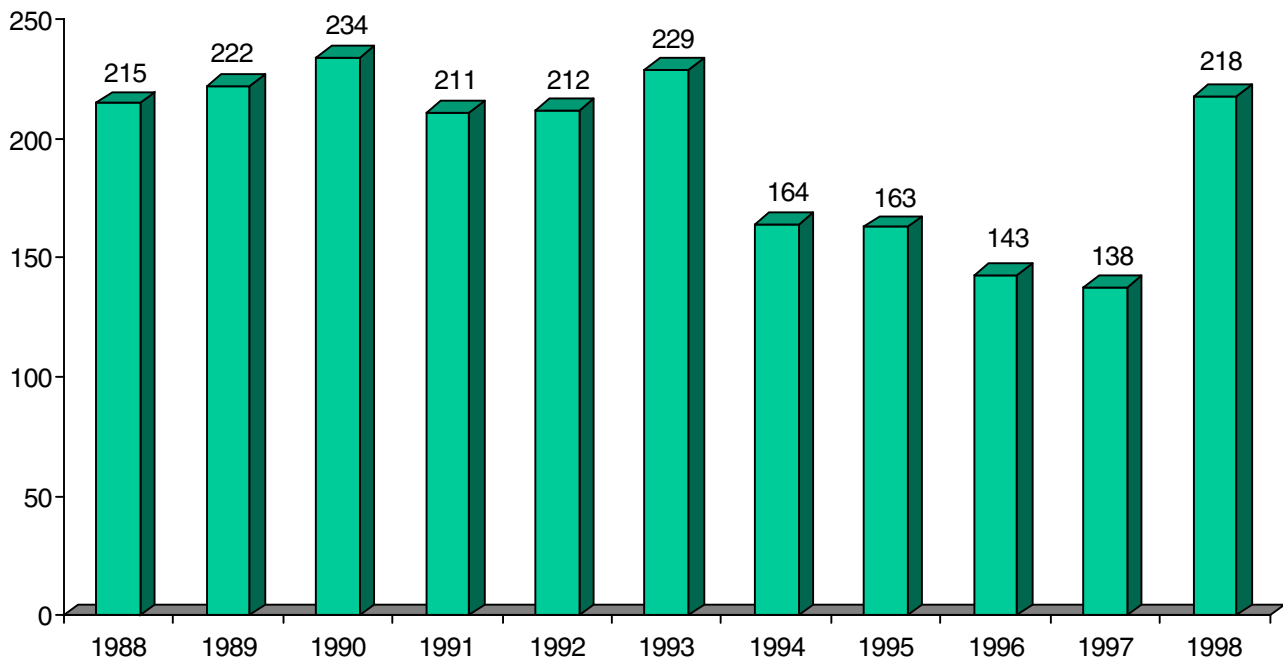


Figure 6

### International Student GPA

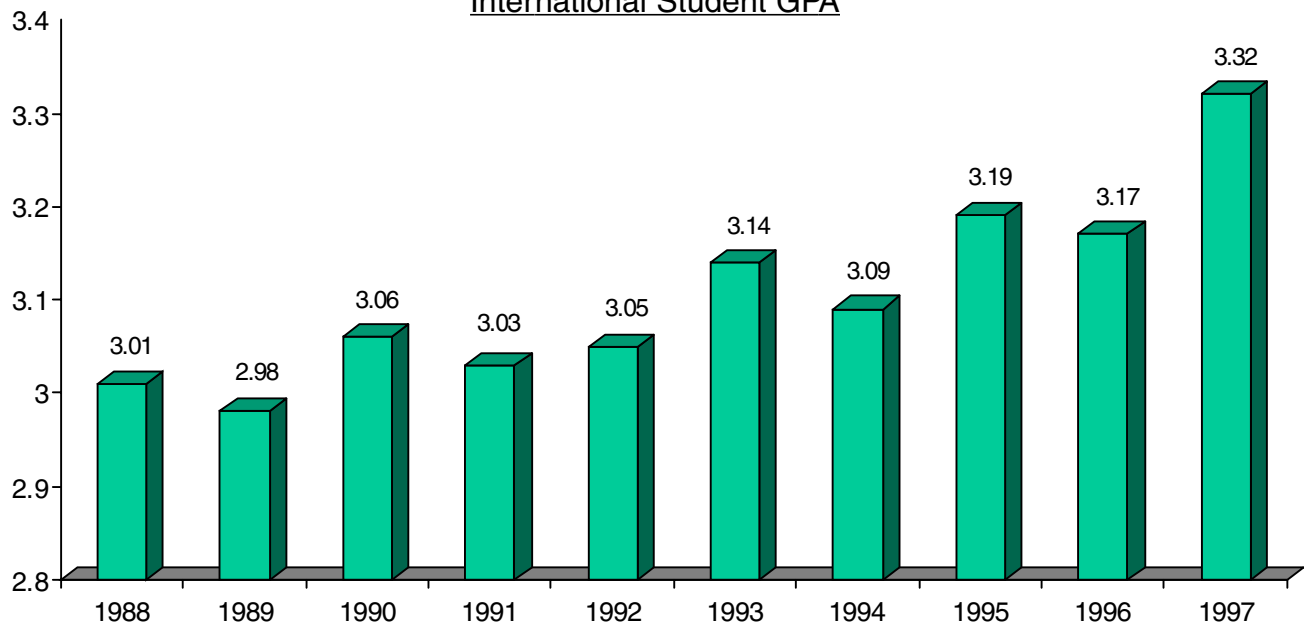


Figure 7

cultural adjustments; academic advising and scheduling; language barriers; living and housing problems; and emergency situations and family problems. Finally, it sponsors a number of activities including Multicultural Week; clubs and organizations with cultural and ethnic themes; presentations for local organizations with interest in cultural diversity; and a clearing house for community requests for international representation and information

### **Analysis and Appraisal**

Objective evidence is difficult to obtain in measuring the International Student Office impact on international student adaptation to the culture of Ricks College and Rexburg, Idaho. The grade point average of international students is one indicator of adaptation to the academic environment. Figure 7 shows a ten-year improvement of the overall international student GPA. Many factors have influence in this improvement. The International Student Office facilitates academic success by offering personal advice for initial class schedules, providing information regarding transfer requirements, providing counseling for adjustment difficulties, directing students to academic services, and providing direction for risk students as manifest by mid-term grades.

A number of improvements in our service to international students are planned for the future. These include:

- Additional multicultural services
- Implementation of the federal government's CIPRIS [Coordinated Interagency Partnership Regulation of International Students] program
- Tax seminars
- Enhanced orientation
- Improvement of web site
- Specialized training for international student advisors

## **7.9 Student Activities**

### **Mission and Purposes**

The Associated Students of Ricks College (ASRC) is established on the principles of stewardship and service. Student leaders and the student volunteers of the ASRC are taught a model of stewardship over the duties they are assigned. In the execution and reporting of these duties Ricks College students learn the benefit of service to their fellow students. Services rendered to the students of Ricks College include but are not limited to activities that promote social interaction, civic duty, school spirit, service, and leadership development.

### **Description**

A staff of professionals composed of three advisors and a secretary/receptionist supports the ASRC. The ASRC student body officers include six elected officers (President, Executive Vice President, Academic Vice President, Women's Vice President, Programs Vice President and Social Vice President) and two appointed officers (Student Relations Officer and Secretary/Receptionist). Each officer's responsibilities are outlined in the ASRC Constitution, by-laws, and other documents. Officers work closely with their advisors (Director of Student Activities, Programs Director, and Women's Programs Director) and the secretary/receptionist. The combined full-time staff has 69.5 years of service to the students of Ricks College.

### **Significant Changes**

An increasingly higher percentage of female officers have served in student government over the past ten years. From 1989 to 1994, there were 21 male and 20 female student body officers. In the last five years, there were 13 male and 27 female student body officers. In the eighties, there were 52 male and 32 female student body officers. In the 1993-1994 school year, a female served as student body president.

The number and quality of the programs, services, and student activities have increased since the last accreditation review. An example of this enhancement is the number of dances that are held for the students. Dances are now held on Wednesday, Friday, and Saturday evenings due to the demand for social activities. In the 1997-1998 school year there were approximately 108,000 attendees at the ASRC sponsored dances. The types of dancing include cultural, swing, ballroom, country, and contemporary forms of dance. A random sample of students were surveyed by telephone to determine their opinions of the dances. Much useful feedback was collected from this survey which will aid organizers in improving dances in the upcoming school year.

Other improvements in programming of student activities have occurred in the service areas. New training seminars for student leaders, particularly club leaders, have been implemented. The training of club officer boards is also more thorough. The money previously allocated for an activity called Guitars Unplugged is now given to the Upper Valley United Way. These contributions amounted to over \$15,000 during the 1998 academic year.

### **Analysis and Appraisal**

The ASRC has increased its efforts to meet the needs of all of Ricks College students. The ASRC has areas that need to be addressed over the next several years. Leadership training at Ricks College will now

include learning technical aspects of managing groups in the information age. This issue has already been addressed as the ASRC works with the Student Life Council to develop homepages. These homepages are designed for the use of students and potential students to view activities and to contact their student body representatives.

The ASRC has reconfigured the “R” Team which is the service arm of the ASRC. In the fall of 1999 the “R” Team will be utilized for orientation. After orientation the members of the “R” Team will be absorbed into the service clubs on campus. This will accomplish two main objectives. First this will allow other clubs to maintain a more active membership because the “R” Team members will filter into other service clubs. Second, the cost of maintaining a club the size of the “R” will be eliminated.

## 7.10 Financial Aid

### Mission and Purposes

The Ricks College Student Financial Aid Office administers a comprehensive program of federal aid (the Federal Pell Grant and the Federal Family Educational Loan programs) and private grant-in-aid for students with financial need. This office is charged with the responsibility of adhering to the numerous regulations and guidelines controlling them.

The main goal is to serve students by helping them obtain the financial assistance for which they are entitled. Personalized assistance is offered to students and their parents as they complete the necessary applications and other documentation necessary to establish their eligibility. Financial aid administrators attempt to make this process as easy as possible. Electronic technology streamlines the work flow.

### Description

The Financial Aid Office consists of five administrators, and six full time and three part time clerical staff. In the 1997-1998 school year over \$5.2 million in Pell Grant funds were provided to approximately 3,200 students. An additional \$5.7 million was provided to nearly 2,500 students in the form of federal student loans. Another \$688 thousand was made available to 1,300 students from the private grant-in-aid program.

### Significant Changes

The U.S. Department of Education is moving quickly toward electronic processing. To date, the Financial Aid Office has been able to meet the electronic processing requirements. Constant upgrading is being done as the use of technology increases and new processing is developed.

During the 1997-1998 year the Financial Aid Office developed an automated loan-processing program. They are now able to compute the loan amount, certify the student’s eligibility, transmit this data to the Guarantee Agency and create loan records with accompanying disbursement records electronically. The resulting loan funds are then received through the Electronic Funds Transfer program and posted to individual student accounts electronically.

In the near future an imaging system will be installed and the paper filing system will be replaced. This will reduce filing space needs and make files more accessible to staff.

There has been a slight increase in financial aid awards over the past four years. Table 12 identifies the type and amount of financial aid and scholarships awarded for the years 1995 through 1998.

### Analysis and Appraisal

The Financial Aid staff are seasoned and team-oriented employees who are dedicated to serving students. They are quick to make suggestions for more efficient processing methods. Management relies on their input and uses it as a means to improve service to students. The strength of the department comes from the excellent support received from the administration. The office has excellent facilities, equipment, personnel, and adequate resources to perform responsibilities.

This office successfully processes the numerous loan requests it receives each semester in spite of the increasing number of aid requests. Table 13 provides an indication of the volume of requests in the last two years. In the past the Financial Aid Office processed loans only for those students who submitted a loan application to us. To better serve the students, this year loans were processed for all students who indicated an interest in a loan on their application for aid. About 48% of loan applicants who initially indicated an interest in a loan later decided not to accept one. The Financial Aid Office is looking for a way to bring processed loans more in line with disbursed loans. Even with the increased volume of work, overtime is nearly eliminated. Only 22 hours of overtime have been accrued for the 1998 school year’s processing compared to 149.5 hours last year.

## 7.11 Career Placement Center

### Mission

The mission of the Ricks College Career Placement Center is to prepare students for further education and employment by providing them with the job search skills and the career knowledge necessary to make wise career choices.

Table 12

Amount and Type of Financial Aid

Financial Aid Type	1997-1998		1996-1997		1995-1996	
	Students	Amount	Students	Amount	Students	Amount
Pell Grants	3,219	\$5,236,977.00	3,078	\$4,605,762.00	3,038	\$4,527,399.00
Other Federal Grants	29	\$39,708.50	34	\$37,200.41	26	\$24,367.89
Federal Loans						
Stafford Subsidized	1,824	\$4,320,571.00	1,807	\$4,320,178.50	1,898	\$4,574,498.00
Stafford Unsubsidized	570	\$1,154,554.00	442	\$849,033.50	375	\$740,148.50
Additional Unsubsidized	0	\$0.00	76	\$169,517.00	100	\$232,332.00
Parent Loan for Undergraduate Students (PLUS)	63	\$253,769.00	51	\$193,237.00	65	\$237,083.00
Total Federal Loans	2,457	\$5,728,894.00	2,376	\$5,531,966.00	2,438	\$5,784,061.50
<b>Total Federal Aid</b>	<b>4,235</b>	<b>\$11,005,579.50</b>	<b>4,051</b>	<b>\$10,174,928.41</b>	<b>3,973</b>	<b>\$10,335,828.39</b>
Ricks Scholarship	3,221	\$2,772,579.17	3,123	\$2,764,841.96	2,952	\$2,496,545.37
Athletic Scholarship	257	\$463,879.38	271	\$416,444.42	246	\$384,621.88
Agency Scholarship	904	\$852,679.76	777	\$674,339.54	763	\$605,330.20
Private Grants	620	\$424,833.17	346	\$197,721.14	437	\$215,720.25
Summer Grants	713	\$262,841.74	683	\$246,762.05	613	\$235,788.78
Other Grants	81	\$154,209.90	77	\$99,127.19	52	\$67,050.66
Short Term Loans	4	\$4.00	8	\$2,053.00	23	\$4,050.00
Other Loans	13	\$60,768.33	20	\$111,037.50	18	\$75,800.00
<b>Total Aid</b>	<b>6,872</b>	<b>\$16,001,170.95</b>	<b>6,556</b>	<b>\$14,687,255.21</b>	<b>6,278</b>	<b>\$14,420,735.53</b>

Table 13

Number of Grants and Loans Processed

	1997-1998 (to 10/31/97)	1998-1999 (to 10/31/98)	Total Increase	% of Increase
Pell Grants	2,246	2,449	203	9.04
Loans	1,614	2,824	1,210	74.97
<b>Total</b>	<b>3,860</b>	<b>5,273</b>	<b>1,413</b>	<b>36.61</b>

**Description**

The Career Placement Center consists of two full-time administrators and one full-time secretary. There are also two, and at times three, part-time student employees who help in the office.

The Career Placement Center provides the following student services:

- Employment and career counseling
- Free booklets and information about résumés, cover letters, interviewing skills, Internet job searches, favorable careers, etc.
- Computer and printer set-up for résumés and letters
- Critical analysis of résumés and letters
- Arrangement of company recruiting visits and job fairs
- Company contacts and job leads
- Company information and job listings
- Other general job-search information

The Placement Center has worked with many different organizations and companies to promote and place students. The office belongs to a number of local and national professional societies dedicated to student placement and employment. Membership in these organizations facilitates work with recruiters and provides information about recruiting trends.

The office provides two computers for students to use in preparation of letters and résumés. These are attached to the laser printer. There are also many different types of quality paper available in the office for the students to use for their résumés and letters. A copy machine is available for multiple copies of résumés and for copying company and resource information.

The office has a small library for student use. The materials are grouped into telephone directories, self-help books, various resource directories, and miscella-

neous binders and resources. There are also many handouts, booklets, and small resource packages that are available free of charge.

**Analysis and Appraisal**

Two indicators of the Center's success include the number of students served and job placement. Between 2,000 and 3,000 students visited the Center each of the past two years. Between 200 to 350 students scheduled appointments each year. Approximately 2,500 students attend the job fair held each spring. Center personnel taught over 105 seminars each of the last two years. These classes covered everything from "Employment Outlook" and "Choosing a Career" to "Résumé Writing"

Table 14

Selected Job Placement Statistics  
for 1997-1998 School Year

Department	# Placed	Avg Starting Salary
Computer Information Systems	5	\$31,486
Office Systems Management	8	\$20,101
Construction Management	7	\$23,118
Floral Design Management	5	\$16,640
Electronic Engineering	3	\$32,341
Nursing	9	\$30,065

and “Interviewing.” Clearly, the Center is reaching a large number of students.

The primary indicator of the Career Placement Center’s success is reflected by job placement statistics. Table 14 shows the starting salaries of students in selected fields who were aided by the Career Placement Center.

## 7.12 Admissions and Scholarships

### Mission

The goals of the Admissions and Scholarship Office are to:

- Manage an admissions process that will be effective in corresponding with current and potential applicants
- Effectively manage all incoming application materials
- Utilize current technology in managing admissions files in an accurate and efficient manner
- Control enrollments so the College is always at or near the enrollment ceiling
- Develop policies/programs that will promote a balanced and diversified student body
- Maintain an appropriate male/female balance that will promote and safeguard the religious and family values that are inherent in the LDS faith
- Follow policies and procedures designed to protect the confidentiality of student education records
- Effectively deal with students who have problems with their applications; the system must be fair in determining students who are not admissible

### Description

The main functions of this organization have been allocated to four departments: Admissions and Scholarship Processing, High School Relations, Admissions Counseling and Enrollment Management. Assistant directors supervise each area.

Because the College draws students from all 50 states and from 40 foreign countries, the Admissions Office oversees an extensive information dissemination system. Each year this office:

- Maintains a home page which receives nearly 100,000 visits
- Visits all major high schools in Utah and Idaho
- Travels throughout the United States and Canada to attend 60 to 70 orientation meetings each year with large groups of LDS high school students and their parents
- Conducts more than 1,500 campus tours

- Publishes and mails Ricks College application forms (15,000 to 30,000), ACT application forms (17,000), viewbooks and inserts (30,000), and housing brochures (10,000).

### Significant Changes

The most significant change faced by Admissions and Scholarships has been the changes in enrollment patterns over the last ten years. Several years ago, the College struggled to meet enrollment needs; however, in the past five years, Ricks College has had to deny qualified applicants because it does not have the facilities or instructional resources to accommodate them. Presently, more students still apply for admission to Ricks College than resources can accommodate. Typical of recent years, 8,000 applications will be received to fill 4,600 fall semester spaces. Accordingly, admissions staff have shifted from a recruitment mode to an advisement mode.

In the transition from open enrollment, several methods of selective admissions were tried. A “first come, first served” approach was unsuccessful because 70% of the early applicants were female. Random selection or “lottery” was politically unacceptable. Currently, a selective admission process is used in which the acceptance criteria are weighted as 40% academic achievement and 60% religious involvement, leadership, essays, and other factors. A current challenge is the perception of becoming “academically elite” among the College’s constituencies.

Another significant change is the cooperative efforts with the Church Education System (Brigham Young University, BYU Hawaii, LDS Business College, and the LDS Seminaries and Institutes), not only in recruitment but in other shared student services. Representatives from each entity are very involved in this endeavor.

The admissions staff is now involved with two other significant changes. First, admitting students for the Fast Track program is a new challenge. The Fast Track program allows students who enrolled in concurrent college classes during high school, passed Advance Placement exams, or entered Ricks College with a minimum of 12 credit hours, to graduate in one year. Second, admitting a student body representative of a worldwide church represents a new and exciting challenge.

The scholarship staff has received additional resources that allow the College to be more competitive, not only in academic awards, but in departmental, talent, leadership and leadership/need areas. Approximately 30% of Ricks College students received some kind of scholarship in Fall 1998.

### Analysis and Appraisal

The Admissions and Scholarship Office has successfully met all enrollment goals. In the process,

the admissions staff has been able to provide personal attention to their evaluation of the applicant pool. While many qualified students are denied entrance, the staff tries diligently to handle these students and their parents with sensitivity and professionalism.

The current admissions criteria, based on 40% academic achievement and 60% quality of character, seems to be contributing to a better prepared student body, academically and spiritually. Student life, campus police and local law enforcement officers have handled fewer behavioral problems.

In the past decade, the admissions staff has been recognized nationally for their work. They have received awards for publications and other materials from the National Association of Admissions Marketing and National Council for Marketing and Public Relations.

Development of an Admissions web page has proven very successful. Students can locate a wide range of information about Ricks College, including advising, scholarships, campus tours, and academic programs. On-line applications via the World Wide Web have had a very positive impact on the workload of the Admissions office. In Fall 1998, 21% of the applications were submitted electronically. It is projected that 80% of applications for Fall 2000 will be electronic.

To bolster several areas of special need the following new assignments have recently been given:

- Athletic Liaison

Because of special needs of the Athletic Department in admission for athletes, a coordinator was appointed to work with the Athletic Director and coaches. This individual makes sure athletes meet necessary requirements.

- Coordinator of Under-Enrolled Programs:

Because some programs struggle to maintain appropriate numbers (mainly technical programs), a member of the Admissions staff has been assigned to work directly with departments in recruiting, admitting, and awarding scholarships to students in these areas. Enrollments in these programs are on the rise. Four departments have become self-sufficient and have been removed from the under-enrolled list.

- Coordinator for Multi-Cultural Students:

To make a comfortable transition to college for multi-cultural students, a member of the Admissions staff has been appointed to work directly with recruitment and advisement in their chosen field. This position also makes scholarships available where appropriate and

serves as an invaluable source for counseling, club advisor, International Student Office and other support wherever needed.

## 7.13 Public Relations

### Mission

The Public Relations Department informs students, members of the Church, and the general public about Ricks College. Daily news events are communicated to the press and a spokesperson for the media is provided. It also keeps employees, retirees, and alumni abreast of current, and upcoming events by both traditional and electronic delivery systems. The department schedules campus tours for individuals and visiting groups. It schedules tours for College performing groups and schedules all College-sponsored entertainment and cultural events on campus.

### Analysis and Appraisal

The Public Relations office produces quality materials to serve the campus and to enhance the institutional image. These materials include an alumni magazine. Photographic services and graphic design are available to departments and organizations within the campus organization.

The department plays a major role to facilitate and host any major event that occurs on campus.

The Public Relations office contributes to the educational climate of the institution by bringing high-quality classical and popular entertainment to campus and by providing support for the Dance, Music, and Theatre Departments.

Opportunities for education are extended beyond campus via KRIC-FM, a College-owned and operated 100,000 watt radio station that operates throughout the year, 24 hours each day. KRIC subscribes to a format of classical music, news, public radio programming and enriching educational offerings.

The Center Stage Entertainment Series presents cultural events for both students and community patrons. Professional artists from this series are often used to conduct master classes during their engagement at Ricks. These classes provide interactive opportunities for student performers.

Ricks College has several touring groups that travel regularly throughout the United States, Canada, and Europe and perform for church and civic organizations. Arrangements and promotion of these tours is the responsibility of the Public Relations Department.



Educational Church History Tours, administered cooperatively with Continuing Education, provide additional opportunities for non-traditional students.

## **7.14 Development and Alumni Relations Office**

### **Mission**

The purpose of the Ricks College Development and Alumni Relations Office is twofold: to (1) educate alumni of campus happenings and needs and (2) coordinate fund-raising efforts for approved priorities provided by President's Council. This office performs these functions in the spirit of goodwill and with genuine support for Ricks College. The primary constituencies are alumni, College employees, students, parents, and friends of the College.

### **Description**

The Development and Alumni Relations Office is made up of 14 people who deal with the following areas of responsibility: alumni, major gifts, corporate and foundation gifts, annual giving, telefunds, direct mail, clubs, deferred and outright gifts, gifts-in-kind, alumni

relations, donor relations, reunions, graduation, awards, out-reach alumni activities, matching gifts, and general goodwill toward the College's constituencies. There are approximately 125,000 alumni of record.

### **Significant Changes**

In March of 1997 the Alumni and Development Offices were combined. Now staff members are better able to utilize manpower by combining the efforts of administrators and staff in these two areas.

### **Analysis and Appraisal**

In the fourth year of its five-year goal to raise \$17.4 million for Ricks College, the development staff has already raised \$17 million. This money has provided extensive funding for student scholarships and grants, programs that enhance the academic environment, and selected building and beautification projects. The alumni staff has published two issues of the alumni magazine, *The Summit*, each year. This office has recently implemented a weekly electronic newsletter that is distributed to alumni with e-mail access. In addition, this office continues to meet the challenge of populating and maintaining a database with the addresses of over 125,000 former students.



---

---

*Standard 4*

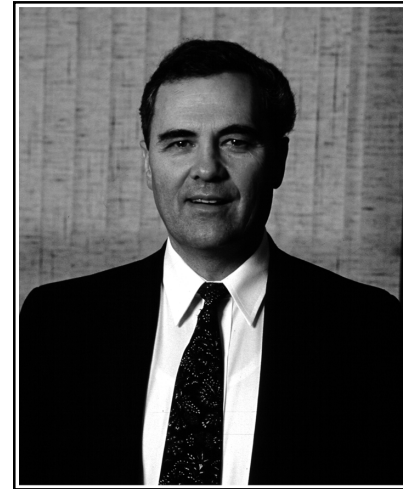
Faculty



---

*This is a special place. The opportunity to have that synergy where you tie the spiritual and academic and social and cultural together, you can see the light of the gospel shining in ways that are hard to replicate.*

- Steven D. Bennion  
*President, Ricks College, 1989-1997*



## *Standard 4*

# Faculty

## 1.0 Introduction

---

Standard 4 describes the Ricks College faculty and the various processes and policies related to their hiring, development, and evaluation. It also provides an analysis and appraisal of these processes and policies as well as faculty qualifications, effectiveness, and satisfaction. This Standard establishes that we have sufficient and well-qualified faculty and that their primary responsibility is the delivery of education. Faculty are engaged in significant scholarly and creative efforts which are supportive of educational programs.

## 2.0 Faculty Selection, Evaluation, Roles, Welfare, and Development

---

This section addresses the following issues: qualifications of faculty, participation in governance, workload, opportunities for professional development, compensation and benefits, evaluation of performance, hiring, academic freedom, and part-time/adjunct faculty.

### 2.1 Professional Qualifications

In the 1998-1999 school year, Ricks College

employed 373 full-time faculty and some 45 part-time/adjunct faculty. This constitutes an increase of 105 full-time faculty from ten years ago. In addition, approximately 20 administrative staff teach a limited number of courses each semester. Table 1 provides an institutional profile of full-time faculty showing data about terminal degrees, salary, years at Ricks College, total years of teaching experience, and load. Because Ricks College does not use academic rank, this table shows data for a single category of faculty. Table 2 shows the number and source of terminal degrees.

### 2.2 Participation in Governance

In addition to their teaching duties, faculty are involved in academic planning, institutional governance, curriculum development and review, and academic advising.

In terms of academic planning, faculty provide significant input for any changes to existing academic policy. This is appropriate since they are the ones most affected by these policies and the ones who generally carry them out. This can occur in the following ways. First, faculty are often formally surveyed as to opinions and/or current practices. Second, department chairs lead policy discussions in departmental meetings. Third, faculty serve on various planning and policy commit-

Table 1

### Institutional Faculty Profile

Parameter	Number
<b>Faculty</b>	
Full-Time	373
Part-Time	45
<b>Number of Terminal Degrees*</b>	
Doctorate	109
Master's	245
Bachelor's	17
Professional License	1
Less than Bachelor's	1
<b>Salary - 9 Months*</b>	
Minimum	\$30,190
Median	\$47,610
Maximum	\$57,310
<b>Years of Experience at Ricks College*</b>	
Minimum	1
Median	11
Maximum	39
<b>Years of Teaching Experience*</b>	
Minimum	1
Median	20
Maximum	41
<b>Credit Hour Load Fall 1997 **</b>	
Minimum	0
Median	11.8
Maximum	21.4

\* Full-time faculty

\*\* Represents teaching activity only; excludes overload, released time, and administrative load

Table 2

### Number and Source of Terminal Degrees of Faculty

Institution Granting Terminal Degree	D	M	B
Arizona State University	1	1	1
Ball State University	2	0	0
Boise State University	0	0	1
Bread Loaf School of English	0	1	0
Brigham Young University	25	103	11
Colorado State University	0	2	0
Cornell University	1	0	0
Cranberry School of Art	0	1	0
Dalhousie University	1	0	0
Florida Atlantic University	0	2	0
Florida State University	1	1	0
Georgia Institute of Technology	0	1	0
Georgia State University	0	0	1
Idaho State University	4	29	0
Illinois State University	0	1	0
Indiana University	2	1	0
Indiana University of Pennsylvania	1	0	0
Iowa State University	0	1	0
Johns Hopkins University	0	1	0
Kansas State Teachers College	0	1	0
Kansas State University	0	1	0
Michigan State University	0	1	0
Montana State University	2	0	0
Northern Arizona University	0	1	0
Nova University	1	0	0
Ohio State University	2	2	0

Table 2 (continued)

<b>Institution Granting Terminal Degree</b>	<b>D</b>	<b>M</b>	<b>B</b>
Ohio University	1	0	0
Oregon State University	1	2	0
Portland State University	0	1	0
Purdue University	1	1	0
Stanford University	0	1	0
Stony Brook University	1	0	0
SUNY - Binghamton	0	1	0
Syracuse University	0	1	0
Texas A & M University	1	1	0
Uniformed Services University	1	0	0
University of Arizona	3	1	0
University of British Columbia	0	1	0
University of California	2	0	0
Univ. of California at Irvine	1	0	0
Univ. of California at Los Angeles	0	2	0
Univ. of California at Riverside	1	0	0
Univ. of Calif. at San Francisco	0	1	0
Univ. of Calif. at Santa Barbara	0	1	0
University of Colorado	2	1	0
University of Georgia	1	0	0
University of Idaho	4	10	0
University of Illinois	1	0	0
University of Maine	0	1	0
University of Minnesota	2	0	0
University of Mississippi	0	1	0

Table 2 (continued)

<b>Institution Granting Terminal Degree</b>	<b>D</b>	<b>M</b>	<b>B</b>
University of Missouri	0	1	0
University of Montana	1	0	0
University of Nebraska	1	1	0
U. of N. Carolina at Greensboro	1	0	0
University of North Dakota	0	1	0
University of Northern Colorado	2	0	0
University of Northern Iowa	0	1	0
University of Oklahoma	1	0	0
University of Oregon	3	1	0
University of Pennsylvania	1	0	0
University of Phoenix	0	3	0
University of Southern California	0	1	0
University of Southern Florida	1	0	0
University of Tennessee	1	0	0
University of Texas	2	1	0
University of Utah	10	13	2
University of Washington	1	0	0
Unknown	0	1	0
Utah State University	11	39	1
Vanderbilt University	0	1	0
Virginia Commonwealth University	1	0	0
Virginia Polytechnic Institute	1	0	0
Washington State University	3	1	0
Western Montana College	0	1	0

D = Doctorate    M = Master's    B = Bachelor's

Table 3

Numbers of Faculty Assigned to Key College Committees

Committee	Faculty Assigned (Total Members)	Committee	Faculty Assigned (Total Members)
Academic Standards	1 (6)	Emeritus Board	0 (9)
Academic Travel	1 (3)	Exceptions to Policy	4 (5)
Admissions	8 (18)	Facility and Manpower	2 (10)
Admissions/Scholarship Policy Setting & Review	0 (8)	Faculty Association	12 (15)
Academic Advising	8 (9)	Forum	4 (7)
Aesthetics	4 (8)	General Education	4 (7)
Alumni Council	0 (10)	Graduation	0 (6)
Athletic Hall of Fame	0 (14)	Great Teachers / Off Campus	6 (7)
Athletic Staff	1 (7)	Home Page	2 (5)
Budget	0 (7)	Housing Arbitration	1 (5)
Campus Planning	0 (4)	Library Remodeling	2 (8)
Campus Safety	1 (8)	Married Student Enrichment	3 (5)
Campus Scheduling	0 (6)	Performance Correlation	3 (10)
Community Services	0 (2)	Personal Safety	1 (4)
Computer Hardware	0 (6)	Scholarships	0 (10)
Credit Union Supervisory	3 (6)	Smith Remodeling	4 (5)
Computer Technology Committee	1 (6)	Spori Scholar	6 (8)
Devotional	1 (4)	Standards	0 (8)
Disabilities	1 (4)	Thomas E. Ricks	4 (5)
Distant Learning	2 (5)	Wellness	6 (8)
Drug Free Schools and Campus Act	4 (14)		



tees. Fourth, the faculty provides input through the Faculty Association. Fifth, the faculty provides input through special forums called by the President. Many policy decisions utilize several or all of these feedback channels. For example, a recent decision to change the policy regarding test week utilized a formal survey of the faculty to determine what their final exam practices were, input from department and division discussions, and input from the Faculty Association.

In terms of institutional governance, faculty members serve on a number of campus-wide committees (see Table 3 and Appendix D). In a survey of faculty (reported more fully in section 5.0 of Standard 6), when asked about “opportunities for decision-making in matters pertaining to self, department, and college,” 66% of the faculty were *satisfied* or *very satisfied*. While these data suggest that most faculty are satisfied with their level of participation in institutional governance, academic administrators are considering ways to increase faculty involvement in key committees and enhance their role in institutional governance without unduly affecting teaching loads.

In general, authority to make decisions has been set at various levels in the academic line organization. These roles and responsibilities have been specified in the *Division/Department Chair Handbook* under the two policies entitled “Decision-Making Prerogatives” and “Stewardship Action.” Individual faculty members can simply act on their own on matters over which they have been assigned jurisdiction. On other matters, they are required to take the matter before the appropriate file leader or council for advice, assistance, or decision. The Faculty Association provides faculty with a direct line of communication to the President and Division Heads. The President of the Faculty Association meets with the President on a monthly basis, or more frequently if needed. In addition, a Faculty Association representative serves on the Academic Council and is involved in all the major decisions related to academic policies and educational programs.

Faculty have a considerable role in curriculum development and review. Individual faculty members have sole responsibility for selection of teaching strategies, student evaluations, and textbooks. As a department, faculty members determine course content, establish relations with transfer schools, and select students who apply to limited programs.

Faculty also have a considerable role in academic advising. Next to teaching duties, a Ricks College faculty member’s most important duty is advising. Each semester, faculty members are assigned as advisors to anywhere from 20 to 40 advisees each. They are expected to keep them on track for graduation from beginning to end and to help students make decisions

about their academic program and career. The Career and Advising Center (CAC) provides faculty with progress reports for each of their advisees, including mid-term grades, final grades, changes in major, and an evaluation when the student applies for graduation. Before the semester begins, students receive a letter with their advisor’s name, office location, and office telephone number. One week of each semester is designated as Advising Week. Faculty are asked to clear their calendars and make a special effort to meet with each of their advisees during that week.

## 2.3 Workload

Faculty workload has been studied carefully over the past five years in an effort to achieve equity across disciplines, reassess released time, and increase contact with students. These load studies have resulted in a greater consistency across departments, improved efficiency by eliminating released time and exceptions to load which are no longer applicable or justifiable, and improved use of financial resources. For example, overloads are now assigned on the basis of accurate information about what a faculty member does, resulting in the optimum number of assigned load hours. Division and department chairs are able to more objectively make equitable teaching assignments, and faculty have a clearer expectation of their annual load. The model now in place has served well for the past five years and will be continued for the foreseeable future.

Currently, faculty workload at Ricks College is based on the following principles:

- Loads should be comparable and consistently established across disciplines.
- Efforts expended by faculty should be fairly represented in the load model.
- Teaching 30 annual or 15 semester credits is a full load.
- Contact hours beyond 50 annually or 25 per semester are counterproductive.

The Faculty Load Policy is explained in the *Division/Department Chair Handbook*. The policy defines the load to be granted for lecture time, guided instruction time, lab time, and advising (or similar activities) time. It also outlines how exceptions to load (i.e., released time) are to be established.

A summary of faculty loads and percentage of time faculty are engaged in teaching over the past seven years is shown in Appendix C.

## 2.4 Professional Development

The basic responsibility to develop talents and abilities rests with the individual faculty member. Faculty are encouraged to take advantage of the institution's professional development program. Resources available to individual faculty members include:

- Financial compensation. More than \$200,000 is budgeted annually. Some of these monies go to department and division in-service budgets. About one-third is administered by Academic Council.
- Leave of absence. The College has a liberal and flexible leave of absence policy without stringent preapplication requirements. College resources are frequently used to support leaves of absence.
- Released time. Division and department chairs may request adjustment of faculty loads and assignments for professional development activity.
- Tuition. Faculty may enroll in Ricks College courses without charge. Ricks College also pays up to half of a faculty member's tuition for graduate courses.
- Professional dues. The College pays one-half the cost of dues in professional organizations up to \$50 per year.
- Thomas E. Ricks awards. A number of grants are awarded to faculty who apply.
- Research grants. A small amount of monies are available to faculty for worthy research projects related to teaching.
- Summer school curriculum development. Funds are available for faculty members to improve their instructional materials over the summer terms.
- Ongoing inservice activities. Ricks College provides a series of workshops and seminars each semester on teaching and other subjects of interest.

These resources are described in the *Division/Department Chair Handbook* along with the *Guidelines for Professional Development*.

## 2.5 Compensation and Benefits

The minimum, median, and maximum faculty salary are shown in Table 1. Policies on faculty salaries and benefits are published in the *Employee Handbook* given to all new employees. The Personnel Office provides regular meetings on insurance and retirement benefits. This office also arranges meetings requested by individual faculty members with representatives from DMBA, the insurance and retirement provider.

## 2.6 Evaluation of Faculty Performance

The faculty at Ricks College is expected to meet high standards of excellence in their conduct, professional competence, and work ethic. Faculty conduct must reflect:

- A high standard of personal integrity
- Emotional and social balance
- Loyalty and service to the LDS Church
- Adherence to the basic tenets of the LDS Church

Second, faculty members are expected to demonstrate professionalism in their work by:

- Modeling what is first-rate in their discipline
- Teaching and advising students within the framework of the College's mission statement
- Carrying out committee, administrative, and other assignments conscientiously
- Working synergistically as a team player with other faculty, staff, and administrators

Finally, faculty members are expected to support Ricks College by supporting:

- Students, faculty, staff, and administration
- The College's mission, goals, and programs
- The College's regulations and policies

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

Faculty members are on probation for at least the first three years of their tenure at Ricks College. A mentoring committee is formed whose responsibility is to monitor the new instructor's progress, provide feedback and suggestions for improvement, and make recommendations after each year as to whether the faculty member should be retained. Typically, members of this committee visit the new teacher's classes, review syllabi and other instructional material, and share ideas. At the end of the three-year probation, this committee makes a recommendation as to whether the new faculty member should be given continuing faculty status, the Ricks College version of tenure.

Faculty members who have been granted continuing faculty status undergo a formal evaluation every three years. These three-year reviews must include student

ratings of instruction and a self-evaluation of teaching, advising, and professionalism, all reviewed with the faculty member's department and division chair. Forms that guide the self-evaluation are contained in the *Division/Department Chair Handbook*. Faculty members may also elect to use small group instructional diagnosis and/or peer evaluation as part of this formal evaluation.

## 2.7 Faculty Hiring

Ricks College employs a rigorous hiring process for faculty. Requests to fill vacant positions require final approval of the President. Requests for new positions require final approval from the Board of Trustees. Once approval is granted, the job description is written, approved by the President, and advertised, typically for two months, via sources to which the most likely candidate pool will have access such as the Ricks College home page, jobs hotline, professional journals, the Church News, and well-placed contacts in the discipline. Applicants complete an application form and

submit three letters of recommendation, official transcripts, and a curriculum vita. In most situations three finalists are selected. Each finalist's local ecclesiastical leader is carefully interviewed to ensure that the individual's values and conduct are consistent with those expected of the faculty. Final approval for on-campus visits comes from the Board of Trustees. Applicants who are invited to visit campus are carefully interviewed by faculty members, department chair, division heads, and College administrators. Many will be asked to teach an actual class or otherwise demonstrate their expertise. Following the on-campus visits, all faculty and administrators involved in the on-campus interviews deliberate and make their selection. Before the final offer is tendered, the top choice is interviewed by a General Authority of the LDS Church. The Board makes the final approval for hiring.

## 2.8 Academic Freedom

As stated in our policy on academic freedom, "Ricks College embraces individual academic freedom of study, inquiry, and debate conditioned and balanced by its institutional freedom and obligation to pursue its religious mission." The full policy is contained in the *Division/Department Chair Handbook* in a document entitled, "Statement on Academic Freedom."

## 2.9 Part-Time and Adjunct Faculty

Ricks College usually employs approximately 50 part-time and adjunct faculty each school year. Table 4 shows the number of part-time faculty used by each department during the 1998-1999 school year. Most of these faculty have been employed at Ricks for several years. All make an outstanding contribution to the Ricks College community. Each year the institution recognizes a part-time/adjunct instructor as the Outstanding Adjunct Faculty of the Year. This award is given at the same time the Outstanding Faculty award is given to a full-time faculty member.

Part-time/adjunct faculty are fully briefed along with the new full-time faculty at the time of their hire on the institutional mission, expectations of faculty (see section 2.6), their responsibilities and rights, and conditions of their employment. In an effort to improve their understanding of the role they play at Ricks College, an Adjunct Faculty Handbook has been developed which addresses teaching loads, pay scale and philosophy, benefits, classroom responsibilities, textbooks, evaluation, offices, departmental support, and academic freedom. This Handbook was developed in response to needs expressed by part-time/adjunct faculty to be more fully informed of their precise roles and

Table 4

### Part-Time / Adjunct Faculty 1998-1999

Department	Number of Part-time/Adjunct
Art	3
Chemistry	2
Dance	3
Elementary Education	2
English	15
Family Science	1
Foreign Language	3
Geology	1
Health Science	3
Home Economics	2
Music	12
Physical Education	3
<b>Total</b>	<b>50</b>

responsibilities. In addition, in the past three years academic administrators have sponsored a yearly banquet for part-time/adjunct faculty.

Academic administrators review the policies and practices related to part-time/adjunct faculty on a regular basis. The annual banquet and the Adjunct Faculty Handbook both emerged from these reviews.

### 3.0 Analysis and Appraisal of Faculty Selection, Evaluation, Roles, Welfare, and Development

---

Ricks College enjoys faculty who are well-trained in their disciplines and fully dedicated to the students they teach and advise. In the past three years Ricks College has attracted an increasingly larger number of faculty with earned doctorates than ever before. Competitive salaries and an exceptional working environment will undoubtedly continue to attract these highly qualified candidates. Ricks College currently employs faculty highly experienced in teaching. The average number of years teaching at Ricks College is 14.5. As many of the veteran faculty members retire over the next few years, preserving the culture of excellence in teaching and in associations with students will be a challenge for administrators.

Students generally perceive that faculty are effective and caring teachers and advisors. In the Alumni Survey, former students rated their associations with faculty as one of the most important influences on their learning and growth. Similarly, in the Student Evaluation of Institutional Mission and Goals, the overwhelming majority of current students felt that their instructors were deeply committed to their students (94%) and were exemplary role models (88%). Furthermore, in the Student Satisfaction Survey, 70% of current students were satisfied or very satisfied with the academic and career advising that they had received.

In a recent survey, the large majority of faculty expressed satisfaction with a number of aspects of their work including governance, workload, compensation, evaluation of performance, and academic freedom. Findings showed that of the faculty who were surveyed:

- 66% were *satisfied* or *very satisfied* with their opportunities for input and decision making in matters pertaining to self, department, and college.
- 78% were *satisfied* or *very satisfied* with their workload and 92% were satisfied or very satisfied with their working conditions.
- 80% were *satisfied* or *very satisfied* with their opportunities and encouragement for life-long professional development.

- 70% were *satisfied* or *very satisfied* that their salary is comparable with other two-year colleges in the West.
- 77% were *satisfied* or *very satisfied* that fringe benefits were sufficient for long-term security
- 89% were *satisfied* or *very satisfied* that they have wide latitude and freedom in carrying out their assignments.
- 79% were *satisfied* or *very satisfied* that they receive helpful, non-threatening evaluation of their work performance.
- 73% were *satisfied* or *very satisfied* that they receive clear information on work assignments and expected standards.

Notwithstanding the positive perception of the large majority of faculty about their work, the survey did provide a number of constructive insights that administrators are currently reviewing. For example, a number of faculty made comments about heavy workloads, particularly English faculty who have to read and grade so many student essays each semester. Several faculty indicated a desire for more and better evaluation of their work performance. Comments relating to opportunities for input into administration decision-making and communication reflected a perception among some faculty that their inputs are not valued and that they are generally not significantly involved in decision-making activities. A number of comments complained about fringe benefits. These types of comments are being used to consider ways of making a very good situation even better. To improve communication, a Faculty Handbook has been developed which summarizes key policies and procedures. The Handbook is available in print or on the Internet.

The survey also highlighted areas of concern related to part-time and adjunct faculty. Part-time/adjunct faculty in general expressed less satisfaction than full-time faculty with fringe benefits, stable work environment, reasonable job security, clear information on work assignments, information on how one's work assignment fits in the overall context of Ricks, and opportunities for professional development. While some of these concerns are part of the nature of part-time employment, others are being addressed by administrators through such efforts as the development of the Adjunct Faculty Handbook.

Faculty are taking advantage of the professional resources offered them. Over the years, 80% of the faculty who have applied for leaves in a given year have had them granted. Appendix D provides a listing of some of the work faculty have done during leaves of absence or on other professional development projects. Each semester faculty take advantage of the full complement of development resources offered. In general,

Table 5

### Brown Bag Seminar Speakers and Topics

<b>Fall 1998</b>	<b>Winter 1999</b>
<p>"Knowing, Teaching and Learning" Parker Palmer - AAHE</p> <p>"Investment Strategies for Ricks Faculty" Brian Esplin - Edward Jones Investment</p> <p>Case study: "The Creative Test Taker" Scott Bergstrom, Max Checketts</p> <p>"Welding in Mexico" Leo Castagno - Welding David Bednar - President</p> <p>"Getting Course Material Online: Web pages for Dummies" Kent Jackson - Computer Information Systems</p>	<p>"China" Su Li - Visiting Professor</p> <p>"The Privatization of Higher Education" PBS satellite broadcast</p> <p>"Learning Styles and Dealing With Individual Learners" Karen Holt - LAL Greg Hazard - LAL</p> <p>"Recent Advances in Functional Neurosurgery" Ed Kinghorn - Psychology</p> <p>"Emperor Qin and the Unification of China" Su Li - Visiting Professor</p>

departments fully use their in-service budgets. The institution awards funds to faculty for attendance at professional conferences, guest speakers, curriculum development, travel for creative work (including travel abroad) and graduate study. Last year, more than 25 faculty members received a stipend from Ricks College for half of the cost of their graduate courses.

A number of other professional in-service activities are sponsored by the institution. The monthly journal – *Teaching for Success* – is given to each faculty member. "Brown Bag" seminars are held every two weeks. These seminars enable faculty to make presentations to fellow faculty, to receive training from an expert in some aspect of teaching, or simply to discuss their experiences with each other. Table 5 shows a list of the Brown Bag seminars offered during the 1998-1999 school year. In Fall 1998, Ricks College began hosting a local Great Teacher's Summit. Faculty spend two days at the Teton Leadership and Service Center in Victor, Idaho, discussing ideas and issues related to teaching.

Perhaps one of the best indicators of faculty satisfaction with their job is faculty retention. Table 6 lists the reasons and numbers of faculty who left a full-time teaching position at Ricks College in the past ten years. Of the 131 faculty who left full-time teaching in this time frame, only 32 left to pursue employment elsewhere, further their education, or for family reasons. Once hired, very few faculty choose to leave Ricks College until they retire.

Table 6

### Individuals Who Left Faculty Positions

<b>Reason for Leaving</b>	<b>1979-1988*</b>	<b>1989-1998</b>
Retirement	39	69
Other Employment, Education, or Family	37	32
Temporary Appointment (one- or two-year)	12	16
Died	4	6
Shifted to Non-Faculty Position	2	6
<b>Total</b>	<b>97</b>	<b>131</b>

\* Source: 1989 Self-Study

An effective program of faculty evaluation is in place at Ricks College. The performance of both new and tenured faculty is rigorously assessed. Table 7 shows the number of faculty evaluated by students for the past five years and the average ratings given by students to faculty and courses.

## 4.0 Scholarship, Research, and Artistic Creation

---

Ricks College believes that the teaching and learning process is significantly enhanced through the development and maintenance of faculty expertise and talent. To fulfill the College's mission, it is incumbent on the faculty to teach with accuracy, completeness, and understandability to the student. Exactness and correctness are expected of every teacher.

Beyond that, the scholarship and creative activity at Ricks College adds an important dimension to the climate of the College. Unlike colleagues at four-year universities, Ricks College faculty do not face the same pressure to conduct research or engage in creative activity; yet a remarkable number of projects are undertaken by faculty each year. Most research or creative activity is typically designed to benefit students or to enhance a program's curriculum. Some projects are part of a master's or doctoral program. Some are self-funded projects, arising out of a faculty member's personal interests. Some research is done in connection with the presentation of a professional paper. A number of faculty members direct and produce drama, stage, dance, concert and musical productions with and for the students and the general public. Whatever the motivation, these projects reflect a diversity in scholarship and creative activity that enhances the scholarly and creative environment of the College.

The evidence of scholarship among the Ricks College faculty is found in several areas:

- Qualifying and securing a professional license, a certification, or a clinical endorsement; attending short courses
- Acting as the director or co-director of an academic touring group
- Directing a significant curriculum entity such as the math lab or the writing lab
- Serving on councils and committees
- Founding or maintaining an organization that facilitates the curriculum such as the Scholastic News Service
- Presenting professional papers at regional and national meetings; submitting articles to refereed journals on topics of scholarly research or creative subjects

Appendix D provides representative examples of the scholarship, research, artistic creation, publication, and committee work of the Ricks College faculty.

The diligent scholarship and creative efforts by Ricks College faculty contribute greatly to the climate. When asked in the College Student Experiences Questionnaire about the degree to which an academic/scholarly environment was emphasized at Ricks College, 95% of the students indicated a strong emphasis as compared with 80% of students attending four-year schools. When asked in the same survey about the degree to which an aesthetic/creative environment was emphasized at Ricks College, 83% of the students indicated a strong emphasis as compared with 59% of students attending four-year schools. Students do perceive and appreciate the efforts of the faculty to maintain a high level of expertise and skill in their respective disciplines.

Table 7

Number and Value of Instructor and Course Ratings

<b>Term</b>	<b># Faculty</b>	<b># Courses</b>	<b>Overall Instructor</b>		<b>Overall Course</b>	
Fall 1996	57	278	5.70	Excellent	5.46	Very Good
Winter 1997	55	242	5.71	Excellent	5.41	Very Good
Fall 1997	145	518	5.77	Excellent	5.48	Very Good
Winter 1998	139	512	5.72	Excellent	5.48	Very Good
Fall 1998	148	550	5.84	Excellent	5.52	Excellent
Winter 1999	128	462	5.86	Excellent	5.56	Excellent

*0-2.5=poor 2.5-3.5=fair 3.5-4.5=good 4.5-5.5=very good 5.5-6.5=excellent 6.5-7.0=exceptional*





---

---

*Standard 5*

Library and  
Information Resources

---

---

*Self-Study*

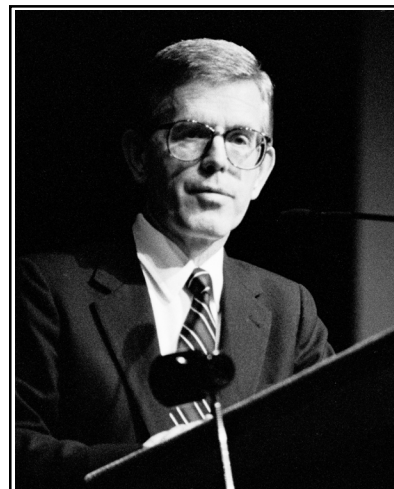
*1999*



---

*Where there is still intellectual sagebrush, let us clear the land and plant more fruitful seeds.*

- Bruce C. Hafen  
*President, Ricks College, 1977-1985*



## *Standard 5*

# Library and Information Technology Services

## 1.0 Purpose and Scope

The David O. McKay Library and the Division of Information Technology Services both play an active role in supporting the academic needs and mission of Ricks College. The Library incorporates the educational and economic advantages of new technology by acquiring, organizing, processing, and making collections in all media readily available. The Library also assists patrons in finding and using information at Ricks College and elsewhere. Information Technology Services has gone through a careful process to select application software, database management systems, voice, multimedia, hardware and end-user tools to support both the academic and administrative needs of the College. A combined centralized, client/server approach has been selected for the management of these resources and is designed to match the College's needs and resource constraints. The holdings, equipment, and personnel of the Library and Information Technology Services resources are adequate and support the mission and goals of Ricks College.

### 1.1 Library Resources

The Library maintains a well-balanced collection of traditional materials and new technology as it serves the

needs of the students, faculty, and staff of the College. It also maintains a satisfactory balance among its collection of books, periodicals, media, microfilm, and electronic materials. The core collection includes approximately 150,000 books, 800 periodical subscriptions, government documents, reference CDs, a video collection, microform, and on-line databases.

An efficient interlibrary loan and document delivery system is available. Patrons are able to access these holdings through an Internet catalog. Faculty and staff can check out materials from their offices or homes, and have them delivered directly to their offices. Professional library assistance is provided to assist students and other patrons in effectively using library resources.

The Library is the central location on campus where students study, use computers, and do research. Through the Internet and the Ricks College Intranet, on-line databases are available within the Library, and on and off campus.

### 1.2 Information Technology Resources

Information Technology resources include a combination of hardware, software, and personnel. A robust fiber-optic backbone system facilitates communication and productivity. More than 750 computers at over 20 computer laboratories across campus are

available for student use. Nine computer technicians (client computer specialists) are distributed throughout the campus to provide help with hardware and software issues. They install and configure new computers and train end users. Additional assistance is provided in the computer laboratories to assist students in effectively using the resources.

A wide variety of current software applications are available in the various computing facilities located across the campus. Licensing agreements have been negotiated with vendors in an effort to maintain the latest software applications for student use at the lowest overall cost to the College. In recent years, the College has made widespread use of e-mail, Internet, and network access across the campus. Many faculty now post course syllabi and assignments directly on the Internet and require students to submit homework via the Internet. All students are issued an e-mail account when they arrive on campus. Internet and e-mail access is currently available in the majority of the computing facilities on campus.

Information Technology Services facilitates the specialized needs of individual departments and programs by providing support in the design, installation, and maintenance of computing facilities, configuration of hardware, and installation of software applications. Many of the present computing facilities have been designed to meet the needs of a department or program.

## 2.0 Information Resources and Services

---

The Library provides a wide range of resources and services which are designed to support the curriculum of the College. Information Technology Services actively supports the College's curricular offerings through an ongoing effort to remain current with emerging technologies, while providing access to state-of-the-art hardware and software applications.

### 2.1 Library Support of Educational Programs

Materials and equipment are acquired, organized, and maintained to support curriculum and to provide students with excellent resources. Presently there are over 300 computers in the Library, and this number is expected to increase. Audio, video, photographic, and digital equipment are selected and maintained by Media Services.

To assist students, faculty, and staff in using Library and Information Technology resources independently

and effectively, a number of training procedures are in place. Library Public Services offers tours, orientations, Library Science classes, brochures, and individualized instruction. Classes and individualized instruction are provided for those using the Family History Center. Media Services delivers individual and group instruction in the production and use of multimedia materials. They offer training in video and audio production, graphics development, scanning, and web page development. Media Services also advises faculty on equipment purchases and remodeling requests. Several times each semester, short courses in specific software applications are offered by Library or Information Technology staff. Faculty, staff, and students also have access to many on-line, self-paced computer-based training courses in programming, operating systems, software applications, and advanced technical topics.

The Library Collection Development Policy (last updated in 1995) contains the policies, regulations, and procedures for management of information resources within the Library. In addition, each department develops policies as needed to promote fair and efficient use of Library resources under its supervision. Such policies regulate circulation of materials, use of computers, and use of audiovisual equipment and rooms. These policies are articulated in procedures manuals in each department and are made public through signs, the Library Home Page, and explanations to individuals as needed.

Opportunities are provided for faculty, staff, and students to participate in the planning and development of Library resources and Information Technology Services. Each department on campus has a Library liaison who works with the head of Technical Services to select and screen materials. Requests from faculty and students are submitted to Technical Services, either directly or through other Library staff. Also, surveys are used to gather input from faculty, staff, and students regarding Library resources and services.

Beyond the core collection of materials housed in the Library, many on-line databases are provided through the Internet and through paid subscriptions. UMI's ProQuest Direct provides access to approximately 3,000 journals and newspapers, many in full-text. Newsbank offers 500 regional newspapers in full-text. The Library electronic reserve allows faculty to make their resources readily available to students.

### 2.2 Information Technology Services Support of Educational Programs

Information Technology Services is comprised of five departments each headed by a director: Centralized Data Services (CDS), Client Computer Services (CCS),

Communication Services, Distributed Data Services, and Network Operations. Budgets for CDS and CCS facilitate maintenance and replacement of components or computers in a timely manner. The other departments receive annual funding for new capital equipment purchases and handle replacement of old capital equipment based on life-cycle analysis.

Information Technology Services also provides input to administrative and academic departments to help them procure, implement, and maintain equipment and materials in support of their specialized departmental needs. A computer specialist is assigned to each department to provide timely support to faculty, staff, and students. These computer experts work in various buildings across campus. They answer technical questions and provide training to end users within their assigned areas.

The Information Services Procedures Manual contains policies, regulations, and procedures relative to the development and management of information resources. Since its last update in November 1995, several policies dealing with the use of emerging technology have been written and mailed to users. Some of these policies deal with the use of e-mail and the Internet, standardization of PC purchases, electronic communication, computer use, data accessing, admissions, registration, and the purchasing of multimedia products. These policies will be consolidated in an updated Information Technology Services Procedure Manual in the near future.

Requests for projects requiring Information Technology resources are directed through appropriate departmental and academic channels where they are discussed, prioritized, and implemented as time and resources permit.

Currently, Information Technology Services is helping the College to extend its boundaries. Beginning Fall 2000, all incoming freshman will be required to complete an on-line course where a substantial portion of that course (70%) is being delivered via the Internet. This experience will prepare students for lifelong learning in an increasingly high-tech world. In preparation for this requirement, Ricks College is working closely with Brigham Young University (BYU) in the development/adaptation of several on-line courses. Over the next five years, we expect to offer 80 on-line courses and four on-line associate degrees.

Other developments include an Engineering Graphics class team-taught with BYU via the Internet. Students meet in a traditional class setting at the appointed hour at both institutions as the lecture is streamed over the Internet. During lab sessions, students from Ricks log on to BYU's high-end CAD software (ProEngineer) and collaborate with BYU students and teaching assistants to complete homework, all via the Internet.

## 3.0 Facilities and Access

---

The Library is home to a number of significant educational resources which are readily accessible by students, faculty, and other patrons. One indication of the accessibility of library resources to students and patrons comes from a survey conducted by Boise State University which showed that the David O. McKay Library conducted more library loan transactions in 1998 in both its general and reserve collections than any other library in Idaho (see Table 1). Information Technology Services has kept pace with advances in information technology by steadily increasing and improving access to computing resources on and off campus.

### 3.1 Library Facilities and Access

Library facilities are adequate at the present time and will improve as expansion takes place in the year 2000. Presently, there are 700 study seats of which 300 have computer workstations. By the year 2000, there will be approximately 1,200 seats of which 400 will have computer workstations. Access to facilities and resources continues to improve as Library hours increase and as more resources become available to remote sites through the Internet.

The Library strives to provide quality resources and to assist patrons in identifying and using them. All students, faculty, and staff have access to Library materials, equipment, and services. A Ricks College ID card is used to check out materials and equipment. Off-campus patrons can purchase a library card at a nominal fee. Several CD and on-line databases provide increasing numbers of full-text articles, making access more convenient than ever for patrons. The quantity of resources available to Library patrons has increased dramatically in recent years because of Internet access.

The Library has formal resource-sharing agreements with the libraries of BYU, BYU-Hawaii, and LDS Business Colleges through its participation in the CES [Church Education System] Academic Libraries Consortium. The Consortium meets each fall and spring. Working Committees of the Consortium include Library Directors, Collection Development Personnel, Public Services Personnel, and Information Systems Personnel. The Consortium has negotiated cooperative purchase agreements for both print and non-print materials, facilitated cooperative reference services, established a courier service for materials transferred to and from BYU and other Utah academic libraries, and has established a copyright clearance office at BYU.

As a member of the CES Consortium, the Library also participates in the Utah Academic Libraries

Table 1

---

Idaho Academic 1998 Library Loan Transactions

Institution	Loan Transactions	
	General Collection	Reserve Collection
Albertson College	15,061	1,992
Boise State University	137,452	51,635
College of Southern Idaho	15,961	6,964
Idaho State University	85,361	22,683
Lewis & Clark State College	82,138	61,729
Northern Idaho College	50,053	7,883
Northwest Nazarene College	27,725	2,749
Ricks College	174,228	64,604
University of Idaho	150,670	55,869
University of Idaho – Law School	4,498	N/A

Source: Tim Brown and Julie Clarkston,  
Albertson's Library, Boise State University

Table 2

---

Computing Facilities Available for  
Student Use Outside the Library

Building	Computer Labs	Computers
Austin	4	90
Benson	2	50
Clarke	1	20
Manwaring	1	25
Smith	9	250
Spori	2	40

Consortium under the umbrella of BYU for resource-sharing purposes. Under the Consortium agreement, the Library is able to subscribe to many on-line databases at substantial savings.

### 3.2 Information Technology Facilities and Access

Access to student computing facilities has greatly increased over the past few years and now extends across campus. In addition to the 300 computer workstations in the Library, students have access to 475 more workstations in 19 computer labs on campus (see Table 2). Many of these facilities are used as computer classrooms during the day and are available in the evening for general use.

The quantity and quality of computer resources have also increased dramatically in recent years. All faculty have personal computers with necessary software applications including e-mail, Internet access, and personal web pages. Site licenses are negotiated with vendors where appropriate. Reasonable access is provided to specialized equipment such as scanners and digital cameras on a departmental or division level. Faculty have easy access to student records for advising purposes. Staff members have reasonable access to personal computers in accordance with their job requirements. All students have access to personal computers and network resources through the Library and the computer labs across campus. Students also have reasonable access to the Internet. The College is in the process of implementing a Student Computer Domain which will improve access while providing increased security and accountability for students.

The College has participated within the larger LDS Church Education System in the establishment of site software licenses with Microsoft and CBT Systems. Many other vendor agreements have been negotiated as well. CBT Systems software provides on-line, self-paced courses which helps faculty and students keep abreast of software upgrades and advanced technical issues.

## 4.0 Personnel and Management

---

The Library and Information Technology Services provide the necessary professional and support personnel to carry out their respective missions and objectives. Both organizations are managed by experienced professionals.

## 4.1 Library Personnel and Management

The David O. McKay Library is managed by a Director, a Systems Administrator, and three department chairs: Media Services, Public Services, and Technical Services (see Figure 1). The Library employs a total of 26.75 full-time personnel and approximately 120 part-time student assistants. Of the full-time employees, 12 are classified as faculty – nine professional librarians, one systems administrator, and two media specialists. Other personnel include one photographer, one computer consulting lab supervisor, and 12.75 support staff.

In accordance with the staffing requirements for single-campus services defined in the *Standards for Community, Junior, and Technical College Learning Resource Programs* (1994), the Library meets the minimum standard of 25 total staff for a student enrollment of 8,600. However, the Library could use more support staff to provide more efficient Library services. Because of increased student enrollment, the administration has approved two new positions, Instructional Designer and Multimedia Specialist, for the Media Services Department, and a staff position for the Public Services Department. Over the years, the administration has provided significant funding for student workers to bolster the work of the full-time staff. Each year the Library hires approximately 120 students, equivalent to 41 FTE. In terms of total staff, Ricks College is second only to Boise State University among Idaho institutions of higher learning, as Table 3 shows.

The Library has highly qualified faculty and staff. All faculty have master's degrees; three have double master's. Several faculty have strong technological backgrounds, including skills in Horizon and the Internet. Their diverse backgrounds include law, education, business, literature, science, technology, music, languages, communications, instructional technology, broadcasting, business, health, and arts. All staff have some college training; three have bachelor's degrees. The Library staff are well trained in their areas of responsibilities. The Public Services Department is comprised of five professional librarians (reference, circulation, serials, documents, and department chair), four and three-fourths support staff (interlibrary loans, circulation, technology/student supervisors), and approximately 60 student workers trained in reference and circulation skills. The Technical Services Department consists of three professional librarians (cataloging, archives, department chair/acquisitions), three support staff (cataloging clerk, acquisitions clerk, family history clerk), and 20 student workers trained in technical services skills. The Media Services Department consists of two media specialists (instructional

## Organizational Structure of the Library

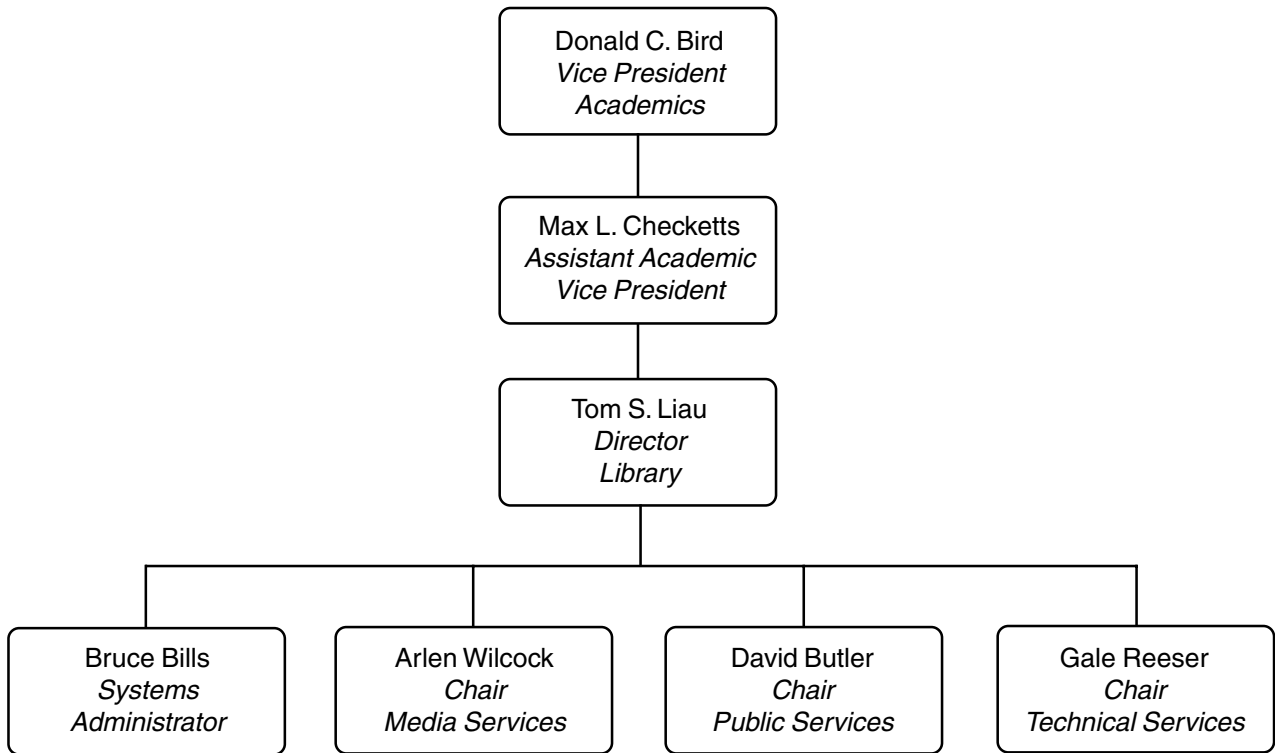


Figure 1

media specialist and department chair), one photographer, four support staff (secretary, scheduling, video services, multimedia), and approximately 40 student workers with varying media-related skills.

The Library also uses full-time volunteer LDS missionaries to assist in the operation of the Family History Center, help students utilize the FamilySearch program, and teach Family History Center classes as needed. The missionaries provided more than 12,000 hours of volunteer service during the 1997 calendar year.

The Library provides ongoing training opportunities for all staff and faculty through conferences, seminars, workshops, and exhibitions. Weekly in-house computer workshops under the direction of the Systems Administrator also help Library personnel keep up with computer technology. The Library encourages faculty and staff to attend local, regional, and national library or instructional media conferences.

Student workers are required to take a one-credit library science class, which helps them acquire library skills in different areas. Also, major training and orientation occur each fall at the beginning of the school year. Additional training continues throughout the year.

Because student workers are a valuable asset, there is constant effort to find better ways to train and supervise them. With each improvement, these student workers have a more satisfactory work experience and Library patrons receive better service.

The Library holds a weekly meeting with the director, three department chairs (Public Services, Technical Services, Media Services) and the Systems Administrator. All departments work closely to address Library operations, services, and issues.

The Library Director is a member of Academic Council (see Standard 6, Figure 4). Through the Academic Council weekly meeting, the Director is able to give and receive input from this body regarding Library policies, procedures, resources, and services. The Systems Administrator represents the Library and coordinates with the campus Information Technology Services on computer technology needs. The Library Director also has direct input to the Assistant Academic Vice President for Instruction, who oversees the Information Technology Services on technology issues and projects.

The Media Services Department works closely with all academic departments on multimedia or high-tech



Table 3

### Idaho Academic 1998 Library Staffing

Institution	Staffing (FTE)			
	Professional	Non Professional	Students	Total
Albertson College	2	6	7	15
Boise State University	18	44.4	19	81.4
College of Southern Idaho	2	8	1.88	11.88
Idaho State University	17.26	25.5	20.55	63.31
Lewis & Clark State College	5.65	5	4.51	15.16
Northern Idaho College	6	6	8.55	20.55
Northwest Nazarene College	3	3.2	6.62	12.82
Ricks College	14	12.75	47.63	74.38
University of Idaho	18.25	34.75	13.2	66.2
University of Idaho – Law School	4	5	2.35	11.35

*Source: Tim Brown and Julie Clarkston,  
Albertson's Library, Boise State University*

classroom installations; provides media resources and services to the campus and community; assists in the development and production of instructional materials; consults with faculty in media design, selection and utilization; and promotes the use of appropriate technology to enhance instruction.

The Library invites faculty to participate in collection development and weeding. Librarians have been assigned to work as liaisons with department chairmen and the department representatives.

The College, through the Academic Vice President's Office and/or Academic Council, consults with both the Library and Information Technology Services to find ways to improve student research skills, computer lab support, support for instruction, and supporting technology for the Internet courses which will be implemented in the year 2000. The College has always kept the Library and Information Technology Services informed of new academic programs so they are prepared to respond in support of new curriculum development.

Academic departments seek recommendations from the Media Services Department on classroom multimedia installations. Most campus classrooms are now

equipped with dedicated video equipment; others are in various stages of data and multimedia capability. Classrooms which warrant it have comprehensive touch panel control over all aspects of classroom multimedia.

The Library has a total annual budget of more than \$1.5 million, including faculty and staff salaries. Library program budgets are divided into two major categories: Continuing Operating accounts and Capital/Computer Equipment accounts. The Continuing Operating accounts cover office and operating supplies, copy and printing charges, travel and professional development, equipment repairs and maintenance, Library automation, binding, materials purchases, periodicals, postage, student wages, etc. Over the years, the Library's Continuing Operating budget has increased between 1.5 to 2% annually. The amount of the budget is adequate for most expenses in the Library.

All departments manage their budgets well and are left with a surplus of a few thousand dollars each year. However, the Library Materials budget account is unable to keep pace with the inflation costs of books and journals in spite of special issue monies that the Library receives once every few years.

The Capital Equipment accounts include audiovisual equipment, computers, microform copy and printing machines, and other equipment. The amount of a budget increase for this category varies from year to year depending on availability of funds appropriated by the College administration and the Church Board of Education.

The Library receives generous funding for equipment needs. The Library has consistently received more than \$200,000 annually for equipment and computer purchases. The Library uses Capital Equipment monies to upgrade and implement innovative technological projects which benefit faculty and students on and off campus.

In addition to normal budget increases for both Continuing and Capital Equipment accounts, the Library also receives special issue funds as proposed by the Library.

## 4.2 Information Technology Services Personnel and Management

The Division of Information Technology Services is comprised of five departments: Centralized Data

Services, Client Computer Services, Distributed Data Services, Communication Services, and Network Operations (see Figure 2). Directors of each department report to the Assistant Academic Vice President for Instruction. Information Technology Services employs a total of 48 full-time personnel and 31 part-time student employees.

Centralized Data Services, located in the Kimball Administration building, is comprised of one director, ten programmers, two student secretaries, and four student operators. This department maintains most of the databases served on campus, including financial administration and student records.

Client Computer Services consists of a director, two client computer analysts, nine technicians (client computer specialists), and three student employees. The director and analyst are housed in the Kimball Administration building, while the technicians are distributed throughout the campus in the buildings for which they provide technical support. The technicians provide support for both hardware and software, install and configure new computers, and train end users. The analysts test new hardware and software configurations, train technicians in new technologies, and provide secondary support and backup service for technicians.

### Organizational Structure of the Division of Information Technology Services

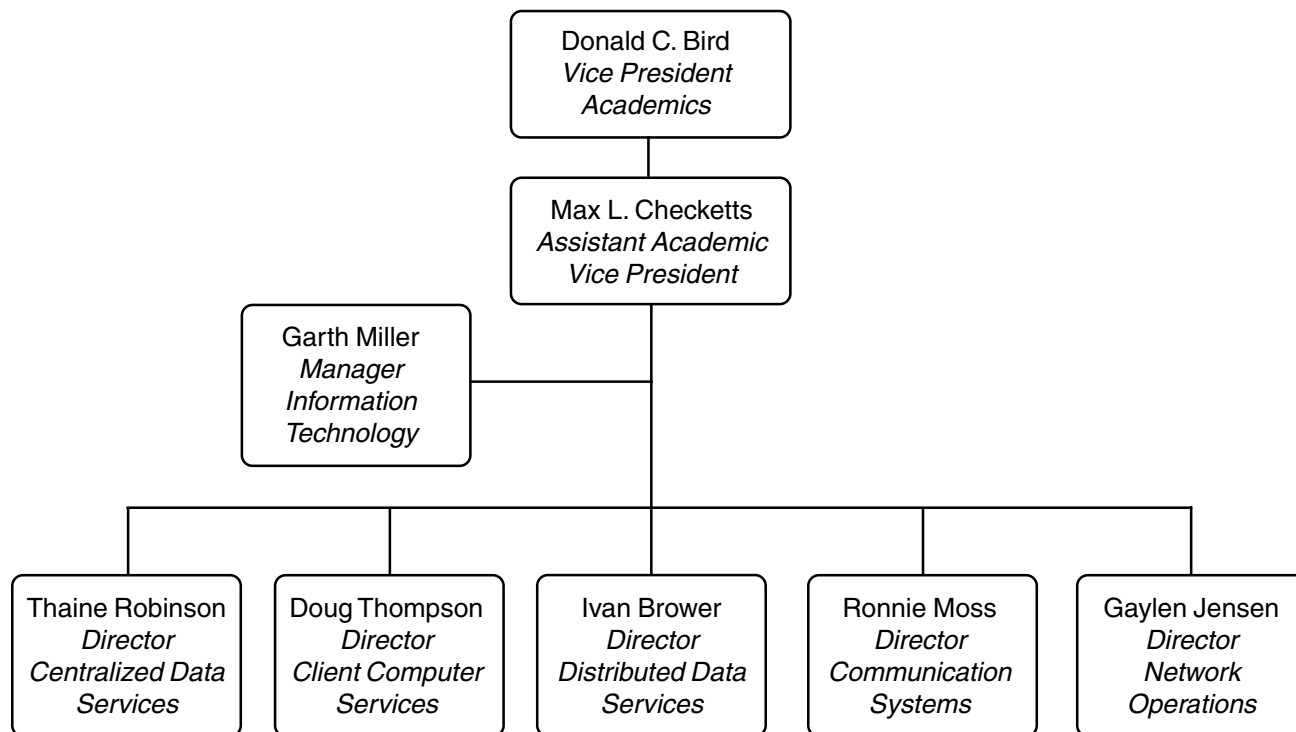


Figure 2

Distributed Data Services is housed in the Kimball Administration building and supports distributed clients and servers on campus including computer labs, faculty and administrative computers, Internet access, student e-mail, and specialized departmental services. This department consists of a director, four managers (NT, NetWare, Unix, web development) and three student employees.

Communication Services consists of 16 full-time personnel and 19 student employees housed in various buildings across campus (Physical Plant, Smith, Spori, and Kirkham buildings). This department provides support in the areas of audio/visual and multimedia equipment, lights and sound operations, telephone service, and the design, installation, and maintenance of the cable plant (both fiber and copper).

Network Operations Services, housed in the Kimball Administration building, provides network connectivity campus-wide. Department duties include design, installation, security, maintenance, monitoring, and management of the campus network and related equipment. This department includes a director, network manager, and two network analysts.

Numbers of computers, servers, and computer users on campus continue to grow while support staff numbers increase in smaller increments. Thus, the need for quality staff is increasing. Growth, change, updating, and constant demand for additional services require extensive manpower and resources to implement projects in a timely manner. Personnel must balance between day-to-day operations and implementation of new projects. Even though we have a highly skilled staff, lack of manpower is a factor in keeping up with new projects.

Information Technical Services staff members stay current with the rapid changes in technology. All personnel have completed college training or specialty courses which qualify them for their positions of responsibility (three master's degrees, 12 bachelor's degrees, and 22 associate degrees). Many members have earned special certifications through ongoing training to perform specific maintenance on computers and electronic equipment. Staff members attend short courses, conferences, and seminars as time and financial resources permit. Upon their return from these activities, personnel disseminate the knowledge that they have gained by helping to train other personnel in the same area of expertise.

The directors from each of the five departments of Information Technology Services report directly to the Assistant Academic Vice President for Instruction. A weekly meeting is held with the directors, the Assistant Academic Vice President for Instruction, and the Project Manager for Information Technology Services to discuss current issues and to plan, coordinate, prioritize, and implement technological projects.

Directors of Information Technology Services serve on the campus Computer Technology Council (CTC) chaired by the Academic Vice President. The CTC provides planning recommendations for the development of policies and priorities in information technology. Other members of this committee include representatives from all vice presidents, physical plant, and purchasing.

In August 1997, the Client Computer Services department was established by merging the Help Desk and computer-repair area of the Communications Systems Department. Technicians were decentralized, placed in different buildings, and given stewardship over a particular area. This reorganization helped them become more responsive to the needs of faculty, staff, and students across the campus.

In recent months, Information Technology Services was reorganized and placed under the direct supervision of the Assistant Academic Vice President for Instruction. A key reason for this reorganization was to facilitate coordination among Information Technology Services, the Library, and the academic divisions.

Budget decisions relating to Information Technology Services are based upon a standard set of options for application software, data management systems, voice, multimedia, hardware, networking, and end-user tools. New project requests are continuous, and it is a challenge to bridge the gap between needs and available resources. A good working relationship exists between administrators and technical support personnel. By working together, technology requests and financial support are carefully evaluated. Even though Information Technology deals with constant change, the technology maintenance budget is adequate for present needs. Detailed budget information is available upon request.

---

## 5.0 Planning and Evaluation

In its planning, the College has always involved Library and Information Technology Services personnel in issues of professional development, student computer needs, space needs, and allocation of resources. As project requests are received, projects are evaluated and prioritized under the direction of the Academic Vice President with technical input from Information Technology Services and Library personnel.

For example, the Library Director and Public Services Chair participated with other faculty and administrators on the Library East Wing Remodeling Committee. The Committee's charge was to determine the program requirements for the remodeling of the East Wing (the old Administration Building) so the Library could expand when the Kimball Administration and

Table 4

### Overall Assessment of Library Services by Students

*I feel library services are:*

Quality	1998		1999	
	Number	%	Number	%
Poor	12	3%	4	1%
Adequate	100	27%	67	20%
Good	220	59%	216	64%
Excellent	40	11%	52	15%
<b>Total</b>	<b>372</b>		<b>339</b>	

Student Services Building was completed in the spring of 1999. The Committee received input from all three Library departments as to space arrangements and program requirements. Several services will be relocated and remodeling will begin in the year 2000. The East Wing will add an additional 26,949 square feet to the existing Library space of 65,349 square feet. The current seating capacity for the student body of 8,600 is 8%, which is below the minimum national seating standard for junior colleges. The East Wing expansion will increase the total seats to 1,200 (800 study carrels and 400 computer stations), resulting in a total of 14% seating capacity with both wings combined.

In February 1999, the College administration realigned Information Technology Services, which oversees all computer technology on campus. Under this new arrangement, Information Technology Services now reports to the Assistant Academic Vice President for Instruction, to whom the Library Director also reports. As a result, coordination between the Library and Information Technology Services is anticipated to increase. Another advantage of the alignment is that the Communication Systems Department and Media Services can work more closely to avoid duplication of services.

## 5.1 Library Planning and Evaluation

The Library constantly reviews the informational needs of faculty and students. In Winter 1998, the Library conducted a survey of its services. The survey indicated that 80% of responding faculty rated the services *good* or *excellent*, while 70% of the student respondents rated them in that same manner. The

Library feels that the survey represents a strong level of satisfaction, although there is room for improvement. This survey has been helpful in evaluating services and in making changes. Examples of changes made following the survey are the addition of 80 computers and the extension of the closing hours from 10:00 p.m. to 10:30 p.m. The survey also revealed that student workers need more training in resources and services. The Library will take necessary measures to make sure that student workers are properly trained.

A follow-up survey was conducted with students in Winter 1999. This survey showed even higher levels of satisfaction (see Table 4).

The Technical Services Department will respond to specific suggestions from respondents to the survey which indicated that the best way to improve the Library is to update/modernize/expand the holdings and resources. The Library will work and consult with faculty more closely in materials selection and weeding. In 1990, Media Services administered a written questionnaire to determine faculty satisfaction with Media Services performance. Nearly 80% of the faculty responded. The overall response was very positive, averaging between six and seven (on a seven-point scale) in most of the areas surveyed.

Each department meets weekly to address needs and to resolve problems and concerns. A variety of statistics are gathered throughout each year and used to track progress relative to other academic libraries.

Starting in the year 2000, each student will be required to take one Internet course before graduation. The Library will work closely with the administration in providing access to Internet courses. A support desk will be established to assist students. The Library, through the CES Consortium, will look into establishing

shared library services to support the courseware that is being developed for distance education and campus use.

Because of space constraints, the Library is evaluating the rare and valuable library materials at Ricks College to determine what should be stored at the BYU Library. The Special Collections vaults now under construction at BYU's new addition will provide the appropriate temperature, humidity, and security necessary for the protection of these materials.

## **5.2 Information Technology Planning and Evaluation**

The Information Technology Services division uses one major feedback channel to guide its ongoing operations. Feedback is provided by field technicians

who deal with students, staff, and faculty on a day-to-day basis. Field technicians submit a weekly report to their supervisors describing the major problems they were asked to troubleshoot, their response time, and the time needed to correct the problem. Supervisors evaluate these reports and submit the most salient and recurring problems to the overall management of the division for possible application to other areas on campus. This feedback cycle has improved the effectiveness of troubleshooting and the speed with which computing problems are resolved. In one instance this feedback resulted in a campus-wide training effort in the use of the e-mail software. This feedback has been useful to the Campus Technology Council as it makes campus-wide decisions about standardizing the hardware platforms and software applications that will be used.





---

---

*Standard 6*

**Governance  
and  
Administration**

---

---

*Self-Study*

*1999*

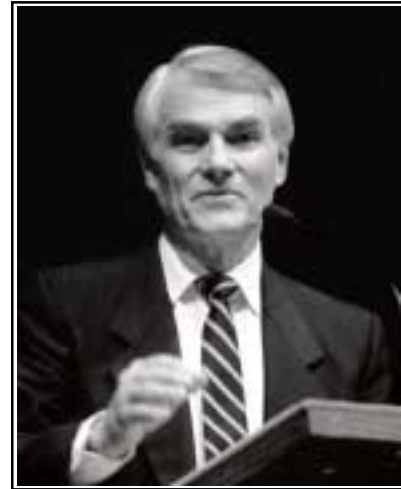




---

*Ricks College is the finest place I know for students to spend their first two college years, for three reasons, academics, developmental opportunities and religion.”*

- Joe J. Christensen  
*President, Ricks College, 1985-1989*



## Standard 6

# Governance & Administration

## 1.0 System of Governance

Ricks College is part of the LDS Church Education System which also includes Brigham Young University, Provo, Utah; LDS Business College, Salt Lake City, Utah; Brigham Young University-Hawaii Campus, Laie, Hawaii; elementary and secondary schools in developing countries; and hundreds of seminaries and institutes of religion adjacent to high schools and universities nationwide and abroad which serve several hundred thousand students.

The division of authority and responsibility between the Board of Trustees, the central Church Education System (CES) and Ricks College is clearly delineated. The duties, responsibilities, ethical conduct requirements, organizational structure, and operating procedures of the Board are clearly defined and published. The Board acts only as a committee of the whole. No member or subcommittee of the Board acts in place of the board except by formal delegation of authority.

The Church Commissioner of Education is the executive officer for CES. The President of Ricks College reports directly to the Commissioner and is given full operational responsibility for the College. The Commissioner of Education is directly responsible to the Executive Committee of the Board and thus to the Board of Trustees.

This structure has served the College well for years and has facilitated the successful accomplishment of the College's mission and goals. CES policies, regulations, and procedures concerning Ricks College are clearly defined and equitably administered. The authority and responsibilities of Board members and College personnel are described in Board minutes and in various College documents. The respective roles of board members and College personnel are mutually understood and effectively carried out. The system of governance allows ample provision for the appropriate consideration of faculty, student, and staff views and judgments.

## 2.0 Governing Board of Trustees

The Ricks College Board of Trustees, the officers of the Board and the officers of the Executive Committee are appointed by the First Presidency of The Church of Jesus Christ of Latter-day Saints. Members of the Board of Trustees are nominated by the officers of the board and approved by the board. Members of the board and its officers receive no compensation.

The Board of Trustees exercises broad-based oversight of all College activities. It approves the mission of the College, institutional policies, the academic and administrative structure, all major

programs of study, and the operating and capital outlay budgets. It has provided an adequate and stable funding source over the years for the operation and growth of the College. The board regularly evaluates its performance, adapts in response to changing needs, and carries out its responsibilities in an effective and efficient manner.

The board selects, appoints, and evaluates the College President and delegates to him the responsibility

to implement and administer approved policies and programs under the direction of the CES Commissioner of Education. The Board reviews periodic fiscal audit reports. It is aware of the College's accreditation status and relevant accreditation issues. The President of Ricks College is neither a member nor an ex-officio member of the Board of Trustees. He is, however, invited to attend board meetings when matters pertaining to Ricks

Figure 1

---

### Members of the Church Board of Education

- |                              |   |
|------------------------------|---|
| President Gordon B. Hinckley | <ul style="list-style-type: none"> <li>- World leader of The Church of Jesus Christ of Latter-day Saints</li> <li>- Bachelor's degree, University of Utah</li> <li>- Experience in Public Affairs</li> </ul>  |
| President Thomas S. Monson   | <ul style="list-style-type: none"> <li>- First Counselor in the First Presidency of The Church of Jesus Christ of Latter-day Saints</li> <li>- Bachelor's degree – Business Management, University of Utah</li> <li>- MBA degree, Brigham Young University</li> <li>- Experience in Publishing and Printing</li> </ul>      |
| President James E. Faust     | <ul style="list-style-type: none"> <li>- Second Counselor in the First Presidency of The Church of Jesus Christ of Latter-day Saints</li> <li>- Juris Doctor degree, University of Utah</li> <li>- Law and Government</li> </ul>  |
| Elder David B. Haight        | <ul style="list-style-type: none"> <li>- Council of the Twelve Apostles of The Church of Jesus Christ of Latter-day Saints</li> <li>- Bachelor's degree, Utah State University</li> <li>- Experience in Retail Business, City Administration</li> </ul>   |
| Elder M. Russell Ballard     | <ul style="list-style-type: none"> <li>- Council of the Twelve Apostles of The Church of Jesus Christ of Latter-day Saints</li> <li>- Attended University of Utah</li> <li>- Experience in Automotive, Real Estate and Investment Business</li> </ul>   |
| Elder Joseph B. Wirthlin     | <ul style="list-style-type: none"> <li>- Council of the Twelve Apostles of The Church of Jesus Christ of Latter-day Saints</li> <li>- Bachelor's degree – Business Administration, University of Utah</li> <li>- Experience in Business</li> </ul>  |
| Elder Richard G. Scott       | <ul style="list-style-type: none"> <li>- Council of the Twelve Apostles of The Church of Jesus Christ of Latter-day Saints</li> <li>- Bachelor's degree – Mechanical Engineering, George Washington University</li> <li>- Graduate work in Nuclear Engineering</li> <li>- Experience in Nuclear Fuel Development</li> </ul> |
| Elder Robert D. Hales        | <ul style="list-style-type: none"> <li>- Council of the Twelve Apostles of The Church of Jesus Christ of Latter-day Saints</li> <li>- Bachelor's degree, University of Utah</li> <li>- MBA degree, Harvard University</li> <li>- Experience in Business</li> </ul>  |

Figure 1 (continued)

---

Elder Henry B. Eyring	<ul style="list-style-type: none"> <li>- Council of the Twelve Apostles of The Church of Jesus Christ of Latter-day Saints</li> <li>- Bachelor's degree – Physics, University of Utah</li> <li>- MBA and DBA, Harvard University</li> <li>- Experience in Education, including President of Ricks College, 1971-1977</li> </ul>
Elder L. Aldin Porter	<ul style="list-style-type: none"> <li>- First Quorum of the Seventy of The Church of Jesus Christ of Latter-day Saints</li> <li>- Bachelor's degree – Education, Brigham Young University</li> <li>- Insurance Industry Executive for Mutual of New York</li> </ul>
Mary Ellen Smoot	<ul style="list-style-type: none"> <li>- Relief Society General President The Church of Jesus Christ of Latter-day Saints</li> <li>- Attended Utah State University</li> <li>- Homemaker, Community Service</li> </ul>
Margaret D. Nadauld	<ul style="list-style-type: none"> <li>- Young Women General President The Church of Jesus Christ of Latter-day Saints</li> <li>- Bachelor's degree – English and Speech, Brigham Young University</li> <li>- Homemaker, Education, and Community Service</li> </ul>
G. Paul Sorenson	<ul style="list-style-type: none"> <li>- Church Education System Administrator for Finance and Budgets</li> <li>- M.Ed. degree – Education Administration, Brigham Young University</li> <li>- Finance and Controller</li> </ul>

Officers of the Board

President Gordon B. Hinckley	Chairman
President Thomas S. Monson	1st Vice Chairman
President James E. Faust	2nd Vice Chairman
G. Paul Sorenson	Secretary
Elder M. Russell Ballard	Chairman, Executive Committee of the Board
Elder Richard G. Scott	Member, Executive Committee of the Board
Elder L. Aldin Porter	Member, Executive Committee of the Board
Mary Ellen Smoot	Member, Executive Committee of the Board
Elder Henry B. Eyring	Commissioner of Education

College are addressed. The Board of Trustees meets monthly except in April, July and October. The Executive Committee of the Board also meets monthly.

The officers of the Board of Trustees are also members of the First Presidency of The Church of Jesus Christ of Latter-day Saints and other prominent church leaders. This dual function provides necessary and appropriate administrative ties between the sponsoring church and the College. The Board of Trustees of Ricks College is then essentially self-perpetuating because of this dual function of the church leaders. These church leaders are chosen from the lay membership of the Church so the board members bring a variety of secular experience to their positions. A brief background of each board member is listed in Figure 1.

### 3.0 Leadership and Management

---

Ricks College is organized and staffed in a traditional manner which is suitable to the size and mission of the institution. The duties, responsibilities, and ethical conduct requirements of administrators, and indeed all employees of the College, are clearly defined and published. The principal officers of the College are well-qualified, competent, and highly respected by the campus community. Most administrative positions are filled from “within the ranks,” and long-term service is the norm. For example, the four Vice Presidents average over a quarter-century of service to the College. All were promoted to their present positions from within the ranks.

The College enjoys a tradition of cooperative working relationships, coordination within and among organizational units, and open communication and goal attainment, all of which contribute to effective and timely decision-making. Although Ricks has grown in size and complexity over the years, it has been able to retain much of the close-knit communications that were characteristic of the campus years ago. All academic, student life, administrative, and community service programs are directly related to the College mission statement.

Personnel policies and practices relating to the appointment, evaluation, retention, promotion, and termination of all employees are published and are readily available. Administrators’ and staff salaries and benefits are adequate to attract and retain competent personnel consistent with the mission and goals of the College. Periodic studies indicate that salaries and benefits of Ricks staff and administrative personnel are generally comparable with similar positions in other two-year colleges in the surrounding states and competitive with the local market.

Dr. David A. Bednar was a Professor of Management at the University of Arkansas when he was hired by the Board of Trustees in July 1997 to serve as the President of Ricks College. The position is a full-time appointment. The length of service for the four presidents preceding him in office were eight, four, seven, and six years respectively.

The President, the four Vice Presidents and the immediate staffs of the Vice Presidents are given faculty status. The personnel classification for these officers is administrative; however the faculty designation gives them opportunity to join the faculty association. Fringe benefits are the same for faculty and administration. Salaries, however, are administered differently for each of the above classifications. Administrators with faculty status are compensated under the plan for administrators.

The College employs a highly qualified and experienced Director of Institutional Research. Various evaluative studies involving present and former students, faculty, and others contribute to the improvement of the teaching/learning process. Results of the various studies are widely distributed to the campus community through various means including use of an Internet page.

### 4.0 Ricks College Administration

---

Figure 2 outlines the Ricks College administrative organization.

#### 4.1 Résumés of Principal Administrative Officers

See Figure 3.

#### 4.2 Administrative Councils and Committees

The President presides over the President’s Council which meets weekly and is composed of the President and the four Vice Presidents. A Strategic Planning Council, which includes additional key administrators, meets approximately every other month. Each of the Vice Presidents presides over one or more administrative councils pertaining to his respective area. The responsibility and composition of the key administrative councils are found in Figure 4.

A number of other committees involving faculty, administrators, and staff members provide invaluable service to the College by addressing a wide variety of needs. Depending on the scope of the assignment, each committee is generally appointed by the President or by

## Ricks College Administrative Organization

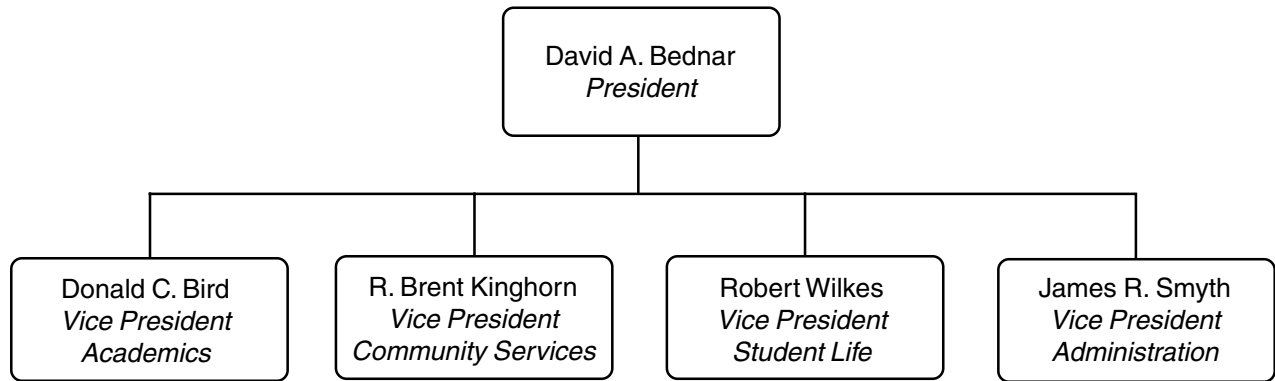


Figure 2

## Résumés of Principal Administrative Officers

### **David A. Bednar President**

Education	BA	1976	Communication, Brigham Young University
	MA	1977	Organizational Communication, Brigham Young University
	PhD	1980	Organizational Behavior, Purdue University
Professional Experience	1997-		President, Ricks College
	1996-1997		Professor of Management, University of Arkansas
	1992-1997		Director of Management Decision Making Lab, College of Business Administration
	1987-1992		Associate Dean, Graduate Studies, College of Business Administration
	1986-1996		Associate Professor of Management, University of Arkansas
	1984-1986		Assistant Professor of Management, Texas Tech University
	1980-1984		Assistant Professor of Management, University of Arkansas

### **Donald C. Bird Academic Vice President**

Education	BA	1965	Technology Education, Utah State University
	MS	1968	Technology Education, Brigham Young University
	EdD	1974	Technology Education, Texas A&M University
Professional Experience	1995-		Academic Vice President, Ricks College
	1988-1995		Faculty, Department of Design & Drafting Technology
	1979-1988		Chairman of Engineering and Technology Division
	1974-1979		Director of Education & Training, EG&G, Idaho, INEL
	1973-1974		Director of Placement and Associate Director of Cooperative Education, Ricks College
	1971-1973		Graduate Student and Assistant, Texas A&M University
	1965-1971		Chairman, Department of Design & Drafting Engineering Technology, Ricks College

Figure 3

## Resumés of Principal Administrative Officers

### **James R. Smyth Administrative Vice President**

Education	BS	1970	Accounting, Brigham Young University
	CPA	1973	State of Utah
Professional Experience	1989-		Administrative Vice President, Ricks College
	1988-1989		Director of Business Services, Ricks College
	1979-1989		Internal Auditor, Ricks College
	1973-1979		Auditor, The Church of Jesus Christ of Latter-day Saints
	1971-1973		Accountant, Coopers and Lybrand

### **R. Brent Kinghorn Community Services Vice President**

Education	BA	1965	History and Political Science, University of Utah
	MEd	1967	Educational Administration, Brigham Young University
Professional Experience	1978-		Community Services Vice President, Ricks College
	1976-1978		Chair, Ricks College Division of Continuing Education
	1974-1978		Director, Ricks College Summer School
	1967-1978		Supervisor then Director, BYU-Idaho Center for Continuing Education
	1965-1967		Public school teaching

### **Robert Wilkes Student Life Vice President**

Education	BS	1965	History, Brigham Young University
	MEd	1970	Educational Administration, Brigham Young University
Professional Experience	1999-		Student Life Vice President, Ricks College
	1998-1999		Faculty, Ricks College
	1995-1998		Mission President
	1990-1995		Faculty, Chairman of Division of Education, Ricks College
	1985-1990		Faculty, Chairman of Department of Religious and Family Living, Ricks College
	1980-1985		Chairman, Department of Recreation Education, Ricks College
	1970-1980		Faculty, Ricks College
	1968-1970		Institute Teacher, Reno, Nevada
	1965-1968		Seminary Teacher, Enterprise, Utah

---

Figure 3 (continued)

## Administrative Councils

### **President's Council**

Purpose	Coordinate the overall affairs of Ricks College
Chairman	College President, David A. Bednar
Members	Academic Vice President Community Services Vice President Administrative Vice President Student Life Vice President

### **Strategic Planning Council**

Purpose	Provide expertise and support to President's Council
Chairman	College President, David A. Bednar
Members	Vice Presidents Assistant Academic Vice Presidents Assistant to President for Development and Alumni Relations Information Services Executive Director Director of Admissions Special Assistant to the Student Life Vice President Director of Personnel Services Director of Institutional Research

### **Academic Council**

Purpose	Coordinate all matters relating to the College's academic program.
Chairman	Academic Vice President, Donald C. Bird
Members	Assistant Academic Vice President for Support Services Assistant Academic Vice President for Instruction Academic Division Chairmen Director of the Library Faculty Association Vice President Student Body Academic Vice President

### **Community Services Council**

Purpose	Coordinate all matters relating to the College's community services
Chairman	Community Services Vice President, R. Brent Kinghorn
Members	Director of Continuing Education Assistant Academic Vice President for Support Services Director of Athletics Director of Public Relations Director of Development Alumni Director Director of Admissions

### **Administrative Council**

Purpose	Coordinate all matters relating to the College's administrative affairs
Chairman	Administrative Vice President, James R. Smyth
Members	Director of Financial Services Director of Personnel Services Director of Computer Services Director of Business Services Internal Auditor Director of Physical Plant Financial Analyst

### **Student Life Council**

Purpose	Coordinate all matters relating to student life
Chairman	Student Life Vice President, Robert Wilkes
Members	Counseling Center Director Student Activities Directors Health Center Director Campus Police Director Safety Director Assistant Vice President of Student Life Special Assistant to the Vice President Dean of Students Director of Housing

---

Figure 4

## Administrative Committees

President	Academics	Administrative	Student Life	Community Services	
Annual Giving Coordination	Advising	Auxiliary Safety	Campus Traffic Accident Review Board	Center Stage Production	Gender Equity Committee
Advancement Council	Campus Scheduling Board	Budget	Drug Free Schools and Campus Act	CES Coordination Admission	Home Page
Faculty Association	Computer Hardware	Campus Planning (Includes Locks and Keys)	Homecoming	Community Services	Inauguration
LDS Foundation Directors	Computer Software	Campus Safety	Housing Arbitration Board	Corporation / Foundation	International Folk Dance Festival
Major Gifts Team	Computer Technology Committee (CTC)	Credit Union Supervisory	Married Student Enrichment	Athletic Hall of Fame	Online Admissions
Ricks Directors (LDSF)	Disabilities	Emergency Operations	Personal Safety	Alumni Council	Opening Committee of School
Snow Building	Distant Learning	Facility Needs	Ricks Awareness Against Drugs	Athletic Eligibility	Performance Correlation
	Distinguished Faculty	General Ledger	Standards	Admissions Subcommittees	Real Dairy Bowl
	Exceptions to Policy	Gift Evaluation	Student Directory	Admissions / Scholarship, Policy Setting and Review	Rexburg Chamber Directors Board
	Fast Track	HAY (Salary)	Student Orientation	Aesthetics	Sacred Music Program
	Forum	Hazardous Waste	Women's Awareness	Devotional	Scheduling Coordination
	General Education	Investments	Women's Week	Emeritus Board	Scholarship Implementation
	Graduation	Materials Management		Enrollment Management	Viking Club Board
	Great Teachers / Off Campus	Personnel		Entertainment Review	
	Hart Building	Physical Plant			
	Information Systems	Safety			
	Library Remodeling	Ticket			
	Research	Traveling Policy			
	Spori Scholar	United Way			
	Smith Remodeling				
	Teaching				
	Thomas E. Ricks				
	Wellness				

Figure 5



one of the Vice Presidents. In addition, ad hoc committees are formed as needed to explore new directions, assess programs, revise curricula, and to meet other needs as seen by the administration, faculty or staff.

Committees that are presently active in each of the major administrative areas are listed in Figure 5.

## 5.0 Faculty Role in Governance

---

The role of the faculty in institutional governance, planning, budgeting and policy development is well defined. The administration provides several avenues for faculty input in the decision making process. Academically, the College is organized into nine divisions and 38 departments. To encourage prompt and effective decision-making, a concerted effort is made to place the individual faculty member at the center of decision-making prerogatives. Proposals, suggestions, and other input pertaining to departmental, divisional, or College-wide issues are welcomed, and routinely solicited, by department and division chairmen, who, depending on the issue, are empowered to act directly or to pass the information with their recommendation up the academic line for resolution at the appropriate administrative level.

Formal and informal communications across campus have been enhanced with the addition of e-mail capability for all faculty members. News and other information items are routinely posted for all to see. The President's Council also conducts regular question-and-answer sessions at convenient hours for all interested faculty and staff. Questions and suggestions from any quarter are encouraged. The president also frequently visits with faculty members in their offices and hosts them in small breakfast groups for informal exchange of ideas.

There is a mutually supportive relationship between the Ricks College Faculty Association and the administration. The Faculty Association is a voluntary organization to which 68% of the faculty belong and pay dues. The organization's purposes are to "honor, represent, and improve the faculty." The Association's Vice President sits as a voting member on Academic Council. Also, the Faculty Association President meets several times each year with the College President. These close ties have resulted in a number of joint activities designed to enhance faculty professional development. Each year several faculty members are recognized for excellence in such areas as teaching, innovation, and service to the College. This past year, two three-day faculty retreats and several "brown-bag" luncheons were co-sponsored by the faculty association and the administration to improve teaching. The faculty association is deeply involved in the preservice professional development

workshops and other activities each fall. It also sponsors a mentoring program for new faculty members. This past year the faculty association president served as a member of the selection committee for the Student Life Vice President position.

A recent study was conducted to determine faculty satisfaction with their employment. This study was a replication of an earlier one done in 1988. In both studies faculty members were asked to rate, on a five-point scale (1 = *dissatisfied*; 5 = *very satisfied*) their degree of satisfaction with 25 different aspects of their work. The results are listed in Table 1.

The results give strong indication that faculty members are generally well-pleased with the way they are treated at Ricks College. In 21 out of 24 measures the average score was 4.0 or higher. Areas of particular strength included *favorable working conditions* (4.6); *stable work environment* (4.5); *opportunity for cordial relations with associates* (4.5); *wide latitude and freedom in carrying out one's assignment* (4.5); *opportunity to make a meaningful contribution to the youth of the Church* (4.8); and *opportunity to extend oneself fully in a purpose "higher than self"* (4.6). The most striking result of the 1999 study is that it showed improvement in every one of the 25 items over the same study in 1988.

Although results of the study were overwhelmingly positive, they also indicated areas where there is further need for improvement. Lowest-rated dimensions with average scores under 4.0 included *salary that is comparable with other two-year colleges in the West* (3.9); *recognition for work well done* (3.9); *opportunities for input and decision-making in matters pertaining to self, department, and college* (3.7); and *communication regarding the reasons for administrative decisions* (3.6).

## 6.0 Student Role in Governance

---

Students play a strong and valuable role in the administrative affairs of Ricks College. Their role is made clear and public and students are supported in fulfilling that role. Ricks is a residential campus, with some 8,500 students – mostly young, single adults living within a small rural community of approximately 14,000. This setting suggests the need for a wide array of programs and services to foster intellectual, social, leadership, and spiritual development among students. The major administrative contribution students make is in addressing these needs.

All students upon entering the College become members of the Associated Students of Ricks College (ASRC). Administrative officers include an ASRC President, Executive Vice President, Academic Vice President, Social Vice President, Women's Vice Presi-

Table 1

How satisfied are you with the following aspects of your employment at Ricks College: **1988 Survey Mean Score** **1999 Survey Mean Score** **Percentage Increase**

	<b>1988 Survey Mean Score</b>	<b>1999 Survey Mean Score</b>	<b>Percentage Increase</b>
1) A reasonable work load	2.7	4.0	48%
2) Favorable working conditions	3.7	4.6	25%
3) Budget sufficient to meet objectives	2.7	4.2	56%
4) Good quality support services	3.1	4.4	43%
5) Adequate equipment, supplies, and facilities	3.0	4.2	41%
6) Fringe benefits sufficient to provide a sense of long-term security	3.3	4.1	24%
7) Salary that is comparable with other two-year colleges in the West	2.5	3.9	54%
8) Stable work environment	3.5	4.5	29%
9) Variety in work assignment	3.2	4.4	38%
10) Reasonable job security	3.4	4.4	28%
11) Helpful, non-threatening evaluation of work performance	3.0	4.1	36%
12) Clear information on work assignment and expected standards	3.2	4.2	32%
13) High quality training and assistance when needed	2.8	4.1	45%
14) Information on how one's work assignment fits in the overall context of Ricks	2.8	4.1	46%
15) Work assignment that fits one's capacity and interest	3.3	4.4	34%
16) Opportunity for cordial relations with associates	3.4	4.5	32%
17) Recognition for work well done	2.6	3.9	51%
18) Opportunities for input and decision making in matters pertaining to self, department, and college	2.6	3.7	42%
19) Communication regarding the reasons for administrative decisions	2.2	3.6	64%
20) Consideration for individual needs and desires	2.9	4.0	39%
21) Opportunities and encouragement for life-long professional development	3.1	4.2	33%
22) Wide latitude and freedom in carrying out one's assignment	3.5	4.5	29%
23) Opportunity to make a worthwhile contribution to one's professional life	3.7	4.4	19%
24) Opportunity to make a meaningful contribution to the youth of the Church	3.7	4.8	28%
25) Opportunity to extend oneself fully in a purpose "higher than self"	3.6	4.6	28%

(1 = Dissatisfied 2 = Slightly Satisfied 3 = Somewhat Satisfied 4 = Satisfied 5 = Very Satisfied)

dent, Programs Vice President, and Student Service Officer. These officers, under the direction and support of professional student services personnel, field a rich and varied menu of social, civic, school spirit, service, and leadership programs and activities for students. For more detail please refer to the Standard 3 – Students section.

In Fall 1998 a survey was conducted to determine student satisfaction with a wide variety of administrative services offered at Ricks College. Students were asked to rate on a five-point scale (1 = *very dissatisfied*; 5 = *very satisfied*), *How satisfied are you with the service and assistance you have received from Ricks College employees?* Thirty-two different services were assessed. The results (in percentages) are shown in Table 2.

The results were generally very positive. Taking all 32 items as a whole, some 72% of the students indicated that they were satisfied with the experience they received at the hands of Ricks employees. Only 8% indicated dissatisfaction.

One interesting finding in the study suggests that transfer students who have had opportunity to compare their experience at Ricks with that of another institution may view Ricks in a more favorable light than students without such a basis for comparison. In six of the 32 items, there were significant differences between the ratings of native and transfer students, with transfer students giving higher ratings in each case. In fact, not one transfer student expressed dissatisfaction with any of the services provided!

While the overall results of the study were encouraging, it also pointed out specific areas where the need for improvement is indicated. For example, fewer than half the students expressed satisfaction with petitioning for exception to College policy, getting counseling from the Counseling Center, or dealing with campus police or

other security personnel. Also, 21% of the students expressed dissatisfaction with getting access to student computers.

In addition to rating their satisfaction on 32 specific administrative services, students were asked five general questions dealing with the quality of administrative service they had experienced. The results are summarized in Table 3.

Again, the overall results were quite positive, suggesting that most students understand policies and procedures, are informed concerning campus events, and feel their needs are attended to properly. Approximately two-thirds of all responses suggested favorable attitudes; only 14% suggest unfavorable attitudes. There was one area, however, where the need for improvement is clearly evident. When asked about the provision the College makes for students to register complaints, only 31% gave a favorable rating; 22% were unfavorable.

## **6.1 Policy on Affirmative Action and Nondiscrimination**

Ricks College is an equal opportunity employer. Selection and promotion standards and procedures are clearly defined, are reviewed regularly, and are based on principles which consider qualifications and aptitudes as they pertain to the requirements of the position.

## **6.2 Policy on Collective Bargaining**

Ricks College is not involved with collective bargaining agreements.

Table 2

Student Satisfaction Survey  
(in percentages)

	No Experience	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
1) Registering for classes	4	1	7	13	45	30
2) Receiving or viewing your grades	5	0	5	11	37	43
3) Making grade changes	62	0	1	17	13	7
4) Petitioning for exception to College policy	72	2	2	14	5	6
5) Adding or dropping classes	10	0	4	13	46	26
6) Dealing with the Financial Aid Office	41	1	3	10	20	25
7) Dealing with the Scholarship Office	44	1	2	11	21	21
8) Dealing with the Accounting Office	16	1	4	16	38	25
9) Receiving academic or career advising	13	3	10	14	31	30
10) Getting counseling from Counseling Center	67	0	3	14	7	8
11) Getting assistance in the Learning Assistance Lab	55	0	2	17	13	12
12) Using the Library	0	2	6	16	44	32
13) Accessing student computers	7	4	15	20	37	16
14) Dealing with the Housing Office	41	0	3	16	22	18
15) Receiving medical attention	47	2	4	15	16	15
16) Dealing with campus police or other security personnel	61	2	5	13	10	9
17) Dealing with the Cashier's Office	8	1	1	14	33	43

Table 2 (continued)

**Student Satisfaction Survey**  
(in percentages)

		No Experience	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
18) Dealing with the Dean of Students Office	67	1	2	11	10	9	
19) Eating at the cafeteria	56	0	3	14	17	9	
20) Dealing with the Bookstore	0	2	4	10	48	35	
21) Using the recreational facilities at the MC such as the bowling center, game/Internet room, & movie theatre	16	1	3	10	36	34	
22) Patronizing food services at the MC (Nordic, Thor's, Viking Place)	23	1	3	13	31	30	
23) Patronizing the Outdoor Equipment Rental Center	72	0	1	10	12	5	
24) Using the P.E. equipment checkout	27	1	4	17	32	18	
25) Using athletic facilities, such as the swimming pool, field house, gyms, weight room, etc.	14	1	4	12	37	31	
26) Getting a student ID	2	0	4	14	46	33	
27) Getting tickets to athletic or cultural events	6	3	9	17	36	29	
28) Dealing with the Placement Center	76	0	0	11	8	3	
29) Dealing with the Student Employment Office	48	0	2	19	18	12	
30) Getting transfer credit evaluated and processed	64	2	2	12	12	7	
31) Using the Testing Center	2	2	3	9	47	38	
32) Getting a transcript	41	0	1	15	21	21	

Table 3

Students Rate How They Are Treated by Ricks College Personnel  
(in percentages)

General Perceptions:  
To what extent do you agree or disagree with the following statements:

	No Opinion	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1) I seldom get the "run-around" when seeking help.	9	4	8	18	42	18
2) Administrative personnel show concern for students.	2	1	8	17	42	30
3) I generally know what's happening on campus.	1	2	15	21	45	17
4) Student policies and procedures are clear and well-publicized.	1	1	7	11	44	35
5) Channels for expressing student complaints are readily available.	19	8	14	28	21	10

---

---

*Standard 7*

Finance





---

*I believe that man is ultimately perfectable along all dimensions of his being . . . . I believe that the educated man is always also an educator; and I believe that the community, which education should serve, is the entire nation.*

- Henry B. Eyring  
*President, Ricks College, 1971-1977*



## Standard 7

# Finance

## 1.0 Introduction

Standard 7 addresses the financial planning, resources, management, and development at Ricks College and shows that these support the attainment of institutional mission and goals. Section 2.0 provides a description and an analysis of fiscal affairs at Ricks College. Section 3.0 provides an overview and appraisal of the work performed by the various organizations which oversee financial matters at Ricks College.

## 2.0 Finance

This section describes financial planning, resources, management, and fund-raising activities of Ricks College.

### 2.1 Financial Planning

Ricks College's Board of Trustees provides broad oversight to financial and budgetary matters. This oversight focuses principally upon four areas. First, the Board holds control over the total number of employees at the College, as measured by FTE rather than head count or position; any overall increase in total FTE must receive Board approval. Second, the Board approves all

new programs or major expansion of existing programs. Third, the Board maintains control over changes (additions, deletions, replacements, and major remodeling or improvements) of buildings and land utilized by the College. Fourth, the Board approves increases in tuition and fees as well as increases in overall salary, benefits, and other major expense categories. Beyond this level of broad guidance from the Board, the College has wide-ranging independence in directing its budgetary and financial affairs.

Ricks College enjoys great stability in being able to accurately project its major sources of revenue. This is primarily true for two reasons. First, its Board of Trustees has extended an ongoing commitment of Church funds in augmenting the College's operational needs and in fully sustaining its capital maintenance needs. Second, Ricks College experiences a high level of admissions requests, typically far more than it can meet. The reliability of these two factors continues well into the future.

Capital equipment needs are regulated by a system that projects replacements every four years for computer equipment and every 13 years for non-computer equipment. Capital project needs are addressed on a master plan which plans ahead a minimum of five years. Ricks College has a capital needs analysis (CNA) process which projects capital maintenance needs for 40 years into the future and anticipates capital improvement

needs five years ahead. Each of these systems is coordinated through high-level College committees and through President's Council; these groups, in turn, have input from the various vice president councils. This assures a wide range of input so the College's overall goals and objectives are properly addressed.

The total annual budget, in accordance with the direction of the Board, has a very limited distribution. It is confined to Church leaders designated by the Board, members of the President's Council, and senior financial and budget officers of the College. Sections of the budget are shared with others, as appropriate.

The College's only current debt, approved by the Board of Trustees, was for funding of major renovations of the men's and women's dorms and for adding a new fiber-optic network. These funds were borrowed from the Church, the College's owner and operator. These debts are being repaid on an installment loan basis by income obtained from the College's auxiliary operations. Revenues from the auxiliary operations have been sufficient to meet the debt obligations without impairing their financial well-being.

All capital outlay projects must be approved by the Board of Trustees. Non-auxiliary capital projects are funded by appropriations from the Church. Auxiliary capital projects are funded either out of auxiliary fund reserves or from new debt approved by the Board.

## 2.2 Adequacy of Financial Resources

The Church of Jesus Christ of Latter-day Saints owns and operates Ricks College. For the fiscal year ending August 31, 1998, the Church funded approximately 73% of the College's non-auxiliary operations. Church support has been consistent and generous.

As noted above, Ricks College enjoys great stability in its major sources of revenue: Church support and a high level of admission requests. The general fund does not have any long-term debt. Funds needed for capital outlay projects and for operations are funded from student tuition revenues and appropriations from the Church. Auxiliary operations has long-term debt consisting of funds borrowed from the Church for the renovation of the men's and women's dorms, remodeling of the Manwaring Center, and for installing a fiber-optic network. Auxiliary operations revenue is sufficient to meet both the short-term and long-term portions of the debt without adversely impacting educational programs.

Ricks College has experienced increased net assets over the last five years and has not reported an accumulated deficit at the end of any of those years.

Transfers among funds are all guided by policy, and where applicable, in accordance with donor restrictions.

There are no interfund loans among the major funds except the plant fund, which borrows from the general fund on a short-term basis, pending reimbursement of construction costs from the Church.

The Church has always been generous in its support of the College. The College recognizes the special nature of this support and returns any unspent funds to the Church. For many years, the College has returned surplus funds to the Church. The bulk of these returned funds comes from individual departments which underspend their budgets.

In addition to government financial aid programs, Ricks College manages other sources of aid including general appropriated funds and donor-restricted funds available for scholarships and grants. These funds are administered through the Scholarship Office and the Financial Aid Office. General appropriated scholarship and grant funds are reviewed annually during the budget process. Consideration is given to changes in tuition rates and the current enrollment cap in determining the amount of funding for scholarships and grants. Donor-restricted scholarships and grants are assigned to a specific individual in the Scholarship Office or the Financial Aid Office to insure they are properly awarded.

Scholarships and grants are reviewed on a regular basis to determine funding levels and to ensure that funds are used in accordance with donor wishes and policies of the College. The process is overseen by a scholarship policy review committee which consists of the Community Services Vice President (Chair), Director of Admissions and Scholarships, Academic Vice President, Student Life Vice President, Director of Financial Services, Assistant Director of Admissions and Scholarships, and Coordinator of Scholarships.

General fund revenues include appropriations from the Church, student tuition and fees, and other miscellaneous amounts of income including investment, rental, and miscellaneous fees income. Student tuition and fee income has been steady and consistent. Any sizable change in student tuition or fees income would be adjusted through the amount appropriated from the church, leaving the College a steady and consistent stream of income to meet expenditures. Unexpected large changes in expenditures, such as a change in the College's retirement plan contribution amount would require an offsetting increase in the amount appropriated from the Church.

Auxiliary and service operations of the College each maintain their own fund balances that have been built up sufficiently over the years to meet debt, capital projects, and equipment outlays. Fund balances are also sufficient to meet unexpected fluctuations in operating revenues and expenses. Auxiliary and service operations debt is small compared with the size of their operations.

The College maintains statistical records which measure income per FTE student, appropriation per FTE student, and appropriation per student credit hour. These statistical figures are reviewed and studied in the budget planning and preparation process.

The general fund receives its revenue for supporting the College's educational programs either from student tuition revenues or from church appropriations. Some student tuition revenue and church appropriation funds are used to supplement the incomes of the College's service auxiliaries. However, neither the service nor the auxiliaries revenues are used to support general operations or any educational programs.

### 2.3 Financial Management

The Administrative Vice President, who reports to the President, is responsible for all financial and business functions of the College. The President of Ricks College has regular contact with the Board – 11 times per year with the Board's Executive Committee and nine times per year with the full Board. The full institutional budget is reviewed annually by the Board. Other financial matters, including capital projects, have full opportunity to be brought before the Board as necessary.

An organization chart of administrative and financial functions is provided in Figure 1. Those reporting to the Administrative Vice President include

the Budget Officer, Internal Auditor, Director of Physical Plant, Director of Financial Services, Director of Business Services, and Director of Personnel Services. In addition, the Administrative Vice President gives direction to the Manager of Purchasing, who is an employee of the Church rather than of Ricks College. Each director and manager has adequate experience and qualified staff to effectively carry out the duties and responsibilities assigned.

All income and expenditures of the College from whatever source, including all activity in the general fund, auxiliary funds, plant fund, unrestricted contributions, restricted contributions, and endowment funds are included in the College's budgeting, planning, accounting, and auditing processes.

All scholarship funds and grants, regardless of source, are controlled by the College's Scholarship Office or Financial Aid Office. Any of the very few loans that are made to students are short-term in nature and are approved and controlled by the Accounting Department. Student employment is controlled through the Student Employment Office and by the budget planning and preparation process which approves each department's student wage budget.

Cash and investment management policies and procedures receive oversight from the Church Education System Investment Oversight Working Committee under the direction of the Church Education System Investment Oversight Committee as directed by the Ricks College Board of Trustees. These committees approve

### Organizational Structure of Administration

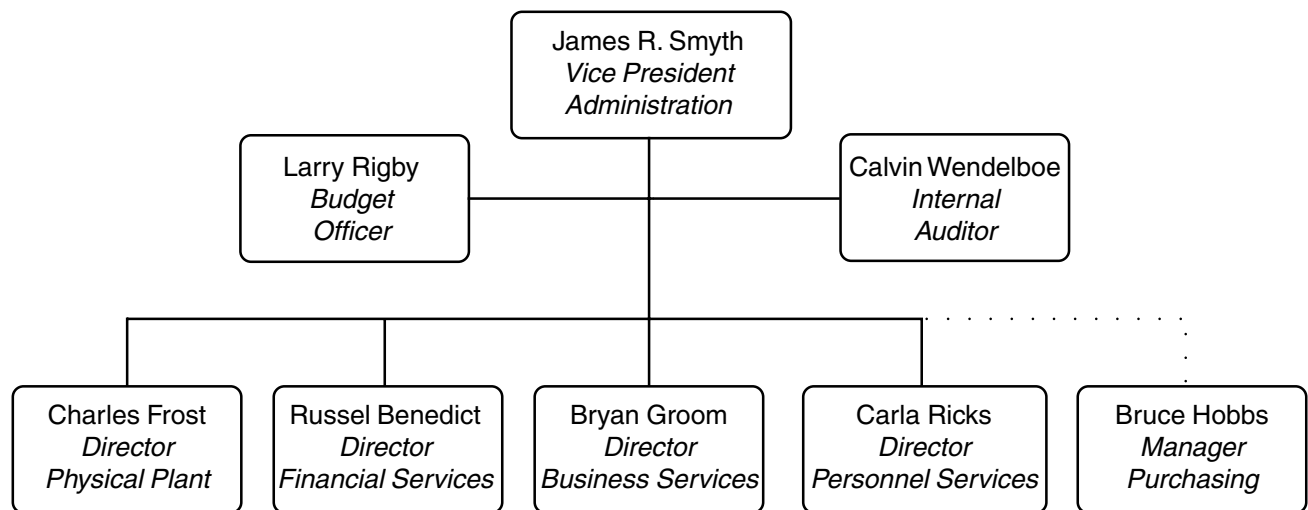


Figure 1

the Ricks College Investment Committee Charter, general policies and procedures, and review performance.

The Investment Oversight Working Committee consists of members from the administration of the Church Education System and investment and financial administrators from Brigham Young University, Ricks College, BYU Hawaii, LDS Business College, and the Church Investment Office. This committee generally meets quarterly. The day-to-day administration of investments is under the direction of Ricks College Financial Services as directed by the policies and procedures and the Ricks College Investment Committee. The Ricks College Investment Committee consists of the Administrative Vice President, the Director of Financial Services, a Department of Business Management faculty member, and a member of the community. The President is an ex-officio member of the committee and receives copies of minutes.

Ricks College's accounting system is under the direction of the Director of Financial Services, a CPA with ten years experience at Ricks College and more than 14 years' prior experience in public accounting and industry. The accounting system is maintained in accordance with generally accepted principles of accounting.

The auditing firm used by Ricks College is selected by the Board of Trustees based on recommendations of the Church Audit Department and Church Audit Committee. Audit fees are paid by the Church Audit Department. Copies of the annual audit and management reports are provided to the Board of Trustees, the Church Audit Department, and the Church Audit Committee.

The College is currently audited annually by the firm of PriceWaterhouseCoopers (PWC) in accordance with generally accepted auditing standards. The auditors also issue a management letter. Recent audit reports and management letters are available for review at the office of the Director of Financial Services.

The College participates in Title IV funding in the form of Pell grants and Guaranteed Student Loans. Title IV funds are audited in conjunction with the A-133 compliance audit. All other specific programs not subject to the above-mentioned audit are included within the unlimited scope of review granted to PWC when performing the financial statement audit. The specific programs reviewed and the depth of review are left to the professional judgement of the independent auditors. In conjunction with both the A-133 compliance audit and the financial statement audit, a management letter is issued.

The College has a full-time internal auditor on staff. The auditor documents the accounting practices of each audited department and then ensures that these practices

comply with prudent business practices and the Financial Services Policies and Procedures manual. Exceptions are brought to the attention of management, including the College President, through the issuance of audit reports. Internal and external audit reports are available upon request.

The annual management letter is reviewed by the Director of Financial Services who makes assignments to conform with the recommendations of the auditors. Decisions not to conform with specific recommendations are discussed and approved by the Administrative Vice President.

## 2.4 Fund-raising and Development

All fund-raising activities comply with the *LDS Foundation Handbook: A Guide to Policies and Procedures* manual. The Gift Review Committee of The Church of Jesus Christ of Latter-day Saints reviews all gifts. Compliance with the above is subject to periodic audits by auditors from The Church of Jesus Christ of Latter-day Saints, who are responsible for reviewing activities of the Church and the LDS Foundation. This review helps ensure compliance with institutional policies and governmental requirements. Ricks College also complies with the Uniform Management of Institutional Funds Act, which addresses institutional funds within the State of Idaho.

All six individuals assigned to raise funds for the College (employees of LDS Foundation) are certified with the designation of Certified Fund-Raising Executive (CFRE). Initial certification involves passing an exhaustive test and having a minimum of five years' experience in developmental activities. Re-certification is required every three years. Each CFRE subscribes to a document called the *Code of Ethics and Professional Practices*, which helps ensure professional and ethical fund-raising practices in behalf of the College.

Endowment funds are administered by the Director of Financial Services as prescribed by law and in accordance with instructions from the donor. Complete files are maintained which contain donor information and instructions. In addition, segregated accounts are maintained to insure proper accounting and use of each gift. Deseret Trust Company, a corporate fiduciary, controlled by the Church, administers all life income funds of the College as prescribed by law and donor instructions.

Ricks College does not have any relationship with any foundation that bears its name, nor does the College have any relationships with any foundation that has as its major purpose, the raising of funds for the College. LDS Foundation (LDSF) is not a foundation in the sense of a 501(c)(3) corporation as defined by the Internal

Revenue Code, but is the umbrella division within the Corporation of the Presiding Bishop of The Church of Jesus Christ of Latter-day Saints. LDSF is used to raise funds for all designated divisions/entities of The Church of Jesus Christ of Latter-day Saints (approximately 14) to which Ricks College belongs. Six employees of LDSF are assigned to raise funds for Ricks College. The clearly defined relationship between Ricks College, LDSF and the six employees within LDSF assigned to Ricks College has been partially defined by four basic areas of focus for philanthropic support. These four areas of focus have been authorized by the Board of Trustees. In addition, the relationship between LDSF and Ricks College is defined in the *LDS Foundation Handbook: A Guide to Policies and Procedures* manual.

### 3.0 Analysis and Appraisal of Ricks College Administrative and Financial Organizations

---

This section presents an assessment of the various administrative and financial organizations of Ricks College. It presents a description, significant changes, and an analysis and appraisal of the Financial Services Office, Budget Office, Internal Auditor, Business Services, and Purchasing. A self-study conducted by the Physical Plant is contained in the section addressing Standard 8.

#### 3.1 Financial Services

##### Description

Financial Services is responsible for all centralized accounting functions including general ledger, accounts payable, payroll, and accounts receivable. In addition, Financial Services directs cashiering, investment management, risk management, travel policy, and financial and management reporting.

Financial Services relies on centralized data-processing systems developed and maintained by Centralized Data Services for management and distribution of financial and accounting services. Financial systems have been designed under the direction of Financial Services with a focus on the elimination of redundant data entry and optimization of employee performance. The College has been very successful in this endeavor, using a single, centralized database for all administrative functions of the College.

General policies and procedures for financial and travel activities are maintained by Financial Services and are available to employees on the Intranet. These policies direct the campus in all financial matters and

expand on general financial policies of the College. In addition, written procedures are maintained for department use for each position within Financial Services. Policies and procedures are updated from time to time to reflect a changing environment.

##### Significant Changes

No recommendations were made during the last accreditation study relative to Financial Services. However, a significant number of improvements have been made during the past ten years, a time that has seen a significant increase in enrollment and government regulation.

A number of upgrades have been made to data-processing equipment and software; the IBM AS400 has proven to be a flexible and dependable system. A fully-integrated purchasing, receiving, fixed asset, and disbursement system has been developed and implemented since the last study. This eliminated much of the paper flow and redundant data entry that was required with the prior system. The new system has enabled Financial Services to create and maintain an equipment inventory.

For the fiscal year ending August 31, 1994, the College adopted the provisions of the *Statement of Financial Accounting Standard No. 117*. During the fiscal year ending August 31, 1998, the College completely restructured its chart of accounts to conform with the Standard 117 reporting requirements and to improve internal reporting. As part of this process, new software was developed to allow more flexibility in financial reporting.

Ricks College has also increased student and employee access to accounts receivable data by making it available electronically through the student-access system and the Internet. The College has also upgraded to electronic wire transfer for Pell grants and Stafford loans.

Financial Services is currently in the process of making significant upgrades to the general ledger financial reporting software that will allow the following:

- 1) Electronic report distribution through the Intranet/AS400 link.
- 2) Simple user download capability of financial information from the AS400 to a PC database or spreadsheet software.
- 3) Deeper drill-down capability for general ledger account analysis.
- 4) Ability to store and access multiple years of budget data, including the views of detailed transactions.
- 5) Expanded storage capability from two prior years to an unlimited number of prior years.

- 6) Ability to sort the general ledger master file based on numerous, user-defined criteria.
- 7) Electronic journal entries and campus purchase orders.

Financial Services is also in the process of designing an electronic cashiering system that will allow students and employees to make payments and withdrawals using an automated teller machine. This will reduce operating costs and increase students' access to their accounts. There is a schedule for continued enhancement of other systems to make use of increasing computer capabilities.

More recently, there has been a major thrust to ensure that the College's systems are year 2000 compliant. This has been done under the direction of a committee chaired by the director of Centralized Data Processing. The assistant director of Financial Services is a member of the committee that gives direction to the campus-wide process of ensuring there will be no significant disruption to school operations.

### **Analysis and Appraisal**

Financial Services is meeting its stated mission. Customers are provided with timely, useful information. Financial reports comparing actual expenses with budget are distributed to the various units on campus within seven days of month's end. The reports include actual expenditures for the current month, current year-to-date, and prior year-to-date. They also include budgets, encumbrances, and remaining balances available, all by natural classification. The format of reports varies based upon the needs of the users.

Other processing, such as accounts receivable, is done on-line real time. A transaction completed at the Cashier's Office is posted immediately to the accounts receivable system as are all financial aid, tuition and fees, meal contracts, and other campus charges through the Bookstore, Health Center, Housing, and other campus departments. This information is available to students and others through the Accounting Office, at student-access terminals in the Administration Building, and through the Intranet.

Financial Services focuses on improving delivery of services to students by reducing and eliminating lines, particularly during the first few days of each semester. This has been done by making a number of changes over the last few years. By providing the Cashiers Office with detailed electronic accounts receivable data, students no longer need to go to the Accounting Office prior to making deposits and withdrawals. In addition, students may now review their accounts through the Internet from their apartments or through the student-access terminals on campus. Students can then mail the amount due and eliminate a visit to the Cashier's Office.

Financial Services will continue to upgrade systems and services as technology and resources permit. We are committed to continuing professional education for our staff to enhance their skills and maintain touch with changes in higher education finance and accounting.

## **3.2 Budget Office**

### **Description**

The Budget Office is directly responsible for compiling the College's annual budget and for developing effective and efficient budget-planning methods. The Budget Officer reports to the Administrative Vice President and is assisted by personnel from various departments during the budget planning and preparation process. The Budget Officer provides leadership in reviewing and supporting a system of budget control, and carries out a process of analyzing and reporting authorized budgets versus actual performance. Regular reviews are performed to ensure that funds are being used as authorized and to assist various department heads with their budget-related needs and responsibilities. The Budget Office also coordinates budget activities among the College's operating units and is responsible for ensuring that a fair and rational budget process prevails across campus.

Budget preparation begins in January with the Budget Committee meeting to make strategic budget decisions for use in preparing the coming year's budget. The Budget Committee reviews the budget preparation timeline, sets budget guidelines for departments, determines student wage rate increases, and recommends tuition increases for Church Educational System approval. Budgets are prepared by each department within established guidelines. Budget requests that cannot be met out of continuing budgets are brought into a budget hearing process for review and consideration. At the conclusion of the budget-hearing process, after all the budget-related issues have been considered, the Budget Committee decides which budget issues can be met and how best to fit them into the College's budget.

### **Significant Changes**

The Budget Office was created in April 1995, combining all existing and many new budget-related functions. At about that same time a Budget Committee was organized that consists of the President, the four Vice Presidents, Director of Personnel Services, Assistant Academic Vice President, and the Budget Officer. The Budget Committee is responsible for making all strategic, budget-related decisions. The formation of the Budget Office enabled the College to place a greater emphasis on the budgeting, planning, and preparation

process and to meet the growing budget analysis and reporting demands made by the Church Educational System and the Church Budget Office.

### **Analysis and Appraisal**

The formation of the Budget Office and the Budget Committee has strengthened the overall budget planning and preparation process. It has improved the effective and efficient use of budget resources, which allows the College to do more with existing resources.

## **3.3 Internal Audit**

### **Description**

One full-time employee staffs the Internal Audit Department. The internal auditor reports to both the Church Education System Audit Committee and the Audit Advisory Group of Ricks College. The Audit Advisory Group is comprised of President's Council (the President and four Vice Presidents), the Director of Internal Audit at Brigham Young University, the Director of Financial Services, and one faculty member. The President of Ricks College chairs the Audit Advisory Group. Internal Audit is independent of the various areas which are subject to review and has no direct responsibility over operations that are audited. Internal audit has authority to audit all parts of Ricks College and has full and complete access to any records, physical properties, and personnel relevant to the performance of an audit.

In an effort to remain independent and to provide oversight to Ricks College as a whole, Internal Audit has been granted free and unlimited access to proper Church Educational System levels. This access is available through the Church Education System Audit Committee, the Commissioner's Office through the Commissioner himself, or through the administrator of Budget and Finance. Any matters within the scope of the audit function may be communicated to this level, particularly if Internal Audit feels items reported or reportable to executive management have not been properly addressed or if issues would be more appropriately addressed at the Church Education System level.

In addition to functional audits and departmental reviews, Internal Audit assists the external auditors with the annual financial statement audit of Ricks College. Assistance is also given with the annual A-133 financial aid compliance audit.

### **Significant Changes**

No recommendations from the most recent accreditation process have been made concerning the internal

audit function. However, consistent with a review of Internal Audit by the Church Audit Department and consistent with industry practice, the following changes are being implemented:

1) Formal risk assessment to utilize current audit resources

Currently, a formal risk assessment is being devised to determine where the greatest amount of risk exists (relevant to the audit process). This process is to be somewhat dynamic in that it will be periodically updated to reflect changes in the Ricks College environment. Audit resources will then be allocated where the greatest amount of risk is deemed to exist. Currently, audit resources are assigned on a judgmental/informal basis.

2) Formal audit charter

The Audit Advisory Group of Ricks College is in the process of approving a draft copy of an audit charter. This document will formalize the implicit authority already granted Internal Audit and will include items such as the mission and purpose of Internal Audit, organization and board reporting, authorization and access to records, reporting responsibilities, independence and objectivity, and standards and ethics. It is anticipated that this document will be approved during 1999.

### **Analysis and Appraisal**

In all of its activities, Internal Audit is to adhere to the *Standards for the Professional Practice of Internal Auditing* and the *Code of Ethics* adopted by the Institute of Internal Auditors. Good rapport exists between Internal Audit and auditees. Audit reports are well written and supported. Audits include a closing conference and an opportunity for the auditee to review a draft of the report (inclusive of their responses to the findings) prior to its final release. Internal Audit, as measured by its mission statement and audit charter, adds a dimension of checks and balances to the operations of Ricks College.

## **3.4 Business Services**

Each unit within the Business Services organization has conducted a self-study. These self-studies are not included in this document because of page-number constraints. Self-studies from the Bookstore, Food Services, One-Card System, Printing Services, Stores and Receiving, and the Ticket Office/ID Center are available upon request.

## 3.5 Purchasing

### Description

Purchasing's mission is to provide high-quality procurement services to the campus community in a cost-effective, timely and efficient manner, while maintaining high standards of integrity. Purchasing administers the acquisition process through the policies and procedures set forth by the LDS Church and by Ricks College. Purchasing takes advantage of the LDS Church's international purchasing experience and resources, but realizes that these resources must be adapted to fit the needs of Ricks College. Through its management of the purchasing process, Purchasing allows the College faculty and staff to dedicate their time to the functions they were hired to perform.

Purchasing has the responsibility to manage vendor relations, monitor auditing procedures, provide requesters with product and contract information, correct invoice/payment problems, manage product returns, and resolve warranty and maintenance problems. Purchasing helps support campus travel services, manages surplus sales and disposal, and chairs the campus recycling committee. Purchasing processes purchase requisition/purchase orders; creates and manages blanket order agreements; and supervises the use of hand checks and purchasing cards.

The staff consists of six full-time employees and one part-time employee. The full-time employees are hired and paid by the LDS Church. The combined work-related purchasing experience of the "exempt" staff averages 16 years per employee. The combined work-related purchasing experience of the non-exempt staff averages nine years per employee.

### Significant Changes

Several important improvements in the purchasing function have been implemented in the last ten years:

- Participation in the LDS Church's Shared Services initiative has enabled Ricks College to eliminate services and resources which are better provided by other organizations within the Church Education System. For example, the College now uses the LDS Church's Corporate Travel Office to book its business travel rather than having departments contact local travel agencies for their travel arrangements. Also, the College is now part of the Church's Corporate Purchasing Card Agreement.
- Departments can now do more of their own purchasing instead of having Purchasing process every order through the Intranet and the Purchasing Card system. Purchasing Cards simplify the purchasing process and the Intranet is used to disseminate information and to generate purchase orders.

- The Surplus Sales program was improved to allow departments and individuals better access to surplus items. Surplus Sales lists are now available by e-mail and are on the Intranet.

- Purchasing is now more involved in the total acquisition process at Ricks College.

### Analysis and Appraisal

Success in Purchasing is measured by customer (department) satisfaction. Purchasing personnel visit departments to understand their needs and to monitor customer satisfaction. Department comments are reviewed and areas of concern are addressed in order to improve services. In 1999, Purchasing administered a customer-service survey which showed a high degree of customer satisfaction with its level of service.

Purchasing reviews all purchase orders and requisitions to identify type of order, monitor process and delivery time, and to document cost savings. Small orders are reviewed to determine whether processes can be improved and lead times shortened by using blanket orders, hand checks, or purchasing cards. Purchase orders are reviewed to see whether purchasing agents or purchasing clerks should handle the orders. Weekly, buyers review outstanding orders and back orders to update departments of order status. Buyers attend department staff meetings to provide support. Purchasing is reviewing a number of processes to see if services can be improved.

Another measure of effectiveness is the number of requests received from departments to help with projects and purchases. In the last five years, Purchasing has been involved in all major construction and remodeling contracts, the campus network backbone system, the campus telephone switch, the new computer baseline program, new food service contracts, the purchase of several new electronic organs, the furnishing of the new Kimball and Taylor Buildings, and the campus travel program.

The College's AS400 System provides Purchasing with an excellent tool for assessing its operations. It allows tracking of dollars spent on purchase orders, hand checks, and blanket orders. Other reports track number of requisitions received, number of purchase orders created, dollars spent per buyer, dollars saved on each purchase, processing time required to create and issue a purchase order, and other useful information. These reports help to monitor workload and time spent.

Though Purchasing is meeting its stated mission and goals, there are several areas of concern:

- Increasing involvement in major areas of campus growth – new construction and academic computer – make it difficult to give equal, sometimes adequate, time to every project, particularly when emergency orders, and projects with short lead times arise unexpectedly.



- Disseminating information to departments about vendors, agreements, policies and processes is an ongoing challenge.
- Some departments do not comply with purchasing policies and procedures.
- The organizational responsibility to both LDS Church and the College administration is sometimes difficult to balance, especially when priorities conflict. For example, Purchasing is not part of the formal College budget preparation process. As a result, Purchasing personnel are often unaware of upcoming large dollar projects that could realize cost savings through economies of scale.

- Reacting to the pace of technological change is an ongoing challenge.

In the future, Purchasing will incorporate the Purchasing Card system into the in-house acquisition process. As vendors move toward Credit Card transactions and Internet sales, Purchasing can simplify the order process and shorten delivery times. Vendor agreements will be improved. The campus Intranet will be enhanced to improve communication and to alert departments to sources, prices, and procedures. This will include an electronic catalog to provide more accurate and immediate information to all departments.





---

---

*Standard 8*

Physical Resources

---

---

*Self-Study*

*1999*



---

*Ricks is founded on the firm belief that there are extraordinary possibilities in ordinary people.*

- John L. Clarke  
*President, Ricks College, 1944-1971*



## *Standard 8*

# Physical Resources

## 1.0 Overview

---

Section 8 describes and assesses Ricks College physical facilities and resources. Section 2.0 provides a description and an analysis of the Physical Plant organization. Section 3.0 describes and appraises physical resources.

The physical facilities of Ricks College support its mission both in the way the buildings and facilities have been constructed and the way in which they are maintained. Table 1 provides a listing of the principal physical facilities, the year in which they were constructed, the year(s) in which they underwent significant remodeling, and their usable square footage. The completion of the John Taylor building in 1997 not only added 62,000 square feet to campus facilities but also provided an important visual representation of the spiritual purposes of Ricks College. The completion of the Spencer W. Kimball Student and Administrative Services building in 1999 has added over 70,000 square feet to campus facilities and will soon return critically needed space to the David O. McKay Library. The manner in which the facilities and grounds are utilized and maintained reflects the commitment held by Ricks College to its mission.

## 2.0 Physical Plant

---

This section describes the services provided by the physical plant, significant facility changes, significant operational changes, projected changes over the next five years, and an analysis and appraisal of physical plant operations.

### 2.1 Services Provided

Services provided to Ricks College through the Physical Plant are grouped into five major areas, each of which is supervised by a manager who reports to the director of the Physical Plant. The functions of the central office are supervised directly by the Physical Plant director.

#### Custodial Services

Custodial provides cleaning of all academic buildings (23 major buildings and numerous smaller buildings totaling 1,309,000 square feet), setup and arrangement of campus activities (over 10,000 events per year), and furniture and moving.

Table 1

---

Square Footage and Construction Date of Primary Ricks College Facilities

Facility	Assignable Square Footage	Date Constructed / Remodeled
Oscar A. Kirkham	49,814	1956, 1981
John L. Clarke	73,986	1972, 1993
Joseph Fielding Smith	43,377	1967
Smith Annex	5,373	1989
Spencer W. Kimball Student and Administrative Services	51,088	1999
Jacob Spori	15,694	1903
Eliza R. Snow Performing Arts	46,324	1980
George S. Romney	48,613	1962, 1987
David O. McKay Library	69,985	1976, 1989, 1992
Administration	27,153	1962, 2000
Hyrum Manwaring Student Center	90,662	1966, 1979
John Taylor	35,028	1997
Ezra Taft Benson Agricultural and Biological Sciences	53,082	1974, 1979, 1983, 1988
Agricultural Engineering	14,640	1978, 1993
John Hart Physical Education	134,439	1969, 1979
Mark Austin Technology & Engineering	54,622	1969, 1994
Construction Management	2,864	1997
Livestock Center Arena and Classrooms	35,516	1979, 1985
Outdoor Learning Center (Badger Creek) Lodges	11,655	1979
<b>Total</b>	<b>863,915</b>	

\* Excludes dorms, physical plant buildings, athletic areas, and auxiliary services.

## Central Shops

The central shops maintain electrical systems, plumbing and mechanical systems, heating, ventilation, and air-conditioning systems, structural systems (carpentry, painting, locksmithing, and upholstery), and the heating plant. Central shops do in-house renovation and construction projects in addition to maintenance and building operation.

## Support Facilities

This management area is comprised of vehicle operations (motor pool), vehicle maintenance, grounds maintenance, landscape construction, signs, and the greenhouse. This area is responsible for intensive landscape care for approximately 150 acres on the main campus, and selected landscape care at the Ricks College Livestock Center and the Badger Creek Outdoor Recreation Center.

## Construction Management

This area coordinates construction contracts of approximately \$8 million per year for over 100 separate projects. These projects support not only academic programs, but also include work for housing, the student center, and other campus auxiliaries.

## Campus Architect

The campus architect prepares plans for in-house renovations and small contracted buildings and helps supervise the contracted architects engaged in designing major construction projects.

In addition to the major management areas listed, the central office at Physical Plant provides time and attendance accounting, work-order entry and project control, project accounting, budgeting and operational expense control, capital needs analysis and inspection, and clerical/secretarial support.

## **2.2 Significant Facility Changes During the Past Five Years**

Since 1994, there have been numerous changes to campus facilities which have enhanced the academic programs at Ricks College. A summary of the major facility changes is presented below:

1) Fiber-Optics and Data Transmission System, completed September 1994:

Prior to 1994, Ricks College had no cabling infrastructure to connect the academic buildings for data

transmission. The Board of Trustees approved an infrastructure fiber-optics and data transmission cabling system in 1993. This system was designed with a robust architecture capable of handling the exponentially increasing campus Intranet traffic. With equipment upgrades, including servers, this system has been able to meet the College's need to connect with the World Wide Web. A new campus department for operating and maintaining the network was created in 1993 when the Communications Systems Department at Physical Plant was reassigned into the Division of Information Technology Services.

2) Austin Construction Management Classroom and Offices, completed August 1996:

One of the new academic programs at Ricks College is the Construction Management program. In order to accommodate the increasing needs of this program, classrooms and offices were constructed in a renovated space on the southwest side of the Austin Building. An elevator was included in the project to enable full handicap accessibility to all levels of the building.

3) John Taylor Religion and Humanities Building, completed August 1997:

The Board of Trustees approved the construction of a 62,425 square foot building to house the Departments of Religion and Humanities in the spring of 1995. This building includes a 500-seat chapel, an activity center with two serving kitchens, 15 classrooms, and 34 offices.

4) Parking Lot – Third South and Cornell Avenue, completed October 1997:

In 1996, property became available across the street from the women's dorms at Third South and Cornell Avenue. This property was purchased by the College and converted into a 20-space parking lot to relieve some of the street congestion at the northeast corner of campus.

5) Island Park Natural Science Center, completed 1998:

The Division of Agricultural and Biological Sciences and the Division of Physical and Mathematical Sciences had been looking for mountain property where students could study biology and botany in a natural setting. In 1995, the Board of Trustees authorized the College to purchase a 38-acre plot, together with a lodge and a garage, in the Island Park area of Idaho. This property was renovated over a three-year period and includes a new roof and construction of laboratory space for students.

6) President's Home Renovation, completed February 1998:

A major renovation of the President's home was completed prior to the inauguration of President Bednar to accommodate family needs and to bring the home up to current institutional standards.

7) KRIC Broadcast Tower and Transmission Building, completed July 1998:

The Ricks College radio station, KRIC, had been using leased space for the broadcast tower on the Menan Butte in Jefferson County. When the opportunity came for a permanent installation on the South Butte in Madison County, a new broadcast tower and transmission facilities were approved for construction.

8) Seventh South Street, completed October 1998:

As part of the long-term master plan, Ricks College worked with the City of Rexburg to create a major arterial street at Seventh South, crossing through campus property. The College donated the land to the city, and the city constructed an arterial street from Second East to First West. This new entrance to the campus creates street connections at First West Street and Center Street, and provides easy access to the College arboretum at Seventh South and Second West.

9) Baseball and Intramural Playfields, completed October 1998:

A new men's intercollegiate baseball field and two intramural playfields were constructed on the south end of the campus on a site that includes 7.5 intensively maintained acres. Included with the baseball field are a central building with an announcer's booth, restrooms, storage, and dug-outs, as well as permanent spectator bleachers.

10) Heating Plant upgrades completed November 1998:

As part of the long-term plan to modernize and replace critical components in the Central Heating Plant, a number of projects have been authorized and completed. Dust collectors have been replaced so the boilers can pass Idaho EPA standards. Worn-out coal handling equipment and firing grates have been replaced. An obsolete de-aerator was replaced to provide critical back-up for boiler feed water, and all of the boiler water treatment system has been replaced with up-to-date equipment.

11) Women's Dorms Renovation, completed 1999:

All six of the women's dormitories have been renovated within the last three years. Over 200,000 square feet of space has been updated with new kitchens, bedroom renovations, roofing projects, entryways, and carpeting.

12) Taylor Quad, completed September 1999:

The Board of Trustees approved construction of a pedestrian walk area connecting the Manwaring Center with the two new buildings located south of Viking Drive. The City of Rexburg agreed to the closure of Viking Drive when the College gave the city property for Seventh South. The Taylor Quad includes a central plaza surrounded by four acres of open space. One of the primary justifications for this area was student safety. With approximately 20,000 pedestrian students crossing Viking Drive each day, its closure was deemed critical.

13) Spencer W. Kimball Building, completed June 1999:

In June 1997, the Board of Trustees authorized construction of a 72,180 square foot building which houses the administrative and student services for the College. Eighteen campus departments have been relocated from various areas of campus into this building, where all administrative and student related services are conveniently centralized.

## 2.3 Significant Procedural and Operational Changes During the Past Five Years

During the past five years, there have been a number of procedural and operational changes which have enhanced the Physical Plant's ability to provide services to the College. Changes include the following:

1) Improved technology, completed 1998:

The conversion to Windows 95 with the installation of computers in every supervisor's office has enabled managers and supervisors to keep in e-mail contact with each other and with the rest of the campus community.

2) Consolidation of radio frequencies, completed 1997 and 1998:

The Physical Plant has consolidated all two-way radio communications into one radio frequency. This change has allowed all shops to freely communicate with each other. Cell phones were also introduced for instantaneous communication with managers. As a result, decision-making has been greatly enhanced and operating efficiency has increased.

3) Architecture and CAD systems, completed 1998:

A licensed architect was hired in the Physical Plant Planning Department. This spurred the department's conversion to CAD systems. All projects authorized through the Planning Department are now completed using up-to-date equipment and software. The use of CAD systems has virtually doubled the output of



drawings and specifications for projects. In addition, the architect's office has been able to design and bid small building and renovation projects which formerly had to be contracted to outside architects. Examples of these projects include the Manwaring Center elevator, window replacement, a hazardous-storage facility, a vehicle storage building, and the Learning Assistance Lab renovation. Doing this work in-house has saved both time and money.

4) Mulching operation, scheduled to be completed in 1999:

The Grounds Department has implemented a mulching operation which has eliminated over 200 truckloads of green waste that were being hauled to the landfill each year. The resulting mulch is used throughout campus in flower beds, shrub beds, and around trees. This operation saved the College \$30,000 annually in landfill fees alone.

5) High voltage back-up, completed 1999:

The Physical Plant has installed a backup high-voltage feed from Seventh South and Center. The campus now has two sources of power in the event of emergency. The main high-voltage switch gear, obsolete high voltage sectionalizing switches, and cabling throughout the campus were replaced.

6) Emergency power generators, completed 1999:

The Physical Plant has upgraded emergency generators throughout campus so that all major academic buildings now have standby power for critical systems. Systems connected to the backup generators include exit lights, emergency egress lights, radio systems, perimeter pumps and heating systems, telephones, data servers, freezers, etc.

7) Updated safety program, completed 1998:

The Physical Plant has revitalized its safety program. Table 2 shows the total number of injuries and time lost to injuries over the past three years. As a result

Table 2

Injuries to Physical Plant Employees

Year	Injuries	Lost-Time Injuries
1996	37	8
1997	46	5
1998	26	1

of revitalizing the safety program, more than 38,000 man-days were worked without a lost-time injury.

8) Reorganization of management, completed 1999:

The Physical Plant management has been reorganized, primarily because of the retirement of key managers. The selection, hiring, training, and unification of a new management team in the midst of the College's tremendous building and expansion program has been a very significant challenge. New hires have brought new ideas and a renewed enthusiasm to the Physical Plant.

9) Physical Plant web page, completed 1999:

The Physical Plant web page is being updated so that campus customers can rent vehicles from the motorpool and receive an e-mail reply through the Intranet. Request for work from Physical Plant can be received and responded to via e-mail. This change is expected to be fully implemented before the close of 1999 and will increase efficiency.

**2.4 Significant Changes Which Will Affect the Physical Plant over the Next Five Years**

There are a number of major projects under construction or in active planning which will significantly impact the Physical Plant. These projects reflect an ongoing commitment from the Board of Trustees to support the academic quality Ricks College provides to students. Projects include:

1) Additional Library space, to be completed by July 2001:

Plans for converting the former Administration Building back into a library wing are under way. The former Administration Building will become the east wing of the Library and will house expanded seating and computer access for students. The third floor of the existing west wing of the Library will be remodeled into media and distance-learning space, adding many other new computer workstations. This conversion of the Library from a paper-based repository into an electronic information center will be accomplished by the addition of a thousand new connections for PCs. Included in the project will be wiring for future expansion to 1,500 total ports. Nielsen & Bodily, architects, have been contracted to design the renovation. Construction will begin November 1999.

2) Smith Building renovation, to be completed by Summer 2000:

Renovation of the Smith Building is in the College

master plan. Programming is basically complete with anticipation that construction will be done in the spring and summer of the year 2000. Included in the renovation will be upgrading of the heating/ventilation/air-conditioning systems, replacement of the windows, and interior remodeling in select areas to accommodate additional PC laboratories.

3) Jacob Spori Building replacement, to be started spring 2001:

A replacement of the Jacob Spori Building is being planned. Design of this new academic space is currently under way.

4) Possible replacement of Plant Boiler #1, to be started Summer 2001:

Boiler #1 is too small to carry any campus load and the equipment is worn out after 35 years of use. Engineers are studying options which would replace the coal boiler with gas firing. Such alternatives would allow the College to meet the stringent requirements of the Idaho Department of Air Quality. Thus far, there is no definitive answer to this problem, but engineering studies and recommendations should be completed within the next 12 months. Replacement may be scheduled for the summer of 2001.

5) Low maintenance arboretum, ongoing:

An ongoing project is to complete construction of a low-maintenance arboretum at Seventh South and Second West. This project started in 1996 and will continue for the next several years. The project entails turning 25 acres of non-farmable land into a low-maintenance arboretum which will include trees, shrubs, walking trails, aquatic ponds, and picnic areas. Also included in the project are a parking lot, restroom facilities, and fencing. As this project moves from construction to operation, changes in the Physical Plant organization will have to be made in order to maintain these facilities.

6) First West Service Area, ongoing:

Several years ago, the College discontinued a student-housing trailer court at First West and Fifth South. This area is being converted into a service area with several structures already located on it. The Grounds irrigation shop was located in the old trailer utility building in 1998. A construction management lab was completed in the summer of 1998. Academic/administrative storage areas were moved to the site in March 1999. Future buildings to be located on this site include a vehicle storage building, a hazardous-material storage area, and a cinder storage building. Utility extensions to the service area were made in 1997 and 1998.

## 2.5 Departmental Analysis and Appraisal

The Physical Plant's mission is "to provide safe and pleasant facilities that enhance learning, living, and working for the faculty, students, staff, and visitors who come to Ricks College each day." The Physical Plant strives to fulfill this purpose by working closely with faculty and administration on program requirements for new and remodeled facilities. During the planning and construction of the new Kimball Student and Administrative Services Building, all administrative departments were represented on the planning committee and had input on the final configuration of the building. Likewise, Library staff and faculty are key members of the design team for the renovation of the former Administration Building. Faculty and administrators from the Department of Art and Department of Communication as well as representatives from the Scroll, the Ricks College student newspaper, are members of the planning committee for the replacement of the Spori Building. Each building's design reflects the team effort of faculty, administrators, and staff in the final design.

The Physical Plant fulfills its purpose through excellent employees. During the past year, the director of the Physical Plant has conducted personal interviews with a majority of Physical Plant employees. The following strengths of the Physical Plant were identified in these interviews:

- 1) There is a sense of dedication to the mission and goals of Ricks College. Physical Plant employees want to maintain and operate College facilities to the very highest standards so that students, faculty, staff, and visitors enjoy their experiences in College facilities.
- 2) There is a shared commitment to wisely use funds authorized by the Board of Trustees for the maintenance and operation of the College. Employees recognize these funds as coming from donations of Church members and look for ways to maximize efficiency in the operation of the College.
- 3) Employees share a pride in keeping the facilities of the College clean, orderly, and well-maintained.
- 4) Every level of the Physical Plant organization participates in a search for improved methods, materials, equipment, and procedures to make their work more effective.
- 5) Almost all employees enjoy their work at the College and enjoy associating with fellow workers.
- 6) Equipment, materials, and budgets allocated for maintenance and operation are sufficient for a high-quality program.

Physical Plant employees generally are stable, long-term workers with an average length of service at the College of 12.51 years. Employees have served an average of 9.01 years in their present positions and are experienced and well-trained. However, because of the extensive turnover in management during the last three years, there is a significant challenge to blend the management team into an effective, cooperative group focused on common goals. Specific management training conducted by the Personnel Office and weekly staff meetings are used to achieve this purpose. Staff employees have a low turnover rate and typically spend a large portion of their career at Ricks College in the same position. Because of this longevity, supervisors work closely with their employees to ensure that stagnation does not adversely affect job performance.

Physical Plant staffing has not kept an identical pace with the growth of the College. From 1987 to 1997, Physical Plant staffing grew 3.6% while College enrollments grew 23.3%, faculty grew 27.2%, and gross square feet grew 6.4%. Since 1997, campus buildings have increased an additional 10%. Efficiency in management and operations have accommodated much of this increased work load, but difficulties persist in project planning and support of campus events. Deficiencies in grounds support and central shop crafts are being addressed in current budget requests.

The Physical Plant work order cost-accounting and tracking system allows supervisors to control work flow and to address difficulties before problems develop from unusual backlogs. Routine work orders average 19 per day with a completion time of 11.8 days. Project work orders average ten per day with a completion time of 28.3 days. The Campus Planning Committee is involved in prioritizing project requests so institutional needs are met in a coordinated way. During the period September 1998 to April 1999, backlogs of both routine and project work orders have either been reduced or held steady, indicating that the priority system is working.

One area of weakness identified in the past year has been lack of coordination, cooperation, and training in the Custodial Department. This has resulted in low morale and discontent among some of the custodial staff. This problem has been intensified by low turnover in the department which limits opportunity for promotion and job changing. The new manager of Custodial Services plans to address this issue through the following:

- 1) Making supervisory changes and promotions from within the current custodial staff.
- 2) Reemphasizing the importance of teamwork between crews.
- 3) Introducing personalized training opportunities for both individuals and crews.

4) Reallocating custodians in more effective labor configurations as staffing opportunities occur.

A second weakness is the lack of opportunity for employee management development. All managers hired during the past three years have come from outside Ricks College because no suitably qualified candidates were available for promotion. This problem could be solved by instituting management internships or by having a specific management trainee program within the Physical Plant. A formal management development program would provide an opportunity to nurture and teach prospective supervisory personnel who could then be promoted as opportunities develop.

The facilities and equipment used by the Physical Plant to support all programs of Ricks College are excellent except in two areas. The central office space used to manage Physical Plant has been reduced over the years because of more urgent needs for the College Police Department and the Communications Systems Department. When the Campus Police move into the newly constructed Kimball Student and Administrative Services Building, their existing space will be remodeled to reclaim space for the Physical Plant Support Facilities manager and secretaries, a Custodial Department training center, a centralized plan and specification library, and an enlarged accounting space.

The other operations space deficiency is in the vehicle-fueling center. The existing fueling station was installed in 1970 and growth of the vehicle fleet since then has all but overwhelmed the fueling station. It is difficult to access and awkward to use because it is adjacent to two driveways exiting the Physical Plant compound. Because of other current capital needs, the project has been put on hold.

## 3.0 Physical Resources

---

This section provides an assessment of the instructional and support facilities, equipment and materials, and physical resource planning.

### 3.1 Instructional and Support Facilities

The physical facilities at Ricks College have been developed to support the academic, social, and athletic needs of the College, particularly those built in the last ten years. Physical facilities are of high quality, enhance the College's programs, and support the needs of both transfer and terminal degree students in their pursuit of a well-rounded education. For example, the John Taylor Building, completed in 1997, included not only facilities for academic course work in religion and humanities, but also included a 500-seat chapel, two serving

kitchens for clubs and social activities, and a large gathering hall. Completed in 1997, the Construction Management Building provided offices, classrooms, and laboratories for students seeking terminal degrees in the construction industry. A new baseball playfield, completed in 1998, provided a proper facility for the men's intercollegiate athletic baseball team while the former baseball field was modernized and upgraded for women's intercollegiate fast-pitch softball. All are examples of new facilities designed to support the mission and goals of the College.

A deficiency noted in the 1989 accreditation report was the shortage of space for both Administration and Library. Both deficiencies have been resolved with the 1999 completion of the Kimball Student and Administrative Services Building. Administrative services now have ample space to provide necessary services. The deficiency in library space is being addressed by the renovation and modernization of the former Administration Building and the Library.

Planning for the replacement of the Jacob Spori Building is well under way. New facilities for the Art Department, Communication Department, and student newspaper will be housed in this facility. The Smith Building is also slated for HVAC upgrades, new windows, and some interior remodeling to accommodate growth of computer-based educational course work. These changes reflect an ongoing commitment by the Board of Trustees to modernize and replace facilities which do not meet current academic needs.

The John Taylor Building, completed August 1997, and the Spencer W. Kimball Administrative and Student Services Building, completed June 1999, have been designed and constructed to meet current ADA and UBC standards. A pedestrian quad has replaced the street formerly located between the Manwaring Student Center and the two new buildings. This was done in order to eliminate the 20,000 daily street crossings by students using the new buildings. An additional elevator is under construction for the west end of the Manwaring Student Center to facilitate access to both the pedestrian mall and the building.

Ricks College has, by policy, directed that older buildings be made fully accessible when renovations and remodelings are scheduled. For example, an elevator was added to the Hart Building in 1995 and an elevator was added to the Austin Building during a renovation in 1997. Accessible building entrances were completed on campus in the 1980's. Special needs restrooms have been designed into the two new buildings and have been renovated into the Hart, Spori, and Austin buildings within the past three years. In 1998, special equipment was installed to broadcast public address sound into headsets which are available for patrons who attend events in the Hart, Snow, Taylor, and Kirkham assembly areas.

Physical facilities located away from the primary campus are appropriate to their purposes and help to provide students many different kinds of learning experiences while at Ricks College. Physical facilities located away from the primary campus include:

- Livestock Center – located on 140 acres nine miles west of Rexburg, it includes 21 buildings, sheds and pens, covering approximately 104,000 square feet. The Livestock Center is part of the Agriculture program.
- Badger Creek Outdoor Learning Facility – located on 160 acres in the scenic Teton Valley, it includes four buildings covering 5,700 square feet. It is used by many different departments to provide a variety of outdoor learning experiences.
- Island Park Natural Science Center – located on 38 acres in Island Park, Idaho, it includes an 11,000 square foot lodge, a 1,500 square foot botany lab, and garage. Over the past three years, this property was renovated, including a new roof and construction of laboratory space for students in the Natural Sciences division.

The College uses several other small facilities owned and operated by various off-campus organizations. They include:

- Bennion's Boys Ranch – used by Ricks College's Teton Leadership and Service Center for providing leadership training for College students and employees. The College is given free use of the facility. The lodge is located in the scenic Teton Valley and is available for use by the College during the fall and winter months.
- Rexburg Racquetball and Fitness Center – located near campus. The College rents time during the day for students to use the facility because of limited free-playing time in the Hart building.
- 4th & 15th Ward Church – located across the street from the Kirkham Building. Used by the Division of Fine Arts because of limited space in the Snow building.
- Showtime Office Building – leased by the College's traveling and performing groups because of limited space in the Snow building.

The Physical Plant is responsible for custodial operations, grounds maintenance, facility maintenance, utilities system maintenance, and contract supervision of capital repairs. However, the Housing Office and Manwaring Center supervise their own custodial staffs. The Physical Plant also administers the capital-needs annual inspections which assess the condition of all facilities and recommends budget requests for capital repairs. The Board of Trustees provides adequate funds to ensure a high level of facility maintenance and capital repair. There is no significant backlog of deferred maintenance.

## 3.2 Equipment and Materials

The College's capital-equipment funds are provided by the Church and are sufficient to meet the College's equipment needs. Increases in funding for capital equipment are shown in Table 3. Most of these capital-equipment budget increases are because of increased numbers of computers and advanced technology classrooms. During the budget preparation process, each department is asked to review with their department chairman or supervisor their capital-equipment needs. Equipment requests are then prioritized and forwarded to the appropriate Vice President. The College has been successful in funding most equipment requests deemed important by the departments.

The College's capital equipment is inventoried and automatically entered in the fixed-asset tracking system at the time of purchase. This entry lists each piece of equipment individually and includes information such as date of purchase, cost, replacement cost, location, serial number, and responsible department. Departments receive equipment inventory lists every two years to report changes to the fixed-asset system administrator. The College's equipment is well-maintained by qualified personnel.

The Ricks College Safety Office monitors the acquisition, storage, use and disposal of hazardous-materials used by various College entities. The Uniform Fire Code is considered the standard for hazardous materials management. A chemical hygiene plan provides general safety and emergency response procedures for chemistry and biology laboratories on campus. A hazard communications plan provides access to Material Safety Data Sheets and safety instructions for all College personnel who deal with hazardous materials. These safety plans along with emergency evacuation procedures are accessible to students, faculty and staff through the College Intranet (see Student or Employee Resources/Safety Policies).

Table 3

### Increases in Funding for Capital Equipment

Year	Funding Increase
1995-1996	3.6%
1996-1997	10.1%
1997-1998	11.2%
1998-1999	19.3%

Monthly inspections are conducted by the Safety Office and corrective measures are initiated whenever potential hazards are identified. Hazardous waste is transferred by the Safety Office to a temporary accumulation-site on campus until it is properly disposed of in accordance with established regulations by a contracted EPA-approved TSD facility.

Personnel from the Campus Police, Physical Plant, Safety Office and the City of Rexburg Fire Department are trained in emergency response procedures for hazardous-materials incidents. Coordinated emergency response exercises are periodically conducted.

## 3.3 Physical Resources Planning

Ricks College maintains a comprehensive master plan for physical resource development. In form, the master plan has two main components. One is a map which shows the broad layout of campus facilities and resources. The second is a database which provides a detailed, room by room inventory of campus facilities. This database enables detailed analysis of facilities when usage issues become a concern. Responsibility for maintaining the master plan rests with the Campus Planning Committee, which draws its members from major organizational segments of campus. The President's Council serves as the ultimate review and approval point for principal master plan changes. These two groups ensure that the master plan is consistent with the mission and long range plans of the College.

Prudent operations and maintenance of physical facilities is a hallmark of Ricks College. It is axiomatic that new or remodeled facilities will be built, operated, and maintained at a level which fully reflects the College's commitment to thorough craftsmanship and wise frugality. The planning for any facility addition or improvement always includes adequate provision for its upkeep on an ongoing basis.

Architects employed by Ricks College are required to design facilities according to applicable codes for accessibility by the physically impaired. Ricks College also has an architect on staff in the Physical Plant organization who ensures that codes are followed for both in-house renovation projects and the operation of existing facilities. The College Safety Officer works closely with the Physical Plant to report any problems which can affect security. Students and patrons requiring special accommodations have an advocate in the Counseling Center who works with all College departments to provide accessibility and classroom accommodations.

Ricks College's Board of Trustees is fully involved in all major physical facility decisions. By Board directive, major is defined as meaning all facility

additions, deletions, or remodeling that exceed \$100,000. The Board reviews and approves at four stages: first, in initial concept; second, at the completion of specific program requirements (prior to engaging

an architect); third, at the completion of the preliminary design documents; and last, prior to getting the contract for construction.



---

---

*Standard 9*

**Institutional  
Integrity**

---

---

*Self-Study*

*1999*

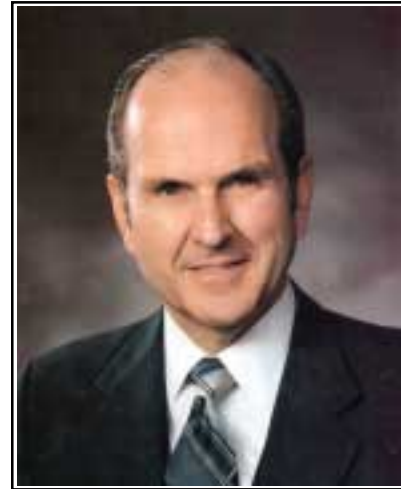




---

*Rapidly developing technology renders today's new developments obsolete by tomorrow; but the methods of organized study and research will serve through the ages to derive dependable answers to questions that are not even asked today. This is the obligation of every fine institution of higher learning.*

- Russell M. Nelson  
*Member, Quorum of the Twelve, 1984-Present*



## Standard 9

# Institutional Integrity

## 1.0 Introduction

After their last visit to Ricks College in September 1989, the NASC Accreditation Team concluded: “The outstanding characteristic of Ricks College is the shared trust and integrity that students, faculty, and administration hold for each other” (NASC Accreditation Report, p. 2). We were aware that this was a rare compliment since relations among constituent groups are often among a college or university’s most pressing problems. We felt honored by the statement because it touched squarely upon the central value of our institution.

As a religious institution, Ricks makes every effort to maintain the highest ethical standards in our relations with students and the public; in our teaching, scholarship, and service; in our treatment of students, faculty, and staff; and in our relationships with regulatory and accrediting agencies. The College, including governing board members, administrators, faculty, and staff, subscribes to, exemplifies, and advocates high ethical standards in its management, operations, and in all of its dealings with students, the public, organizations, and external agencies.

We regularly evaluate and revise as necessary our policies, procedures, and publications to ensure continued integrity throughout the institution. We represent ourselves accurately and consistently to the public and prospective students through our catalogs, publications,

and official statements. Our policy defines and prohibits conflicting interests on the part of governing board members, administrators, faculty, and staff.

Our emphasis on integrity is reflected in our Mission Statement:

*Ricks College is owned and operated by The Church of Jesus Christ of Latter-day Saints. Its mission is to:*

- 1) Build testimonies of the restored gospel of Jesus Christ and encourage living its principles.*
- 2) Provide a quality education for students of diverse interests and abilities.*
- 3) Prepare students for further education and employment, and for their roles as citizens and parents.*
- 4) Maintain a wholesome academic, cultural, social and spiritual environment.*

Honor and integrity are central tenets of our sponsoring church. All students and College employees are expected to live by the following Honor Code:

*We believe in being honest, true, chaste, benevolent, virtuous and in doing good to all men . . . If there is anything virtuous, lovely, or of good report or praiseworthy, we seek after these things (13th Article of Faith).*

- *Be honest*
- *Live a chaste and virtuous life*
- *Obey the law and all campus policies*
- *Use clean language*
- *Respect others*
- *Abstain from alcoholic beverages, tobacco, tea, coffee, and substance abuse*
- *Participate regularly in church services*
- *Observe Dress and Grooming Standards*
- *Encourage others in their commitment to comply with the Honor Code*

High ethical values are encouraged through the Honor Code with its accompanying dress and grooming standards and housing guidelines. In seeking to maintain a wholesome academic, cultural, social and spiritual environment the College encourages personal modesty and a neat, clean, dignified appearance in students and employees. We also stress the importance of maintaining a living environment for students conducive to study and also to ethical development and spiritual growth. The College requires students to enroll in one religion class per semester which reinforces Christian principles. Ricks provides additional opportunities for spiritual development through participation in weekly devotional assemblies and established campus wards and stakes of The Church of Jesus Christ of Latter-day Saints.

There is strong evidence that the many efforts to encourage personal integrity among all students and employees are successful. During Fall Semester 1998 the Office of Institutional Research conducted a follow-up study of former Ricks students who were enrolled in 1992; 714 questionnaires were returned. A number of the questions were related to the issue of personal integrity. The results are in Table 1.

## 2.0 Conflict of Interest

---

The College has a clearly defined conflict of interest policy. At the time of employment employees sign a Conflict of Interest Disclosure Statement. The basic concept is that employees are expected to give their full measure of time, talent, and loyalty to the College. Any activity or work pattern that adversely affects College employees or employment, in terms of productivity, dedication, or improper influence, is in conflict with an employee's basic obligation. The policy is directed toward such potential conflict situations as engaging in private business during working hours, outside consulting, using College resources for private purposes,

accepting gifts from vendors who do business with the College, and recruiting or advertising on campus.

## 3.0 Academic Freedom

---

Ricks College has a well-defined Academic Freedom policy and is committed to the free pursuit and dissemination of knowledge consistent with our mission statement. The policy recognizes the distinctive nature of the College in that faculty and students pursue academic knowledge in light of the restored gospel as taught by The Church of Jesus Christ of Latter-day Saints. Individual freedom lies at the core of both religious and academic life. Freedom of thought, belief, inquiry, and expression are no less crucial to the sacred than to the secular quest for truth. Ricks embraces individual academic freedom of study, inquiry, and debate conditioned and balanced by its institutional freedom and obligation to pursue its religious mission.

### 3.1 Individual Academic Freedom

The Church teaches that human "moral agency" (which encompasses freedom and accountability) is basic to the nature and purpose of mortality and is essential to intellectual and spiritual growth.

Because the gospel encompasses all truth and affirms the full range of human understanding, the scope of integration for LDS scholars is as wide as truth itself. At Ricks individual academic freedom is based not only on a belief in the value of free inquiry, but also on the gospel principle that humans are moral agents who should seek knowledge in the sacred as well as in the secular, by the heart and spirit as well as by the mind, and through continuing revelation as well as in the written word of God.

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

### 3.2 Institutional Academic Freedom

Ricks College is sponsored by The Church of Jesus Christ of Latter-day Saints. College employees and

Table 1

Alumni Survey  
(in percentages)

1) If you attended a four-year school after leaving Ricks College, indicate the extent to which you agree with the following statements.

	Strongly Disagree	Disagree	Some-what Disagree	Some-what Agree	Agree	Strongly Agree	Very Strongly Agree	Don't Know, Unable to Say
My Ricks College experience fully prepared me to handle any spiritual challenges that came my way.	1	1	2	11	21	29	34	1
My Ricks College experience prepared me emotionally and socially to handle the challenges of a four-year school.	1	1	4	10	24	28	31	2

2) How often do you presently engage in each of the following activities:

	Never	Once a Year	A Few Times a Year	Once a Month	Several Times a Month	Several Times a Week	Almost Daily
Volunteer services to a political, social, or charitable cause	19	22	33	8	12	5	1
Participate in voluntary Church service	2	2	11	10	31	32	13
Participate in Church social activities	1	1	8	19	36	27	8

3) What impact did Ricks College have on your growth in each of these areas:

	Negative	Some-what Negative	No Effect	Some-what Positive	Positive	Very Positive	Don't Know
My testimony of the restored gospel	0	1	2	5	32	60	0
My commitment to living the gospel	0	0	2	7	29	61	0
My interest and effectiveness as a citizen in the community	0	1	11	17	44	25	3
My self-understanding	0	0	5	12	37	46	1
My relationship with God	0	1	3	5	35	56	0
My sensitivity to personal relationships and moral responsibilities	0	2	4	11	38	44	0
My satisfaction toward life	0	0	3	11	42	44	0
My view of the world and attitudes toward life	0	1	5	13	44	37	0
Achievement of personal goals	0	0	4	15	42	40	0
My ability to be of service in my ward and stake	0	2	7	11	37	43	1

students are primarily (with rare exceptions) members of the Church. All employees and students at Ricks subscribe to an Honor Code which reflects the principles and values of the Church in order that the College may provide an education in an atmosphere consistent with the ideals and principles of the Church.

Ricks College defines itself as having a distinctive religious mission and as pursuing secular knowledge in a climate of religious belief. This model of education differs clearly and consciously from public colleges which assume a separation of church and state. It is not expected that the faculty will agree on every matter, much less on issues in the academic disciplines that divide faculties in any college. It is expected, however, that a spirit of Christlike charity and common faith in the gospel will unite even those with wide differences of opinion and that questions will be raised in ways that seek to strengthen, rather than undermine, faith.

## 4.0 Faculty Loyalty

---

Faculty members, for their part, agree to be loyal citizens of the campus community. It is expected that the faculty will strive to contribute to the distinctive religious mission of Ricks College and adhere to the laws and commandments of the gospel. Ricks College strives to maintain an atmosphere in which faculty, administration, and Board work together in a spirit of love, trust, and goodwill, where the faculty is free from excessive restraint and yet committed to the overall mission of the College. For example, an attempt to undermine a student or fellow faculty member's beliefs or try to destroy their faith in the restored gospel would be unacceptable at Ricks. The balance we strive to maintain between the individual faculty member and the College is aptly described by these words from Elder B. H. Roberts: "In essentials, let there be unity; in nonessentials, liberty; and in all things, charity" (Conference Reports, October 1912, p. 30).

---

---

# Appendix

---

---

*Self-Study*

*1999*



## Appendix A

# Participants in Self-Study

Committee/Task Force	Participants		
Accreditation Planning and Oversight Committee	David Bednar* Don Bird James Smyth Brent Kinghorn Robert Wilkes Lee Warnick Lynn Stewart Steven Bennion Lynn Firestone	Robert Worrell Edward Malstrom Max Checketts Tom Liau Ron Martin Charles Cartmill Russ Benedict Charles Frost Mack Shirley	Gerald Price Randy Garn Kelly Hymas James Gee Phil Wightman Don Rydalch Karl Edwards Charles Grant David Richards
Executive Review Committee	David Bednar* Don Bird James Smyth Brent Kinghorn	Robert Wilkes Gerald Price James Gee Max Checketts	
Steering Committee	Max Checketts* Roger Hoggan Irma Anderson Wade Anderson	Dean Sorensen David Allen Ron Campbell	Scott Bergstrom Jim Sessions Larry Rigby
Editorial Committee	Max Checketts* Scott Bergstrom Dean Sorensen	Alan Young Phil Murdock David Gallup	
Institutional Mission and Goals (Standard One) Educational Programs: General Requirements, Planning & Evaluation (Standard Two)	Max Checketts* Scott Bergstrom* David Bednar Don Bird James Smyth Brent Kinghorn Robert Wilkes		
Educational Programs: agriculture, natural science, and engineering (Standard Two)	Roger Hoggan* Faculty from Agricultural & Biological Sciences, Physical & Mathematical Sciences, and Engineering & Technology		
Educational Programs: business, social science, and humanities (Standard Two)	Irma Anderson* Faculty from the divisions of Business, Behavioral & Social Sciences, and Language & Letters		

\* denotes team leader

<b>Committee/Task Force</b>	<b>Participants</b>		
Educational Programs: health, education, fine arts, religion, family (Standard Two)	Wade Anderson* Faculty from Health & Education, Religious and Family Living, and Performing & Fine Arts		
Educational Programs: Continuing Education, Special Learning Activities, Non-Credit Courses (Standard Two)	Ron Campbell* James Gee Brent Kinghorn		
Students (Standard Three)	James Sessions* Richard Page Sharon Tuckett Kevin Miyasaki Garth Gunderson Tom Lehman Jesse Brown Kris Fillmore Bruce Blanchard	Dan Peck Garth Hall Mark Gehmlich Dan Gulbranson Gordon Westenskow Steve Davis David Richards Devin Shaum Jacque Weekes	Kelly Hymas Ken Howell ASRC officers Doug Mason Max Sorenson John Soules Jim Terry Robert Maxfield Tom Luke
Faculty (Standard Four)	Max Checketts* Lee Warnick Edward Malstrom Kevin Anderson	Irma Anderson Phil Wightman Matthew Geddes	Roger Hoggan Wade Anderson Rudy Puzey
Library (Standard Five)	Tom Liau* Garth Miller Ron Martin Gaylen Jensen	Thaine Robinson Ivan Brower Doug Thompson	
Administration and Governance (Standard Six)	Dean Sorensen* David Bednar Don Bird James Smyth	Brent Kinghorn Robert Wilkes Henry Eyring Paul Sorenson	
Finance (Standard Seven)	Larry Rigby* Russel Benedict Calvin Wendelboe	Bryan Groom Bruce Hobbs James Smyth	
Physical Resources (Standard Eight)	Larry Rigby* Charles Frost Wayne Clark James Smyth		
Institutional Integrity (Standard Nine)	Dean Sorensen* David Bednar Don Bird James Smyth	Brent Kinghorn Robert Wilkes Henry Eyring Paul Sorenson	

\* denotes team leader



# Ricks College Mission and Associated Goals and Objectives

## **Mission, Goals and Objectives - 1988 to 1998**

- 1) Build testimonies of the restored gospel of Jesus Christ and encourage living its principles.  
Prepare students who will graduate with a life-long commitment to:
  - Live a chaste, virtuous life
  - Participate actively in Church services and activities in accordance with the Church's stated mission
  - Use clean language and exemplify modesty and cleanliness in behavior and dress
  - Respect the rights of others
  - Abstain from alcoholic beverages, tobacco, tea, coffee, and drugs
  - Obey the law
  - Be worthy to marry in the temple
- 2) Provide a high-quality education for students of diverse interests and abilities.
  - A) Provide a learning environment with the following characteristics:
    - Teachers with exemplary personal conduct who model high standards and values
    - Teachers who are deeply committed to students, who are warm and friendly
    - Teachers who know their material and are well prepared
    - Clear expectations on what it is to be learned and how it will be evaluated
    - A classroom climate that is encouraging and positive
    - Learning from direct experience is emphasized over learning vicariously
  - B) Provide high-quality programs and faculty
    - Students who are involved in the learning process rather than those who are merely bystanders
    - A total learning experience that is characterized by honor and integrity
    - Continue to provide high-quality lower-division transfer education and professional/certification training
    - Encourage new academic program initiatives, particularly of an interdisciplinary nature, that reflect emerging intellectual perspectives
    - Maintain a faculty who manifest a love of and excellence in teaching, commitment to student advising, and scholarship and creativity
    - Maintain policies and programs that address faculty compensation, inservice, workload, etc., that assure a high level of faculty morale and performance
  - C) Provide an infrastructure which is highly responsive to the academic needs of students and faculty, and promotes their overall success
    - Library
    - Computing
    - Information Technologies
    - Audio-Visual
    - Learning Assistance
  - D) Implement the following principles of good practice in undergraduate education:
    - Encourage student-faculty contact

- Encourage cooperation among students
  - Encourage active learning
  - Give prompt feedback
  - Emphasize time on task
  - Communicate high expectations
  - Respect diverse talents and ways of learning
- 3) Prepare students for further education and employment, and for their roles as citizens and parents.
- A) Prepare university-bound students for their chosen baccalaureate program
- Graduates will be readily accepted into a four-year institution and into their chosen major
  - If full-time, graduates will complete their baccalaureate program within three years after enrollment
  - Prerequisite and foundation courses offered at Ricks will be fully accepted at the major universities in which our graduates enroll
  - Graduates will be fully prepared for their subsequent bachelor's degree program
  - Graduate GPAs will not drop more than two-tenths of their final Ricks GPAs
- B) Prepare employment-bound students for their chosen profession
- Graduates of professional programs will be well-prepared for their first or entry-level position in their chosen career fields
  - All graduates will find employment in the profession for which they have trained
- C) Provide a high-quality general education such that all graduates:
- Understand themselves and their relationship to God
  - Develop the ability to think and write clearly
  - Gain a knowledge of the social and natural worlds in which they live
- Appreciate the aesthetic and creative expressions of humanity
  - Cultivate a sensitivity to personal relationships and moral responsibilities
  - Demonstrate a readiness for further learning and for services to society
  - Demonstrate computer literacy
- 4) Maintain a wholesome academic, cultural, social, and spiritual environment.
- A) Provide an environment in which students, faculty, and administrators:
- Live a chaste and virtuous life
  - Obey the law and all campus policies
  - Use clean language
  - Respect others
  - Abstain from alcoholic beverages, tobacco, tea, coffee, and substance abuse
  - Participate regularly in Church services
  - Observe Dress and Grooming Standards
  - Encourage others in their commitment to comply with the Honor Code
- B) Provide a broad range of well-run and affordable student services that support and enrich the student's experience at Ricks:
- Student employment
  - Financial services, scholarships
  - Student life (recreation, entertainment, and housing)
  - Counseling
  - Registration
  - Career advisement, placement
- C) Provide quality extra-curricular activities that will enhance individual growth and allegiance to the Church and College
- D) Maintain and care for campus facilities and grounds at the highest possible level

## Revised Mission, Goals, and Objectives - 1999

- 1) Build testimonies of the restored gospel of Jesus Christ and encourage living its principles.
  - A) All who are associated with Ricks College recognize its Board of Trustees as prophets, seers, and revelators. By acknowledging their leadership, we wholeheartedly accept their insight and wisdom and their vision for the College.
  - B) The faculty at Ricks College has the highest commitment to excellence in their disciplines and believe that all truth is in harmony with the Gospel of Jesus Christ. Therefore, they openly accept their responsibility to teach truth by the Spirit, to fuse secular and spiritual truth into one grand whole, and to help students understand how their knowledge "of all things" can enhance their commitment to and understanding of the Gospel.
  - C) All who teach, work, or study at Ricks College are expected to live by the highest standards of the Gospel of Jesus Christ so that their minds truly can be quickened, their understanding enlarged, their hearts softened, and their testimonies strengthened. We understand that virtue, honor, integrity, kindness, compassion, and hard work are the hallmarks of a Christian life and the proper foundation for all learning, knowledge, wisdom, and service.
- 2) Provide a quality education for students of diverse interests and abilities.
  - A) The faculty at Ricks College are deeply committed to academic excellence, to continued mastery of the content of their academic disciplines, and to continued professional development in those disciplines.
  - B) Teaching is the main focus of the faculty at Ricks College. Each member of the faculty is committed to using the best teaching techniques and methods which are appropriate to their disciplines. Each faculty member is also committed to a warm, positive, encouraging classroom environment where high academic expectations can be achieved.
  - C) Collectively, the faculty is committed to using a variety of teaching methods and strategies which address the full range of student needs and learning styles, and they are committed to exploring new options for teaching based on emerging technologies and on increased understanding of the learning process.
- D) The faculty at Ricks College is also committed to standards of fairness in evaluation and assessment of student performance.
- E) The College and the Church are committed to adequate funding of the College's educational programs and related activities. We acknowledge that a majority of that funding comes from the tithes and offerings of the members of The Church of Jesus Christ of Latter-day Saints. Therefore, we recognize the faith, confidence, and sacrifice of those who have given; we treat our funding as "sacred," and we seek frugality and efficiency in our expenditures and financial commitments.
- F) Ricks College is primarily a two-year liberal arts college that is committed to a quality general education for all of its students. In addition, the College has a commitment to many specialized technical and professional programs and to a broad range of extra-curricular activities.
- G) Ricks College is committed to providing a physical infrastructure that is adequate for the academic, social, and religious needs of its students. The College is also committed to providing some specialized settings for learning at our central campus and at several other satellite facilities that are owned and operated by the College or the Church.
- H) Even though we encourage a unity of religious and social ideals at Ricks College, we seek to broaden the cultural and intellectual diversity of our students. As a college community, we respect the vast diversity of our students and offer a wide variety of support services for the academic, emotional, and social well-being of each student. These services include, but are not limited to, the following: tutoring, a Learning Assistance Lab, counseling services, faculty advising, and faculty mentoring.

- I) We are committed to making the quality educational opportunities of Ricks College available in appropriate ways to an increasing number of people, particularly to the members of The Church of Jesus Christ of Latter-day Saints throughout the world.
- 3) Prepare students for further education and employment, and for their roles as citizens and parents
- A) Ricks College offers course work leading to careers in professional, technical, and skilled areas. But we are a junior college, and therefore we recognize our limitations and our unique role as an educational institution. We prepare most of our students to further their education at a university or other academic institution.
  - B) We are committed to a deliberate and well-planned program of faculty advising and we encourage faculty members to help students carefully plan their academic programs.
  - C) We encourage students to be busily engaged in service to others and to be an influence for good in their families and communities and in the world.
  - D) We believe in encouraging an atmosphere of freedom where agency and self-will can be properly understood and enjoyed. We encourage students to understand that liberty enlarges the creative genius of the human soul, encourages human productivity, and is enjoyed when people exercise significant self-restraint and take responsibility for their own actions.
  - E) We believe in teaching that the family is the central institution of human happiness and that happiness, joy, and peace are appropriate and essential goals of human existence. Therefore, we teach the importance of the traditional family as outlined in *The Family – A Proclamation to the World* as it was set forth by The Church of Jesus Christ of Latter-day Saints.
- F) We support the democratic ideals of the United States as being inspired by God and based on eternal truths and principles. We encourage students to support those ideals throughout the world and to work for peace and prosperity through voting, public service, and active participation in other aspects of the political process.
- 4) Maintain a wholesome academic, cultural, social, and spiritual environment
- A) All who are associated with Ricks College recognize that there is a special "spirit" here – a special atmosphere for learning and for righteous living that is closely associated with the Gospel and the Church. We are dedicated to preserving this "Spirit of Ricks" by fusing the academic purposes of the College with a complete opportunity to participate in wholesome social and extra-curricular activities and in the ward and stake activities that are an essential part of The Church of Jesus Christ of Latter-day Saints.
  - B) We believe in living by a Code of Honor that will prepare students to keep themselves morally clean and physically fit, abide by the laws of their own nations, increase their talents by hard work, and be honest in their employment and in all their economic relationships.
  - C) We believe that everyone in the campus community is a teacher – teaching by word and example those principles of Christian living and good citizenship that are essential to personal and community well-being. We believe that students enjoy many effective learning experiences through personal contact with staff and support personnel as well as with the faculty.

## Appendix C

# Annual Departmental / Divisional Statistics

Parameter	91 - 92	92 - 93	93 - 94	94 - 95	95 - 96	96 - 97	97 - 98
<b>Student Credit Hours (SCH)<sup>a</sup></b>							
Average / Semester	111,249	111,930	110,499	114,925	113,082	104,677	121,384
Cost / SCH	\$63	\$65	\$70	\$71	\$76	\$77	\$72
<b>Enrollment<sup>b</sup></b>							
Avg / Semester	48,885	49,112	48,975	52,417	52,301	46,416	52,425
Cost / Enrollment	\$142	\$149	\$159	\$155	\$165	\$175	\$167
<b>Majors<sup>c</sup></b>							
Average / Semester	7,747	7,848	7,815	8,002	7,750	7,828	6,672
Cost / Major	\$1,808	\$1,864	\$1,988	\$2,035	\$2,228	\$2,070	\$2,633
<b>Graduates</b>							
Total	1,932	2,074	2,211	2,658	2,896	3,087	3,107
Cost / Graduate	\$7,249	\$7,055	\$7,026	\$6,127	\$5,963	\$5,249	\$5,653
Student / Faculty Ratio	23.0	23.1	22.5	22.3	22.6	22.2	25.0
Load Hours <sup>d</sup>	29.50	29.80	29.90	29.80	28.60	29.50	28.59
<b>Faculty<sup>e</sup></b>							
Full-Time	298.00	303.00	305.00	311.00	307.00	306.00	318.00
Part-Time / Admin	25.14	20.39	21.00	33.10	44.78	43.21	46.96
Total	323.14	323.39	326.00	344.10	351.78	349.21	364.96
% Teaching <sup>f</sup>	93%	93%	92%	92%	90%	91%	90%
GPA	2.838	2.893	2.962	2.998	3.146	3.147	3.162

<sup>a</sup> Student credit hours are the number of students in each class multiplied by the amount of credit for that class

<sup>b</sup> Combined head count in all day classes including labs and noncredit classes

<sup>c</sup> Students who have declared a major; does not include General Studies majors

<sup>d</sup> The sum of all assignments – teaching, non-teaching, and administration – divided by 15 for the semester or 30 for the academic year

<sup>e</sup> The full-time equivalent (FTE) of full-time faculty, part-time and adjunct faculty, and administrators/staff who have teaching assignments

<sup>f</sup> The percentage of time expended in teaching activities by full-time faculty based on a standard of 30 hours per academic year



## Appendix D

# Faculty Scholarly and Creative Accomplishments

### Scholarship

Effort	Faculty Member	
Fluid Power Certification	Dale Larson	CAE Technologies
Learned JAVA language	Neil Morgan	Engineering
Study Abroad programs	Many	
Completed Master's or Doctorate	Many	
Coach of the 1999 First Place National Champion Forensics team	Eric Embree	Communication
Co-founder of the Scholastic News Service	Ron Bennett	Communication
Director of Literary tour to England (3 years)	Dan Pearce	English
Director: "R" Children Child Lab	David Duerden	Family Science
Textbook reviewer for a national publishing company	Many	
Thought Field Therapy Applied to Addiction, Fears, and Energy Field	Mike Farnworth	Family Science
Discover Urban America – Chicago Project	Kathy Gee Lynn Smith Carma Sutherland James Greene Robyn Bergstrom	Family Science Soc / SW / CJ Home Economics Family Science Communication
Regular member of a professional organization	Many	
Clinical member of a professional organization (American Association for Marriage & Family Therapy)	Kathy Gee	Family Science
National Executive Board Member of a professional organization	David Allen	Math / CS
Instructor: AMATYC Summer Institute	Paul Cox	Math / CS
Registered Professional Geologist for the State of Idaho	Steven Hansen	Geology
Completed master's degree in hydrology at University of Idaho	Mark Lovell	Geology
Project: Problem solving involving proofs and modeling	David Brown	Math / CS
Software engineer and technical lead at INEEL	Kevin Twitchell	Math / CS
Attendance at a short course in discipline-related topic	Many	
Development of a calculus-based business consulting student assignment	David Allen	Math / CS
Professional land surveyor	Boyd Cardon	Math / CS
Consultant and director of the calculator workshop for high school teachers	Wayne Startin	Math / CS
Dan Apple and Richard Paul joint curriculum study	Larry Saunders	Math / CS

*Scholarship* (continued)

Designer: Designed and built special-effects projectors for planetarium	Bud Johnson	Physics
Leader and Coordinator: Faculty travel	Phil Murdock	English
Designed writing course for ESL-International students	Mary Lula Welch	English
Honors Program Leader	Murray Hunt	English
Teacher: Moscow (Russia) State Linguistic University 1995-1996	Vaun Waddell	Humanities & Philosophy
Editor: <i>New Perspectives</i>	Bill Conway	English
Certified ALBA practitioner/teacher	Hyrum Conrad	Theatre
Administrative fellow at University of Minnesota	Hyrum Conrad	Theatre
Judge: High School Debate and Speech competitions	Robyn Bergstrom Renee Powell	Communication Communication
Idaho State Certified Debate and Speech Judge	Renee Powell	Communication
Licensed: Med-Tech	Jane Hill	English
Co-Coordinator: FLEX (language in 7th grade)	Christine Geddes	Foreign Language
Faculty Tour Leader: Russian Study Abroad Program	Ed Kumferman	Foreign Language
Faculty Tour Leader: British Literary tour	Allen Hackworth	English
Tour leader: European Tour	Jeff Anderson	Humanities & Philosophy
Director, Honors Program	Rick Davis	Humanities & Philosophy
Horse Training	Kim Anderson	Psychology
Consultant: ICC Mental Health	Ron Jacques	Psychology
Board of Directors: Liberty Canyon Boys' Ranch	Merlin Madsen	Psychology
Summer Camp – Inner City Youth – Chicago	Ed Malstrom	Psychology
Clinical Member: American Association for Marriage and Family Therapy	Steven Hay	Soc / SW / CJ
Certified Social Worker – State of Idaho	Steven Hay	Soc / SW / CJ
Conditional Release Hearing Officer: Idaho Department of Corrections	Jack Reinwand	Soc / SW / CJ
Evaluation of rose production and marketing in South America	Ben Romney	Landscape Horticulture
Curator: Ricks College Herbarium	Boyd Holdaway	Biology
Member: Professional Ski Instructors of America	Kari Archibald	Recreation Education
Idaho Outfitters and Guides Association	Jerry Jex	Recreation Education
Idaho Watercolor Association	Richard Bird	Art
Textbook reviewer	Vince Bodily	Art
Society of Animal Artists, Outdoor Writers Association	Leon Parson	Art
Newsletter editor for IBEA	Lanae Morgan	Office Systems Management



## Research

Effort	Faculty Member	
Emigrants list coming into Ellis Island and other places	Fred Woods	Religion
Electric vehicles in association with Dr. Robert Todd (BYU)	Gordon Black	CAE Technologies
Closed loop computer controlled fuel injection system	Gordon Black	CAE Technologies
Emission characteristic of diesel engine – Ph.D. project	William Cooley	Engineering
Paper presented at professional meetings	Many	
Grant writer to Albertson's Endowment – Community Early Childhood Education	David Duerden	Family Science
Hutterite research and paper presentation	Bron Ingoldsby	Family Science
Independent Research: Wind Energy	Stephen Turcotte	Physics
Research: Galactic Voids	Stephen McNeil	Physics
Research: Mesa Falls, Teton Dam Failure, Snake River Plain volcanism	Glenn Embree	Geology
Mathematica research	Dan Thomas	Math / CS
Grants research for LDS Foundation	Hyrum Conrad	Theatre
Extensive Native American history	Lawrence Coates	History
Institutional research for Assistant Vice President Academics	Richard Hooten	Math / CS
Statistical research both on and off campus	Richard Hooten	Math / CS
Independent research: Science and Chemistry history research	George Stone	Chemistry
Teton Glacier research: Papers published in <i>Geological Society of America Journal</i>	Ed Williams	Geology
Research: Temple building	Don Hammar	English
Family History research	Many	
Shop Rexburg survey	Craig Bell	Business
Post-harvest physiology and variety evaluation	Ben Romney	Landscape Horticulture
Soils/fertilizer research	Blake Willis	Agronomy / Ag Engineering / Ag Business
Tree research for Idaho Foods	Mel Dewsnap	Agronomy / Ag Engineering / Ag Business
Hillview farm research	Greg Blaser	Agronomy / Ag Engineering / Ag Business
Vegetative survey research at Squirrel Meadows	Jack Bond	Biology
Mammal survey at Yale Creek	Jack Bond	Biology
Study of wildlife and native cultures of Kenya	Larry Hibbert	Biology
Survey of computer tutorial uses in economic programs in the Northwest	Steve McGary	Economics

## Publication

Effort	Faculty Member	
Author: Drafting booklet for Interior Design students	Bill Barnhill	CAE Technology
Author: A textbook for DataCAD	Bill Barnhill	CAE Technology
Author: Injection molding composites, July 1992 <i>SAMPE Journal</i>	David Saunders	CAE Technology
Wrote textbook for Library Science 111	Marcia Alldredge	Library
Author: Western States Marriage Index	Blaine Bake	Library
Author: Mormon Immigration Index	Blaine Bake	Library
Contributed articles to <i>New Perspectives</i>	Many	
Contributed articles to the <i>Journal of Phi Rho Pi</i>	Eric Embree	Communication
Translated: The Essential Guide to Analytical Chemistry	Brooks Haderlie	Library
Contributed articles to <i>The New Era</i> and <i>Ensign</i>	Layne Dearden	Communication
Writing a series of nutrition booklets for Woodland Press	Lane Williams	Communication
Writing: "R" Children lab book	James Gordon	Family Science
Associate Editor: <i>Journal For Comparative Studies</i>	Bron Ingoldsby	Family Science
Associate Editor: <i>Family Science Review</i>	Bron Ingoldsby	Family Science
Textbook publication: <i>Families in a Multi-Cultural Perspective</i>	Bron Ingoldsby	Family Science
Author: PhS 112 lab book	Ryan Nielsen	Physics
Work in progress: Writing an Internet Astronomy course	Brian Tonks	Physics
Author: Deformation of Pliocene units	Glenn Embree Roger Hoggan	Geology Geology
Author: Field Guide to Snake River Plain	Glenn Embree Roger Hoggan	Geology Geology
Published: Theorem – Divisibility by $10N + 1$ and $10N - 1$	Daris Howard	Math / CS
Author: Math 205 and 206 textbook	Steven Terry	Math / CS
Author: Calculator Manuals for TI-85, TI-83, TI-86, HP 48-G	Steven Terry	Math / CS
Author: Agricultural Mathematics Math 100S - 18th edition	David Allen	Math / CS
Author: Lab manuals for computer courses	Greg Cameron	Math / CS
Unpublished paper: "A Markov Chain Analysis of the Game Monopoly"	Craig Johnson	Math / CS
Master's Thesis: A simulation of the Belgian Progression	Craig Johnson	Math / CS
Editor: <i>Journal of Pyrotechnics</i> as well as a contributing author	Wesley Smith	Chemistry
Author: Chemistry 103 lab manual	Art Hubscher	Chemistry
Editorial Board Member: <i>Journal of Heterocyclic Chemistry</i>	Joann Castle	Chemistry
Author: Two papers for the 1999 edition of <i>Eastern Idaho Guidebook</i>	Roger Hoggan	Geology
Author: Books for wide distribution in the LDS market	Jack Weyland	Physics
Author: <i>Thinking About Thinking</i> , Harcourt Publishers	Kip Hartvigsen	English

*Publication* (continued)

Author: Student packet for <i>College Skills Seminar Learning Guide</i>	Karen Holt	English
Author: Work in progress - a novel	Jack Harrell	English
Author: Seven articles with five published	Randall Miller	English
<i>Aims And Options: A Thematic Approach</i> (2nd edition, Houghton Mifflin)	Rod Keller	English
Articles published and papers presented (many)	Rod Keller	English
Author: Industrial Relations	Kirk Gifford	Economics / Political Science
Reviewer: Contemporary Economic Policy	Kirk Gifford	Economics / Political Science
Presenter: Economics and the Classroom conference	Kirk Gifford	Economics / Political Science
Author: Vietnam War	Robert Inama	Economics / Political Science
Author: Unicameral Legislation in Nebraska	J. Kent Marlor	Economics / Political Science
Essays: Two published	Larry Thompson	Economics / Political Science
Author: Many poems	Allen Hackworth	English
Editor: Several textbooks	Ralph Thompson	English
Revised: <i>All Thumb</i> , a writing textbook	Ralph Thompson	English
Author: <i>Reflections of an Invisible Man – An Autobiography</i>	Ralph Thompson	English
Works in progress: Anthology on Steinbeck and Eastern Philosophy	Stephen George	English
Résumé writing business	Julie Clark	English
Work in progress: Children's novel	Susan Grover	English
Author: English 107 and English 211 texts	Susan Grover	English
Assistant Editor: <i>The Companion to Traditional Chinese Literature</i>	Scott Galer	Foreign Language
Co-author: <i>The Grand Scribs Records</i> Indiana Press	Scott Galer	Foreign Language
Author: <i>Fostering Cross-Cultural Awareness</i>	John Ivers	Foreign Language
Author: Islamic humanities course	Jeff Anderson	Humanities & Philosophy
Co-authored and published: <i>Hands On</i> , a humanities course	Rick Davis Vaughn Stephenson	Humanities & Philosophy Humanities & Philosophy
Co-authored and published: <i>Tutti</i> , a music appreciation course	Rick Davis Vaughn Stephenson	Humanities & Philosophy Humanities & Philosophy
Published in Neuroscience Abstracts, <i>Journal of Neuroscience, Endocrinology</i> 1999	Clair Eckersell	Biology
Published article in <i>Cerebral Cortex</i>	Sid Palmer	Biology
<i>Hong Kong Unification</i>	Kevin Shiley	Business Management
<i>Euro Transition – Impact on Eurobusiness</i>	Kevin Shiley	Business Management
<i>Mexican Peso Devaluation</i>	Kevin Shiley	Business Management

## Committee Work

Effort	Faculty Member	
Mexico Training Committee	Rudy Puzey	Architecture & Construction
Visiting Faculty Committee	Rudy Puzey	Architecture & Construction
Ricks College Computer Technology Committee	Bill Barnhill	Architecture & Construction
Department Accreditation Committee	Blair Pincock	Architecture & Construction
Division Accreditation Committee	Blair Pincock	Architecture & Construction
Mexico – Welding Committee	Blair Pincock Boyd Cardon Golden Snell	Architecture & Construction Math / CS Foreign Language
Admissions Committee	Jerry Mumm Golden Snell	Automotive Foreign Language
Mexico – Automotive Steering Committee	DonDavid Powell Boyd Cardon	Automotive Math / CS
Vehicle Accident Committee	Dale Larson	Electrical Engineering
Division Computer Committee	Adrian Baird	CAE Technologies
Campus Advising Committee	David Saunders	CAE Technologies
Department Scholarship Committee	David Saunders	CAE Technologies
Exceptions to College Policy Committee	Gordon Black Ellis Miller Rita Vernon Don Hammar Blake Willis	Electronics Engineering Physics English English Agronomy / Ag Engineering / Ag Business
Faculty Association Board	Many	
Performing Arts Committee	Susan Whitfield	Theatre
Performance Correlation Committee	Susan Whitfield	Theatre
Safety Committee	John Bidwell	Theatre
Music-Theatre Production Committee	Hyrum Conrad	Theatre
Spori Scholarship Committee	Robert Nelson	Theatre
Member: Idaho Commission on the Arts	Omar Hansen	Theatre
Faculty Research Committee	Robert Nelson	Theatre
Snow Building Addition Committee	Robert Worrell	English
Performing and Fine Arts Endowment Committee	Robert Worrell	English
Key Policy Committee	Robert Worrell	English
Distinguished Faculty Award Committee	Robert Worrell	English
Thomas E. Ricks Award Committee	Randall Miller	English
Internet Course Development Committee	Rod Keller	English
Summer Honors Institute Chair	John Ivers	Foreign Language
Idaho Humanities Council	Jeff Andersen	Humanities & Philosophy

*Committee Work* (continued)

Housing Arbitration Committee	Gordon Timothy	Psychology
College Survival Committee	Steven Stokes	Soc / SW / CJ
Handicap Access Committee	Michael Tatum	Soc / SW / CJ
Forum Committee	Victor Forsnes Lee Warnick	Engineering Communication
Division Computer Committee Chair	Victor Forsnes	Engineering
Library Public Services Committee	David Butler	Library
Government Documents Committee	Marcia Alldredge	Library
Standards Committee	Carole Cliften	Library
Library Administrative Staff Committee	Gale Reeser	Library
Fire and Safety Committee	Gale Reeser	Library
Library Building Remodeling Committee	David Butler	Library
Library Internet Committee	Brooks Haderlie	Library
CFS Committees	Many	
Y2K Committee	Sam Nielson	Library
Campus E-Mail Committee	Mathew Miles	Library
Recycling Committee	Lane Williams	Communication
Spori Safety and Emergency Committee	Joel Judkins	Communication
Textbook Selection and Course Direction Committee	Kathy Gee	Family Science
Women's Awareness Committee	Kathy Gee	Family Science
Together for Greatness Committee	James Gordon Linda Long Phil Murdock	Family Science Math / CS English
Department Scholarship Committee	Many	
Articulation Agreement Committee between Ricks and four-year schools	Many	
Idaho State Foster Parent Committee	Byron Webster (Chairman)	Family Science
Department Computer Committee	Many	
Island Park Lodge Committee	Steven Hansen	Geology
Campus Internet and Internet Testing Committees	Daris Howard	Math / CS
Devotional Committee Member	Steven Terry	Math / CS
Viking Club Board of Directors	Steven Terry	Math / CS
Mathematics Requirement Committee Chair	David Allen	Math / CS
Computer Literacy Committee	Greg Cameron	Math / CS
Academic Advising Committee	Joann Castle John Cullen	Chemistry Chemistry
General Education Committee	Larry Saunders	Math / CS

*Committee Work* (continued)

Fast Track Committee	Stephen Ott	Chemistry
Spori Scholar Committee	George Stone	Chemistry
Chemical Hygiene Committee	Wesley Smith	Chemistry
Department Library Committee	Ed Williams	Geology
Travel Committee	Roger Hoggan Lee Warnick	Geology Communication
Faculty Load Committee	Roger Hoggan	Geology
Risk Management Committee	Roger Hoggan	Geology
Admissions Committee	Ted Erickson	Physics
Spori Building Committee	Lee Warnick	Communication
Taylor Building Committee	Lee Warnick	Communication
Smith Building Committee	Lee Warnick	Communication
Summit Magazine Committee	Lee Warnick	Communication
Literary Philosophy Committee	Don Hammar	English
Scholarship Committee	Ellen Pearson	English
English Department Computer Committee	Janine Gilbert	English
Department Service Committee	Kendall Grant	English
Summer Honors Institute Committee	Joelle Moen	English
Content Committee – English Department	Joelle Moen	English
Campus Aesthetics Committee	Ben Romney	Landscape Horticulture
Spori Scholar Selection Committee	Kevin Anderson	Agronomy / Ag Engineering / Ag Business
Admissions Committee	Mel Dewsnup Larry Stephens	Agronomy / Ag Engineering / Ag Business Agronomy / Ag Engineering / Ag Business
Hazardous Waste Committee	Mel Dewsnup	Agronomy / Ag Engineering / Ag Business
Madison County Planning and Zoning Committee	Larry Stephens	Agronomy / Ag Engineering / Ag Business
Library Committee	Jerry Scrivner	Biology
Wellness Committee	David Walker	Physical Education
General Education Committee	Phil Packer	Business
Research Committee	Kari Archibald	Recreation Education

## Curriculum and Web Development

Effort	Faculty Member	
Author: Humanities 101 text	Rod Matson	Humanities & Philosophy
Development of a Windows version grading program	Robert Worrell	English
Course Development: Philosophy/Theology course on the writings of C.S. Lewis	David Ward	English
Course Development: Philosophy/Theology course on the philosophy of C.T. Warner	David Ward	English
Course design for a foreign language computer lab	Bradley Clark	Foreign Language
Translation: Mexico City Welding Program	Bradley Clark	Foreign Language
Developed LINUX lab for the Computer Science major	Greg Cameron	Math / CS
Development of an Internet Math 101 course	Larry Saunders	Math / CS
Development of problem solving software for Chemistry 105 and 106	Steve Ott	Chemistry
Development of an Internet Physics 121 and 122 courses	Jack Weyland	Physics
Develop and construct torque and radiation absorption demonstration	Ted Erickson	Physics
Joint development with BYU of PhS 101 Internet course	Lynn Thomson	Physics
With AMS develop and teach a weather module for public school teachers	Lynn Thomson	Physics
Development of English 111C Internet course	Mary Lula Welch	English
Instructional curriculum development for Automotive – Mexico project	DonDavid Powell	Automotive
Built a website with Math 205 tutorials	Elizabeth Toy	Math / CS
Web page development	Garth Miller	CAE Technologies
Author: <i>Farmstead Structures, Fundamentals of Agriculture Electrification, Parts Locator, Hydraulic Systems</i>	Larry Stephens	Agronomy / Ag Engineering / Ag Business
BS 250 and BS 118 lab manuals	Van Christman	Biology
General Botany lab manual	Boyd Holdaway	Biology
<i>Plant Life</i>	Boyd Holdaway Gene Weller	Biology Biology
Textbooks for racquetball, football	David Walker	Physical Education
Study guides for Business English	Candyce Miller	Office Systems
Introduction to Photography textbook	Gary Pearson	Art
Internet Art course	Gary Pearson	Art
Art appreciation study guide	Vince Bodily	Art

## Artistic Creation

Effort	Faculty Member	
Author, Composer and Producer: <i>Lilacs in the Valley</i> (a musical)	Daris Howard	Math / CS
PlayMill Theatre, West Yellowstone, Montana	John Bidwell	Theatre
Creator/Director of the Spirit Faculty Project	Hyrum Conrad	Theatre
Writer: <i>Pioneer Song</i> – 1998 musical at Ricks College	Omar Hansen	Theatre
Performing/Directing: <i>1776</i>	Omar Hansen	Theatre
Writing: Russian song lyrics for <i>Crime and Punishment</i> (1999)	Vaun Waddell	Humanities & Philosophy
Performing and conducting: Summer in the Snow concert series	Kevin Call Kevin Brower Brent Jones Marybeth Jones Steve Allen	Music Music Music Music Adjunct Music
Performing: Terra Nova Trio, toured Arizona, Utah, Idaho	Steve Allen Pat George Chris Smith	Music Music Adjunct Music (BYU)
Performing: International Double Reed Society meetings in Tempe, Arizona and Wisconsin	Steve Allen Pat George	Music Music Adjunct
Performing: Serenata Strings	LaMar Barrus Kevin Call James McWhorter	Music Music Music Adjunct
Performing: Faculty Jazz Quartet (3 performances)	Wilson Brown Mat Miles David Taylor Michael Turley	Music Library Music Music Adjunct



*Artistic Creation* (continued)

Producing and Performing: First Annual Ricks College Jazz Festival	Wilson Brown Mat Miles	Music Library
Arranging/Performing: Showtime Company Southern U.S. tour	Wilson Brown	Music
Performing: Department of Music Faculty Showcase	Rebecca Olsen Brent Jones Kevin Call Richard Robison Ted Ashton	Music Adjunct Music Music Music
Performing: Organ recitals (several performances)	Darwin Wolford Rebecca Parkinson	Music Music Adjunct
Performing: Piano concerto with the Idaho Falls Youth Orchestra	Brent Jones	Music
Teaching: Piano camps for high school students	Brent Jones Steve Allen	Music Music
Teaching: Percussion concert with community autistic children	David Taylor Rachel Roberts	Music Music Adjunct
Touring/directing: Extravadance dance troupe tour of Brazil	Wendy Bone	Dance
Touring/directing: American Folk Dancers European tour	Charles West	Dance
Performing: Sun Valley Symphony	David Taylor	Music
Composing/Arranging: "The Ark" for Michael McClean	David Taylor	Music
Various faculty art shows	All Department of Art faculty	
Presents in juried art shows	Vince Bodily	Art
Organizer of Art Week for students and community	Kelly Burgener	Art
Commercial painter	Leon Parson	Art



---

---

# Index

---

---

*Self-Study*

*1999*



---

# Index

## A

Academic freedom .....12, 135, 141, 142, 204  
Academic Libraries Consortium .....151  
Accounting .....4, 50, 52, 57, 110, 181, 182, 183, 184, 193, 197  
Achievement .....3, 18, 23, 26, 57, 58, 83, 84, 88, 123, 129, 130  
ACT .....9, 39, 45, 57, 105, 129  
Active learning .....28, 38, 212  
Administration, administrators .....4, 5, 6, 7, 8, 9, 11, 12, 18, 21, 25, 26, 36, 38, 42, 43, 45, 49, 58, 60, 61, 66, 83, 96, 99, 102, 103, 104, 107, 108, 110, 111, 112, 117, 118, 123, 126, 128, 131, 135, 139, 140, 141, 142, 153, 156, 157, 158, 164, 166, 171, 176, 182, 187, 196, 203, 204, 206, 212  
Admission .....8, 12, 43, 44, 99, 105, 110, 117, 123, 129, 130, 180  
Admissions, Office of .....96, 97, 98, 105, 106, 111, 129, 130, 138, 169, 170, 180  
Advanced placement .....37, 43  
Advising .....7, 8, 9, 11, 38, 43, 44, 50, 53, 54, 55, 56, 57, 58, 62, 65, 66, 68, 75, 80, 82, 86, 90, 99, 107, 108, 110, 114, 116, 118, 123, 125, 130, 135, 139, 140, 141, 142, 153, 174, 211, 213, 214  
Affirmative action .....173  
Agriculture .....33, 52, 57, 72, 79, 209  
Allocations .....157  
Alumni .....5, 18, 21, 22, 26, 33, 37, 42, 52, 53, 56, 64, 66, 68, 74, 78, 80, 130, 131  
Alumni Relations Office .....96, 131  
Alumni Survey .....18, 19, 20, 21, 23, 25, 27, 33, 37, 52, 64, 66, 78, 80, 142  
American Indian .....106  
Apartment mission statements .....99, 112  
Appeals .....107  
Applicants .....110, 141  
Architect .....193, 194, 195, 199, 200  
Articulation .....34, 36, 43, 58, 67, 74, 76, 82  
Articulation agreements .....34, 36, 43, 74, 82  
Artistic creation .....144  
Arts .....3, 9, 22, 32, 34, 39, 40, 41, 50, 53, 54, 62, 67, 75, 76, 78, 81, 84, 91, 92, 153, 192, 198, 210, 213  
ASRC Handbook .....98  
Assessment (*see also Outcomes Assessment*) .....5, 17, 18, 25, 26, 27, 28, 31, 34, 36, 37, 38, 42, 49, 53, 68, 72, 74, 116, 183, 185, 197, 213  
Associate of Arts and Sciences (AAS) .....36, 60, 61, 63  
Associated Students of Ricks College (ASRC) .....96, 98, 102, 103, 104, 123, 125, 126, 171, 210  
Associated Women Students .....7, 122, 123

Athletic Director .....102, 110, 130  
Athletics .....5, 7, 49, 85, 96, 97, 98, 99, 102, 110, 111, 116, 130, 169, 175, 192, 197, 198  
Audit .....182, 185

## B

Backbone .....149, 186  
Badger Creek (*see also Outdoor Learning Center*) .....45, 49, 109, 192, 193, 198  
Bednar, David A. (*see also President*) .....4, 5, 11, 18, 96, 97, 143, 166, 167, 169, 194, 209, 210  
Benefits .....49, 135, 140, 141, 142, 166, 172, 179  
Black Student Association .....106  
Board of Trustees .....5, 11, 18, 25, 26, 33, 62, 65, 83, 102, 103, 104, 105, 110, 111, 112, 116, 118, 138, 141, 156, 163, 164, 165, 166, 170, 179, 180, 181, 182, 183, 185, 193, 194, 195, 196, 198, 199, 200, 203, 204, 206, 213  
Boise State University .....33, 136, 151, 152, 153, 155  
Books .....42, 55, 68, 71, 75, 81, 128, 149, 155  
Bookstore .....4, 98, 109, 175, 184, 185  
Brigham Young University (BYU) .....6, 23, 33, 45, 48, 49, 60, 66, 67, 70, 76, 82, 89, 113, 116, 118, 129, 136, 151, 153, 159, 163, 164, 165, 167, 168, 182, 185  
Brown Bag seminars .....38, 143  
Budgets, budgeting .....12, 33, 49, 50, 51, 52, 59, 62, 64, 72, 75, 78, 80, 81, 82, 85, 92, 98, 110, 122, 138, 140, 143, 151, 155, 156, 157, 164, 165, 170, 171, 172, 180, 181, 183, 184, 185, 187, 193, 196, 197, 198, 199  
Buildings .....4, 11, 54, 60, 73, 81, 82, 88, 89, 109, 131, 156, 157, 191, 193, 194, 195, 196, 198  
Administration Building .....4, 45, 114, 157, 184, 192, 195, 196, 198  
Austin .....152, 192, 193, 198  
Benson .....152, 192  
Clarke .....152, 192  
Hart .....5, 85, 102, 109, 138, 170, 192, 198  
Kimball Administrative and Student Services .....4, 112, 114, 156, 157, 186, 191, 192, 194, 196, 197, 198  
Kirkham .....157, 192, 198  
Livestock Center .....31, 52, 192, 193, 198  
Manwaring Student Center .....88, 96, 98, 109, 152, 175, 180, 192, 194, 195, 198  
Romney .....192  
Smith .....138, 152, 157, 170, 192, 195, 198  
Smith Annex .....192  
Snow .....81, 82, 170, 192, 198  
Spori .....4, 54, 60, 61, 152, 157, 170, 192, 196, 198  
Taylor .....4, 186, 191, 192, 193, 194, 197, 198  
Business .....32, 33, 35, 40, 42, 50, 51, 52, 55, 57, 58, 61, 67, 72, 78, 83, 84, 89, 118, 129, 151, 153, 163, 164, 167, 168, 169, 181, 182, 183, 185, 186, 204, 209

## C

Campus planning ..... 25, 99, 102, 138, 170, 197, 199  
Campus Police .....95, 96, 99, 102, 111, 112, 113, 118,  
119, 120, 122, 130, 169, 173, 174, 197, 199  
Career .....3, 9, 33, 36, 42, 43, 44, 52, 53, 55, 57, 62, 63,  
67, 69, 70, 71, 75, 76, 78, 80, 81, 90, 91, 95, 99, 108,  
113, 114, 115, 126, 128, 139, 142, 174, 197, 212, 214  
Career and Advising Center (CAC) .....36, 43, 44, 96, 107,  
108, 114, 139  
Career counseling .....43, 114, 128  
Catalog .....10, 12, 18, 31, 36, 37, 38, 39, 42, 43, 44, 82,  
98, 107, 149, 187  
Centralized Data Services (CDS) .....150, 151, 156, 183  
Certificates .....9, 11, 31, 105, 122  
Chairs .....9, 28, 33, 36, 37, 54, 69, 102, 104, 135, 139,  
140, 141, 153, 154, 157, 168, 180, 185, 186  
Change, changes .....6, 18, 26, 34, 37, 38, 45, 50, 51, 52,  
53, 54, 55, 56, 57, 59, 60, 61, 62, 63, 64, 65, 67, 68, 69,  
70, 71, 72, 73, 74, 75, 76, 77, 79, 80, 81, 83, 84, 85, 86,  
87, 88, 89, 90, 92, 96, 112, 113, 114, 115, 116, 117,  
122, 123, 125, 126, 129, 131, 135, 139, 157, 158, 174,  
179, 180, 183, 184, 185, 186, 187, 191, 193, 194, 195,  
196, 197, 198, 199  
Church Educational System (CES) .....45, 184, 185  
Class schedules .....49, 56, 98, 125  
Classroom .....4, 36, 39, 51, 55, 61, 63, 67, 70, 71, 72, 74,  
75, 77, 78, 81, 82, 85, 86, 87, 88, 89, 90, 92, 105, 141,  
155, 199, 211, 213  
Classrooms .....4, 64, 71, 89, 155, 192  
Client Computer Services (CCS) .....150, 151, 156, 157  
Co-curricular activities .....109  
Collections .....11, 26, 54, 77, 149, 150, 151, 155  
Collective bargaining agreements .....173  
College Level Examination Program (CLEP) .....43  
College Student Experiences Questionnaire (CSEQ) .....5,  
13, 19, 21, 22, 23, 27, 33, 37, 144  
Commissioner of Education .....163, 164, 165  
Committees .....5, 6, 7, 9, 12, 18, 25, 26, 36, 42, 60, 65,  
99, 102, 103, 104, 105, 107, 113, 123, 138, 139, 140,  
144, 151, 157, 158, 163, 165, 166, 170, 171, 180, 181,  
182, 184, 185, 186, 196, 197, 199, 209  
Communication .....9, 39, 54, 60, 61, 76, 90, 113, 139,  
142, 149, 151, 166, 171, 187, 194  
Communication Services .....151, 156, 157  
Community Services .....25, 45, 48, 96, 97, 110, 138, 168,  
169, 180  
Community Services Council .....25  
Community Services Vice President .....45, 96, 110, 168,  
180  
Compensation .....70, 135, 140, 142, 163, 211  
Competencies .....36, 76, 82, 113  
Computation .....6, 9, 39, 40  
Computer information systems .....50  
Computer lab(s) .....54, 57, 60, 63, 64, 66, 67, 69, 71, 72,  
76, 87, 149, 150, 153, 155, 157

Computer literacy .....10, 212  
Computer specialist .....150, 151, 156  
Computer(s) .....4, 10, 32, 35, 37, 39, 40, 43, 50, 51, 54,  
56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 69, 70, 71,  
72, 73, 74, 75, 76, 78, 80, 81, 85, 86, 87, 107, 108, 112,  
114, 117, 128, 138, 143, 149, 150, 151, 152, 153, 154,  
155, 156, 157, 158, 169, 170, 179, 184, 186, 195, 212  
Computer-assisted .....43, 57, 63, 64  
Computer-based delivery .....33, 150, 198  
Computing facilities .....150, 153  
Conduct .....12, 28, 83, 99, 112, 118, 130, 140, 141, 144,  
163, 166, 211  
Constituencies .....12, 25, 129, 131  
Construction .....3, 5, 11, 53, 54, 57, 116, 159, 180, 186,  
193, 194, 195, 196, 198, 200  
Continuing Education .....31, 45, 48, 49, 69, 70, 88, 91,  
96, 97, 105, 131, 168, 169, 210  
Councils  
Academic Council .....7, 22, 25, 28, 37, 99, 102, 139,  
140, 154, 155, 169, 171  
Administrative Council .....25, 166, 169  
Community Services Council .....25  
Computer Technology Council (CTC) .....157, 170  
Dorm Councils .....99  
Shared Services Committee .....25, 26, 186  
Strategic Planning Council .....25, 26, 166, 169  
Student Life Council .....25, 99, 102, 104, 105, 116, 126,  
169  
Counseling .....9, 25, 36, 44, 53, 87, 89, 113, 114, 115,  
123, 125, 130, 173, 174, 213  
Counseling Center .....7, 32, 44, 95, 96, 102, 106, 108,  
111, 113, 114, 115, 118, 169, 173, 174, 199  
Course, courses .....6, 8, 9, 10, 12, 19, 20, 21, 22, 25, 26,  
27, 31, 33, 36, 37, 38, 39, 42, 43, 44, 45, 49, 50, 51, 52,  
53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 67, 68,  
69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83,  
84, 85, 86, 87, 88, 89, 90, 91, 92, 98, 105, 107, 135,  
139, 140, 143, 144, 145, 150, 151, 153, 155, 157, 158,  
197, 198, 210, 212, 214  
Creativity .....21, 23, 57, 63, 78, 123, 135, 143, 144, 211,  
212, 214  
Crime, criminal activity .....32, 34, 35, 90, 117, 118, 119,  
120, 121, 122  
Critical thinking .....21, 26, 27, 28, 42, 83  
Curriculum .....3, 10, 33, 36, 37, 54, 55, 56, 57, 58, 59, 60,  
61, 62, 64, 67, 68, 69, 70, 72, 74, 76, 79, 80, 83, 84, 86,  
135, 139, 140, 141, 143, 144, 150, 155  
Curriculum development .....135, 139, 140, 143, 155

## D

Dean of Students .....95, 102, 104, 106, 107, 111, 115,  
116, 117, 118, 123, 169, 175  
Debt .....12, 180  
Decision-making .....17, 25, 26, 36, 110, 139, 142, 166,  
171, 194

- Deficit .....114, 115
- Degree programs .....11, 25, 31, 34, 36, 37, 38, 45, 59, 63, 76, 79, 91, 107
- Degrees .....9, 11, 31, 36, 44, 45, 49, 50, 51, 53, 54, 55, 56, 57, 59, 60, 61, 62, 63, 64, 65, 67, 69, 70, 72, 73, 74, 75, 76, 77, 79, 80, 81, 82, 83, 84, 86, 87, 89, 90, 91, 96, 97, 105, 110, 111, 114, 135, 136, 151, 153, 157, 198
- Delivery systems .....34, 130
- Department(s) .....9, 10, 28, 33, 34, 36, 37, 38, 45, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 96, 105, 110, 112, 113, 116, 117, 120, 122, 126, 130, 135, 139, 140, 141, 142, 150, 151, 153, 154, 155, 156, 157, 158, 171, 172, 181, 182, 183, 184, 186, 193, 194, 197, 199
- Departments
- Accounting .....32, 35, 49, 50, 61, 84, 107, 174, 181, 183, 184
- Agronomy/Ag Engineering/Ag Business .....32, 34, 40, 50, 51
- Agronomy .....3
- Animal Science .....32, 35, 52, 88
- Architecture and Construction .....32, 52
- Art .....10, 32, 35, 53, 54, 60, 136, 196, 198
- Automotive .....32, 40, 55
- Biology .....32, 34, 35, 56
- Business Management .....32, 35, 57, 84, 182
- CAE Technologies .....32, 34, 41, 42, 62, 63, 143
- Chemistry .....32, 59, 65
- Communication .....32, 40, 59, 60, 84, 151, 156, 157, 158, 167, 172, 196, 198
- Computer Information Systems .....32, 35, 46, 50, 61, 62, 128, 143
- Dance .....10, 32, 63, 92, 103, 130, 170
- Design and Drafting .....62, 63
- Economics/Political Science .....32, 35, 64, 72, 75, 168
- Electronics Engineering .....3, 32, 65
- Elementary Education .....32, 34, 66, 67, 107
- Engineering .....32, 34, 35, 40, 41, 42, 50, 51, 62, 63, 65, 67, 128, 151, 167, 192, 209
- English .....32, 37, 39, 42, 43, 44, 49, 69, 70, 84, 106, 123, 136, 142, 165
- Family Science .....32, 70
- Foreign Language .....32, 34, 39, 71, 72, 123
- Geography .....32, 72
- Geology .....32, 73
- Health Science .....56, 74, 87, 116
- Health Science (Paramedicine) .....35, 74
- History .....32, 37, 54, 75, 89, 131, 150, 154, 168
- Home Economics .....32, 70, 75, 76
- Home Economics (Interior Design) .....3, 36, 41, 75, 76, 107
- Humanities & Philosophy .....32, 76, 77, 78, 81, 193
- Landscape Horticulture .....32, 35, 41, 78, 79, 84
- Math/Computer Science .....9, 32, 39, 40, 41, 42, 44, 45, 80, 81
- Music .....10, 32, 34, 35, 41, 42, 63, 64, 81, 82, 83, 103, 104, 130, 170
- Nursing .....3, 32, 83, 107, 128
- Office Systems Management .....32, 34, 42, 57, 83, 84, 128
- Physical Education .....85
- Physics .....32, 38, 59, 85, 86, 87
- Psychology .....32, 87, 143
- Recreation Education .....32, 45, 87, 88, 168
- Religious Education .....32, 39, 78, 89, 104, 193
- Sociology/Social Work/Criminal Justice .....32, 34, 35, 90, 122
- Theatre .....10, 32, 35, 63, 64, 81, 91, 92, 130
- Design .....33, 34, 38, 52, 53, 54, 62, 67, 68, 78, 79, 130, 150, 155, 157, 195, 196, 199, 200
- Development .....3, 5, 12, 18, 19, 21, 22, 26, 28, 37, 42, 44, 57, 60, 63, 68, 69, 76, 77, 78, 80, 83, 86, 87, 98, 109, 112, 113, 118, 125, 131, 135, 142, 144, 150, 151, 155, 157, 164, 171, 179, 197, 199, 204
- Devotionals .....22, 25, 204
- Disability .....44
- Distributed Data Services .....151, 156, 157
- Diversity .....10, 19, 53, 54, 56, 58, 60, 69, 70, 71, 75, 76, 80, 81, 82, 88, 90, 91, 105, 106, 125, 144, 153, 203, 211, 212, 213
- Division/Department Chair Handbook .....34, 139, 140, 141
- Dormitories .....31, 111, 122, 180, 192, 193, 194
- Drama .....63, 78, 144
- Dress .....25, 99, 101, 116, 117, 204, 211, 212

## **E**

- Educational programs .....4, 12, 31, 45, 135, 139, 180, 181, 213
- Effective .....5, 22, 42, 56, 63, 75, 81, 85, 87, 90, 96, 109, 112, 113, 116, 117, 123, 129, 140, 142, 144, 164, 166, 171, 184, 185, 196, 197, 214
- Effectiveness .....17, 25, 38, 64, 65, 69, 72, 76, 82, 86, 113, 114, 116, 135, 159, 186, 205
- Electives .....52, 70, 76
- Eligibility requirements .....11, 107
- Employee Handbook .....140
- Enrollment .....80, 107, 129, 138, 170
- Environment .....3, 4, 18, 19, 21, 22, 23, 25, 54, 60, 69, 73, 74, 87, 88, 95, 105, 111, 112, 116, 118, 123, 125, 131, 142, 144, 171, 172, 183, 185, 203, 204, 211, 212, 213, 214
- Equal opportunity .....173
- Equipment .....33, 36, 50, 51, 54, 55, 56, 59, 61, 62, 63, 65, 66, 68, 70, 71, 73, 74, 78, 79, 80, 83, 85, 86, 88, 111, 116, 122, 126, 149, 150, 151, 153, 155, 156, 157, 172, 175, 179, 180, 183, 193, 194, 196, 197, 198, 199
- ESL .....44
- Ethical standards .....203
- Ethnic .....21, 95, 106, 107, 125
- Evidence .....5, 38, 42, 49, 50, 52, 53, 56, 74, 76, 81, 88, 89, 125, 144, 204

Expenditures .....31, 110, 180, 181, 184, 213  
Experiential learning .....37, 49, 56

## **F**

Facilities .....3, 4, 5, 12, 31, 33, 50, 51, 52, 53, 54, 55, 56, 57, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 74, 76, 77, 78, 79, 81, 82, 86, 87, 88, 89, 90, 92, 98, 109, 111, 112, 113, 114, 115, 116, 126, 129, 150, 151, 152, 153, 172, 175, 191, 192, 193, 194, 196, 197, 198, 199, 212, 213  
Faculty .....3, 4, 5, 7, 8, 9, 10, 11, 12, 18, 19, 20, 21, 22, 23, 25, 26, 27, 28, 31, 33, 36, 37, 38, 43, 44, 45, 46, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 102, 103, 104, 105, 107, 108, 109, 110, 112, 115, 118, 123, 135, 136, 138, 139, 140, 141, 142, 143, 144, 145, 149, 150, 151, 153, 154, 155, 156, 157, 158, 159, 163, 166, 167, 168, 169, 170, 171, 182, 185, 186, 196, 197, 199, 203, 204, 206, 209, 210, 211, 212, 213, 214, 215  
Adjunct .....31, 49, 53, 54, 60, 69, 70, 71, 81, 135, 141, 142  
Development .....5, 22, 28, 54, 59  
Evaluation .....44, 49, 54, 58, 80, 87, 89, 140, 144  
Full-Time .....3, 12, 31, 45, 51, 52, 53, 54, 55, 56, 57, 59, 60, 62, 65, 67, 69, 70, 71, 72, 73, 74, 76, 79, 80, 81, 83, 84, 85, 87, 88, 89, 90, 91, 135, 141, 142  
Part-Time .....49, 63, 67, 70, 72, 74, 75, 76, 81, 85, 87, 89, 141  
Faculty Association .....102, 138, 139, 169, 170, 171  
Faculty qualifications .....6, 12, 45, 89, 135, 173  
Farm .....51, 52  
Fees .....4, 33, 36, 49, 71, 84, 85, 88, 108, 151, 179, 180, 182, 184, 195  
Fields of study .....4, 34, 56, 123  
Financial aid .....32, 96, 106, 107, 110, 111, 123, 126, 127, 174, 180, 181, 184, 185  
Financial assistance .....106, 107, 126  
Financial planning .....179  
Fine arts .....210  
Focus groups .....21, 38  
Food Services .....98, 99, 109, 175, 185  
Fund-raising .....26, 109, 131, 179, 182  
Funds .....68, 70, 78, 82, 86, 110, 118, 126, 143, 156, 179, 180, 181, 182, 183, 184, 196, 198, 199

## **G**

General Education .....6, 9, 10, 12, 22, 24, 26, 27, 36, 38, 39, 40, 42, 43, 50, 51, 52, 53, 54, 56, 57, 60, 61, 62, 63, 64, 69, 70, 72, 73, 74, 76, 77, 81, 82, 84, 85, 86, 87, 90, 91, 138, 170, 212, 213  
Goals .....3, 11, 12, 17, 18, 25, 26, 28, 33, 34, 44, 49, 52, 53, 63, 64, 81, 96, 98, 110, 114, 122, 123, 129, 140, 149, 163, 166, 179, 180, 186, 196, 197, 198, 205, 214

Governance .....135, 139, 142, 163, 171, 210  
Graduates .....6, 18, 23, 39, 42, 51, 52, 55, 58, 60, 63, 65, 68, 70, 71, 72, 74, 75, 76, 80, 82, 83, 84, 87, 88, 89, 90, 106, 212, 215  
Graduation .....8, 33, 43, 44, 52, 59, 61, 80, 87, 107, 108, 110, 131, 138, 139, 158, 170  
Grants .....128, 131, 140, 180, 181, 182, 183  
Grooming .....25, 99, 101, 116, 117, 204, 212

## **H**

Handbook .....7, 8, 12, 28, 43, 98, 107, 110, 118  
Handicapped .....44, 89  
Hands-on learning .....31  
Hardware .....64, 72, 149, 150, 156, 157, 159  
Health care .....83, 108, 115, 116  
Health Center .....4, 95, 96, 99, 102, 108, 111, 113, 115, 116, 184  
Hiring .....7, 52, 54, 64, 71, 82, 113, 135, 141, 195  
Holdings (library) .....12, 37, 76, 81, 91, 149, 158  
Honesty .....55, 62  
Honor Code .....4, 11, 90, 95, 99, 101, 106, 112, 116, 117, 118, 203, 204, 206, 212, 214  
Honors Program .....33  
Housing .....103, 109, 111, 112, 117, 125, 129, 193, 204, 212  
Housing Office .....95, 109, 111, 112, 174, 198  
Housing regulations .....112, 117  
Human relations .....6, 9, 39, 40, 90  
Humanities .....77, 78, 197, 209

## **I**

Idaho State University .....33, 45, 76, 136, 152, 155  
Improvement .....4, 22, 28, 34, 52, 58, 70, 76, 85, 90, 99, 113, 125, 140, 154, 158, 166, 171, 173, 179, 199  
Income .....49  
Information .....3, 4, 8, 9, 11, 12, 20, 21, 25, 37, 43, 55, 56, 61, 67, 71, 74, 78, 79, 81, 85, 86, 89, 99, 107, 108, 110, 111, 113, 120, 123, 125, 126, 128, 129, 130, 139, 142, 149, 150, 151, 157, 171, 172, 182, 183, 184, 186, 187, 195, 199  
Information resources .....150, 151  
Information Technology Services (ITS) .....149, 150, 151, 153, 154, 155, 156, 157, 158, 159, 193  
Inquiry .....141, 204  
Inservice .....140, 211  
Institutional goals .....18, 25  
Institutional mission .....3, 17, 18, 25, 26, 28, 34, 141, 179  
Instruction .....3, 36, 44, 45, 49, 50, 52, 55, 64, 70, 72, 77, 80, 81, 83, 85, 86, 89, 90, 106, 108, 139, 141, 150, 154, 155, 156, 157, 158, 169  
Instructional media .....154  
Insurance .....108, 115, 123, 140  
Integrity .....210  
Intercollegiate athletics .....95, 110, 111  
Interlibrary loan .....149, 153



Intermediate algebra .....39  
 Internal audit .....110, 182, 185  
 International Student Office .....96, 111, 123, 125, 130  
 International students .....107, 116, 118, 123, 124, 125  
 Intramural .....5, 7, 85, 109, 194  
 Intranet, Internet .....8, 39, 49, 51, 56, 57, 59, 60, 64, 67,  
 68, 69, 70, 71, 73, 74, 78, 83, 85, 86, 88, 112, 114, 128,  
 142, 149, 150, 151, 153, 155, 157, 158, 166, 175, 183,  
 184, 186, 187, 193, 195, 199  
 Investments .....182  
 Island Park Science Center .....31, 56, 74, 193, 198

## K

KRIC .....60, 130, 194

## L

Laboratory equipment .....116  
 Lambda Delta Sigma .....122, 123  
 Leadership .....9, 63, 87, 89, 95, 98, 109, 112, 122, 123,  
 125, 129, 171, 173, 184, 198, 213  
 Learning .....4, 5, 12, 18, 19, 21, 22, 23, 25, 27, 28, 31, 33,  
 36, 37, 38, 39, 42, 44, 49, 54, 56, 64, 69, 74, 78, 80, 85,  
 95, 105, 110, 111, 122, 126, 142, 144, 151, 153, 166,  
 196, 198, 211, 212, 213, 214  
 Learning Assistance Lab .....44, 70, 106, 118, 174, 195,  
 213  
 Learning outcomes .....38, 105  
 Learning resources .....12  
 Leave of absence .....140  
 Letters .....9, 32, 39, 69, 128, 141, 182, 209  
 Library .....4, 5, 11, 12, 22, 32, 33, 37, 42, 44, 45, 67, 68,  
 71, 73, 74, 76, 81, 82, 89, 91, 98, 102, 108, 114, 128,  
 138, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158,  
 159, 169, 170, 174, 191, 192, 195, 196, 197, 198, 210,  
 211  
 Library science .....150  
 Literacy .....5  
 Load, load hours .....33, 36, 50, 58, 62, 70, 81, 82, 83, 86,  
 88, 90, 108, 135, 136, 139, 172, 196, 197, 215

## M

Major, majors .....4, 5, 6, 8, 11, 12, 18, 25, 28, 33, 34, 35,  
 36, 37, 38, 42, 44, 45, 50, 52, 53, 54, 55, 56, 57, 58, 59,  
 60, 61, 62, 63, 64, 66, 67, 68, 69, 70, 72, 73, 74, 75, 76,  
 77, 78, 79, 80, 81, 82, 84, 85, 86, 87, 88, 89, 90, 91, 92,  
 96, 98, 99, 105, 107, 108, 111, 116, 118, 129, 130, 131,  
 139, 154, 155, 159, 163, 170, 171, 179, 180, 182, 184,  
 186, 191, 193, 194, 195, 199, 212, 215  
 Management .....4, 50, 52, 57, 58, 78, 83, 87, 88, 106,  
 109, 112, 113, 122, 149, 150, 151, 157, 159, 164, 179,  
 181, 182, 183, 185, 186, 193, 195, 196, 197, 199, 203  
 Management letter .....182  
 Married Student Association .....106  
 Master plan .....179, 194, 196, 199

Mastery .....5, 85, 213  
 Math Lab .....44, 45  
 Mathematics .....9, 44, 52, 59, 80, 81, 86, 106, 144  
 Media .....37, 60, 61, 67, 70, 72, 74, 76, 86, 107, 130, 149,  
 153, 154, 155, 195  
 Media Services .....150  
 Methods .....20, 34, 38, 43, 67, 75, 81, 126, 129, 184, 196,  
 213  
 Mission .....3, 11, 12, 17, 18, 19, 22, 23, 25, 26, 27, 34, 38,  
 45, 49, 50, 59, 60, 64, 65, 81, 82, 83, 84, 87, 88, 90, 95,  
 96, 98, 99, 109, 110, 111, 112, 113, 115, 116, 118, 119,  
 122, 123, 125, 126, 129, 130, 131, 140, 141, 144, 149,  
 163, 166, 168, 184, 185, 186, 191, 196, 198, 199, 203,  
 204, 206, 209, 211, 213  
 Music .....5, 10, 33, 63, 76, 77, 78, 81, 82, 130, 153

## N

Natural Science .....34, 35, 39, 42, 56, 57, 72, 74, 89, 193,  
 198, 209  
 Network operations .....151, 156, 157  
 Newspaper .....42, 60, 79, 110  
 Nondiscrimination .....173  
 Nursing .....33, 56, 83

## O

Off-campus .....103, 112, 151  
 Officers .....7, 99, 103, 118, 120, 122, 123, 125, 130, 163,  
 166, 171, 173, 180, 210  
 On-campus housing .....31  
 On-line databases .....37, 149, 150, 151, 153  
 Orientation .....8, 22, 37, 43, 57, 71, 99, 105, 112, 113,  
 125, 126, 129, 154  
 Outcomes assessment .....5, 12, 18, 25, 26, 28, 34, 37, 38  
 Outdoor Learning Center (*see also Badger Creek*) .....31,  
 45, 70, 88, 109, 192

## P

Part-time .....31, 44, 45, 49, 53, 55, 56, 63, 64, 67, 70, 71,  
 72, 73, 74, 75, 76, 81, 85, 87, 89, 96, 97, 111, 113, 114,  
 117, 128, 135, 141, 142, 153, 156, 186  
 Performance .....55, 59, 81, 82, 91, 92, 96, 106, 113, 118,  
 135, 142, 144, 158, 164, 172, 182, 183, 184, 185, 197,  
 211, 213  
 Periodicals .....68, 149, 155  
 Personnel .....6, 37, 44, 45, 52, 99, 105, 109, 110, 111,  
 113, 115, 117, 126, 128, 149, 153, 154, 156, 157, 163,  
 166, 173, 174, 184, 185, 186, 187, 197, 199, 214  
 Physical exercise .....33  
 Physical Plant .....53, 54, 76, 99, 111, 113, 157, 169, 170,  
 181, 183, 191, 193, 194, 195, 196, 197, 198, 199, 212  
 Physical resources .....197, 199, 210  
 Placement .....54, 74, 75, 79, 80, 107, 108, 128, 129, 212  
 Plan .....9, 18, 25, 26, 34, 36, 37, 38, 43, 69, 76, 82, 92, 99,  
 113, 123, 157, 166, 180, 194, 197, 199, 214

Planning .....5, 8, 17, 25, 26, 28, 31, 37, 43, 50, 58, 92,  
135, 150, 157, 171, 179, 181, 184, 185, 195, 196, 197,  
199

Planning processes .....26, 28

Police .....111, 118, 120, 122, 197

Policies .....11, 12, 34, 37, 49, 98, 99, 101, 105, 107, 109,  
110, 113, 118, 129, 135, 139, 140, 142, 150, 151, 154,  
157, 163, 164, 166, 173, 176, 180, 181, 182, 183, 186,  
187, 203, 204, 211, 212

Policy .....10, 12, 59, 99, 105, 110, 111, 112, 118, 120,  
135, 139, 140, 141, 171, 173, 174, 180, 183, 198, 203,  
204

President .....7, 11, 125, 165, 171, 180

Professional development .....50, 54, 57, 58, 59, 67, 68,  
78, 80, 82, 86, 89, 90, 113, 115, 116, 118, 135, 140,  
142, 155, 157, 171, 172, 213

Profit .....105

Program changes .....36

Programs .....3, 5, 6, 9, 10, 11, 12, 25, 26, 27, 28, 31, 33,  
34, 36, 37, 38, 39, 44, 45, 48, 49, 50, 51, 52, 54, 55, 56,  
57, 58, 59, 60, 61, 62, 63, 66, 67, 68, 69, 70, 71, 74, 75,  
76, 78, 79, 82, 83, 86, 87, 88, 89, 95, 98, 99, 105, 107,  
108, 109, 110, 111, 116, 118, 122, 123, 125, 126, 129,  
130, 131, 139, 140, 150, 155, 164, 166, 171, 173, 179,  
180, 181, 182, 193, 197, 211, 212, 213, 214

Public Relations .....60, 96, 97, 99, 103, 104, 111, 130,  
169

Public service .....214

Publications .....12, 107, 115, 130, 203

Purposes .....50, 52, 53, 55, 56, 57, 59, 61, 62, 63, 64, 65,  
66, 67, 69, 70, 71, 72, 73, 74, 75, 76, 78, 80, 81, 83, 85,  
87, 89, 90, 91, 113, 115, 116, 118, 122, 123, 125, 126

## **R**

R-Book .....12, 98, 99

Reading Lab .....44

Readmission .....106

Records .....4, 12, 43, 95, 105, 107, 116, 126, 129, 153,  
156, 181, 185

Recreation .....5, 33, 52, 87, 88, 89, 109, 212

Registrar .....32, 43, 96, 105

Related instruction .....6, 9, 12

Released time .....28, 88, 139

Remedial .....38, 44, 82

Remodeling .....138, 157, 170

Renovation .....4, 180, 193, 194, 195, 196, 198, 199

Reporting .....110, 125, 181, 183, 184, 185

Research .....11, 23, 37, 68, 69, 70, 75, 81, 86, 92, 140,  
144, 149, 155

Resource-sharing .....151, 153

Revisions .....116

Rexburg (ID) .....3, 7, 83, 109, 111, 118, 120, 122, 125,  
170, 194, 198, 199

Ricks Adaptive Adventure Program (RAAP) .....109

Rights .....60, 141, 211

Roadmap .....36

Room and board .....33

Roommates .....99, 112

## **S**

Sabbatical leave .....80, 86, 87

Safety .....51, 83, 88, 99, 105, 109, 112, 113, 122, 194,  
195, 199

Safety Office.....95, 96, 99, 111, 112, 113, 199

Salaries .....9, 31, 55, 63, 71, 84, 122, 129, 140, 142, 155,  
166

Satisfaction .....4, 27, 70, 71, 72, 98, 99, 116, 135, 142,  
143, 158, 171, 173, 186, 205

Scholarship .....107, 123, 127, 129, 138, 144, 170, 174,  
180, 181, 203, 204, 211

Scholarships .....96, 97, 111, 129, 138, 180

Scholarships, Office of .....96, 97, 111, 129, 138, 180

Scroll .....110

Security .....105, 142, 153, 157, 159, 172, 173, 174, 199

Service .....9, 18, 25, 44, 50, 51, 52, 55, 56, 59, 60, 61, 63,  
64, 76, 79, 80, 83, 87, 88, 90, 98, 109, 111, 116, 122,  
123, 125, 126, 140, 151, 154, 156, 157, 165, 166, 171,  
173, 180, 181, 186, 196, 197, 203, 205, 213, 214

Services .....4, 18, 26, 28, 31, 37, 44, 45, 55, 56, 70, 81,  
95, 96, 98, 101, 105, 106, 108, 109, 110, 111, 112, 113,  
114, 116, 117, 120, 122, 123, 125, 128, 129, 130, 150,  
151, 153, 154, 155, 157, 158, 159, 169, 171, 173, 183,  
184, 186, 191, 192, 194, 198, 204, 205, 211, 212, 213

Skills .....9, 12, 26, 36, 44, 50, 52, 53, 54, 55, 57, 60, 61,  
63, 64, 66, 68, 69, 70, 75, 81, 82, 83, 85, 87, 89, 90,  
109, 112, 114, 116, 123, 126, 128, 153, 154, 155, 184

Smith .....138, 152, 157, 170, 192, 195, 198

Snow .....81, 82, 170, 192, 198

Social Science .....32, 34, 35, 39, 40, 41, 42, 72, 209

Socioeconomic .....95, 105

Software .....43, 44, 49, 55, 56, 58, 59, 62, 63, 64, 67, 68,  
70, 72, 80, 84, 85, 149, 150, 151, 153, 156, 157, 159,  
183, 194

Space .....4, 5, 11, 33, 39, 45, 51, 55, 57, 62, 68, 72, 76,  
77, 81, 82, 85, 86, 88, 89, 90, 92, 98, 111, 112, 114,  
126, 157, 158, 159, 191, 193, 194, 195, 196, 197, 198

Specialized Associate .....12, 34, 36, 39, 62, 79, 84

Spiritual .....3, 18, 19, 23, 25, 68, 76, 82, 83, 89, 95, 112,  
113, 116, 118, 171, 191, 203, 204, 205, 212, 213, 214

Staff .....4, 5, 6, 7, 8, 12, 18, 25, 26, 43, 44, 45, 49, 51, 52,  
55, 66, 70, 81, 82, 84, 88, 91, 96, 97, 105, 109, 110,  
111, 112, 114, 115, 116, 117, 118, 120, 123, 125, 126,  
129, 130, 131, 140, 149, 150, 151, 153, 154, 155, 157,  
159, 163, 166, 171, 181, 182, 184, 186, 196, 197, 199,  
203, 214

Standards .....5, 9, 10, 12, 25, 52, 62, 65, 69, 91, 99, 101,  
105, 109, 111, 112, 116, 117, 118, 140, 142, 172, 173,  
182, 185, 186, 194, 196, 198, 203, 204, 211, 213

Standards Committee .....99, 104, 118

Stewardship .....139

- Student achievement .....33, 34  
Student activities .....109, 125  
Student clubs .....116  
Student credit hour .....25, 28, 31, 33, 181, 215  
Student credit hours (SCH) .....12, 46, 71, 129, 215  
Student Evaluation of Institutional Mission and Goals  
    (see also *Surveys*) .....18, 19, 23, 27, 142  
Student Evaluation of Instructional Practices  
    (see also *Surveys*) .....5, 18, 22, 27  
Student government .....99, 109, 125  
Student learning .....19, 23, 25  
Student Life .....31, 95, 96, 97, 98, 99, 110, 111, 166, 169  
Student Life Council .....25, 99, 102, 104, 105, 116, 126, 169  
Student loan .....126  
Student newspaper (The Scroll) .....18, 26, 28, 60, 105, 110, 196, 198  
Student population .....50, 52, 69  
Student ratings, ratings .....10, 19, 20, 22, 44, 50, 52, 54, 55, 56, 57, 58, 59, 65, 68, 69, 71, 74, 75, 80, 81, 85, 86, 89, 92, 140, 141, 144, 173  
Student rights .....99  
Student-faculty ratio .....25, 33  
Students .....3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 31, 33, 34, 36, 37, 38, 39, 42, 43, 44, 45, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 95, 96, 98, 99, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 122, 123, 125, 126, 127, 128, 129, 130, 131, 139, 140, 142, 144, 149, 150, 151, 153, 154, 155, 156, 157, 158, 159, 163, 166, 171, 173, 176, 181, 184, 193, 194, 195, 196, 197, 198, 199, 203, 204, 206, 210, 211, 212, 213, 214  
Study skills .....44  
Subscriptions .....149, 150  
Support services .....11, 31, 111, 172, 213  
Surveys, questionnaires .....5, 9, 11, 13, 18, 19, 21, 22, 23, 24, 25, 27, 33, 37, 44, 50, 53, 56, 62, 68, 72, 74, 78, 81, 82, 83, 84, 89, 98, 99, 109, 112, 114, 115, 116, 125, 139, 142, 144, 151, 158, 172, 173, 174, 186  
Suspension from school .....107, 118  
Syllabus .....49, 105
- T**
- Teaching .....4, 5, 7, 18, 20, 21, 22, 28, 31, 33, 34, 37, 38, 44, 49, 50, 51, 52, 53, 54, 56, 57, 58, 60, 61, 63, 64, 66, 67, 68, 69, 70, 71, 72, 74, 75, 76, 77, 80, 81, 82, 84, 85, 86, 87, 88, 89, 90, 105, 116, 117, 118, 135, 139, 140, 141, 142, 143, 144, 151, 166, 168, 171, 203, 211, 213, 214  
Teaching methods .....20, 44, 58, 85, 213  
Technical .....26, 50, 51, 55, 57, 59, 62, 63, 70, 78, 91, 113, 126, 130, 150, 151, 153, 156, 157, 213, 214  
Technology .....3, 4, 5, 24, 25, 32, 33, 34, 35, 37, 40, 41, 42, 51, 52, 53, 54, 55, 57, 61, 62, 63, 65, 67, 69, 71, 72, 74, 75, 76, 78, 81, 85, 87, 89, 90, 98, 99, 113, 117, 126, 129, 136, 138, 149, 150, 151, 153, 154, 155, 156, 157, 158, 159, 167, 170, 184, 192, 194, 199, 209  
Templates .....26, 39, 42  
Terminal .....31, 39, 40, 70, 82, 135, 136, 197, 198  
Termination .....166  
Teton Leadership and Service Center .....31, 103, 104, 109, 112, 143, 198  
The Church of Jesus Christ of Latter-day Saints .....3, 11, 99, 163, 183, 203, 204, 213, 214  
Thomas E. Ricks .....140, 170  
Transcripts .....43, 105, 107, 141  
Transfer .....5, 8, 9, 12, 18, 22, 23, 24, 25, 31, 33, 34, 36, 37, 38, 39, 42, 43, 44, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 99, 105, 108, 125, 139, 173, 175, 183, 197, 211  
Transfer credit .....33, 42, 73, 99, 105, 175  
Travel .....36, 49, 57, 58, 63, 69, 71, 72, 89, 130, 143, 155, 183, 186  
Tuition .....4, 33, 34, 36, 140, 179, 180, 181, 184  
Tutoring Center .....44, 118
- U**
- Undergraduate program .....31  
University of Idaho .....33, 45, 66, 76, 89, 137, 152, 155  
University of Utah .....23, 33, 137, 164, 165, 168  
Utah State University .....23, 33, 66, 70, 82, 89, 137, 164, 165, 167
- V**
- Vashon Island .....31, 49, 74  
Vice President .....7, 9, 18, 36, 44, 48, 95, 96, 97, 110, 113, 116, 123, 125, 154, 155, 156, 157, 158, 166, 167, 168, 169, 171, 173, 180, 181, 182, 184, 185, 199  
Viking Club .....110, 170  
Vocational .....79
- W**
- Wards .....82, 99, 110, 113, 115, 198, 204, 205, 214  
Weber State University .....23, 33, 55  
Women .....7, 8, 54, 58, 59, 63, 69, 70, 80, 85, 87, 105, 107, 110, 111, 112, 114, 115, 117, 122, 123, 125, 129, 180, 193, 194, 198  
Workload .....85, 130, 135, 139, 142, 186, 211  
Writing Center .....44
- Y**
- Young-Harris College .....33

