

**UNIVERSITY OF IDAHO  
STUDENT/ PROGRAMS ASSESSMENT**

**Program Review and Assessment Activities  
for the Year 2001**

Annual Report, 2001

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# ANNUAL ASSESSMENT REPORT, 2001

## I. Changes to Assessment in 2001

Effective teaching and learning are essential to meeting the University of Idaho's long-held goal of producing responsible, well-prepared citizens and leaders in their professions. Our program of student outcomes assessment has been implemented to ensure that we continually improve the teaching and learning process and the programs that support that process. The processes used for outcomes assessment and program review reflect elements of the President's strategic directions; specifically in moving the UI toward becoming a university of choice in the west, as well as becoming globally competitive.

### *Structural Changes*

This year several vacant positions were filled which has enable the Office of Institutional Research and Assessment (IRA) to function in a more team-oriented fashion. In April 2001, the interim director for the Office of Institutional Research and Assessment was hired permanently as Director. In addition, a permanent institutional research analyst was hired filling a vacant position, along with a Senior Programmer Analyst filling a newly designed position. In preparation for the Northwest Association of School and Colleges (NASC) accreditation visit in 2004, a temporary two-year management analyst position was developed and filled in November.

### *Responsibility Centered Management*

Movement toward Responsibility Centered Management (RCM), a distributed management approach to our organizational processes, continued during 2001. UI began formally implementing RCM on July 1, 2001. A number of policy and procedure issues have been addressed during this academic year; however, it will take approximately four or five years to complete the transition to RCM.

Each responsibility center manager is responsible for insuring that student assessment continues in an appropriate manner, and that changes and improvements are made based on the data collected within each center. Most significantly, during the coming year institutional discussion on the appropriate reporting mechanism for assessment, and the timeline for reporting results will occur through the Executive Council, the Administrative Council and the Institutional Research and Assessment Advisory Board. Institutional Research and Assessment personnel will serve as consultants to responsibility center managers as well as continuing to provide institutional level assessment data.

Details about RCM can viewed on the Institutional Planning and Budgeting web page at <http://www.its.uidaho.edu/ipb/rcm.htm>.

## ***IRA Advisory Board***

It is the mission of the Institutional Research and Assessment Advisory Board (IRAAB) to review and improve the practices of institutional research, assessment, and program review on the University of Idaho campus. The board made some significant accomplishments this year, including developing a philosophy of assessment for the university, developing a set of guidelines for responsibility managers to assist them in their student outcomes assessment, requesting a survey of departments outlining their use of the regularly offered institutional level survey reports (see [Appendix A](#) for the list of assessment surveys), and reviewing and revising the institution's alumni survey.

The board will continue to meet during the coming year to refine our general assessment goals, develop action plans for institutional assessment, and design a reporting process for student outcomes assessment at the responsibility center level. The IRAAB will become involved in research that IRA has begun, studying student effort and the quality of the teaching and learning environment. In addition, the board hopes to begin changing our campus assessment climate to be more supportive and proactive. It is the hope of the Advisory Board that these activities will occur within the context of the institution developing a comprehensive Strategic Assessment Plan.

## ***Assessment Philosophy***

To ensure that assessment is viewed in the same light and with the same level of performance and commitment across campus, the Institutional Research and Assessment Advisory Board developed a philosophy of assessment for the University of Idaho. This philosophy reflects the commitment of the University to meeting the educational needs of its students by providing a quality education in all programs and services that are part of the student experience. The full context of the philosophy statement can be viewed in [Appendix B](#).

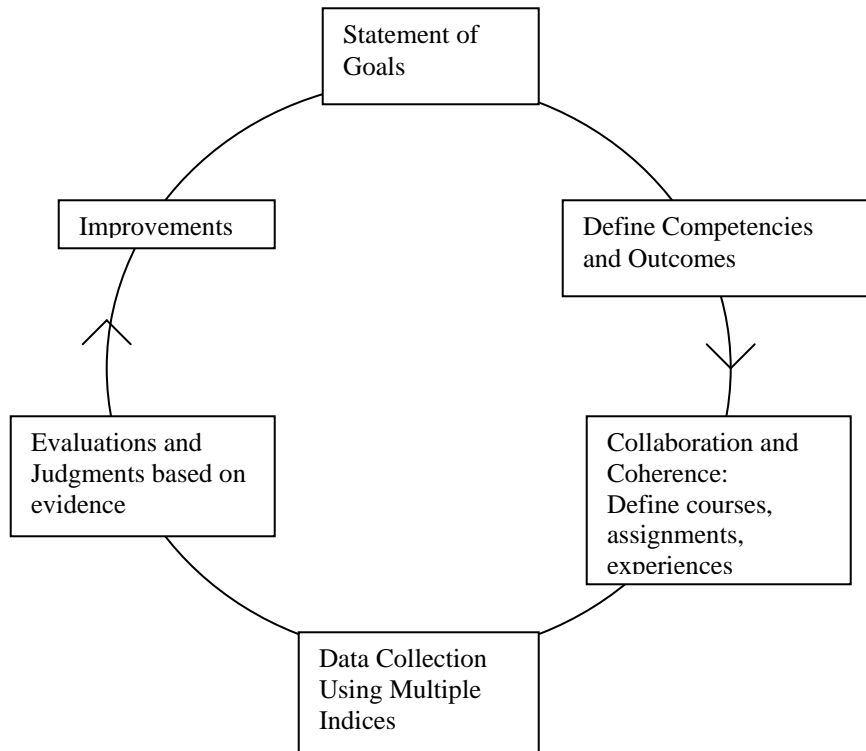
## ***Assessment Guidelines***

As assessment becomes incorporated in the responsibility center management model, several deans have requested assistance in developing a model for assessment. The Institutional Research and Assessment Advisory Board developed models for both academic units and service/support units. Both models reflect a series of questions that departments/units should be able to answer when appropriately performing assessment, followed by a diagram that visually outlines the assessment process. These models follow.

## Questions for Academic Units

1. How is assessment of student learning integrated into your college plan? Does your assessment plan address each major at both the graduate and undergraduate levels? Is the process clearly defined and continuous?
2. Does your plan outline competencies, experiences and achievements that students must accomplish?
3. Is there coherence in the courses, assignments, and experiences in which students participate?
4. Do faculty work collaboratively to develop curriculum, and to evaluate its effectiveness?
5. Are judgments about the program based on multiple forms of evidence wherever possible?
6. Are regular changes to the program being made, based on the evidence collected, to improve student learning?

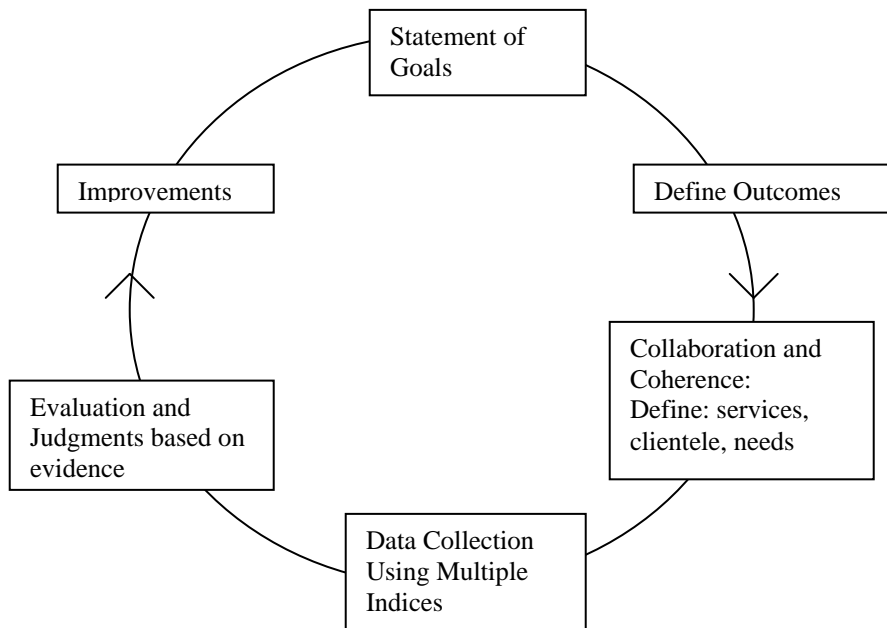
## ASSESSMENT FOR ACADEMIC UNITS



## Questions for Service/Support Units

1. How is assessment integrated into your Responsibility Center plan? Is your assessment plan clearly defined and continuous for each program?
2. Does your plan outline important program outcomes?
3. Is there attention given to services offered and to clientele needs and satisfaction, including students, staff, faculty, and constituents outside of the university?
4. Do faculty and staff work collaboratively to meet program goals and clientele needs, and to evaluate program effectiveness in accomplishing these goals?
5. Are judgments about the program based on multiple forms of evidence wherever possible?
6. Are regular changes to the program being made, based on the evidence collected, to improve program effectiveness?

## ASSESSMENT FOR SERVICE/SUPPORT UNITS



See **Appendix C** for more detail.

## II. Core Curriculum

The University of Idaho's Strategic Plan, first published in 1998, urged the development of a new core curriculum that fosters life-long learning and is "flexible, interdisciplinary, and tiered". In the spring of 1999, President Hoover called for a core program that is better integrated, forms a part of our students' entire undergraduate experience and places greater emphasis on diversity, foreign cultures, and international programs. The President emphasized the need for a core curriculum that creates a unique identity for the UI and helps us achieve our goal of becoming a residential campus of choice in the west. At this time, our standard core continues to be a part of the general education requirements at the University of Idaho. Concurrently, we are revising the core requirements and beginning to implement the new revised core.

### *Revisions to the Core*

The General Education Task Force and the University Committee for General Education have been making considerable progress in revising the UI core program. There appears to be substantial general agreement that the new core should be internally coherent and should

- be strongly interdisciplinary and involve all UI colleges
- emphasize critical thinking and communication skills
- give special attention to the freshman year
- include junior-senior level courses from the humanities, social sciences, and professional colleges
- integrate diversity issues in a meaningful way into core courses

With the assistance of a three-year \$430,000 FIPSE grant, we have been able to significantly enhance the introduction of interdisciplinary Core Discovery courses. (See [Appendix D](#) for course objectives.) These courses give special attention to the freshman year by incorporating a learning community approach that features small class sizes, student mentors in the classroom, and strong student-faculty contact. With a focus on communications, critical thinking and basic learning skills, these courses should aid in student retention and provide students with a solid base for future learning. The Core Discovery courses include Contemporary American Experience, Cultural Encounters: Spain and the United States, School Daze: American Education and Society, Social Transformations - Market Myths, The Monsters We Make, The New Wild West: People and the Environment, Time Warps: Religion, Science, Technology and Cultures of Time. Each Core Discovery course is implemented by faculty representing at least two colleges and three disciplines.

In addition to the formal material covered in these courses, the various classes give special attention to diversity, critical thinking, and communication skills. Class sizes are limited so that students will have ample opportunity to work closely with the instructors and be active participants in the classroom. The courses are year-long, team-developed (though not team taught) theme-based courses.

Communication and math continue to be components of the revised core, and all students are required to complete English 102. In addition, they must complete at least two additional credits in the area of communication. Students must also have at least three credits in mathematics.

Clusters of courses are another potential new component of the revised core. As currently conceived, clusters of courses will comprise the second tier of the new core curriculum. A cluster will consist generally of eight to twelve courses (though this number is currently under discussion) from at least three disciplines focusing upon and offering discipline-specific perspectives on a general theme or topic. In addition to lower and upper division humanities and social science courses, most clusters will also include courses from the professional colleges and/or the sciences. The clusters will give students an excellent opportunity to see how disciplines interact and complement each other in dealing with a particular topic. Students will be required to take at least three courses in a cluster from at least two different disciplines. To ensure a "tiered" core, students may use no more than one 100-level course in a cluster for core credit and must take at least one 300-level course. The process and procedures for developing these clusters are still under consideration by the General Education Task Force.

Integrated Science courses constitute an additional new element of the core program. These theme-based courses have been designed to enable students to develop a solid understanding of how science deals with the natural world, and provide students with the skills to analyze and evaluate scientific claims in order to make intelligent scientific and social decisions. These courses are most generally 3-credit courses and usually do not have a formal lab component; however, the small class size (maximum of 40 students) allows students to be active participants in science activities. Integrated Science courses this year included Biotechnology and Society, Fact or Fiction: What is the Scientific Evidence?, Science on Your Plate: Food Safety, Risks and Technology, Sustainable Forestry, The Earth System and Society.

There has been considerable discussion regarding the possible introduction of capstone courses into the core curriculum. As yet no recommendation has been agreed upon. In general, capstone courses should emphasize synthesis and integration by encouraging students to pull together various strands of their education experience. In addition, last spring work began in exploring the idea of instituting a Writing Across the Curriculum program as part of our undergraduate academic experience.

### ***Assessment in the Revised Core***

Assessment for the revised core was focused this year on the Core Discovery courses. With the assistance of the Northwest Regional Education Laboratory (NWREL) several surveys of faculty and students were conducted along with focus group discussions. (See [Appendix E](#) for copies of the student and faculty evaluations of CORE 101.)

In general, students responded well last year to our first two Core Discovery offerings. They reported that they especially appreciated the year-long learning environment, which was highly conducive to open discussions, group projects, public presentations --



activities that are rarely found at the freshman level. Students also reported enjoying establishing good relationships with their peers and with the instructors. They reported becoming more receptive to the views of others as well.

As of yet, limited changes have been made to the Core Discovery courses after collecting this preliminary data. However, a few issues that required some attention were obvious. Students reported they were unclear about the objectives of the Core Discovery courses after the first semester. As a result, the common Core Discovery course objectives were revised and clearly stated (see **Appendix D**.) In addition, students reported mixed satisfaction with the success of the mentors in the Core Discovery classroom. Previously, each course had a student mentor who met with the students one hour each week during the regular class time. To address student concerns, and in part due to a lack of classroom space, the role of the mentor was changed. Rather than meeting with the students for an hour each week, Core Discovery faculty now use the mentors in a variety of ways; for example, mentors have office hours, participate in classroom discussion, do some paper grading, help with poster sessions, and so forth.

### ***Assessment Plans for the Revised Core in the Coming Year***

Data from the fall 2001 surveys and focus groups have not yet been fully analyzed. However, during focus group sessions students reported that they appreciated being able to study different subjects and being able to incorporate hands-on activities with their reading. They also reported that the required essays are helping them develop the ability to see connections, relationships, and integrate ideas. One student said he was "learning to think critically about reading, not just accept what is said." Though the majority of the students found the evening courses valuable, several students reported that they did not want to give up their evening time to do the outside of class activities. They felt that the amount of work required in the Core Discovery courses, specifically reading, writing and additional projects, takes away from the time they have to invest in other courses. One student stated, "some of the ideas are so complex I don't know what we're talking about and that makes it difficult to participate." Analyzes of the survey and focus group data, when available, will be used by the Core Assessment Committee and General Education Task Force to evaluate the effectiveness of student learning in the Core Discovery courses.

There is strong agreement among the faculty that providing students with sound critical thinking skills is a major objective of the new core. Michael O'Rourke, from the Philosophy Department, with the assistance of the Critical Thinking Advisory Committee, has prepared a handbook designed to help faculty, especially those in the Core Discovery and Integrated Science courses, give students explicit instruction in learning to identify, reconstruct, analyze, and critique reasoned claims. As a result of this instruction, students will acquire a facility with standards used to evaluate the force of argument.

In order to assess the critical thinking skills of students in the Core Discovery courses, this fall they were asked to write an essay in the English 101 and 102 courses following a specified set of guidelines. These will be evaluated with a rubric used to outline their

critical thinking abilities. Students will then be asked to repeat the process with an additional essay at the end of the year. The General Education Task force will compare results of the scoring from the first essay with the results of the scoring from the second essay, and an evaluation of the effectiveness of our critical thinking processes will assist us in implementing any needed changes to the revised core curriculum.

In order to assess the writing skills of students in the core, the English 102 Freshman Writing Classes will require all students to compile portfolios of their work. The core assessment faculty will develop a rubric for evaluating samples of the portfolio work. These samples will compare the work of students taking English 102 and a Core Discovery course to those students taking English 102 and the regular core curriculum.

Finally, this fall students in core discovery courses have taken the Nelson-Denny Reading Test, and will take it again at the end of the year. This test provides data regarding students' abilities in vocabulary, reading comprehension, and reading rate, and will be used to evaluate the effectiveness of the reading practices in the core discovery courses.

### ***Assessment of the Current Core Curriculum***

Evaluation of the current core curriculum occurred in two ways during 2000-2001; expected outcomes are evaluated through the Graduating Senior Survey as well as a survey of alumni who graduated three to four years earlier.

The 2000-2001 Graduating Senior Survey asked two questions addressing expected outcomes in the current core curriculum. One is a relatively detailed question (Q-5) with 28 elements including communication skills, technology use, critical thinking, and other intellectual capacities, as well as types of knowledge in various subject areas in the core. The other (Q-23) seeks the respondent's recommendations regarding the desired emphasis for the core subject-area groups, research experience, practica, and the major, as well as rating of the seniors' quality of experience at the UI in each area. The 2001 results for these two questions follow as Table 1 and 2, respectively. A narrative summary of the results of the complete 2000-2001 Graduating Senior Survey, which compare this year's responses with previous year's responses, appears in **Appendix F**.

**Table 1: General Education Abilities and Knowledge:  
Responses to Q-5 of the Graduating Senior Survey, Class of 2000-2001**

<b>Q-5 Some abilities and types of knowledge that may be developed in a bachelor's degree program are listed below. Please indicate the extent to which each capacity was enhanced by your UI undergraduate experiences.</b>				
<b>Ability to:</b>	<b>Not at all</b>	<b>A little</b>	<b>Moderately</b>	<b>Greatly</b>
Write effectively	2	15	52	30
Communicate well orally	2	19	46	33
Interpret and use mathematical and Statistical concepts	8	28	41	22
Be aware of current international issues and problems	13	39	35	14
View current issues and problems in historical perspective	13	39	34	15
Be aware of the evolution of economic, social, and political institutions	10	38	38	14
Relate well to people of different races, nations, cultures, and religions	12	32	38	18
Apply scientific principles and methods	7	25	38	30
Appreciate interrelationships between humans and their environment	8	26	40	27
Use computers and other technologies	3	13	34	50
Participate as an informed and active citizen	8	27	44	22
Identify moral and ethical issues	9	26	42	22
Develop a sense of values and ethical standards	13	26	38	23
Make decisions and act ethically	12	24	38	25
Be aware of contributions to knowledge and culture by women	16	38	33	14
Be aware of contributions to knowledge and culture by ethnic minorities	16	41	32	11
Appreciate our western and non-western cultural heritage	15	39	34	12
Acquire new skills and knowledge on my own, continue to be intellectually curious	3	12	46	39
Integrate learning across disciplinary lines	3	19	47	30
Think analytically and critically	1	11	45	43
Identify and solve problems	1	12	45	42
Formulate creative/original ideas and solutions	2	13	47	37
Understand another culture, know another language	26	37	23	14
Organize my time effectively	7	21	43	29
Function independently, without supervision	7	12	35	46
Lead others, use effective group process skills	5	18	42	36
Care for my physical health and development	14	27	36	23
Understand myself: abilities, interests, limitations, and personality	5	16	41	39

**Table 2: Desired Emphasis and Quality of Experience  
In General Education and Other Curriculum Areas:  
Responses to Q-23 of the Graduating Senior Survey, Class of 2000-2001**

<b>Q-23 For each area below, please indicate your views regarding (a) the emphasis the area should have at the UI, and (b) the quality of your educational experience in it here.</b>					
<b>a. Desired Emphasis for UI undergraduates</b>	<b>Less</b>	<b>Same</b>	<b>More</b>	<b>Don't Know</b>	
Written communication	2	50	43	5	
Oral communication	2	42	49	7	
Social Sciences	10	59	20	12	
Literature	10	53	21	16	
Philosophy/Ethics	12	50	18	20	
Fine Arts	11	44	22	22	
Physical Sciences	7	62	18	13	
Biological Sciences	6	58	15	22	
Mathematics	6	62	20	11	
Statistics	9	59	15	17	
Computer coursework or practice	2	31	58	8	
Foreign Language and culture	5	35	35	25	
Curriculum integration, interdisciplinary coursework	6	41	35	18	
Required courses in major	8	64	25	4	
Elective courses in major	6	49	41	4	
Research experience	3	35	41	21	
Practicum, internship experience	2	30	47	20	
<b>b. Quality of Experience at UI</b>	<b>Poor</b>	<b>Fair</b>	<b>Good</b>	<b>Excellent</b>	<b>Not taken at UI</b>
Written communication	3	21	58	12	6
Oral communication	4	23	51	12	10
Social Sciences	3	22	53	9	13
Literature	5	20	41	10	24
Philosophy/Ethics	7	21	33	8	31
Fine Arts	5	17	35	11	33
Physical Sciences	3	20	50	10	18
Biological Sciences	4	14	38	9	35
Mathematics	7	23	46	10	15
Statistics	9	20	37	8	26
Computer coursework or practice	6	22	45	15	12
Foreign Language and culture	4	13	26	9	48
Curriculum integration, interdisciplinary coursework	4	23	41	10	23
Required courses in major	2	16	56	25	1
Elective courses in major	4	18	54	22	1
Research experience	5	19	37	10	30
Practicum, internship experience	5	12	31	18	34

A similar set of questions about the effectiveness of the core curriculum was asked of our alumni in 2001. Specifically, how much emphasis should each of the items have and

what was the quality of their experience at the UI. Results reported by the Classes of 1996 and 1997 are in Table 3 below. A narrative summary of the results of the 2001 Survey of Graduates, which compares their responses at the time they graduated with their current responses, appears in [Appendix G](#).

**Table 3: General Education Abilities and Knowledge:  
Responses to Q-6 of the Survey of Graduates, Classes of 1996 and 1997**

<b>Q-6</b> Listed below are some fields of study included in many UI degree programs. Based on your life experience since completing your degree, please indicate your view of each with respect to: (a) its importance and the emphasis the field of study should have for students at the UI, and (b) the quality of the coursework and other experiences you had in it, if any. Please mark a choice for both desired emphasis and quality for each field of study.					
<b>Emphasis this should have at UI</b>	More	Less	Same	Don't Know	
Written communication	44	1	54	2	
Oral communications speaking/presentation skills	52	2	44	2	
Social sciences	15	8	66	11	
Literature	17	8	66	10	
Philosophy/Ethics	19	10	57	13	
Fine Arts	20	12	49	19	
Physical Sciences	22	3	64	11	
Biological/Life Sciences	17	4	62	17	
Mathematics	20	4	71	5	
Statistics	18	9	55	18	
Computers/Technology	64	1	32	4	
Foreign Languages	40	4	30	27	
Curriculum integration/interdisciplinary courses	44	3	33	20	
Small group/collaborative project experience	40	11	45	5	
<b>Quality of my coursework/experiences</b>	Poor	Fair	Good	Excellent	Not taken at UI
Written communication	1	19	58	20	2
Oral communications speaking/presentation skills	5	24	50	15	6
Social sciences	1	19	51	17	13
Literature	4	20	45	12	18
Philosophy/Ethics	6	26	31	12	25
Fine Arts	6	16	31	12	34
Physical Sciences	3	21	46	20	11
Biological/Life Sciences	2	17	37	20	24
Mathematics	7	16	51	15	11
Statistics	10	19	37	10	24
Computers/Technology	7	25	39	17	12
Foreign Languages	4	8	20	10	58
Curriculum integration/interdisciplinary courses	6	21	38	9	27
Small group/collaborative project experience	5	22	47	17	8

### **III. Annual Planning and Academic Assessment**

#### ***2001 Unit Action Plans***

Annual program review continues to occur through the Unit Action Planning process. However, rather than request that each department submit a unit action plan to the Provost once a year for his review, responsibility center managers (RCM) were asked to synthesize the plans and activities of all departments within their units. These Unit Action Plans from each responsibility center are then presented to the entire Executive Council annually. The presentations help RCMs and top administrators formatively assess the directions of each center. The President and Provost then meet quarterly with each RCM to review the progress of each center and make needed adjustments during the year.

This year responsibility center managers were asked to focus on:

- approaches and strategies to address enrollment viability and capacity within each college;
- proposed target goals for sponsored research
- focused leadership in development, priorities to include scholarship, facilities renovation and academic programs; recruiting minority faculty and students; and,
- identifying performance indicators appropriate for the role and mission of each college.

The most recent version of each responsibility center plan can be seen on the web at <http://www.its.uidaho.edu/ipb/>.

#### ***Academic Assessment***

This year Institutional Research and Assessment worked with its Advisory Board to review institutional level assessment practices. In an effort to use resources more wisely, the board evaluated the effectiveness of three surveys, the Graduating Senior Survey, the Survey of Graduates, and the Graduate Alumni Survey, by surveying department chairs and deans about how data from the instruments are used (**Appendix H**). Colleges that reported using the data provided the following examples of assessment practices:

##### **College of Art and Architecture**

Some ways in which the College of Art and Architecture plans to increase program quality within existing resources are by developing better advising tools, providing advising instruction to faculty, strengthening introductory and core courses, enhancing the review process for 4<sup>th</sup>-year students applying to the Master of Architecture degree program, and enhancing the guest lecturing program.

##### **College of Agriculture and Life Sciences**

All departments in the college have active curriculum committees that annually review programs and recommend changes. In addition, courses are regularly reviewed and updated based on input from students and external advisory groups. In the past year, 15 new courses were added, 18 courses were dropped, 25 changes were made to update

curricula, and 12 modifications were made to degree programs to update/improve degree requirements. In the coming year we will assess strengths and weaknesses in degree programs; continue working with Washington State University to cross list undergraduate and graduate courses to increase and enhance formal course offerings for departmental majors; expand awareness of the existing leadership course offered to students within the college and the university; and implement a course in agricultural communications. At the graduate level we will continue to provide teaching experience, mentorship, and professional development. We will also enhance the quality and support of the graduate student training program including the establishment of graduate degree opportunities at off-campus locations.

### **College of Business and Economics**

The College of Business and Economics (CBE) is implementing an e-commerce initiative throughout the CBE including learning modules in the Integrated Business Core (IBC), an internet marketing course, and the development of a summer dot com camp for high school students. We will address the demand for graduates in professional services businesses, exploring a cross disciplinary option to address this need. At the graduate level, the Accounting Department is exploring possibilities of forming partnerships with firms who employ CBE graduates to build a program that will meet their hiring needs. These partnerships would reformat the Master's of Accounting program to suit the employers' schedules, and would enlist a financial commitment on their part.

### **College of Education**

The College of Education is focusing on enhancing existing undergraduate programs and transforming others by completing the design and implementation of integrated elementary education block classes, developing performance criteria for selected knowledge and practice, completing the design and implementation of the year-long internship, and implementing new or redesigned programs in literacy, mathematics and science education, early childhood, middle level, and special education. These changes should result in the University of Idaho teacher preparation programs being among the finest in the nation.

### **College of Engineering**

In Fall 2001 the College of Engineering, working with Institutional Research and Assessment, developed an alumni survey (see **Appendix I**) that was distributed along with the Survey of Graduates (**Appendix G**) to graduates of their programs. Alumni were asked their opinions about specific objectives of the engineering programs and their overall experiences at the UI. As a result of these two surveys, the college plans two significant changes to their curriculum; 1) Faculty will look at ways of improving student communication skills; and 2) Core course requirements will be reorganized to better reflect the societal context in which engineering is practiced.

### **College of Law**

The College of Law plans to improve program quality by expanding their extern program, by recruiting exceptional new faculty, by engaging in an international exchange

of students and faculty, and by enhancing efforts to recruit and place high quality students.

### **College of Letters and Science**

With \$300,000 in grant support, the Department of Mathematics has created and is now piloting programs for the POLYA Mathematics Learning Center, a center that will provide self-paced, faculty-supported instruction in pre-calculus in a variety of formats, customized to the needs and learning styles of students.

Music faculty are currently developing threshold standards for various levels of applied study, including entry and exit level expectations in the areas of techniques, repertoire, interpretation and musical independence.

### **College of Natural Resources**

Curricula and course revision, investment and modification to our integrated core courses, and reporting related to accreditation agencies continues throughout the college. This has included increased emphasis on student skills related to compiling and evaluating information and writing.

### **College of Mines and Earth Resources**

The Department of Geography is offering a new certificate program for on-campus students in non-cartography programs and for professionals working in the field of GIS who need greater depth and technical training than they can get on the job.

The Department of Geological Sciences has developed and implemented a cooperative instructional program, which is coordinated and team-taught with the faculty of the Department of Geology at Washington State University. The new curriculum is in place and attracting students from both institutions.

### **WWAMI**

Efforts are continually underway to improve the quality of the courses offered in the WWAMI program and to give students greater responsibility for their education by promoting more active learning. Examples of changes made in these areas include moving two courses from lecture format to one of small group discussion in order to promote student-centered learning, teaching one course entirely in tutorial format, using CD-Rom and WEB materials to supplement courses, and creating a new course in bioinformatics.

### **University Library**

The Library will expand the individual Research Assistance Program (RAP). In this program, library faculty members work one-to-one with students on sources and strategies for library research. Requests for individual assistance on specific library research projects increased by 50% over the previous year. Fall semester FY2001 had over 100 requests.



## **IV. University Level Assessment**

In order to monitor and improve service, the Office of Institutional Research and Assessment assists the university, colleges, and departments in the goal of improving services by offering a variety of institutional level surveys to our students and alumni, as well as to our faculty and staff. Data are disseminated throughout the institution and are available on the web.

### ***CIRP Freshman Survey***

In conjunction many other institutions across the country, the university administers the UCLA-HERI Cooperative Institutional Research Program (CIRP) Survey in order to better understand our incoming freshman students. Not only does the university contribute to this national study to determine the make-up of the entering freshmen, but the UI uses the data about our own students in order to plan and improve academic programs and student services. The survey yields information such as demographics, study patterns and social activities in the senior year of high school, academic self-assessment, career goals, ways of financing college education, and objectives of college study. In addition, we are also able to compare how UI students differ from students nationwide and from students in previous years. We administer the survey through English 90, 101 and 102 classes each year. This method of administration provides the highest response rate of any method we've used to date (80% for the most recent administration of the survey).

As in previous years, students were asked to rate themselves on a variety of traits compared to the average person his/her age. UI students rated themselves lower on all items than did students at public universities in general. Two items show UI students in 2000 rating themselves over five percent (5%) lower than did UI students in 1999. These items are "academic ability" with sixty-three percent (63%) rating themselves as "above average or in the highest 10%" (down over 6%) and leadership ability, fifty-eight percent (58%, down over 5%).

In asking students to report on reasons noted as very important in deciding to go to college, there were four items where UI students' response rates were significantly lower than averages for public universities. These areas include "to gain a general education and appreciation of ideas" (54%, 10% lower than public universities); "to improve my reading and study skills" (32%, 6% lower); "to make me a more cultured person" (34%, 6% lower); and, "to prepare myself for graduate or professional school" (44%, 14% lower). Another area where UI students' responses were different than public universities in general was concerning their political views. While the number of UI students reporting they are liberal vs. conservative has not changed significantly, conservative students report they are becoming more conservative. When asked whether the death penalty should be abolished, nineteen percent (19%) of UI students reported they "agree strongly or somewhat", while thirty percent (30%) of public university students agree. When asked whether the federal government should do more to control the sale of handguns, sixty-two percent (62%) of UI students reported they "agree strongly or

somewhat" (down 6% from UI students in 1999), compared with eighty percent (80%) of students in public universities.

The 2000 Freshman Survey had several new response options included in some of the items for the first time. Following are some of the new items.

- Students were asked whether they had any special tutoring or remedial work in writing; 4.0% of UI students responded they had, compared with 3.9% at public universities.
- Students were asked whether they felt they needed any special tutoring or remedial work in writing, with 16.0% reporting they did, 7.1% above the average for students at public universities.

HERI included three new items asking students about the reasons noted as "very important" in influencing their decision to attend this particular college:

- 5.3% of UI students rated "information from the website" as "very important" compared with 6.4% of students from public universities;
- 8.5% of UI students rated "my friends are attending" as "very important" compared to 7.1% of students from public universities;
- and, "I was offered":
  - "an athletic scholarship", rated by 4.4% of UI and 2.8% of public university students as "very important";
  - "a merit-based scholarship" rated by 23.3% of UI students and 15.0% of public university students as "very important";
  - "a need-based scholarship" rated by 14.6% of UI students and 6.6% of public university students as "very important".

Other new response options included several for the item "student estimates chances are very good that he/she will"

- "participate in student government" (19.3%, 3.4% higher than reported by students from public universities);
- "develop close friendships with other students" (71.4%, 1.8% lower than public universities);
- "communicate regularly with your professors" (17.8%, 12.4% lower than students from public universities);
- "socialize with someone from another racial/ethnic group" (63.2%, 1.8% lower than public universities);
- "participate in student clubs/groups" (35.4%, 9% lower than public universities).

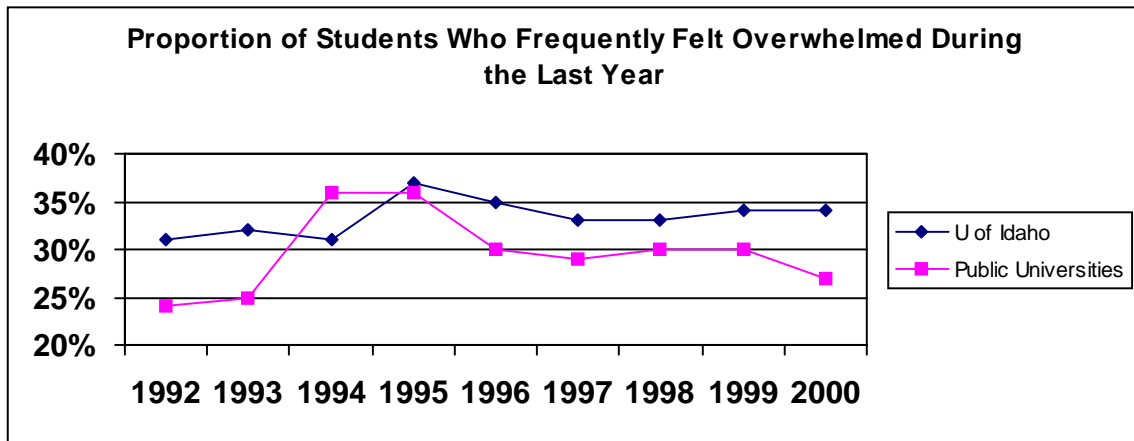
Some examples of ways in which the data from the CIRP Freshman Survey are used include changes made by Student Advisory Services. The findings from CIRP show that students coming to the University of Idaho do not have well defined majors and many leave the university. In response, Student Advisory Services created the freshman "Career Toolkit" class, a seven-week course that assists students in developing their career goals and choosing a major. They also developed "Wings to the Future", a course

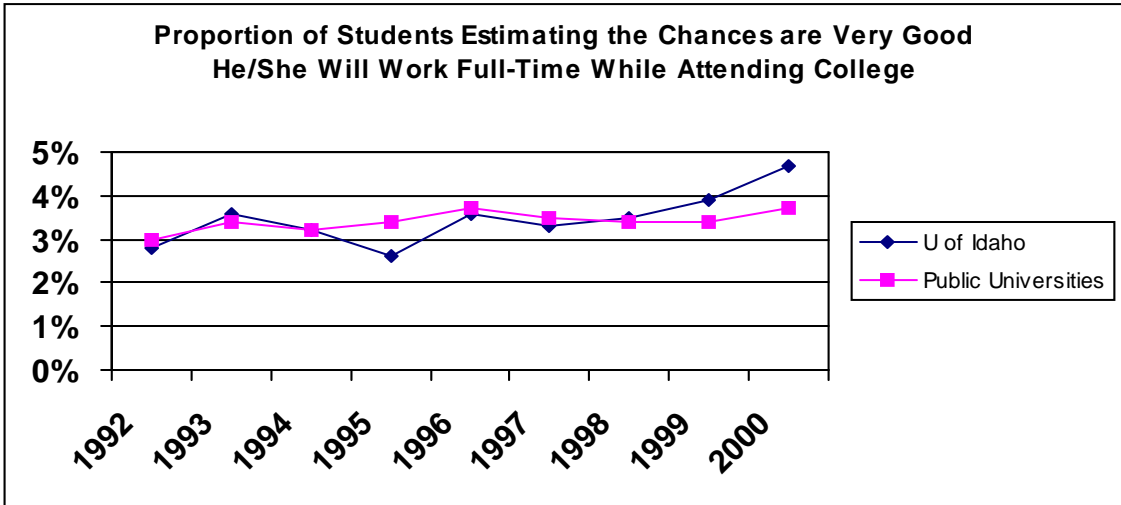
which helps students become better integrated into both the campus and campus resources available to freshmen.

In addition, data from the survey show that freshman coming to the University of Idaho admit to consuming alcohol in higher levels than the national average or our peer institution averages. Student Advisory Services is implementing more alcohol awareness programs for freshmen across campus. The data was also used by Dr. Sharon Fritz, a psychologist in the Student Counseling Center, to procure a FIPSE grant to study alcohol use in the student population and implement programs to reduce the risk for students.

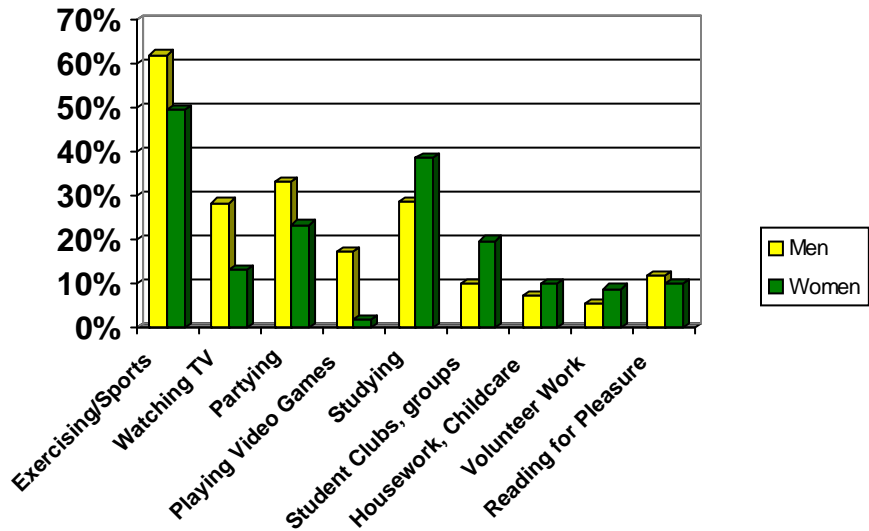
Finally, the CIRP data has show us that we have a higher proportion than the national average of students who are coming to the UI not expecting to complete their degrees here. The UI will begin to look at why that occurs and ways in which we might retain those students.

Below are examples of data collected from the Freshman Survey, including a historical look at how overwhelmed freshman feel and how good they report their chances are of completing their degree at the UI, along with a look at student activities during their first year as UI students.





**U of I Student Activities During Senior Year of High School  
(6 or more hours per week)  
2000**



***Graduating Senior Survey***

The University of Idaho has conducted the Graduating Senior Survey annually since 1992. The main purpose of the survey is to seek feedback regarding graduating students' experiences in living and learning at the University of Idaho. Results are used to plan improvements to the major programs to enhance learning, and to provide feedback to faculty and student service units.

This year, out of 1,444 eligible seniors, 1,289 or eighty-nine percent (89%) of students applying for a degree submitted completed surveys in time for analysis. This is lower than the ninety-five percent (95%) that completed the survey last year, and is the lowest response rate since 1997. Among the respondents, slightly over one-half (51%) were

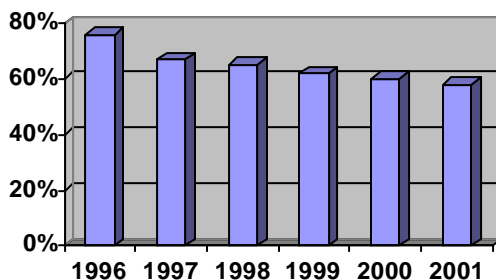
male, and nine out of ten were Caucasian American. Ninety-seven percent (97%) took most of their UI coursework on the Moscow campus. Forty-four percent (44%) first entered UI as transfer students, while thirty-five percent (35%) transferred within the university to another department or college.

Consistent with previous findings, nearly all graduating seniors who responded were "satisfied" or "very satisfied" with their "undergraduate education in general" (95%), and the "education in their major field" (92%). In addition, nine out of ten students were "satisfied" or "very satisfied" with "valued friendships" (94%), "increased confidence in my knowledge and abilities" (94%), "attractiveness of campus" (92%), "advanced courses in the major" (89%), and "helpfulness of department staff" (89%).

One survey item asks seniors to rate their satisfaction with a variety of elements within the UI and their college/major departments. For the UI in general, all of the ratings in these areas of satisfaction were up significantly, between nine percent (9%) and thirteen percent (13%) higher than in 2000. The areas receiving the greatest number of "good" or "excellent" ratings were "currency of curriculum" (84%), "fairness of grading" (81%), "academic rigor" (78%), "student-student interactions" (77%), and "quality of instruction" (77%). Several items focused on student experiences with diversity on campus. Ratings of respondents to these items continue to be among the lowest, though the number of those reporting that their knowledge is "moderately" or "greatly" enhanced is increasing slightly. However, several items continue to reflect large numbers reporting their ability is "not at all" or only "a little" enhanced, including ability to "understand another culture, know another language" (63%), "relate well to people of different races, nations, cultures, and religions" (44%), and twenty-six percent (26%, up 3%) reporting they were "very dissatisfied" or "dissatisfied" with the "opportunity to get to know diverse people."

The only area that received recommendations by more than one-half of respondents to provide more emphasis for all undergraduates was "computer coursework or practice" (58%, down 2%). Other areas rating the highest recommendations for more emphasis included "oral communications" (49%, up 1%), "practicum, internship experience" (47%, down 2%), "written communications" (43%, up 3%), and "research experience" and "elective courses in the major" (both 41%). Interestingly, as the chart below shows, while "computer coursework or practice" has been one element where students have consistently recommended more emphasis, the number of students making that recommendation has declined by eighteen percent (18%) in the past six years.

### Percentage of Seniors Recommending More Emphasis on Computer Coursework or Practice



Several open-ended questions solicited respondents' comments about their most salient experiences, both positive and negative. These comments are forwarded through the deans' offices to the department of the student's major. (See [Appendix F](#) for the complete narrative summary.)

#### *Alumni Survey*

The Survey of Graduates was designed to study the alumni's perception of the impact of University of Idaho undergraduate degree programs and curricula on their subsequent lives. The content of the survey reflects elements of the strategic plan including the goals of enhancing undergraduate education, expanding the outreach service mission of the university, and increasing the availability and use of technology. In addition, the survey assesses general education and the major department.

In an attempt to improve response rates this year, the length of the survey was cut dramatically. In addition, Dillman's<sup>1</sup> approach to survey design and administration was used to revise the manner in which the alumni survey was administered. In 2001 the survey was mailed to a random sample of 366 names on an official list of undergraduate degrees awarded for August and December 1995, May, August, and December of 1996, and May 1997. Of the 343 deliverable surveys, 181 completed surveys were returned in time for the analysis (53%). This is the highest response rate for this survey to-date, twenty percent (20%) above the previous highest response rate achieved in 1997.

Consistent with previous surveys, the proportion of females among respondents was fifty-one percent (51%). Ninety percent (90%) of respondents were Caucasian American, down two percent (2%) from 1999.

Sixty-six percent (66%) of alumni from the classes of 1996 and 1997 would choose the same major with "no or few changes" if they could do their undergraduate work over.

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<sup>1</sup> Dillman, Don A. (2000). *Mail and Internet Surveys: The Tailored Design Method*. New York: John Wiley & Sons, Inc.

Twenty-eight percent (28%) reported they would choose a different major, while six percent (6%) reported they would select a different university.

Interestingly, when comparing the response rates of alumni in 2001 with responses to the same items at the time they were graduating seniors, in almost all cases satisfaction ratings went up. In addition, satisfaction ratings this year were considerably higher in the areas of "growth/development of UI" and "quality of coursework/experiences at UI" than were ratings of alumni from the previous administration of the survey in 1999. (See **Appendix G** for the complete narrative summary.)

### ***Additional Assessment Activities***

#### **Assessment of the Teaching and Learning Environment**

The Center for Teaching Excellence (CTE) was created in 1998 as a campus-wide resource to promote and support excellence in teaching and advising, to improve the core curriculum, and to enhance the university's living-learning environment. The goals of the center include improving student outcomes, enhancing faculty scholarship, and building community-university partnerships. The CTE consists of four elements: the Teaching Enhancement Committee, a Core Curriculum Coordinator, the University Committee for General Education (UCGE); and an interdivisional advisory committee on education enhancement. These components create a model of collaborative and complementary support across campus.

This year the Vice Provost's Office and the Teaching Enhancement Committee invited proposals for \$14,000 available in a Teaching and Learning Grant program. The program supported projects that offered a high probability of improving student learning through curricular innovation and assessment, new teaching strategies, community outreach, or technological innovation. The eight winners had projects, which will yield measurable change in student outcomes as evidenced by student surveys or other assessment tools. In addition, the projects will result in long term, sustainable changes in teaching effectiveness. Evaluation reports of these grant activities are due in June 2002.

#### **Student Evaluations of Teaching and Student Effort**

In spring 2001, the general faculty approved moving the student evaluations of teaching from a paper form to an on-line form. Concurrently, a task force appointed by the Faculty Council revised the evaluation instrument, which is now composed of the following elements:

- a preamble consisting of student self-reported information concerning expectations and realizations for each course;
- an instructor rating section consisting of an instructor/department selected menu of questions, a standard summary instructor rating question, and a linked open-ended comment question;
- a course rating section consisting of an instructor/department selected menu of questions, a standard summary course rating question, and a linked open-ended comment question.

The revised evaluation form will be presented to university faculty for approval at the spring general faculty meeting. If approved the new on-line, menu-driven evaluation form will begin for all courses in the Fall of 2002.

The online evaluation system, as one component in a formative and comprehensive assessment of the teaching and learning environment, will be integrated with the institution's operational database and allow us to extract a variety of student demographics while measuring faculty performance and student effort in the classroom. This will give us the ability to compare the respondents' self-reported levels of effort with their ratings of teacher performance.

In order for the institution to provide intervention strategies that will improve student learning, it is essential to understand how student effort is related to faculty performance and the quality of the teaching and learning environment. The new component of student self-reported data, along with demographic data that will be collected, will enable Institutional Research and Assessment to determine how students impact their own learning within the classroom and how the institution can impact student effort. IRA might look at the differences in demographics between respondents and non-respondents by such data as gender, gpa, ethnicity, major, student level, or high school gpa. We hope to answer several questions, such as:

- Is there a difference in the gpa's, majors, or demographics between respondents and non-respondents?
- Can we characterize the quality of differences in student effort and performance between their core courses and majors courses?
- Is there a connection between student effort and student performance, and can we develop intervention strategies designed to improve both student effort and student performance?
- Are students in certain programs (i.e. theme halls or the Greek system) reporting higher or lower levels of student effort?

## **Other IRA Assessment Activities**

### **1. Faculty Survey**

In addition to those efforts listed above, assessment office personnel are currently administering the UCLA Higher Education Research Institution (HERI) Faculty Survey, which occurs every three years. This is a national study of faculty and administrator attitudes, job satisfaction, professional activities and experiences. This survey allows us to compare how our faculty attitudes and perceptions differ from our staff, as well as how we differ from faculty at other institutions across the country. Data from this survey will be available in spring 2002.

### **2. Staff Survey**

The Staff Survey, a questionnaire administered to all UI employees who do not hold faculty rank, looks at a broad number of factors influencing job satisfaction. In addition to measuring some of the key performance indicators in the strategic plan, the survey looks at salary issues, professional and career development opportunities, working environment and conditions, sources of stress, and organization



communication. In the coming months the survey will be revised and the number of items will be reduced based on a factor analysis performed on the 1997 data. The survey will be administered during spring semester 2002.

### **3. Survey of Residence Hall Students**

This year Institutional Research and Assessment worked closely with University Residences to develop a pilot study in preparation for drafting a grant proposal for submission to the Fund for the Improvement of Post-Secondary Education (FIPSE). The proposal is designed to determine whether a social norms marketing program can correct student misperceptions regarding the duration of time and frequency that their peers are engaged in academic-success-behaviors, can increase the duration of time and frequency that students are engaged in academic-success-behaviors, and can increase student academic achievement. To complete the pilot study a survey of residence hall students was developed (see [Appendix J](#)). The survey will be administered this fall semester and again next spring semester at the UI and three of our peer institutions. Data will be collected, analyzed, and the grant application written in Spring 2002.

### **4. Employer of Choice Survey**

Working with Human Resource Services, IRA developed a web survey of faculty and staff to help the institution define what makes an organization an employer of choice, and how well the University of Idaho is performing in those areas. (See [Appendix K](#).) This survey will be administered in December 2001 and data analyzed during spring semester 2002.

### **5. Campus Climate Assessment**

The Office of Diversity and Human Rights, with assistance from IRA, faculty, and staff at the UI, is proposing a campus climate survey to produce a comprehensive data-set that will give a detailed assessment of climate issues throughout the university. Outside consultants will administer the survey in the coming months, and data will be used to guide institutional responses to problems and concerns revealed by the survey. This is a three-year project, with plans to track the effects of changes based on the results of the data collection across time.

### **6. Northwest Association of Schools and Colleges (NASC)**

Institutional Research and Assessment is in beginning development of the processes and procedures that will be used to develop a self-study in preparation for our accreditation site visit in 2004. To-date a schedule for the self-study has been developed, along with a list of appropriate committees, an outline of the membership of each committee, and the specific tasks assigned to each committee.

## **V. Assessment in Service/Support Programs**

### ***Student Counseling Center***

The mission of the University of Idaho Student Counseling Center is to advance the academic mission of the University by fostering the personal, career and academic development of students in order to promote their success and persistence in the University community. In pursuit of this mission, the Center provides services, which assist students to overcome problems and to define and achieve their educational, vocational, and personal goals. The Center provides a variety of mental health, wellness, and personal development programs as well as individual and group counseling to accomplish this mission. These services assist the University to maintain its values of high standards and its "tradition of excellence", "student centered" environment, and people orientation.

This year Stephen L. Beckley and Associates was employed to provide consultation to the Student Health Center. They found that students did not know the Student Counseling Center and services were available, and those that did had difficulty seeing a counselor as quickly as they desired. A number of changes were instituted to address these concerns:

- Advertising was increased;
- Outreach activities were increased, including periodically manned informational booths about Center services in the Commons and elsewhere on campus;
- Intake procedures were changed so it was easier for clients to schedule an initial appointment;
- More staff hours were reserved for initial appointments so clients could be seen sooner;
- The lobby was redecorated to make it more user friendly.

The data indicate that these initiatives were successful at increasing the number of students who requested counseling services by fifteen percent (15%). Ninety-eight percent (98%) of clients who requested services this year were scheduled for an appointment, an increase of eleven percent (11%). In addition, the data indicate that changes to the intake system have been successful in making it easier for students to schedule an initial appointment and become successful in attending that appointment. Further details on Student Counseling Center assessment activities are available in their annual report through the Student Counseling Center.

### ***Honors Program***

The University Honors Program (UHP) continues to strengthen and to extend its contributions to academic excellence in undergraduate education. The program has made significant progress in recruiting and retaining excellent students to an expanding, multi-disciplinary honors curriculum, and the UHP supports a stimulating array of extra curricular opportunities for cultural enrichment, fellowship, and learning.

Selected Achievements 2000-2001:

- 10.9% increase in University Honors Program memberships (all colleges represented)
- 19.3% increase in number of students enrolled in at least one Honors course
- Identified and coordinated faculty representatives for each of the major national scholarships
- Expanded Honors curriculum

Plans for 2001-2002

- Review and further develop the Honors curriculum;
- Consult with University Residence to seek opportunities for supporting academic excellence in a residential setting;
- Work with UI Development Office to plan fund-raising and program support activities;
- Gather information to enable outreach to alumni in anticipation of future events.

### ***Tutoring and Academic Assistance Center***

The Tutoring and Academic Assistance Center (TAAC) helps students succeed in their academic work and become familiar with the services at the University of Idaho. The TAAC program includes Freshman Transition Courses, which enrolled 517 students (156 more than in the previous year) in 25 courses during the 2000-2001 academic year. In addition, 593 students were serviced in the tutoring program, 1,200 were offered general advising while 482 received individual appointments, 600 students were provided academic skills counseling through group presentations, 2,011 parent/student contacts were made in on-campus orientations, and 765 parent/student contacts were made in "road shows".

TAAC plans the following for 2001-2002:

- Increase use of TAAC services (example: satellite tutoring in Wallace complex);
- Improve front desk reception service;
- Develop new services as needed with changes in core curriculum;
- Begin annual collection of baseline data on retention and gpa attainment and compare courses tutored with total student population, with attention to diverse populations;
- Coordinate publicity materials for Commons academic programs.

### ***Center for Teaching Innovation***

The Center for Teaching Innovation (CTI), opened in the spring of 1999, is a computer lab for faculty and staff use. It is equipped with high-end Windows and Macintosh machines, flatbed and slide scanners, CD-ROM production equipment, video capture capabilities and a wide range of instructional support software. The facility has on-site support personnel for helping faculty and staff integrate technology and teaching effectively.

The Center for Teaching Innovation introduced WebCT to the campus the Summer of 2001 and already 1600 students and faculty are using the software that builds

dynamic and interactive Web sites. WebCT allows faculty to easily create threaded discussion groups, live chat rooms, online tests and quizzes, online grade books and other collaborative spaces for teaching. This software allows faculty to augment or create an online classes that reach students all over the world.

In addition, CTI offers workshops for faculty and staff on how to effectively use the software and hardware available in the lab, and staff are available to help people individually with their specific technology related projects. The Center for Teaching Innovation and the UI Library have partnered to grant the UI community access to the Associated Press online photo archive, which contains over 700,000 images from the past 150 years.

In the past year, CTI staff have been in contact with 9,031 faculty, staff, students and others (a 28% increase over the previous year), assisting with activities such as FrontPage, WebtCt, digital video, grant activities, class sessions, on-line applications, scanning, Microsoft Office, meeting coordination, PowerPoint, distance education issues, web support, and class listings.

### ***Other Student Services and Programs***

Additional programs and services offered at the University of Idaho include:

- Mathematics and Statistics Assistance Center accessible to students, faculty, and staff researchers, in design and complex data analysis as well as tutoring assistance and a variety of other resources (practice placement exams, test files, seminars, and information about math courses offered on campus);
- Statistical Consulting Center, which provides statistical support and expertise for students, faculty and staff;
- English Computer Writing Laboratory, which provides support for students in developing their writing abilities;
- Summer Session program through which a majority of UI summer students take classes that fulfill requirements for graduation;
- National Student Exchange Program providing students the opportunity to attend other colleges or universities throughout the U.S.;
- Study Abroad Program enabling students to enhance their education, cultural understanding, and future employability by studying overseas;
- Cooperative Education Office, which places both graduate and undergraduate students in internships;
- Career Services Office, which maintains placement files and assists students in finding employment opportunities;
- Student Support Services, which helps participating students (those eligible include first generation college students, the disabled, and learning disabled) to identify and pursue their educational goals, as well as to establish, maintain, and improve their academic performance; and,
- Student computer labs at various locations on campus providing a wide variety of general-use, state-of-the-art software to networked labs and classrooms.

## **VI. External Program Review**

The UI conducts thorough External Program Reviews (EPR) of its academic and service/support programs for the purposes of improving the quality of those programs, providing accountability data for strategic planning, and enhancing the effectiveness and efficiency of the institution as it fulfills its mission. These EPRs are conducted on a seven-year cycle (with variations planned to correlate with specialized accreditation practices).

In the EPR process, the unit faculty and staff conduct a self-study of the program(s) relative to defined criteria, gathering both qualitative and quantitative data for this purpose. The self-study concludes with descriptions of areas in which the program excels, areas in which the program needs improvement, and program development considerations. A review team then assesses the program quality with respect to the questions and criteria provided, as well as the role of the program in the UI environment relative to UI's role, mission, and goals. The composition of each review team is tailored to each unit, integrating external peers, UI faculty and administrators, and others. The team submits a written review and evaluation for the program. The unit administrators then reflect on the perceptions and recommendations of the review team, and provide a response to the recommendations, which includes proposed actions. These recommendations are forwarded with the review team's report to the Office of the President and the Provost.

Pilot reviews were conducted in 2000-2001 for both service/support and academic units. Enrollment Management successfully completed its External Program Review in 2000, and results are available in the 2000 Assessment Annual Report. The School of Family and Consumer Sciences and the Department of Fish and Wildlife were reviewed, results of those EPRs are outlined below.

The EPR committee met with department chairs and key personnel involved following these three pilot reviews, to revise the EPR guidelines and develop some additional procedural guidelines for departments and units. Six programs are scheduled for External Program Review during 2001-2002; 4-H, WWAMI, the School of Music, Geological Sciences, Communications and PSES (see [Appendix L](#) for the complete schedule.) Two reviews, WWAMI and Music have been completed and are awaiting the evaluator reports from the review committees. Complete guidelines and instructions are available on the web at <http://www.its.uidaho.edu/ipb/>.

When external program reviews are joined with an active planning process, we believe we are better able to map the future of the UI in ways that will allow us to respond to the economic and educational needs of the state and region, and fulfill our mission with greater effectiveness.

### ***Family and Consumer Sciences - EPR Results***

Three major objectives of the Family and Consumer Sciences review were:

1. Review available research, teaching, and extension facilities and space assignments within the school to determine if plans are consistent with future needs within the respective disciplines.
2. Analyze the overall balance of faculty expertise within the majors/options to determine if adequate support exists.
3. Assess the research and graduate program by identifying strengths and weaknesses, and reviewing the current research agendas and potential that exists for federal funding.

Recommendations of the review team were:

1. Highly recommend the School of Family and Consumer Sciences be identified and supported as one of five designated distance education programs at the University of Idaho.
2. Change the culture to create a balance between teaching and research.
3. Give immediate attention to upgrading facilities and equipment.
4. Develop a plan for enhancing diversity within the faculty, staff, and students of the School of Family and Consumer Sciences.
5. Market the graduate education program to increase enrollment.
6. Review majors within the School of Family and Consumer Sciences.
7. Continue to strengthen the Extension FCS program.

Linda Kirk Fox, Director of Family and Consumer Sciences, felt that the EPR was a "constructive and potentially very influential evaluation. The self-study provided by the school and the three-day site visit were appropriately introspective and positive."

### ***Fish and Wildlife Resources - EPR Results***

The Department of Fish and Wildlife Resources requested that their External Review Team address three general areas:

1. A professional judgment of the overall quality of the department and its programs.
2. Their evaluation of whether the strategic plan makes sense, given their professional judgment of what a good department should be, and on the strategic plans of the college and the university.
3. Identify problems that need to be addressed to achieve departmental goals.

The Review Team reported that "overall the department is academically solid and has earned respect among their colleagues on campus, in the northwest, and throughout the nation. It is clearly one of the best wildlife and fisheries programs in the United States." However, the team listed several minor "stumbling blocks" that need attention:

1. Space is limited.
2. Funds for improved teaching equipment and more teaching assistants need to be obtained.
3. Graduate stipends are low.
4. Communication between faculty, departments, and the upper administration needs improvement.

5. Students that take the wildlife curriculum could meet all the requirements for certification as an associate wildlife biologist by The Wildlife Society, but could also graduate without the necessary coursework.
6. If the department is going to meet the American Fisheries Society revised Professional Certification Program, they will be faced with making some tough decisions such as eliminating electives from the curriculum.
7. Undergraduate students voices concern regarding too many courses being taught on Tuesdays and Thursday causing scheduling conflicts and preventing them from taking certain courses in a timely manner.

Copies of all of the self-studies and evaluator report for each External Program Review to-date are available in the Institutional Research and Assessment office.

## **VII. Appendix**

*A. Assessment Surveys*

*B. Philosophy for Assessing and Evaluating Student Learning*

*C. Program Evaluation and Assessment Under RCM*

*D. Core Discovery 101 General Course Objectives*

*E. Revised Core Assessment Surveys*

*F. Graduating Senior Survey*

*G. 2001 Survey of Graduates*

*H. Department Use of Local Institutional Surveys*

*I. College of Engineering 2001 Alumni Survey*

*J. Survey of Residence Hall Students*

*K. UI Employer of Choice Survey*

*L. External Program Review Schedule*