University of Idaho
2012-2013 FACULTY SENATE AGENDA

Meeting #24

3:30 p.m. - Tuesday, April 9, 2013
Brink Hall Faculty Lounge
IWC Room 390 – Boise
213 – Coeur d’Alene
TAB 321B IF4 – Idaho Falls

Order of Business

I. Call to Order.

II. Minutes.
   • Minutes of the 2012-13 Faculty Senate Meeting #23, April 2, 2013

III. Chair’s Report.

IV. Provost’s Report.

V. Committee Reports.

   University Curriculum Committee (pending UCC meeting April 8, 2013):
   • FS-13-047 (UCC-13-064): Regulation B-2 (Anderson) (vote)
   • FS-13-048 (UCC-13-065): BS in Physical Education name change (Pickering)(vote)

VI. Other Announcements and Communications.
   • Parking Long-term plan (Root)
   • Office of Research & Economic Development (McIver)

VII. Special Orders.

VIII. Unfinished Business and General Orders.

IX. New Business.

X. Adjournment.

Professor Kenton Bird, Chair 2012-2013, Faculty Senate

Attachments: Minutes of 2012-2013 FS Meeting #12
FS-13-047; 048; 049
University of Idaho
Faculty Senate Meeting Minutes
2012-2013 Meeting #23, Tuesday, April 2, 2013

Present: Aiken, Baillargeon, Christiansen for Baker (w/o vote), Bird (Chair), Budwig (Boise), Dodd, Eckwright (w/o vote), Flores, Frey, Garrison, Goddard, Hasko, Hopper, Karsky, Kennelly, Kitchel, Manic, Morra, Pendegraft, Qualls, Safaii, Strawn, Stuntzner (Coeur d’Alene), Teal

Absent: Hartzell, Miller, Ostrom, Smith, Ytreberg

Guests: 5

A quorum being present, Senate Chair Bird called the meeting to order at 3:33pm.

Minutes: It was moved and seconded (Frey, Goddard) to approve the corrected minutes of meeting #22. A senator requested that in the future revised minutes be duly noted as “revised” so as to distinguish them from other versions of the minutes. A senator asked for clarification to page 4 of the minutes, the second bulleted item, which reads “This came up at senate last year, too, and it failed at the University Faculty Meeting (UFM) because the law students are a small constituency …” The senator pointed out that this item did not just “come up” at senate, but that it was passed by senate. Also, there was no stated connection between the item failing at the UFM and the fact that the law students are a “small constituency.” Senators agreed to Secretary Eckwright’s proposed changes: replacing “came up” with “passed” and ending the first sentence after “(UFM).” The word “because” will be removed and the second sentence will begin with the words “The law students are a small constituency …” Motion carried with editorial amendments.

Chair's Report. Chair Bird reported on the following items:

- Northern Illinois University today announced the selection of U-Idaho Provost and Executive Vice President Doug Baker as their next president. Baker will begin his duties at NIU July 1. An interim provost will be selected while a national search is conducted. President Nellis released the following statement, which Chair Bird read into the record: “Doug Baker is a committed educator who has invested heavily in the University of Idaho over the last eight years. I'm excited that Doug has been able to successfully make the leap to university president. Many provosts never get this opportunity, but I know his nearly 30 years of higher education experience on the Palouse will serve him and NIU well. We wish Doug and his wife Dana all the best in this new adventure.” Chair Bird echoed those comments and extended his personal appreciation to Provost Baker for his work with the senate leadership this year with the following remarks: “Provost Baker has used senate leadership as a sounding board for ideas and has kept us informed of pending administrative decisions. I will miss our monthly meetings with him. Presidents and provosts will come and go, but the faculty are the bedrock of the University of Idaho. I am confident that we will provide the continuity during this transitional period. The senate leadership looks forward to working with Interim President Burnett and the interim provost in the coming year.”

- The subcommittee to review policy regarding instructors and senior instructors met last week and is drafting a series of questions to send to senators that will help guide their deliberations. Look for an e-mail later this week with those questions. Please direct responses and comments to Senators Pendegraft norman@uidaho.edu, Garrison leonardg@uidaho.edu or Smith alistair@uidaho.edu.

- Textbook orders for fall were due at the VandalStore last Friday, March 30, but you may still submit your orders. Please encourage your colleagues to submit their orders as soon as possible – exceptions are allowed for courses that have not been assigned an instructor, as well as those where a book under consideration hasn’t been published.

- April 15 is the deadline to apply to try out TLC 123, the Dynamic Learning Classroom for fall 2013. If you are interested, please submit your request to classroomscheduling@uidaho.edu indicating the course name and number and preferred time. More information is available from Juli Hafen in the Registrar’s Office, jhafen@uidaho.edu.
• April 15 is also the deadline for nominations for honorary degrees to be awarded in December 2013. Please send your nominations and letters of support to Prof. Sanjay Sisodiya sisodiya@uidaho.edu, chair of the commencement committee.

• We have four Senate meetings remaining this semester, plus the University Faculty Meeting (UFM) on April 30, four weeks from today. Any items that need a vote of the faculty must be voted on at the April 16 Senate meeting so that they can be placed on the UFM agenda. Next week’s agenda includes a presentation by Jack McIver, Vice-president for Research and Economic Development. Please come prepared with questions for him about the new science building, the Integrated Research and Innovation Center (IRIC). Carl Root, Manager of Parking and Information Services, will also be a guest next week.

• Friday, April 5, is the second Vandal Friday this spring, and another large turnout is expected. Please give a Vandal welcome to new students and their families who may be visiting our campus for the first time.

• Senate leadership dialogue with faculty: Friday, April 5, 4 p.m., in the back room of Nectar. This will be an opportunity to discuss the president and provost transitions.

Provost’s Report. Vice-provost Christiansen reported that this is the “season of events” at U-Idaho:

• Borah Symposium events continue with this evening’s speaker, Alexander Wolff, writer for Sports Illustrated and tomorrow evening’s keynote speaker Johann Olav Koss. This year’s Borah Symposium focuses on “Beyond the Battlefield: Sports, War and Peace.”

• International Programs Office (IPO) has been working on developing a strategic plan for international connections, experiences and curriculum at U-Idaho. A consultant will meet with all who are interested in an open session on Thursday, April 4.

• There will be three awards programs during the week of April 15:
  • Annual Staff Awards Reception will be held on April 15, 1-3pm, in the Student Union Building (SUB) Ballroom. For more information http://www.uidaho.edu/staffaffairs/outstandingstaffawards
  • Excellence Awards ceremony recognizing a variety of faculty achievements will be held on April 15, beginning at 6pm in the SUB Ballroom. For more information http://www.uidaho.edu/provost/news/excellence-awards-nominations
  • Student Achievement Awards will be presented on April 19 at 7pm in the Administration Auditorium. For more information http://www.uidaho.edu/studentaffairs/department-of-student-involvement/leadership-programs/student-achievement-awards

• Idaho State Board of Education meets in Moscow on April 17-18, 8am-5pm on Wednesday and 8am-noon on Thursday. Wednesday’s meeting will be devoted to the student fees presentation and the decision-making process.

• University of Idaho has been successful in its quest to establish a Confucius Institute. We are making plans for a celebration on April 15 for the opening of the institute at 10am on the third floor of the Administration Building in the foyer area at the top of the stairs (under the clock tower). There will also be a 35-minute concert for the occasion at 3:30pm in the Administration Auditorium. The Vandaleers will perform music composed by the first Chinese woman to receive a master’s degree in music in China. Professor Vanessa Sielert’s saxophone group will also perform at the concert. Please encourage students to attend and help fill that big space. [N.B.: Dean Aiken provided this item.]

Chair Bird then invited guests Bruce Pitman, Dean of Students, and Craig Chatriand, Associate Dean of Students, to talk about some of the issues relating to student conduct, behavior, safety and ongoing efforts to improve in that area. Mr. Pitman provided the following information:

• National ratings some years ago showed the University of Idaho ranked as the 36th safest campus, but we have dealt with some difficult situations since then.
Prior to the tragic events at Virginia Tech and Northern Illinois universities some years ago most U-
Idaho campus safety issues had to do with open containers, pranks and occasional fights.

U-Idaho is now addressing mental health issues, sexual assault, hate crimes, domestic violence and
the public has new expectations and standards regarding how we handle these issues. This work is
evolving and for example, threat assessment teams and systematic evaluation of crisis situations are
now becoming part of “best practices” expectations.

The Dean of Students office receives 5-7 calls per week bringing to its attention a student who is in
distress. The office follows up on every call which may result in a referral to the counseling center or
contacting the police or a welfare check which may include contacting other faculty who have this
same student in their classes.

About once every 7-10 days the Dean of Students office works with a potential suicide situation and
it has a system to evaluate suicide risks.

Mental health, domestic violence and sexual assault issues take a toll on students and approximately
half of the 60-70 medical withdrawals from the university each semester are mental-health-related
withdrawals.

President Nellis recently established a task force to look at alcohol-related problems. This task force
includes faculty, staff, students, health professionals and law enforcement representatives. U-Idaho
is also working with and sharing information with members of a similar task force at Washington
State University (WSU).

U-Idaho is very similar to other institutions in regard to alcohol use-and-abuse problems.

The Dean of Students office holds weekly safety meetings to share information with the Moscow
Police Department and residential life staff. They also hold threat assessment meetings and are
actively involved in outreach and training. For example, all departments in the College of Engineering
have received safety training.

In the past 24 months the office has worked aggressively with national fraternity staff to help U-
Idaho confront behaviors and as a result Delta Chi fraternity has been closed and another fraternity
may be closed before the end of the year.

Last fall the office introduced a new “I Got Your Back” program which is an intervention program to
encourage students to care for other students and to be proactive if they see a friend in distress by
giving them the tools to contact the Dean of Students office so that they can intervene and help out.
There will be a substantially expanded version of that program in fall 2013 that includes a video that
will attract students’ attention during orientation and opening activities.

A major safety forum will be held in fall 2013 to continue the work that began 1½ - 2 years ago.

Freshmen will be required to take an online safety class that will address alcohol, sexual assault
prevention, domestic violence and healthy relationships.

Next year the Dean of Students office will come back to senate with proposed revisions to the
Student Code of Conduct which is also important – prevention, intervention and policy.

U-Idaho is very similar to other institutions with regard to safety concerns and other institutions are
dealing with the same issues that concern us. Threat assessment teams and bi-standard intervention
programs are becoming common practice.

If you have a conversation with a student, there is a difference between privacy and confidentiality.
We should not ever promise confidentiality as safety trumps communication. You can offer a student
a great deal of privacy but you have an obligation on a need to know basis to share that information.

If you have a student in distress, please take time to ask them how they are doing, take time to refer
them to the Dean of Students office. Dare to care.

Mr. Pitman and Mr. Chatriand thanked faculty and staff for their support and said that parents would be so
grateful to know how deeply the faculty and staff care for our students. Senators gave a very warm (and rare)
round of applause in appreciation for all the work done by Mr. Pitman, Mr. Chatriand and the Dean of
Students office.
Mr. Pitman and Mr. Chatriand responded as follows to senators’ questions and comments:

- **How will you insure that all freshmen take the online safety course?** Students will be required to successfully complete the course before being permitted to register for spring classes. If they do not pass the course, they will be required to take it again as many times as necessary in order to pass. The program is highly interactive and if a student is unable to answer a question, the program points them back to the appropriate portion of the course. This is about participation and completion.

- **Will transfer students be required to take this course?** We hope to get to that point where every entering student will take the course.

- **How do you handle your caseload of 5-7 incoming cases per week without having it become cumulative?** Thank you. Some situations are resolved and in some situations students are referred to the right place, such as the counseling center, and have the opportunity to work through a few issues. Some of these are normal developmental things that they have not figured out how to deal with and we can help them. Others of those 5-7 cases may not be in school after we are done. But you are correct, as the year goes on, the folder of cases becomes bigger.

- **On behalf of senators and faculty colleagues, thank you for all you do. If there is an indispensable man on campus, it is you.**

- **How do we compare to other institutions with regard to acts of violence, both by students and faculty?** We have a close working relationship with student affairs staff at WSU. In the case of alcohol-related problems, they are 2-3 months ahead of us with their task force work. In regard to student athletes I am sure that the two athletic directors and the coaches are working closely with one another. We have not played WSU in football for a while and we need to pay attention to this issue.

- **In addition to dealing with student safety, Mr. Pitman’s office also works to ensure faculty and staff safety, too. We are all relying on the work done by him and his office.**

Chair Bird next invited Steve Neiheisel, Assistant Vice-president for Enrollment Management, to speak about current recruitment and retention efforts. Mr. Neiheisel reported the following:

- Spring enrollment figures are available and the official count is 11,551. These figures set the stage for fall 2013.

- We are anticipating a larger graduating class in spring 2013 and a smaller carryover into fall. Factors contributing to the smaller carryover may include smaller entering classes in the recent past and fewer graduate and transfer students combined with declining retention for a few years.

- U-Idaho has made great progress in recruiting international students and has had improved retention from fall to spring among diversity/multicultural students.

- Fall-to-spring retention improved this year and it is at 92%, up approximately one-half percent from last year’s fall-to-spring retention figures. This percentage is an indicator of retention but it is based
only on the freshmen cohort. Students who do not return do not specify why they are not returning but reasons may include a combination of factors, such as financial, medical and academic.

- Student pipeline for fall 2013 looks very positive. We had an excellent Vandal Friday a few weeks ago and applications from new freshmen, new transfer students and Vandal Friday reservations are up. Overall undergraduate applications are up by 500. Graduate student applications are essentially even at this time. Law school applications are up at a time when they are down by as much as 20% nationally.
- There is a compounding effect in enrollment. For example, if we bring in 200 more freshmen and transfer students this year, that will translate to 160 additional sophomores next year. The key is growing new student numbers and applications and admit numbers look very solid for next year.
- Tuition increases and changes in financial aid policies have resulted in a significant loss in value of financial aid in relation to cost and that has an impact on our student population. U-Idaho flagship discussions last year and athletic conference discussions in the past year have an influence on public perception and affect enrollment.
- We will grow student population next year but there are too many moving parts to predict the percentage increase.
- Non-resident students have been graduating at a faster rate due to fiscal policy and the availability of 120-credit degree programs.
- We will be down on continuing students next year but we do not know the figures at this time.
- There is a ripple effect for current sophomore, junior and senior classes from two years of smaller freshmen classes and lower retention rates and this affects the core enrollment.
- U-Idaho has achieved goals of increased graduation rates and fiscal sustainability with financial aid packages and waiver programs.
- Recruitment is an institutional effort with college recruiters and admissions recruiters on the road, as well as students making campus visits, and so on.
- After Vandal Friday we have two campaigns: a student communication campaign and an “admitted not registered” campaign. Approximately 55% of new freshmen and transfer students participate in Vandal Friday. We currently have almost 4800 students admitted and after the second Vandal Friday we will have 1200-1400 of them registered, so there are 3000 students who have been admitted but have not registered. The purpose of the “admitted not registered” campaign is to get those students to an advisor and filter out those 1000 students who we would like to register. This is early to “lock them in” and we generally experience a 10% “meltdown” from students who participate in Vandal Friday but do not show up as students.
- Follow-up activities after Vandal Friday include very aggressive efforts to filter out the admitted students who are still interested and ensure that we maintain sufficient contact and provide sufficient information so that students will follow through with registration.
- The pool is there for fall 2013 and at this point it becomes an institutional effort. Most of the enrollment management efforts at this time are focused on the incoming 2014 class and much of our activity now has to do with high school juniors. Research shows that the longer we stay in touch with students the better chance we have of enrolling them.

Mr. Neiheisel responded to senators’ questions and comments as follows:

- What has been the trend in the past few years as to the proportion of out-of-state students versus in-state students, particularly with the decline in financial support for out-of-state students? Three years ago, before we reduced the number of Western Undergraduate Exchange (WUE) financial aid awards, the freshmen class was approximately 64%-36%, in-state versus out-of-state and that figure is now 75%-25%, in-state versus out-of-state. We have taken about a 10% loss in out-of-state students at the freshmen level, but those out-of-state students who now come to U-Idaho contribute significantly more on the financial side.
• As the economy improves do more people apply to attend college? These factors are counter-cyclic. When the economy goes up, enrollment goes down; and vice versa. But the last economic downturn chiefly benefitted community colleges nationwide.

• Do you use Facebook for connecting with prospective students and if so, how much participation is there with it? We have an “admitted student” Facebook site that we actively monitor. We promote our Facebook site to students and the site promotes student contact with one another and it encourages students to learn more about housing, and so on. Numbers of participants is unknown.

• For the “admitted not registered” campaign do you rely wholly or largely on email? We make phone calls, and send printed post cards and use email. We use a mix of all three approaches.

• To what do you attribute the growth in diverse student populations? Are we taking advantage of the changes in demographics in the state and region or are we getting a better reputation among those student populations or have our recruiting efforts been more successful in those areas? Yes. The University of Idaho is very well known for its outstanding CAMP program and for its great staff and students. We also have targeted the Pocatello-Blackfoot area of the state for recruitment and recent U-Idaho hires have helped with multicultural recruitment, as well. We gave tours in Spanish for Vandal Fridays, we have interpreters present for parents at all of our events this year and we also broadcast U-Idaho advertisements in Spanish.

• The U-Idaho College of Law has used a variety of approaches to contact prospective students, including setting up email messages aimed at distinct groups of students, e.g., if there were female applicants who had not completed their application process, then email messages would be sent by female students to these prospective students. We have done the same thing with Native American and Latino applicants. In addition to these emails, there are messages that are follow-up emails sent out at different points in the application process. As a result our numbers are higher than last year and are contrary to the national trend where law admissions are down 20%. Yes, we target and segment the populations. For example, in messages we send to California we emphasize safety and in messages we send to Washington we emphasize proximity. We use 26 different campaigns that are fully automated and we use 93 different letters from U-Idaho units.

• Will we know the number of continuing students for fall 2013 by April 22? The first week of priority registration is April 15 and that is when graduate students, juniors and seniors register. This first week provides a glimmer of enrollment for fall. We will have a better idea of the trend in early May and we will be able to provide a quick report to senate by May 4.

Adjournment: It was moved and seconded (Baillargeon, Garrison) to adjourn at 4:52pm. Approved unanimously.

Respectfully submitted,

Gail Z. Eckwright
Faculty Secretary and Secretary to Faculty Senate
TO: University Curriculum Committee  
FROM: Teaching and Advising Committee  
RE: Regulation B-2  
DATE: March 28, 2013

TO: Kenton Bird, Chair  
Faculty Senate  
FROM: Miranda Anderson, Chair  
Teaching and Advising Committee  
RE: Response to Items for consideration memo dated Feb. 7, 2013  
DATE: Mar. 21, 2013

The Faculty Senate leadership (chair, vice chair, Faculty Secretary) requests the Teaching and Advising Committee to consider the following items before the end of spring semester 2013:

Note: The Teaching and Advising Committee discussed these items at our meeting on Monday, March 4th. Below is a summary of the committee’s comments following each topic, in *blue italic text*:

1. Catalog regulation B-2 – exceptions for parents and prospective students.  

   **B-2. Admission to Classes.** Instructors do not admit anyone to class whose name does not appear on the class roster, but they, UI professors instructors, are given the authority to grant or deny access to classes by visiting scholars visitors.  

   **TAC Comments:**  
   *The TAC discussed this and suggested a minor modification to this proposed revision. It was recommended that the last sentence should read, “UI professors are given the authority to grant or deny access to classes by visitors.” This just broadens the scope on the types of visitors. It gives the authority to professors to allow access to the parents or children of existing students or prospective students as they see fit. However, the committee felt it was also important to give the professors the right to deny visitors if they feel that in some cases it might be inappropriate.*
March 28, 2013

To: Provost Baker  
From: Tony Pickering  
Re: B.S. Degree Name Change Request

Provost Baker:

My understanding (per Charles Tibbals) is that initiating a degree name change request is done via memo to you, which is then carried through UCC, Faculty Senate, General Faculty, the President, and then on to the Idaho SBOE as a notification.

The Department of Movement Sciences would like to change the name of the current "Bachelor of Science in Physical Education" degree name to "Bachelor of Science in Exercise Science and Health." The rationale is simply that the revision will much better reflect the nature of the undergraduate curriculum and degree the students now earn.

This name change does not involve any new or revised curriculum, other than changes that have been implemented over the years. Our Exercise Science and Health curriculum is by far the most popular program that we currently offer. Changing the name of the degree to reflect the curriculum should enhance our ability to market the program even more effectively.

If you have any further questions, concerns or requirements please let me know.

Thank you for your consideration.

Tony Pickering  
Chair, Department of Movement Sciences

Cc: Dean Cori Mantle-Bromley
Idaho State Board of Education
Proposal for Other Academic Program Activity and Professional-Technical Education

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<th>Date of Proposal Submission:</th>
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<td>University of Idaho</td>
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<td>Name of College, School, or Division:</td>
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<td>Name of Department(s) or Area(s):</td>
<td>Mechanical Engineering</td>
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Program Identification for Proposed New, Modified, or Discontinued Program:

| Title: | Heating, Ventilation, and Air Conditioning (HVAC) Systems |
| Degree: | Certificate – Graduate level |
| Method of Delivery: | Live and Outreach/video |
| CIP code (consult IR /Registrar) | |
| Proposed Starting Date: | Summer 2014 |
| Indicate if the program is: | x Regional Responsibility | Statewide Responsibility |

Indicate whether this request is either of the following:

- [ ] New Program (minor/option/emphasis or certificate)
- [ ] Discontinuance of an Existing Program/Option
- [ ] New Off-Campus Instructional Program
- [ ] Consolidation of an Existing Program
- [ ] New Instructional/Research Unit
- [ ] Expansion of an Existing Program
- [ ] Contract Program/Collaborative
- [ ] Other

College Dean (Institution) Date

Vice President for Research (as applicable) Date

Graduate Dean (as applicable) Date

State Administrator, SDPTE (as applicable) Date

Chief Fiscal Officer (Institution) Date

Academic Affairs Program Manager Date

Chief Academic Officer (Institution) Date

Chief Academic Officer, OSBE Date

President Date

SBOE/OSBE Approval Date
Before completing this form, refer to Board Policy Section III.G., Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program and each program discontinuation. All questions must be answered.

1. **Describe the nature of the request.** Will this program/option be related or tied to other programs on campus? Please identify any existing program, option that this program will replace. If this is request to discontinue an existing program, provide the rationale for the discontinuance. Indicate the year and semester in which the last cohort of students was admitted and the final term the college will offer the program. Describe the teach-out plans for continuing students.

   Request for the discontinuance of the HVAC Certificate program provided in the Mechanical Engineering Department. There have only been 5 students who have completed this certificate since its inception in 2000-2001. There is no plan for a teach-out because the last known students working on the certificate completed the certificate in 2008.

2. **List the objectives of the program.** The objectives should address specific needs (industry) the program will meet. They should also identify the expected student learning outcomes and achievements. *This question is not applicable to requests for discontinuance.*

3. **Briefly describe how the institution will ensure the quality of the program** (i.e., program review). Will the program require specialized accreditation (it is not necessary to address regional accreditation)? If so, please identify the agency and explain why you do or do not plan to seek accreditation. *This question is not applicable to requests for discontinuance.*

4. **List new courses that will be added to curriculum specific for this program.** Indicate number, title, and credit hour value for each course. Please include course descriptions for new and/or changes to courses. *Attach a Scope and Sequence, SDPTE Form Attachment B, for professional-technical education requests. This question is not applicable to requests for discontinuance.*

5. **Please provide the program completion requirements and attach to this proposal as Appendix A.** *This question is not applicable to requests for discontinuance.*

   | Credit hours required in major: |  |
   | Credit hours required in minor: |  |
   | Credit hours in institutional general education or core curriculum: |  |
   | Credit hours in required electives: |  |
   | **Total credit hours required for completion:** |  |

6. **Identify similar programs offered within Idaho or in the region by other colleges/universities.** If the proposed request is similar to another state program, provide a rationale for the duplication. Institutions do not need to complete this section for PTE programs. This question is not applicable to requests for discontinuance.

   The University of Idaho is not aware of any other certificate programs similar to this regionally or within the state.

   **Degrees/Certificates offered by school/college or program(s) within disciplinary area under review**

   | Institution and Degree name | Level | Specializations within the discipline (to reflect a national) | Specializations offered within the degree at the institution |
7. Describe the methodology for determining enrollment projections. If a survey of student interest was conducted, attach a copy of the survey instrument with a summary of results as Appendix B. This question is not applicable to requests for discontinuance.

8. Enrollment and Graduates. Provide a realistic estimate of enrollment at the time of program implementation and over three year period based on availability of students meeting the criteria referenced above. Include part-time and full-time (i.e., number of majors or other relevant data) by institution for the proposed program, last three years beginning with the current year and the previous two years. Also, indicate the number of graduates and graduation rates.

Discontinuations. Using the chart below include part-time and full-time (i.e., number of majors or other relevant data) by institution for the proposed discontinuation, last three years beginning with the current year and previous two years. Indicate how many students are currently enrolled in the program for the previous two years to include number of graduates and graduation rates.

As indicated in question 1, there have been no students working on this certificate since 2008, and only 5 graduates between 2001-2008.

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9. Will this program reduce enrollments in other programs at your institution? If so, please explain.

No.

10. Provide verification of state workforce needs such as job titles requiring this degree. Include State and National Department of Labor research on employment potential. This question is not applicable to requests for discontinuance.
Using the chart below, indicate the total projected job openings (including growth and replacement demands in your regional area, the state, and nation. Job openings should represent positions which require graduation from a program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old. This question is not applicable to requests for discontinuance.

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a. Describe the methodology used to determine the projected job openings. If a survey of employment needs was used, please attach a copy of the survey instrument with a summary of results as Appendix C.

b. Describe how the proposed change will act to stimulate the state economy by advancing the field, providing research results, etc.

c. Is the program primarily intended to meet needs other than employment needs, if so, please provide a brief rationale.

11. Will any type of distance education technology be utilized in the delivery of the program on your main campus or to remote sites? Please describe. This question is not applicable to requests for discontinuance.

12. Describe how this request is consistent with the State Board of Education’s strategic plan and institution’s role and mission. This question is not applicable to requests for discontinuance.

13. Describe how this request fits with the institution’s vision and/or strategic plan. This question is not applicable to requests for discontinuance.

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<th>Goals of Institution Strategic Mission</th>
<th>Proposed Program Plans to Achieve the Goal</th>
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14. Is the proposed program in your institution’s Five-Year plan? Indicate below. This question is not applicable to requests for discontinuance.
Yes _____ No  X

If not on your institution’s Five-Year plan, provide a justification for adding the program.

The College of Engineering is preparing for ABET reaccreditation. The college’s preparation of this process aligns also with institutional policy for program review. The diligent review identified that there has not been strong demand as originally anticipated in the northern region as demonstrated by the enrollment data. It would not be prudent for the college to maintain the graduate level certificate or focus efforts on strong assessment or learning outcomes since there is no demand for the certificate.

15. Explain how students are going to learn about this program and where students are going to be recruited from (i.e., within institution, out-of-state, internationally). For request to discontinue program, how will continuing students be advised of impending changes and consulted about options or alternatives for attaining their educational goals?

   No students have been working on this certificate program since 2008.

16. Program Resource Requirements. Using the Excel spreadsheet provided by the Office of the State Board of Education, provide a realistic estimate of costs needed for the overall program. This should only include the additional costs that will be incurred and not current costs. Include both the reallocation of existing resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Provide an explanation of the fiscal impact of the proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

   There is no fiscal impact, students who completed this certificate were usually also working on a graduate degree. No students working on the certificate since 2008.