

**UNIVERSITY OF IDAHO  
STUDENT/ PROGRAMS ASSESSMENT**

**Program Review and Assessment Activities  
for the Year 2002**

Annual Report, 2002

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# ANNUAL ASSESSMENT REPORT, 2002

## I. Assessment in 2002

The University of Idaho, along with all other public institutions of higher education in Idaho, is required by policy of the State Board of Education to assess student learning in general education and in the academic majors. The Northwest Association of Schools and Colleges, which provides institution-wide accreditation for the university, has similar guidelines requiring assessment.

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. (Appendix A shows a History of Assessment at the University of Idaho.)

### *Structural Changes*

The year 2002 saw significant economic impact on the nation as well as the state of Idaho. That economic impact affected finances at the University of Idaho, requiring that the institution address a significant shortfall. "It is our goal to emerge from this financial situation with the core of the UI and our Strategic Plan in place and better prepared to address 21st century needs in education, discovery of new knowledge, and Idaho's outreach needs." --UI President Bob Hoover.

To address the shortfall, the institution intends to increase revenue while reducing expenses over the next five years. An early retirement program was implemented at the institutional level, and each Responsibility Center was asked to report on how it would reduce its costs. Institutional Research and Assessment participated in this budget reduction by eliminating its secretarial position, as well as the dollars budgeted for irregular help. While this has had the impact of requiring additional work of an overextended staff, it has resulted in an in-depth analysis of operating procedures and a reassignment of priorities within the office.

### *IRA Advisory Board*

It is the mission of the Institutional Research and Assessment Advisory Board to review and improve the practices of institutional research, assessment, and program review on the University of Idaho campus. The Advisory Board has recommended that the University of Idaho develop a strategic assessment plan, and negotiations are underway with knowledgeable faculty to lead the discussion at the institutional level.

## **II. General Education/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.

On May 8, 2002, the General Faculty overwhelmingly approved the University Committee for General Education (UCGE) proposal for a revised core curriculum, which will go into effect in 2003 (see Appendix B.) The General Education Task Force and UCGE worked for three years on the core revision project. After considerable deliberations, a series of open forums, and input from many sources, these efforts led to a proposal for a decidedly new structure for the UI general education program. This proposal was approved by UCGE, UCC and the Faculty Council, and also received the unanimous support of the ASUI senate.

The revised core is in accord with the UI Strategic Plan and emphasizes "effective (e.g., collaborative-based) approaches to teaching and learning with a focus on critical reading, writing, reasoning, problem solving, and other selected competencies such as information literacy, diversity and international understanding." A salient feature of the revised core is that it provides a viable means for participation by all UI departments and colleges in the general education program.

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

Assessment for the revised core was focused again 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. In addition, assessment of critical thinking, reading, and writing occurs during the semester.

Students are surveyed both at midterm and at the end of semester regarding their opinion of how well the Core Discovery (CD) courses are meeting their stated objectives (see Appendix C.) This year those items with the highest ratings on a scale of 0 (low) to 4 (high) were: "Understand contemporary experience in light of past events that have shaped present consequences" (3.16), "Become aware of and sensitive to the diversity of humankind" (2.97), and "Develop the ability to think critically" (2.77). (See Appendix D for complete results.)

Student focus groups asked a variety of questions about the Core Discovery courses such as differences between CD courses and regular content courses, and what students most liked and disliked about the courses. (For a list of questions asked during the student focus group discussion see Appendix E.) In general students liked the smaller class sizes and full-year time schedule. They felt it gave them a chance to get better acquainted with their peers, and were less intimidating to freshmen. "This gives us a chance to learn about

each other, the university, and a lot about ourselves," said one student. However, many of them found the workload daunting, though the consensus was that it was "worth it."

Faculty focus groups also included a discussion of differences between the CD classes and traditional curricula, but in relation to course content, teaching strategies, student interest and collaboration, and collaboration among faculty. (See Appendix F for a complete list of questions asked, as well as the results of a focus group with faculty in one particular section of the core.) In general, faculty found teaching the CD courses challenging and interesting. One faculty member said, "I've never been involved in a course as collaborative as this one. It's a great deal of fun." "This has been the best experience of my life," said another. While all faculty acknowledged that it was a great deal of work, there was agreement that teaching CD courses could lead to a profound difference in the way faculty perceive education and the way we teach our students.

In addition to soliciting opinions from faculty and students, critical thinking, reading and writing are assessed. For assessment of critical thinking, both revised core and standard core students are asked to write an essay, which is then graded using a rubric to assess various aspects of critical thinking. Looking at the mean changes shows that revised core students increased the most in their critical thinking scores; however, there was no significant difference between the groups. For reading assessment, students take the Nelson-Denny Reading test. The Nelson-Denny assessment showed no statistically significant difference between standard core students and revised core students' scores. Results of the writing assessment are not yet available.

Assessment of the revised core will continue in the future with the same components as it has had in the past. However, in addition to the Core Discovery assessments, a plan for assessing the Integrated Science courses is being developed. The Integrated Science courses are theme-based interdisciplinary courses emphasizing the interactions of science and society. The assessment plan for these courses will be designed around the basic objectives of the courses including developing a lasting interest in science, understanding of scientific reasoning, understanding the interactions of science and society, skills for analysis and evaluation of scientific claims, and skills to make intelligent scientific and social decisions.

### ***Assessment of the Standard Core Curriculum***

Evaluation of the standard core curriculum occurs in two ways; expected outcomes are evaluated through the Graduating Senior Survey, as well as a survey of alumni who graduated three to four years earlier.

The 2001-2002 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. This year the ratings were fairly consistent with those in 2001, though overall, students reported that these abilities were not as well developed as previous respondents indicated. 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 2002 results for these two questions follow as Table 1 and 2, respectively. A narrative summary of the results of the complete 2001-2002 Graduating Senior Survey, which compare this year's responses with previous year's responses, appears in Appendix G.

**Table 1: General Education Abilities and Knowledge:  
Responses to Q-5 of the Graduating Senior Survey, Class of 2001-2002**

<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	1	17	53	29
Communicate well orally	3	18	49	30
Apply scientific principles and methods	4	24	41	31
Use computers and other technologies	2	14	39	45
Participate as an informed and active citizen	8	30	43	19
Identify moral and ethical issues	9	29	40	22
Develop a sense of values and ethical standards	10	30	38	22
Make decisions and act ethically	8	25	42	25
Integrate learning across disciplinary lines	3	20	49	28
Think analytically and critically	1	11	48	40
Identify and solve problems	1	12	49	38
Formulate creative/original ideas and solutions	2	18	48	32
Organize my time effectively	6	21	40	33
Function independently, without supervision	5	14	38	43
Lead others, use effective group process skills	4	19	46	31
Care for my physical health and development	16	26	37	21
Relate well to people of different races, nations, cultures, and religions	13	32	36	20
Appreciate interrelationships between humans and their environment	11	28	38	22
Interpret and use mathematical and statistical concepts	8	30	40	22
View current issues and problems in historical perspective	8	34	42	16
Appreciate our western and non-western cultural heritage	14	37	34	15
Acquire new skills and knowledge on my own, continue to be intellectually curious	2	13	46	39
Understand another culture, know another language	27	36	25	12
Understand myself: abilities, interests, limitations, and personality	4	15	41	41
<b>Knowledge of:</b>				
Current international issues and problems	11	36	38	16
Contributions to knowledge and culture by women	21	42	28	8
Contributions to knowledge and culture by ethnic minorities	20	45	27	8
The evolution of economic, social, and political institutions	12	41	35	12

**Table 2: Desired Emphasis and Quality of Experience  
In General Education and Other Curriculum Areas:  
Responses to Q-21 of the Graduating Senior Survey, Class of 2001-2002**

<b>Q-21 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	48	46	4	
Oral communication	3	40	53	4	
Social Sciences	10	58	20	11	
Literature	12	52	22	16	
Philosophy/Ethics	14	48	19	20	
Fine Arts	14	44	21	20	
Physical Sciences	7	61	20	13	
Biological Sciences	7	56	18	20	
Mathematics	7	60	23	10	
Statistics	11	56	18	16	
Computer coursework or practice	2	36	55	6	
Foreign Language and culture	6	33	39	22	
Curriculum integration, interdisciplinary coursework	6	40	35	19	
Required courses in major	8	63	27	2	
Elective courses in major	8	50	40	2	
Research experience	3	31	48	18	
Practicum, internship experience	2	32	49	18	
<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	24	56	12	6
Oral communication	4	26	49	12	8
Social Sciences	2	23	53	10	12
Literature	4	23	40	8	25
Philosophy/Ethics	7	22	32	9	30
Fine Arts	4	19	32	8	36
Physical Sciences	2	20	48	11	18
Biological Sciences	3	15	37	10	34
Mathematics	7	23	44	11	15
Statistics	9	23	37	8	23
Computer coursework or practice	5	24	45	13	13
Foreign Language and culture	5	16	26	8	46
Curriculum integration, interdisciplinary coursework	4	22	38	10	26
Required courses in major	2	15	58	24	1
Elective courses in major	0	20	56	22	2
Research experience	7	21	29	9	34
Practicum, internship experience	5	12	29	17	37

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

#### ***2002 Responsibility Center Action Plans***

Annual program review continues to occur through the 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 (RCMs) are asked to synthesize the plans and activities of all departments within their units. These 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 the financial issues that the institution is facing. They considered the adequacy of existing budgets, the operational issues and financial needs within each responsibility center, and the opportunities available for restructuring and becoming more efficient. RCMs were asked to look at program and revenue growth, as well as steps to enhance curriculum and workload productivity. Discussions and program change proposals are still being considered across the institution.

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

Academic assessment this year occurred during a departmental self-study process in preparation for the NASC accreditation visit in 2004. Departments were asked to discuss their program assessment plans. Excerpts from some of those self-studies are listed below, with the complete Undergraduate Program Self-Study form attached as Appendix H.

#### **COLLEGE OF AGRICULTURE AND LIFE SCIENCES**

##### ***Agricultural Economics and Rural Sociology***

The department's assessment program has included 1) exit interviews between the department head and graduating seniors, 2) a department administered survey that is completed by students at the time of graduation, 3) graduate placement survey conducted by the college, 4) input from the department advisory board, 5) interaction with alumni, and 6) success of our Agribusiness Quiz Bowl Teams in competition.

The exit interviews with graduating seniors typically provide the most useful assessment data. Students give an assessment of their advisor, instructors, class material, class sequencing, prerequisites to classes, classes required outside our department, extracurricular activities, preparation for the workplace, and anything else they want to comment on. This information has assisted us in our current curriculum revision. Student provided input regarding three classes where they were not obtaining the skills they felt they should. This led to a change in curriculum and class content that corrected the situation.



### **Animal and Veterinary Science**

The department's assessment plan involves student surveys and retention, senior involvement, alumni involvement, national trends, current industry needs and long-term assessments of the programs offered. For example, both Range Resources and the Animal Science Department offered a similar degree in Range Livestock Management. Students from each of these degrees decided to start an inter-collegiate student club with common interests. Students suggested the possibility of combining the degrees into a joint degree offered by both departments. After several years of faculty cooperation a joint degree B.S.RLM - Range Livestock Management was developed and approved. This created a first at the University where the same degree could be completed in two different departments of two different colleges. Without student involvement, this degree option would not be offered as it is today.

### **Food Science and Toxicology**

Joint UI-WSU food science curriculum meetings are held regularly throughout the academic year to assess our program in light of the Institute of Food Technologists Education Standards. The curriculum committee has established and implemented a formal outcome and assessment program which include assessing core competencies, and pairing learning competencies with instructional activities and related assessment techniques based on Bloom's Taxonomy.

Assessment methods include an annual meeting with current food science majors who voice their opinions on course work, curriculum content, teaching proficiency and any other issues/concerns about the food science program; employer evaluation of student performance in internships; alumni surveys every three years; exit interviews with graduating seniors; meetings of the FST External Advisory Board to discuss their satisfaction with our graduates and present industry expectations of graduates; and student performance in capstone course.

### **Plant, Soils and Entomological Sciences**

Information on placement of graduates in graduate studies or the job market is gathered during exit interviews with graduating seniors. Occasionally, feedback is received from students after leaving the University and working for a period of time. Input from employers is also received sporadically and is used in evaluating degree programs. All soil science students are required to take an examination at the end of their program that will qualify them for certification as Associate Professional Soil Scientists through the Federation of Certifying Boards in Agriculture, Biology, Earth, and Environmental Sciences (ARCPACS). Student performance on this exam is used to assist in guiding changes that strengthen our program.

## **COLLEGE OF BUSINESS AND ECONOMICS**

### **Accounting and Business**

The departments are directly involving departmental advisory boards in assessing the quality and relevance of the degrees and majors in the departments.

1. Internal measures for assessing the achievement of curriculum objectives will be gathered as part of the curriculum development process and the annual evaluation process.
2. Advisory Board members began, in the fall of 2002, to evaluate major student project presentations. The board members actually attend the presentations or view videotapes of the presentations. Evaluation tools are being provided to participating advisory board members. Participants will then refine the evaluation tools.
3. The advisory board is taking a leadership role in developing and implementing an ongoing employer survey and assessment process. An ad hoc departmental advisory board committee is currently involved in the development of the survey instruments, follow up processes, and providing mock interviews. The project includes coordinated internal (to the college) and external (advisory board and employer) participation in an overall process. The accounting and business departments are collaborating closely in coordinating the efforts of their respective advisory boards as well as the faculty in developing internal and external assessment tools.
4. Graduating seniors complete a comprehensive survey on a variety of academic and general university experiences which are reviewed by college and university leadership following each semester.

## **COLLEGE OF EDUCATION**

### **Health, Physical Education, Recreation and Dance**

#### Athletic Training

Each student is formally evaluated in the athletic training clinical setting at the end of each semester. The student completes a self-evaluation form, which asks questions regarding his/her athletic training abilities, areas for improvement, certified athletic training staff evaluations, and any other pertinent information regarding the student's experience. The student meets with the Athletic Training curriculum coordinator, Director of Athletic Training Services, and Assistant Athletic Trainer to discuss the student's clinical progress. The student and certified athletic training staff also establish clinical goals for the upcoming semester.

As a result of alumni questionnaires, employer surveys, student evaluations, and national certification examination results, the athletic training major is able to update and revise policies, procedures, and curriculum requirements.

#### Physical Education

The Teacher Preparation Committee has developed a comprehensive assessment system for students in their program. Students are assessed in relation to their foundational content knowledge, pedagogical knowledge and pedagogical content knowledge. At three points during the program, students' performance is assessed in order to provide students and faculty with information for improvement, intervention or satisfaction in meeting the program requirements and standards. All candidates completing the K-12 program in Physical Education must meet the Idaho Core Teacher Standards and the Idaho Standards for Physical Education Teachers. In addition, students must qualify for

admission for entry into the Physical Education pedagogy sequence and the Internship. To successfully exit the internship and complete the program, all candidates must achieve knowledge and skills in the pedagogy courses in physical education and education as measured through course-based assessments and portfolio sample assessments. Candidates must also meet the criteria identified on the Professional Disposition rubric.

### **Teaching, Learning and Leadership**

Assessment methods are multiple and varied within the elementary and special education programs. They include multiple choice examinations focused free writes, essay exams, projects, presentations, self-evaluations of progress toward professional goals, and more. Across the program area, students are assessed in relation to their content knowledge, pedagogical knowledge, and professional dispositions toward teaching and learning.

To be admitted to upper division coursework in Teacher Preparation, students must have a minimum GPA of 2.75, 25 hours of documented time with children/youth, demonstrated competence in basic skills including math, composition and oral communication, and basic competence in computer technology. Assessments for the basic skills are being finalized, while the basic competence in computer technology is assessed by the Idaho Technology Performance Assessment (ITPA).

Continuation of the program requires students to maintain the 2.75 GPA, while competing course-based assessments and projects sufficiently well to meet the minimum grade point average. Students in Ed 302, however, must meet course objectives that include portfolio samples and earn a grade of C or better. There is no minimum letter grade requirement in special methods courses, other than that students must repeat any course failed.

To qualify for entry into the internship students must complete their 100 hours of work with children/youth, all the methods course work in Block A and B and have a GPA of 2.75 or higher. Upon achieving these assessments and with advisor recommendation, candidates are accepted into the internship.

To successfully exit the internship and complete the program, all candidates must achieve the knowledge and skills in the pedagogy courses in elementary education and, if appropriate, in the special education coursework also. They must complete their area of content concentration, the five one credit methods courses, EdTe 466, Ed 401, and have a cumulative GPA of 2.75 or higher. Advisors, university supervisors, and mentor teachers assess a candidate's content and pedagogical knowledge, as well as their disposition toward teaching and their interpersonal skills. Upon the advisor's recommendation, candidates are recommended for completion of the program.

## **COLLEGE OF ENGINEERING**

### **Biological and Agricultural Engineering**

The department has established Programs Goals, Objectives and Outcomes. Metrics used to determine if the outcomes are being met have been established and as we have experimented with them have been changed and simplified from our original plan.

Assessment methods include: student portfolios, including design projects, and departmental and advisory board evaluation of senior design projects; alumni surveys that document professional accomplishments and career development activities; employer surveys; placement data of graduates; department exit interviews; College of Engineering Graduating Senior Survey, evaluation of the design component of the freshman level class (BAE 142); assessment of student teaming aspects as measured on the Myers Briggs Type Indicator test (MBTI); a quantitative evaluator assessment of teaming skills.

Plans for utilizing the data from these assessments include continuing the MBTI tests to allow students to look at their own teams' functioning; evaluation forms of design projects will be redesigned so the ABET teamwork criteria can be better addressed; instructors for BAE 142 and BAE 242 will seek to measure targeting teaming skills and whether they are carried from one year to the next, as well as designing cumulative targeting of skills to year 2 builds on year 1; instructor evaluation of students which provides feedback to instructors of BAE 142 and 242 on material that should be covered to enable students to be prepared for upper level classes; and curriculum review.

### **Chemical Engineering**

Assessment activities in Chemical Engineering are summarized in the following chart:

<b>Summary of 2000-2001 Assessment Actions</b>				
<b>Assessment Tool</b>	<b>Weakness Noted</b>	<b>Department Action</b>	<b>Date Action Taken</b>	<b>Next Scheduled Review</b>
Alumni Survey	Inadequate safety and communications preparation	See section on course review	2000-01 school year	2003
Senior Survey	None	--	--	May 2002
Individual Course Reviews	See section on course reviews	See section on course reviews	2000-02 school year	Ongoing
FET Exam	None	--	--	Summer 2002
Student Course Evaluations	See section on student course evaluations	See section on student course evaluations	2000-01 school year	Summer 2002
Senior Design Performance	Process safety-lack of heat and mass transfer	Full implementation of new curriculum emphasis on safety	2000-01 school year	August 2002
Advisory Board Input	Alumni survey weaknesses Lack of strategic plan	Improved alumni survey Strategic Plan prepared for 2001 meeting	Summer 2000 March 2001	April 2002
Review of Laboratories	Lack of support	Request for university funding	Spring 2001	Winter 2002

### **Computer and Electrical Engineering**

A number of assessment tools have been developed to measure the program outcomes. They include a variety of testing and survey instruments and are described below. The

department Outcomes Assessment Committee is responsible for the annual assessment activity and reports its results to the faculty each Fall. The faculty, and its various committees, consider the OAC's report each year and initiate the required changes in curriculum, policies, and procedures to ensure that program objectives are being met. Possible changes in program outcomes and assessment tools are also considered at this time. Every third year, coincident with the surveys of alumni and employers, program objectives are reviewed with the major constituency groups for possible changes.

A number of assessment tools are in use to measure progress toward program objectives and desired outcomes. These include course grades as a direct measure of a student's success in meeting course outcomes requirements; completion of degree requirements measures student success in meeting all program outcome requirements; upper division certification requires an exam a student must pass before being allowed to take upper division courses; evaluation of the background of each transfer student; integrating skills acquired in the program using a senior capstone design; completion of a departmental senior exit survey; placement statistics measuring the interest industry has in program graduates; a formal alumni survey and an employer survey both conducted every 3 years; the Fundamentals of Engineering exam; and Industrial Advisory Board recommendations.

## **COLLEGE OF LETTERS, ARTS, AND SOCIAL SCIENCE**

### **Art**

The quality of student learning is assessed in multiple ways. Art courses are graded stringently through portfolio presentations, quizzes, exams, papers, class discussions and critiques. A portfolio review (including GPA, current work and goals assessment) is required at the junior year before a student can enter the senior studio in the BFA program. Some students are advised to not pursue the professional degree. The senior BFA students are rigorously evaluated on their written thesis and exhibition. The College of Education has similar requirements to gain acceptance into the teacher certification program and rigorous assessment of the final internship experience.

In addition to the university conducted senior surveys, we conduct personal interviews with the graduating seniors. Each semester, students are given the option of evaluating each course in which they are enrolled. These evaluations are instrumental in course redesign by individual faculty and give students the opportunity to assess their learning and skills.

Indications of the success of our programs can be seen in the number of our students participating in regional and national juried competitions and winning local and national awards. Our fine art graduates have been well placed in graduate programs around the country, and our design and education majors have been successful in finding employment within their professional fields.

### **Communications**

The school's assessment tolls are most clearly evidenced in course syllabi, which include course objectives and describe assessment measures. Other assessment tools include the

senior exit survey, in which graduates are asked to describe the things in the program they found most (and least) valuable. Internship supervisors provide significant assessment information in their evaluations of students who complete for-credit internships. Less formal assessment measures include discussions between graduates and faculty members/school administrators. The school's faculty and administrative staff also consults with advisory board members and other professionals who hire students as interns and in entry-level positions. Many of the school's majors participate in Student Media (newspaper, yearbook, radio station), where evidence of student success is evident in reviews and competitions conducted regionally and nationally. The school's Advertising Competition Team competes against students from other universities each year in a regional competition. The success of these enterprises provides the school with additional feedback on the growth of its students.

### **English**

Every year, (except for this year, since we are revising our assessment program) we conduct surveys of both juniors and seniors in addition to the survey conducted by the college. These surveys indicate a high level of satisfaction with the faculty, who are overwhelmingly deemed to be excellent by the undergraduates. Students indicated a few years ago that they would like greater variety and rotation of courses, so we responded in these areas. The College-level Senior exit survey confirms these results. We also study carefully information provided by the Alumni Survey and especially by the university's Graduating Senior Survey. These surveys indicate that, university-wide, students list writing and literature courses as among the most satisfying that they have taken. And while some alumni surveys indicate university-wide dissatisfaction with advising, we find that the English department's advising system gets high marks.

We also note that for the past few years our students have been very successful at getting into top tier or upper second tier graduate schools, to which they are encouraged to apply by their advisors. Students have been equally successful in pursuing law degrees. Anecdotal letters from alumni praise the skills they gained in their programs and indicate that they have initiated successful careers, no matter what the field.

### **Foreign Language and Literature**

The text and materials chosen in each of our language programs adhere to the American Council on the Teaching of Foreign Languages proficiency guidelines and provide a wide array of assessment materials to allow us to accurately evaluate our students' linguistic proficiency. Moreover, the department is presently using a set of computer-assisted placement examinations for French, German and Spanish. These exams provide the department a quick and reliable means of verifying student placement in the major languages. Students are assessed at the beginning, during, and upon completion of their program. Each student is assigned an academic advisor who closely monitors his/her academic progress. Each student's oral and written proficiency is closely monitored in each course the student is required to take to successfully complete the program. To ensure continued success on the part of the student and to maintain the overall quality of the program each student, upon completing her/his first upper-division language course, is required to demonstrate an acceptable minimum proficiency in the target language in

order to continue in the program. Each student is strongly advised to study abroad in a country relating to his/her chosen major, upon returning from study abroad experience the student's linguistic proficiency is evaluated as well as the individual academic courses taken abroad. We are presently developing a requirement of successfully completing a senior capstone course. Each graduating senior is requested to fill out the UI graduating senior survey and our own departmental graduating senior survey. Each graduating senior has an exit interview with the chair.

An intermediate indicator of the department's success in preparing its students linguistically can be seen in the success the FL&L majors continue to find in the university's several study abroad programs. Feedback from the University Study Abroad Consortium program sites in Europe suggests that UI students who have completed four semesters of basic language instruction are well prepared to enter upper-level language and culture studies during their year or semester abroad. An outside indicator of student achievement of program learning goals is provided in Classics by the continuing high level of student performance on the national Latin sight-reading examination.

Students, in their student evaluations, continue to express strong satisfaction with the quality of instruction and with the qualifications and expertise of the faculty.

Lastly, the success of our recent graduates in gaining admission to and completing graduate programs provides a good indication that FL&L is providing its strongest students with a solid undergraduate preparation for advanced studies in languages and literatures, business, education, area studies, and law.

### **History**

The Department is developing its own graduating senior exit survey. We expect to implement the initial phases of the program during Academic Year 2003-2004.

### **Landscape Architecture**

Assessment is central to the department's tracking of the quality and effectiveness of its curriculum and takes many forms:

1. Participation in the ASLA National Survey of Graduating Students. ASLA forwards survey forms to the department each spring. The department receives a summary of student comments and an annual summary of national graduate responses.
2. Department generated alumni surveys every three years requesting information on alumni accomplishments, national exam passing rates, licensing and overall evaluation of the BLA degree curriculum.
3. Querying of regional employers of graduates.
4. Student success in national design competitions and national scholarships.
5. Bi-annual meetings with advisory board members who are alumni and/or successful practitioners.
6. Response to annual and five-year self-study accreditation reports.
7. Exit interviews with graduating seniors.

Recent assessment processes have resulted in changes to the use of technology in the program, the creation of a one-year MSLA degree for students focusing on community and regional planning, alumni involvement in establishing the creation of a summer studio-based program in Piedmont, Italy and greater collaboration with regional practitioners in teaching and outreach.

Improvement of student's skills over an eight-year period is evidenced by:

1. The growing employment of graduates in four of the most outstanding international landscape architecture firms.
2. Increased query from firms in the West regarding employment of our students.
3. The success of the program's students in winning the National Council of State Garden Clubs National Scholarship. Records prior to 1995 indicate that no landscape architecture students at UI ever won this prestigious scholarship. Six landscape architecture students have received this scholarship since 1995. (Only 35 students from a pool of 62 horticulture or landscape architecture students nationally receive this scholarship each year.)
4. In 2002, Deidra Case. Became the first UI landscape architecture student in the 30-year history of the program to receive the National American Society for Landscape Architects Honor Award for her work. (Deidra was one of four undergraduate landscape architecture students to receive this award from over 1-- contestants. The other three students were from distinguished programs at Cornell University, Cal Poly, Pomona and Cal Poly, San Luis Obispo.)

### **Martin School of International Affairs**

The required courses in International Studies are used as the basis for preparing the students for their issue emphasis and study abroad experience. The final assessment is made through the senior capstone course, which uses the knowledge and experience gained throughout the student's program to develop a "real world" decision paper on a regionally oriented issue. This experience is additionally supported through an active Model United Nations program, which provides students with experience in negotiations, conflict resolution, and writing skills needed for post-graduate employment. The capstone class and Model U.N. have proven to be major means of evaluating growth in the IS students. We continue to "grow" these two methods through continuous updating and evaluation.

### **Music**

Each faculty member plans a rehearsal, studio lesson or class lecture, administers the lesson plan, and evaluates the result, which affects the plan for the next instructional session. At a higher level, student evaluations of courses help the faculty to make improvements in the syllabi for the next semester. Still higher, comments from music alumni are seriously considered, and frequently contribute to decisions regarding improvements in the music curriculum.

### **Philosophy**

1. Course Assessment - Our courses are assessed at the end of the semester with the standard university teaching assessment instrument. Most instructors in our department



also distribute an additional course-specific instrument designed to generate particular information that can be used to improve the course. The chair discusses the information gleaned from the university instrument with each professor. In addition, many instructors distribute midterm course evaluation instruments designed to give students the opportunity to supply feedback that can be used to improve the course midstream

2. Student Performance Assessment - Students are assessed primarily through evaluation of their written work. This is becoming more difficult with our Phil 103: Ethics course, given the recent increases in its enrollment, but the philosophical paper remains the primary vehicle of assessment in most of our other offerings. Two exceptions are Phil 201 and 202, both of which depend on examinations. Outside of coursework we assess student performance in philosophy in terms of the following measures;

Honors and Awards Received: For example, in the past two years, four of our students have received Alumni Awards and four were named Phi Beta Kappa.

Graduate and Professional School Admissions: A large number of our students have gained admission to graduate schools and law schools over the years. This past year, we had three students gain admission to M.A. programs in Philosophy, three gain admission to graduate programs in Religious Studies, and one gain admission to law school. This represents better than 50% of our graduating class.

3. Program Assessment - We assess the program through a variety of means:

Senior Seminar: The high quality of performance by senior students in this course is an indication that our students regularly improve their performance from degree selection.

Evaluation of Graduation Surveys

Survey of Alumni: In Fall 1995, a cross-section of living graduates in philosophy from all years was surveyed for satisfaction with the quality of education they received in Philosophy at the UI.

Longitudinal Essay Assessment: Papers are collected from majors that represent performance in early coursework and in the Senior Seminar. These data exist and can be examined for evidence of improvement over the course of the degree.

### **Political Science**

The department has paid close attention to its annual survey of graduating seniors, other comments from students, and general curriculum developments in the University and the discipline of political science.

### **Psychology**

The department has not had a formal assessment procedure for its undergraduate degree program. We have informally tracked undergraduate success in gaining admission to post-graduate programs, and we have casually tracked the GRE Advanced test score in psychology for some of our graduates. Since 2001, we have been evaluating a more formal method of assessment and hope to have that in place soon. In addition, we are undertaking a more careful procedure for following our graduates into the next phase of their professional and/or educational lives.

### **Sociology/Anthropology/Justice Studies**

The department utilizes many different forms of assessment to aid in the improvement of teaching, research, and the needs of the students, community, and state. To evaluate and improve teaching, the department utilizes student teaching evaluations, a random critique of lectures by department and non-department faculty, fall teaching forum, DIM workshops, and patterns in enrollment. To improve research, the Department uses computer service workshops and services, University Research Office, and grant writing seminars. To improve student advising, the department utilizes student advising evaluations and the peer mentor advising program.

The methods of assessing the M.A. program in anthropology are similar to those used for the undergraduate program. In addition, the assessment of the M.A. program focuses upon a more in-depth knowledge of the discipline and the student's ability to teach introductory course dealing with all four subdisciplines.

### **Theatre Arts**

The Department uses a variety of mechanisms to assess the effectiveness of its degree programs. Informally, we use feedback from graduates and alumni, professional guest artists and faculty who serve as guest artists at other institutions with theatre degree programs. We also use a more formal process of assessment as a participating school in the Kennedy Center/American College Theatre Festival (ACTF). The aims of this national theatre education program are to identify and promote quality in college-level theatre production. To this end, each of our theatre productions receives a critique by a regional KC/ACTF representative. Since each production brings together all major components of our degrees in performance, design/tech and directing, these critiques are a useful measure of our teaching effectiveness. UI enjoys a solid track record of having students selected to participate in the KC/ACTF competition for awards, scholarships, and special grants for actors, playwrights, designers and critics at both the regional and national levels.

## **COLLEGE OF NATURAL RESOURCES**

### **Forest Resources**

The program is assessed using a wide variety of measures in individual classes, including in-class examinations and class projects. Senior exit interviews, employment success of graduates and anecdotal evidence from employers and faculty teaching the senior-level courses are also used. Many classes are sequentially structured, requiring that basic knowledge and skills are mastered before students may enroll in upper division courses. All students take the final capstone course that provides an opportunity to assess students' integration of material across the curriculum and critical thinking and problem-solving skills. All sources of feedback are used to make modifications and improvements to the curriculum as needed.

### **Rangeland Ecology and Management**

Revision of the REM curriculum is an ongoing process. Ideas for curricular changes come from a variety of sources—students, employers, alumni, faculty, professional colleagues, and support or interest groups. A formal evaluation of the curriculum is

gained annually through the device of exit interviews held with all graduating students at the B.S. level. Averages of student responses are calculated over a rolling five-year span. Results of the last five calendar years show that in all but one of the nine central rangeland courses, a composite score of 4.0 or better was attained, with an overall average of 4.2 (on a 5.0 scale with 5 being best.)

### **Resource Recreation and Tourism**

The program utilizes two forms of assessment, in-class examinations and evaluation of field practice via the internship. Many classes are sequentially structured, requiring that more basic knowledge and skills are mastered before students may enroll in upper division courses. Near the completion of the degree, students must also complete a 400 hour, 10 week internship in which they practice the knowledge and skills acquired through their coursework. The extent to which this material is mastered and applied is determined via weekly reports and a final summary report along with a final Supervisor Evaluation.

### **Natural Resources Ecology and Conservation Biology**

The NRECB Program uses informal rather than formal assessment processes. We monitor the coursework needed to prepare students for jobs, and then we monitor job placement and student satisfaction. Responses from students on the CNR Employment Survey and the UI Senior Exit Survey along with faculty feedback provide input to the Coordinators and to the faculty to improve advising, curriculum, and undergraduate research, etc.

Through the senior, capstone Interdisciplinary Natural Resource Planning class, we can demonstrate that students develop desired competencies. For example, we note significant improvement over four years in writing skills, oral presentation skills, technical knowledge, ability to work in teams, and ability to synthesize and find information.

## **COLLEGE OF SCIENCE**

### **Biological Sciences**

Assessment includes monitoring of grades during advancement through the required and elective courses, analysis of scores on the Medical College Admission Test, and exit surveys. Information collected over the past two years shows that the national mean on the biology section of the MCAT is 8.3 while 8.5 is the UI mean. The 2000-2001 University of Idaho Graduating Senior Survey shows that the principal plan for 61% of students from the Department of Biological Sciences is to continue with either graduate school or other postgraduate professional or technical education to obtain a credential/professional certificate. One hundred percent of students from the department were either "satisfied" or "very satisfied" with their increased confidence in their knowledge and abilities. Ninety-two percent of graduating seniors from throughout the university felt that the quality of their experience in the Biological Sciences Department was "good" or "excellent."

### **Chemistry**

Exit interviews are conducted with all graduates. Further, the chemistry capstone course, Proseminar, provides students with an opportunity to evaluate the degree program and courses. Individual faculty give standardized end-of-course assessments allowing them to track the performance of students over several years. The ACS has a number of standardized exams in each subdiscipline. Some of our faculty use these and others opt not to do so on the grounds that they would prefer to teach the material that they consider important rather than "teaching to" material that others think is important.

### **Geological Sciences**

Assessment of the undergraduate program is accomplished in two principal ways. First, students evaluate teaching in every course. These evaluations are reviewed by the department chair and then distributed to individual faculty. Second, the university conducts a very thorough exit survey. The survey results from 2001 indicate widespread satisfaction without program. There are some minor issues that need to be dealt with. For example, there is marginal dissatisfaction with the lack of use of computers across the curriculum. This has been addressed already, with the shifting of our computer-geology course to the sophomore year.

### **Mathematics**

One of the main measures of the success of the mathematics programs is from the feedback from graduates, where they obtain employment, whether they are given the opportunities that they were expecting.

### **Physics**

The physics department assessment plan is based on the success of our graduates in graduate school and the work-place. Through our departmental newsletter and other feedback mechanisms we stay in touch with our graduates. Based on their feedback we modify the program occasionally to keep the program current. The evidence of success for this approach is the quality of our graduates and the success they experience upon graduation.

### ***Distance Learning Assessment***

The Engineering Outreach program uses a variety of media resources, including videotape, email, the world-wide-web, CD-ROM, and print materials, to deliver over 90 continually updated courses in 11 graduate programs to more than 350 students worldwide each semester. The program conducts a formative evaluation before the 8th week of each Fall and Spring semester. Students are emailed with information regarding the evaluation, and provided with a link to an online form, that can be completed and submitted directly to Engineering Outreach. The student's name is optional, and if not provided, the response is anonymous. During the last two years, more than 50% of the Engineering Outreach students have responded to each survey.

The information gathered pertains to the services provided by Engineering Outreach and any improvements the students would like made to their outreach courses. The evaluation is conducted early in the semester to help make necessary changes before the last date to drop courses in an effort to retain students. Engineering Outreach staff

members review all responses and prepare and implement action plans to correct problems and improve services for the students.

## **IV. University Level Assessment**

In order to monitor and improve service, the Office of Institutional Research and Assessment (IRA) 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. In addition, IRA coordinates external program reviews, and participates in a variety of campus committees and activities. Data from these activities are disseminated throughout the institution and are available on the web. (See Appendix I for a list of IRA activities, which contribute to evaluating the effectiveness of the UI Strategic Plan.)

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

The University of Idaho administers the UCLA-HERI Cooperative Institutional Research Program (CIRP) Freshman Survey, in order to better understand our incoming class of students. This survey has been administered on campus each fall since 1992. The data are used to plan and improve academic programs and student services. The survey yields information on student 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 this year's survey, only a few areas showed a significant change in UI students' response rates. Those areas in which response rates changed five percent (5%) or more over the previous year included:

- "Student rated self above average or in highest 10% as compared with the average person of his/her age in self-confidence (intellectual)" decreased by six percent (6%) to fifty-six percent (56%);
- "Average grade in high school" was "A+, A, or A-" reported by fifty-three percent (53%, up 7%);
- "Discussed politics" frequently during the past year increased to thirty percent (30%, up 8%);
- The number of freshmen intending to get a bachelor's degree from the UI has risen thirteen percent (13%) to thirty-one percent (31%), while the number intending to get a master's degree has decreased to forty percent (40%, down 7%);
- Two "objectives considered to be essential or very important" have increased this year, "having administrative responsibility for the work of others" (36%, up 6%), and "keeping up to date with political affairs" (37%, up 10%);

- "To gain a general education and appreciation of ideas" as a reason "noted as very important in deciding to go to college" increased to sixty percent (60%, up 6%);
- "I was offered financial assistance" was rated by forty-seven percent (47%, up 6%) as one of the items "influencing student's decision to attend this particular college."

## STANDARD CORE AND CORE DISCOVERY RESPONSES TO THE CIRP

For the first time this year, responses from freshmen taking the standard core courses were compared with freshmen enrolled in the revised Core Discovery courses. Several areas show differences between the attitudes and opinions of these two groups. Students enrolled in the standard core (SC) courses report that they are slightly more religious than students in the Core Discovery (CD) courses. Eight percent (8%) more SC students (31%) rated themselves as "above average or in the highest ten percent" in "religiousness", and nine percent (9%) more rated themselves higher in "spirituality" (42%) than CD students. SC students also reported "frequently" discussing religion in the past year more often than did the CD students (35% compared to 29%), and more SC students reported they spent time during a typical week in "prayer/meditation" (60% compared to 54% of CD students.)

In one item students were given a list of activities and asked to report on the frequency of their participation during the past year. This item contained the largest frequency of differences between the standard core students and the core discovery students:

<b>Activities noted in the past year:</b>	<b>Percentage</b>	
	<b>Standard Core</b>	<b>Core Discovery</b>
Was frequently bored in class	48	55
Tutored another student frequently or occasionally	55	50
Studied with other students frequently or occasionally	88	93
Drank beer frequently or occasionally	63	69
Drank wine or liquor frequently or occasionally	67	73
Frequently felt overwhelmed by all I had to do	35	40
Overslept and missed class or an appointment frequently or occasionally	40	36
Discussed politics frequently	32	24
Frequently socialized with someone of another racial/ethnic group	60	55
Attended a public recital or concert frequently or occasionally	74	80
Frequently communicated via e-mail	78	83
Used the internet for research or homework frequently	78	84

For a complete summary of CIRP Freshman Survey results, including a comparison with students nationwide, see Appendix J.

## *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 1,487 eligible seniors, 1,373 or ninety-two percent (92%) of students applying for a degree submitted completed surveys in time for analysis. This is considerably higher than 2001, but lower than several other recent years. Among the respondents, slightly over one-half (52%) were male, and almost nine out of ten were Caucasian American (89%). However, this year witnessed the highest number and percentage of minority students receiving degrees in the past five years. 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.

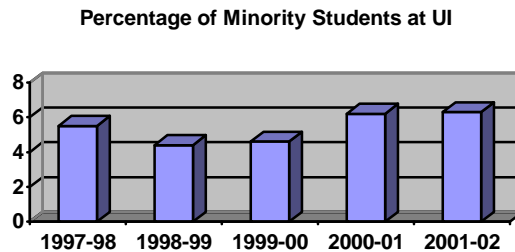
For the first time graduating seniors were asked their overall rating of the quality of education at the UI. Ninety-six percent (96%) reported being "satisfied" or "very satisfied". Rating fairly consistently with previous findings, nearly all respondents were "satisfied" or "very satisfied" with their "undergraduate education in general" (94%), and the "education in their major field" (92%). In addition, nine out of ten students were "satisfied" or "very satisfied" with "valued friendships" (94%), "attractiveness of campus" (92%), "advanced courses in the major" (89%), and "helpfulness of department staff" (92%).

One interesting finding this year was that fifty-two percent (52%) of responding seniors reported they had a research opportunity during their undergraduate coursework. This is down fourteen percent (14%) from last year, and the lowest reported to-date. There was also a nine percent (9%) reduction in the students' ratings of the quality of their research experience as "good" or "excellent" (38%). In addition, when asked about satisfaction with departmental offerings, the element receiving the highest percentage of "very dissatisfied" and "dissatisfied" ratings was "opportunities for participation in faculty or individual research" (23%).

Student loans, summer job earnings, and parent/guardians remained the primary ways in which students reported they fund their education at the UI. The number of students receiving scholarships (53%) continues to rise, and eighty-three percent (83%) of students are "satisfied" or "very satisfied" with the cost of their education.

Students are asked what is likely to be their principal activity following graduation, and fifty-four percent (54%) reported they expect to be "employed full-time in their major field," while twenty-seven percent (27%) expect to be attending "graduate school" or "continuing their education for a credential or professional certificate". Seventy-one percent (71%) report that they plan to "pursue further studies" as some point.

While preparing this report, we noticed that the number of minority respondents was higher than in the past. In examining the ethnicity of the entire graduating class, we discovered that this is the highest number and percentage of minority students receiving degrees in the past five years.



For a complete summary of the results of the 2001 Graduating Senior Survey, see Appendix G.

### ***Alumni Survey***

The Survey of Graduates was designed to study our 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 as well as the major department. In an attempt to reduce costs, we have begun conducting this survey every other year, with alumni who graduate within three or four years of the survey's administration date. The next administration will occur in the Fall of 2003.

### ***Graduate Alumni Survey***

Although the national assessment movement is primarily focused on undergraduate education, regional and state policies suggest that the impact of all major programs be evaluated. The Graduate Alumni Survey gathers perceptions on the effectiveness of the alumnus's graduate program in preparing him or her for employment or further graduate study; teaching, learning, advising in the major department; the perceived value of the graduate experiences; and functions and helpfulness of the graduate faculty. This survey was most recently completed in 1998 for the Classes of 1993, 1994 and 1995. This year, after institutional discussion, we have revised the survey and will be distributing it in February 2003 to the Classes of 1996, 1997, 1998, and 1999.

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

#### **Faculty Survey**

In addition to those efforts listed above, assessment office personnel recently administered the UCLA Higher Education Research Institution (HERI) Faculty Survey, which occurs every three years on campus. 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. See Appendix K for a summary of survey results.

### **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 organizational communication. The survey has been revised and will be administered via the web in March 2003.

### **Strategic Enrollment Management**

Following the external program review of our enrollment management process, President Hoover appointed an ad-hoc committee to develop a strategic enrollment management plan. IRA staff were an integral part of the plan's development, providing historical data and serving as a resource during the goal setting process of the plan's development. This Five-Year Strategic Enrollment Management Plan (SEM) is being implemented to improve recruitment and retention for academic years 2004-2008. The goals are expected to remain relatively stable, but the action strategies will be adjusted on a regular basis to meet changing needs and constraints. In addition, targets will be adjusted to reflect the realities of the recruitment and retention environments. The plan encompasses all constituents served by the University: undergraduate, graduate, and non-degree seeking students. The SEM Plan seeks to support and actuate the values that the UI stresses in the Strategic Plan: create a student-centered environment that fosters good citizenship, leadership skills and creativity. IRA will continue to serve in a resource capacity to this committee, as well as to departments, colleges, and the UI administration during the implementation of this plan in the coming year.

## **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. This mission supports the UI Strategic Plan by enhancing the undergraduate and graduate experiences, helping to make the UI the residential campus of choice in Idaho and the West.

The center provides crisis intervention services, as well as services to assist students in overcoming problems, and defining and achieving their educational, vocational and personal goals. Each year there are large numbers of students seeking assistance at the Student Counseling Center and the nature of the problems that they present have followed a trend toward increasing pathology and complexity.

This year the Student Counseling Center has directed considerable energy toward improving student retention. Through Career Workshops and career counseling provided on an individual basis, the center enhances student capabilities to make informed and personally relevant vocational choices. Helping students to make good decisions about their college majors and subsequent careers, according to research, greatly improves student retention, which benefits not only our students, but is also an important factor in the health and viability of the university.

According to a client satisfaction survey conducted this year:

- 86% of students knew about the Student Counseling Center;
- Problems or symptoms checked in order of frequency were depression, anxiety, stress management, self-understanding, developing healthier relationships, managing emotions, self-esteem, crisis, and overall social functioning;
- 51% of respondents reported that counseling was important in their continued enrollment at the University of Idaho;
- 52% of respondents reported that their academic performance would have declined without their counseling contact;
- 85% of respondents felt that the services of the Student Counseling Center were a valuable part of their university experience;
- The average rating of client satisfaction with the services of the center was 4.02 on a five-point scale (5 being "excellent");
- 98% said they would recommend the services of the Student Counseling Center to others.

Recommendations to improve services for the coming year include relocating and updating facilities to accommodate the University Classroom Center reconstruction, financial support for three interns, allocating resources to provide counseling services in all Resident Instructional Centers, a new position to accommodate increasing minority populations, and a certified specialist in alcohol and drug education and intervention to be hired and shared by the Student Counseling Center, the Office of the Dean of Students and the Student Health Center.

### ***University Honors Program***

Established in 1983, the University Honors Program (UHP) offers a stimulating course of study and the benefits of an enriched learning community for exceptional students from all colleges and majors. The UHP's diverse curriculum serves a variety of student needs and interests. Beyond the classroom, the program's extracurricular opportunities include concerts, plays, films, lectures and other excursions that foster cultural enrichment.

Selected achievements in 2001-2002 include:

- Twenty-seven students were awarded Honors Certificates;
- Seventy-four students received funding through the honors program;
- Thirty-two UHP members participated in international exchange programs;
- Fifteen members were inducted into Phi Beta Kappa

- Ten members were inducted into Phi Kappa Phi
- Four members received scholarships (Jack Kent Cooke, Barry M. Goldwater, District Rotary Ambassadorial, and Morris K. Udall Foundation Scholarships)
- Twelve members received UI Awards for Excellence
- Twenty-one students received ASUI Student Achievement Awards in Leadership and Service;
- Three members received Phi Eta Sigma Local Chapter Freshman Scholarships;
- Two members received Phi Eta Sigma National Scholarships.

### ***Academic Assistance Programs***

In a university-wide reorganization, the Tutoring and Academic Assistance Center, Student Support Services and Student Disability Services merged into the new Academic Assistance Programs unit. This reorganization streamlined administrative procedures, reduced duplication of services, and allowed for added services, along with freeing resources to hire a learning disabilities specialist. Plans for the new unit include expanding group tutoring services, tutoring in new disciplines and upper division classes, increasing the number of Freshman Transition Courses, as well as expanding transition courses to upper division students, and exploring collaboration with the English Writing Center and the Polya Mathematics Learning Center.

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

The Center for Teaching Innovation (CTI) 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 CTI staff are ready to assist with one-on-one instructional Web site development, PowerPoint presentations, research posters, image scanning, video captures, CD-ROM burning and more. The goal of CTI is to provide both high-end tools and high-level instruction to faculty and staff interested in using technology.

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 assisted faculty, staff, students and others 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, Appendix L).

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 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.

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.

To-date, the following departments/units have completed External Program Reviews: Family and Consumer Science, Fish and Wildlife, Enrollment Management, 4-H, Music, Geological Sciences, WAMI and Facilities. Copies of all of the self-studies and evaluator reports for each completed External Program Review are available in the Institutional Research and Assessment office. Several departments are currently in the process of scheduling their external reviews and preparing their self-studies, including Plant, Soils and Entomological Sciences, all departments in the College of Engineering, Rangeland Ecology and Management, Communications, History, Philosophy, Finance and Administration, and Information Technology and Library Services.

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

In the Fall of 2004 the University of Idaho will be undergoing an overall evaluation of the institution in the 10 year full-scale accreditation visit by the Northwest Association of Schools and Colleges (NASC). In preparation for the visit an Executive Director has been hired to coordinate the self-study, and a Steering Committee created to administer the duties of the Self-Study Standards Committees. Twelve committees and sub-committees have been created to critically examine the institution according to the nine standards outlined by NASC.

Institutional Research and Assessment staff have played an integral role in hiring the executive director, developing a budget, developing the committee structure and designing each committee's task, staffing the committees, designing and maintaining a website for the self-study process, developing the project plan and time schedule, and receiving and providing training for various members involved in the self-study process.

In addition, IRA staff worked closely with the Executive Director, Vice Provost for Academic Affairs, and the Associate Vice Provost for Enrollment Management to develop a self-study questionnaire for departments to complete. One of the requirements of this accreditation process is that all undergraduate programs undertake a self-study. These self-studies are themselves part of the documentation the institution submits to the accrediting team, and the information they contain is also part of the data that go to the various institutional committees that have been set up to investigate our compliance with the standards as they are outlined by NASC. The complete Undergraduate Program Self-Study form is attached as Appendix H.

Considerable time and effort has been committed this year by IRA to the self-study, and will continue to be committed for the coming two years. More information on the NASC Self-Study process is available on the website at <http://www.webs.uidaho.edu/nasc/>.

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## **VIII. Appendix**

- A. History of Assessment at the University of Idaho*
- B. The New UI Core*
- C. Core Discovery Survey*
- D. Core Discovery 101 Survey Results*
- E. UI Core Discovery Student Focus Group Questions*
- F. UI Core Discovery Faculty Focus Group Questions*
- G. 2001-2001 Graduating Senior Survey Summary*
- H. Undergraduate Program Self-Study*
- I. Institutional Assessment/Effectiveness Activities*
- J. 2001 CIRP Freshman Survey Summary*
- K. 2001-2001 HERI Faculty Survey Results*
- L. Program Accreditation Schedule*