UNIVERSITY OF IDAHO
STUDENT/ PROGRAMS ASSESSMENT

Program Review and Assessment Activities for the Year 2005-06

Annual Report, 1/2005-6/2006

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ANNUAL ASSESSMENT REPORT, 2006

I. Assessment in 2005-06

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. Student outcomes assessment has been implemented to ensure that we continually improve the teaching and learning process and the programs which support this process. (Appendix A shows a History of Assessment at the University of Idaho.) While the last several years have focused assessment efforts primarily at the institutional level, the University of Idaho has begun to work to re-establish a solid assessment plan at the programmatic level.

The formal student/program assessment at UI was developed in the early 1990s following the enactment of the assessment policy of the State Board of Education/UI Board of Regents in the late 1980s. The policy states that the purpose of assessment is to enhance quality and excellence of teaching and learning programs, and is to focus on general education and the majors. The policy encourages the use of multiple assessment methods, tailored to each institution and its programs and students. In addition, assessment is not to be used to evaluate faculty or compare institutions, and confidentiality is to be protected.

The Northwest Commission on Colleges and Universities, the regional accrediting agency for Idaho, has promoted self-assessment and improvement of educational programs since its inception. A policy statement regarding assessment became part of the NWCCU standards in 1991. The policy and standards recommend that assessment be responsive to the institution's mission and needs, and that student outcomes be assessed in order to influence ongoing planning, thereby improving the effectiveness of programs.

In addition, departments and colleges at UI participate in specialized accreditation evaluations. Most of these have or are developing standards requiring self-evaluation and planning based on evidence of student learning and development. The University of Idaho is also in its sixth year of a seven-year external program review process, which includes assessment as one of its components.

II. General Education/Core Curriculum

The University of Idaho Core program is a crucial part of the overall education UI undergraduates receive. It is the heart of the University's effort to ensure that UI students receive a broad education. All degree-seeking students must complete the general education core requirements (Core) to qualify for graduation. The Core program focuses on critical reading, writing, reasoning, problem solving, and other selected competencies such as information literacy, diversity, and international understanding. The program was funded initially through a grant awarded by the Fund for the Improvement of Post

Secondary Education (FIPSE), and discussions are currently underway about strategies to fund the Core for the future.

At the center of this unique new program are the Core Discovery courses. These year-long, interdisciplinary freshman courses offer students a chance to work closely with others students and professors to synthesize information and ideas from a variety of sources. Data show that students who have taken these Core Discovery courses in their freshman year are more likely to be retained than are students who did not take the courses.

Integrated Science courses satisfy the UI's Natural and Applied Sciences core requirements. Taught in small classes by some of our best science instructors, these courses, in addition to their science content, investigate the impacts of science on society.

Assessment in the Core

Evaluation of the Core curriculum occurs in two ways; expected outcomes are evaluated through the Graduating Senior Survey, and through the survey of alumni who have been away from the university for three to four years.

The 2004-2005 Graduating Senior Survey, like the previous Graduating Senior Surveys, asks two questions addressing some of the expected outcomes in the current core curriculum. One is a relatively detailed question (Q-5) with 16 elements, which asks seniors to rate how each capacity was enhanced by their UI undergraduate experiences. The ratings for most of the elements in this item declined again this year, a continuing pattern since the inception of the survey in 1992. In the past year, the element that has shown the largest increase in the frequency of students reporting their abilities were "moderately" or "greatly" enhanced was "lead others, use effective group process skills" increasing from sixty-seven percent (67%) to seventy-two percent (72%).

The second item (Q-22) seeks the respondents' 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. While students' ratings of the needed emphasis were fairly consistent from last year to this year, their ratings of the quality of their experiences declined in most areas.

The 2005 results for these two questions follow as Table 1 and 2, respectively. Table 3 shows those elements with the greatest decline since 1992. A narrative summary of the complete results of the 2004-2005 Graduating Senior Survey, which compares this year's responses with previous year's responses, appears in Appendix B.

Table 1: General Education Abilities and Knowledge:
Responses to Q-5 of the Graduating Senior Survey, Class of 2004-2005

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.				
Ability to:	**Not at all**	**A little**	**Moderately**	**Greatly**
Write effectively	5	21	45	29
Communicate well orally	6	22	43	29
Apply scientific principles and methods	10	25	37	28
Use computers and other technologies	6	24	39	31
Participate as an informed and active citizen	13	28	38	21
Identify moral and ethical issues	14	27	38	21
Develop a sense of values and ethical standards	16	26	37	21
Make decisions and act ethically	14	26	39	20
Integrate learning across disciplinary lines	8	26	43	22
Think analytically and critically	3	17	45	35
Identify and solve problems	3	16	48	33
Formulate creative/original ideas and solutions	4	20	45	30
Organize my time effectively	9	23	40	28
Function independently, without supervision	7	15	38	41
Lead others, use effective group process skills	7	21	42	30
Care for my physical health and development	19	27	35	18
Relate well to people of different races, nations, cultures, and religions	14	29	36	21
Appreciate interrelationships between humans and their environment	14	29	36	21
Interpret and use mathematical and statistical concepts	17	31	35	18
View current issues and problems in historical perspective	16	32	38	15
Appreciate our western and non-western cultural heritage	21	32	33	13
Acquire new skills and knowledge on my own, continue to be intellectually curious	5	19	44	32
Understand another culture, know another language	30	32	26	12
Understand myself: abilities, interests, limitations, and personality	6	20	42	31
Knowledge of:				
Current international issues and problems	17	34	35	14
Contributions to knowledge and culture by women	25	35	29	10
Contributions to knowledge and culture by ethnic minorities	26	36	29	9
The evolution of economic, social, and political institutions	21	35	32	12

**Table 2: Desired Emphasis and Quality of Experience
In General Education and Other Curriculum Areas:
Responses to Q-22 of the Graduating Senior Survey, Class of 2004-2005**

Q-22 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.

a. Desired Emphasis for UI undergraduates	Less	Same	More	Don't Know
Written communication	4	51	38	8
Oral communication	3	44	46	7
Social Sciences	12	53	22	14
Literature	14	51	19	16
Philosophy/Ethics	14	49	20	18
Fine Arts	16	39	31	14
Physical Sciences	8	56	19	17
Biological Sciences	7	58	17	18
Mathematics	7	60	19	15
Statistics	11	58	15	16
Computer coursework or practice	5	44	39	12
Foreign Language and culture	7	41	37	15
Curriculum integration, interdisciplinary coursework	6	45	32	17
Required courses in major	10	60	24	8
Elective courses in major	9	49	34	8
Research experience	4	41	41	14
Practicum, internship experience	4	37	47	12

b. Quality of Experience at UI	Poor	Fair	Good	Excellent	Not taken at UI
Written communication	4	22	50	12	12
Oral communication	5	24	43	11	17
Social Sciences	4	22	47	10	17
Literature	5	20	32	8	35
Philosophy/Ethics	7	19	27	7	39
Fine Arts	5	16	24	8	46
Physical Sciences	3	20	40	8	29
Biological Sciences	5	16	30	6	42
Mathematics	9	20	37	11	22
Statistics	9	22	34	7	29
Computer coursework or practice	6	23	34	9	28
Foreign Language and culture	5	13	21	7	54
Curriculum integration, interdisciplinary coursework	6	20	28	7	39
Required courses in major	2	19	51	24	4
Elective courses in major	4	19	50	22	6
Research experience	7	21	28	9	36
Practicum, internship experience	8	13	25	12	42

Table 3:
Abilities and Knowledge "Moderately" or "Greatly" Enhanced
in the Core: Responses to the Graduating Senior Survey,
Class of 2004-05
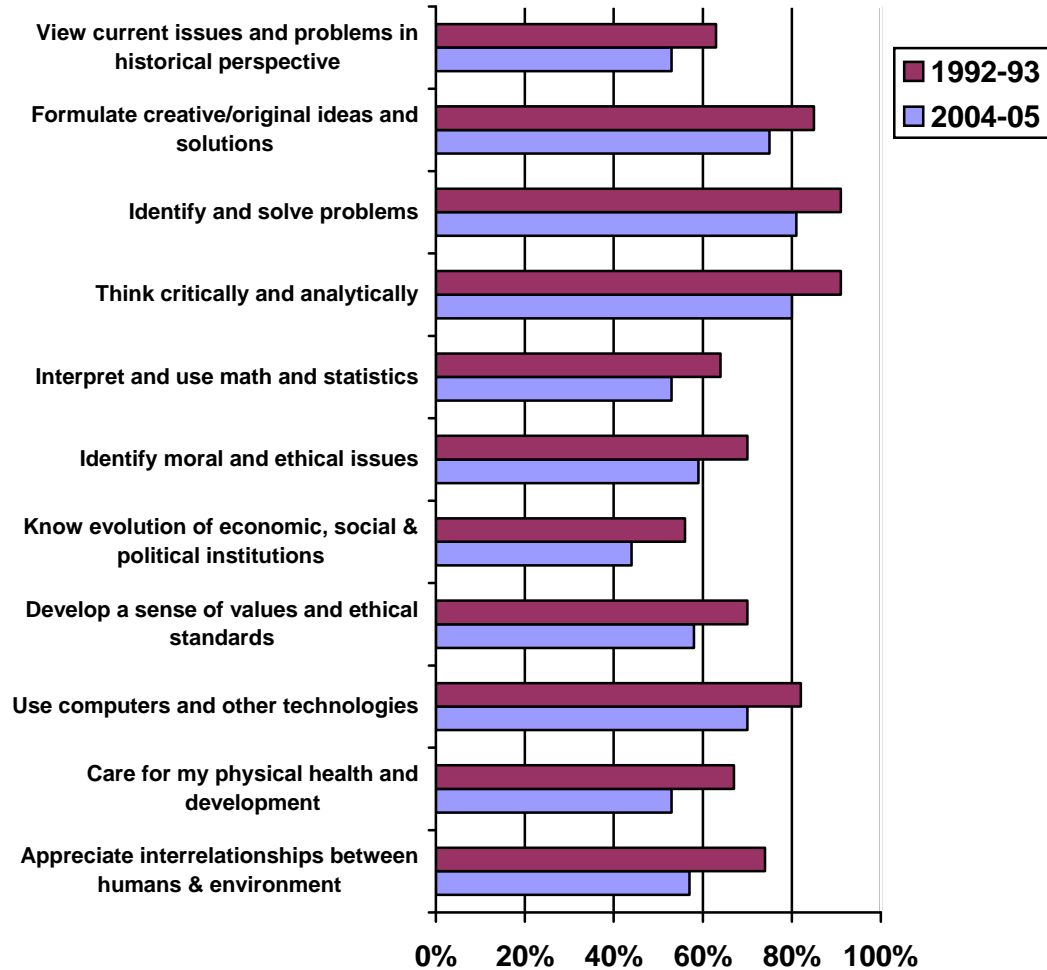
Assessment of the Core Discovery Courses

It is important to note that there are differences in responses between graduating seniors who took the Core Discovery courses during their freshman year and those who didn't. While the Graduating Senior Survey is an anonymous survey, entry characteristics for the class of 2000-2001 show that students in the Core Discovery courses had slightly lower SAT/ACT scores overall than those who did not take the course; in addition, the two groups had equivalent high school GPAs. The differences between the frequency distribution of responses of the twenty percent (20%) who chose to take Core Discovery courses and those who didn't are very interesting. In general, students who took a Core Discovery course appear more satisfied with the quality of their education than are their peers who didn't take the freshman course.

Students who completed the Core Discovery courses rated their satisfaction and enhancement of core skills higher than those who did not complete the courses. In addition, Core Discovery students who responded to the Graduating Senior Survey selected their major earlier in their college careers, and more respondents completed their course of study in four to five years (95% compared to 79%). We might infer from these results that the Core Discovery students become more engaged in campus activities since nine percent (9%) more reported that they complete internships, eleven percent (11%) more reported participating in exchanges, and seven percent (7%) more reported participating in professional organizations.

When asked about their satisfaction with a variety of elements of campus life, Core Discovery respondents were more satisfied with the valued friendships they developed, were more involved in community services and professional organizations, and more often participated in honors courses. They also reported more satisfaction with a variety of campus services including library holdings, the Idaho Commons, housing, the English Writing Lab, the Women's Center, residence life, computer lab access, fine arts performances on campus, and their introductory coursework.

Table 4: Significant Differences in Responses Between Students Who Completed Core Discovery Courses and Those Who Did Not: Responses to the Graduating Senior Survey, Class of 2004-2005		
	CORE DISCOVERY %	NON-CORE DISCOVERY%
Ability to:	Moderately or Greatly Enhanced	Moderately or Greatly Enhanced
Write effectively	79	72
Communicate well orally	80	69
Participate as an informed and active citizen	65	58
Identify moral and ethical issues	64	58
Make decisions and act ethically	65	58
Integrate learning across disciplinary lines	71	64
Formulate creative/original ideas and solutions	80	73
Organize my time effectively	75	66
Function independently, without supervision	84	77
Lead others, use effective group process skills	77	70
Care for my mental and physical health and development	62	51
View current issues and problems in historical perspective	60	51
Appreciate our western and non-western cultural heritage	53	45
Knowledge of:		
Current international issues and problems	55	47
Contributions to knowledge and culture by women	43	38

III. Annual Planning and Academic Assessment

In 2005 annual planning occurred through a campus mapping program divided into separate phases. Phase I was a budget reduction process in which each college received reductions specified by the UI Vision and Resource Task Force. This phase was completed on March 11, 2005. The second phase, the Program Prioritization Process, was based on three criteria 1) centrality to the mission of the University; 2) the quality of each program; and 3) the economic value of each program. Two primary tools were used for this phase: Tool 1: Program Mapping and Assessment asked program faculty to outline their plans for the future based on strategic themes, and Tool 2: Program Prioritization Tool, used a variety of metrics to evaluate strengths and weaknesses.

Of specific interest to assessment are the events surrounding the Tool 1 process and the data collected. This process included campus-wide participation, with each college holding retreats and using a series of interactive activities that focused on developing program-level student learning outcomes and making sure that the concepts, skills and tasks used to assess those skills were reflective of the outcomes. Program faculty were asked to describe:

- Roles of graduates. What role(s) will students learn and be able to play in society in general and more specifically in a profession or occupation? These roles were worked into a global statement about the program and its purpose.
- Key program themes (broad categories of program qualities).
- Entry requirements. What must a student know and be able to do prior to entering the program?
- Concept and Issues. What must a student understand to demonstrate the intended program outcomes?
- Skills. What skills must a student master to demonstrate the intended program outcomes?
- Key Assessment Tasks. What major tasks will students perform in this program to demonstrate evidence of the outcomes?
- Intended Outcomes. What do students need to be able to do "out there" in the roles we are preparing them for after they experience the program?

A critical step in this phase was a graphic depiction of each program. The purpose of this depiction was to identify courses and activities, both inside and outside of the program, that are either required or in which most students participate, which lead students to successfully obtaining a program's intended student learning outcomes. The map allowed programs to identify courses offered within the program, courses offered by other programs, entry requirements, introductory courses, thematic courses, sequenced courses, core courses, bins of courses from which students select options, capstone courses, and so forth. Only items necessary for students to accomplish the program's intended outcomes were included. The goal of this activity was to help programs visualize the learning experiences and how they are connected within the curriculum. Examples of program maps can be seen in Appendix C.

The process also involved an evaluation of personnel, job descriptions, operating and capital resources, links with other programs, analysis of courses and their role in the major, future positioning, and a one-year plan of actions designed to advance and improve the program.

From this activity, a draft set of institution-wide student learning outcomes that reflect the core values of the institution was developed (see Appendix D for the complete list.) If accepted by the campus community these outcomes will ensure that all UI students will be able to express themselves clearly, work collaboratively and effectively, apply multiple thinking strategies, advocate for and catalyze knowledge, and lead confidently.

Over the next year, the objective is to develop a clearly defined assessment plan that works in concert with the newly developed strategic plan. (See the Strategic Plan section for further information about the implementation of the plan.)

Academic Program Assessment

Selected excerpts of intended programmatic outcomes answering the question, "What do students need to be able to DO out there in the roles we are preparing them for after they experience our program" (from the *Program Prioritization Tool*) include:

Accounting - Graduate
  1. Use technical skills commensurate with a masters' graduate;
  2. Qualify for relevant certification exams: CPA, CMA, IIA;
  3. Conduct professional research;
  4. Demonstrate High Moral Character;
  5. Create and distribute wealth;
  6. Obtain professional positions in fields such as: Public Accounting, Private Industry, Consulting, Government, Internal Audit Pursue further graduate studies in: Law, Ph.D. programs, Master of Tax.

Adult and Organizational Learning - Graduate
  1. Apply adult learning theory & methodology in teaching, training and developing adults in public, private and higher education organizations.
  2. Conduct appropriate assessments and analyses using applied or action research to determine key areas within the organization where meaning change can take place.
  3. Assess, design and lead workforce development initiatives and programs.
  4. Value diversity & multicultural issues in ways which promote respect, collaboration, and partnerships.
  5. Create a positive organizational climate based on asset mapping & individual and organizational change initiatives.
  6. Assess, design, and lead a process of organizational and cultural change which create a healthy and positive learning organization.
  7. Promote a people oriented and empowered organizational climate where people are viewed as a highly valued resource and asset.
  8. Critically review relevant research related to workforce development and apply critical thinking skills to address complex organizational challenges.

Agribusiness - Undergraduate
1. Identify and diagram social and institutional structures for the purpose of recommending applied policy solutions.
2. Identify and appraise the search for applied solutions for social, economic, and environmental problems concerning firms, individuals, society and government.
3. Identify problems and alternatives for agribusiness firms in the regional and global economy.
4. Assess and analyze various alternatives for agribusiness firms in the regional and global economy.
5. Determine and evaluate economics solutions using appropriate criteria.
6. Build consensus through collaboration and negotiation relative to issues.
7. Provide leadership role in decision and policy issues related to agriculture and rural communities.
8. Effectively communicate decisions to appropriate constituents, policy makers, and leaders.
9. Demonstrate knowledge and skills to gain entrance to Agricultural Economics graduate programs if desired.

Agricultural Economics - Graduate
1. Create and develop metrics for evaluating agriculture, natural resource and rural policy.
2. Evaluate and recommend applied solutions for social, economic, and environmental problems concerning firms, individuals, society and government.
3. Evaluate and recommend solutions for agribusiness firms in the regional and global economy.
4. Evaluate and recommend alternatives for agribusiness firms in the regional and global economy.
5. Determine and evaluate economics solutions using appropriate criteria.
6. Build consensus through collaboration and negotiation relative to issues.
7. Provide leadership role in decision and policy issues related to agriculture and rural communities.
8. Effectively communicate recommendations and decisions to appropriate constituents, policy makers, and leaders.
9. Demonstrate knowledge and skills to gain entrance to Agricultural Economics Ph.D. programs if desired.

Animal and Veterinary Science - Undergraduate
1. Think critically;
2. Analyze and resolve issues;
3. Speak and write effectively;
4. Utilize / apply / adapt the cognitive and manipulative skills acquired in their formal educational process;
5. Collaborate with team members;
6. Lead the team when necessary;

7. Embrace the conjoined realities of constant change and life-long learning.

Anthropology - Graduate
1. Gain an appreciation of cultural diversity and commonality of the human experience;
2. Ability to communicate and collaborate inter-culturally;
3. Conduct professional activity in an ethically appropriate manner;
4. Apply the skills, methods and theory of an anthropological perspective;
5. Ability to be professionally self-reflective and acknowledge the role one's own perceptions influence world view.

Architecture - Graduate
Program graduates will be able to:
1. Provide research expertise to practitioners who need valid information to solve specific design and planning problems;
2. Identify researchable questions aimed at solving design and planning problems within specific areas of emphasis covered by the program;
3. Serve as informed members of decision-making bodies regarding environmental design and planning problems for areas of emphasis covered by the program.

Art & Design - Undergraduate
1. Formulate critical apparatus including skills, vocabulary, assessment tools for understanding and critiquing works of art, design and visual culture;
2. Exhibit ability to make coherent written, verbal and visual presentations;
3. Protract ability to work and think independently, as well as cooperatively in a team environment;
4. Demonstrate an understanding of the roles and responsibilities of art and design within society and the ability to apply this understanding within a community;
5. Practice effectively, critically, and ethically as a professional artist, arts administrator, museum or gallery professional, professional arts educator, designer, and other creative producers;
6. Achieve distinction and excellence in graduate school and creative professions.

Art - Graduate
1. Formulate the critical apparatus including skills, vocabulary, assessment tools for understanding and critiquing works of art, design and visual culture;
2. Demonstrate coherent written, verbal and visual presentation skills;
3. Exhibit the ability to work and think independently, as well as cooperatively in a team environment;
4. Comprehend the various roles artists and designers play within society and the ability to apply this understanding within a community;
5. Employ the ability to work effectively and ethically as art and design practitioners and educators;
6. Achieve distinction and excellence in art and design pedagogy and practice.

Biology - Undergraduate
1. Demonstrate critical thinking while balancing scientific, social, economic, and ethical issues;
2. Apply the scientific method to collect, analyze, and interpret scientific data to solve problems;
3. Work as part of a team;
4. Communicate scientific information to diverse populations;
5. Apply conceptual knowledge to novel situations, including everyday life;
6. Master laboratory and technical skills.

Chemistry - Undergraduate
1. Relate and apply chemical concepts and methodology;
2. Assess the strengths and limitations of scientific measurements and experiments;
3. Distinguish chemical trends using the periodic table of the elements;
4. Demonstrate the ability of visualizing molecular structures in three dimensions;
5. Demonstrate the ability to think logically;
6. Debate the value of chemistry in society;
7. Demonstrate a knowledge of chemistry that will enable graduates to perform well in industrial or government labs, or to succeed in graduate school;
8. Demonstrate advanced problem solving skills;
9. Demonstrate an ability to use deductive logic;
10. Demonstrate strong writing and oral presentation skills.

Chemical Engineering - Graduate
1. Apply advanced knowledge of mathematics, science and engineering for chemical process design and analysis, to the benefit of local community, society at large, and mankind;
2. Conduct advanced experiments with analysis and interpretation of data;
3. Design systems, components, and processes to meet desired needs;
4. Function effectively on multi-disciplinary teams as participant, leader, assessor and evaluator;
5. Identify, formulate, and solve engineering problems;
6. Know and assess professional and ethical responsibilities and formulate new ones as needed;
7. Disseminate, through oral and written media, important concepts and results with effectiveness and efficiency;
8. Analyze, manage and evaluate the impact of engineering solutions from local to global applications in economic, environmental and societal contexts;
9. Recognize the need for and engage in life-long learning;
10. Interpret, criticize, and evaluate contemporary issues for the generation of new knowledge;
11. Use the techniques, skills and modern engineering tools necessary for engineering practice.

Civil Engineering - Undergraduate

Upon graduating from our program, our students will have the ability to:
1. Apply knowledge of mathematics, science and engineering.
2. Design and conduct experiments, as well as to analyze and interpret results.
3. Design a system, component, or process to meet desired needs.
4. Function on multi-disciplinary teams.
5. Identify, formulate, and solve engineering problems.
6. Understand professional and ethical responsibilities.
7. Communicate effectively.
8. Understand the impact of engineering solutions in a global and societal context.
9. Recognize the need for, and an ability, to engage in life-long learning.
10. Know contemporary issues.
11. Use techniques, skills and modern engineering tools necessary for engineering practice.
12. Conduct laboratory experiments, and to critically analyze and interpret data in more than one of the recognized engineering areas.
13. Perform civil engineering design by means of design experiences integrated through the professional component of the curriculum.
14. Understand professional practice issues such as: procurement of work, bidding vs. quality based selection processes; how the design professionals and the construction profession interact to construct a project; the importance of professional licensure and continuing education; and /or other professional practice issues.

Conservation Social Sciences - Graduate
1. Collaboration: Know how to design and implement collaborative processes to bring together a diversity of perspectives ("voices").
2. Effective Leadership: Employ effective and ethical leadership practices Effective Communication: Practice effective oral, written, graphic and cyber communication skills with diverse audiences
3. Effective use of Technology: Utilize modern technology in planning, managing and delivering services and programs, including spatial analyses, GIS, remote sensing, computing, internet, etc.
4. Non-Formal Education Methods: Be able to design non-formal education materials and programs and implement them effectively in a variety of settings
5. Social Science Research and Evaluation: Be able to locate, critically evaluate and use appropriate scientific research materials and methods specific to social science aspects of resource planning and management
6. Conservation Policy and Law: Able to apply laws and policies used in conservation planning and management.
7. Conservation Planning and Problem Solving: Apply planning appropriate planning frameworks to the solving of conservation problems and challenges.

Curriculum and Instruction - Graduate
1. Create and manage curriculum.
2. Use data driven decision making strategies to improve student learning.
3. Be able to plan long-term professional development.
4. Be able to evaluate curriculum and assessments in detail.

Dance - Undergraduate
1. Demonstrate and apply knowledge, skills, and values in dance to meet the demands of a constantly changing diverse society.
2. Promote and model professionalism and ethical principles in dance and movement.
3. Employ effective instructional and motivational strategies to teach and lead diverse learners in both professional and leisure environments.
4. Work effectively with others and in interdisciplinary environments to promote constructive change and effective problem solving.
5. Actively seek opportunities to continuously grow professionally as lifelong learners.
6. Remain current with the latest theories and practices in the field.
7. Work and think independently and in group environments. Promote dance as a healthy, lifelong activity in Idaho and the Pacific Northwest.
8. Apply knowledge and critical thinking skills to become professional performers, teachers and/or choreographers in dance.
9. Apply creative skills to many arts and non-arts related fields.

Electrical Engineering - Graduate
1. Demonstrate an advanced level of knowledge in the principles of science and mathematics in their application to the solution of technical problems at an advanced level of technical maturity.
2. Understand and be proficient in the use of advanced theory, techniques, and tools used to solve electrical engineering problems at an advanced level of technical maturity.
3. Formulate and apply advanced design methods for product or process research & development, and for solving technical problems in electrical engineering at an advanced level of technical maturity.
4. Work and communicate effectively as an individual contributor and as a member of a team at an advanced level of technical maturity.
5. Understand human and societal ramifications of technological developments at an advanced level of technical maturity.

English - Undergraduate
1. Write with clarity, grace, and persuasiveness.
2. Command the tools and methods of literary research and, by extension, analytical research in general.
3. Interpret and analyze diverse kinds of texts, evaluating rhetorical and aesthetic effectiveness.
4. Produce publishable creative work (some).
5. Teach secondary English effectively (some).

6. Employ highly developed literacy skills in professional schools and in professions.
7. Employ literacy and interpretive skills and aesthetic and cultural consciousness in the service of the community.

Finance - Undergraduate
1. Demonstrate comprehensive and well-founded knowledge of finance;
2. Demonstrate an international perspective;
3. Be able to analyze and model complex financial problems;
4. Be able to employ qualitative and quantitative techniques to a wide variety of financial problems;
5. Be able to collect, analyze, and organize information;
6. Be able to formulate innovative alternatives;
7. Be able to evaluate alternatives critically and make effective decisions;
8. Be able to identify and appreciate implications of decisions;
9. Demonstrate the ability to convey ideas and recommendations clearly and fluently, both orally and in writing;
10. Acquire the foundation necessary to make them effective financial managers;
11. Acquire the foundation necessary for graduate studies in business and economics;
12. Acquire the foundation for the Certified Financial Planner exam.

Fishery Resources - Graduate
1. Design appropriate models, experiments, etc. to address real world problems;
2. Apply the use of expertise to natural resource projects and decision-making;
3. Be an effective participant in collaborations with natural resources professionals, commodity groups, the public and NGO interest groups;
4. Write professional papers and have the ability to critically review scientific literature;
5. Design courses and envision an appropriate curriculum for future students;
6. Manage projects and personnel;
7. Effectively communicate the relevance of their science to the public;
8. Understand the goals, motivations and prejudices of stakeholders including natural resource managers and publics.

Food Science and Toxicology - Undergraduate
A graduate with a B.S. in food science will:
1. Exhibit a sufficient academic background in food science and related disciplines for entry level employment within the food industry or for transition to a food science graduate program.
2. Utilize critical thinking, problem solving and lifelong learning skills necessary to find solutions to food science problems.
3. Demonstrate effective communication, computer and information technology skills necessary to obtain, analyze, interpret and convey scientific information.
4. Work within teams and provide leadership to integrated groups of individuals focused toward a common goal.
5. Manage multiple tasks and assignments in an ethical and professional manner.

Forest Products - Undergraduate
The expectations of our students capabilities upon graduation are extremely diverse and can be partly captured by several of the following examples:
1. Communication skills: practice oral, written skills;
2. Supervise: Organize and manage labor force;
3. Regulatory: Apply changing legislative requirements;
4. Employ critical thinking to analyze possible problem solving outcomes;
5. Apply technical and logic skills to assess product and/or process performance;
6. Develop skill base (tools) from specific courses;
7. Problem solving: assess, strategy to solve problem, analytic details, implement; Schedule management operations;
8. Prepare and evaluate management plans;
9. Be able to develop and implement plans for product development and forest land management;
10. Provide students that positively contribute to the economic growth and development of the natural products industry.

Forest Resources - Graduate
1. Develop a set of key technical skills within your discipline and the expertise and judgment as to how to apply them.
2. Integrate information from multiple sources and assess them in a social, environmental and policy context.
3. Understand ecological processes over multiple scales.
4. Understand and apply the scientific method.
5. Recognize and define relevant problems and frame appropriate questions to solve these problems.
6. Master a specialty and then push beyond it to new knowledge.
7. Write and communicate science well, both to the scientific community & the public and the experience in doing both.
8. Employ and communicate appropriate statistical methodologies before, during, and after data collection, and critically assess resulting meaning.

Geology - Undergraduate
1. Solve real-world, applied geologic problems quantitatively.
2. Use computer methods, chemistry, and physics to solve geological problems.
3. Acquire and interpret geologic data in the field and laboratory.
4. Communicate both orally and in writing scientific observations and interpretations.
5. Use geoinformatic (spatially distributed geophysical, geochemical, petrologic, paleontologic, structural) databases to solve geologic problems.
6. Recognize and identify fundamental earth features, such as minerals, fossils, rocks, and structures.

History - Graduate
1. Demonstrate ability to design a post-secondary level history course, including reading selection, assignments, course outlines, and learning objectives
2. Write a paper based on primary sources

3. Distinguish among various schools of historiography
4. Mount exhibits.

Interior Design - Undergraduate
Students in the roles of design professionals will be able to:
1. Analyze contextual and client's needs, goals, and life safety requirements;
2. Integrate findings with knowledge of interior design concepts, theories, and applications;
3. Interior Design concepts and solutions that are appropriate, functional, innovative, and in accordance with codes and standards;
4. Demonstrate interdisciplinary and disciplinary ability to facilitate complex, integrated, and inclusive problem-solving approaches to a wide variety of interior planning and design problems that affects quality of life;
5. Construct creative innovative alternative solutions that promote a sense of place, identity, community, and quality of life;
6. Engage stakeholders in dialogue (using various forms of communication) to articulate design program, challenges, and impact; Demonstrate organizational management abilities.

Journalism and Mass Media - Undergraduate
1. Communicate effectively with diverse audiences, through print, broadcast and on-line media.
2. Demonstrate a high level of professional responsibility, gained through observation, discussion and practice of ethical behavior.
3. Recognize the historical, economic and political forces that shape the mass media.
4. Understand media organizations and their environment, obtained through interaction with visiting professionals, off-campus internships and on-campus student media experience.
5. Apply collaborative and problem-solving skills learned in the classroom and through student clubs.
6. Show they are qualified for an entry-level position in a mass media field.

Landscape Architecture - Graduate
1. Combine site based analysis, design process, and physical design with community and conservation planning goals.
2. Employ Cad, GIS and Assessment software with graphic presentation and verbal skills to formulate and deliver planning and design proposals to a public forum.
3. Demonstrate professional values and ethics in practice and community leadership.
4. Demonstrate principles of environmental and cultural stewardship through community leadership and practice.
5. Engage case study and other research as inspiration in design practice.
6. Demonstrate the ability to apply natural and cultural systems knowledge to bio-regional planning problems.
7. Demonstrate the ability to engage public policy and governmental regulations in professional practice.

8. Demonstrate value and competence in sustainable and regenerative bio-regional design practices.
9. Facilitate participatory planning and express the concepts of the citizens as graphic simulations and written policies.
10. Effectively participate in interdisciplinary teams using integrated processes to solve complex planning problems.

Management and Human Resources - Undergraduate
1. Demonstrate comprehensive and well-founded knowledge of management and human resources management.
2. Demonstrate the ability to convey ideas and recommendations clearly and fluently, both orally and in writing.
3. Demonstrate ability to assess performance issues and create solutions.
4. Be able to employ qualitative and quantitative techniques to a wide variety of management and human resources problems.
5. Be able to collect, analyze, and organize information.
6. Be able to formulate innovative alternatives
7. Be able to evaluate alternatives critically and make effective decisions.
8. Be able to identify and appreciate implications of decisions.
9. Acquire the foundation necessary to make them effective Human Resource Managers.
10. Acquire the foundation necessary for graduate studies in management, human resources, and other business areas.
11. Acquire the foundation for passing the SHRM Certification Exam.

Marketing - Undergraduate
1. Demonstrate comprehensive and well-founded knowledge of marketing theory and practices.
2. Demonstrate an international perspective to all marketing activities.
3. Be able to analyze and model complex marketing problems using Excel.
4. Be able to employ qualitative and quantitative techniques to a wide variety of marketing problems.
5. Be able to collect, analyze, and organize information for market decision making.
6. Be able to formulate innovative alternatives to marketing decisions.
7. Be able to evaluate alternatives critically and make effective business decisions.
8. Be able to identify and appreciate implications of business decisions.
9. Demonstrate the ability to convey ideas and recommendations clearly and fluently, both orally and in writing.
10. Acquire the foundation necessary to make them effective marketing managers.
11. Acquire the foundation necessary for graduate studies in business and economics.
12. Value and advocate free enterprise systems in a global society.
13. Demonstrate ability to lead on team-based projects requiring an interdisciplinary perspective on product decisions.
14. Demonstrate ethical business practices.

Materials Science and Engineering - Undergraduate
1. Assess engineering problems relating to metallurgy/materials science and apply the

principles of math and science to the formulation and the solution of the problem.
2. Use modern technology and tools of metallurgy/materials science practices applicable to these engineering disciplines.
3. Understand current economic and societal issues associated with metallurgy/materials science engineering projects and their impacts, and appreciate the engineer's responsibility to uphold public occupation health and safety.
4. Communicate effectively with metallurgy/materials science engineers and non-engineers while working independently or on teams to develop metallurgy/materials science engineering solutions.
5. Understand professional and ethical responsibilities as metallurgist/materials science engineers, and realize the importance of lifelong learning and continued professional growth.
6. Design and synthesize metals/materials that will enable development of advanced systems (for example: quantum computers, next generation nuclear reactors – generation 4, and biosensors for 18 metabolic indicators of cancer.
7. Develop a well-organized plan for implementation of new technologies of relevance to metals/materials, energy and transportation industries.

Mathematics - Graduate
1. Demonstrate understanding of topics from the fundamentals of modern mathematics: algebra, analysis, topology, discrete mathematics (all degrees).
2. Demonstrate understanding of the use of mathematics as a tool in other disciplines (PhD and MS students in applied areas).
3. Demonstrate ability to follow and explain sophisticated mathematical arguments (all degrees).
4. Modeling and simulation of complex systems relevant to science and engineering (PhD and MS students in applied areas).
5. Computer-intensive methods to analyze differential equations and related mathematical models (PhD and MS students in applied areas).
6. Create new mathematics (PhD).
7. Demonstrate pedagogical skill in teaching mathematics (all degrees somewhat, especially MAT).

Mechanical Engineering - Undergraduate
Students who graduate from our undergraduate program should be able to:
1. Use modern engineering techniques, skills, and tools to identify, formulate, model, and solve problems by applying mathematics, science, and engineering while considering how contemporary global and societal issues impact the solutions.
2. Design and conduct experiments and analyze and interpret data.
3. Model and design a thermal system, a mechanical system, a component, or a process to meet specified requirements.
4. Work on a team and to communicate effectively with others including those outside their discipline.
5. Use the knowledge and skills acquired in earlier coursework and incorporate engineering standards and realistic constraints (economic, environmental, sustainability, manufacturability, ethical, health and safety, social, and political) in their industrially or internally sponsored year-long senior capstone design projects.

6. Employ professional and ethical responsibility and practice of lifelong learning.
7. Assume individual ownership of professional performance and tasks; and deliver results to managers and teams.

Music - Undergraduate

Music students who have earned the professional degree, Bachelor of Music, will be able to:
1. perform, teach, and/or compose professionally,
2. pursue a career in the music industry,
3. enter a graduate program for advanced work in music.

Because they are creative thinkers with a liberal arts education, music majors have also entered law school, medical school, and a wide variety of non-arts-related careers.

Natural Resources Ecology - Undergraduate

Students will be able to do the following after completing the ECB program:
1. Understand scientific principles describing the ecology of species, populations, communities, landscapes, and ecosystems.
2. Locate, gather, organize, and critically evaluate information across time and space to address issues in ecology and conservation biology, including but not limited to long-term conservation of biological diversity and sustainable management of wildland ecosystems.
3. Apply ecological, social, and political data to address problems related to long-term conservation of biological diversity and to sustainable management of wildland ecosystems.
4. Design and complete research in ecology or conservation biology.
5. Effectively communicate ideas and technical knowledge through speaking, writing, and listening to disciplinary experts, professional peers, and the lay public.
6. Work effectively in teams and independently to complete complex class projects. Integrate and combine knowledge, ethics, practices, and experiences associated with natural resources to prioritize issues, clarify meanings, and formulate solutions.
7. Acquire academic skill and knowledge to be a life-long learner.

Physical Education - Undergraduate

1. Demonstrate and apply knowledge, skills, and values to meet the demands of a constantly changing diverse society.
2. Manage, coordinate, and evaluate people, activity programs, and facilities for a diverse population.
3. Promote and model professionalism and ethical and legal principles in health, fitness and movement activities as associated with physical education teaching.
4. Have historical and current knowledge on health care and physical activity issues and being able to communicate those issues to the public.
5. Employ effective instructional and motivational strategies to care, teach and lead diverse learners to an active and healthy lifestyle.

6. Work effectively within an interdisciplinary environment to promote constructive change and effective problem solving.
7. Actively seek opportunities to continuously grow professionally.
8. Remain current with the latest educational research and best practice.
9. Adhere to laws of practice related to safe practice.

Special Education - Undergraduate
1. Assess individual needs and evaluate the impact of instruction within the context of relevant environments.
2. Design and provide evidence-based programs and modify based on program evaluation.
3. Collaborate with school, family and community to assure best practice programming through effective teaming.
4. Support the family system in accessing community resources across the life cycle & transitions.
5. Advocate for persons with disabilities in all aspects of their lives across the life span.
6. Apply action research/strategies to inform/practice and enhance programs.

Statistics - Graduate
These bridge the areas of being a successful applied statistician and being successful as a consulting statistician:
1. formulate sharp questions to research problems;
2. develop appropriate study / experimental designs to address and appropriately analyze the above;
3. successfully use methods and tools (e.g. software) to analyze data;
4. develop new solutions to both prior and new problems;
5. clear communication in multiple forms (written, oral, multimedia) of statistical methods and results including appropriate interpretations beyond pure statistical questions;
6. rudimentary project management;
7. statistical expertise equivalent to that expected of a Six Sigma Black Belt.

To show how outcomes are incorporated into the program curriculum, Appendix C contains curriculum maps of some of the programs listed. The maps provide a visual snapshot of the courses and activities required or participated in by most students within the program.

College of Law Assessment

In 2004 and 2005 the University of Idaho College of Law participated in the Law School Survey of Student Engagement (LSSSE) as a part of its assessment efforts. This on-line survey is designed to assist law schools in improving legal education, enhancing student success, informing accreditation efforts, and facilitating benchmarking efforts. More than 21,000 JD students at 53 law schools participated in the survey, with an average

response rate of about 57%. The University of Idaho College of Law response rate was 71%, 42% of respondents were female, and 90% Caucasian.

There were a few areas in which the UI College of Law received significantly more favorable responses than other LSSSE 2005 Law Schools with less than 500 students:

- A higher number of UI students participated in a clinical internship or field experience by their third year;
- First year students spent more time discussing ideas from readings or classes with others outside of class;
- Second year students had more serious conversations with students who are very different from them in terms of their religious beliefs, political opinions, or personal values;

The last page of the LSSSE survey provides an open-ended section for students to provide additional comments. Selected comments include the following:

- I would recommend this law school to anyone interested in getting a legal education. The only two areas of the school that I feel need very drastic improvements are: Academic Support and Career Services…(1L student)
- The University of Idaho has a plan to recruit students of color. However, they fail to respond to the feedback of myself, or other students of color regarding the existence of faculty of color…(1L student)
- I appreciate associating with students with many different religious and social views. I find that the law school is diverse despite the fact that most of the students are white. (2L student)
- A small law school is nice but the selection of classes offered is slim. It is difficult to even fit in all of the bar courses as they are only offered once a year. (2L student)
- This school has an extremely rigorous academic philosophy. High grades are not given out, they are few and far between. Only those who truly love the law persevere through the difficulty of the curriculum. The only area the school is truly lacking is in career services; there is little to no help available to students in their career development and job search. (3L student)
- I think that this school's greatest asset is its professors. I know that U of I has limited resources and I am glad that it tries to spend as much of those limited resources on the quality of professors. I have found all of them very knowledgeable and more importantly, very approachable. Many of them really love the areas of law that they teach and get really excited about it. (3L student)

In response to the LSSE results, the College of Law formed a faculty-student Climate Committee to identify common trends between the 2004 and 2005 LSSSE results, to conduct supplemental studies as needed, to identify high-priority areas of needed improvement, and to recommend specific actions to be taken by the faculty and administration. Early in the process the Committee recommended that a regular time for

a student-faculty brown bag lunch be established. The final recommendations for the semester centered around advising issues, including mandatory meetings for 1Ls, advising open houses, meetings between 1Ls and Idaho Court of Appeals judges for course selection and career planning, peer mentoring, continuing the lunches, advice and practice on networking, posting of faculty areas of practice experience and scholarly expertise, and additional opportunities for students to socialize with professors outside of the law school setting.

Distance Learning Assessment

As in previous years, the Engineering Outreach program delivers courses appealing to a variety of students in both technical and nontechnical fields seeking graduate degrees, certificates, and courses for professional study. The program conducts a formative evaluation before the 8th week of each Fall and Spring semester. Students are e-mailed with information regarding the evaluation, and provided with a link to an online form that can be completed and submitted directly to Engineering Outreach. During the last two years, approximately 40% 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 data collected are currently being used to explore next generation delivery systems such as high resolution web casting. In addition, it is used to troubleshoot current use of DVD/web supported delivery.

IV. University Level Assessment

The Office of Institutional Research and Assessment assists the university, colleges, and departments improve their services by offering a variety of institutional level surveys to our students and alumni, as well as to our faculty and staff. Data from these activities are disseminated throughout the institution and are available on the web.

CIRP Freshman Survey

As in previous years, the University of Idaho administered the UCLA-HERI Cooperative Institutional Research Program (CIRP) Freshman Survey, in order to better understand our incoming class of students. The freshman survey was administered early in the fall semester to all students enrolled in Freshman Core Discovery Courses, and 1,301 full-time new frosh responded yielding a response rate of seventy-seven percent (77%). 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.

Highlights from the survey include:

- Seven out of ten UI students are concerned about their ability to finance their college education (70%), and University of Idaho students have slightly greater concerns about financing their educations than do students at public universities in general (66%).
- UI students spent slightly less time studying than reported in the previous year, a continued decline since 1995, and less than their peers. However, they also report having spent more time "working," "volunteering," in "student clubs/groups," and "reading for pleasure."
- Only seventy-two percent (72%) were satisfied with the advising process, though eighty-nine percent (89%) were satisfied with their class schedules.
- While eighty-five percent (85%) were "very certain" or "somewhat certain" about their career goals, only sixty-eight percent (68%) were "very certain" of their major or "quite certain, but want to explore options."
- Thirty-three percent (33%) of respondents reported as "very important" "I wanted to go to a school about the size of this college," twenty-four percent (24%) "this college has a good reputation for its social activities," and fourteen percent (14%) "I wanted to live near home." These are areas which might be considered when marketing the University of Idaho to high school students.
- Eighty-seven percent (87%) of respondents report that their overall impression of the UI is "very positive" or "positive", a three percent (3%) increase over last year's response rate.

For the complete results of the 2005 CIRP Freshman Survey, see Appendix E.

National Survey of Student Engagement

The National Survey of Student Engagement (NSSE) was administered to a random sample of UI freshmen and seniors in the spring of 2004. The survey is designed to evaluate the extent to which first-year and senior students engage in educational practices associated with high levels of learning and development. This national survey is supported by grants from the Lumina Foundation for Education, The Center of Inquiry in the Liberal Arts at Wabash College, The Carnegie Foundation for the Advancement of Teaching, the Pew Forum on Undergraduate Learning and supported by the Indiana University Center for Postsecondary Research. Table 5 below shows selected results from the University of Idaho.

TABLE 5
2005 National Survey of Student Engagement
University of Idaho Responses

Selected Benchmarks of Effective Educational Practice

	Frosh	Seniors
Level of Academic Challenge		
Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	4.04	4.56
1=0, 2= 1-5, 3=6-10, 4=11-15, 5=16-20, 6=21-25, 7=26-30, 8=30+ hrs/wk		
Spending significant amounts of time studying and on academic work	3.07	3.05
1= very little, 2= some, 3=quite a bit; 4=very much		
Active and Collaborative Learning		
Asked questions in class or contributed to class discussions	2.73	2.97
1= never, 2=sometimes, 3=often, 4=very often		
Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	2.76	2.82
Student Interactions with Faculty Members		
Talked about career plans with a faculty member of advisor	2.10	2.42
1= never, 2=sometimes, 3=often, 4=very often		
Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	1.54	1.77
1= never, 2=sometimes, 3=often, 4=very often		
Enriching Educational Experiences		
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	2.97	2.78
1= never, 2=sometimes, 3=often, 4=very often		
Encouraging contact among students from different economic, Social, and racial or ethnic backgrounds	2.36	2.15
1= never, 2=sometimes, 3=often, 4=very often		
Supportive Campus Environment		
Helping you cope with your non-academic responsibilities (work, family, etc.)	1.96	1.80
1= very little, 2= some, 3=quite a bit; 4=very much		
Providing the support you need to help you academically	2.91	2.77

Beginning College Student Survey Combined Report

Academic Engagement During Senior Year of High School and First Year of Colleges

Often or Very Often:	Senior HS	First-Year College
Asked questions in class or contributed to class discussion	83%	55%
Came to class without completing readings or assignments	13%	22%
Talked with a teacher about college or career plans	52%	24%
Discussed ideas from your readings or classes with a teacher outside of class	25%	16%
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	69%	71%

Expected and Actual First Year Time on Task

	Mode	
	Hrs Expected	Hrs Engaged
Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	16-20	6-10
Participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.)	1-5	1-5

Discussion of NSSE results and activities to improve student engagement across the campus continues through several venues. This past year these discussions included a presentation by IR&A staff to the campus-wide community through the University Matters workshops, discussions via the Strategic Enrollment Management Committee, the Faculty Council, and the SEM Undergraduate Student Success Committee. Additional data collection efforts and analysis are under discussion including possible college-level student focus groups and further analysis of student responses below the mean.

Graduating Senior Survey

The University of Idaho has conducted the Graduating Senior Survey annually since 1992. The main purpose of the survey is to assess graduates' satisfaction with and opinions of their experiences at the University of Idaho. Results are used to plan

improvements to our degree programs to enhance learning, as well as to provide feedback to faculty and student service units.

Potential respondents included the 1,706 baccalaureate degree recipients for August and December 2004 and May 2005. This year 1,516 (89%) completed the surveys. Forty-six percent (46%) of respondents were female, down one percent (1%) from last year, and eighty-six percent (86%) were Caucasian American (also down 1%). Ninety-five percent (95%, down 1%) of respondents took most of their UI coursework on the Moscow campus. Forty-six percent (46%) indicated they first entered UI as transfer students (up 3%), while thirty-two percent (32%) responded that they had transferred to the college or department from within the university (down 2% from the previous year.)

In general, students continue to be well satisfied with their educational experiences at the University of Idaho. Student satisfaction with their college and major departments rose in nearly all areas this year, as did their perception of the quality of advising.

Perhaps the most interesting revelation from this year's survey, however, is the greater overall satisfaction of students who chose to take Core Discovery courses during their freshman year, compared to those who did not take the courses. In nearly all areas, students completing the Core Discovery courses rate their satisfaction and enhancement of skills higher than their peers who did not complete the courses.

Also, student satisfaction with "campus life, social interactions" and with "services for students in general" and from their departments has continued to rise from the survey's inception, increasing five percent (5%), ten percent (10%) and fifteen percent (15%) respectively since 1992. See Appendix B for complete results.

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. Survey administration is currently underway, and results from the Classes of 1998, 1999, 2000 and 2001 are expected to be available by the end of the fall semester.

Graduate Alumni Survey

The content of the Graduate Alumni Survey reflects elements of the strategic directions for the UI including the goals of developing high-quality research and graduate degree programs, enhancing the outreach service mission of the university, and enhancing the availability and use of technology. The survey includes questions about major curriculum, quality of research experiences, the relationship of the graduate program to subsequent success in employment or further advanced study, and satisfaction with

program quality and services. The survey is administered approximately every three years, most recently in 2003. Administration is next planned for spring of 2007.

Additional IRA Assessment Activities

Faculty Survey
In addition to those efforts listed above, assessment office personnel coordinate the UCLA Higher Education Research Institution (HERI) Faculty Survey, which occurs every three years on campus, and is currently being administered. 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.

Staff Survey
A survey of the university staff is conducted approximately every three years. The last administration of the University of Idaho Staff Survey, a locally developed survey, was in 2003. The next administration is planned for fall of 2006. The University of Idaho Staff Survey is intended to help identify issues of concern among a broad spectrum of staff members and generate discussions to determine and meet the needs of staff. The survey includes questions on job satisfaction, working environment and conditions, and organizational communication.

Strategic Enrollment Management
IR&A staff are centrally involved in the strategic enrollment management process at the University of Idaho by providing historical data and serving as resources for the Strategic Enrollment Management (SEM) Committee. The Assistant Director of Institutional Research and Assessment serves as the chair of the SEM Committee on Undergraduate Student Success. Several activities have occurred during the past year designed to understand retention activities occurring across campus as well as the dynamic of student engagement: among these are a Campus Survey of Retention Strategies, a Survey of Non-Returning Students, the design of a retention program for at-risk students, and the design of a sophomore year experience.

The SEM Undergraduate Student Success Committee (SEMUGSS) looked into the many activities occurring on campus that are specifically designed to improve student retention. The Campus Survey of Retention Strategies was designed to collect data on retention strategies and help the committee understand the level at which those strategies are occurring across campus. The retention activities the survey examined fall into one of three categories, general strategies, academic strategies and social strategies. General strategies include activities that occur at the university level such as Freshman Orientation, Mandatory Academic Advising, Freshman Transitions and Wings orientation courses. Academic strategies include those strategies that are academically oriented, for example, group tutoring, writing assistance programs, statistics tutoring and academic advising. Social Support strategies are related to activities that engage students in the campus community; peer advising, majors clubs, and specialized residence halls. (See Appendix F for the narrative summary of results.) The results of the survey of retention

strategies will be integrated with other activities occurring as a part of enrollment management to insure that all students are supported in ways that can help them be successful in their campus experiences.

Additionally, the SEMUGSS developed and administered a Survey of Non-Returning Students during 2005. The Non-Returning Student survey was designed to quantify reasons students are not returning to continue their studies at the University of Idaho. Opinions were solicited from students who had been enrolled at the UI and were in good standing at the end of fall of 2004, but were not enrolled for fall of 2005. From this population of 1,006 students, a random sample of 304 students was selected, and thirty-nine percent (39%) responded. For freshmen, the top reasons they chose to leave the UI and not return were primarily personal and social issues; "was bored" (31%), "had personal problems" (32%), and "was unhappy with my on-campus living arrangements" (27%). For sophomores, the top reasons were spread across academic, financial, and personal and social issues. For juniors, academic reasons were the primary concern. Similarly, seniors had two most frequently reported reasons for leaving, "increase in tuition" (16%), and "had personal problems" (16%). For complete results of the survey see Appendix G.)

Finally, two programs, one undertaken but not yet assessed and the other in the design phase, are also being pursued by the SEMUGSS. The first program was an attempt to improve retention among students who might be at-risk of leaving the University because of a lack of engagement. Prior to the spring advising and registration period, students with a GPA of between 2.0 and 3.0 who had a previous semester GPA of 2.5 or lower were identified. Their names were forwarded to their advisors along with a packet of information to help advisors identify areas of need and connect students with the appropriate support services across campus. At least ninety students were referred to the Academic Assistance Program for support during this advising period. The final project, a sophomore year experience to improve engagement and reduce "sophomore slump", has been under development for the past two years. The committee's goal is to produce a comprehensive design to be disseminated to colleges and a faculty development plan, both completed in fall 2006.

V.   2005 Strategic Plan

Beginning in August of 2005 a strategic planning process was constructed from studies and reports that had been conducted over the previous few years. The Provost's Council developed the first draft of the strategic plan, which was then presented to the university community and a number of its stakeholders for discussion and input. The resulting feedback led to the final draft which was accepted by the President in February of 2006, and consisted of four goals:
1. TEACHING AND LEARNING GOAL: Engage students in a transformational experience of discovery, understanding, and global citizenship.
2. SCHOLARLY AND CREATIVE ACTIVITY GOAL: Achieve excellence in scholarship and creative activity through an institutional culture that values and promotes strong academic areas and interdisciplinary collaboration among them.

3. OUTREACH AND ENGAGEMENT GOAL: Engage with the public, private and non-profit sectors through mutually beneficial partnerships that enhance teaching, learning, discovery, and creativity.
4. ORGANIZATION, CULTURE, AND CLIMATE GOAL: Create and sustain an energized community that is adaptable, dynamic, and vital to enable the University to advance strategically and function efficiently.

Implementation of the plan has begun through four university-wide teams of faculty, staff and students who are responsible for prioritizing the actions of the plan with attention to "gateway" and "quick success" strategies. These teams will develop a framework for implementing the plan by making policy suggestions, structure suggestions and resource suggestions.   Full implementation will occur over the next five years.   [See Appendix H for the complete Strategic Plan document.]

VI. Assessment in Service/Support Programs

The Academic Champions Experience

Two IR&A staff are on the Board of Advisors for the Academic Champions Experience (ACE-It), and one staff member is on the ACE-It liaison committee. This project was awarded a FIPSE grant to improve student retention and program completion.   The project goal over three years is to demonstrate that the interventions based on the Social Norms Model can increase retention and graduation rates. The interventions are designed to improve the accuracy of student's perceptions of the frequency of their peers' engagement in academic success behaviors, increase their own engagement in academic success behaviors, and by doing so increase the average semester GPA.   The grant is in its final year, but project staff are planning to build on research results to apply for additional funding for dissemination of the ACE-It program to other institutions.

Freshman Calling Program

The Freshman Calling Program continued again this year. This program is led by the Dean of Students' Office, and offers an opportunity for meaningful contact with new students at a midpoint in their first semester. New students who were living in residence halls and off campus were contacted by e-mail and then by phone. New student who were living in Greek living groups were contacted by staff who met with them in small group discussion setting in their chapter houses.   The project is designed for several purposes: to express faculty/staff interest in the adjustment of new students to the university; to assess the needs of new students and identify possible changes in new student orientation; to refer students to resources such as their academic advisor, academic support services and the Counseling Center; and to convey information about upcoming academic activities, academic advising for the coming semester, course registration preparation, and making decisions about dropping courses before the deadline.

Counseling and Testing Center

The mission of the University of Idaho Student Counseling Center is to foster 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. 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.

Highlights from 2004-05:
- This year there was a four percent (4%) increase in the number of students (859) seeking services. Twenty percent (20%) were initially seen in same day crisis appointments.
- CTC personnel provided 92 educational outreach presentations to a record number of 3,500 participants.
- 963 "Happy 21st" birthday cards were sent to students and 152 alcohol assessments were conducted (a 16% increase) as part of the substance abuse education and assessment program.
- Three pre-doctoral interns were trained, allowing the CTC to expand services and innovative program development.
- Dr. Martha Kitzrow received the 2004 Association of University and College Counseling Center Directors' Public Relations Award for best scholarly journalistic contribution to the understanding of college mental health issues for her landmark article in the 2003 NASPA Journal "The mental health needs of today's college student: Challenges and recommendations."
- The national testing program administered 2,704 tests, with an additional 1,096 administered by the Computer Based Testing Center. Reflective of his leadership in this area, Dr. Steven Saladin has been elected president of the National College Testing Association.
- Ninety-three percent (93%) of clients responding to a satisfaction survey indicated counseling was a valuable part of the university experience, and about half indicated counseling aided in their retention and success at UI.

Academic Assistance Programs

The Academic Assistance Program's (AAP) mission is to assist students in reaching their educational goals at the University of Idaho. It has three unique programs designed to provide students with academic services in an accessible, supportive environment: Tutoring and Learning Services (TLS), Disability Support Services (DSS), and Student Support Services (SSS). Students who need a tutor, a study skills class, or a study skills refresher workshop, can access the TLS. Students who are first generation, from limited-income families or have a disability with an academic impact can receive support through SSS. Students with a temporary or permanent disability receive support through DSS. Additional services and one-on-one assistance can make a difference in student success.

Each program within AAP has its own goals, objectives and measures for assessing

program quality. Measurements and evaluation data are collected each year by AAP staff with assistance from IR&A staff. A complete copy of the Annual Report can be found in Appendix I.

Other Institutional Research & Assessment Staff Support Activities

Additional activities provided by IR&A staff in support of campus assessment and evaluation efforts this past year include:
- Discussion with Journalism and Mass Media faculty about assessment and its significance;
- Serving as assessment resource in the Curriculum Development Workshop;
- Facilitating both the development and the assessment of the International Programs strategic planning effort;
- Assisting seven faculty in developing or evaluating classroom assessment activities;
- Assisting the Registrar's Office with the design and administration of a Commencement Survey;
- Assisting MMBB staff member in developing an evaluation program
- In the beginning phase of helping Art and Design develop an Alumni Survey to assess program effectiveness;
- Provide assessment data to university community through a variety of workshops and ad hoc reports.

Other Student Services and Programs

Additional programs and services offered at the University of Idaho to improve student learning and enhance student engagement include:
- The University Honors Program, offering a course of study and an enriched learning community for exceptional students from all colleges and majors;
- Mathematics and Statistics Assistance Center, accessible to students, faculty, and staff researchers, providing support 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, providing statistical support and expertise for students, faculty and staff;
- English Computer Writing Laboratory, providing support for students in developing their writing abilities;
- National Student Exchange Program, offering 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 internationally;
- Career and Planning Program, which places both graduate and undergraduate students in internships, works with faculty and students in providing service

learning opportunities, and maintains placement files and assists students in finding employment opportunities;

- 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.

VII.   External Program Review

The UI conducts comprehensive and thorough External Program Reviews (EPR) of its entire 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 the goals of the program(s) and according to defined criteria, gathering both qualitative and quantitative data for this purpose. Each self-study includes descriptions of areas in which the program(s) excel, areas in which the program(s) needs improvement, and program development considerations. A review team then assesses the program quality with respect to the questions and criteria provided, and to 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 conducts site visits, sometimes traveling statewide, conducts numerous interviews with faculty, staff and students, and ultimately submits a written review and evaluation for the programs under consideration.   The unit administrators then reflect on the perceptions and recommendations of the review team, and provide a written response to the recommendations, which includes proposed actions. These recommendations are forwarded with the review team's report to the Office of the Provost, with copies to Institutional Research and Assessment.

To date, thirty-four departments/units (43%) have completed the External Program Review process, and an additional thirteen units (16%) have External Program Reviews underway. Eighteen additional units (23%) should be scheduled during the coming year, leaving fourteen units (18%) to complete reviews in the final year of the cycle. 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.

The EPR guidelines include a one-year follow-up report on actions taken in response to the review process. These follow-up reports address recommendations from the external reviewers, the actions that have been taken to address those recommendations, factors that have assisted or hindered achieving the desired changes, as well as plans for the next several years. Fifteen units have submitted one-year follow-up reports.

Throughout this process, the focus is on sincere examination of the unit goals and objectives, thorough examination of what is working and what needs improvement,

specific recommendations for change with defined measures and timelines. A key aspect of this process, as distinguished from program accreditation, is communication with the higher-level dean, director, or vice president during the self-study, site visit, and throughout the following year. While accreditation can be viewed as "passing a test," the external program review has been designed primarily for program improvement.

This year the guidelines have been revised to request a more forward-looking approach to the self-study. When the Strategic Planning implementation teams have completed their work, the formatting of the guidelines will be changed to more closely tie the self-studies to the Strategic Plan. In addition, the EPR Steering Committee will be revitalized, with a number of new members added, particularly some who have completed the cycle and can help the committee evaluate and improve the process.

VIII.   Northwest Commission on College and Universities

In April of 2005, the University of Idaho participated in a focused interim evaluation visit by the Northwest Commission on Colleges and Universities (NWCCU) as a follow-up to the October 2004 Full Scale Evaluation. The review team visit focused on the following recommendations:
- A full review of the mission statement to ensure accuracy and currency;
- Self-evaluation by the State Board of Education/Regents of its performance;
- Evaluation and revision of policies and procedures to ensure integrity and public trust;
- Finding solutions to the ongoing and cumulative deficits in operating and capital budgets;
- Identifying an action plan that will eliminate the deficit;
- Incorporating into future budget planning the University's liquidity position and lack of operating reserves;
- Implementing a comprehensive and adequate system of checks and balances on spending, with regular review by audit personnel of the State Board of Education/Regents;
- Developing a well-functioning internal audit system;
- Correcting the discrepancy between the general education mathematics requirement for transfer students and that for entering freshmen;

The NWCCU evaluation team spent two days on campus and has submitted a report to NWCCU, which will be final when accepted by the Commission. For each recommendation the visitors had the UI self-study report and were able to review policies and reports, meet with program directors and interview faculty, staff, students and Board members. The evaluators indicated to UI personnel that significant progress has been made in responding to the recommendations of the 2004 Full Scale Evaluation Report to the Commission.

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IX. Appendices

    A. History of Assessment at the University of Idaho
    B. 2004-2005 Graduating Senior Survey
    C. 2005 Program Map Examples
    D. Comparison of the University of Idaho Core Values and Associated University-wide Student Learning Outcomes
    E. 2005 CIRP Freshman Survey
    F. 2005 Retention Strategies Survey
    G. 2006 Non-Returning Student Survey
    H. Strategic Action Plan 2005-2010
    I. TAAP Annual Report