University of Idaho

Mid-Cycle Evaluation Report

February 28, 2018

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Introduction

The University of Idaho completed its Year One Self-Evaluation Report in 2016. This is the Mid-Cycle Evaluation Report, due to NWCCU approximately four to five weeks prior to the onsite evaluation scheduled for April 12-13, 2018.

On March 1, 2017, the University of Idaho addressed Recommendations 2, 3, and 4 as an Ad Hoc Report, which was accepted by the Board of Commissioners at its June 21-23, 2017 meeting. In accepting the Ad Hoc Report, the commission requested that the University of Idaho again address Recommendations 2, 3, and 4 as an addendum to the University's regularly scheduled spring 2018 Mid-Cycle Evaluation Report. A phone meeting subsequently held with NWCCU personnel clarified that the Commission expected UI to demonstrate progress and use of the new processes described in the 2017 Ad Hoc Report.

Mission of the University of Idaho

The University of Idaho shapes the future through innovative thinking, community engagement and transformative education.

The University of Idaho is the state's land-grant research university. From this distinctive origin and identity comes our commitment to enhance the scientific, economic, social, legal and cultural assets of our state and to develop solutions for complex problems facing our society. We deliver focused excellence in teaching, research, outreach and engagement in a collaborative environment at our residential main campus in Moscow, regional centers, extension offices and research facilities across Idaho. Consistent with the land-grant ideal, our outreach activities serve the state as well as strengthen our teaching, scholarly, and creative capacities statewide.

Our educational offerings seek to transform the lives of our students through engaged learning and self-reflection. Our teaching and learning includes undergraduate, graduate, professional, and continuing education offered through face-to-face instruction, technology-enabled delivery, and hands-on experience. Our educational programs continually strive for excellence and are enriched by the knowledge, collaboration, diversity, and creativity of our faculty, students and staff.

Core Themes and Mission Fulfillment at the University of Idaho

The University of Idaho's mission is supported by its 2016-2026 Strategic Plan. To ensure that the University's efforts and resources support its mission, it has intentionally aligned its core themes with its strategic plan goals. The core themes/strategic plan goals are well-known and integrated into university processes at all levels. Each strategic plan goal/core theme has metrics associated with it, which are published as part of the 2016-2025 Strategic Plan and approved by the UI Board of Regents/Idaho State Board of Education.

The University of Idaho's core themes are:

- Core Theme One/Strategic Plan Goal One: Scholarly and creative work with impact;
- Core Theme Two/Strategic Plan Goal Two: Outreach that inspires innovation and culture; and
- Core Theme Three/Strategic Plan Goal Three: Increase our educational impact.

The metrics used to evaluate the core themes were identified by the University of Idaho as critical indicators of mission fulfillment. Table 1 shows those metrics used to measure mission fulfillment.

Table 1: Mission Fulfillment Metrics

(Baseline, Actual for 2017, & Target Goal Data)

Performance Measures	Baseline (2014-15)	FY 2017	FY 2018	FY 2019	FY 2022	FY 2025
Terminal Degrees (PhD, MFA, etc.)						
Target	275	285	300	325	380	425
Actual		236				
Societal Impact (Go On)						
Target	N/A	35%	40%	42%	43%	45%
Actual		35%				
Enrollment (Heads)						
Target	11,372	12,000	12,500	13,000	15,000	17,000
Actual		11,780	12,072			
Equity Metric: First term GPA & Credits						
Target	75%	80%	85%	90%	95%	100%
Actual		62.5%/ 87.5%				

These proxy measures are also used to measure our core themes and the full list of core theme metrics are shown in Figure 1.

Figure 1: Core Themes and Metrics

(*Bolded metrics are proxy measures used to measure mission fulfillment)

Core Theme One Scholarly and creative work with impact

- **Terminal Degrees***
- Number of Postdocs and Non-faculty Research Staff with Doctorates
- Research Expenditures
- Invention Disclosures

Core Theme Two Outreach that inspires innovation and culture

- **Go-On Impact***
- Number of Direct UI Extension Contacts
- % of Faculty Collaboration with Communities (HERI)
- NSSE Mean Service-Learning, Field
- Alumni Participation Rate
- Economic Impact
- Dual Credit

Core Theme Three Increase our educational impact

- **Enrollment***
- **Equity Metric (first term GPA & Credits)***
- Retention (new) & Retention (transfer)
- Graduates (all degrees)
- NSSE High-Impact Practices
- Remediation

Part I: Overview of Institutional Assessment Plan

Responsibility for the implementation and coordination of the institutional assessment plan, determined by those processes outlined in the 2016-2025 University of Idaho Strategic Plan, is assigned to the Institutional Planning and Effectiveness Committee (IPEC). This committee, either directly or through its subcommittees ensures assessment processes are integrated and aligned with core themes and strategic plan goals.

Institutional assessment processes this committee ensures are:

- Coordinating the development of unit cascaded plans that align with the University's 2016-2025 Strategic Plan
- Overseeing the Program Prioritization process consistent with the University of Idaho Board of Regents/State Board of Education's policy. This includes the development of criteria for program ranking and the budget reallocation process.
- Supporting the University Budget and Finance Committee (UBFC) processes that align the University's financial resources, including funding identified through the program prioritization process, with the University's 2016-2025 Strategic Plan. The UBFC's priority list for FY2018 was shared with faculty and staff on September 21, 2017.
- Identifying opportunities to gain efficiencies and effectiveness in our work practices, through its subcommittees.

- Determining whether a financial incentive for enrollment growth should be provided to colleges, through its subcommittees.

The responsibility for ensuring that accurate, appropriate, and accessible data is readily available to decision makers is entrusted to the office of Institutional Effectiveness and Accreditation (IEA). Dashboards have been created to provide University leadership the tools needed to assess progress toward each core theme, strategic plan goal, and mission fulfillment. These dashboards were developed and are maintained by IEA.

The Office of Institutional Effectiveness and Accreditation is also responsible for coordinating program-level student learning outcomes assessment and external program review processes. The assessment plans are reviewed annually for quality by IEA, and this meta-analysis provides an opportunity to offer each program feedback on the strengths of their assessment and how their assessment activity might be strengthened in future assessment cycles. IEA also ensures that external program reviews are comprehensive, completed in a timely manner, and used for program planning purposes.

The responsibility for assessing and analyzing progress, as defined by the University's core themes and strategic plan goals, is entrusted to university leaders. Progress toward achieving core themes/strategic plan goals is reviewed and assessed during a focused annual meeting of these leaders. To fulfill the university's mission and achieve its goals as outlined by the strategic plan, core themes and strategic plan goals, we have three work groups: the President's Cabinet, the President's Leadership Group, and the Provost's Council. The President's Cabinet is led by the President and meets regularly to discuss and make recommendations that relate to the overall mission and vision of the institution. It is composed of the direct reports to the President. The President's Leadership Group, also led by the President, meets monthly and is intended for the broad leadership of the university to become informed and have a venue to contribute to university-wide efforts, communication updates, and calls to action. The Provost's Council is led by the Provost and Executive Vice President and is composed primarily of vice presidents, vice provosts, and college deans. The Provost's Council coordinates activities, disseminates information, and seeks feedback and advice on university issues and plans.

The Faculty Senate receives regular reports from the Provost. The Provost has a designated reporting time at each Faculty Senate meeting during which members provide feedback and discussion on university issues and plans.

At this time, the University of Idaho is satisfied with its strategic plan goals and core themes, and the indicators/metrics used to evaluate them, including mission fulfillment. No changes to these metrics are currently planned. These strategic plan goal, core theme, and mission fulfillment metrics were informed by our institution's historical performance and the performance of our peers. While these are aspirational targets, we feel strongly that they serve the institution well in guiding it toward achieving its long-term goals. While there are no changes to the metrics or benchmarks associated with the metrics, they are examined annually to ensure they continue to be contextually appropriate.

Part II: Closing the Loop on Student Learning

Student achievement is at the heart of mission fulfillment at the University of Idaho. Our strategic plan goals are intentionally bold because the success of the institution is tied to the success of our students. Our mission fulfillment metrics are student success metrics. Achieving mission fulfillment requires that we continue to increase the number of students we enroll, retain, and graduate. To operationalize and achieve this, all programs engage in programmatic student learning outcomes planning and reporting. As programs close the loop on student achievement, the University closes the loop on mission fulfillment.

Environmental Science

The first example (see Appendix A) of program-level student learning outcomes assessment at the University of Idaho comes from the College of Natural Resources (CNR) program in Environmental Science. We selected this as a representative example because it shares many elements with other programs, and we feel the formative feedback we receive for this program will be highly relevant to others at our institution. In particular, this program is offered at the bachelor, master, and doctoral levels; has both campus-based and online delivery; is interdisciplinary; and has recently refined its learning outcomes. The program is under new leadership since June 2017, and UI recently changed the program's administration line. Environmental Sciences is now administered as a campus-wide program within CNR, a college that offers many examples of programs that are closing the loop on assessment and student achievement.

The program has a track record of having detailed and degree-specific learning outcomes. During the institution's review of the 2015-16 assessment plan and report, the program was advised to review its student learning outcomes to be more direct and to ensure that the direct measures were appropriately aligned and comprehensive in evaluation. This feedback was received by the new program director who has worked to make necessary revisions and identify direct measures to produce more meaningful data for use in program improvement. New direct measures are being piloted in 2017-18. Baseline data will be collected during the pilot, which the program will use to inform its benchmarks.

Under the leadership of a previous director, the program implemented several curricular changes in 2013-14 based on feedback from an external review team. This included revamping ENVS 102 (Introductory Laboratory), ENVS 225 (International Environmental Issues), ENVS 400 (Undergraduate Seminar), and ENVS 497 (Senior Thesis). In fall 2017, ENVS 101 and ENVS 102 were further revised for pedagogy and curriculum content.

Program faculty believe that the Environmental Science assessment plan's indicators are meaningful. However, the program notes that their indicators are very general and will benefit from greater elaboration and specificity. Many faculty in the program recognize the need for improvement across the assessment options currently in place. The faculty are looking for ways to expand assessment activities to track student achievement across levels of courses, from first-year through graduation, as well as enhancing more about the students' experience in meeting

learning outcomes. Program faculty believe these additional evaluations will expand the degree to which indicators will be meaningful.

For the current year (AY 2017-18), the Environmental Science program faculty state that the program has too few indicators, but that they are intentionally starting slowly to build these on an incremental timeline for two reasons:

> 1.) The program is interdisciplinary borrows heavily from the curricular components of other academic units at the University of Idaho to complete the program's requirements; and
>
> 2.) The program benefited from major administrative reorganization from 2015 to 2017 resulting in the recent capability to use this solid foundation to maintain relationships with many partnering academic units that support the program and its curriculum.

Environmental Science leadership will continue to orient faculty teaching those courses that support the program on the importance of using some degree of standardized assessment that can serve across the interdisciplinary curriculum and not just the "home" department or program. As a part of this initiative, the Environmental Science program is in the process of articulating organizational milestones to establish one or two additional indicators per participating college; these can be advanced programmatically between 2018 and 2020. The program expects a two- to three-year process to institutionalize these changes.

Mechanical Engineering

A second example (see Appendix B) of program-level student learning outcomes assessment comes from the College of Engineering's program in Mechanical Engineering. We selected this program because we felt it was a good example of closing the loop at the program level, and also because the program has specialized/programmatic accreditation from the Accreditation Board for Engineering and Technology (ABET). It is increasingly common for programs to have industry or field-specific accreditation standards and outcomes that they must meet, while also participating in the university-wide programmatic learning outcomes assessment process. ABET is particularly prescriptive and requires programs to adhere to specific content knowledge criteria in its curriculum and assessment activity. Mechanical Engineering has effectively aligned the assessment work it does for ABET's prescribed outcomes with the broader program-level outcomes seen in this example. Formative feedback from NWCCU reviewers on this program will likely be helpful for other programs with specialized/programmatic accreditation at the University.

For this program, the program-level student learning outcomes were last revised in 2013-14 at the onset of the last ABET assessment cycle. Since then, the program has used its findings to refine its direct measures and identify areas for teaching/learning scholarship. For example, the assessment process created opportunity for the program to reflect on the level of performance that is appropriate for each class, refine assessment instruments accordingly, and share findings in a peer-reviewed paper (ASEE 2018 Conference). The program is engaged in several action research projects including longitudinal design assessment, engineering logbook usage, and

teamwork assessment. In 2016-17, the program faculty reviewed the findings of the longitudinal study of its students' design skill maturation between course levels with a focus on applying these findings to the courses. Also during that same year, faculty in the capstone design courses focused more on formative feedback to students mid-project and found that this change helped to better align expectations and benefited the students.

The program demonstrates a number of strengths in its assessment planning and reporting. In particular, it has found a meaningful way to use the student learning outcomes data it was already collecting at the course-level to provide data at the program-level. It has well-articulated program-specific learning outcomes that are mapped to both ABET outcomes and the University of Idaho institutional learning outcomes. Mechanical Engineering has continued to refine its direct measures to collect meaningful data that it can use for improving its curriculum and program. Perhaps most importantly, the program has faculty collaboration and a number of action research projects driving its activity.

Those indicators the program uses for its university program-level student learning outcomes assessment plan are a subset of those the program evaluates for ABET. For the purpose of reviewing its program and reporting on it in the university system, the program has identified those ABET learning outcomes that the program deems will benefit most from evaluation and be most informative in programmatic decision-making. Furthermore, the program has also aligned its programmatic learning outcomes with the institutional learning outcomes, creating a well-integrated and connected process.

The "Learn and Integrate" institutional learning outcome is aligned with Mechanical Engineering's Fundamentals of Engineering review course and applications throughout core engineering science courses. The "Create and Innovate" institutional learning outcome is aligned with the program's interest in measuring longitudinal growth of students' design skills. The "Communication" outcome is aligned with student performance on technical presentations at the Annual Design Expo, a performance area of great interest by Mechanical Engineering's advisory board. The "Purpose and Perspective" outcome aligns with personal documentation and journaling activities in the curriculum, and the program plans to strengthen its evaluation between sophomore and senior design courses. The "Citizenship" outcome aligns with design team dynamics surrounding a major student design project. The program plans to broaden the assessment measure utilized in this assessment to apply to team performance in other engineering courses as well.

By aligning the program's learning outcomes with the institutional learning outcome areas, the program has prioritized key personal and professional development in the cognitive, social, and affective domains—in turn supporting general education outcomes along with disciplinary outcomes. As its indicators are aligned and justified through this alignment, the program is satisfied with its indicators at this time.

The indicators have successfully informed the program of useful data that is driving program improvement. Planned changes include a curriculum change for a new FE review course design (to be developed spring/summer 2018 and implemented fall 2018); an ASEE paper on longitudinal design assessment (between freshman, sophomore, and senior design courses); data

for the Design Expo committee to use in reframing technical presentation judging at this year's event in late April 2018; an updated logbook assessment form adapted for periodic assessment of personal documentation in our senior design course and popular technical elective courses; and, a tool for analyzing team performance and planning faculty facilitation of project teams.

General Education Program

A third example (see Appendix C) comes from the General Education Program, which includes courses in written communication (3-6 credits); oral communication (2-3 credits); natural and applied sciences (7-8 credits); mathematics (3-4 credits); social sciences and humanities (12 credits); integrated studies and senior experience (4 or more credits); and, diversity (1-4 credits). The general education curriculum as a whole is meant to prepare students with the skills and abilities to (1) learn and integrate, (2) think and create, (3) use multiple interdisciplinary methods and strategies, (4) communicate and collaborate, (5) clarify purpose and perspective, and (6) practice good citizenship (General Education Learning Outcomes). In addition to our university's general learning outcomes, the Idaho State Board of Education also has statewide learning outcomes and rubrics for general education for written communication, oral communication, mathematical ways of knowing, scientific ways of knowing, humanistic and artistic ways of knowing, and social and behavioral ways of knowing. Rubrics are based on the AAC&U VALUE rubrics.

Although SLOs and rubrics exist, University of Idaho has not had a systematic assessment plan in place to assess progress toward learning outcomes and revise curriculum, courses, and processes based on assessment results. In July 2017, UI hired a Vice Provost for Academic Initiatives, a new position that had as one responsibility leadership for general education. After a quick assessment of general education, the Vice Provost requested additional funds to change the Director of General Education position from half-time to full-time. This request was granted, and a full-time director began work on January 2, 2018. In addition, the Provost's Office provided additional funding to support assessment in two general education areas: written communication ($6945.76) and oral communication ($6618.50). For oral communication, two artifacts are assessed: final exams from all students and a random sample of recorded persuasive speeches. The department trains evaluators to assess speeches and completes norming sessions to ensure interrater reliability.

We include the written communication GEM Assessment Plan as a model of good assessment for general education. In the areas of written and oral communication, we have strong assessment processes in place. Moving forward, we will create strong assessment plans in our other general education areas and in integrated studies. By the end of the 2018 academic year, our director of general education will (1) meet with each general education disciplinary group to review learning outcomes, rubrics, and assessment policies (February 2018); (2) in collaboration with the Center for Excellence in Teaching and Learning, plan and deliver faculty sessions on course planning and assessment aligned with learning outcomes (April 2018); and (3) facilitate disciplinary groups' creation of assessment processes (May 2018). This timeline will ensure we are collecting and analyzing data across all of general education during the 2018-2019 academic year and using results of our analysis for improving general education. We will bring together faculty from across the general education disciplinary groups to review assessment results and to

discuss changes we can make to improve students' general education experience and support their progress toward reaching the learning outcomes. Disciplinary groups will also discuss alignment of courses, activities, and assessments. As we move toward our 7-year visit, we will have a strong general education assessment process in place.

Given the work that continues to focus on strengthening our assessment plans in the general education disciplines, the program does not feel that it can make a determination as to how meaningful the current indicators are, or whether or not the program has too many or too few indicators. After a few iterations of meaningful assessment, the program expects to be able to answer such questions in preparation for our 7-year accreditation evaluation.

Meta-Analysis of Programmatic Student Learning Outcomes Plans and Reports

The University of Idaho has regularly reviewed program-level student learning outcomes assessment plans and reports. Generally, this has been an annual review for quality and provided feedback to programs with recommendations for continuous improvement. Following the unexpected death of the person coordinating this process in 2014, these annual reviews focused on submission and completion while the position was vacant for two years. A more comprehensive review resumed in 2016, which reinitiated review of plans and reports for quality. This meta-analysis uses a detailed rubric (see Appendix D) based on best practices, and was adapted from James Madison University. The rubric was applied to 2015-16 and 2016-17 assessment plans/reports, and the feedback programs received on their 2015-16 plan/report was generally applied to their 2016-17 plan/report.

The data collected from the meta-analysis of 2015-16 plans/reports was used to establish a baseline for plan/report quality and overall development at the University. Additionally, this data was useful in providing evidence of strengths and weaknesses of plans, as well as opportunities for continued improvement and professional development. The initial review suggested that many programs would benefit from revisions to the foundation of their assessment plans. These revisions included more meaningful and measurable student-centered outcome statements, adding direct measures, and justifying benchmarks. Many of the programs that were collecting data were challenged to use the data for curricular or programmatic decision-making. In other cases, program faculty did not fully understand how to interpret their data or changes made in reference to student achievement or learning outcomes.

All programs received detailed feedback of their assessment plan and information about revisions that could strengthen their plan. Many programs invited staff from the office of Institutional Effectiveness and Accreditation (IEA) to explain the feedback in person or to guide the program with revisions. The review of 2016-17 assessment plans/reports suggests that plans have continued to develop year-to-year and that as an institution, we are making progress in collecting meaningful data and closing the loop on student learning.

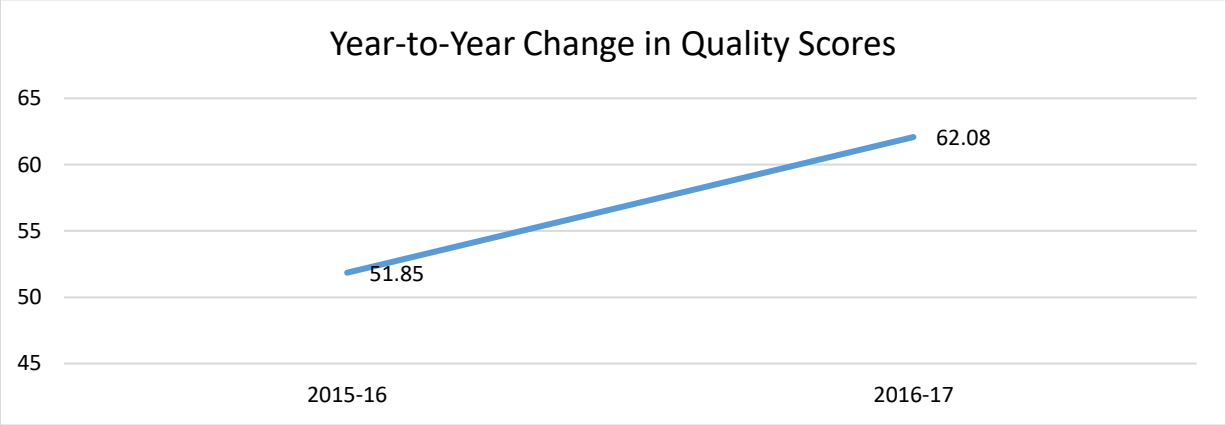
Additionally, the University Assessment Committee was formed in the fall of 2017 to foster two-way communication between colleges/units and IEA and to build expertise of best practices within each college. This committee has a nominated member from each college, student affairs, strategic enrollment management, one graduate student, and one undergraduate student.

Using the Meta-Analysis Data to Improve Assessment Processes

The data the university collects on the quality and development of program-level student learning outcomes assessment plans and reports is used to identify which programs need additional support and what strengths and weaknesses plans have at the program, college, and university levels.

The analysis of 2016-17 plans submitted by the October 31, 2017 deadline wrapped up in January 2018. As previously mentioned, all programs receive this formative feedback to use for improving their plans and reporting in the next cycle. Because this is the second consecutive year we have done this review, we have been able to compare plans/reports from 2015-16 with those from 2016-17. Based on this analysis, overall plans and reports have improved in quality score from 51.85 points (2015-16) to 62.08 points (2016-17). Many programs noted in their reports that they made changes to their 2016-17 assessment plans based on the feedback they received from their 2015-16 assessment plans.

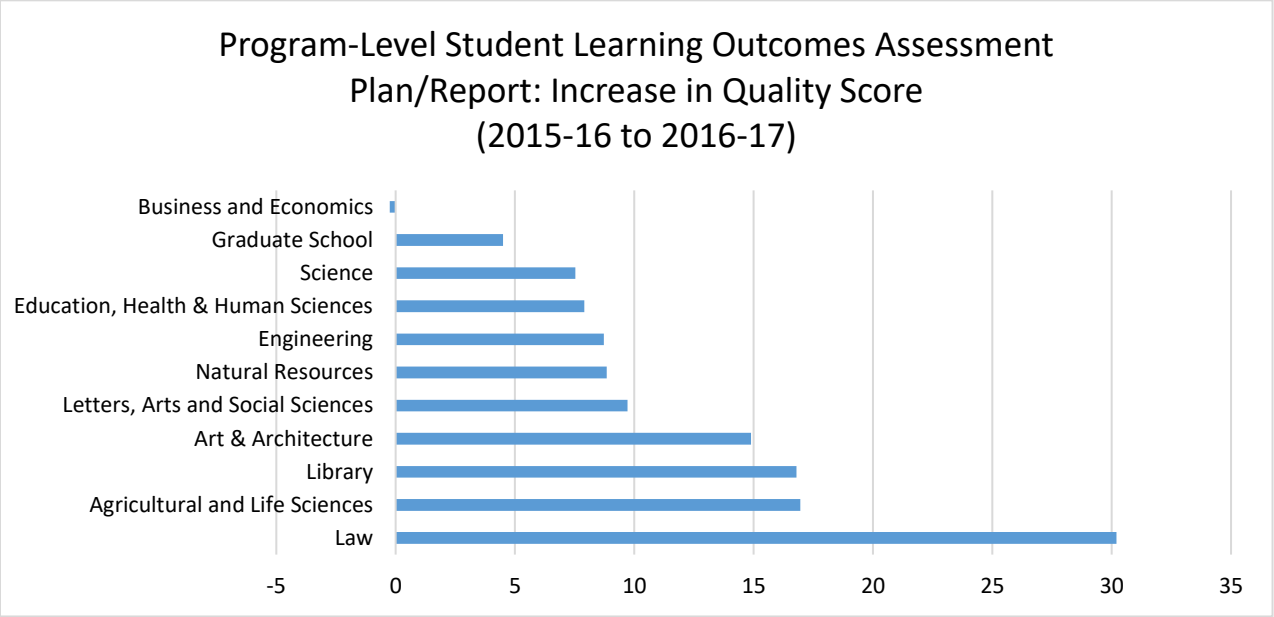
Figure 2: UI Overall Year-to-Year Improvement in Quality Score from Meta-Analysis



Information about each college's program-level performance will be shared with college deans during spring 2018. These reports highlight those programs that are strong within the college and which programs might serve as examples or coaches within their area. Information on those programs that are still in the beginning stages of the assessment process or those that are missing key elements are listed so that deans are aware of those programs that need support in the next cycle.

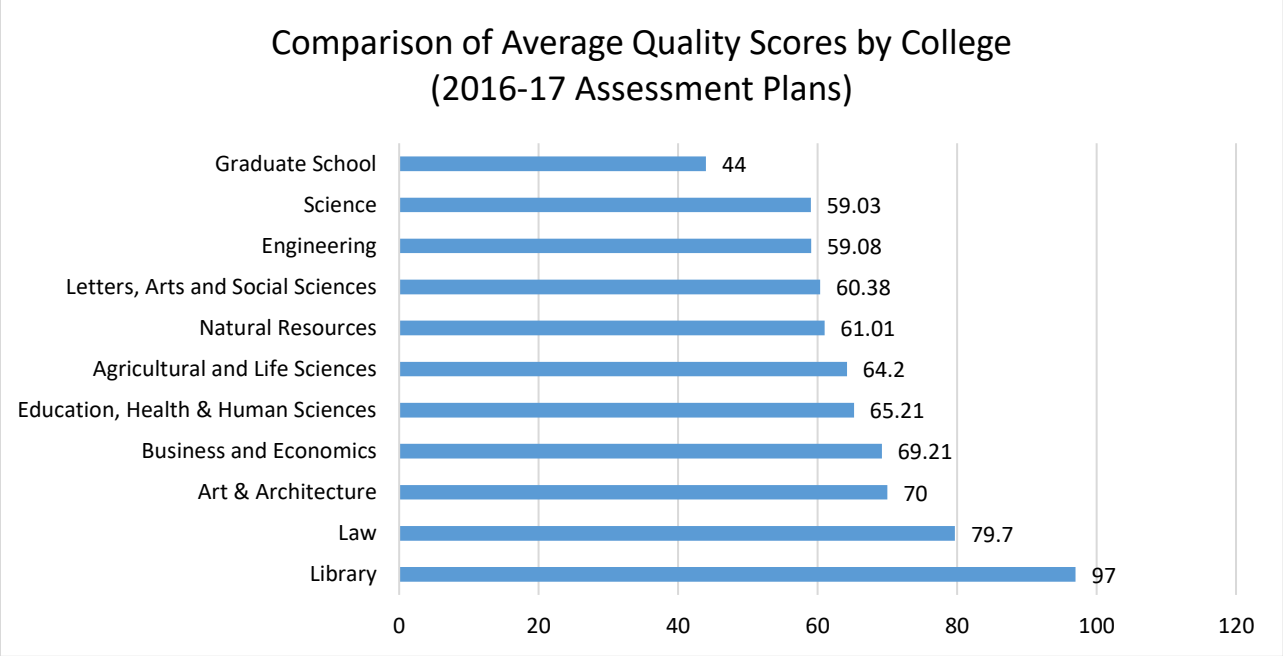
As shown in Figure 3, we can also see which colleges have made the most progress from year-to-year. The College of Art& Architecture, the Library, the College of Agricultural and Life Sciences, and the College of Law all saw the greatest improvement in quality of plans over the past year.

Figure 3: Increase in Quality Score by College, from Meta-Analysis Results in 2015-16 and 2016-17



In Figure 4, we can also see that overall, these colleges have the highest average quality scores: The Library, The College of Law, The College of Art & Architecture, and the College of Business & Economics.

Figure 4: Comparison of Quality Score from Meta-Analysis for 2016-17 by College



The University, including its colleges and programs, is able to use this information to determine who to target for professional development opportunities and to who to recognize for their efforts

and skill. The data collected in this analysis also provides information on which areas were strongest and weakest within colleges and for the university overall, based on outcome statements, direct measures, justifying benchmarks, reporting findings, and data-driven decision-making.

The University Assessment Committee also analyzes this data and uses it to develop an action plan for its work in the following year. As our current meta-analysis process is still relatively new, we anticipate finding more opportunities to use this data for continuous improvement of meaningful assessment of student learning outcomes at the University of Idaho.

Part III: Planning for Year Seven

In preparation for Year Seven, the University of Idaho recognizes the need to continue its current processes. Many processes are relatively new or have been recently revised/refined, as the University has increasingly a culture of data-driven decision-making processes that are aligned with and supportive of our new 2016-2025 strategic plan. As we continue to engage with these processes, the University will recognize opportunities to celebrate the work and its achievements that leads the institution toward mission fulfillment.

For the next two years, the university continues to emphasize its work and assessment efforts on strategic plan goal and core theme three (Transform: Increase our Educational Impact). The metrics associated with this area focus heavily on enrollment and retention. This emphasis provides focused support of those performance measures that are key to achieving our overall goals. However, in FY 2020 a broadened focus is planned as the university will further diversify its efforts to achieve all strategic plan goals and core themes. This shift to the next phase in our planning and assessment processes will occur ahead of the Seven Year evaluation.

As our processes continue to produce the data we have identified as critical to our strategic plan goals, core themes, and mission fulfillment, we must be strategic in using this data to inform decisions and planning. Data collection must be systematic and consistent as we are satisfied with existing processes. As mentioned in our interim Ad Hoc report in 2017, the University of Idaho's focus in the first three years of its 2016-2025 strategic plan has focused on core theme three "Transform." However, as we move toward our Year Seven evaluation, we will expand this focus to a more broader analysis of all three core themes.

We plan to better align several existing processes further and expect this will happen prior to our Year Seven evaluation. We are specifically evaluating our current external program review process for greater integration of program review, assessment of program learning outcomes, and program prioritization. Currently, external program review is one additional method for informing the university on overall program quality and sustainability. The current process has been in place for over twenty years, and the University must now consider how this process can evolve to integrate with our many other processes to ensure student success and mission fulfillment. As of this report, we are in the beginning stages of this effort.

While we have made satisfactory progress toward our program-level student learning outcomes assessment, we do realize we have more work in this area to prepare for our Year Seven

evaluation. We will sunset our existing homegrown data collection systems in 2019, and we must ensure a smooth and effective transition with a new system. Greater emphasis is needed on closing the loop and ensuring that the data we collect is meaningful and supportive of student achievement, as well as using it in decision-making processes. We must identify ways to better communicate our program-level student learning outcomes to all constituents, as well as publicly celebrate when we close the loop on student achievement. As our assessment processes mature and more faculty become involved in these processes, we believe the resulting progress will move us forward.

The Institutional Planning and Effectiveness Committee (IPEC), an advisory committee to the President, continues to monitor and refine our integrated planning processes. The process has not yet been perfected and IPEC has been involved in mitigation and adjustment of proposed processes as they are deployed. Our program prioritization process, which was originally designed as a rigid position control method for reallocating vacant positions to higher priority needs, has improved upon its granularity. IPEC identified potential issues that would have disrupted normal business operations in vital areas such as custodial services, under such a granular process. Vice presidents, colleges, and the broader university audience were quickly briefed on such potential issues. College deans are currently charged by IPEC to develop the next revision of the program prioritization process that leverages what we have learned to date while also maintaining continuity. While this process is no longer new to the University, our spirit for continuous improvement is evident and we expect to take advantage of the lessons each iteration offers so that we are best positioned to achieve mission fulfillment by our Year Seven evaluation.

Appendix A: Environmental Science Assessment Plan and Report (2016-17)

2016-2017 Assessment Snapshot for Environmental Science - B.S.Env.S.

Learning Outcomes	2016-2017 Snapshot (read only)	2017-18 Current Cycle

What did your program learn from this assessment activity and how has it influenced the curriculum, teaching and/or assessment process?

Program seeks to improve assessment by implementing direct measures and learning from our pilot efforts in AY17-18.

Files Uploaded Between October 16, 2016 and November 6, 2017
Uploaded November 28, 2016: **SMahuron_F289546672/Feedback_BS.Env.S._15-16.docx**

RELEASE: UIASSESSMENT.ASPREVIOUSPLAN **SITE MAP**

Last edited by JWulfhorst on October 31, 2017

Learning Outcome(s)	Assessment Tools and Procedures	Benchmarks	Findings	Curricular and Co-Curricular Changes to be Made
Students will be able to demonstrate the knowledge of foundational principles in the field of Environmental Science **Aligns with University Learning Outcome(s):** Learn and Integrate	**Direct Measure** Core modules within EnvS101 midterm and final exams. **Indirect Measure** **Face-to-Face Measures**	**Direct Benchmarks** No baseline data available. Draft benchmark for 60% of students receiving a score of 75 or better on exams. **Indirect Benchmarks**	**Direct Findings** None determined due to program transition and lack of baseline data. **Indirect Findings** **Face-to-Face Findings**	EnvS101 and EnvS102 were updated in Fall 2017 re: pedagogy and curriculum content. Program reorganized duties of the TAs for course management. Conducted a mini-retreat (Sept 2017) to discuss programmatic changes with the campus-wide faculty and staff. AY17-18, implementation of pilot module for direct measures within exams.

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Learning Outcome(s)	Assessment Tools and Procedures	Benchmarks	Findings	Curricular and Co-Curricular Changes to be Made
Students will be able to demonstrate integrative research expertise that applies the scientific method for design, data collection, analysis, and reporting. **Aligns with University Learning Outcome(s):** Learn and Integrate Think and Create Communicate Clarify Purpose and Perspective	**Direct Measure** Final student portfolio for EnvS497. **Indirect Measure** **Face-to-Face Measures**	**Direct Benchmarks** No baseline data available. Draft benchmark for 75% of students receiving a score of 80 or better on portfolio. **Indirect Benchmarks**	**Direct Findings** None determined due to program transition and lack of baseline data. **Indirect Findings** **Face-to-Face Findings**	AY17-18, establish guidelines and expectations for final portfolio.

Last edited by JWulfhorst on October 31, 2017

Learning Outcome(s)	Assessment Tools and Procedures	Benchmarks	Findings	Curricular and Co-Curricular Changes to be Made
Students will be able to apply environmental science principles within biological, physical, and social science breadth areas, with a specialization to apply knowledge of environmental mitigation in at least one area. **Aligns with University Learning Outcome(s):** Think and Create	**Direct Measure** Synthesis Lab evaluation in EnvS102. **Indirect Measure** **Face-to-Face Measures**	**Direct Benchmarks** No baseline data available. Draft benchmark for 60% of students receiving a score of 75 or better on Synthesis Lab evaluation. **Indirect Benchmarks**	**Direct Findings** None determined due to program transition and lack of baseline data. **Indirect Findings** **Face-to-Face Findings**	AY17-18, implementation of pilot of direct measures within Lab evaluation(s).

Last edited by JWulfhorst on October 31, 2017

Learning Outcome(s)	Assessment Tools and Procedures	Benchmarks	Findings	Curricular and Co-Curricular Changes to be Made
Students will be able to integrate technical expertise with socio-cultural and political dimensions of environmental problem-solving. **Aligns with University Learning Outcome(s):** Learn and Integrate Think and Create	**Direct Measure** Final project in EnvS225 that illustrates self-reflection and integration of core concepts into environmental problem-solving. **Indirect Measure** **Face-to-Face Measures**	**Direct Benchmarks** Baseline data available (Spring2017) indicate 85% achieved a score of at least 70/100. New benchmark: 70% of students receiving a score of 75 or better on final project. **Indirect Benchmarks**	**Direct Findings** None determined due to program transition and lack of baseline data. **Indirect Findings** **Face-to-Face Findings**	AY17-18, expansion of direct measure to include environmental problem-solving.

Last edited by JWulfhorst on October 31, 2017

Learning Outcome(s)	Assessment Tools and Procedures	Benchmarks	Findings	Curricular and Co-Curricular Changes to be Made
Students will be able to communicate environmental science principles and applications effectively through writing and oral presentations. **Aligns with University Learning Outcome(s):** Communicate	**Direct Measure** Final presentation and final paper deliverables in EnvS497. **Indirect Measure** **Face-to-Face Measures**	**Direct Benchmarks** No baseline data available. Draft benchmark for 75% of students receiving a score of 80 or better on final deliverables. **Indirect Benchmarks**	**Direct Findings** None determined due to program transition and lack of baseline data. **Indirect Findings** **Face-to-Face Findings**	AY17-18, re-institute guidelines for final deliverables.

1 – Beginning	2 – Developing	3 – Good	4 -- Exemplary
1. Student learning outcomes			
A. Clarity and Specificity			
No student learning outcomes stated; or highly deficit (most programs have 5 student learning outcomes or more)	Student learning outcomes present, but written with imprecise verbs (e.g., know, understand), vague description of content/skill or attitudinal domain, and non-specificity of whom should be assessed (e.g., "students")	Student learning outcomes generally are written using precise verbs, informative descriptions of the content/skill or attitudinal domain, and specifications of whom should be assessed (e.g., "graduating seniors in the Biology B.A. program")	All student learning outcomes are stated with clarity and specificity using precise verbs, informative description of the content/skill or attitudinal domain, and specification of whom should be assessed (e.g., "graduating seniors in the Biology B.A. program")
B. Student-centered Orientation			
No student learning outcomes are stated in student-centered terms	Some student learning outcomes are stated in student-centered terms	Most student learning outcomes are stated in student-centered terms	All student learning outcomes are stated in student-centered terms (i.e., what a student should know, think, or do)
2. Course/learning experiences that align with student learning outcomes			
No activities / courses listed or documentation uploaded, lacks evidence of curriculum alignment	Related activities/courses documented but alignment to student-learning outcomes is absent	Most student learning outcomes have classes or activities aligned to them	All student learning outcomes have classes or activities aligned to them
3. Systematic measures for evaluating student achievement of student learning outcomes			
A. Relationship between measures and student learning outcomes			
No apparent relationship between student learning outcomes and measure indicated for one or more student learning outcomes	At a superficial level, it appears the content assessed by the stated measure matches the student learning outcomes, but no reassuring explanation or detail is given	General detail about how student learning outcomes relate to measures is provided. For example, the faculty wrote test items to match the student learning outcomes, or the instrument was selected "because its general description appeared to match our student learning outcomes"	Detail is provided regarding student learning outcomes and measurement match. Specific items on the test are aligned directly with the student learning outcome being assessed. The alignment and direct match is confirmed by faculty subject experts and documented
B. Type of Measurement			
No measurement indicated for one or more student learning outcome(s)	Student learning outcomes are not assessed via direct measures (only with indirect measures or face-to-face)	Most student learning outcomes are assessed with direct measures	All student learning outcomes assessed using at least one direct measure (e.g., tests, essays, student work product)
C. Benchmarks			
No benchmark given for one or more student learning outcome(s)	Statement of desired result (e.g., student growth, comparison to previous year's data, comparison to faculty standards, performance vs. a criterion), but no specificity or one or more benchmarks not aligned to measure	Desired result specified (e.g., our students will gain ½ standard deviation from junior to senior year, our students will score above a faculty-determined standard). "Gathering baseline data" is acceptable for this rating.	Desired result specified AND justified (e.g., Last year the typical student scored 20 points on measure "x." The current cohort underwent more extensive coursework in the area, so we hope the average student scores 22 points or better.)

This rubric is adapted from James Madison University's 2015 APT Assessment Rubric (Fulcher, Sundre, Russell, Good, & Smith): https://www.jmu.edu/assessment/_files/APT_Rubric_sp2015.pdf

1 – Beginning	2 – Developing	3 – Good	4 -- Exemplary
D. Data Collection & Research Design Integrity			
No information is provided about the data collection process or data is not collected, without reasonable justification	Limited information is provided about data collection such as who and how many took the assessment, but not enough to judge the veracity of the process (e.g., 35 seniors took the test)	Enough information is provided to understand the data collection process, such as description of the sample, testing protocol, testing conditions, and student motivation. Nevertheless, several methodological flaws are evident such as under-representative sampling, inappropriate testing conditions, one rate for all ratings, or mismatch with specification of desired results.	The data collection is clearly explained and is appropriate to the specification of desired results (e.g., representative sampling, adequate motivation, two or more trained raters for performance assessment, pre-post design to measure gain, cutoff defended for performance vs. a criterion)
E. Additional Validity Evidence			
No additional psychometric properties provided	Reliability estimates (e.g., internal consistency, test-retest, inter-rater reliability) provided for more scores, although reliability tends to be poor (<.60). Or, author states how efforts have been made to improve reliability (e.g., raters were trained on rubric).	Reliability estimates provided for most scores, most scores are marginal or better (>.60).	Reliability estimates provided, most scores are marginal or better (>.60). Plus, other evidence given such as relationship of scores to other variables and how such relationship strengthens or weakens argument for validity of test scores.
4. Findings of student learning outcomes assessment			
A. Presentation of findings			
No findings presented for one or more direct measures of student learning outcomes, and no justification for lack of presentation	Findings are present, but it is unclear how they relate to the student learning outcomes or benchmark	Findings are present, and they directly relate to the student learning outcomes and the benchmark but presentation is sloppy or difficult to follow. Statistical analysis may or may not be present.	Findings are present, and they directly relate to the student learning outcomes and benchmark, are clearly presented, and were derived by appropriate statistical analysis.
B. History of findings (trend data or evaluation of findings over time) and closing the loop			
No direct finding presented; no documented 'closing of the loop' through documented reflection and continuous improvement	Only current year's findings provided or discussed in report	Past iteration(s) of findings (e.g., last year's) provided for some assessment(s) in addition to current year's.	Past iteration(s) of findings (e.g., last year's) provided for majority of assessments in addition to current year's. Continuous findings allow for evaluating improvement.
C. Interpretation of findings			
No interpretation attempted for one or more of direct findings reported	Interpretation attempted, but the interpretation does not refer back to the student learning outcomes or benchmark. Or the interpretations are clearly not supported by the methodology or findings.	Interpretations of findings seem to be reasonable inferences given the student learning outcomes, benchmark, and methodology.	Interpretation of findings seem to be reasonable given the student learning outcomes, benchmarks, and methodology. Plus, multiple faculty interpreted findings (not just one person).

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1 – Beginning	2 – Developing	3 – Good	4 -- Exemplary
5. Documents how findings are shared with faculty /stakeholders			
No evidence of communication documented or discussed	Information provided to limited number of faculty or communication process unclear	Information provided to all faculty, mode (e.g., program meetings, emails) and details of communication clear	Information provided to all faculty, mode and details of communication clear. In addition, information shared with others such as advisory committees and other stakeholders.

1 – Beginning	2 – Developing	3 – Good	4 – Exemplary	Cusp of National Model for Learning Improvement	National Model for Learning Improvement
6. Documents the use of findings for improvement					
A. Program modification and improvement regarding student learning and development					
No mention of any changes to improve student learning and / or achievement	Examples of changes documented but the link between the changes and the findings is not clear	Examples of changes. Or plans to modify documented and directly related to findings. However the changes lack specificity.	Examples of or plans to make changes are documented and directly related to the findings. These changes are very specific and include approximate dates of implementation and where in the curriculum the changes will occur.	Evidence, from direct measures, suggesting learning improvement due to changes made. This program responded to previous assessment findings, made changes, RE-assessed, and found that student learning improved. Lack of clarity leave legitimate questions regarding the improvement interpretation.	Strong evidence, from direct measures, supporting substantive learning improvement due to program changes. This program responded to previous assessment findings, made changes, RE-assessed, and found learning improved. The rationale and explanation of the modifications leading to the change in findings is clear and the improvement interpretation can withstand reasonable critique from stakeholders and experts.
B. Improvement of assessment process					
No mention of how this iteration of assessment is improved from past administrations / cycle; n discussion for future improvement of assessment activities	Some critical evaluation of past and current assessment, including acknowledgement of flaws, but no evidence of improving upon past assessment or making plans to improve assessment in future	Critical evaluation of past and current assessment activity, including flaws; plus evidence of revision, or general plans for improvement	Critical evaluation of past and current assessment activities including flaws; improvement have been made and more are planned. Specific details are given.	N/A	N/A

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Scoring Sheet / Feedback

Course/Program/Degree Name: Environmental Science – B.S.Env.S.

Score with Sub-scoring

Section	Raw Score (total points for section)	Multiplier (weighting of section)	Sub-score
1. Student learning outcomes	3	Multiply by 2.5	7.5/20
2. Course alignment to SLOs	2	Multiply by 5	10/20
3. Measures	8	Multiply by 1	8/20
4. Findings	3	Multiply by 1.667	5/20
5. Communication	1	Multiply by 5	5/20
6. Use of Findings	2	Multiply by 2.5	5/20
		Total Score	40.5/120

Comments/Feedback from Evaluator:

The content of your Student Learning Outcomes is very good – you have a head start over many others receiving feedback on their plans. With the exception of one of them, they are well defined and specific. However, they will all need to be revised to be student-centered (the student will be able to…) to state what the student can do or know as a result of learning. The only one that could benefit from some more detail is the one on "effective communication." You can be more specific as to what a student should be able to do to demonstrate they are an effective communicator. However, these criteria could be presented on the rating scale/rubric also.

Student learning outcomes are generally a single statement that is testable/tentative. So these with multiple parts (such as the first one) should be tightened up to make it a single statement.

Additionally, those outcomes that have multiple parts to them will need to take this into consideration when designing the measure. The measurement should be comprehensive and address each piece. For example, see the SLO below:

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Demonstrate a sound foundation in the principles of science; a breadth of knowledge across biological, physical and social science with a more highly focused foundation in one of these areas; and, a depth of knowledge in at least two areas of specialization and the ability to apply the knowledge to the understanding and mitigation of environmental problems.

We are evaluating the student's work for the following:

1. Principles of science
2. Knowledge of biological science
3. Knowledge of physical science
4. Knowledge of social science
5. More specialized knowledge in one of the 3 areas
6. Two areas of specialization
7. Apply knowledge to the understanding of environmental problems
8. Mitigate environmental problems

To assess this one, it will require a student artifact that demonstrates all of these things. With this many areas, we might be evaluating a portfolio of student's work if there is no one test/assignment that will allow the student to demonstrate everything.

The student learning outcomes each are to be measured by a direct measure – a test, project, signature assignment, paper, presentation, or other piece of student work/performance – and using a rating scale or rubric. Criteria would be established in advance of what must be present in the student's work to qualify for each level of proficiency. For example, the criteria for "principles of science" might specify which principles specifically are known at the "meets expectations level," which are known at the "almost meets, and which ones are known at the level that exceeds expectations. Those faculty teaching courses with this content would determine this criteria, based on the collective principles taught in the program. Please upload this documentation.

It is important that evaluation instrument be detailed and comprehensive enough to identify is a student is weaker in knowledge of biological science than social science, for example. This more specialized knowledge in one area is a requirement of the SLO. But it also allows you to identify if students are struggling as a whole in one content area, such as physical science. Then this data would be able to inform changes to address this in the classroom or curriculum and up student achievement in the future. Additionally, if you evaluate comprehensively, you would be

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able to identify when students are struggling with applying the knowledge – even if the knowledge base is adequate. In such a case you might focus on developing student's application of knowledge in the program.

The plan appears to mention the same research papers and presentation (EnvS 225/497) for all the SLOs. If you are using the same student artifacts for all SLOs, you will still need to report specifically on each SLO. This means you will need subscoring. The findings you report for each SLO must be specific to that SLO. Please list specific measures that align to each SLO in these classes. Please upload assignments or presentation guidelines, and the scoring guide/rating scale/rubric that will be used for each SLO as documentation that it is fully aligned to the specific SLO. This evidence is lacking and it is unclear whether or not the SLO is specifically or comprehensively being measured currently.

The evaluation should lead to some numeric score for each SLO, with perhaps scores for areas within the SLO. A class grade is not a specific indicator of performance or achievement of the single SLO, therefore a class grade is an indirect measure. Please develop direct measures and benchmarks – the target score that is stretch but attainable, for each SLO. If you do not have the data to make an educated guess for the benchmark, it is acceptable to collect baseline data the first year to inform this number.

Your findings should be specific to the knowledge or skill specified in the SLO. For example, below:

Learning Outcome(s)	Assessment Tools and Procedures	Benchmarks	Findings	C C
Communicate effectively through writing and oral presentations. **Aligns with University Learning Outcome(s):** Communicate	**Direct Measure** EnvS 225 and EnvS 497 research papers and presentations. **Indirect Measure** UI Graduating Senior Survey on writing and oral presentations.	**Direct Benchmarks** At least 80% of students will receive a grade of B or better on final papers and presentations in EnvS 225 and EnvS 497. **Indirect Benchmarks**	**Direct Findings** 88% of students in EnvS 497 received a B or better in the class and on their term papers. 100% of majors in the EnvS 225 class received a B or better on their term paper and in the class.	C t

The findings reported are the students grade on a term paper. This tells us nothing about the student's communication skill in writing and oral presentations. It only gives a grade average on a term paper. There is nothing in this data that could reasonably inform changes to your teaching or curriculum. This means the data collected is not meaningful or authentic, and is missing the purpose of this whole exercise. Revise the plan with the intention of collecting data from your research that can be used to improve the classroom or curriculum.

The process involves hypothesizing of what students will know/do as a result of your teaching. Then you create the method for collecting and evaluating your data. You compare this to the goal you have set for yourself and you analyze what you are currently doing in the classroom compared with the results, and look for areas to improve. These are reported as changes. And your narrative/reflection of this process and continuous improvement is the closing of the loop. This is a faculty-led initiative that is solely concerned with teaching and learning.

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All reported changes should be specific to improving student achievement of the specific learning outcome.

Communication/discussion of faculty, such as meeting minutes can be uploaded as evidence to the system. Also, please upload any data analysis that supports your changes.

All SLOs do not have to align to the university-level outcomes. If one or more do, please indicate so on the template. But do not feel limited to them, when creating your plan for what students need to know to be successful in their field. If it doesn't align to one, then leave this part of the template blank.

Also, you may choose to put your plan on a 3-year cycle, where you assess 1-2 SLOs each year, and assess all SLOs over the 3-year cycle. If you choose to do this, please upload your plan to the system as documentation that this is planned and that blanks in the template are intentional and appropriate.

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2016-2017 Assessment Snapshot for Environmental Science - M.S.

Learning Outcomes **2016-2017 Snapshot (read only)** **2017-18 Current Cycle**

What did your program learn from this assessment activity and how has it influenced the curriculum, teaching and/or assessment process?

Critical to establish program-wide rubric-based assessment within final outcome phases of the student experiences.

Files Uploaded Between October 16, 2016 and November 6, 2017
Uploaded December 12, 2016: **SMahuron_F848379624/Feedback_EnvSci_MS_15-16.docx**

Last edited by JWulfhorst on October 31, 2017

Learning Outcome(s)	Assessment Tools and Procedures	Benchmarks	Findings	Curricular and Co-Curricular Changes to be Made
Student will be able to demonstrate advanced skill to design interdisciplinary research and analysis for environmental problem-solving. **Aligns with University Learning Outcome(s):** Learn and Integrate Think and Create	**Direct Measure** Integrative research proposal approved, based on a programmatic research design rubric for each core area. **Indirect Measure** **Face-to-Face Measures**	**Direct Benchmarks** At least 90% of students have an approved thesis research or non-thesis project proposal approved by their graduate committee within 1 year of starting the program. **Indirect Benchmarks**	**Direct Findings** None determined due to program transition and lack of baseline data. **Indirect Findings** **Face-to-Face Findings**	AY17-18, implement a tracking system to verify proposal process and approval among all graduate committees.

Last edited by JWulfhorst on October 31, 2017

Learning Outcome(s)	Assessment Tools and Procedures	Benchmarks	Findings	Curricular and Co-Curricular Changes to be Made
Student will be able to apply mastery of key principles and core concepts in environmental science with a depth of knowledge in either physical, biological, or social sciences. **Aligns with University Learning Outcome(s):** Think and Create Clarify Purpose and Perspective	**Direct Measure** Appropriate level of literature review and synthesis within Master's thesis or non-thesis final project. A faculty assessment committee will evaluate literature reviews using a rubric designed around core principles and concepts in Environmental Science. **Indirect Measure** **Face-to-Face Measures**	**Direct Benchmarks** At least 90% of students have an approved thesis research or non-thesis literature review approved by their graduate committee within 3 semesters. **Indirect Benchmarks**	**Direct Findings** None determined due to program transition and lack of baseline data. **Indirect Findings** **Face-to-Face Findings**	AY17-18, implement a tracking system to verify approved literature review and approval among all graduate committees.

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Learning Outcome(s)	Assessment Tools and Procedures	Benchmarks	Findings	Curricular and Co-Curricular Changes to be Made
Student will be able to collaborate with a faculty advisor and graduate committee to implement interdisciplinary research. **Aligns with University Learning Outcome(s):** Think and Create Communicate Clarify Purpose and Perspective	**Direct Measure** Compilation, synthesis, and analysis of multiple data sources within thesis or non-thesis final project. **Indirect Measure** **Face-to-Face Measures**	**Direct Benchmarks** At least 75% of students achieve a score of "above average" or better on interdisciplinary creativity and accomplishment rubric for final defense. **Indirect Benchmarks**	**Direct Findings** None determined due to program transition and lack of baseline data. **Indirect Findings** **Face-to-Face Findings**	AY17-18, implement pilot interdisciplinary creativity and accomplishment rubric

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Learning Outcome(s)	Assessment Tools and Procedures	Benchmarks	Findings	Curricular and Co-Curricular Changes to be Made
Student will be able to communicate effectively, professionally, and within group settings. **Aligns with University Learning Outcome(s):** Communicate Clarify Purpose and Perspective Practice Citizenship	**Direct Measure** Final Master's thesis, non-thesis final project, and professional conference presentations. Evaluation at public thesis defenses by those attending completing a rubric about effective communication and professionalism; and project advisors completing a rubric for non-thesis projects. **Indirect Measure** **Face-to-Face Measures**	**Direct Benchmarks** At least 75% of students achieve a score of "above average" or better on professional communication skills rubric for final defense and option of collaborative deliverable. **Indirect Benchmarks**	**Direct Findings** None determined due to program transition and lack of baseline data. **Indirect Findings** **Face-to-Face Findings**	AY17-18, implement pilot interdisciplinary creativity and accomplishment rubric

1 – Beginning	2 – Developing	3 – Good	4 -- Exemplary
1. Student learning outcomes			
A. Clarity and Specificity			
No student learning outcomes stated; or highly deficit (most programs have 5 student learning outcomes or more)	Student learning outcomes present, but written with imprecise verbs (e.g., know, understand), vague description of content/skill or attitudinal domain, and non-specificity of whom should be assessed (e.g., "students")	Student learning outcomes generally are written using precise verbs, informative descriptions of the content/skill or attitudinal domain, and specifications of whom should be assessed (e.g., "graduating seniors in the Biology B.A. program")	All student learning outcomes are stated with clarity and specificity using precise verbs, informative description of the content/skill or attitudinal domain, and specification of whom should be assessed (e.g., "graduating seniors in the Biology B.A. program")
B. Student-centered Orientation			
No student learning outcomes are stated in student-centered terms	Some student learning outcomes are stated in student-centered terms	Most student learning outcomes are stated in student-centered terms	All student learning outcomes are stated in student-centered terms (i.e., what a student should know, think, or do)
2. Course/learning experiences that align with student learning outcomes			
No activities / courses listed or documentation uploaded, lacks evidence of curriculum alignment	Related activities/courses documented but alignment to student-learning outcomes is absent	Most student learning outcomes have classes or activities aligned to them	All student learning outcomes have classes or activities aligned to them
3. Systematic measures for evaluating student achievement of student learning outcomes			
A. Relationship between measures and student learning outcomes			
No apparent relationship between student learning outcomes and measure indicated for one or more student learning outcomes	At a superficial level, it appears the content assessed by the stated measure matches the student learning outcomes, but no reassuring explanation or detail is given	General detail about how student learning outcomes relate to measures is provided. For example, the faculty wrote test items to match the student learning outcomes, or the instrument was selected "because its general description appeared to match our student learning outcomes"	Detail is provided regarding student learning outcomes and measurement match. Specific items on the test are aligned directly with the student learning outcome being assessed. The alignment and direct match is confirmed by faculty subject experts and documented
B. Type of Measurement			
No measurement indicated for one or more student learning outcome(s)	Student learning outcomes are not assessed via direct measures (only with indirect measures or face-to-face)	Most student learning outcomes are assessed with direct measures	All student learning outcomes assessed using at least one direct measure (e.g., tests, essays, student work product)
C. Benchmarks			
No benchmark given for one or more student learning outcome(s) or no direct benchmark	Statement of desired result (e.g., student growth, comparison to previous year's data, comparison to faculty standards, performance vs. a criterion), but no specificity or one or more benchmarks not aligned to measure	Desired result specified (e.g., our students will gain ½ standard deviation from junior to senior year, our students will score above a faculty-determined standard). "Gathering baseline data" is acceptable for this rating.	Desired result specified AND justified (e.g., Last year the typical student scored 20 points on measure "x." The current cohort underwent more extensive coursework in the area, so we hope the average student scores 22 points or better.)

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1 – Beginning	2 – Developing	3 – Good	4 -- Exemplary
D. Data Collection & Research Design Integrity			
No information is provided about the data collection process or data is not collected, without reasonable justification	Limited information is provided about data collection such as who and how many took the assessment, but not enough to judge the veracity of the process (e.g., 35 seniors took the test)	Enough information is provided to understand the data collection process, such as description of the sample, testing protocol, testing conditions, and student motivation. Nevertheless, several methodological flaws are evident such as under-representative sampling, inappropriate testing conditions, one rate for all ratings, or mismatch with specification of desired results.	The data collection is clearly explained and is appropriate to the specification of desired results (e.g., representative sampling, adequate motivation, two or more trained raters for performance assessment, pre-post design to measure gain, cutoff defended for performance vs. a criterion)
E. Additional Validity Evidence			
No additional psychometric properties provided	Reliability estimates (e.g., internal consistency, test-retest, inter-rater reliability) provided for more scores, although reliability tends to be poor (<.60). Or, author states how efforts have been made to improve reliability (e.g., raters were trained on rubric).	Reliability estimates provided for most scores, most scores are marginal or better (>.60).	Reliability estimates provided, most scores are marginal or better (>.60). Plus, other evidence given such as relationship of scores to other variables and how such relationship strengthens or weakens argument for validity of test scores.
4. Findings of student learning outcomes assessment			
A. Presentation of findings			
No findings presented for one or more direct measures of student learning outcomes, and no justification for lack of presentation	Findings are present, but it is unclear how they relate to the student learning outcomes or benchmark	Findings are present, and they directly relate to the student learning outcomes and the benchmark but presentation is sloppy or difficult to follow. Statistical analysis may or may not be present.	Findings are present, and they directly relate to the student learning outcomes and benchmark, are clearly presented, and were derived by appropriate statistical analysis.
B. History of findings (trend data or evaluation of findings over time) and closing the loop			
No direct finding presented, no documented 'closing of the loop' through documented reflection and continuous improvement	Only current year's findings provided or discussed in report	Past iteration(s) of findings (e.g., last year's) provided for some assessment(s) in addition to current year's.	Past iteration(s) of findings (e.g., last year's) provided for majority of assessments in addition to current year's. Continuous findings allow for evaluating improvement.
C. Interpretation of findings			
No interpretation attempted for one or more of direct findings reported	Interpretation attempted, but the interpretation does not refer back to the student learning outcomes or benchmark. Or the interpretations are clearly not supported by the methodology or findings.	Interpretations of findings seem to be reasonable inferences given the student learning outcomes, benchmark, and methodology.	Interpretation of findings seem to be reasonable given the student learning outcomes, benchmarks, and methodology. Plus, multiple faculty interpreted findings (not just one person).

This rubric is adapted from James Madison University's 2015 APT Assessment Rubric (Fulcher, Sundre, Russell, Good, & Smith): https://www.jmu.edu/assessment/_files/APT_Rubric_sp2015.pdf

1 – Beginning	2 – Developing	3 – Good	4 -- Exemplary
5. Documents how findings are shared with faculty /stakeholders			
No evidence of communication documented or discussed	Information provided to limited number of faculty or communication process unclear	Information provided to all faculty, mode (e.g., program meetings, emails) and details of communication clear	Information provided to all faculty, mode and details of communication clear. In addition, information shared with others such as advisory committees and other stakeholders.

1 – Beginning	2 – Developing	3 – Good	4 – Exemplary	Cusp of National Model for Learning Improvement	National Model for Learning Improvement
6. Documents the use of findings for improvement					
A. Program modification and improvement regarding student learning and development					
No mention of any changes to improve student learning and / or achievement	Examples of changes documented but the link between the changes and the findings is not clear	Examples of changes. Or plans to modify documented and directly related to findings. However the changes lack specificity.	Examples of or plans to make changes are documented and directly related to the findings. These changes are very specific and include approximate dates of implementation and where in the curriculum the changes will occur.	Evidence, from direct measures, suggesting learning improvement due to changes made. This program responded to previous assessment findings, made changes, RE-assessed, and found that student learning improved. Lack of clarity leave legitimate questions regarding the improvement interpretation.	Strong evidence, from direct measures, supporting substantive learning improvement due to program changes. This program responded to previous assessment findings, made changes, RE-assessed, and found learning improved. The rationale and explanation of the modifications leading to the change in findings is clear and the improvement interpretation can withstand reasonable critique from stakeholders and experts.
B. Improvement of assessment process					
No mention of how this iteration of assessment is improved from past administrations / cycle; no discussion for future improvement of assessment activities	Some critical evaluation of past and current assessment, including acknowledgement of flaws, but no evidence of improving upon past assessment or making plans to improve assessment in future	Critical evaluation of past and current assessment activity, including flaws; plus evidence of revision, or general plans for improvement	Critical evaluation of past and current assessment activities including flaws; improvement have been made and more are planned. Specific details are given.	N/A	N/A

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Scoring Sheet / Feedback

Course/Program/Degree Name: Environmental Science – M.S.

Score with Sub-scoring

Section	Raw Score (total points for section)	Multiplier (weighting of section)	Sub-score
1. Student learning outcomes	3	Multiply by 2.5	7.5/20
2. Course alignment to SLOs	2	Multiply by 5	10/20
3. Measures	7	Multiply by 1	7/20
4. Findings	3	Multiply by 1.667	5/20
5. Communication	1	Multiply by 5	5/20
6. Use of Findings	2	Multiply by 2.5	5/20
		Total Score	39.5/120

Comments/Feedback from Evaluator:

NOTE: Please use the rubric to guide how you report your assessment activities for 2016-17. In particular, the student learning outcomes (SLO) should be student-centered and as specific as possible. Then, the measure should be directly aligned to measure the student's work, for achievement or proficiency of the stated SLO. For example, in the following from your current plan:

Communicate effectively, at a professional level, both independently and in a team, through written work and oral presentations	**Direct Measure** Number of students who successfully complete their thesis or non-thesis project. **Indirect Measure**	**Direct Benchmarks** At least 80% of students successfully complete their thesis or non-thesis project. **Indirect Benchmarks**

The measure is not a clear measure of this SLO. First of all, "# of students who complete" is not an indicator of proficiency (how well did they do?). Participation or completion rates are indirect measures. This SLO will need a direct measure. Similarly, the benchmark will need to align. It should provide a "stretch" target score for what students could achieve on the evaluation. As written, the evaluation will require a student work sample (or portfolio) of communication in both written and oral work, conducted both independently and in a team. Future findings would be specific to the outcome, and inform as to where students were strong and where weaknesses or opportunities for improving teaching/curriculum might exist. For example, you could find something like students' scores were lower for written work in a team, than independent work. Then a

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change could be discussed that specifically targets this area, such as providing more formative opportunities for students to do independent written work, with a plan of where this would be implemented in the curriculum or classroom.

Also, SLOs should be degree-specific. See the end of this section for a resource that gives examples of SLOs at the bachelor's degree versus the master's degree, for ideas of how you might do this in your plan.

We are off to a reasonable start here! These plans are expected to evolve over time, and this review really involves collecting baseline information on where each program is at. As the plan is owned by the program, and this particular type of assessment is a faculty-level process, please share this feedback as appropriate. I look forward to seeing the progress on this plan next year.

Please keep the following in mind, as you make revisions:

Developing a 3-year Assessment Cycle:
You may choose to upload a document to the assessment system, that details an "assessment cycle." The minimum requirements are that one student learning outcome is assessed each year, and that all are assessed over a 3-year period. Documentation that your program has a cycle/schedule in place is needed to justify deferred reporting. However, a cycle still requires that agreed-upon student learning outcomes, measurements, and benchmarks are in place at the onset of the cycle. This only affects reporting of findings and changes.

Student Learning Outcomes (What will the student know/do as a result of your teaching?)
Please review each student learning outcome (SLO) for "student-centeredness." These are statements that generally begin with "the student will be able to…"

Each statement should be direct and measurable. Basically, you are hypothesizing what it is your student will be able to do or know as a result of your teaching. These are not aspiration statements; rather these are descriptions of what every graduate in your program ought to know and be able to do. They are proficiency statements. Learning outcome statements use active verbs, such as those from Bloom's Taxonomy in the link below.
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Please avoid nouns that do not lead to a level of proficiency, such as "ability," "awareness," and "appreciation." Also, if selecting a verb such as "develop" or "gain," realize that you are measuring "change" which would require you to collect baseline data, before you can measure the change resulting from your teaching.

The more complex this statement is, the more complex your measurement will be. An SLO that has multiple metrics, will require a comprehensive evaluation that looks at each metric.

For SLO ideas, you may find the Degree Qualifications Profile helpful, including the DQP's five learning categories for all degrees on page 5, and example student-learning outcomes by degree level on pages 29-31. They could easily be adapted to any program or revised to be

content/discipline specific, or many generalize across the degree-level. Additionally, you might find the "Definitions of key DQP Terms" helpful on page 44-45.

https://www.luminafoundation.org/resources/dqp

Each SLO should be entered into the assessment system individually, as its own row. Please make sure that this is the case. This allows for a measure/benchmark to be assigned to each one.

Direct Measures:
After you make any/all revisions to your student learning outcome statements, a measure will need to be identified. This is the method you will use to test whether or not the statement was true. To be a direct measure, you must evaluate a student product (that is what makes it direct). Examples include writing samples, projects, presentations, performances, designs, signature assignments, exams, etc.

Once you have identified a student product to evaluate, a detailed scoring guide or rubric is needed. It should include enough detail that it is reasonable to expect consistency in faculty judgement about the quality of the work. This scoring guide or rubric is a mirror image of what the student is expected to do (SLO), often using much of the same language for the criteria. Additionally, this detailed language should include what will be present in the student's work at each dimension of proficiency and represent each metric of the single SLO. For example, if the SLO refers to both oral and written communication, then the scoring guide/rubric would assess each metric (oral/written).

Examples of measures that are **not** direct measures:
Course grade, participation, employment, acceptance to graduate schools, survey responses, focus groups, exit interviews, etc. These items should be listed under **indirect** measures.

Please explain how your measure includes a scoring guide/rubric that meets this criteria, or upload as documentation to your plan.

Benchmark:
Generally, this is a numerical value. And it requires that you have enough data or knowledge to make an educated guess. If you cannot justify why the value you choose is a stretch goal, then it is appropriate to collect baseline data the first year and note this on your plan. Once your baseline data on your new measure has been collected, you can use this information to create a stretch goal.

The benchmark is not something you are expected to hit every year – it is a target that you work toward, as you make changes to your teaching/curriculum over time.

Additional Resources:

Assessment Essentials: Planning, Implementing, and Improving Assessment in Higher Education

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Trudy W. Banta & Catherine A. Palomba
(available as an ebook free from the UI library, has chapters on direct measures, learning in the major, using assessment results, etc.)

The chart on page 73, Exhibit 4.3 *Planning for Learning and Assessment* might be a helpful tool when revising your plan.

Pages 93-101 has a lot of detail about rubric creation, designing effective assignments, and using course-embedded assignments.

Findings and Changes:
Please only report data or changes that specifically relate to the student learning outcome. Other findings or changes, do not need to be reported here.

Graduate Programs

Please take a look at this reference – the Degree Qualifications Profile. It should help provide support of how to differentiate SLOs at the graduate level. The SLOs need to be level appropriate and specific to what the student should be able to do or know as a result of your teaching at the graduate level. This would not include general knowledge or content/skills you expect a student to already have as they enter your program.
https://www.luminafoundation.org/resources/dqp

2016-2017 Assessment Snapshot for Environmental Science - Ph.D.

Learning Outcomes **2016-2017 Snapshot (read only)** **2017-18 Current Cycle**

What did your program learn from this assessment activity and how has it influenced the curriculum, teaching and/or assessment process?

Critical to establish program-wide rubric-based assessment within final outcome phases of the student experiences.

Files Uploaded Between October 16, 2016 and November 6, 2017
Uploaded December 12, 2016: **SMahuron_F-1907236251/Feedback_EnvSci_PhD_15-16.docx**

Last edited by JWulfhorst on October 31, 2017

Learning Outcome(s)	Assessment Tools and Procedures	Benchmarks	Findings	Curricular and Co-Curricular Changes to be Made
Student will be able to collaborate with a faculty advisor and graduate committee to implement innovative and novel interdisciplinary scholarship. **Aligns with University Learning Outcome(s):** Learn and Integrate Think and Create	**Direct Measure** Appropriate level of theoretical framework, literature review, & methodology within research design of dissertation proposal evaluated by graduate committee using a rubric. **Indirect Measure** **Face-to-Face Measures**	**Direct Benchmarks** At least 90% of students have an approved dissertation research literature review approved by their graduate committee within two years of beginning the degree. **Indirect Benchmarks**	**Direct Findings** None determined due to program transition and lack of baseline data. **Indirect Findings** **Face-to-Face Findings**	AY17-18, implement a tracking system to verify approved literature review and approval among all graduate committees.

Last edited by JWulfhorst on October 31, 2017

Learning Outcome(s)	Assessment Tools and Procedures	Benchmarks	Findings	Curricular and Co-Curricular Changes to be Made
Student will be able to demonstrate advanced and independent mastery of key principles and core concepts in environmental science with a depth of knowledge in either physical, biological, or social sciences. **Aligns with University Learning Outcome(s):** Learn and Integrate Think and Create Communicate	**Direct Measure** Completion of doctoral preliminary exams based on evaluation from the graduate committee using a rubric. **Indirect Measure** **Face-to-Face Measures**	**Direct Benchmarks** At least 75% of students achieve a rating of "above average" or better on preliminary exam rubric. **Indirect Benchmarks**	**Direct Findings** None determined due to program transition and lack of baseline data. **Indirect Findings** **Face-to-Face Findings**	AY17-18, implement pilot interdisciplinary creativity and accomplishment rubric

Last edited by JWulfhorst on October 31, 2017

Learning Outcome(s)	Assessment Tools and Procedures	Benchmarks	Findings	Curricular and Co-Curricular Changes to be Made
Student will be able to think critically and apply analytical frameworks to understand the cultural, social, political, and economic ramifications of environmental problem-solving. **Aligns with University Learning Outcome(s):** Think and Create Communicate Clarify Purpose and Perspective	**Direct Measure** Compilation, synthesis, and analysis of multiple data sources within dissertation, including incorporation of social science ramifications. Evaluation is based on the graduate committee approval using a rubric. **Indirect Measure** **Face-to-Face Measures**	**Direct Benchmarks** At least 75% of students achieve a score of "above average" or better on interdisciplinary creativity and accomplishment rubric for final defense. **Indirect Benchmarks**	**Direct Findings** None determined due to program transition and lack of baseline data. **Indirect Findings** **Face-to-Face Findings**	AY17-18, implement pilot interdisciplinary creativity and accomplishment rubric

Last edited by JWulfhorst on October 31, 2017

Learning Outcome(s)	Assessment Tools and Procedures	Benchmarks	Findings	Curricular and Co-Curricular Changes to be Made
Student will be able to demonstrate advanced effectiveness and professionalism in communications as an individual and within team settings. **Aligns with University Learning Outcome(s):** Communicate Practice Citizenship	**Direct Measure** Final dissertation approved & pursuit of professional conference presentation opportunities. **Indirect Measure** **Face-to-Face Measures**	**Direct Benchmarks** At least 75% of students achieve a score of "above average" or better on professional communication skills rubric for final defense, and/or initiation of presentation of scholarship at 1-2 professional meetings within the year surrounding final defense. **Indirect Benchmarks**	**Direct Findings** None determined due to program transition and lack of baseline data. **Indirect Findings** **Face-to-Face Findings**	AY17-18, implement pilot interdisciplinary creativity and accomplishment rubric.

1 – Beginning	2 – Developing	3 – Good	4 -- Exemplary
1. Student learning outcomes			
A. Clarity and Specificity			
No student learning outcomes stated; or highly deficit (most programs have 5 student learning outcomes or more)	Student learning outcomes present, but written with imprecise verbs (e.g., know, understand), vague description of content/skill or attitudinal domain, and non-specificity of whom should be assessed (e.g., "students")	Student learning outcomes generally are written using precise verbs, informative descriptions of the content/skill or attitudinal domain, and specifications of whom should be assessed (e.g., "graduating seniors in the Biology B.A. program")	All student learning outcomes are stated with clarity and specificity using precise verbs, informative description of the content/skill or attitudinal domain, and specification of whom should be assessed (e.g., "graduating seniors in the Biology B.A. program")
B. Student-centered Orientation			
No student learning outcomes are stated in student-centered terms	Some student learning outcomes are stated in student-centered terms	Most student learning outcomes are stated in student-centered terms	All student learning outcomes are stated in student-centered terms (i.e., what a student should know, think, or do)
2. Course/learning experiences that align with student learning outcomes			
No activities / courses listed or documentation uploaded, lacks evidence of curriculum alignment	Related activities/courses documented but alignment to student-learning outcomes is absent	Most student learning outcomes have classes or activities aligned to them	All student learning outcomes have classes or activities aligned to them
3. Systematic measures for evaluating student achievement of student learning outcomes			
A. Relationship between measures and student learning outcomes			
No apparent relationship between student learning outcomes and measure indicated for one or more student learning outcomes	At a superficial level, it appears the content assessed by the stated measure matches the student learning outcomes, but no reassuring explanation or detail is given	General detail about how student learning outcomes relate to measures is provided. For example, the faculty wrote test items to match the student learning outcomes, or the instrument was selected "because its general description appeared to match our student learning outcomes"	Detail is provided regarding student learning outcomes and measurement match. Specific items on the test are aligned directly with the student learning outcome being assessed. The alignment and direct match is confirmed by faculty subject experts and documented
B. Type of Measurement			
No measurement indicated for one or more student learning outcome(s)	Student learning outcomes are not assessed via direct measures (only with indirect measures or face-to-face)	Most student learning outcomes are assessed with direct measures	All student learning outcomes assessed using at least one direct measure (e.g., tests, essays, student work product)
C. Benchmarks			
No benchmark given for one or more student learning outcome(s) or no direct benchmark	Statement of desired result (e.g., student growth, comparison to previous year's data, comparison to faculty standards, performance vs. a criterion), but no specificity or one or more benchmarks not aligned to measure	Desired result specified (e.g., our students will gain ½ standard deviation from junior to senior year, our students will score above a faculty-determined standard). "Gathering baseline data" is acceptable for this rating.	Desired result specified AND justified (e.g., Last year the typical student scored 20 points on measure "x." The current cohort underwent more extensive coursework in the area, so we hope the average student scores 22 points or better.)

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1 – Beginning	2 – Developing	3 – Good	4 -- Exemplary
D. Data Collection & Research Design Integrity			
No information is provided about the data collection process or data is not collected, without reasonable justification	Limited information is provided about data collection such as who and how many took the assessment, but not enough to judge the veracity of the process (e.g., 35 seniors took the test)	Enough information is provided to understand the data collection process, such as description of the sample, testing protocol, testing conditions, and student motivation. Nevertheless, several methodological flaws are evident such as under-representative sampling, inappropriate testing conditions, one rate for all ratings, or mismatch with specification of desired results.	The data collection is clearly explained and is appropriate to the specification of desired results (e.g., representative sampling, adequate motivation, two or more trained raters for performance assessment, pre-post design to measure gain, cutoff defended for performance vs. a criterion)
E. Additional Validity Evidence			
No additional psychometric properties provided	Reliability estimates (e.g., internal consistency, test-retest, inter-rater reliability) provided for more scores, although reliability tends to be poor (<.60). Or, author states how efforts have been made to improve reliability (e.g., raters were trained on rubric).	Reliability estimates provided for most scores, most scores are marginal or better (>.60).	Reliability estimates provided, most scores are marginal or better (>.60). Plus, other evidence given such as relationship of scores to other variables and how such relationship strengthens or weakens argument for validity of test scores.
4. Findings of student learning outcomes assessment			
A. Presentation of findings			
No findings presented for one or more direct measures of student learning outcomes, and no justification for lack of presentation	Findings are present, but it is unclear how they relate to the student learning outcomes or benchmark	Findings are present, and they directly relate to the student learning outcomes and the benchmark but presentation is sloppy or difficult to follow. Statistical analysis may or may not be present.	Findings are present, and they directly relate to the student learning outcomes and benchmark, are clearly presented, and were derived by appropriate statistical analysis.
B. History of findings (trend data or evaluation of findings over time) and closing the loop			
No direct finding presented, no documented 'closing of the loop' through documented reflection and continuous improvement	Only current year's findings provided or discussed in report	Past iteration(s) of findings (e.g., last year's) provided for some assessment(s) in addition to current year's.	Past iteration(s) of findings (e.g., last year's) provided for majority of assessments in addition to current year's. Continuous findings allow for evaluating improvement.
C. Interpretation of findings			
No interpretation attempted for one or more of direct findings reported	Interpretation attempted, but the interpretation does not refer back to the student learning outcomes or benchmark. Or the interpretations are clearly not supported by the methodology or findings.	Interpretations of findings seem to be reasonable inferences given the student learning outcomes, benchmark, and methodology.	Interpretation of findings seem to be reasonable given the student learning outcomes, benchmarks, and methodology. Plus, multiple faculty interpreted findings (not just one person).

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1 – Beginning	2 – Developing	3 – Good	4 -- Exemplary
5. Documents how findings are shared with faculty /stakeholders			
No evidence of communication documented or discussed	Information provided to limited number of faculty or communication process unclear	Information provided to all faculty, mode (e.g., program meetings, emails) and details of communication clear	Information provided to all faculty, mode and details of communication clear. In addition, information shared with others such as advisory committees and other stakeholders.

1 – Beginning	2 – Developing	3 – Good	4 – Exemplary	Cusp of National Model for Learning Improvement	National Model for Learning Improvement
6. Documents the use of findings for improvement					
A. Program modification and improvement regarding student learning and development					
No mention of any changes to improve student learning and / or achievement	Examples of changes documented but the link between the changes and the findings is not clear	Examples of changes. Or plans to modify documented and directly related to findings. However the changes lack specificity.	Examples of or plans to make changes are documented and directly related to the findings. These changes are very specific and include approximate dates of implementation and where in the curriculum the changes will occur.	Evidence, from direct measures, suggesting learning improvement due to changes made. This program responded to previous assessment findings, made changes, RE-assessed, and found that student learning improved. Lack of clarity leave legitimate questions regarding the improvement interpretation.	Strong evidence, from direct measures, supporting substantive learning improvement due to program changes. This program responded to previous assessment findings, made changes, RE-assessed, and found learning improved. The rationale and explanation of the modifications leading to the change in findings is clear and the improvement interpretation can withstand reasonable critique from stakeholders and experts.
B. Improvement of assessment process					
No mention of how this iteration of assessment is improved from past administrations / cycle; no discussion for future improvement of assessment activities	Some critical evaluation of past and current assessment, including acknowledgement of flaws, but no evidence of improving upon past assessment or making plans to improve assessment in future	Critical evaluation of past and current assessment activity, including flaws; plus evidence of revision, or general plans for improvement	Critical evaluation of past and current assessment activities including flaws; improvement have been made and more are planned. Specific details are given.	N/A	N/A

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Scoring Sheet / Feedback

Course/Program/Degree Name: Environmental Science – Ph.D.

Score with Sub-scoring

Section	Raw Score (total points for section)	Multiplier (weighting of section)	Sub-score
1. Student learning outcomes	3	Multiply by 2.5	7.5/20
2. Course alignment to SLOs	2	Multiply by 5	10/20
3. Measures	7	Multiply by 1	7/20
4. Findings	3	Multiply by 1.667	5/20
5. Communication	1	Multiply by 5	5/20
6. Use of Findings	2	Multiply by 2.5	5/20
		Total Score	39.5/120

Comments/Feedback from Evaluator:

NOTE: This plan looks very similar to the master's level plan, so the same feedback below, is going to apply to this one. However, please keep in mind that every degree should have its own plan. I see that the doctoral program is currently rebuilding. As part of this, it might be warranted to revisit what it is that distinguishes your doctoral graduates from graduates at other levels (dissertation, for example). These distinguishing features could help guide you as you work on your doctoral-level student learning outcomes. While there might be some overlap, the degrees are different degrees so a reviewer might expect that students learn different things or at different levels between the two. This should be evident in the plan. The student learning outcome statements are the "big things" that a doctoral student or graduate, specifically from your program, can do or knows as a result of the teaching occurring at the doctoral level.

Please use the rubric to guide how you report your assessment activities for 2016-17. In particular, the student learning outcomes (SLO) should be student-centered and as specific as possible. Then, the measure should be directly aligned to measure the student's work, for achievement or proficiency of the stated SLO. For example, in the following from your current plan:

Communicate effectively, at a professional level, both independently and in a team, through written work and oral presentations	**Direct Measure** Number of students who successfully complete their thesis or non-thesis project. **Indirect Measure**	**Direct Benchmarks** At least 80% of students successfully complete their thesis or non-thesis project. **Indirect Benchmarks**

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The measure is not a clear measure of this SLO. First of all, "# of students who complete" is not an indicator of proficiency (how well did they do?). Participation or completion rates are indirect measures. This SLO will need a direct measure. Similarly, the benchmark will need to align. It should provide a "stretch" target score for what students could achieve on the evaluation. As written, the evaluation will require a student work sample (or portfolio) of communication in both written and oral work, conducted both independently and in a team. Future findings would be specific to the outcome, and inform as to where students were strong and where weaknesses or opportunities for improving teaching/curriculum might exist. For example, you could find something like students' scores were lower for written work in a team, than independent work. Then a change could be discussed that specifically targets this area, such as providing more formative opportunities for students to do independent written work, with a plan of where this would be implemented in the curriculum or classroom.

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For SLO ideas, you may find the Degree Qualifications Profile helpful, including the DQP's five learning categories for all degrees on page 5, and example student-learning outcomes by degree level on pages 29-31. They could easily be adapted to any program or revised to be content/discipline specific, or many generalize across the degree-level. Additionally, you might find the "Definitions of key DQP Terms" helpful on page 44-45.

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The benchmark is not something you are expected to hit every year – it is a target that you work toward, as you make changes to your teaching/curriculum over time.

Additional Resources:

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Trudy W. Banta & Catherine A. Palomba
(available as an ebook free from the UI library, has chapters on direct measures, learning in the major, using assessment results, etc.)

The chart on page 73, Exhibit 4.3 *Planning for Learning and Assessment* might be a helpful tool when revising your plan.

Pages 93-101 has a lot of detail about rubric creation, designing effective assignments, and using course-embedded assignments.

Findings and Changes:
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Graduate Programs

Please take a look at this reference – the Degree Qualifications Profile. It should help provide support of how to differentiate SLOs at the graduate level. The SLOs need to be level appropriate and specific to what the student should be able to do or know as a result of your teaching at the graduate level. This would not include general knowledge or content/skills you expect a student to already have as they enter your program.
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Appendix B: Mechanical Engineering Assessment Plan and Report (2016-17)

2016-2017 Assessment Snapshot for Mechanical Engineering - B.S.M.E.

Learning Outcomes **2016-2017 Snapshot (read only)** **2017-18 Current Cycle**

What did your program learn from this assessment activity and how has it influenced the curriculum, teaching and/or assessment process?

This year's undergraduate program assessment reinforced faculty collaboration on several action research projects (longitudinal design assessment, engineering logbook usage, and teamwork assessment) within our program. Mid-year feedback on last year's report was received, reviewed, and used to modify spring semester assessments as well as to support data analysis. Within our departmental ABET committee that oversees engineering program accreditation the NWCCU assessments have drawn in a larger set of faculty who are involved in crafting assessment reports, reflecting on the meaning of the results (especially at a program level), and heading up action items in specific courses to address areas of opportunity/concern.

Files Uploaded Between October 16, 2016 and November 6, 2017
Uploaded December 8, 2016: **SMahuron_F1606013610/Feedback_MechEng_BSME_15-16.docx** Uploaded August 23, 2017: **SBeyerlein_F1454782716/Learn Integrate - FE Results by Category.xlsx** Uploaded August 23, 2017: **SBeyerlein_F-984734790/Learn Integrate - problem solving in ME 345.docx** Uploaded August 23, 2017: **SBeyerlein_F1870322428/Think Create - longitudinal design assessment.docx** Uploaded August 23, 2017: **SBeyerlein_F-730914783/Communicate - capstone final presentations.doc** Uploaded August 23, 2017: **SBeyerlein_F-171188722/Purpose Perspective -logbook usage.docx** Uploaded August 23, 2017: **SBeyerlein_F787340210/Citizenship - capstone team performance.docx** Uploaded August 23, 2017: **SBeyerlein_F-1480136281/SUMMARY OF SENIOR EXIT INTERVIEWS.docx** Uploaded August 23, 2017: **SBeyerlein_F944228110/Meeting Minutes - Ugrad Program Review.docx**

Last edited by SBeyerlein on August 23, 2017

Learning Outcome(s)	Assessment Tools and Procedures	Benchmarks	Findings	Curricular and Co-Curricular Changes to be Made
Students will be able to to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.	**Direct Measure** The Fundamentals of Engineering (FE) exam is taken during by seniors during their final year on campus. This queries	**Direct Benchmarks** On average we expect UI ME students to score close to or above the national average. In the heat transfer exam problems we expect a	**Direct Findings** Within the uncertainty level reported by the National Council of Engineering Examiners (who oversee the FE exam), UI students scored at	While our targets were met for those taking the FE exam, we would like to significantly increase the number of students who actually take the

Aligns with University Learning Outcome(s): Learn and Integrate	knowledge and skills in areas of ethics, economics, mathematics, probability & statistics, computational thinking, electricity & magnetism, statics, dynamics, mechanics, material science, fluid mechanics, thermodynamics, heat transfer, instrumentation & control, and mechanical design analysis. UI results are compared against the national average in each of these areas over multiple years. In addition we did a case study on engineering problem solving in our ME 345 Heat Transfer course. A histogram of student performance levels was attained in three topic areas--conduction, convection, and radiation. **Indirect Measure** As part of their senior exit survey, students are asked about the confidence and competence in engineering problem solving. **Face-to-Face Measures**	majority of students to perform in the top three levels of the performance rubric. **Indirect Benchmarks** We expect a majority of students to have well-founded self-confidence in their engineering analysis and problem solving skills.	or above the national average in all of the areas covered by the exam. (See attached EXCEL spreadsheet with the multi-year summary.) Over 85% of ME 345 students performed in the top three categories of the engineering analysis rubric. (See attached ABET report on mastery of engineering knowledge in this area.) **Indirect Findings** In the exit survey students reported confidence and supporting examples for their ability to solve engineering problems. (See attached summary of 2016-17 senior exit interviews.) **Face-to-Face Findings**	exam. The new exam format adopted three years ago requires students to individually set up computer-based testing times with an authorized Pearson center. This has reduced the number of students who take the exam before graduation. Results from those who take the exam after graduation are much harder to track. Over the next year our curriculum committee will collect materials for a self-directed FE review course that is web-assisted and will include working sets of example problems in each of the FE areas to insure exam readiness.

Last edited by SBeyerlein on August 4, 2017

Learning Outcome(s)	Assessment Tools and Procedures	Benchmarks	Findings	Curricular and Co-Curricular Changes to be Made
Students will be able to apply the engineering design process to produce solutions that meet specified needs with consideration for public health and safety, and global, cultural, social, environmental, economic, and other factors as appropriate to the discipline. **Aligns with University Learning Outcome(s):** Think and Create	**Direct Measure** A group of four design instructors within the ME department collaborated on creating a common assessment instrument that can be applied to examine growth in design skills from our freshman to our senior design course. Competencies were assessed with a five point rubric in four different performance areas: system design, implementation, project management, and documentation. All four instructors were involved in examining work products and interviewing design teams in our Fall and Spring ME 123, ME 223, and ME 424/426 classes. **Indirect Measure** As part of senior exit interviews, students are asked about their skills and confidence in designing mechanical systems as well as designing thermal systems.	**Direct Benchmarks** Our initial expectation was that Freshmen would score above 2.0 in all areas. Similarly we expected sophomores to score above 3.0 in all areas. Finally, we expected seniors to score above 3.5 in all areas A major purpose of this initial implementation was to help the department set appropriate benchmarks.. **Indirect Benchmarks** We expect students to display well-founded self-confidence in at least one of these design areas, and ability to perform design work in the other area with appropriate prompting.	**Direct Findings** Freshman had an average score between 2.1-2.5 across the four areas with standard deviations from .3 to .8. Sophomores had an average score between 3.0-3.4 across the four areas with standard deviations from .6 to .8. Seniors had an average score between 3.5-3.9 with standard deviations from .3 to .7. There was steady improvement in all areas from the freshman to the senior level with the highest scores at each level in system design as well as implementation and the lowest scores in project management as well as documentation. Performance was much more uniform across teams of seniors. (See attached ABET report on our longitudinal design study.) **Indirect Findings**	The design survey is brand new and our instructor team will devote time next year to establish what level of performance is appropriate for each class where the assessment instrument is deployed. The group will continue to refine this instrument and intends to use the project as the basis for scholarship in teaching/learning, ultimately resulting in a peer reviewed paper at a future ASEE meeting.

	Face-to-Face Measures		In the exit survey students reported confidence and supporting examples for their ability to design mechanical and thermal systems. Some students felt more confident in one of these areas than the other. (See attached summary of 2016-17 senior exit interviews.) **Face-to-Face Findings**	

Last edited by SBeyerlein on August 4, 2017

Learning Outcome(s)	Assessment Tools and Procedures	Benchmarks	Findings	Curricular and Co-Curricular Changes to be Made
Students will be able to communicate effectively with a range of audiences. **Aligns with University Learning Outcome(s):** Communicate	**Direct Measure** The venue for exploring outcomes in this area were oral technical presentations at the Design Expo. These were judged by alumni and representatives from regional industry. The scoring rubric uses a five point scale with written anchors for levels 1, 3, and 5. **Indirect Measure** As part of the senior exit interview, students are asked about their self-confidence and competence in effectively	**Direct Benchmarks** Average class-wide performance in each rubric category is expected to be at or above 3.0 Similarly, the overall average of performance for each team is expected to be at or above 3.0 for more than two-thirds of the design teams. **Indirect Benchmarks** A majority of graduating seniors should display well-founded confidence in giving a formal presentation about technical work to a diverse audience.	**Direct Findings** Aggregate scores given by judges from regional industry at the Design Expo ranged from 2.4 to 4.6 across the five performance areas. The average for all teams across all performance areas was 3.8 which is a level that corresponds to performance between 'satisfactory' and 'exemplary'. Within individual teams, performance was fairly consistent across the five performance areas. (See attached ABET report on technical communication skills.)	Faculty associated with the capstone design course will review the performance benchmark for each area of the rubric and set more aspirational targets for use in future assessments.

communicating technical ideas to broad and diverse audiences.

Face-to-Face Measures

Indirect Findings
In the exit survey students reported confidence and supporting examples for their ability to communicate with diverse audiences. Many perceived growth in this ability over their program, but they also expressed a desire to practice these skills more often in a wider range of engineering classes. (See attached summary of 2016-17 senior exit interviews.)

Face-to-Face Findings

Last edited by SBeyerlein on August 23, 2017

Learning Outcome(s)	Assessment Tools and Procedures	Benchmarks	Findings	Curricular and Co-Curricular Changes to be Made
Students will be able to recognize the ongoing need to acquire new knowledge, to choose appropriate learning strategies, and to apply this knowledge. **Aligns with University Learning Outcome(s):** Clarify Purpose and Perspective	**Direct Measure** Student growth and development in these ABET areas is queried through project logbooks in our capstone design class that are reviewed 2-3 times each semester. The logbook assessment form was updated this year based on input from the faculty involved with the capstone	**Direct Benchmarks** In the capstone design sequence, average logbook scores in team meeting activities, design development, and project reflection should grow to levels above 3 out of 4 by the end of the course. We expect students to supply rationale for the strengths and areas for improvement that they identify in their logbook activity.	**Direct Findings** Logbook entries on project management averaged 3.0/4.0. Logbook entries on design development averaged 3.4/4.0. Logbook entries featuring individual, team, and project assessment averaged 3.1/4.0. Overall organization of logbook entries averaged 3.0/4.0. The standard deviation in	The attached ABET assessment was done as a pilot in our lean manufacturing technical elective. Design instructors will look at how lessons learned from this assessment can be applied in our sophomore design course as well as in our capstone design course.

	design course. We also challenge students to identify personal, team, and project strengths as well as improvements through their logbook activity. **Indirect Measure** Each semester we conduct senior exit interviews with a subset of our graduates. Questions explore post-graduation professional development, reflections about UI learning experiences, and recommendations for program improvement. **Face-to-Face Measures**	**Indirect Benchmarks** We expect a majority of our students to be open to becoming licensed professional engineers and open to maintaining membership in a professional organization.	each of these areas was comparable. 23 or 37 students received an overall score of 3.25 or better. Design development scored significantly better than the other areas. (See attached ABET report on logbook assessment.) **Indirect Findings** 15 of 23 students interviewed indicated that they had taken or were scheduled to take the FE exam. A majority also expressed desire to belong to a professional organization aligned with their work assignment. **Face-to-Face Findings**	

Last edited by SBeyerlein on August 23, 2017

Learning Outcome(s)	Assessment Tools and Procedures	Benchmarks	Findings	Curricular and Co-Curricular Changes to be Made
Students will also be able to function effectively as a member or leader of a team that establishes goals, plans tasks, meets deadlines, and creates a collaborative and inclusive environment.	**Direct Measure** During this academic year we used our team member citizenship rubric at the midpoint and at the end of the senior design course. In the final assessment the performance of	**Direct Benchmarks** It is expected that average classwide performance of seniors should be 3.0 or higher in all areas covered by the team member citizenship rubric. It is also expected that members of design	**Direct Findings** The average performance in all three areas (join contributions, individual contributions, and team climate) was between 3.4 and 3.6 out of 5.0. The number	Faculty associated with the capstone design course gained more experience with the Team Member Citizenship assessment, especially giving formative feedback to team

Aligns with University Learning Outcome(s): Practice Citizenship	individual team members in three key areas of teamwork performance (joint contributions, individual contributions, and team climate) were rated by the lead instructor associated with each design team. **Indirect Measure** We continued harvesting data from the online senior survey that is completed by our BS graduates. Several questions are selected dealing with the relationship between humans and their environment. Results are compared between the UI, College of Engineering, and ME Dept. **Face-to-Face Measures**	teams can correctly identify at least one strength and at least one area for improvement in each other's performance. **Indirect Benchmarks** We expect that 50% or more of our students would respond that skills associated with the selected questions would be perceived as moderately or greatly improved through their UI experience.	of students performing at 4.0 was 50%. The number of students performing below 3.0 was 10%. Examples of narrative feedback are also included in the attached ABET report about team member citizenship. **Indirect Findings** The threshold of 50% was met for all three questions selected in this area. **Face-to-Face Findings**	members mid-project. As such, the end of project rating by team members by their lead faculty member was better calibrated than in the past. During the next academic year, the group will consider whether our target level for students in the different performance areas can be more aggressive.

1 – Beginning	2 – Developing	3 – Good	4 -- Exemplary
1. Student learning outcomes			
A. Clarity and Specificity			
No student learning outcomes stated; or highly deficit (most programs have 5 student learning outcomes or more)	Student learning outcomes present, but written with imprecise verbs (e.g., know, understand), vague description of content/skill or attitudinal domain, and non-specificity of whom should be assessed (e.g., "students")	Student learning outcomes generally are written using precise verbs, informative descriptions of the content/skill or attitudinal domain, and specifications of whom should be assessed (e.g., "graduating seniors in the Biology B.A. program")	All student learning outcomes are stated with clarity and specificity using precise verbs, informative description of the content/skill or attitudinal domain, and specification of whom should be assessed (e.g., "graduating seniors in the Biology B.A. program")
B. Student-centered Orientation			
No student learning outcomes are stated in student-centered terms	Some student learning outcomes are stated in student-centered terms	Most student learning outcomes are stated in student-centered terms	All student learning outcomes are stated in student-centered terms (i.e., what a student should know, think, or do)
2. Course/learning experiences that align with student learning outcomes			
No activities / courses listed or documentation uploaded, lacks evidence of curriculum alignment	Related activities/courses documented but alignment to student-learning outcomes is absent	Most student learning outcomes have classes or activities aligned to them	All student learning outcomes have classes or activities aligned to them
3. Systematic measures for evaluating student achievement of student learning outcomes			
A. Relationship between measures and student learning outcomes			
No apparent relationship between student learning outcomes and measure indicated for one or more student learning outcomes	At a superficial level, it appears the content assessed by the stated measure matches the student learning outcomes, but no reassuring explanation or detail is given	General detail about how student learning outcomes relate to measures is provided. For example, the faculty wrote test items to match the student learning outcomes, or the instrument was selected "because its general description appeared to match our student learning outcomes"	Detail is provided regarding student learning outcomes and measurement match. Specific items on the test are aligned directly with the student learning outcome being assessed. The alignment and direct match is confirmed by faculty subject experts and documented
B. Type of Measurement			
No measurement indicated for one or more student learning outcome(s)	Student learning outcomes are not assessed via direct measures (only with indirect measures or face-to-face)	Most student learning outcomes are assessed with direct measures	All student learning outcomes assessed using at least one direct measure (e.g., tests, essays, student work product)
C. Benchmarks			
No benchmark given for one or more student learning outcome(s)	Statement of desired result (e.g., student growth, comparison to previous year's data, comparison to faculty standards, performance vs. a criterion), but no specificity or one or more benchmarks not aligned to measure	Desired result specified (e.g., our students will gain ½ standard deviation from junior to senior year, our students will score above a faculty-determined standard). "Gathering baseline data" is acceptable for this rating.	Desired result specified AND justified (e.g., Last year the typical student scored 20 points on measure "x." The current cohort underwent more extensive coursework in the area, so we hope the average student scores 22 points or better.)

This rubric is adapted from James Madison University's 2015 APT Assessment Rubric (Fulcher, Sundre, Russell, Good, & Smith): https://www.jmu.edu/assessment/_files/APT_Rubric_sp2015.pdf

1 – Beginning	2 – Developing	3 – Good	4 -- Exemplary
D. Data Collection & Research Design Integrity			
No information is provided about the data collection process or data is not collected, without reasonable justification	Limited information is provided about data collection such as who and how many took the assessment, but not enough to judge the veracity of the process (e.g., 35 seniors took the test)	Enough information is provided to understand the data collection process, such as description of the sample, testing protocol, testing conditions, and student motivation. Nevertheless, several methodological flaws are evident such as under-representative sampling, inappropriate testing conditions, one rate for all ratings, or mismatch with specification of desired results.	The data collection is clearly explained and is appropriate to the specification of desired results (e.g., representative sampling, adequate motivation, two or more trained raters for performance assessment, pre-post design to measure gain, cutoff defended for performance vs. a criterion)
E. Additional Validity Evidence			
No additional psychometric properties provided	Reliability estimates (e.g., internal consistency, test-retest, inter-rater reliability) provided for more scores, although reliability tends to be poor (<.60). Or, author states how efforts have been made to improve reliability (e.g., raters were trained on rubric).	Reliability estimates provided for most scores, most scores are marginal or better (>.60).	Reliability estimates provided, most scores are marginal or better (>.60). Plus, other evidence given such as relationship of scores to other variables and how such relationship strengthens or weakens argument for validity of test scores.
4. Findings of student learning outcomes assessment			
A. Presentation of findings			
No findings presented for one or more direct measures of student learning outcomes, and no justification for lack of presentation	Findings are present, but it is unclear how they relate to the student learning outcomes or benchmark	Findings are present, and they directly relate to the student learning outcomes and the benchmark but presentation is sloppy or difficult to follow. Statistical analysis may or may not be present.	Findings are present, and they directly relate to the student learning outcomes and benchmark, are clearly presented, and were derived by appropriate statistical analysis.
B. History of findings (trend data or evaluation of findings over time) and closing the loop			
No direct finding presented; no documented 'closing of the loop' through documented reflection and continuous improvement	Only current year's findings provided or discussed in report	Past iteration(s) of findings (e.g., last year's) provided for some assessment(s) in addition to current year's.	Past iteration(s) of findings (e.g., last year's) provided for majority of assessments in addition to current year's. Continuous findings allow for evaluating improvement.
C. Interpretation of findings			
No interpretation attempted for one or more of direct findings reported	Interpretation attempted, but the interpretation does not refer back to the student learning outcomes or benchmark. Or the interpretations are clearly not supported by the methodology or findings.	Interpretations of findings seem to be reasonable inferences given the student learning outcomes, benchmark, and methodology.	Interpretation of findings seem to be reasonable given the student learning outcomes, benchmarks, and methodology. Plus, multiple faculty interpreted findings (not just one person).

This rubric is adapted from James Madison University's 2015 APT Assessment Rubric (Fulcher, Sundre, Russell, Good, & Smith): https://www.jmu.edu/assessment/_files/APT_Rubric_sp2015.pdf

1 – Beginning	2 – Developing	3 – Good	4 -- Exemplary
5. Documents how findings are shared with faculty /stakeholders			
No evidence of communication documented or discussed	Information provided to limited number of faculty or communication process unclear	Information provided to all faculty, mode (e.g., program meetings, emails) and details of communication clear	Information provided to all faculty, mode and details of communication clear. In addition, information shared with others such as advisory committees and other stakeholders.

1 – Beginning	2 – Developing	3 – Good	4 – Exemplary	Cusp of National Model for Learning Improvement	National Model for Learning Improvement
6. Documents the use of findings for improvement					
A. Program modification and improvement regarding student learning and development					
No mention of any changes to improve student learning and / or achievement	Examples of changes documented but the link between the changes and the findings is not clear	Examples of changes. Or plans to modify documented and directly related to findings. However the changes lack specificity.	Examples of or plans to make changes are documented and directly related to the findings. These changes are very specific and include approximate dates of implementation and where in the curriculum the changes will occur.	Evidence, from direct measures, suggesting learning improvement due to changes made. This program responded to previous assessment findings, made changes, RE-assessed, and found that student learning improved. Lack of clarity leave legitimate questions regarding the improvement interpretation.	Strong evidence, from direct measures, supporting substantive learning improvement due to program changes. This program responded to previous assessment findings, made changes, RE-assessed, and found learning improved. The rationale and explanation of the modifications leading to the change in findings is clear and the improvement interpretation can withstand reasonable critique from stakeholders and experts.
B. Improvement of assessment process					
No mention of how this iteration of assessment is improved from past administrations / cycle; no discussion for future improvement of assessment activities	Some critical evaluation of past and current assessment, including acknowledgement of flaws, but no evidence of improving upon past assessment or making plans to improve assessment in future	Critical evaluation of past and current assessment activity, including flaws; plus evidence of revision, or general plans for improvement	Critical evaluation of past and current assessment activities including flaws; improvement have been made and more are planned. Specific details are given.	N/A	N/A

This rubric is adapted from James Madison University's 2015 APT Assessment Rubric (Fulcher, Sundre, Russell, Good, & Smith): https://www.jmu.edu/assessment/_files/APT_Rubric_sp2015.pdf

Scoring Sheet / Feedback

Course/Program/Degree Name: Mechanical Engineering – B.S.M.E.

Score with Sub-scoring

Section	Raw Score (total points for section)	Multiplier (weighting of section)	Sub-score
1. Student learning outcomes	8	Multiply by 2.5	20/20
2. Course alignment to SLOs	4	Multiply by 5	20/20
3. Measures	14	Multiply by 1	14/20
4. Findings	8	Multiply by 1.667	13.4/20
5. Communication	3	Multiply by 5	15/20
6. Use of Findings	6	Multiply by 2.5	15/20
		Total Score	97.4/120

Comments/Feedback from Evaluator:

NOTE: Really well-written plan!

The outcome below appears to be more of an indicator of participation or civic engagement. For the purposes of this plan (which might differ a bit from what ABET is looking for), these outcome statements are what the student can demonstrate as a result of your teaching. Is it possible to tweak this one to focus on what the program teaches students to prepare them for this role or activity? See page 31 of the following document, on civic and global learning for other ideas of student work product that could be evaluated, if interested. It is also possible that the measure you are using can work 'as is', but that the outcome statement could be rewritten to focus on what learning you are measuring. Could it be rewritten to say something like, "the student will explain how they add value to their organization…?" I think it is the "add value" as the action here, that makes it challenging to measure.

https://www.luminafoundation.org/files/resources/dqp-web-download.pdf

Outcome referenced:

Learning Outcome(s)

Graduates of the program will add value to their organizations, communities and society at large through involvement in professional societies, public presentations, civic engagement, and/or outreach. This year's focus is ABET 3d & 3h.

Aligns with University Learning Outcome(s):
Practice Citizenship

Based on your findings, it looks like the benchmark needs to be higher for each. The benchmark is a stretch goal, that is challenging to attain. The baseline data collected during these pilots looks like it can inform a new benchmark that is justified from previous data, which is great!

To continue to improve this plan, please reference the student learning outcome and metrics in the discussion of your findings and in the application of your changes.

See below for general information I am asking people to focus on in their plans, although your plan is already meeting most of this stuff ☺:

These plans are expected to evolve over time, and this review really involves collecting baseline information on where each program is at. As the plan is owned by the program, and this particular type of assessment is a faculty-level process, please share this feedback as appropriate. I look forward to seeing the progress on this plan next year.

Please keep the following in mind, as you make revisions:

<u>Developing a 3-year Assessment Cycle:</u>
You may choose to upload a document to the assessment system, that details an "assessment cycle." The minimum requirements are that one student learning outcome is assessed each year, and that all are assessed over a 3-year period. Documentation that your program has a cycle/schedule in place is needed to justify deferred reporting. However, a cycle still requires that agreed-upon student learning outcomes, measurements, and benchmarks are in place at the onset of the cycle. This only affects reporting of findings and changes.

<u>Student Learning Outcomes (What will the student know/do as a result of your teaching?)</u>

Please review each student learning outcome (SLO) for "student-centeredness." These are statements that generally begin with "the student will be able to…"

Each statement should be direct and measurable. Basically, you are hypothesizing what it is your student will be able to do or know as a result of your teaching. These are not aspiration statements; rather these are descriptions of what every graduate in your program ought to know and be able to do. They are proficiency statements. Learning outcome statements use active verbs, such as those from Bloom's Taxonomy in the link below.
http://www.fresnostate.edu/academics/oie/documents/assesments/Blooms%20Level.pdf

Please avoid nouns that do not lead to a level of proficiency, such as "ability," "awareness," and "appreciation." Also, if selecting a verb such as "develop" or "gain," realize that you are measuring "change" which would require you to collect baseline data, before you can measure the change resulting from your teaching.

The more complex this statement is, the more complex your measurement will be. An SLO that has multiple metrics, will require a comprehensive evaluation that looks at each metric.

For SLO ideas, you may find the Degree Qualifications Profile helpful, including the DQP's five learning categories for all degrees on page 5, and example student-learning outcomes by degree level on pages 29-31. They could easily be adapted to any program or revised to be content/discipline specific, or many generalize across the degree-level. Additionally, you might find the "Definitions of key DQP Terms" helpful on page 44-45.

https://www.luminafoundation.org/resources/dqp

Each SLO should be entered into the assessment system individually, as its own row. Please make sure that this is the case. This allows for a measure/benchmark to be assigned to each one.

Direct Measures:
After you make any/all revisions to your student learning outcome statements, a measure will need to be identified. This is the method you will use to test whether or not the statement was true. To be a direct measure, you must evaluate a student product (that is what makes it direct). Examples include writing samples, projects, presentations, performances, designs, signature assignments, exams, etc.

Once you have identified a student product to evaluate, a detailed scoring guide or rubric is needed. It should include enough detail that it is reasonable to expect consistency in faculty judgement about the quality of the work. This scoring guide or rubric is a mirror image of what the student is expected to do (SLO), often using much of the same language for the criteria. Additionally, this detailed language should include what will be present in the student's work at each dimension of proficiency and represent each metric of the single SLO. For example, if the SLO refers to both oral and written communication, then the scoring guide/rubric would assess each metric (oral/written).

This rubric is adapted from James Madison University's 2015 APT Assessment Rubric (Fulcher, Sundre, Russell, Good, & Smith): https://www.jmu.edu/assessment/_files/APT_Rubric_sp2015.pdf

Examples of measures that are **not** direct measures:
Course grade, participation, employment, acceptance to graduate schools, survey responses, focus groups, exit interviews, etc. These items should be listed under **indirect** measures.
Please explain how your measure includes a scoring guide/rubric that meets this criteria, or upload as documentation to your plan.

Benchmark:
Generally, this is a numerical value. And it requires that you have enough data or knowledge to make an educated guess. If you cannot justify why the value you choose is a stretch goal, then it is appropriate to collect baseline data the first year and note this on your plan. Once your baseline data on your new measure has been collected, you can use this information to create a stretch goal.

The benchmark is not something you are expected to hit every year – it is a target that you work toward, as you make changes to your teaching/curriculum over time.

Additional Resources:

Assessment Essentials: Planning, Implementing, and Improving Assessment in Higher Education
Trudy W. Banta & Catherine A. Palomba
(available as an ebook free from the UI library, has chapters on direct measures, learning in the major, using assessment results, etc.)

The chart on page 73, Exhibit 4.3 *Planning for Learning and Assessment* might be a helpful tool when revising your plan.

Pages 93-101 has a lot of detail about rubric creation, designing effective assignments, and using course-embedded assignments.

Findings and Changes:
Please only report data or changes that specifically relate to the student learning outcome. Other findings or changes, do not need to be reported here.

This rubric is adapted from James Madison University's 2015 APT Assessment Rubric (Fulcher, Sundre, Russell, Good, & Smith): https://www.jmu.edu/assessment/_files/APT_Rubric_sp2015.pdf

This rubric is adapted from James Madison University's 2015 APT Assessment Rubric (Fulcher, Sundre, Russell, Good, & Smith): https://www.jmu.edu/assessment/_files/APT_Rubric_sp2015.pdf

Prepared By: John Crepeau

Course: ME 345

Date: Fall 2016

Linkage with ME PEOs: *Learn and integrate*. Graduates will have gained career advancement based on knowledge as well as demonstrated skill in several of the following areas: engineering analysis, modeling/simulation, design, manufacturing, experimental methods, and application of industry-specific codes and standards

New ABET Student Outcome: 1 – an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics

Old ABET Student Outcome: 3e – an ability to identify, formulate, and solve engineering problems

Area of focus: Understand and solve problems in conduction, convection and radiation heat transfer.

Assessment Tool and Procedure:

Three exams were given during the Fall semester in ME 345, Heat Transfer. As the exam was being constructed, the instructor designated one problem during each of those three exams to be used as the assessment tool for this student outcome. From the first exam, one conduction question was used, during the second exam a convection question was used, and during the third exam, a radiation question was used.

Target: On a scale of 1-5 with 1 being poor and 5 being best, the students should score above an average of 3.5 for each of the problems.

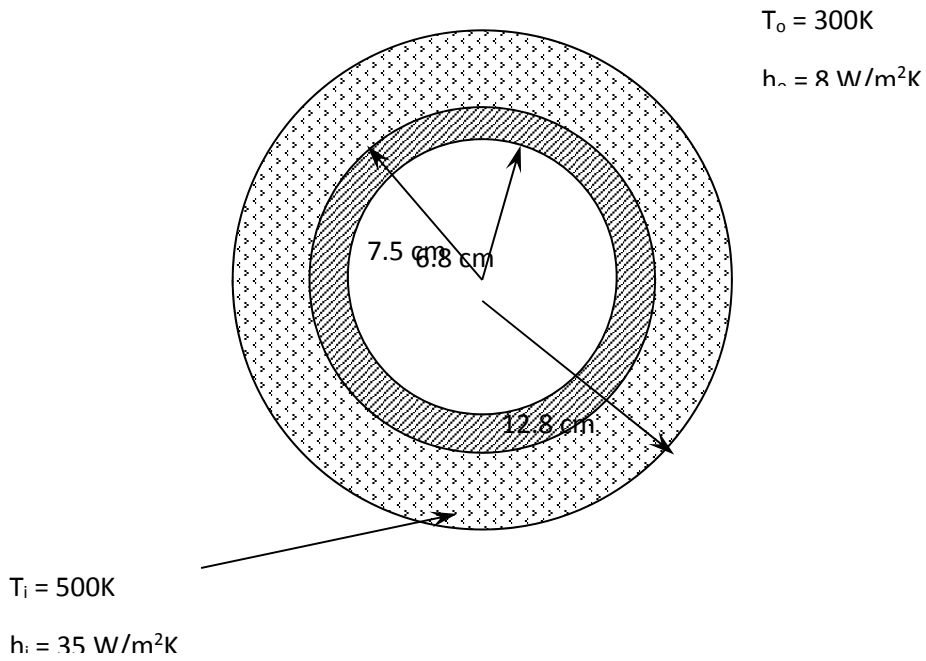
Findings: The questions and scoring for each of the three problems is given below. For the first problem, the weighted class average was 4.03, for the second problem, 3.78, and for the third problem, 3.66. The students met the target for this assessment.

Action Plan: While the students met the target, we will continue to monitor student proficiency in this area.

Fall 2016

ME 345, Heat Transfer

A steam pipe, made out of AISI 316 stainless steel, has an outside diameter of 15 cm, and a wall thickness of 0.7 cm. The pipe is insulated with a 5.3 cm thick layer of calcium silicate. Superheated steam flows at 500K through the pipe where the heat transfer coefficient is 35 W/m^2K. Heat is lost by convection to the surroundings at 300K where the heat transfer coefficient is 8 W/m^2K. Draw the thermal circuit diagram and calculate the rate of heat loss for a 20 m length of pipe.



On a scale of 1-5, with 5 being the highest, how well did students properly model and analyze the problem, including drawing the proper thermal resistance network, determine the proper thermophysical properties and calculate the heat loss?

	Poorly		Moderately		Well
Scale	1	2	3	4	5
#Students		2	7	11	12

Total number of students is 32 for this semester. The weighted average score for this problem was 4.03. This was problem 3 from the first midterm.

Engine oil flows at a mass flow rate of 0.6 kg/sec in a circular pipe with a diameter of 1-cm. The surface of the pipe is held at a constant temperature of T_s = 15ºC. The fluid enters the pipe at a temperature of T_i = 219ºC. How long must the tube be for the mean exit temperature of the fluid to be T_e = 35ºC?

On a scale of 1-5, with 5 being the highest, how well did students properly model and analyze the problem, including finding the correct thermophysical properties, selecting the proper correlation and calculating the correct pipe length?

	Poorly		Moderately		Well
Scale	1	2	3	4	5
#Students		3	14	2	13

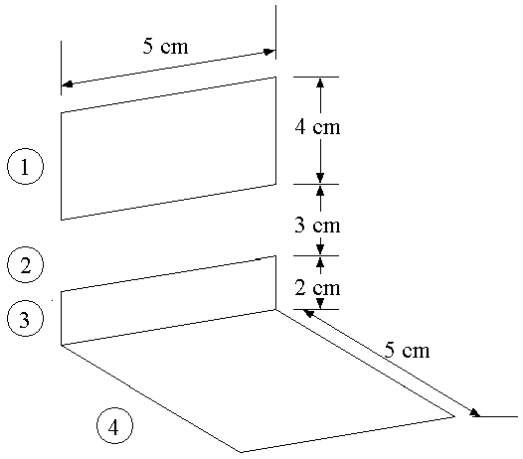
Total number of students is 32 for this semester. The weighted average score for this problem was 3.78. This was problem 2 from the second midterm.

Consider the three plates shown below. Plates 1 and 3 lie in the same plane, and plates 3 and 4 are perpendicular and share a common edge.

a. What is the view factor F_{34}?

b. What is the view factor F_{14}?

c. If $T_1 = 350\,^{\circ}C$ and $T_4 = 300\,^{\circ}C$, what is the net radiative exchange, q_{41}, assuming that the heat transfer occurs in a nonparticipating medium?



On a scale of 1-5, with 5 being the highest, how well did students properly model and analyze the problem, including finding the correct view factors and calculating the net heat exchange?

	Poorly		Moderately		Well
Scale	1	2	3	4	5
#Students	1	3	12	6	10

Total number of students is 32 for this semester. The weighted average score for this problem was 3.66. This was problem 5 from the final exam.

Prepared By: John Crepeau

Course/Location: ME 123, ME 223, ME 426, Moscow, Idaho

Date: March, 2017

Program Objective: *Think and create.* Graduates of the program will be effective mechanical engineering designers capable of modeling and designing a thermal system, a mechanical system, a component, or a process to meet specified engineering requirements while considering real-world constraints and the impact their solution may have on society.

ABET Learning Outcome: 3c - an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability

Area of Focus: Assessing the design process from the freshman through the senior year.

Assessment Tool and Procedure:

A group of design faculty members chose to pursue a project whereby the design skills of students in the freshman design course (ME 123), sophomore design course (ME 223) and the senior design course (ME 426) were assessed using the same scoring rubric. The idea was to measure the improvement of design skills of the students from the beginning to the end of their college careers. During the Fall 2016 semester the group of four faculty members studied the literature and devised a rubric (shown below). The rubric was then used to assess student performance and design skills on their final design projects.

This project is very much a work in progress, and we recognize the strengths and weaknesses in the rubric. Our plan is to evaluate the data from the Fall 2016 semester and implement changes to modify and improve the rubric so that it can be consistently used to assess design skills for a wide range of students.

During the Fall 2016 semester, the four faculty members employed the rubric and gathered data. The instructors of the freshman and sophomore design courses evaluated each of the teams while the other faculty members assessed smaller samples, ensuring that all of the teams in each of the courses was evaluated by at least two faculty members.

The scoring rubric uses a five point scale over four competencies: System Design; Implementation; Documentation; and Project Management. A score of one indicates that students are missing that particular competency; a score of two means the competency is developing; three, the competency is acceptable; four, commendable and five exemplary.

Target:

Since the project is just beginning, a final target has not yet been decided upon. Once the data has been gathered and analyzed, we will go through and set targets.

Findings:

The table below includes the scores from the ME 123, ME 223 and ME 426 classes in the Fall 2016 semester in three of the competency areas. Sufficient data was not collected for the documentation competency. The data show that the skills are increasing from year-to-year in the curriculum, which is an encouraging sign.

Course	System Design		Implementation		Project Management		Documentation	
	F16	Sp17	F16	Sp17	F16	Sp17	F16	Sp17
ME 123 Freshman Design (Avg +/- σ)	2.37 +/- 0.73	2.59 +/- 0.58	2.35 +/- 0.80	2.27 +/- 0.47	2.52 +/- 0.64	2.23 +/- 0.68		2.14 +/- 0.32
ME 223 Sophomore Design (Avg +/- σ)	3.25 +/- 0.81	3.18 +/- 0.58	2.92 +/- 0.82	3.01 +/- 0.55	3.21 +/- 0.70	3.28 +/- 0.59		3.44 +/- 0.57
ME 426 Senior Capstone Design (Avg +/- σ)	3.67 +/- 0.38	3.89 +/- 0.52	3.63 +/- 0.44	3.83 +/- 0.44	3.50 +/- 0.27	3.75 +/- 0.52		3.73 +/- 0.71

Action Plan: Since this is the first semester in which the rubric has been used for all three classes, the plan is to revise and refine the rubric, and use it in subsequent semesters on the three classes. Once sufficient data has been collected, we will be able to determine targets and determine a path forward.

Final Design Review

Team: _____Course:_____Date: _____

Competency	**Missing** **1**	**Developing** **2**	**Acceptable** **3**	**Commendable** **4**	**Exemplary** **5**	**Sub-Score**
System Design	No overall system architecture and lack of system integration. Minimal consideration of design constraints.	Partial consideration given to system-architecture and integration. Some consideration of design constraints.	Broad concept of a design with an adequate consideration of system integration while meeting many design constraints.	Refined and thoughtful integration of subsystems and meets most design constraints.	Well-integrated system which meets all design constraints.	
Implementation	Inappropriate selection of materials; undisciplined fabrication; no manufacturing plan; rarely functioning system.	Arbitrary selection of materials; minimal consideration of manufacturing; intermittent system functionality.	Suitable materials identified; some consideration given to manufacturability; system usually functions.	Standard selection of materials; complete manufacturing plan; system functions reliably.	Purposeful selection of materials; optimization of manufacturing and system functionality; high system reliability.	
Documentation	Little to no documentation; haphazard organization.	Some documentation included; minimal organization.	Many documents available and largely complete; somewhat organized.	All important documents included and ready for external review; clearly organized.	All important documents included, referenceable by third parties; highly organized.	
Project Management	Unorganized and lacks direction; team members unaware of responsibilities; no accountability.	Minimally organized and planned; team members somewhat aware or responsible; some accountability.	Moderate organization and planning; team members aware of responsibilities and held accountable.	Well organized and planned; team members are responsible and willingly accountable.	Thoroughly organized; team members are highly responsible and hold each other accountable.	

Notes/Comments:

Prepared By: Steve Beyerlein

Course/Location: Lean Manufacturing (ME 410)

Date: Spring/Summer 2017

Program Objective: *Clarify purpose and perspective.* Graduates of the program will practice mechanical engineering in a professional and ethical manner while remaining current in their field.

New ABET Learning Outcome:
6. An ability to recognize the ongoing need for additional knowledge and locate, evaluate, integrate, and apply this knowledge appropriately.

Old ABET Learning Outcome:
3i- a recognition of the need for, and an ability to engage in life-long learning

Area of Focus:
Personal documentation of self-directed project learning, team meetings/time management, and project assessment/reflections within the context of a professional logbook.

Assessment Tool and Procedure:
Lean Manufacturing (ME 410) is one of our most popular technical electives. ME 410 is offered in a short course format and more than half of our students take before entering the senior design course, typically the summer before entering senior design. In ME 410 as well as senior design students are required to maintain an engineering logbook, similar to one that they might be required to keep on the job. Regular logbook entries are expected addressing topics of team meetings/project management, design development, self/team/project assessment, and overall logbook organization for re-use. Logbook feedback is provided as part of a class session at the mid-point of ME 410. Logbooks are collected and scored by a single instructor using a 4-point scale (shown below) in four areas: (1) project management, (2) design development, (3) assessment, and (4) overall logbook organization. Students do a logbook self-assessment using the form shown at the end of this report. The instructor makes comments on these forms and supplies their own rating (using whole numbers from the rubric below) in each area as part of logbook grading.

1 = Minimal, sporadic entries
2 = Incomplete entries, minimal long-term value to author
3 = Complete entries, clear long-term value to author
4 = Exemplary entries, considerable long-term value to other logbook readers

Target:
It is desired that average class-wide performance as judged by faculty raters should be 3.25 or higher in all four areas. The logbook should be understandable to a third party who is somewhat familiar with the area of emphasis of each project.

Findings:

Work of 38 students was examined in 2017. Average values and standard deviation are reported for each of the four sections of the rubric.

Project Management	**AVG = 3.0**	**STDEV = 0.3-**
Design Development	**AVG = 3.4**	**STDEV = 0.5**
Assessment	**AVG = 3.1**	**STDEV = 0.4**
Organization	**AVG = 3.0**	**STDEV = 0.3**

When scores were averaged across all four sections of the rubric, the following frequency distribution resulted.

Score of 3.5 – 4 students
Score of 3.25 – 19 students
Score of 3.0 – 9 students
Score of 2.75 – 4 students
Score of 2.5 – 1 student
Score of 2.25 – 1 student

More than one-half of the class achieved a logbook score of 3.25 or better. Design Development scored significantly better than the other areas. Project management, assessment, and organization were all very similar at a level somewhat below the target level.

Action Items

Data collected from this course location and rating by a single instructor produced more consistent results than logbook assessments in capstone design done in the with multiple instructors/raters. The capstone instructor team hopes to pull logbook examples from this study to create a calibration tool that will help faculty better visualize and achieve consensus about levels of logbook performance that corresponds to 2, 3, and 4 in each of the logbook review areas.

Prepared By: Steve Beyerlein

Course/Location: Senior Design II (ME 426)

Date: May 5, 2017

Linkage to ME PEOs: *Graduates will have gained expanded responsibilities for coordinating activities as well as collaborating with others within their organizations, professional community, and/or society at large.*

New ABET Learning Outcome:
7. An ability to function effectively on teams that establish goals, plan tasks, meet deadlines, and creates a collaborative and inclusive environment.

Old ABET Learning Outcome:
3d- an ability to perform on a multi-disciplinary team

Area of Focus:
Performance in three areas of team member contribution within a project environment.

Assessment Tool and Procedure:
Senior design teams complete team member citizenship assessment near the end of the first semester and at the mid-point of the second semester within their capstone design sequence. A copy of this form appears at the end of this report. This assessment involves assigning a numerical rating to four different member contribution areas (joint contributions, individual contributions, team climate, and work product realization) along with providing written coaching to other members about their perceived strengths and areas for improvements. Scores and comments are synthesized by the lead instructor for each project and these are played back in a team-wide email that is intended to seed personal reflection and constructive dialogue about team dynamics and contributions. A five point scale is used to rate each contribution area:

1 = Rarely meets expectations, consistently is unreliable or performs inadequately
2 = Occasionally meets expectations; too frequently fails to perform as expected
3 = Usually meets expectations; occasionally allows failure to occur
4 = Faithfully meets expectations; does not fail without compelling excuse
5 = Models ideal professional responsibility; consistently exceeds expectations

At the end of the capstone project, the instructor independently rates each of the students in the joint contribution, individual contribution, and team climate areas.

Target:
Two thoughtful strengths and improvements for each team member should result from each round of team citizenship review. Instructor ratings of team performance in individual contributions, joint contributions, and team climate should average 3.25 or higher.

FINDINGS (qualitative results)

Throughout the year, two coaching cycles were successful in getting students to identify specific team skills and provide supporting evidence for strengths and improvements. Student teamwork performance was generally felt to improve throughout the capstone course sequence as the final project end-point became clearer. What follows is an example of synthesized team member feedback at the end of the first and second term in capstone design for the same design team.

1st TERM FEEDBACK EXAMPLE – Team TFS

Here is a synthesis of your peer coaching from the team member citizenship activity along with some insights that I have about your team. (S) represents a strength and (I) represents an improvement. As a group you seem to be functioning well and you definitely have a strong, positive relationship with your client, especially since the initiation of regular phone calls. Leverage these strengths and set personal development goals to address areas for improvement that can return value to the team as well as the project. I am looking forward to the upcoming Snapshot Day and next week's design review. Keep the pedal to the metal has you prove out your design ideas.

Juvy

S: **Energetic** - is motivated to do a good job on this project and lets his enthusiasm show
S: **Dependable** - gets his action items done on time with good quality
S: **Prototyping Skill** - has been instrumental in producing our physical proof-of-concepts to date
I: **Time Management**- has a tendency to take on too much and not let others know when he needs help
I: **Openness to Assessment** - he could be more receptive to other people's ideas/input, integrating these for even better outcomes
I: **Public Speaking** - practice sharing our project/progress with those outside the team and eliciting feedback

Cody

S: **Communication** - helps coordinate meaningful dialogue among team members and with our client
S: **Reliable** - strives to complete tasks as needed with desired quality
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I: **Delegation** - carefully review the tasks you take on, discerning things that others can do and might get done quicker

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S: **Work Ethic** - follows through on personal assignments and is willing to jump and help others out
S: **Management** - reminds members of dates/deadlines, augments the momentum of the team, and keeps us moving forward
I: **Asking for Help** - don't be afraid to ask for help on assignments that end up being less desirable or taking longer than you expect

John

S: **Team Recordkeeping** - does a good job taking minutes and getting these passed on in an efficient manner
S: **Electronic Communication** - reads and responds to messages in an efficient manner
S: **Openness** - Listens attentively to others and strives to help advance their ideas
I: **Speak Up** - don't be shy about sharing your thoughts about how the team is doing and what needs to get done
I: **Participation in Prototyping** - join in team prototyping sessions, helping build shared knowledge and deepening project engagement

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S: **Wiki Leadership** - volunteered to take on this important role
S: **Background Research** - has helped the team locate resources that have improved their knowledge of enabling technology
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I: **Status Reporting** - be more active in messaging and informing others about your progress/concerns

2nd TERM FEEDBACK EXAMPLE – Team TFS

Thank you for taking time to supply your team member citizenship feedback. Here is a synthesis of your Team Member Citizenship Feedback. Strengths are designated by (S). Improvements are designated by (I). The semester is running down but there is still plenty to do to bring your project to closure. Leverage your strengths and consciously address your areas for improvement in the home stretch. It would be good to see a clear leader/sub-team heading up the design report. This could be linked with your wiki archive and chronology of progress throughout the year. It seems like Cody and Josh could be a good pair to head this up, but you may have some other ideas.

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S: **Meeting Organization** – Provides agendas for productive telecons and follows up with informative meeting minutes.

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S: **Personal Documentation** – Maintains an exemplary logbook that others could benefit from reviewing.

I: **Responding to Feedback** – Make sure that you completely understand suggestions by others before you react/respond.

I: **External Communication**– Continue to work on project presentation to others outside the team who don't know the details of your project. This will be important at the Design Expo.

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I: **Proactive Communication** – Is sometimes hard to get ahold of and is slow to respond to texts/emails.

I: **Task Completion** – Start tasks when assigned, apprise others of your status, and strive to complete them in a timely manner.

John

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I: **Team Communication** – Be more active in communicating with the rest of the team, asking for help when needed.

Findings (quantitative results)

Data was collected at the final capstone instructor meeting of the year based ratings of 44 ME students. Classwide averages at the end of the capstone course sequence are well above the 3.25 target in all performance areas, with the distributions shown in the table below.

	Member Contribution Areas	# Students at Level 2	#Students at Level 3	#Students at Level 4	Class Ave
Joint Contributions	• Contributes to productive meetings • Focuses on achieving team goals • Works productively with others • Discusses thoughts with others	**4**	**18**	**22**	**3.40**
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Action Plan:

This was a broader, simpler, implementation of this assessment than that used during the previous academic year. This method includes the team member citizenship assessment for formative feedback (derived from member coaching reports) and summative evaluation (derived from lead instructor observations). The target sought in this assessment could also be elevated, shifting from a class average to a percentage of students rated at level 4 or above (50% would be a reasonable stretch goal).

TEAM MEMBER CITIZENSHIP FORM

Your Name: _____ Team: _____ Date: _____

Purpose

Effective teams have members who act as responsible citizens within the team. In this exercise you will rate yourself and team members with regard to member citizenship. You will also provide feedback on what you perceive to be their greatest strengths and areas for improvement.

A. Member Contributions

To stimulate your thinking, please rate members of your team (**including yourself**) on their contributions to an **effective team**. In each cell, assign the person a rating (1 to 5) for the corresponding contribution.

5 Models ideal professional responsibility; consistently exceeds expectations
4 Faithfully meets expectations; does not fail without compelling excuse
3 Usually meets expectations; occasionally allows failure to occur
2 Occasionally meets expectations; too frequently fails to perform as expected
1 Rarely meets expectations; consistently is unreliable or performs inadequately

		Team Member Initials						
	Member Contributions or Other Actions	(self)						
Joint Contributions	• Contributes to productive meetings • Focuses on achieving team goals • Works productively with others • Discusses thoughts with others							**Member Ratings* (1 to 5 in each cell)**
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B. Member Coaching

Demonstrate your understanding of individual member contributions to team effectiveness by assessing two **non-technical** contributions of each member (**including yourself**). Assess an important strength and assess an area to improve. Work will be scored by the instructor based on the quality of your assessments: their insightfulness, clarity, and helpfulness to achieving greater team effectiveness.

1. S**trength**: Label it; explain how it is being used to contribute to team effectiveness.
2. A**rea to improve**: Label it; suggest steps to achieve desired improvement in this area.

Person	Recognizing a Strength	Making an Improvement
(Example) *JPM*	Strength: *Dependability* Explanation: *Always follows through on assignments and produces work of nature and quality expected. Enables team members to focus on their own work without needing to cover for others not performing.*	Area to Improve: *Condescending Attitude* Suggestion: *Verbalize to members that their contributions have value, listen attentively, reinforce good ideas; this encourages others to share their ideas so the team's work reflects all assets of the team.*
(Self)	Strength: Explanation:	Area to improve: Suggestion:
TM #1:	Strength: Explanation:	Area to improve: Suggestion:
TM #2:	Strength: Explanation:	Area to improve: Suggestion:
TM #3:	Strength: Explanation:	Area to improve: Suggestion:
TM #4:	Strength: Explanation:	Area to improve: Suggestion:

Prepared By: Steve Beyerlein

Course/Location: Senior Design II (ME 426)

Date: May 5, 2017

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B. Member Coaching

Demonstrate your understanding of individual member contributions to team effectiveness by assessing two **non-technical** contributions of each member (**including yourself**). Assess an important strength and assess an area to improve. Work will be scored by the instructor based on the quality of your assessments: their insightfulness, clarity, and helpfulness to achieving greater team effectiveness.

1. S**trength**: Label it; explain how it is being used to contribute to team effectiveness.
2. A**rea to improve**: Label it; suggest steps to achieve desired improvement in this area.

Person	Recognizing a Strength	Making an Improvement
(Example) *JPM*	Strength: *Dependability* Explanation: *Always follows through on assignments and produces work of nature and quality expected. Enables team members to focus on their own work without needing to cover for others not performing.*	Area to Improve: *Condescending Attitude* Suggestion: *Verbalize to members that their contributions have value, listen attentively, reinforce good ideas; this encourages others to share their ideas so the team's work reflects all assets of the team.*
(Self)	Strength: Explanation:	Area to improve: Suggestion:
TM #1:	Strength: Explanation:	Area to improve: Suggestion:
TM #2:	Strength: Explanation:	Area to improve: Suggestion:
TM #3:	Strength: Explanation:	Area to improve: Suggestion:
TM #4:	Strength: Explanation:	Area to improve: Suggestion:

Appendix C: General Education Assessment Plan (2017-18)

General Education Assessment Report
NWCCU Mid-Cycle Evaluation

General Education at the University of Idaho includes courses in written communication (3-6 credits), oral communication (2-3 credits), natural and applied sciences (7-8 credits), mathematics (3-4 credits), social sciences and humanities (12 credits), integrated studies and senior experience (4 or more credits), and diversity (1-4 credits). The general education curriculum as a whole is meant to prepare students with the skills and abilities to (1) learn and integrate, (2) think and create, (3) use multiple interdisciplinary methods and strategies, (4) communicate and collaborate, (5) clarify purpose and perspective, and (6) practice good citizenship (General Education Learning Outcomes). In addition to our university's general learning outcomes, the Idaho State Board of Education also has statewide learning outcomes and rubrics for general education for written communication, oral communication, mathematical ways of knowing, scientific ways of knowing, humanistic and artistic ways of knowing, and social and behavioral ways of knowing. Rubrics are based on the AAC&U VALUE rubrics.

Although SLOs and rubrics exist, University of Idaho has not had a systematic assessment plan in place to assess progress toward learning outcomes and revise curriculum, courses, and processes based on assessment results. Largely this was due to inadequate resource allocation to general education, which led to a lack of assessment oversight. In July 2017, U of I hired a Vice Provost for Academic Initiatives, a new position that had as one responsibility leadership for general education. After a quick assessment of general education, the Vice Provost requested additional funds to change the Director of General Education position from half-time to full-time. This request was granted, and a full-time director began work on January 2, 2018. In addition, the Provost's Office provided additional funding to support assessment in two general education areas: written communication ($6945.76) and oral communication ($6618.50). The written communication GEM Assessment Plan is provided in Appendix xx. For oral communication, two artifacts are assessed: final exams from all students and a random sample of recorded persuasive speeches. The department trains evaluators to assess speeches and completes norming sessions to ensure interrater reliability.

We include the written communication GEM Assessment Plan as a model of good assessment for general education. In the areas of written and oral communication, we have strong assessment processes in place. Moving forward, we will create strong assessment plans in our other discipline areas and in integrated studies. By the end of the 2018 academic year, our director of general education will (1) meet with each general education disciplinary group to review learning outcomes, rubrics, and assessment policies (February 2018), (2) in collaboration with the Center for Excellence in Teaching and Learning, plan and deliver faculty sessions on course planning and assessment aligned with learning outcomes (April 2018), and (3) facilitate disciplinary groups' creation of assessment processes (May 2018). This timeline will ensure we are collecting and analyzing data across all of general education during the 2018-2019 academic year and using results of our analysis for improving general education. We will bring together faculty from across the general education disciplinary groups to review assessment results and to discuss changes we can make to improve students' general education experience and support their progress toward reaching the learning outcomes. Disciplinary groups will also discuss alignment of courses, activities, and assessments. As we move toward our 7-year visit, we will have a strong general education assessment process in place.

Written Communication GEM Assessment

English 102: College Writing and Rhetoric

Rationale for Assessment

The First-Year Composition Program at the University of Idaho has been working to meet the SBOE's Governing Policies and Procedures, Section: III.N.4, aligning our Program's English 102 learning outcomes with the GEM Written Communication competencies adapted in March, 2015. After working on alignment, the Program is ready to implement their assessment plan in fulfillment of UI General Education requirements.

Assessment Methods

At the end of the fall semester, raters from the First-Year Composition Program will assess the GEM competencies in three ways: Research-Based Essay Assessment, Survey of Students, and Survey of Faculty.

Research-Based Essay Assessment

Near the end of the fall semester, English 102 students will be asked to submit a copy of their research-based essay to a BbLearn site designed for programmatic assessment purposes. Once the essays are submitted, a random number generator will be used to collect 20% of the submitted essays for assessment purposes.

Using the SBOE Written Communication Value Rubric (see Appendix 3), raters will evaluate the randomly chosen essays and discuss the results, looking for areas where students are succeeding and areas where additional work may be needed. Specifically, we will measure the following Expected Learning Outcomes through this assessment:

1. Adopt strategies and genre that are appropriate to the rhetorical situation
2. Use inquiry-based strategies to conduct research that explores multiple and diverse ideas and perspectives, appropriate to the rhetorical context
3. Use rhetorically appropriate strategies to evaluate, represent, and respond to the ideas and research of others
4. Address readers' biases and assumptions with well-developed evidence-based reasoning
5. Use appropriate conventions for integrating, citing, and documenting source material as well as for surface-level language and style

Survey of Students

Near the end of the fall semester, students will respond to a knowledge survey of the Expected Learning Outcomes met in their English 102 courses. The survey will address the following Expected Learning Outcomes:

1. Use flexible writing process strategies to generate, develop, revise, edit, and proofread texts
2. Adopt strategies and genre that are appropriate to the rhetorical situation
3. Use inquiry-based strategies to conduct research that explores multiple and diverse ideas and perspectives, appropriate to the rhetorical context
4. Use rhetorically appropriate strategies to evaluate, represent, and respond to the ideas and research of others
5. Address readers' biases and assumptions with well-developed evidence-based reasoning
6. Use appropriate conventions for integrating, citing, and documenting source material as well as for surface-level language and style
7. Read, interpret, and communicate key concepts in writing and rhetoric

We are most interested in student perceptions of outcomes 1 and 7, since these are outcomes that we cannot assess with the Research-Based Essay Assessment described above.

Survey of Faculty

Near the end of the fall semester, faculty teaching English 102 will respond to a survey designed to measure their understanding of the importance of each of the Expected Learning Outcomes, and how they focused their instruction on each Expected Learning Outcome. The survey will address the following Expected Learning Outcomes:

1. Use flexible writing process strategies to generate, develop, revise, edit, and proofread texts
2. Adopt strategies and genre that are appropriate to the rhetorical situation
3. Use inquiry-based strategies to conduct research that explores multiple and diverse ideas and perspectives, appropriate to the rhetorical context
4. Use rhetorically appropriate strategies to evaluate, represent, and respond to the ideas and research of others
5. Address readers' biases and assumptions with well-developed evidence-based reasoning
6. Use appropriate conventions for integrating, citing, and documenting source material as well as for surface-level language and style
7. Read, interpret, and communicate key concepts in writing and rhetoric

Reporting Assessment Data

After collecting the data from the three assessment methods, the Program will create a report designed to show areas of strengths and weaknesses of the English 102 program. This information will be used to decide on curriculum changes, professional development workshops, or adjustments to the assessment process.

GEM Competency and Knowledge Objectives aligned with UI English 102 Learning Outcomes

GEM Outcomes	Use flexible writing process strategies to generate, develop, revise, edit, and proofread texts.	**Adopt strategies and genre appropriate to the rhetorical situation.**	**Use inquiry-based strategies to conduct research that explores multiple and diverse ideas and perspectives, appropriate to the rhetorical context.**	**Use rhetorically appropriate strategies to evaluate, represent, and respond to the ideas and research of others.**	Address readers' biases and assumptions with well-developed evidence-based reasoning.	Use appropriate conventions for integrating, citing, and documenting source material as well as for surface-level language and style.	Read, interpret, and communicate key concepts in writing and rhetoric.
University of Idaho Outcomes	10. Develop flexible strategies for generating, revising, editing, and proofreading. **11. Understand writing as an open process that permits writers to use later invention and re-thinking to revise their work.** 12. Give and receive constructive feedback from peers.	1. Accurately assess and effectively respond to a wide variety of audiences and rhetorical situations. **4. Focus on, articulate, and sustain a purpose that meets the needs of specific writing situations.**	**7. Be able to make the connection between questions and problems in your life both within and outside of college.** 14. Locate, evaluate, organize, and use research material collected from electronic sources, including scholarly library databases; other official databases (e.g., federal government databases); and informal electronic networks and internet sources.	3. Present ideas as related to, but clearly distinguished from, the ideas of others (including the ability to paraphrase, summarize, and correctly cite and document borrowed material). **8. Gather and evaluate information and use it for a rhetorical purpose in writing a research paper.**	5. Explicitly articulate why they are writing, who they are writing for, and what they are saying. **9. Attend to and productively incorporate a variety of perspectives.**	**13. Use conventions of format and structure appropriate to the rhetorical situation and practice appropriate means of documenting their work.**	**2. Comprehend college-level and professional prose and analyze how authors present their ideas in view of their probable purposes, audiences, and occasions.** 6. Write critical analyses and syntheses of college-level and professional prose.

Written Communication
General Education Skill Competency and Knowledge Objectives

"Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum." Excerpted with permission from *Assessing Outcomes and Improving Achievement: Tips and tools for Using Rubrics*, edited by Terrel L. Rhodes. Copyright 2010 by the Association of American Colleges and Universities.

Competency and Knowledge Objectives

Upon completion of the Written Communication component of General Education, a student will be able to

1. Use flexible writing process strategies to generate, develop, revise, edit, and proofread texts
2. Adopt strategies and genre that are appropriate to the rhetorical situation
3. Use inquiry-based strategies to conduct research that explores multiple and diverse ideas and perspectives, appropriate to the rhetorical context
4. Use rhetorically appropriate strategies to evaluate, represent, and respond to the ideas and research of others
5. Address readers' biases and assumptions with well-developed evidence-based reasoning
6. Use appropriate conventions for integrating, citing, and documenting source material as well as for surface-level language and style.
7. Read, interpret, and communicate key concepts in writing and rhetoric.

Depending on placement, many students will need to complete two courses in Written Communication to achieve the above competencies and knowledge objectives.

VALUE Rubric: Written Communication

Students will generally demonstrate their achievement of the following Expected Learning Outcomes through the totality of the writing projects they write for the course. The rubric is not intended as a grading rubric.

Criteria	**Exceeds End-of-Course Expectations** *Student has achieved the outcome and makes critical judgments related to relevance and application*	**Meets End-of-Course Expectations** *Student has achieved the outcome and consistently applies it*	**Entry-Level Expectation** *Student has entry-level awareness of content to be covered*
(1) Use flexible writing process strategies to generate, develop, revise, edit, and proofread texts	Discerns and applies effective strategies for all elements of the writing process.	Demonstrates strong ability to generate, develop, revise, and proofread drafts appropriate to the purpose.	Demonstrates mechanical ability to generate, develop, and revise drafts. Editing and proofreading are adequate for purpose.
(2) Adopt strategies and genre that are appropriate to the rhetorical situation	Demonstrates complex understanding of rhetorical situations and uses audience- and purpose-appropriate voice and tone.	Demonstrates grasp of a variety of rhetorical situations and Consistently chooses rhetorically appropriate mode, tone, and voice.	Demonstrates weak understanding of rhetorical situations and how to address them, evidenced by poor choice of mode, style, and tone.
(3) Use inquiry-based strategies to conduct research that explores multiple and diverse ideas and perspectives, appropriate to the rhetorical context	Can pose a reasonable research problem; Accesses information using effective, well-designed search strategies and most appropriate information sources. Shows strong ability to analyze information, articulate reasons for choosing solution and demonstrate the consequences of the solution.	Can pose a reasonable research problem with guidance. Accesses information using variety of search strategies and relevant information sources. Demonstrates ability to refine search.	Has some difficulty posing a good research problem. Accesses information using simple search strategies, retrieves information from limited and similar sources.
(4) Use rhetorically appropriate strategies to evaluate, represent, and respond to the ideas and research of others	Uses appropriate, relevant, and compelling evidence to illustrate sophisticated exploration of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling evidence to explore and express ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant evidence to develop and express ideas through most of the work.
(5) Address readers' biases and assumptions with well-developed evidence-based reasoning.	Effectively implements argumentative techniques that result in well-developed evidence-based arguments.	Anticipates readers' biases or assumptions and responds with some recognized argumentative strategies.	Demonstrates basic understanding of using evidence to support argument while anticipating readers' concerns.
(6) Use appropriate conventions for integrating, citing, and documenting source material as well as for surface-level language and style.	Demonstrates skillful and strategic ability to present information and arguments, using a variety of techniques (such as, but not limited to, paraphrase, synthesis, and quotation). Syntax, grammar, punctuation, and citations follow accepted conventions.	Uses appropriate strategies to present information but may be incorporating them mechanically. Source attribution is consistent. Makes minimal errors in syntax, grammar, and punctuation.	Relies heavily on one strategy – such as direct quotation – to incorporate source material. Incorporation is mechanical and attribution is inconsistent. Errors in tone, voice, syntax, grammar, and punctuation may be numerous.
(7) Read, interpret, and communicate key concepts in writing and rhetoric	Communicate complex understanding of key terms in writing and rhetoric.	Communicates grasp of key terms in writing and rhetoric.	Communicates weak understanding of key terms in writing and rhetoric.

Appendix D: Meta-Analysis Rubric (2016-17)

1 – Beginning	2 – Developing	3 – Established	4 -- Mature
1. Identifying Measurable and Observable Program-Level Student Learning Outcomes			
A. Clarity and Specificity			
No student learning outcomes stated, or highly deficit (most programs have 3-5 student learning outcomes or more)	Student learning outcomes present, but written with imprecise verbs (e.g., know, understand), vague description of content/skill or attitudinal domain, and non-specificity of whom should be assessed (e.g., "students")	Student learning outcomes generally are written using precise verbs, informative descriptions of the content/skill or attitudinal domain, and specifications of whom should be assessed (e.g., "graduating seniors in the Biology B.A. program")	All student learning outcomes are stated with clarity and specificity using precise verbs, informative description of the content/skill or attitudinal domain, and specification of whom should be assessed (e.g., "graduating seniors in the Biology B.A. program")
B. Student-centered Orientation			
No student learning outcomes are stated in student-centered terms	Some student learning outcomes are stated in student-centered terms	Most student learning outcomes are stated in student-centered terms	All student learning outcomes are stated in student-centered terms (i.e., what a student should know, think, or do)
2. Mapping the Curriculum			
No activities / courses listed or documentation uploaded, lacks evidence of curriculum alignment	Related activities/courses documented but alignment to student-learning outcomes is absent	Most student learning outcomes have classes or activities aligned to them	All student learning outcomes have classes or activities aligned to them
3. Using Effective Measures for Assessment			
A. Relationship between measures and student learning outcomes (alignment)			
No apparent relationship between student learning outcomes and measure indicated for one or more student learning outcomes	At a superficial level, it appears the content assessed by the stated measure matches the student learning outcomes, but no reassuring explanation or detail is given	General detail about how student learning outcomes relate to measures is provided. For example, the faculty wrote test items to match the student learning outcomes, or the instrument was selected "because its general description appeared to match our student learning outcomes"	Detail is provided regarding student learning outcomes and measurement match. Specific items on the test are aligned directly with the student learning outcome being assessed. The alignment and direct match is confirmed by faculty subject experts and documented
B. Type of Measurement			
No measurement indicated for one or more student learning outcome(s)	Student learning outcomes are not assessed via direct measures (only with indirect measures or face-to-face)	Most student learning outcomes are assessed with direct measures	All student learning outcomes assessed using at least one direct measure (e.g., tests, essays, student work product)
C. Benchmarks			
No benchmark given for one or more direct measures of student learning outcome(s)	Statement of desired result (e.g., student growth, comparison to previous year's data, comparison to faculty standards, performance vs. a criterion), but no specificity or one or more benchmarks not aligned to measure	Desired result specified (e.g., our students will gain ½ standard deviation from junior to senior year, our students will score above a faculty-determined standard). "Gathering baseline data" is acceptable for this rating.	Desired result specified AND justified (e.g., Last year the typical student scored 20 points on measure "x." The current cohort underwent more extensive coursework in the area, so we hope the average student scores 22 points or better.)

This rubric is adapted from James Madison University's 2015 APT Assessment Rubric (Fulcher, Sundre, Russell, Good, & Smith): https://www.jmu.edu/assessment/_files/APT_Rubric_sp2015.pdf

1 – Beginning	2 – Developing	3 – Established	4 -- Mature
D. Data Collection & Research Design Integrity			
No information is provided about the data collection process or data from direct measures is not collected, without reasonable justification	Limited information is provided about data collection such as who and how many took the assessment, but not enough to judge the veracity of the process (e.g., 35 seniors took the test)	Enough information is provided to understand the data collection process, such as description of the sample, testing protocol, testing conditions, and student motivation. Nevertheless, several methodological flaws are evident such as under-representative sampling, inappropriate testing conditions, one rate for all ratings, or mismatch with specification of desired results.	The data collection is clearly explained and is appropriate to the specification of desired results (e.g., representative sampling, adequate motivation, two or more trained raters for performance assessment, pre-post design to measure gain, cutoff defended for performance vs. a criterion)
E. Reliable Results			
No process in place to check for inter-rater reliability, nor details provided on effort to improve reliability.	Reliability estimates (e.g., internal consistency, test-retest, inter-rater reliability) provided for more scores, although reliability tends to be poor. Or, author states how efforts have been made to improve reliability (e.g., raters were trained on rubric).	Reliability estimates provided for most scores, most scores are marginal or better. Evidence of inter-rater reliability efforts.	Reliability estimates provided and are good. Plus, other evidence of a multi-year process and improvement to inter-rater reliability made.
4. Reporting Program-Level Findings of Assessment			
A. Presentation of findings			
No findings presented for one or more direct measures of student learning outcomes, and no justification for lack of presentation	Findings are present, but it is unclear how they relate to the student learning outcomes or benchmark	Findings are present, and they directly relate to the student learning outcomes and the benchmark but presentation is sloppy or difficult to follow. Statistical analysis may or may not be present.	Findings are present, and they directly relate to the student learning outcomes and benchmark, are clearly presented, and were derived by appropriate statistical analysis.
B. History of findings (trend data or evaluation of findings over time) and closing the loop			
No direct finding presented, no documented 'closing of the loop' through documented reflection and continuous improvement	Only current year's findings provided or discussed in report	Past iteration(s) of findings (e.g., last year's) provided for some assessment(s) in addition to current year's.	Past iteration(s) of findings (e.g., last year's) provided for majority of assessments in addition to current year's. Continuous findings allow for evaluating improvement.
C. Interpretation of findings			
No interpretation attempted for one or more of direct findings reported	Interpretation attempted, but the interpretation does not refer back to the student learning outcomes or benchmark. Or the interpretations are clearly not supported by the methodology or findings.	Interpretations of findings seem to be reasonable inferences given the student learning outcomes, benchmark, and methodology.	Interpretation of findings seem to be reasonable given the student learning outcomes, benchmarks, and methodology. Plus, multiple faculty interpreted findings (not just one person).

This rubric is adapted from James Madison University's 2015 APT Assessment Rubric (Fulcher, Sundre, Russell, Good, & Smith): https://www.jmu.edu/assessment/_files/APT_Rubric_sp2015.pdf

1 – Beginning	2 – Developing	3 – Established	4 -- Mature
5. Communicating Assessment Information and Data			
No evidence of communication documented or discussed	Information provided to limited number of faculty or communication process unclear	Information provided to all faculty, mode (e.g., program meetings, emails) and details of communication clear	Information provided to all faculty, mode and details of communication clear. In addition, information shared with others such as advisory committees and other stakeholders.

1 – Beginning	2 – Developing	3 – Established	4 -- Mature	Cusp of National Model for Learning Improvement	National Model for Learning Improvement
6. Documenting the Discussion/Use of Assessment Findings Toward Program Improvement					
A. Program modification and improvement regarding student learning and development					
No mention of any changes to improve student learning and / or achievement	Examples of changes documented but the link between the changes and the findings is not clear	Examples of changes. Or plans to modify documented and directly related to findings. However the changes lack specificity.	Examples of or plans to make changes are documented and directly related to the findings. These changes are very specific and include approximate dates of implementation and where in the curriculum the changes will occur.	Evidence, from direct measures, suggesting learning improvement due to changes made. This program responded to previous assessment findings, made changes, RE-assessed, and found that student learning improved. Lack of clarity leave legitimate questions regarding the improvement interpretation.	Strong evidence, from direct measures, supporting substantive learning improvement due to program changes. This program responded to previous assessment findings, made changes, RE-assessed, and found learning improved. The rationale and explanation of the modifications leading to the change in findings is clear and the improvement interpretation can withstand reasonable critique from stakeholders and experts.
B. Improvement of assessment process					
No mention of how this iteration of assessment is improved from past administrations / cycle; no discussion for future improvement of assessment activities	Some critical evaluation of past and current assessment, including acknowledgement of flaws, but no evidence of improving upon past assessment or making plans to improve assessment in future	Critical evaluation of past and current assessment activity, including flaws; plus evidence of revision, or general plans for improvement	Critical evaluation of past and current assessment activities including flaws; improvement have been made and more are planned. Specific details are given.	N/A	N/A

This rubric is adapted from James Madison University's 2015 APT Assessment Rubric (Fulcher, Sundre, Russell, Good, & Smith): https://www.jmu.edu/assessment/_files/APT_Rubric_sp2015.pdf

Scoring Sheet / Feedback

Course/Program/Degree Name:
Score with Sub-scoring

Section	Raw Score (total points for section)	Multiplier (weighting of section)	Sub-score
1. Student learning outcomes		Multiply by 2.5	/20
2. Curriculum map (bonus)		Multiply by 5	/20
3. Measures		Multiply by 1	/20
4. Findings		Multiply by 1.667	/20
5. Communication		Multiply by 5	/20
6. Use of Findings		Multiply by 2.5	/20
Trend Data: 2015-16 Score: 2016-17 Score:		Total Score (used for rating)	/100
		Total Score w/curriculum mapping	/120
		Rating (section 2/mapping not included)	

Beginning	Developing	Established	Mature
1-29	30-50	51-75	75+
Recognizes the role of assessment and completed a plan, but does not have a fully implemented process.	Is collecting some data, piloting efforts, engaged in conversations, and/or has operationalized a plan.	Some strategic and comprehensive assessment taking place for one or more learning outcomes. Some areas require further revision, clarification or additional evidence or analysis. Plan may need time to mature further.	Assessment plan fully supported by documentation and findings demonstrate student learning of most outcomes. Faculty are involved, evidence of meaningful analysis is presented, and the process is continuous, and being used to improve student learning and outcomes.

Comments/Feedback from Evaluator:

NOTE:

Recommendations for continuing to improve the assessment plan and report:

Please keep the following in mind, as you make revisions:

<u>Developing a 3-year Assessment Cycle:</u>

This rubric is adapted from James Madison University's 2015 APT Assessment Rubric (Fulcher, Sundre, Russell, Good, & Smith): https://www.jmu.edu/assessment/_files/APT_Rubric_sp2015.pdf

You may choose to upload a document to the assessment system, that details an "assessment cycle." The minimum requirements are that one student learning outcome is assessed each year, and that all are assessed over a 3-year period. Documentation that your program has a cycle/schedule in place is needed to justify deferred reporting. However, a cycle still requires that agreed-upon student learning outcomes, measurements, and benchmarks are in place at the onset of the cycle. This only affects reporting of findings and changes.
Additional Resources:

Assessment Essentials: Planning, Implementing, and Improving Assessment in Higher Education
Trudy W. Banta & Catherine A. Palomba
(available as an ebook free from the UI library, has chapters on direct measures, learning in the major, using assessment results, etc.)

The chart on page 73, Exhibit 4.3 *Planning for Learning and Assessment* might be a helpful tool when revising your plan.

Pages 93-101 has a lot of detail about rubric creation, designing effective assignments, and using course-embedded assignments.

This rubric is adapted from James Madison University's 2015 APT Assessment Rubric (Fulcher, Sundre, Russell, Good, & Smith): https://www.jmu.edu/assessment/_files/APT_Rubric_sp2015.pdf

Appendix E: Addendum Report Addressing UI's Progress Since the 2017 Ad Hoc Report

University of Idaho

Ad-Hoc Self-Evaluation Report 2018

February 28, 2018

Contents

Introduction

The Northwest Commission on Colleges and Universities accepted the University of Idaho's Spring 2017 Ad Hoc Report at its June 21-23, 2017 meeting. The request for that report was the subject of Commission correspondence dated July 20, 2015. In accepting the Ad Hoc Report, the Commission determined that its expectations regarding Recommendations 2, 3, and 4 of the Spring 2015 Year Seven Peer Evaluation Report had not been met. The Commission requested that the University of Idaho again address Recommendations 2, 3, and 4 of the Spring 2015 Year Seven Peer Evaluation Report as an addendum to the University's regularly scheduled Spring 2018 Mid-Cycle Evaluation Report.

A follow-up call with NWCCU staff indicated that the Commission wishes to see continuous progress within the framework shared in the Spring 2017 Ad Hoc Report. This report provides University of Idaho the opportunity to reflect on these continuing university processes and strengthen areas of value, while fulfilling its land-grant mission and moving the institution forward.

In this report, the University of Idaho celebrates its continued progress in this area and its achievements while maintaining its eye on the future. The University remains guided by its 2016-2025 Strategic Plan, which builds on past successes. This plan is informed by the University's mission, which guided the development of its Core Themes, and is developed with input from constituents across the University.

This report summarizes progress made by the University of Idaho in meeting NWCCU's Recommendations 2, 3, and 4. Many of the UI's processes have been refined as the University has developed and implemented its Strategic Plan[1] in 2016. Changes continue throughout the university as our planning processes continue to mature.

The University of Idaho demonstrates data-informed decision-making, incorporating feedback and using its assessment results to continually improve and adapt to the ever-evolving landscape of higher education. This is demonstrated in the improvements made to existing processes that integrated new metrics-based components since the last accreditation visit in 2015. The activities and processes highlighted in this report are the foundation of the University's continued strategic direction. Consistent with the recommendations addressed in this report, the University is committed to providing evidence of its processes, decision paths, and use of data to plan for the future.

[1] The Strategic Plan Development Committee, which consisted of 40 UI employees, led the University of Idaho's strategic planning process. Additional contributions were made by individual and team volunteers, and included the development of the vision statement, facilitation of town halls, survey of alumni, and assistance with communication channels to field and answer questions. Through this combined effort, the UI engaged its full community, including alumni. An example of this is the effort made at the 2015 Leadership Weekend to engage all college advisory board members with potential mission and vision phrases and collect their feedback; this process is one of the collaborative methods used to inform the new strategic plan.

Updated Response to Year Seven Recommendations

This report responds to the Commission's request that the University of Idaho again address NWCCU recommendations 2, 3, and 4, which were first focused on in the 2017 Ad Hoc Report, and stem from the Year Seven Comprehensive Self-Evaluation (July 20, 2015).

Each recommendation is presented, followed by the University's response.

Recommendation 2

Based on its definition of mission fulfillment, the evaluation committee recommends that the institution consistently use assessment results to make determinations of quality, effectiveness, and mission fulfillment and communicate its conclusions to appropriate constituencies and the public (Standard 5.A.2).

Assessment Results and Mission Fulfillment

The University of Idaho Year One report (May 1, 2016) articulated the benchmarks used in the assessment of mission fulfillment. These primary proxy measures are: number of terminal degrees (reflecting research, scholarly activity, and graduate program productivity), societal impact (go-on rates [students participating in post-high school education]), and education and equity (student success in the first semester). The University intentionally aligned its strategic plan for 2016-2025 with its three Core Themes and the metrics used to assess mission fulfillment to create an integrated process of evaluation.

The University's Core Themes are:

- Core Theme One: Innovate – Scholarly and creative work with impact;
- Core Theme Two: Engage – Outreach that inspires innovation and culture; and,
- Core Theme Three: Transform – Increase our educational impact.

The metrics used to define mission fulfillment are also used to assess our Core Themes (Table 1). Since the implementation of the Strategic Plan and Core Theme metrics in 2016, the data for these has been systematically and consistently collected and reviewed. Table 1 shows the data collected to date.

The metrics used to define mission fulfillment remain the same as those provided in the Year One Report (page 8) and remain the same. Additional metrics identified in the 2016-2025 Strategic Plan were provided in the 2017 Ad Hoc Report also remain the same. Table 2 demonstrates systematic collection of these metrics.

Table 1: Mission Fulfillment Metrics (Baseline, Actual for 2016 and Target Goal Data)

Performance Measures		Baseline (2014-15)	Jul-17	Jul-18	Jul-19	Waypoint 2 July 2022	Final Target
Terminal Degrees (PhD, MFA etc.)	Target		285	300	325	380	425
	Actual	275	236				
Societal Impact (Go On)	Target		35%	40%	42%	43%	45%
	Actual	NA	35%				
Enrollment (Heads)	Target		12,000	12,500	13,000	15,000	17,000
	Actual	11,372	11,780	12,072			
Equity Metric: First term GPA & Credits	Target		80% / 80%	85% / 85%	90% / 90%	95% / 95%	100% / 100%
	Actual	75% / 75%	62.5% / 87.5%				
"Great Colleges to Work For" Survey	Target		Survey Avg in 3rd Group (of 5) (56)	Survey Avg in 3rd Group (of 5) (62)	Survey Avg in 4th Group (of 5) (66)	Survey Avg in 4th Group (of 5) (70)	Survey Avg in 4th Group (of 5) (73)
	Actual	Average in 3rd Group (of 5) (55)	Average in 3rd Group (of 5) (56)				

The Office of Institutional Effectiveness and Accreditation (IEA) has primary responsibility for compiling and disseminating institutional assessment data, including metrics that reflect mission fulfillment, as well as providing the basis for data-driven decision making as an enhanced standard of practice for business operations. An increased focus on data-supported organizational restructure and an expansion of IEA staff (see Appendix A for organizational chart). Further reorganization stems from the recent retirement of the Associate Director of IEA (January 2018). An entry-level position will replace the Associate Director position and Associate Director duties have shifted to the Director position. The majority of these positions reside in the IEA office suite, with the fourth embedded in the Strategic Enrollment Management group. This fourth position is expected to provide both direct support for enrollment-related data needs and a link to the many university-wide data projects and initiatives of the IEA office.

As indicated in the 2017 Ad-hoc report, our focus over the last few years has been on the assessment of strategic plan Goal Three/Core Theme Three (Transform: Increase our Educational Impact), which includes benchmark metrics on enrollment and retention and involves working closely with Strategic Enrollment Management. The primary metrics of our core themes are shown in Table 2.

Table 2: Target Goal Metrics for Strategic Plan Goals, Core Themes, and Mission Fulfillment

Performance Measures		Baseline 2014-15	FY 2017	FY 2018	FY 2019	FY 2022	FY 2025
Goal 1/Core Theme 1: Innovate (scholarly and creative work with impact)							
1.1 Terminal degrees in given field (PhD, MFA, etc.)*	**Goal**		**285**	**300**	**325**	**380**	**425**
	Actual	**275**	**236**				
1.2 Number of Postdocs, and Non-faculty Research Staff with Doctorates	Goal		70	75	80	100	120
	Actual	66	102				
1.3 Research Expenditures ($ Million)	Goal		100	105	115	135	160
	Actual	96	102				
1.4 Invention Disclosures	Goal		20	25	30	40	50
	Actual	17	21				
Goal 2/Core Theme 2: Engage (outreach that inspires innovation)							
2.1 Go-On Impact	**Target**		**35%**	**40%**	**42%**	**43%**	**45%**
	Actual	**NA**	**35%**				
2.2 Number of Direct UI Extension Contacts	Target		348,000	359,000	370,000	375,000	380,000
	Actual	338,261	360,258				
2.3 % Faculty Collaboration with Communities (HERI)	Target		61%	63%	65%	68%	70%
	Actual	57%	57%	57%			
2.4 NSSE Mean Service Learning, Field Placement or Study Abroad	Target		56%	58%	60%	66%	72%
	Actual	52%	52%				
2.5 Alumni Participation Rate	Target		9%	10%	11%	13%	15%
	Actual	9%	10%				
2.6 Economic Impact ($ Billion)	Target	1.1	1.1	1.2	1.3	1.7	2
	Actual	1.1	1.1	1.1			
2.7 Dual credit (PMR) a) Total Credit Hours b) Unduplicated Headcount	Target	a. 6002 b. 1178	a. 6500 b. 1200	a. 6700 b. 1250	a. 6700 b. 1250	a. 6700 b. 1250	a. 6700 b. 1250
	Actual	a. 6002 b. 1178	a. 10,170 b. 2,251				
Goal 3/Core Theme 3: Transform (increase our educational impact)							
3.1 Enrollment	**Target**		**12,000**	**12,500**	**13,000**	**15,000**	**17,000**
	Actual	**11,372**	**11,780**	**12,072**			
Equity Metric: First term GPA & Credits (% Equivalent)	**Target**		**80% / 80%**	**85% / 85%**	**90% / 90%**	**95% / 95%**	**100% / 100%**
	Actual	**75% / 75%**	**62.5% / 87.5%**				
3.3 Retention – New Students (PMR)	Target		82%	83%	84%	87.00%	90%
	Actual	77%	77%	82%			
3.4 Retention – Transfer Students (PMR)	Target		77%	78%	79%	82%	85%
	Actual	83%	83%	82%			
3.5 Graduates (All Degrees):	Target		2,900	2,950	3,000	3,500	4,000
	Actual	2,861	2,668				

3.6 NSSE High Impact Practices	Target		70%	70%	75%	80%	85%
	Actual	67%	67%				
3.7 Remediation a) Number b) % of first time freshman (PMR)	Target		a. 153 b. 14%	a. 158 b. 14%	a. 142 b. 12%	a. 124 b. 10%	a. 103 b. 8%
	Actual	a. 150 b. 14%	a. 230 b. 19%				

***The bolded metrics are proxy metrics used to assess overall mission fulfillment.**

See Appendix B for more information on the timeline used to assess each data set and/or source used to calculate each of the identified metrics.

IEA has developed, and continues to populate, interactive online institutional dashboards to increase the accessibility of data for key decision-makers. Initial dashboards provide data on Core Theme Three (Transform: Increase our Educational Impact), which is a priority activity in the first three years of the UI strategic plan[2]. These reports have drilldown capability and provide data for unit and university analysis, as well as the development of decision paths. These dashboards include data on enrollment, admissions, progression, retention, graduation, and degrees awarded. See Appendix C for sample dashboards that support data-driven decision-making processes.

The data is consistently collected and reported, and is being used to actively inform decisions and actions at the University. One example of the use of the data is its role in the alignment of academic and non-academic unit-level plans with the UI strategic plan. The Institutional Planning and Effectiveness Committee (IPEC) lead this process by requiring the development of cascaded plans for all colleges and major units, which are the strategic guides each college and unit uses to implement specific activities/initiatives in support of strategic plan goals, core themes, and mission fulfillment. Colleges and units establish their own long-term support of the University's core themes and nine-year strategic plan by mapping to the core theme benchmark metrics shown in Table 2. College deans and other administrators use this data to measure the performance in each area. Cascaded Strategic Planning Guidelines[3] are published on the Office of the Provost & Executive Vice President's website. By using consistent metrics among the cascaded plans, the strategic plan goals, and the core themes, the University is able to assess the sum of its parts towards continually improving the whole and achieving the overall benchmark metrics in Table 2.

Cascaded plans are posted online and updated regularly.

[2] The University of Idaho 2016-2025 Strategic Plan is sub-divided into three 3-year segments, called waypoints. Waypoint One (2016-2019) focuses on increasing enrollment and improving employee morale as a component of campus culture.

[3] Cascaded Strategic Planning Guidelines: https://www.uidaho.edu/provost/strategic-plan/cascaded-planning-guidelines.

Progress toward strategic plan goals and core themes (shown in Table 2), is reviewed and discussed annually by the Institutional Planning and Effectiveness Committee (IPEC), President's Cabinet, Presidents Leadership Group, Provost and Dean's Councils, and Faculty Senate as well as other constituent groups. The President's Cabinet meets regularly to discuss operational items with the president. The President's Leadership Group is comprised of a wide set of campus leaders from faculty, staff and administration who are engaged in evaluating and developing intervention strategies relative to University initiatives. This group in particular conducts a year-end review of the Strategic Plan Goals/Core Themes data that guides focused reflection and discussion of continuous improvement efforts and mission fulfillment. This dialogue among university leaders provides the opportunity for leadership to assess and analyze progress, as defined by strategic plan goals, core themes and mission fulfillment metrics. The last two years' results are shared with UI constituents through Annual Reports. The annual Strategic Plan report are provided to constituents as well. For 2016, this report is a linkage document that focused on three underlying transitional pillars[4] and sets the stage for the 2016-2025 strategic plan goals and core themes (see the 2016 Annual Report). The 2017 Annual Report details the progress made on strategic plan goals, core themes, and mission fulfillment metrics shown in Table 2.

Communication of Mission Fulfillment

In addition to the Annual Report, the President delivers an annual "State of the University" address to University faculty, staff and students. The address is streamed live and aired at dedicated viewing locations across Idaho to encourage statewide participation. Updates on University initiatives are communicated to the community at large at the address and are also shared as regular updates by the Provost & Executive Vice President on a webpage.

Since the University of Idaho Board of Regents/Idaho State Board of Education approved the Strategic Plan in June 2016, it has been publicly communicated on the Provost's Office website[5], the President's Office website, and the Idaho State Board of Education's website. The strategic plan (see Appendix E) communicates the University's assessment plan and the metrics and has continues to be used to evaluate progress at specified waypoints. Hard copies of the strategic plan were also disseminated to Advisory Board members and transmitted electronically to all UI employees and students.

Regularly scheduled Faculty Senate and committee meetings allow continuous information communication. The University of Idaho also makes an annual presentation to the University of Idaho Board of Regents/State Board of Education to discuss its progress and assessment results. Additionally, as we communicate University decisions, relevant achievements, and news of interest both internally and externally, any connections to our assessment and decision-making processes as well as the priority setting objectives of the strategic plan are included to facilitate

[4] Three transitional pillars: https://www.uidaho.edu/president/vision
[5] University of Idaho 2016-2025 Strategic Plan: http://www.uidaho.edu/provost/strategic-plan

broad understanding. We consistently align our communication with our definition of mission fulfillment through shared language in conversations and by having the UI mission woven into our fabric of existence.

Recommendation 3

The evaluation committee recommends that the institution more consistently formalize, document, and evaluate its cycle of planning practices, resource allocation, and assessment of results to ensure their adequacy, alignment, and effectiveness. It should use the results of its evaluation to make changes, as necessary, for improvement and document the relationship between changes and assessment results.

Since the 2015 NWCCU visit, UI has developed and implemented a more refined, streamlined, and formalized decision-making processes. Using its strategic plan, aligned with its core themes, the University has evaluated its cycle of planning practices, resource allocation, and assessment, and it has used the results of this evaluation to improve its processes.

Institutional Planning and Effectiveness Committee (IPEC)

Formed as part of the University's 2016-2025 Strategic Plan, the Institutional Planning and Effectiveness Committee (IPEC) advises the President and the Board of Regents/State Board of Education on a variety of matters, and coordinates multiple processes to ensure progress toward meeting the goals and aspirations of the plan. In particular, IPEC work on the following major initiatives:

- Cascaded Plans. Cascaded plans, produced by academic and non-academic units across the University, address how current resources will be used to meet Strategic Plan goals. IPEC has provided a structure to collect, implement, and monitor these plans.
- Program Prioritization. IPEC oversees the Program Prioritization process mandated by the University of Idaho Board of Regents/State Board of Education, including the development of criteria for program ranking and the budget reallocation process.
- Incentives Subcommittee. This subcommittee was convened in 2016 to determine whether a financial incentive for enrollment growth should be provided to colleges.
- Efficiencies and Effectiveness via Centralization Subcommittee. This subcommittee was convened in 2016 to make recommendations about whether certain University of Idaho functions (like IT, HR, Finance, Development, Advising, Communications/Marketing, Research Support, etc.) would be improved if they shifted from a highly distributed managerial oversight to a more centralized approach.

Efficiencies and Effectiveness via Centralization (EEC), an IPEC subcommittee, has worked to identify opportunities to gain efficiencies and effectiveness in our work practices. The subcommittee examined and documented multiple perspectives on the issue before formulating a considered set of six final recommendations. IPEC supported the recommendations from this report with some adjustment (see Appendix E). In particular, IPEC agreed that an embedded, centrally-funded employee approach would be highly successful at UI. Collaboration between colleges and units was considered the best scenario and the

recommended approach, but also thought to be unachievable on a voluntary basis, particularly in areas of high risk or where security and major compliance concerns are involved. IPEC suggested that UI should consider a model of embedded/distributed employees working by administrative units that provide standards, methodologies, management, and career opportunities. Furthermore, IPEC concluded that the institution needs to combine the best of both centralized and decentralized services so that faculty, staff, and students can expect a baseline of services in important areas while maintaining flexibility to offer expanded services for those who need them.

College/ Unit Cascaded Plans

The Provost and Executive Vice President led the development of the 2016-2025 Strategic Plan and IPEC led the development of the cascaded plans. The cascaded plans guide each college and major unit in identifying and implementing specific activities/initiatives in support of the university-wide plan. The University recognizes every area has a unique contribution to make toward strategic plan goals and core themes metrics. Cascaded Strategic Planning Guidelines are published on the Office of the Provost & Executive Vice President's website. All academic colleges, vice presidential areas and units reporting directly to the President have developed a cascaded plan for the period of July 1, 2016 through June 30, 2019. Colleges and units have flexibility in the style and substance of their final cascaded plan, and broad participation and direct involvement of faculty, staff, students and other key stakeholders is expected. Colleges and units are reporting annually on strategic plan and core theme metrics, which provides for regular assessment of achievement and continuous improvement throughout the plan. The integration of the data from the cascaded plans with complementary data from other planning processes such as program prioritization and the University Budget and Finance Committee (UBFC) allow UI to can make informed decisions of resource allocation based on multiple data sources.

The Student Affairs cascaded plan provides an example of how units operationalize the university's strategic plan within their areas. The unit has 15 initiatives that are aligned to a strategic plan goal and/or core theme. For example, many align with core themes "Engage" or "Transform." Student Affairs has identified baseline metrics for each initiative and an initial target for 2017. Data has been collected for each metric as of July 2017 and is reported back by the unit. Details of the plan and report are shared in Appendix F.

The College of Letters, Arts, and Social Sciences (CLASS) has intentionally aligned their own nine-year plan with the University's strategic plan timeline. For the first three years, the college's focus includes Goal 3/Core Theme 3: Transform. At Waypoint 1, the college expects to have grown its undergraduate enrollment to 2,574 and 18 terminal degrees granted. These achievements will support the university in realizing its overall enrollment and degrees granted goals. As the university broadens its focus following Waypoint 1, so too will the college. A list of action items are included in the CLASS cascaded plan that detail those items that will support the college in achieving its goals. Action items include the launch of seven new degree plans by 2019; the hiring of two clinical faculty members for every additional 500 registered students; the hiring of one additional college student services advisor for every additional 250 students;

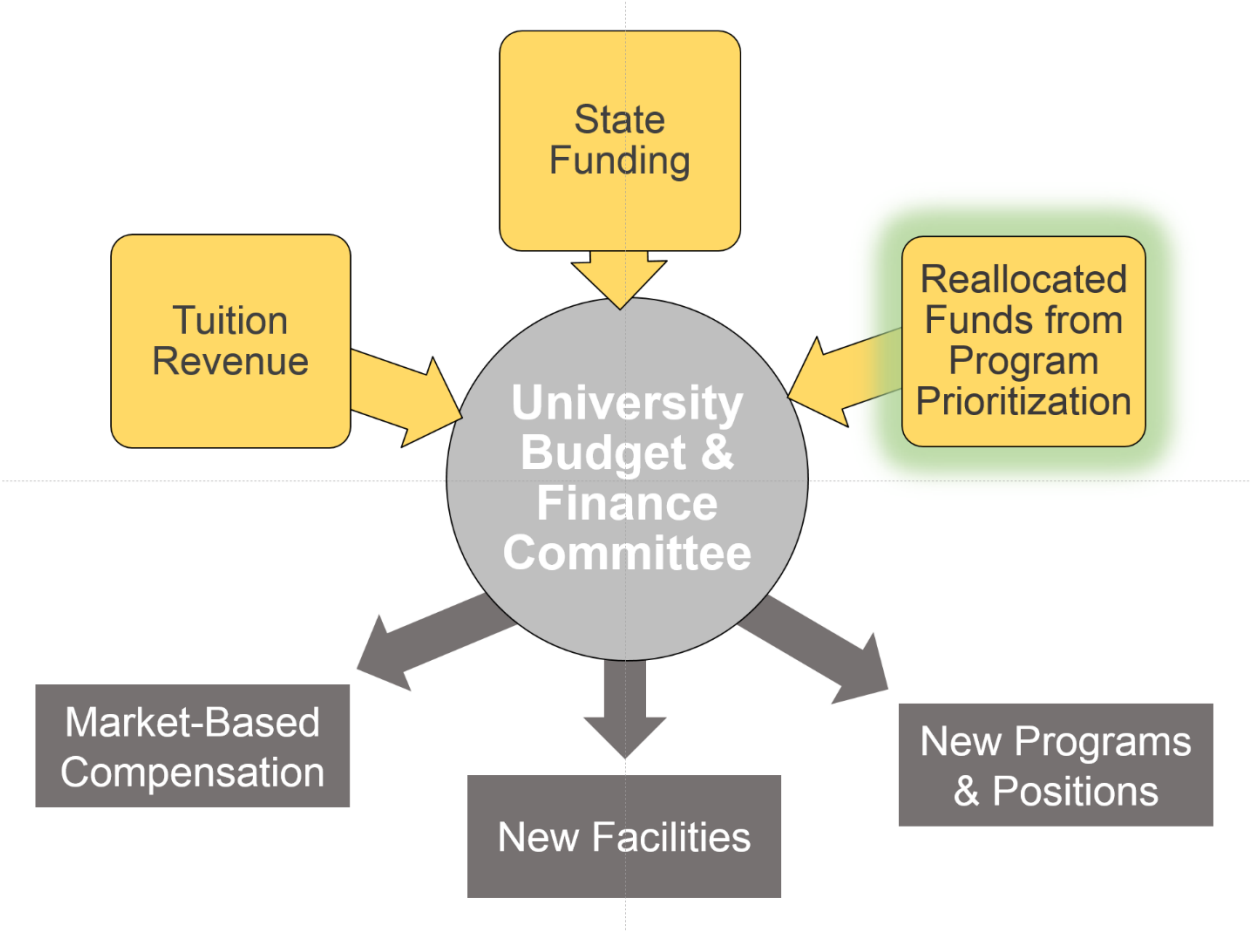
the creation of new faculty and staff development opportunities; and, the use of the college's marketing and communication team to emphasize the college's contributions to the mission of providing a meaningful education to Idahoans. See Appendix G for all action items and associated target metrics.

University Budget and Finance Committee (UBFC)

The allocation of resources continues to align with planning and assessment processes. The University Budget and Finance Committee (UBFC) is a long-standing Faculty Senate-appointed committee that has historically met to discuss, assess, and make recommendations on financial issues. The committee's purpose was renewed in 2015 with a broader and more centralized role, to make recommendations for allocations, consistent with university planning and implementation. Figure 1 shows an example of how university resources are vetted through the UBFC process, which also considers requests for both permanent and one-time funding. The funding recommendations UBFC makes to the President are informed by university priorities and core themes/strategic plan goals. Any unit or department may request funding: requests are evaluated on the basis of legal or regulatory compliance, administrative support requirements, and alignment with strategic plan goals, core themes, and mission fulfillment.

The UBFC is now in its third cycle using the current process. With the approval of the 2016-2025 Strategic Plan and the development and refinement of our assessment metrics, the UBFC cycle has also matured. The UBFC considered alignment with strategic plan goals and core themes for FY 2018 requests. UBFC Recommendations for FY 2018-2019 are located in the "Other Initiatives" section and dated Sept. 21, 2017. These recommendations are directly linked to advancing university goals via the Strategic Plan and core themes. This process is an example of shared governance that has used metrics in decision-making and resource allocation.

Figure 1: Resource Allocation Process



Program Prioritization

Program Prioritization[6] is mandated by the University of Idaho Board of Regents/State Board of Education as a process for setting priorities and allocating resources, with a focus on strategic plan goals, core themes, and mission fulfillment. Program prioritization supports the University in establishing rigorous position control that serves as a mechanism for moving funds to highest priority efforts. This is meant to be a continuous process that is refined and improved upon. While intentionally rigid, it became clear in the past year that the granularity of the unit (department level) and this approach would disrupt normal operations in vital areas such as custodial services. These concerns were communicated with the broader university audience and IPEC has charged the Deans to revise the process further, leveraging the lessons learned.

The University is in its fourth iteration of program prioritization, each one having informed the next. The University hosted Larry Goldstein, founder and leader of a well-known consulting

[6] University of Idaho Board of Regents/State Board of Education Governing Policies and Procedures: https://boardofed.idaho.gov/policies/documents/policies/v/vb_budget_1215.pdf

company on program prioritization, Campus Strategies Company, to guide the development of the current program prioritization process. We have completed the process, reviewed the results, and begun implementation of strategies based on these findings. The result of this annual process assisted with the alignment of programs and services with the new strategic plan/core themes, supported annual program assessment, and contributed data relative to mission fulfillment.

Evaluation and Planning for New Programs

The University of Idaho initiates program offerings through an extensive planning process, which is overseen by our governing body, the University of Idaho Board of Regents/State Board of Education. The planning process requires development of a draft proposal that includes a description of the program and degree level, and identifies student demand, work force needs, relationship to the university's overall strategic plan and college mission and goals, and resources required for implementation (financial, personnel, facilities, etc.).

Effective December 2016, the University of Idaho implemented a more rigorous review to prioritize proposed new academic programs during the planning process with attention on the metrics as described in the paragraph above. The University has also created a funding mechanism to support priority new programs. The Vice Provost for Academic Initiatives is responsible for leading a program planning review committee that makes recommendations to the University Budget and Finance Committee for the resources to implement newly approved programs.

Relationship of These Processes

The University has intentionally aligned and integrated planning processes to strategic plan goals, core theme metrics, and mission fulfillment to ensure that the allocation of resources is consistent in supporting UI priorities based on assessment results. The core themes and strategic plan goals are the same, and we have identified the metrics (see Table 2) used for decision-making processes and measuring achievement. They are central and vital in guiding our 2016-2025 long-range strategic plan. The strategic plan is implemented through IPEC, which has the responsibility for coordinating the planning processes (Strategic Plan/Core Themes, cascaded planning and program prioritization) that provide assessment results and inform the decision-making process (e.g. University Budget and Finance Committee). The UBFC uses these assessment results to inform recommendations for decisions on resource allocation and funding. The relationship among these processes is shown in Figure 2.

Figure 2: Integrated Planning Processes Driving Resource Allocation

The University of Idaho Institutional Planning and Effectiveness Committee serves as a coordinating body for the activities shaded gray.

For FY 2018, this integrated process included our newer processes. The UBFC, considering alignment with the goals from the Strategic Plan, developed and forwarded their recommendations to IPEC. IPEC reviewed these outcomes along with the information from the 2016-2025 UI Strategic Plan, the Cascaded Plans and Program Prioritization. As a means to further strengthen and integrate the review of the Cascaded Plans for units, IPEC and the Executive Committee for the President reviewed the Cascaded Plans. The Provost used this information and included this data with the information from the current External Program Review Process (incorporating program-level Student Learning Outcomes) holistically to inform the Executive committee and President in making the final determinations for continued support, reallocation and new program/operations to be enacted.

Recommendation 4

The evaluation committee recommends that the institution monitor its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system, the University of Idaho should use those findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, core themes, core themes objectives, and goals or intended outcomes of its programs and services, and indicators of achievement.

The University of Idaho systematically monitors its environments to determine the effectiveness of the university in meeting its strategic goals and its commitments to the state. The strategic plan articulates University goals and initiatives, and those processes described in recommendation 3 are in place to provide the information and data needed to assess the effectiveness of these initiatives. Additional examples used to monitor and make decisions about our effectiveness are described in response to this recommendation.

Internal and External Survey Analysis

The University of Idaho monitors its internal and external environments through the regular administration of internal surveys and participation in external surveys. The Office of Institutional Effectiveness and Accreditation analyzes survey data and disseminates results through regular reporting and ad hoc reports as needed. External surveys include the Freshmen Survey (CIRP TFS), the National Survey of Student Engagement (NSSE), the UCLA Higher Education Research Institution (HERI) Faculty Survey, and the Great Colleges to Work For (*The Chronicle of Higher Education*). Internal (University-developed) surveys include the Graduating Senior Survey, the Staff Survey, and the Graduate Alumni Survey. Reports and supporting documentation are published for each of these surveys on IEA's website[7].

Individual units, departments, colleges, faculty senate, staff and the university administration uses these data to evaluate programs and services for trends, patterns and changes. The University also uses these data to monitor its internal environments, and to evaluate and gauge its position in external environments. The use of the Great Colleges to Work For (*The Chronicle*) survey from years 2016 and 2017 is a great example. The Great Colleges to Work For 2016 and 2017 surveys was used to collect data on employee engagement covering faculty, administration and staff at the University of Idaho. The results were reported with comparison points, including an aspirational reference point of top performers nationwide, and by The Carnegie Group. Comparisons of changes year to year were undertaken and strategies are being developed and implemented to make appropriate adjustments to the internal environment at UI. This survey has been a useful tool for measuring workforce satisfaction and areas for improvement in support of Strategic Plan Goal 4: Cultivate (this fourth strategic plan goal was not chosen as a core theme).

[7] Institutional Effectiveness and Accreditation Surveys: https://www.uidaho.edu/provost/iea/surveys

While the UI ranked itself well in some areas, the results provided an opportunity to improve in other areas. To examine areas of growth, the Provost and Executive Vice President charged the UI Diversity and Inclusion Council's subcommittee on Campus Culture, Climate and Continuous Improvement with evaluating these findings through facilitated discussions with faculty and staff (more information and the schedule of facilitated sessions can be found online[8]). This committee produced a report of its findings and made recommendations for improvement in these areas.

In September 2017, the UI President shared the results of the 2017 survey publicly. In November 2017, the UI Provost announced that a workgroup was formed and had developed a cascaded plan that defines key actions the university will take to improve workplace satisfaction for our faculty and staff.

Sensitivity Analysis

As part of the 2016-2025 strategic plan's goal of improving our Carnegie ranking to the highest research ranking (R1), Institutional Effectiveness and Accreditation (IEA) conducted a sensitivity analysis that reconstructed the Carnegie rankings of universities that met the minimum threshold and determined the most sensitive inputs in order to provide a strategic direction for achieving R1 status. A sensitivity analysis was used to determine how future changes at the University of Idaho would influence our future Carnegie research ranking. This technique uses assumptions based on internal and external environments. This analysis identified the current pattern of rankings and the UI's current position and findings have been shared with key constituents for defining future direction. An example of how we use these findings is a recent analysis which suggests that in addition to working toward increasing our research expenditures and number of professional research staff, we also need to increase our number of doctoral students in the social sciences. To aid in attracting and retaining the best graduate students, a request was made to the UBFC to increase the rate of graduate assistant stipends. In September 2017, the UBFC announced to UI faculty and staff that in-state tuition and fees for teaching assistants will be funded from program prioritization reallocation funds.

Market Analysis

The university monitors both internal and external markets and uses assessment results to inform decisions. A market analysis is a quantitative and qualitative assessment of the university's market, which includes factors such as our student population, growth rate, competition and cost structure. Through this analysis, we can identify trends, patterns, and opportunities for growth and achievement of strategic plan goals and core themes.

For example, the University evaluates regional and national trends in the disciplinary area and potential competitors to determine the viability of a new program at our main campus or any of our approved regional campus locations. At this time we are using Gray Associates along with EMSI to provide part of this market analysis. This also allows us to identify opportunities for

[8] Great Colleges Feedback Facilitated Sessions: http://www.uidaho.edu/news/news-articles/faculty-staff-news/2017-january/012717-workforums

new programs. In addition, the University evaluates impact to existing programs and if the program will create new enrollments. The plan is reviewed by all of the public institutions in the state governed by the University of Idaho Board of Regents/Idaho State Board of Education, and the Board's committee for Instruction, Research and Student Affairs prior to being presented to the full board for approval. Programs approved during this planning phase are authorized to finalize full proposals, which then develop curriculum details.

The Strategic Enrollment Management department at UI uses EAB (including the Enrollment Management Forum), EMSI, College Board and ACT to examine regional and national trends and markets related to admissions and enrollment management. These data inform them of processes that may be viable to try relative to recruitment and retention. Previous examination of these sources and others suggest a need for a student monitoring system. After an extensive market review, Strategic Enrollment Management selected Starfish and is actively working to implement this system.

Another relevant example comes from the University of Idaho's McClure Center for Public Policy Research. Center members have been active in researching Idaho postsecondary education participation directly from high school. Nationally, Idaho has ranked near the bottom of how many high school students go on to postsecondary education directly after high school. The McClure Center surveyed 385 spring 2015 Idaho high school graduates to better understand why Idaho's "go on" rate is so low. This information is being used to better understand its environment and to inform decision-making processes focused on enrollment metrics.

The University's Staff Compensation Task Force and Faculty Compensation Task Force developed and implemented a market-based compensation system to address salary discrepancies. This is another initiative that stems from monitoring UI's internal environment and uses external monitoring to develop strategies and next steps. The director of Human Resources, in consultation with the Staff and Faculty Compensation Task Forces, led a project to compare salary means in neighboring states with those at the UI. The Bureau of Labor and Statistics (BLS) and College and University Professional Association for Human Resources (CUPA) salary data for selected states were analyzed for Staff. CUPA and the Oklahoma Salary Survey were used to develop the system for faculty. During the data analysis process, the University improved its internal data collection processes to allow for greater external monitoring by aligning position codes with both the government's Standard Occupational Classification (SOC) system and CUPA classification codes. Recommendations from both the Staff and Faculty Compensation Task Forces were made to the director of Human Resources, based on the results of this analysis. The director of Human Resources made a recommendation to the President's Cabinet and President, through the Vice President of Finance, also based on these findings. UBFC helped to fund market-based compensation initiatives from budget reallocations through the program prioritization process, leading to mid-year raises for many on December 31, 2017.

This process has been highly transparent. Fifteen open forums to discuss staff compensation and updates on Market Rate-Based Compensation were held and streamed live for UI's statewide employees. All University of Idaho staff members were encouraged to attend these discussions and ask questions. Additionally, recordings of the general and supervisor sessions on Market-Based Compensation at the University of Idaho are publicly available on the Human Resources website[9]. The Staff Compensation Task Force also encouraged comments, questions, and feedback on the process through email. The Faculty Compensation Task Force enacted a similarly transparent and open process.

Economic Impact Analysis

The University of Idaho contracts with Economics Modeling Specialists International (EMSI), a national leader in academic impact modeling, to provide information on its economic impact on the state economy, students, taxpayers, and society. These are conducted periodically and inform UI about economic impacts and benefits to the region. The most recent data show that UI students receive a return of $3.30 for every $1 a student pays for their UI education. Furthermore, the study reports that Idaho taxpayers receive 8.2% annual rate of return on their investment. These findings were generated from data collected from the UI, state economic data obtained from public sources, and EMSI's data modeling tools. This information helps the University understand its economic position in decision-making processes. For example, this information allows the University to position itself in the external environment of the state economy, and share this information to advocate for funding from state appropriation and similarly encourage constituents to advocate on the University's behalf. Other uses of this information include sharing it with the UI community, including students, to provide an economic context for the value of a UI education. The President has recommended to the University of Idaho Board of Regents/State Board of Education that all Idaho public colleges and universities collect this information, which has been adopted.

Internal and External Analysis for Achieving Strategic Plan Goals/Core Themes

While the University has regularly assessed itself against all strategic plan and core themes metrics, there has been a planned focus on impacting benchmarks of Goal 3/Core Theme 3 (Transform: Increase our Educational Impact). These metrics (see Table 2) are focused on the areas of enrollment and retention. A recent reorganization allowed the University to better position itself to implement the work needed for achieving these benchmarks. This has resulted in the formation of a new Vice Provost for Strategic Enrollment Management (VP EM) and Vice Provost for Academic Initiatives (VP AI). The VP EM is charged with leading student success from recruitment through career readiness. This includes recruiting and admissions, the University Registrar, advising, tutoring, international and military student support, and career services. As a result the VP EM reorganized the EM structure and conducted internal reviews on how to improve services. In doing so, a more efficient means to allow student tracking and

[9] Staff Compensation Task Force: http://www.uidaho.edu/human-resources/employees/compensation/task-force

support was suggested. In alignment with the Strategic Plan the Starfish product was selected (branded VandalStar at UI). It is being developed and rolled out at this time.

The Strategic Enrollment Management unit is guided by the strategic plan and core themes metrics. In particular, the Go-On Impact rate within the state of Idaho, overall enrollment (headcount) and retention indices (including first-to-second year retention rates, the first year Grade Point Averages (GPA), and the graduation rates) provide input on the direction within the unit. The overall enrollment growth strategies rely upon this assessment data to establish goals for new student recruitment. Within the admissions office, specific territory goals have been identified for inquiry, application, admission, deposit and enrolled first-time and transfer students, as well as conversion rates between each of those stages. Student success/support units have established benchmarks to assist with the retention of current students and are using data such as early warning grades, risk indicators of students, attendance patterns, final grade data, and course grade outcomes to identify higher risk courses. Those units are then establishing support programs to minimize risks to our retention success. Strategic Enrollment Management also utilizes student financial aid information to enhance the success of both our recruitment and retention rates for high need students. As an example, Strategic Enrollment Management is evaluating predictive models to direct need-based/non-merit aid to students to enhance their likelihood to continue for subsequent semesters and ultimately to graduate.

Internal and External Metrics for Prioritizing Programs

The University of Idaho's Program Prioritization process provides detailed criteria for measuring program quality and effectiveness, and includes metrics specifically pertaining to internal and external environments. Initial recommendations for metrics are used to evaluate support units. While these specific metrics were not new to our current program prioritization process (*Focus on the Future,* the previous version of program prioritization, also assessed these metrics), these recommendations have almost doubled their weight. After the initial data collection, the results were reviewed and the determination about resource allocation was made and implemented. As expected the review of the process by IPEC and other suggested additional refinements to the process were needed.

Program prioritization for academic programs placed significant value on both internal and external demand. There were considerations of metrics such as external funding and number of externally funded faculty, and how much the program is relied upon by other programs outside the department or coursework. The open comment period ended on March 8, 2017, and the new review criteria was implemented into prioritization processes.

External Review of Programs

The University is engaged in regular periodic reviews of its programs and its offerings through a comprehensive external program review process. Program review is the method mandated by the University of Idaho Board of Regents/State Board of Education for evaluating existing

programs[10], including academic programs, administrative units, research centers/institutes, and public service components. The goals of program review are enhancement of the quality of programs, assured responsiveness to changing societal and state needs, effective and efficient management of resources, and evaluating program effectiveness. Programs are to be evaluated at least every seven years and include a self-study, site visit, and reviewer report with recommendations. Programs address each recommendation and report on annual progress throughout the 7-year cycle. More detail on this process is available here[11]. This process is coordinated by the Office of Institutional Effectiveness and Accreditation.

As a result of the refinement of the Strategic Plans, reviews of the Program Prioritization process, and changes from the University of Idaho Board of Regents/State Board of Education, the current EPR process is under review. The Vice Provost for Academic Initiatives is tasked with working with Institutional Effectiveness and Accreditation to revise this process to better integrate Program Prioritization and Strategic Plan assessment processes in a more integrated fashion.

Many University of Idaho programs enjoy the recognition of specialized/professional accrediting bodies (see Appendix F for a list). In some cases, programs can use their specialized/professional accreditations as their external program review. This does require administrative verification and approval, to ensure that the assessment is equally comprehensive. The Provost and Executive Vice President reviews both external program review and specialized/professional accreditation self-studies and reports for program quality and effectiveness, as well as keeping abreast of internal and external trends, demands, and expectations.

High Quality Academic Programs

The Office of Institutional Effectiveness and Accreditation provides leadership to and support for academic departments as they engage in program assessment annually. Programs identify their learning outcomes and methods of assessment, establish benchmarks, and annually discuss their findings. The information provides the foundation for program improvement. The university system for student evaluations of teaching provides a mechanism for faculty to receive input on their courses; this complements the program assessment process at a more granular level. This evaluation process was refined last academic year and implemented this fall based on the work of a faculty committee. In addition to program assessment, the university has opened a Center for Excellence in Teaching and Learning.

The UI Center for Excellence in Teaching and Learning (CETL) is a full-service faculty and educational development center that supports all aspects of faculty success at all career stages, within and across academic disciplines and programs. The CETL is aligned with the UI's strategic plan as the Center collaborates with faculty to design transformative educational experiences,

[10] University of Idaho Board or Regents/State Board of Education Governing Policies and Procedures Section H Program Review: https://boardofed.idaho.gov/policies/documents/policies/iii/iiih_program_review_0807.pdf
[11] IEA External Program Review: https://www.uidaho.edu/provost/iea/external-program-review

offers consultation and programming on diverse teaching and learning strategies, provides specialized training on learning assessment techniques, and supports the use of technology in the learning environment.

Mission Fulfillment, Adaptation and Sustainability

Over the last two years, the University of Idaho has intentionally aligned efforts to focus attention, activities and resources towards common directions. The new University Strategic Plan and the Core Themes monitored by NWCCU were drafted at the same time and overlap almost fully. The first three goals and core themes are substantially alike, and the same performance metrics/benchmarks are being used for both. (The strategic plan has a fourth goal related to culture and community that was not included as a core theme.) These same goals and benchmarks were submitted and approved by the University of Idaho Board of Regents / State Board of Education for their mandated rolling 5-year planning cycle. (Our current strategic plan was approved in June 2016.) Colleges and units have developed and implemented cascaded plans that tie their activities to the master strategic plan, and these share common benchmarks and targets. Decisions about resource allocations are being made in support of activities outlined in Strategic Plan and cascaded plans, which most strongly support the goals of the strategic plan.

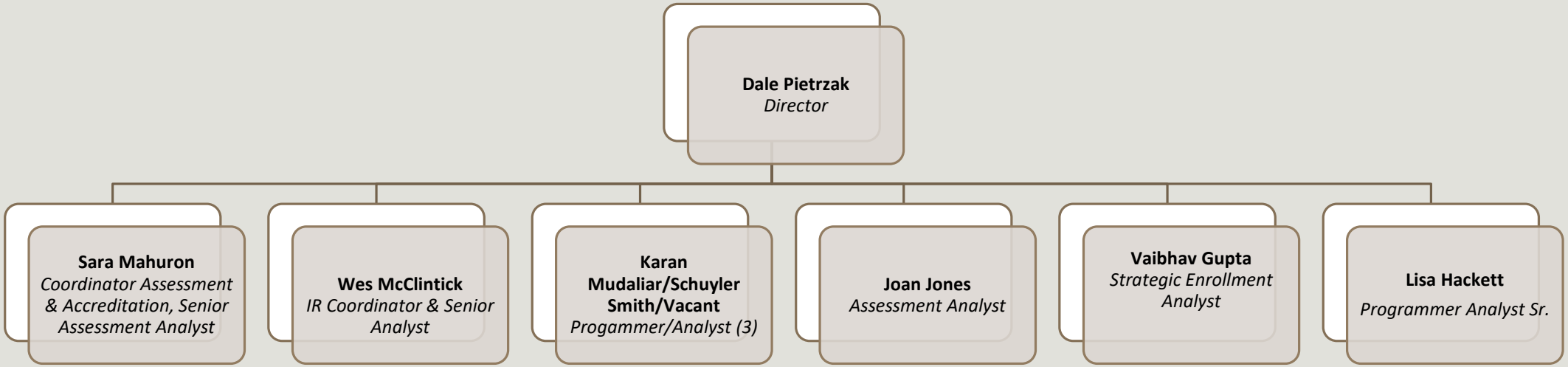
In addition to setting and tracking progress towards goals/benchmarks outlined in the strategic plan and year one reports, the University's program prioritization process provides a constant feedback and improvement loop for individual departments and programs. By aligning all of these processes, and linking resource allocation, we have created a very efficient and adaptable system that is embedded in the nature of our operations, and a topic of daily conversation.

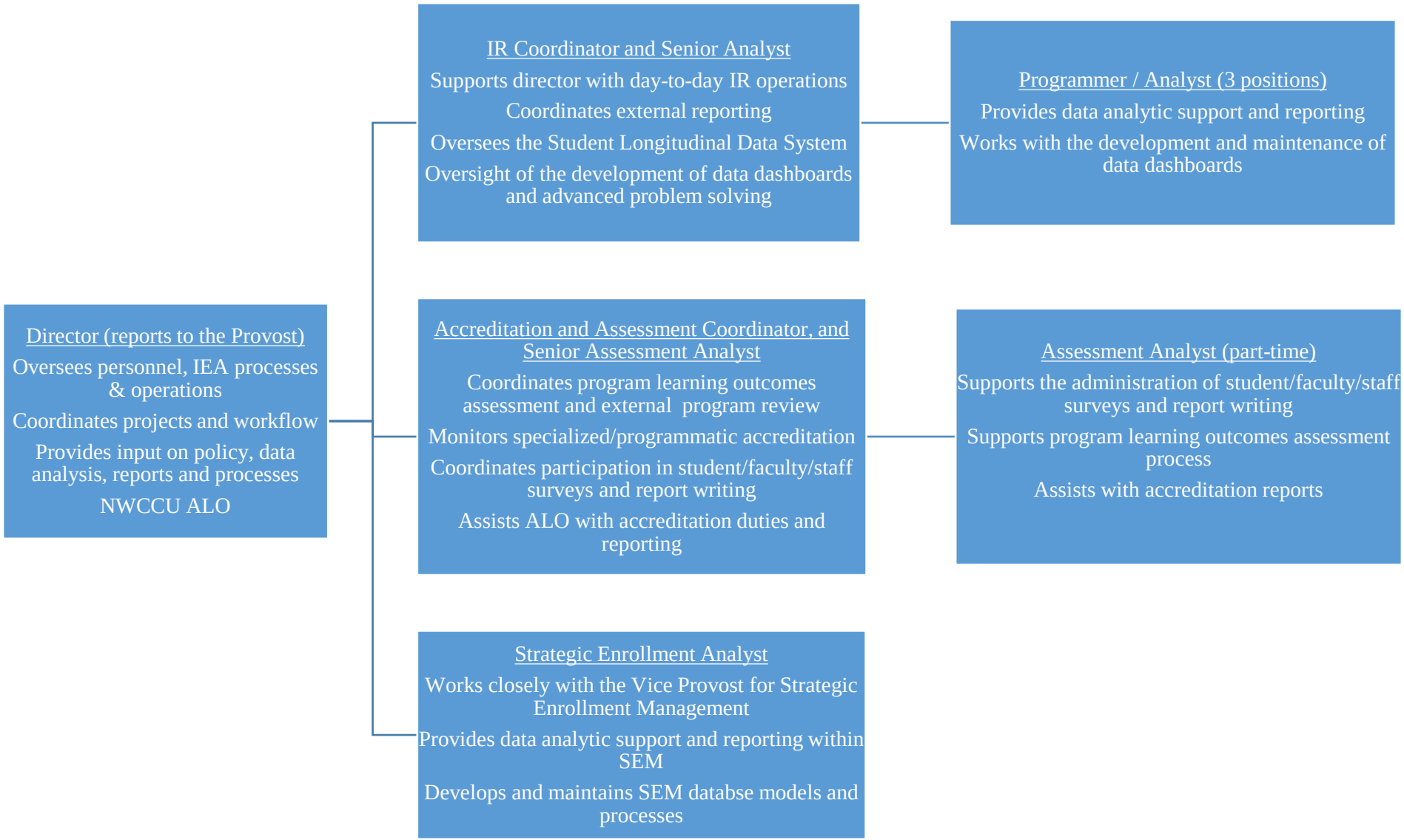
Within the context of the Strategic Plan/Core Theme alignment and process the task of assessing Mission Fulfillment is undertaken. Clearly, Mission Fulfillment can be approached from various perspectives. It could be viewed as a process of meeting minimal expectations for the university and required duties. This would allow an institution to set lower targets and thus more easily attain the set goals. This perspective does not fit with UI's spirit of striving for excellence and continuous improvement. Alternately, one might establish its determination of mission fulfillment in relation to the performance of other universities. We believe that others have unique purposes, and while this has some value, it is limited in utility when assessing our own attainment of mission fulfillment. Another perspective is to consider mission fulfillment as an opportunity to express one's desires to strive for meeting the future needs of its constituents and that stretching ourselves is a necessary component of continuous improvement. We have chosen the latter as we believe it best fits our philosophy of striving for our greatest potentialities. The UI recognizes that this places it in a position where its Strategic Plan/Core Theme metrics might not be fully achieved. The UI does not expect each of the metrics to be fully achieved, but rather that deliberate progress toward these metrics leads to mission fulfillment. As a result, the UI must evaluate mission fulfillment somewhat differently than other institutions who utilize other approaches of assessing mission fulfillment. The UI's

mission fulfillment metrics are important and inform progress and assessment of mission fulfillment. Yet a holistic evaluation that includes these metrics along with professional judgment is how UI can best determine mission fulfillment. The UI feels strongly that an institution never really "attains" mission fulfillment, but rather continually strives to attain it. By continually stretching itself, the UI has not limited its possibilities and has situated itself for continual improvement.

Appendix A: Organizational Chart for the Office of Institutional Effectiveness and Accreditation

University of Idaho
Institutional Effectiveness & Accreditation





All IEA positions report to the Director of Institutional Effectiveness and Accreditation, who reports directly to the Provost. This chart shows the workflow, not reporting lines.

Appendix B: Core Themes Metrics and Data Definitions

Guiding Principle for Metric Selection and Use

The core guiding principle used in selecting, defining and tracking the metrics used in the strategic plan is to focus on measures key to university success while remaining as consistent with the metrics used when reporting to state, federal, institutional accreditation other key external entities. The desire is to report data efficiently and consistently across the various groups by careful consideration of the alignment of metrics for all these groups where possible.

The order of priority for selecting the metrics used in the strategic plan is a) to use data based in the state reporting systems where possible, and b) then move to data based in federal and/or key national reporting bodies. Only then is the construction of unique institution metrics undertaken.

Metrics for Core Theme 1 (Innovate):

1.) **Terminal Degrees** in given field is the number of Ph.D., P.S.M., M.F.A., M.L.A., M.Arch, M.N.R., J.D., D.A.T., and Ed.D. degrees awarded annually pulled for the IR Degrees Awarded Mult table used for reporting to state and federal constituents. This data is updated regularly and will be reported annually.

2.) **Postdocs and Non-faculty Research Staff with Doctorates** as reported annually in the Graduate Students and Postdoctorates in Science and Engineering Survey (http://www.nsf.gov/ statistics/srvygradpostdoc/#qs).

3.) **Research Expenditures** as reported annually in the Higher Education Research and Development Survey (http://www.nsf.gov/statistics/srvyherd/).

4.) **Invention Disclosures** as reported annually in the Association of University Technology Mangers Licensing Activity Survey (http://www.autm.net/resources-surveys/research-reportsdatabases/licensing-surveys/).

5.) **Number of undergraduate and graduate students paid from sponsored projects**: This metric is a newly established SBOE metric. It is calculated by the Office of Research and reported annually.

6.) **Percent of students engaged in undergraduate research**: This is a metric from the PMR for the SBOE. These PMR data are pulled from the Graduating Senior Survey annually.

Metrics for Core Theme 2 (Engage):

1.) **Impact** (UI Enrollment that increases the Go-On rate): The metric will rely on one or two items added to the HERI CIRP First Year Student Survey. We will seek to estimate the number of new students that were not anticipating attending college a

year earlier. As the items are refined, baseline and reporting of the results will be updated.

2.) **Extension Contacts**: Outreach to offices in relevant Colleges (CALS, CNR, Engineering, etc.) will provide data from the yearly report to the Federal Government on contacts. This represents direct teaching contacts made throughout the year by recording attendance at all extension classes, workshops, producer schools, seminars and short courses.

3.) **Collaboration with Communities**: HERI Faculty Survey completed by undergraduate faculty where respondents indicated that over the past two years they had, "Collaborated with the local community in research/teaching." This survey is administered every three to five years.

4.) **NSSE Mean Service Learning, Field Placement or Study Abroad**: This is the average percentage of those who engaged in service learning (item 12 2015 NSSE), field experience (item 11a NSSE) and study abroad (item 11d) from the NSSE.

5.) **Alumni Participation Rate**: This is provided annually by University Advancement and represents the percentage of alumni that are giving to UI. It is calculated based on the data reported for the Voluntary Support of Education (VSE) report. (http://cae.org/fundraising-in-education/). It is updated annually.

6.) **Economic Impact**: This is taken from the EMSI UI report as the summary of economic impact. This report is updated periodically and the data will be updated as it becomes available.

7.) **Dual Credit**: These data are pulled from the PMR which is developed for the SBOE annually.

Metrics for Core Theme 3 (Transform):

1.) **Enrollment**: This metric consists of headcounts from the data set used in reporting headcounts to the SBOE, IPEDS and the Common Data Set as of census date. The data is updated annually.

2.) **Equity Metric**: This metric is derived from the census date data used for reporting retention and graduation rate which is updated annually. The analysis is limited to first-time full-time students. The mean term 1 GPA and semester hours completed for FTFT students is calculated for the all students combined and separately for each IPEDS race/ethnicity category. The mean for the 8 groups are compared to the overall mean. The eight groups identified here are American Indian or Alaska Native, Asian, Black or African American, Hispanic/Latino, International, Native Hawaiian or Other Pacific Islander, Two or More Races and White. If the mean for a group is below the overall mean by 1/3 or more of a standard deviation it is considered below expectations/equity. The percentage of these 8 groups meeting the equity cut

off is reported. So for example if 6 of the 8 groups meet equity it is reported as 75%. As there are groups with low numbers the best method for selecting the cut off was based on the principle of effect size (i.e., https://researchrundowns.wordpress.com/quantitative-methods/effect-size/).

3.) **Retention:** This is reported as first-time full-time student retention at year 1 using the data reported to the SBOE, IPEDs and the Common Data set. This is updated annually. The final goal was selected based on the mean of the 2015-16 year for the aspiration peer group for first-year retention as reported in the Common Data Set. This group includes Virginia Tech, Michigan State University and Iowa State University.

4.) **Graduates (all degrees)**: This is reported from the annual data used to report for IPEDS and the Common Data set for the most recent year and includes certificates.

5.) **Degrees by level**: Items (a) to (c) under Graduates are pulled from the PMR established by the SBOE. These numbers differ from IPEDs as they are aggregated differently and so the numbers do not sum to the IPEDs total.

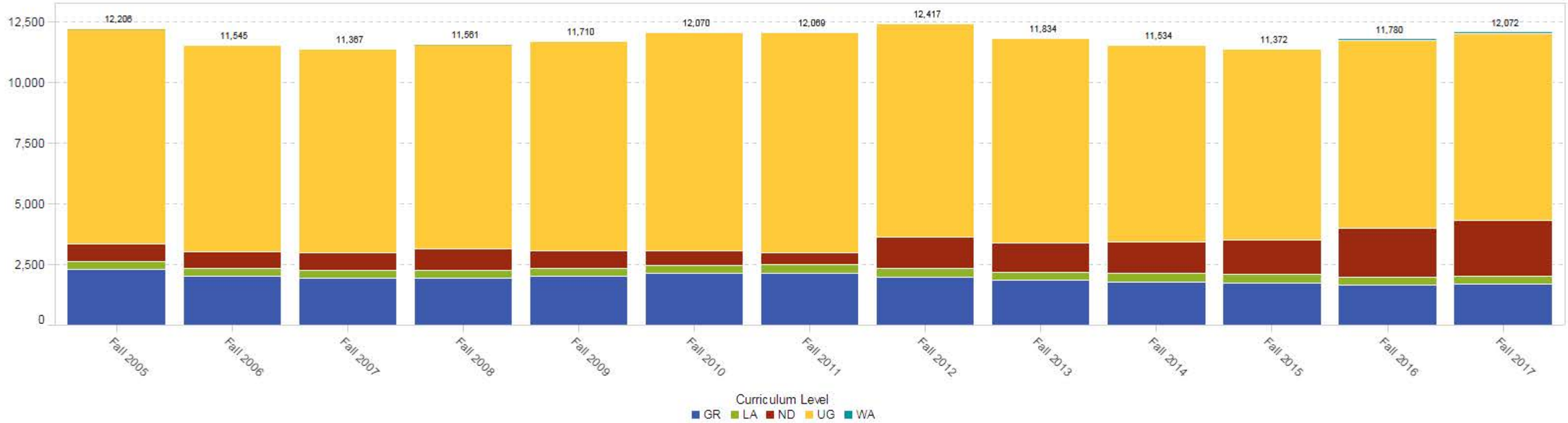
6.) **NSSE High Impact Practices**: This metric is for overall participation of seniors in two or more High Impact Practices (HIP). The national norms for 2015 from NSSE is saved in the NSSE folders on the IRA shared drive. The norms for 2015 HIP seniors places UI's percentage at 67%, well above R1/DRU (64%) and RH (60%) as benchmarks. The highest group (Bach. Colleges- Arts & Sciences) was 85%. The goal is to reach at least this level by 2025.

7.) **Remediation**: This metric comes from the PMR of the SBOE. It is updated annually.

Appendix C: Dashboard Example

Campus | Full Part Time | Fall

Student Population by Primary Major



STVTerm St...	2005		2006		2007		2008		2009		2010	
Term Descri...	Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
Curriculum L...	Head Count	PIDM (Count Percent of Column Total)	Head Count	PIDM (Count Percent of Column Total)	Head Count	PIDM (Count Percent of Column Total)	Head Count	PIDM (Count Percent of Column Total)	Head Count	PIDM (Count Percent of Column Total)	Head Count	PIDM (Count Percent o Column Total)
Total	**12,206**	**100.00%**	**11,545**	**100.00%**	**11,367**	**100.00%**	**11,561**	**100.00%**	**11,710**	**100.00%**	**12,070**	**100.0**
⊞⊞ GR	2,302	18.86%	2,003	17.35%	1,932	17.00%	1,933	16.72%	2,003	17.11%	2,108	17.4
⊞⊞ LA	297	2.43%	312	2.70%	304	2.67%	304	2.63%	315	2.69%	349	2.8
⊞⊞ ND	734	6.01%	683	5.92%	743	6.54%	881	7.62%	742	6.34%	604	5.0
⊞⊞ UG	8,855	72.55%	8,529	73.88%	8,368	73.62%	8,423	72.86%	8,630	73.70%	8,989	74.4
⊞⊞ WA	18	0.15%	18	0.16%	20	0.18%	20	0.17%	20	0.17%	20	0.1

Select Term

- Fall 2005
- Fall 2006
- Fall 2007
- Fall 2008
- Fall 2009
- Fall 2010
- Fall 2011

IPEDs Race

- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic/Latino
- International
- Native Hawaiian or Other Pacific Islan...
- Two or More Races

Select Curriculum Level

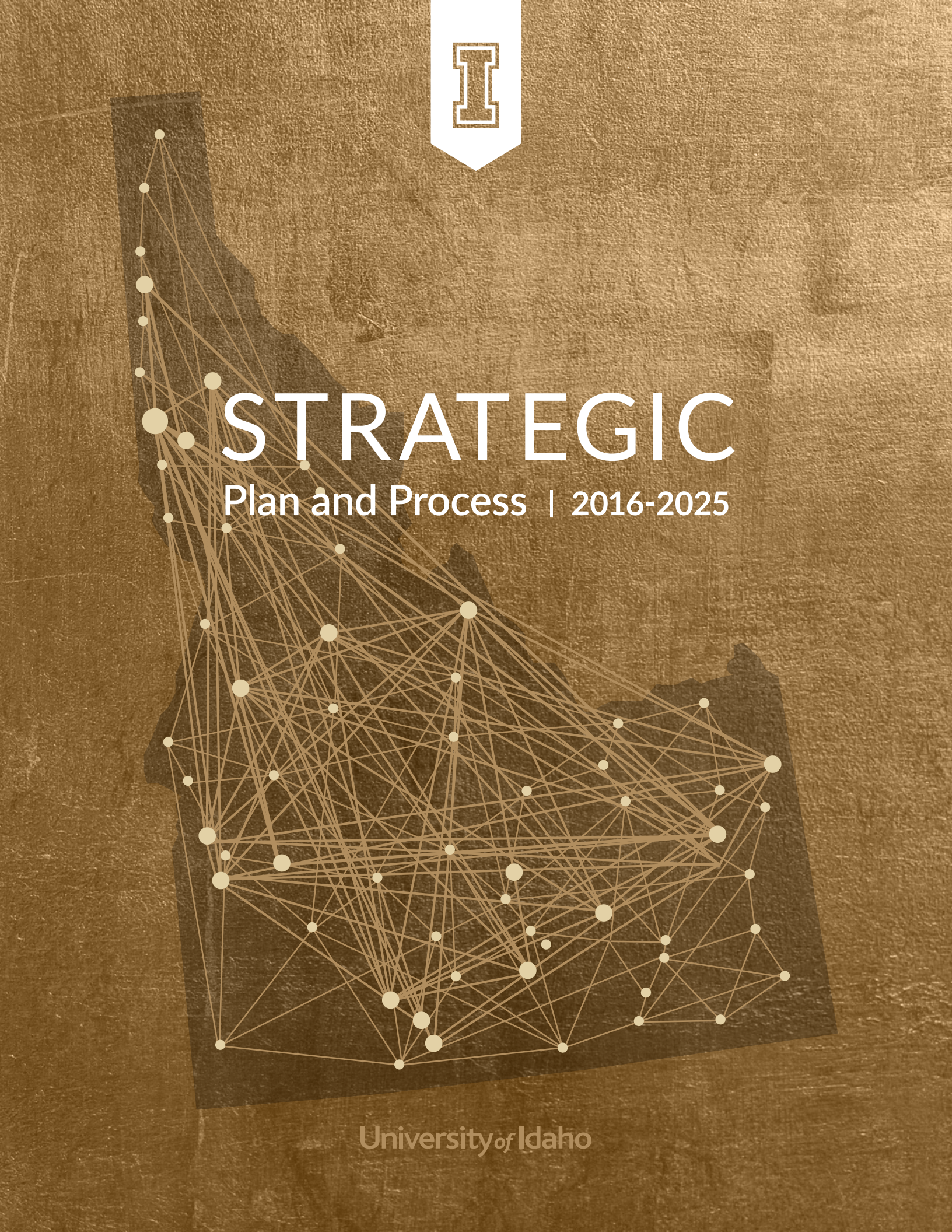
- GR
- LA
- ND
- UG
- WA

Select College

- Agricultural & Life Sciences
- Art & Architecture
- Business & Economics
- Education, Health & Human Sci
- Engineering
- Graduate Studies
- Law

For a description of this dashboard, please refer to the Glossary - Click Here.

Appendix D: University of Idaho 2016-2025 Strategic Plan



STRATEGIC

Plan and Process | 2016-2025

University of Idaho

Research universities prepare their students not just with today's knowledge, but with the ability to discover new knowledge, solve novel problems, lead and thereby construct the future. The University of Idaho (UI) is Idaho's major public research university, serving a land-grant mission in support of Idaho's economy and society by educating students at the undergraduate, graduate and professional levels to meet the needs of Idaho and our region; by conducting research, scholarship and creative activity of impact and purpose (basic and applied); and by engaging statewide to improve the lives of Idahoans.

UI will serve any qualified student, with a focus on giving all qualified Idaho students access to education at a research university. Our students will be a cross-section of Idaho in ethnic, socioeconomic and demographic terms. Education at the University of Idaho is dedicated not simply to the transmission of knowledge but also to preparing students to become problem solvers and lifelong learners.

The university will also be a purpose-driven organization, a vibrant intellectual community that attracts, retains and develops great faculty and staff. We will achieve this by using our existing resources effectively, generating additional resources and improving our physical and professional environment.

President Chuck Staben,
Charge to Provost to Lead Strategic Planning Efforts (August 17, 2015)

University of Idaho

STRATEGIC PLAN SUMMARY

Our journey to the highest level of excellence

Unlike many contemporary university strategic plans, this plan seeks a long view of our future with an extended timeline. This plan has many interesting parallels with the "Plan for Tomorrow, 1960-70" developed by the University of Idaho (UI) under the direction of President D.R. Theophilus. Both plans allude to goals of a 50 percent increase in enrollment with appropriate increases in research and graduate programs, increases in staff and faculty retention and improved efficiency. The pace of change in our modern world and especially in higher education continues to accelerate which makes the implementation process a vital ingredient that will ensure the success of this new plan for UI.

The philosophy of this strategic plan can be metaphorically compared to a journey. Our university's **mission summary statement** defines the space in which we move and the landscape in which we thrive and grow:

The University of Idaho will shape the future through innovative thinking, community engagement and transformative education.

Within that landscape and our ability to traverse it, the university's vision describes where we plan to arrive within the next decade:

The University of Idaho will expand the institution's intellectual and economic impact and make higher education relevant and accessible to qualified students of all backgrounds.

The successful completion of our journey requires organizing our activities along overarching goals and objectives. We will move through our journey in phases, seeking arrival to key landmarks or waypoints along the way. These waypoints will be three-year tactical plans that seek to make headway in specific areas. The tactical plans, or cascaded plans, will be developed and implemented in all units throughout the university and will become embedded within our annual budget process. Given the diversity of the many units within our university, the cascaded plan from any given college or unit will likely focus on a few of the goals rather than attempting to spread effort across all four goals. Our institutional "navigation" will be provided by an inclusive implementation committee that will overlay this current plan with ongoing budgeting, resource allocation, planning and prioritization processes that are vital to the university's continued evolution toward excellence.

Approved by the University of Idaho Board of Regents and State Board of Education June 2016

OUR MISSION

The University of Idaho shapes the future through innovative thinking, community engagement and transformative education.

The University of Idaho is the state's land-grant research university. From this distinctive origin and identity comes our commitment to enhance the scientific, economic, social, legal and cultural assets of our state and to develop solutions for complex problems facing our society. We deliver focused excellence in teaching, research, outreach and engagement in a collaborative environment at our residential main campus in Moscow, regional centers, extension offices and research facilities across Idaho. Consistent with the land-grant ideal, our outreach activities serve the state as well as strengthen our teaching, scholarly and creative capacities statewide.

Our educational offerings seek to transform the lives of our students through engaged learning and self-reflection. Our teaching and learning includes undergraduate, graduate, professional and continuing education offered through face-to-face instruction, technology-enabled delivery and hands-on experience. Our educational programs continually strive for excellence and are enriched by the knowledge, collaboration, diversity and creativity of our faculty, students and staff.

OUR VISION

The University of Idaho will expand the institution's intellectual and economic impact and make higher education relevant and accessible to qualified students of all backgrounds.

Exceptional research universities such as the University of Idaho prepare their students not just with today's knowledge but also with the ability to discover new knowledge, solve novel problems, lead and construct the future. We educate students at the undergraduate, graduate, and professional levels to meet the needs of Idaho and the world. We improve lives by creating knowledge and impact through our research, scholarship and creative activity.

As Idaho's land-grant university, UI will maintain its current leadership in research and engagement with Idaho communities. Putting new knowledge into action requires persistent growth in creating and executing ideas that matter. We will continue to provide leading graduate and professional education including enhanced production of doctoral, masters and professional degrees. The University of Idaho will become a Carnegie R1 (Highest Research Activity) institution known for excellence in our areas of strength and recognized for interdisciplinary research.

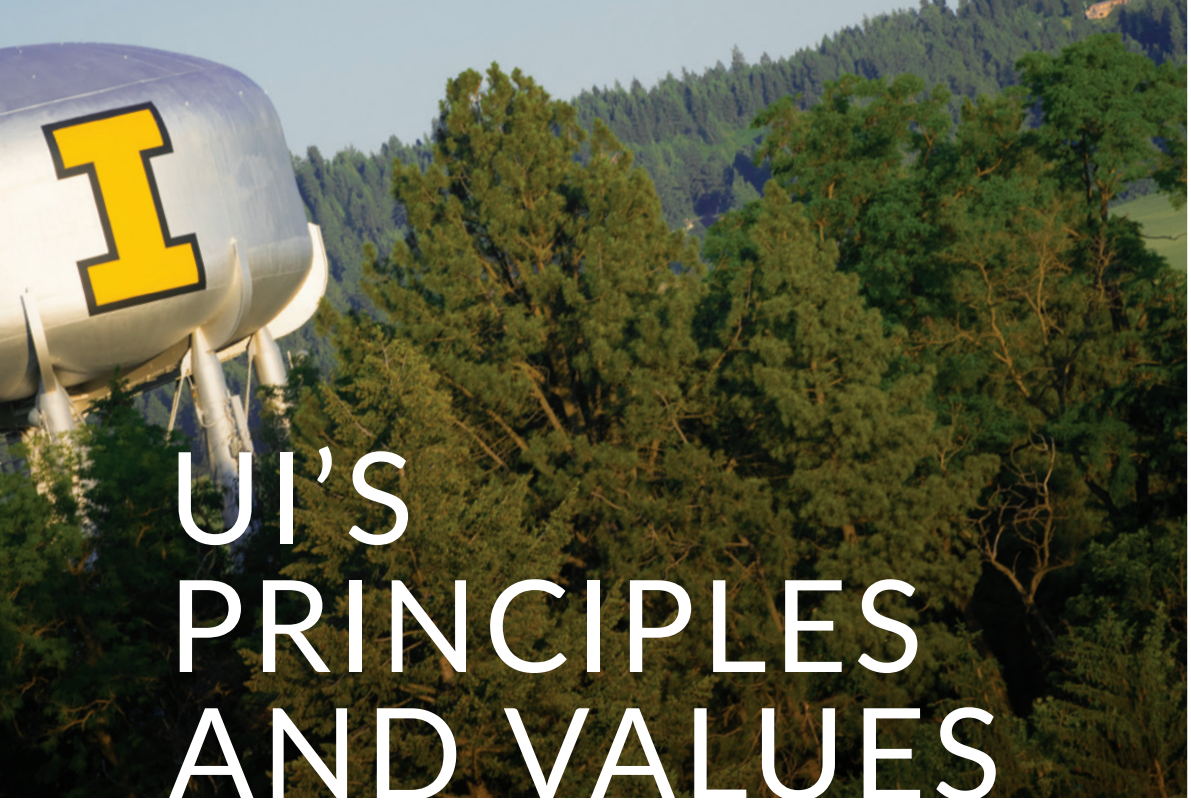
UI will serve any qualified student by providing access to the unique educational experience that a research university affords. The university will enroll a mix of resident and non-resident (including international) students at the graduate and undergraduate levels. Our resident students will represent a cross-section of Idaho in ethnic, socioeconomic and demographic terms. Education at UI is not simply the transmission of knowledge, but is also the preparation for students to become problem solvers and lifelong learners. This is why we augment discipline-specific learning with a strong foundation in the liberal arts.

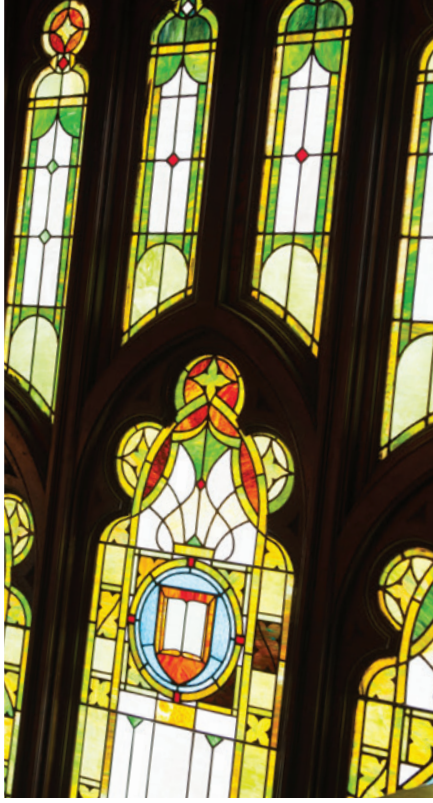
The university will excel in student success as measured by the transformative educational experience and the achievement of student learning outcomes; and by readily quantifiable measures such as high retention and graduation rates, employment/career outcomes for students, other measures of student engagement and learning to include the National Survey of Student Engagement (NSSE) and internal measures. The university will engage and lead across the state in an effort to help Idaho achieve its goal of 60 percent postsecondary education attainment. To achieve this goal, UI undergraduate enrollment and graduates will increase 50 percent over current levels. The university will be a purpose-driven organization, a vibrant intellectual community that attracts, retains and develops great faculty and staff. We will achieve this outcome by using our existing resources effectively, generating additional resources and improving our physical and professional environment.

PRIORITY INSTITUTIONAL METRICS

We will use metrics to guide our efforts and task prioritization. Each metric is carefully defined in the attached appendix. Each of the major goals that follow has an articulated list of metrics which will be the focus of the cascaded plans. But each goal also has one or two key metric(s) which will guide the evolution of the strategic plan from an institutional level but also several other key metrics including relevant metrics contained within the State Board of Education strategic plan. The key institutional metrics include:

Performance Measures	Baseline	July 2017	July 2018	July 2019	Waypoint 2 July 2022	Final Goal
Terminal degrees in a given field (PhD, MFA, etc.)	275	285	300	325	380	425
Go-On impact	In Process					+50%
Enrollment (Heads)	11,372	12,000	12,500	13,000	15,000	17,000
Equity Metric: First term GPA & Credits (% equivalent – see appendix for definition)	75%	80%	85%	90%	95.0%	100%
Chronicle "Great Colleges to Work For" Survey Score	Survey Avg in 3rd Group (of 5)	Survey Avg in 3rd Group (of 5)	Survey Avg in 3rd Group (of 5)	Survey Avg in 4th Group (of 5)	Survey Avg in 4th Group (of 5)	Survey Avg in 4th Group (of 5)





UI'S PRINCIPLES AND VALUES

Excellence

Individual commitment to excellence is central to the values we promote. We value the purposeful pursuit of knowledge that improves our communities and prepares us for a lifetime of service. We believe in a culture of leadership and promotion of excellence that passionately educates those seeking knowledge and celebrates success when that knowledge is applied to address societal challenges.

Respect

Central to our productivity and morale is a climate that is considerate and respectful. The University of Idaho is an extensive and diverse community of people from varied backgrounds and beliefs. We welcome the viewpoints and contributions of everyone in our community. We believe that an institution is only as strong as its ability to include diverse perspectives that critically contribute to the University of Idaho's mission.

Integrity

We believe that adherence to and a shared understanding of ethical principles is necessary for effective collaboration within an educational community. The University of Idaho is committed to internal congruence as well as openness and transparency in decision-making and leadership.

Perseverance

The University of Idaho is a community that is brave and bold in our pursuit of higher aspirations, always pushing to offer the best opportunities and environment for our students, faculty, staff and community. We are confident in our ability to succeed and have demonstrated long-term discipline to achieve our goals.

Sustainability

We embrace our personal and social obligation to ensure the sustainability of our future. For this community, ensuring a sustainable healthy lifestyle is part of a comprehensive desire to acknowledge stewardship of the natural environment to human interactions and well-being.

INNOVATE

Scholarly and creative work with impact

Goal 1:

Scholarly and creative products of the highest quality and scope, resulting in significant positive impact for the region and the world.[1]

Objective A: Build a culture of collaboration that increases scholarly and creative productivity through interdisciplinary, regional, national and global partnerships.

Indicators: Increases in research expenditures and scholarly/creative works derived from collaborative partnerships.

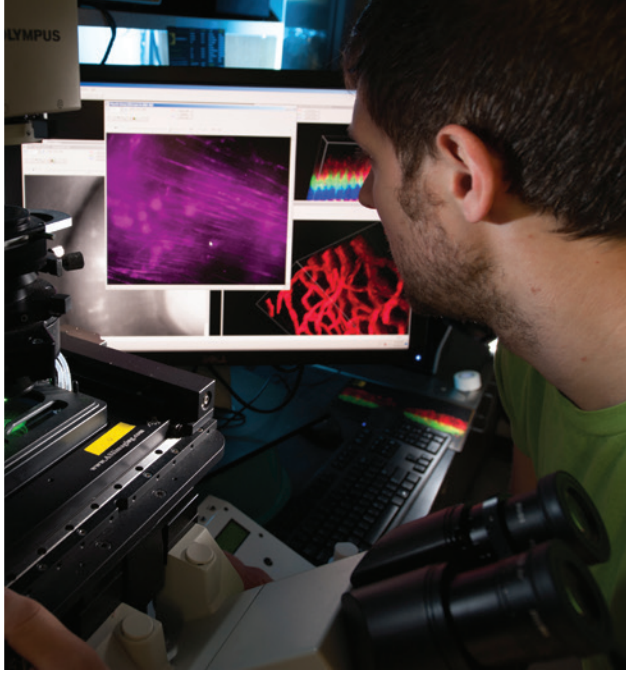
Objective B: Create, validate and apply knowledge through the co-production of scholarly and creative works by students, staff, faculty and diverse external partners.

Indicators: Increased number of terminal degrees and non-faculty scholars (e.g. post-doctoral researchers), increased number of undergraduate and graduate students supported on extramural funds, and increased percentage of undergraduates participating in research.

Objective C: Grow reputation by increasing the range, number, type and size of external awards, exhibitions, publications, presentations, performances, contracts, commissions and grants.

Indicators: Increase in above measures as well as invention disclosures.

[1] Quality and scope will be measured via comparison to Carnegie R1 institutions with the intent of the University of Idaho attaining R1 status by 2025. See methodology as described on the Carnegie Foundation website **(http://carnegieclassifications.iu.edu/)**.



First Waypoint Metrics 2016/17-2018/19

The leading indicator for this goal is the number of conferred "highest degrees in field" or terminal degrees. Research expenditures are typically highly correlated to advanced degrees conferred as well as other important factors (e.g. postdoctoral researchers), since funding and other factors are required to support advanced graduate student work. Our mission is knowledge production and dissemination. We choose terminal degrees as a proxy for the various measures of scholarly excellence. This measure also allows for the inclusion of applied research generated through master's degrees and creative activity generated through MFA and professional degrees. These projections are predicated on enrollment increases which bring about a faculty expansion from the current 450 tenure track faculty to nominally 650 tenure track faculty by 2025. The lead indicator and other measures are:

Performance Measures	Baseline (2014-15)	July 2017	July 2018	July 2019	Waypt 2 2022	Final Goal 2025
Terminal degrees in a given field (PhD, MFA, etc.)	**275**	**285**	**300**	**325**	**380**	**425**
Number of Postdocs, and Non-faculty Research Staff with Doctorates	66	70	75	80	100	120
Research Expenditures ($ million)	95	100	105	115	135	160
Invention Disclosures	17	20	25	30	40	50
Number of undergraduate and graduate students paid from sponsored projects (System wide metric)	575(UG) & 574 (GR) 1149 Total	598 (UG) & 597 (GR) 1195 Total	610 (UG) & 609 (GR) 1237 Total	622 (UG) & 621 (GR) 1268 Total	660 UG) & 659 (GR) 1320 Total	687 (UG) & 686 (GR) 1373 Total
% of students involved in undergraduate research (System wide metric)	66%	68%	69%	71%	74%	75%

ENGAGE

Outreach that inspires innovation and culture

Goal 2:

Suggest and influence change that addresses societal needs and global issues, and advances economic development and culture.

Objective A: Inventory and continuously assess engagement programs and select new opportunities and methods that provide solutions for societal or global issues, support economic drivers and/or promote the advancement of culture.

Indicators: Number of University of Idaho Extension direct contacts with communities.

Objective B: Develop community, regional, national and/or international collaborations which promote innovation and use University of Idaho research and creative expertise to address emerging issues.

Indicators: Number of active responses/programs in progress that seek to address the identified societal issues or collaborate with communities on research, the arts or cultural enhancement as reflected by the percentage of faculty collaboration with communities (reported in HERI survey) as well as total economic impact assessment (EMSI).

Objective C: Engage individuals (alumni, friends, stakeholders and collaborators), businesses, industry, agencies and communities in meaningful and beneficial ways that support the University of Idaho's mission.

Indicators: National Survey on Student Engagement (NSSE) service learning metric, alumni participation rate, and dual credit engagement.

First Waypoint Metrics 2016/17-2018/19

The State Board of Education and Governor of Idaho's Go-On Initiative outlines the first societal issue we will address and serve as the leading indicator for this goal. In parallel, we will seek input on other critical issues facing society both in Idaho and globally. The lead and other measures follow in the table below:

Performance Measures	Baseline (2014-15)	July 2017	July 2018	July 2019	Waypt 2 2022	Final Goal 2025
Go-On Impact[2]	**In process**					**+50%**
Number of Direct UI Extension Contacts	338,261	348,000	359,000	370,000	375,000	380,000
% Faculty Collaboration with Communities (HERI)	57%	61%	63%	65%	68%	70%
NSSE Mean Service Learning, Field Placement or Study Abroad	52%	56%	58%	60%	66%	72%
Alumni Participation Rate[3]	9%	9%	10%	11%	13%	15%
Economic Impact ($ Billion)	1.1	1.1	1.2	1.3	1.7	2.0
Dual credit (System wide metric) a) Total Credit Hours b) Unduplicated Headcount	6,002 1,178	6,500 1,200	6,700 1,250	6,700 1,250	6,700 1,250	6,700 1,250

[2] Measured via survey of newly enrolled students, we will seek to estimate the number of new students that were not anticipating attending college a year earlier.

[3] Given data availability and importance for national rankings, percent of alumni giving is used for this measure.

TRANSFORM

Educational experiences that improve lives

Goal 3:

Increase our educational impact.

Objective A: Provide greater access to educational opportunities to meet the evolving needs of society.

Indicators: Total number of enrolled students and conferred degrees (both undergraduate and graduate).

Objective B: Foster educational excellence via curricular innovation and evolution.

Indicators: Increased retention, numbers of graduates, NSSE High Impact Practices score and reductions in remediation via curricular innovation.

Objective C: Create an inclusive learning environment that encourages students to take an active role in their student experience.

Indicators: Measures educational parity and retention rates (for new and for transfer students).

First Waypoint Metrics 2016/17-2018/19

To accomplish this goal, we must grow enrollment and improve retention and persistence so we attain an increased number of graduates. We will focus on enrollment growth in the first waypoint, shifting our focus to increasing the number of graduates as the primary measure by the time we reach the final waypoint. College education is greatly enhanced when graduates have sufficient exposure to enriching experiences in college such as the NSSE high impact practices (experiences that promote contextual learning outside the classroom – see appendix). The lead and other measures follow in the table below:

Performance Measures	Baseline (2014-15)	July 2017	July 2018	July 2019	Waypt 2 2022	Final Goal 2025
Enrollment (Heads)	**11,372**	**12,000**	**12,500**	**13,000**	**15,000**	**17,000**
Equity Metric: First term GPA & Credits (% equivalent – see appendix for definition)	**75%**	**80.0%**	**85%**	**90%**	**95%**	**100%**
Retention – New Students (System wide metric)	80.1%	82%	83%	84%	87%	90%
Retention – Transfer Students (System wide metric)	77%	77%	78%	79%	82%	85%
Graduates (All Degrees: IPEDS)[4] a) Undergraduate Degree (PMR) b) Graduate / Prof Degree (PMR) c) % of enrolled UG that graduate (System wide metric) d) % of enrolled Grad students that graduate (System wide metric)	 2,861 1,767 741/123 20% 29%	 2,900 1,800 700/130 20% 29%	 2,950 1,800 750/130 20% 30%	 3,000 1,850 800/150 20% 31%	 3,500 2,200 850/170 20% 33%	 4,000 2,500 1000/200 20% 35%
NSSE High Impact Practices	67%	70%	70%	75%	80%	85%
Remediation (System wide metric) a) Number b) % of first time freshman	150 14%	153 14%	158 14%	142 12%	124 10%	103 8%

[4] The IPEDS method for counting degrees and those used to aggregate the numbers reported on the Performance Measurement Report (PMR) for the State Board of Education (SBOE) use different methods of aggregation. As such the sum of the degrees by level will not match the total.

CULTIVATE

A valued and diverse community

Goal 4:

Foster an inclusive, diverse community of students, faculty and staff and improve cohesion and morale

Objective A: Build an inclusive, diverse community that welcomes multicultural and international perspectives.

Indicators: Increased multicultural student enrollment, international student enrollment, percent of multicultural faculty and staff.

Objective B: Enhance the University of Idaho's ability to compete for and retain outstanding scholars and skilled staff.

Indicators: Improved job satisfaction scores and reduced staff turnover rate.

Objective C: Improve efficiency, transparency and communication.

Indicators: Invest resources wisely to enhance end user experiences (e.g. more customer service oriented) and maintain affordability for students (cost per credit hour and SBOE efficiency measure).

First Waypoint Metrics 2016/17-2018/19

The University of Idaho is a purpose-driven organization. Our people invest their hearts and souls into providing a nurturing environment for all. We seek adjustments in culture, compensation and behavior consistent with our high aspirations. The lead and other measures follow in the table below:

Performance Measures	Baseline (2014-15)	July 2017	July 2018	July 2019	Waypt 2 2022	Final Goal 2025
Chronicle "Great Colleges to Work For" Survey Score	Survey Avg in 3rd Group (of 5)	Survey Avg in 3rd Group (of 5)	Survey Avg in 3rd Group (of 5)	Survey Avg in 4th Group (of 5)	Survey Avg in 4th Group (of 5)	Survey Avg in 4th Group (of 5)
Multicultural Student Enrollment (heads)	2,605	2,922	3,130	3,305	4,000	4,300
International Student Enrollment (heads)	766	800	950	1,100	1,500	2,000
Full-time Staff Turnover Rate	17.6%	17%	16%	15%	12%	10%
% Multicultural Faculty and Staff	19% & 12%	20% & 13%	21% & 14%	22% & 15%	23% & 17%	25% & 18%
Cost per credit hour (System wide metric)	$335	$355	$366	$377	$412	$450
Efficiency (graduates per $100K) (System wide metric)	1.20	1.26	1.32	1.37	1.54	1.70

PLAN IMPLEMENTATION

Resourcing the Strategic Plan via Integrated Planning

The strategic plan presented here is just one piece of a larger puzzle and cannot be pursued as an independent undertaking. Indeed, the incorporation of the strategic plan into other important university functions is vital to its success. The strategic plan will be connected to several key components of UI operations – budgeting, enrollment planning, accreditation, program prioritization, hiring, capital construction planning and fundraising.

The financial resources needed to meet the goals outlined in the strategic plan will come from multiple sources, including targeted investments from donors and the State of Idaho. The bulk of the new resources needed, however, will come from tuition revenue generated from enrollment growth, which fundamentally underpins the plan. Growing enrollment from roughly 11,400 students to over 17,000 over the next nine years will yield revenue that will enable the achievement of the goals outlined in this strategic plan.

The University of Idaho recognizes the role faculty, staff, students and university leadership share in the growth and nurturing of our mission, vision and enterprise. As we move forward together, we will harmonize the numerous processes outlined in this plan via an Institutional Planning and Effectiveness (IPE) committee. This committee will advise the President and the State Board of Education on a variety of matters and will coordinate multiple processes in a way that ensures progress toward meeting the goals and aspirations of the overarching strategic plan.

The strategic plan itself will require additional detail. This detail, which will be defined within the cascaded plans, will be provided by colleges and units across the university. The cascaded plans will address how current resources will be used in support of meeting strategic plan goals. They will also include new concepts and ideas that can accelerate our progress towards achieving key strategic objectives and metrics. The first phase of planning, or first waypoint, will take three years. The IPE committee will provide a structure to collect, implement and monitor cascaded plans. In addition, the IPE committee will start working with the various subcommittees handling other key university operations such as enrollment management, budget and capital planning and fundraising.

EXTERNAL FACTORS

Factors beyond our control that affect achievement of goals

1. The general economy, tax funding and allocations to higher education.
2. The overall number of students graduating from high school in Idaho and the region.
3. Federal guidelines for eligibility for financial aid.
4. Increased administrative burden increasing the cost of delivery of education, outreach and research activities.

Appendix: Metric and Data Definitions
Guiding principle for metric selection and use.

The core guiding principle used in selecting, defining and tracking the metrics used in the strategic plan is to focus on measures key to university success while remaining as consistent with the metrics used when reporting to state, federal, institutional accreditation other key external entities. The desire is to report data efficiently and consistently across the various groups by careful consideration of the alignment of metrics for all these groups where possible. The order of priority for selecting the metrics used in the strategic plan is a) to use data based in the state reporting systems where possible, and b) then move to data based in federal and/or key national reporting bodies. Only then is the construction of unique institution metrics undertaken.

Metrics for Goal 1 (Innovate):

1.) **Terminal degrees in given field** is the number of Ph.D., P.S.M., M.F.A., M.L.A., M.Arch, M.N.R., J.D., D.A.T., and Ed.D. degrees awarded annually pulled for the IR Degrees Awarded Mult table used for reporting to state and federal constituents. This data is updated regularly and will be reported annually.

2.) **Postdocs and Non-faculty Research Staff with Doctorates** as reported annually in the Graduate Students and Postdoctorates in Science and Engineering Survey (http://www.nsf.gov/statistics/srvygradpostdoc/#qs).

3.) **Research Expenditures** as reported annually in the Higher Education Research and Development Survey (http://www.nsf.gov/statistics/srvyherd/).

4.) **Invention Disclosures** as reported annually in the Association of University Technology Managers Licensing Activity Survey (http://www.autm.net/resources-surveys/research-reports-databases/licensing-surveys/).

5.) **Number of undergraduate and graduate students paid from sponsored projects**: This metric is a newly established SBOE metric. It is calculated by the Office of Research and reported annually.

6.) **Percent of students engaged in undergraduate research**: This is a metric from the PMR for the SBOE. These PMR data are pulled from the Graduating Senior Survey annually.

Metrics for Goal 2 (Engage):

1.) **Go-On Impact**: The metric will rely on one or two items added to the HERI CIRP First Year Student Survey. We will seek to estimate the number of new students that were not anticipating attending college a year earlier. As the items are refined, baseline and reporting of the results will be updated.

2.) **Extension Contacts:** Outreach to offices in relevant Colleges (CALS, CNR, Engineering, etc.) will provide data from the yearly report to the Federal Government on contacts. This represents direct teaching contacts made throughout the year by recording attendance at all extension classes, workshops, producer schools, seminars and short courses.

3.) **Collaboration with Communities:** HERI Faculty Survey completed by undergraduate faculty where respondents indicated that over the past two years they had, "Collaborated with the local community in research/teaching." This survey is administered every three to five years.

4.) **NSSE Mean Service Learning, Field Placement or Study Abroad:** This is the average percentage of those who engaged in service learning (item 12 2015 NSSE), field experience (item 11a NSSE) and study abroad (item 11d) from the NSSE.

5.) **Alumni Participation Rate:** This is provided annually by University Advancement and represents the percentage of alumni that are giving to UI. It is calculated based on the data reported for the Voluntary Support of Education (VSE) report. (http://cae.org/fundraising-in-education/). It is updated annually.

6.) Economic Impact: This is taken from the EMSI UI report as the summary of economic impact. This report is updated periodically and the data will be updated as it becomes available.

7.) **Dual Credit:** These data are pulled from the PMR which is developed for the SBOE annually.

Metrics for Goal 3 (Transform):

1.) **Enrollment (Heads):** This metric consists of headcounts from the data set used in reporting headcounts to the SBOE, IPEDS and the Common Data Set as of census date. The data is updated annually.
2.) **Equity Metric:** This metric is derived from the census date data used for reporting retention and graduation rate which is updated annually. The analysis is limited to first-time full-time students. The mean term 1 GPA and semester hours completed for FTFT students is calculated for the all students combined and separately for each IPEDS race/ethnicity category. The mean for the 8 groups are compared to the overall mean. The eight groups identified here are American Indian or Alaska Native, Asian, Black or African American, Hispanic/Latino, International, Native Hawaiian or Other Pacific Islander, Two or More Races and White. If the mean for a group is below the overall mean by 1/3 or more of a standard deviation it is considered below expectations/equity. The percentage of these 8 groups meeting the equity cut off is reported. So for example if 6 of the 8 groups meet equity it is reported as 75%. As there are groups with low numbers the best method for selecting the cut off was based on the principle of effect size (i.e., https://researchrundowns.wordpress.com/quantitative-methods/effect-size/).
3.) **Retention:** This is reported as first-time full-time student retention at year 1 using the data reported to the SBOE, IPEDs and the Common Data set. This is updated annually. The final goal was selected based on the mean of the 2015-16 year for the aspiration peer group for first-year retention as reported in the Common Data Set. This group includes Virginia Tech, Michigan State University and Iowa State University.
4.) **Graduates (all degrees):** This is reported from the annual data used to report for IPEDS and the Common Data set for the most recent year and includes certificates.
5.) **Degrees by level:** Items (a) to (c) under Graduates are pulled from the PMR established by the SBOE. These numbers differ from IPEDs as they are aggregated differently and so the numbers do not sum to the IPEDs total.
6.) **NSSE High Impact Practices:** This metric is for overall participation of seniors in two or more High Impact Practices (HIP). The national norms for 2015 from NSSE is saved in the NSSE folders on the IRA shared drive. The norms for 2015 HIP seniors places UI's percentage at 67%, well above R1/DRU (64%) and RH (60%) as benchmarks. The highest group (Bach. Colleges- Arts & Sciences) was 85%. The goal is to reach at least this level by 2025.
7.) **Remediation:** This metric comes from the PMR of the SBOE. It is updated annually.

Metrics for Goal 4 (Cultivate):

1.) **Chronicle "Great Colleges to Work For" Survey Score:** This metric is being baselined in spring 2016 and will utilize the "Survey Average" score. The desire is to reach the "Good" range (65%-74%), which is the 4th group of 5, or higher. The survey can be found here http://chroniclegreatcolleges.com/reports-services/.
2.) **Multicultural Student Enrollment:** The headcounts used for this metric will be derived from the data set used to report to the SBOE at fall census date. This is based on the categories used by IPEDS and the Common Data Set. The census date data is updated annually.
3.) **International Student Enrollment:** The headcounts used for this metric will be derived from the data set used to report to the SBOE at fall census date. This is based on the categories used by IPEDS and the Common Data Set. The census date data is updated annually.
4.) **Full-time Staff Turnover Rate** is obtained from UI Human Resources on an annual basis.
5.) **Percentage of Multicultural Faculty and Staff** is the percentage of full-time faculty and staff that are not Caucasian/Unknown from the IPEDS report. Full-time faculty is as reported in IPEDS HR Part A1 for full-time tenured and tenure track. Full-time staff is as reported in IPEDS B1 using occupational category totals for full-time non-instructional staff.
6.) **Cost per credit hour:** This metric is from the PMR for the SBOE and is update annually.
7.) **Efficiency:** This metric is from the PMR for the SBOE and is update annually.







University of Idaho

Appendix E: EEC Report

FINAL REPORT

EFFICIENCIES AND EFFECTIVENESS VIA CENTRALIZATION SUBCOMMITTEE

MARCH 27, 2017

University of Idaho

TABLE OF CONTENTS

EXECUTIVE SUMMARY

University of Idaho employees generally do not have positive perceptions of centralized core services due to a lack of accountability and timely, responsive assistance. Over the years, this has led colleges and units to hire positions that might otherwise be handled by centralized services - from facilities to IT, from HR to finance. The perceived benefit of this trend from the college/unit level is that decentralized, embedded employees provide a more timely and higher quality service. In addition, these employees understand the needs of their units better and can therefore provide a level of efficiency difficult to achieve with shared, centralized services. The committee also recognizes that decentralized employees have certain disadvantages to the institution. Decentralization has resulted in a system of "Haves and Have Nots" where wealthier colleges/units are able to provide their own stable of decentral support while those with less resources are unable to do so and must get in line to wait for central service. In addition, the college/unit stable is often only one deep, leaving them vulnerable if someone gets sick or leaves for a position elsewhere. Finally, decentral employees who do not report to a central line are not necessarily held accountable to standards of security and compliance, especially in the areas of IT and finance, therefore leaving the institution at risk. Given these realities, the committee is recommending slow, incremental change in areas that put the institution at highest risk. We suggest a hybrid, centrally funded embedded employee approach. It is essential to consider and evaluate the specialized needs of each college/unit before any changes are made. To achieve full buy-in institution wide, we suggest initial attempts be voluntary and centrally funded. This provides an opportunity to prove the value of central services, while at the same time, creating an incentive for colleges/units to reinvest resources into initiatives that are mission-driven rather than administrative in nature.

COMMITTEE MEMBERS

Kathy Canfield-Davis, Department Chair, Leadership and Counseling
Deb Eisinger, Executive Assistant to the Vice President, Finance
Greg Fizzell, Chair, Staff Council (Subcommittee Chair)
Ben Hunter, Associate Dean, Library
Chad Neilson, Director, Web Communications and Operations
Andrew Kersten, Dean, College of Letters, Arts and Social Sciences
Phillip Scruggs, Department Chair, Movement Sciences
Bernhard Stumpf, Faculty, Physics
Patrick Wilson, Faculty, Natural Resources and Society

PURPOSE

The Efficiencies and Effectiveness via Centralization subcommittee (EEC) has been charged by the Provost and the Institutional Planning and Effectiveness Committee to make recommendations on the following:

1. Whether a substantial improvement in University of Idaho functions can be achieved via a shift from highly distributed managerial oversight to a more centralized approach.
2. What functions to centralize, if any, whether it should be wholesale or partial centralization, and projected impact on the University of Idaho (i.e., what will change, who will be affected, and how would the transition best be handled.)

SCOPE

The subcommittee approached this assignment as a formal, initial step towards understanding what different individuals and constituent groups across the institution *perceive to be* the relative advantages and disadvantages of distributed managerial oversight versus a more centralized approach. We sampled a broad cross-section of the University using interviews and focus groups.

CONSTITUENT GROUPS

PERSONAL INTERVIEWS CONDUCTED:

1. Brian Foisy, Vice President, Finance, 01/09/17
2. Dan Ewart, Vice President, Finance, 01/11/17
3. Janet Nelson, Vice President, Research & Economic Development, 01/11/17
4. Robert Smith, Senior Associate Vice President, Research and Economic Development, 01/11/17
5. Mary Kay McFadden, Vice President, Advancement, 01/12/17
6. Linda Campos, University Controller, 02/27/2017
7. Ron Town, Assistant Director Financial Reporting Systems, 02/27/17
8. Dean Kahler, Vice Provost, Strategic Enrollment Management, 02/27/17

FOCUS GROUPS CONDUCTED:

1. Web Team, 01/26/17
2. Faculty Senate, 01/31/17
3. Affirmative Action Coordinators, 02/01/17
4. Distributed IT Staff, 02/02/17
5. Provost's Council, 02/06/17
6. Staff Council, 02/08/17
7. Council of University Business Officers, 02/09/17
8. Marketing and Communications Team, 02/13/17
9. Embedded Development Officers, 02/24/17
10. Embedded and Centralized Academic Advisors, 02/28/17
11. University Support Services, Idaho Commons/Pitman Center, Kibbie Dome, Auxiliary Services and Housing & Resident Life, 03/07/17

MAJOR EMERGENT THEMES

- Centralization leads to a lower level of service - when services have been centralized in the past, perceptions exist that University level priorities take precedence over unit level priorities. Unable to complete projects in a timely manner, units end up investing again in their own services. This leads to a cycle of centralizing – decentralizing – centralizing again etc. “Here we go again” was a sentiment expressed by longer tenured employees.
- Current centralized services have no accountability – Centralized units including Human Resources, Facilities, Legal and IT (apart from the Help Desk) provide no opportunity for customer feedback that can be used to improve the level of service. It can take months to get a position filled, roof fixed, legal counsel obtained, or IT service. With this track record, there is great trepidation regarding any further centralization efforts.

- Centralization is a loaded word - Many people assume the worst with the most common fear/assumption being that employees will be physically relocated, jobs will be lost, and/or the level of central service will be poor.
- Embedded employees bring efficiency and effectiveness - They have specialized knowledge and experience that allows them to most efficiently serve their units well, hire the best people, and create a culture of care, ownership and teamwork within units.
- There are specialized needs within colleges/units that simply cannot be met by central model – Examples include highly specialized software/hardware used for research etc., janitorial and maintenance staff at the Student Recreation Center, and facility managers/workers at the Kibbie Dome.
- If it works don't fix it - People perceive that things are working well and value close working relationships with their colleagues at the college/unit level.
- Quality, knowledgeable and engaged managers and employees are more important than the model implemented.
- Current distributed model leaves colleges/unit vulnerable to positions that are "one deep". If this person leaves for a new position elsewhere or is sick, business stops or is highly disrupted.
- Current distributed model leaves the University vulnerable to IT security and compliance risks. There are no formal mechanisms for distributed IT staff to be trained on University security standards and held accountable for compliance to policies and guidelines.
- Current distributed model leads to financial transaction mistakes that leave the University at risk for audit, fraud or failure to comply with federal law. It also leads to inconsistencies in practice - for example, what e-codes are used. There is no system to ensure that colleges/units hire people with the appropriate formal training to work on financial matters. There is no formal training system in place for staff to be trained on University financial standards and procedures and no system to hold employees accountable for compliance to policies and guidelines.
- Managing split salary lines is difficult, inefficient and creates significant overhead.
- Current distributed model can lead to overlap, and therefore inefficiencies.
- Distributed employees welcome formal training from central administration, especially in the areas of IT and Finance, but current partnership is perceived to be weak.
- "Haves and have-nots" - Units that are well-funded tend to be happiest with decentralized services and worry about a drop in timeliness and quality of service from centralization efforts. Units who are not as well funded are more open to the idea as they see a possibility for gains in service they cannot currently afford.

RECOMMENDATIONS

1. Conduct a 360-degree review of current centralized services including, but not limited to, Facilities, Information Technology Services, Human Resources and Legal to determine level of customer satisfaction and how these services can improve. Institutionalize this accountability on an annual basis so customer service can be regularly monitored. Hold managers accountable so customer satisfaction is included in annual evaluations. Base future centralization decisions on what is learned.
2. We have noticed two examples where work tasks appear to be "tacked" on to a variety of different position types, Affirmative Action Coordinators (AACs) and Financial Transactions. There are likely other duties where this occurs as well. These functions are conducted with little consistency from college to college or unit to unit. Some colleges/units have significant infrastructure in these areas while others have it as a small part of one person's position description. In certain cases, staff are performing these duties that are not included in their job descriptions at all and have received inconsistent training. We recommend formally evaluating this situation to see if there are consistent standards that can be applied institution wide.
3. Conduct a needs assessment regarding deployment of a central Events Management System (EMS) so information about events happening on main campus and across the state at any given time can be found and reported on easily, especially in the case of an emergency. Data from such a system can also feed into enrollment efforts, especially when the event in question is serving K12 students.
4. Centralize basic ITS "Infrastructure" services if they are not already, but leave colleges/units to employ specialists as needed, specialized research software for example. Consult with IT professionals across campus to determine best services to centralize and those best left specialized. Some centralized services might include:
    a. Servers
    b. Network
    c. Email
    d. Basic Software - eliminates need to support endless variety of software on campus
    e. Hardware – eliminates need to support endless variety of hardware on campus
    f. SIS
    g. Security functions
    h. Desktop Support - eliminate charge back system.
5. In many instances, effectiveness and efficiency of split managerial oversight or distributed management can be improved through an embedded service model. For example, College Development Officers are pulled in a wide variety of directions from event planning to alumni relations to actual development duties, among others. From a Dean's perspective, this might be exactly what is needed. From a purely development perspective, the institution might be missing opportunities to raise much needed funding.

    The committee recommends conducting a feasibility study to weigh *split managerial oversights* wherever they occur (ITS, HR, advancement, marketing, web, academic advising, finance, etc.) against an embedded model to see if it can accommodate the majority of situations. **Based on the results of the feasibility study and the 360 degree review recommended above, determine the best course forward.**

a. Suggested Embedded Service Model
   i. Strong central unit (based on the delivery of specialized services) embeds employees in partnering colleges or units to provide a defined service. Embedded employees act very much like account managers for the units they service. Central unit provides policies, funding, training, best practices and holds partner units accountable, and vice versa, units hold the the central unit accountable.
   ii. The embedded employees report directly to the central manager; however, take direction from a functional supervisor within the college or unit. Roles noted below.

b. Central Manager's Responsibilities:
   i. Owns PCN
   ii. Fund the positions
   iii. Coordinates searches
   iv. Process HR/payroll documentation
   v. Provide technical/professional training and support
   vi. Procures computing equipment and software
   vii. Enforce standards and policies
   viii. Support the priorities of the partnering unit
   ix. Partner with functional supervisor on annual evaluations
   x. Provide backup coverage when embedded employee is absent
   xi. Approve overtime

c. Functional Supervisor's Responsibilities:
   i. Develop annual work plan
   ii. Prioritize tasks based on unit goals
   iii. House the employee
   iv. Provide the employee with office furniture, office supplies and phone line

d. Managerial Overlap (collaboration):
   i. Provide professional development
   ii. Approve annual/sick leave
   iii. Support institutional initiatives
   iv. Partner on annual evaluation process

e. Advantages of an Embedded Model
   i. One point for funding
   ii. One point for standards/policy/process
   iii. One point for hiring and training
   iv. Redundancy (backup provided by team)
   v. Creates a "base level of service"
   vi. Standard tool set for all
   vii. Creates a technical support team for employees
   viii. Promotion within the team

ix. Embedded employee builds relationships within the unit and helps create shared vision
x. Levels the “Haves and Have Nots” playing field
xi. Level of service remains high with employees embedded in each college/unit

f. Challenges of an Embedded Model
   i. Customizing model for college/unit needs
   ii. Multiple supervisors can be challenging for employee if not implemented well
   iii. Central manager and functional supervisor may not see eye to eye
   iv. Managing performance issues
   v. Funding

6. Serious consideration needs to be given to the services provided to off-campus facilities across the state. Depending on location and size, off-campus facilities can receive a range of central services from very little to a little bit, but it rarely reflects the level of service units receive on main campus. Not only does this negatively affect morale of employees located at these facilities, but it leaves the university at risk for IT security lapses, financial compliance violations, or poor central branding among others. A position that focusses solely on statewide infrastructure and service needs might be in order.

FOCUS GROUP AND INTERVIEW DATA

PERSONAL INTERVIEWS

BRAIN FOISY, VICE PRESIDENT, FINANCE

- Decentralized finance services leaves the University vulnerable to fiscal compliance risks, fraud and inefficiency.
- Shared services model or business service center vs. "Jack of all trades" model where specific tasks may only be done rarely which creates mistakes.
- Efficiency is gained through expertise in specific areas
- Being an island is ok if each one is equally resourced. Risk is higher with island approach.
- Start with a research phase, then conduct slow, managed implementation. Need to map out every step of process in great details.
- Avoid multiple supervisors at all costs. Directors of shared services have to be perfectly in sync with unit needs.
- The history of pulling resources out of colleges/units has created "lift and shift" fatigue.
- It doesn't have to be a top down approach. Instead, provide a service and make it available to units and make it voluntary to use. If the service center is doing a good job, units will use it rather than investing in their own services. Service center, therefore, adds value and not seen as a power grab.
- Physical space is a big challenge because its most desirable to co-located people in the service center location.

- Basic finance transactions like voucher processing and travel should be centralized in a service center model.
- Give up housing custodians and have them work for facilities instead.

DAN EWART, VICE PRESIDENT, INFRASTRUCTURE

- Infrastructure is already fairly centralized.
- Supporter of centralization that makes sense, it doesn't have to be wholesale.
- Decentralized services lead to high baseline of service, immediacy of service and units get exactly what they want. These benefits can be replicated, however, in a centralized model through embedded employees that reports to central.
- Decentralized IT services leaves the university vulnerable to significant security and compliance concerns.
- Decentralized leave some units with "one deep". If the one IT person in a unit leaves or is sick, there is no backup.
- In a decentralized model, everyone is off doing their own thing creating duplication of services. This makes it difficult to reach strategic goals.
- Decentralized model leaves no baseline of service that anyone can expect.
- Career advancement in decentralized model is limited for single person providing service in a single unit.
- Centralization can lead to economies of scale. We waste a lot of time and money on support costs. For example, people buy an endless variety of computers with different service needs making them difficult to support. If we centralized computer buying, it would lead to efficiencies in providing support throughout the life of the machine.
- Shouldn't start a centralization process by pulling everyone in all at once. Instead, look for duplications that can be gotten rid of. Get the best processes and services for the institution.
- There is a significant advantage to having unit people follow a baseline of standards. Moving people is the last step. Cross train people so with sickness and time off there is no drop off in service.

MARY KAY MCFADDEN, VICE PRESIDENT, ADVANCEMENT

- Current model – development officers are embedded in units with half their salary coming from central advancement and half coming from the unit. The unit also provides office space and administrative support. ("Decentralized centralized program")
    - Advantages of this model:
        - Builds ownership – unit directors and advancement are on the same team.
        - Promotes growth – two units advocating for one position.
        - Creates healthy competition between colleges.
        - Promotes evenness across the University.
    - Disadvantages of model:
        - It doesn't allow for realities of the donor base. Needs to be donor centered focus. What is in the best interest of the donor equals what is the best interest of the institution.
        - There are no discovery officers.

        - Accountability and focus suffer – it's more clear when salary lines are centralized. For example, many development officers get pulled into other college needs, like events. This keeps them from doing their primary job duty, which is to bring in dollars to the University.
        - The distributed model takes more time – for example, when there are personnel issues.
        - Distributed model can also get very "siloed" by college leaving no ability to reassign staff when needed in other areas.
- Advancement should hold the salary lines. This aids in accountability. Development officers should be doing 150 face-to-face visits a year. Instead, they get pulled into other college level needs and don't make their numbers.
- UW and WSU have the same split salary model we do. It is very common in our industry.

JANET NELSON, VICE PRESIDENT, RESEARCH & ECONOMIC DEVELOPMENT

ROBERT SMITH, SENIOR ASSOCIATE VICE PRESIDENT, RESEARCH AND ECONOMIC DEVELOPMENT

- R&ED has varied model. They have a shared web developer, a full-time communications person that reports to central marketing and communications and their own financial operations people.
    - Advantages:
        - People are immediately available to do tasks
    - Disadvantages:
        - Current "model" is not a model per se. Rather, it is a result of a series of ad hoc decisions that have built up over time.
        - We end up doing many functions that are not core to our missions.
        - There is no career path for a specialist in a unit.
        - Distance is an issue. Embedded people can be orphaned.
    - If we increase research by 50%, the current system might need to change. We will need more in-house people.
    - We need some degree of leverage to make sure needs are met and not swallowed up by central.
    - Communications and personalities are key to a distributed model. It can work with the right people in place, but there are no guarantees. Priorities can be different for two supervisors.

LINDA CAMPOS, UNIVERSITY CONTROLLER

RON TOWN, ASSISTANT DIRECTOR, FINANCIAL REPORTING SYSTEMS

- Substantial differences in qualifications of employees doing financial work across campus – some have accounting degrees, others are doing many other jobs and have no specialized training in finance

- Some colleges (e.g., CALS) have excellent financial support within their college. Other colleges suffer from these duties being highly dispersed.
- At the very least, need more centralized training. CUIBO meetings are a great start, but need these to be mandatory.
- Purchasing would make sense to centralize.
- Suggestion to centralize within colleges with a direct line to central admin.
- Compliance issues across campus due to lack of training. Too many shadow systems (e.g., Quickbooks)

DEAN KAHLER, VICE PROVOST, STRATEGIC ENROLLMENT MANAGEMENT

- Current model has strong advantages:
- Embedded employees know the talk and units, day-in/day-out and understand their daily work
- Embedded employees in units are a good thing – growth
- Challenges of the current model:
    - Serving "2" masters
    - Need clearly defined duties
    - Communication can be a problem
    - Redundancy/overlap
        - Advising/Recruiting – we all need to be on the same page, e.g., Recruiters can only go to Moscow High School – one time. So, the colleges/central need to "communicate" with each other
    - Need weekly staff meetings with central
    - Budgets/funding
    - Personnel issues/evaluations
    - Dotted lines can be mushy
- Can be decentralized – just leave it and work with colleges/units. Have a Central Hub and work with colleges/units

FOCUS GROUPS

WEB TEAM

- Shared reports and funding seems to be working relatively well.
- There are challenges to dual reporting lines due to differing priorities.
- Split salary model requires overhead – single source funding would be more efficient.

FACULTY SENATE

- Video conferencing has greatly improved with centralization – ZOOM
- As a unit that has no in house IT person, central IT support is essential

- Level of service is a concern with centralization – enough support needs to be in place for it to work.
- With centralization, it is easy to highlight savings, but much more difficult to estimate and compute the costs. For example, with central IT service, I have to explain my situation and circumstance to someone new every time I call. This takes more time and is a hidden cost.
- Centralization could mean cutting jobs and spreading responsibilities across fewer people.
- Embedded people have specialized knowledge and know the people they are working with. Maintain decentralized approach but provide central support.
- Support a hybrid approach with embedded staff that receive training support from central. This meets specialized department needs and central accountability.
- Central advisers embedded in colleges report to central advising – this has been very beneficial to students leading to an 18% decrease in disqualified students.
- A hybrid model deserves special consideration.
- Increase in centralization can also lead to increases in management.
- We have colleges that are "have" and "have nots" under current system. If centralization leads to a fee for service approach, this doesn't help the "have nots" units any more than current system.
- Centralization helps colleges who lose key people. It also helps with grants expertise.

AFFIRMATIVE ACTION COORDINATORS

- AACS are distributed across units in a very inconsistent way. Some colleges have a full-time AAC while others have a position where AAC duties are fraction of someone's overall duties.
    - Advantages of current model:
        - Easy access to people dong the AAC function.
        - AAC has knowledge and expertise of college or unit.
        - AAC can work with financial officer on hiring in each unit byof assigning budgets etc.
    - Disadvantages of current model:
        - Position control numbers are difficult to manage.
        - No consistency in what positions have the AAC duties. Sometimes it's the assistant to the dean, sometimes it's a financial tech, sometimes it's an administrative assistant. Sometimes, the AAC duties aren't even in the job description a person was hired for.
        - AAC duties are not a career path.
        - If the AAC is out, there is no backup. This differs across units.
        - AACs need more centralized training.
        - AAC duties vary from unit to unit
        - There is a continuum from AAC being a small portion of someone's duties where for others it's a full-time job. The duties are also cyclical based on the time of year.

DISTRIBUTED IT STAFF

- In the past, IT was more centralized, but it was difficult to get technical resources from IT unless they meet a major UI priority, like increasing enrollment. Could not get things done in a timely manner which lead to decentralizing in the first place
- Centralization doesn't work without sufficient resources.
- Centralization should be thought of as a partnership, not managerial oversight.
- Central ITS should manage infrastructure and desktop support – hardware, networking, servers, security. Distributed IT professional can use guidance and support from central IT regarding security.
- There is currently not good collaboration between distributed IT people and central ITS.
- There is a lack of communication and a lack of infrastructure resources (Boise)
- UI is at risk of a breach because of lack of desktop/student support.
- Content expertise cannot be effectively manages by a central model (specialized software, hardware, servers etc.)
- Distributed IT professionals can provide a higher level of service to individual unit, respond quickly and consult with outside experts to solve problems.
- We should not stifle innovation because it is too risky for central IT.
- International programs recently implemented a specialized piece of software that was necessary for their programs. We could not get any support from central IT. This made it really difficult. We would like more collaboration from ITS experts, but it took 18 months for the data feed to be created because it wasn't a central priority. Collaboration and communication has really broken down.
- Standardization is important.
- Perception of ITS from college level is they don't get anything done. ITS doesn't meet my needs.
- There is not a good understanding by central ITS of statewide issues and needs. They can't provide customized solutions.
- Process should narrow the focus to determine what *needs* consolidation.
- Service level agreements need to be made that include response times and list of services that would be included.
- Charge back model keeps people from using central desktop support.

PROVOST'S COUNCIL

- Each college has a different setup
- Importance of having individuals physically located within college
- Support for Development model, including the half-and-half salary model
- Perception that current centralized services are slow and unresponsive
- Any changes should be done slowly!
- Focus on centralizing low-level, repetitive, non-specialized tasks
- Remember the unique needs of the centers!

STAFF COUNCIL

- HR/AAC
    - The volley back and forth makes it difficult to know what stage process is in. If AAC is out sick, process can sit for weeks. It can take three months to get to the interview stage. Departments can't function like this.
    - "One deep" - person leaves or gets sick and business stops.
    - Response time is too slow to keep good candidates in pool.
- We have a dedicated IT person in enrollment management. They are an expert in what the unit needs. Taking these experts out of units is a bad idea.
- OSP pays for a central IT staff, but we can't get any help from them because they keep getting pulled to "higher priorities".
- We have to have enough staff in order to centralize. Will we have enough to provide a high enough level of service. If the President's office needs something, do they get all the attention?
- In finance, it would be great if we all used the same e-codes.
- I work for central IT and I work a lot with decentralized IT folks.
    - Opportunities to go to training for decentralized folks don't happen
    - Decentralized folks get pressure from department to do things that might not be in the best from an IT perspective
    - Departments are only one deep – if person is gone there is no backup and everything stops
- Credit card compliance is paramount – security and compliance is paramount.
- *How* centralization or decentralization is implemented is important. The current AAC model is a good idea, but it is implemented poorly.
- "here we go again!" is what I hear from my department what centralization is mentioned.
- There is a culture problem – Unit over University
- "Is this just a power grab"?
- Central service must be accountable – formal customercustomer service assessment.
- Centralization loses nuance
- Evaluations can be difficult with split reports
- Auditor positions established to oversee processes.
- Advising – decentralized advising staff aren't taking advantage of central services that are being provided.
    - Faculty don't advise – they mentor
    - Professional advising in first and second year provides dramatic increase in retention.
    - All students have same opportunity for success.

COUNCIL OF UNIVERSITY BUSINESS OFFICERS

- Centralization is a panic inducing word
- We should fix issues in the current system rather than installing wholesale change.
- Procedural changes could be a simple fix to the model we have now.

- Centralization will lead to needs of the University overtaking the needs of each college.
- Specialized hardware and software need to be fixed quickly, central IT cannot accommodate this.
- Why did my service ticket get bumped? Who sets priorities? We lose ability to make transactional priority decisions under central model. The scope and scale of the units need to be considered.
- Distributed IT professionals don't have a seat at the central IT table.
- A hybridized model could work.
- Split funding for positons is a nightmare to manage.
- Whose priorities will matter the most under a central system?
- College of science has a MOU with central IT and they now are getting the services they need.
- Finance- benefits to central training and standards.
- If people serve more than one role – HR, AAC, finance – how do you centralize them?
- Finance – we are not consistent in our hiring. Training cannot fix lack of a technical degree.
- Grant funded programs need specialized set of knowledge and skills embedded in units.
- EPAFs done at central level would add efficiency and less mistakes.
- In the Provost are, it is helpful to have financial person in central budget office.
- The University is complex, not a one size fits all. Lack of responsiveness is what drove decentralization in the first place.
- We should keep people embedded, but centralize hiring, training, reporting esp. In IT, HR and Finance.
- We shouldn't just centralize because there is bad communication and training. Keep current model, just improve training and communication.

MARKETING AND COMMUNICATIONS TEAM

- Can be difficult for employees who are hired by college – disconnected from UCM resources
- Enthusiasm for dual reporting
- Desire for UCM support when colleges try to make uninformed/odd decisions
- Problem with colleges going against university marketing and communication plan

EMBEDDED DEVELOPMENT OFFICERS

- Most development officer salary lines are split 50-50 between colleges and central advancement.
- Resources are widely variable from one college to the next. College of Ag has its own development team, marketing and communications, videographer, news writer, data person, web person etc. Other colleges have one development officer that does all of these things.
- Dual reporting can be challenging due to competing priorities.
- Going into the next campaign, we need more centralization.
- Being embedded in the college build relationships and trust.
- Development officers get pulled in a lot of different directions. Technically, they should be doing purely development work. Instead, they end up planning events that have no philanthropic purpose.

- Giving day should be more centralized.
- Standardized tools and forms are needed. For example, a centralized CRM is desperately needed.
- Currently, DOs don't get enough time with central. Problems stem from not being very organized, not from the reporting structure.
- The most important relationships is between the DO and the Dean.
- Provost needs to make clear to Deans what DOs should be doing – they need to be educated about DOs
- Is it a matter of current model being a bad model or the model being poorly implemented?
- If we go from two reporting lines to one, the one line should go to the Dean.

EMBEDDED AND CENTRALIZED ACADEMIC ADVISERS

- Distributed vs. Centralized advising appears to be one of the most controversial dichotomies on campus (or at least tied with IT). Those who are embedded in their own student support centers believe their model is best. Those advisers who have central reporting lines but are embedded in colleges, believe their model is best.
- The distributed model is a fully integrated student service model where recruiting, retention, advising, student activities all take place out of one central area within the college.
- A central advising perspective would say that the advisers in the distributed model spend too much time recruiting and planning student activities/events and not enough time advising.
- In the current central advising model, advisers don't do recruiting etc., but they are also fully integrated/embedded in each college – just as the distributed advisers are.
- Regardless of the approach, all seem to agree that being embedded in the college is paramount.
- There appears to be a perception that providing colleges with an embedded central adviser will somehow hamper or take away resources, jobs or effectiveness from self-supported student service centers or that the embedded advisor can't know the college curriculum as well and therefore can't provide the same level of service. The evidence for this is uncertain. This likely stems from fear or uncertainty about the intentions of centralization. People might fear losing their jobs, losing resources, or losing control over their services.
- Most agree that dual reporting is challenging and can lead to frustration over differing priorities between central authority and college needs.
- Central advising has a wealth of resources that can be accessed by all units across campus, but are not taken advantage of enough.
- Training, transfer students and undeclared majors should have central advising. This appears to be widely agreed upon.
- 36% of students change colleges. A central adviser can ensure these students don't get orphaned and are retained by the University.
- Should keep ability for students to apply directly to colleges.
- Reporting lines within colleges gives them flexibility to assign student advisers to recruitment, retention, events or advising.
- We should provide central funds to colleges so student service centers can be equalized across campus.

- It is clear, students from different colleges receive widely different levels of advising.

UNIVERSITY SUPPORT SERVICES, AUXILIARY SERVICES AND HOUSING AND RESIDENT LIFE

- There is a strong need for a centralized event management system on campus. There is no central place where group data is kept. Need to streamline this statewide. This is both a public safety issue and an efficiency issue. Everyone has their own registration system. Data isn't shared. This could help with enrollment.
- The cycle of centralization has come and gone over the years.
- Central services don't respond quickly enough or with the same quality of service that our internal staff do.
- Why change an entire system for once or twice a year when things get busy.
- Housing tried to use central janitorial for move-out day, but sent them away because their standards were not high enough.
- "One Deep" is recognized as an issue.
- Good management is really the key. Hire the best people you can and let them do their job.
- Student funded buildings have higher expectations.
- Can't see any cost savings with centralized janitorial services – different standards across units.
- Would not want to rely on facilities for regular maintenance – it would not happen on time and it would not come in within cost.
- Auxiliaries, Kibbie Dome, Student Rec center etc. All feel their operations are working well. Why change it if it isn't broken?
- Needed an app for services and it took IT months to provide it. We could have done it on our own in 5weeks.
- Housing, rec and Kibbie have specialized standards for custodial.

Appendix F: Student Affairs Cascaded Plan


University of Idaho
Student Affairs
Cascade Plan

Students Affairs contributes to the University of Idaho's mission by providing access to and engaging students in an inclusive community that provides intentional learning experiences designed to cultivate self-awareness, wellness, care and respect for others and build the foundation for successful life and career. Student Affairs challenges students to learn, lead, thrive, and positively impact their communities throughout their lives.

3 *Themes* in support of the Strategic Plan

- Culture of Student Engagement and Development
- Culture of Healthy Community
- Culture of Excellence

University Strategic Goal	Themes
Innovate	Culture of Excellence
Engage	Culture of Student Engagement and Development Culture of Healthy Community
Transform	Culture of Student Engagement and Development Culture of Healthy Community
Cultivate	Culture of Excellence

Culture of Student Engagement & Development

Increase retention and graduation rates through a comprehensive and immersive experience that promotes student access, well-being, engagement, and success

Culture of Student Engagement and Development

- Expand volunteerism efforts between campus and local community
- Engage students in LLC communities
- Develop and implement intentional interaction model within Residence Halls to increase first year student retention
- Develop internships and graduate assistantship opportunities in Student Affairs
- Align efforts with National Survey of Student Engagement (NSSE) best practice
- Student Affairs intentional interaction training and education

Culture of Healthy Community

Foster a caring, diverse, and inclusive Vandal Community

Culture of Healthy Community

- Establish Community Health and Wellness Coalition
- Improve care and concern reporting and education for faculty/staff
- Student Affairs staff training on Question/Persuade/Refer (QPR Suicide Prevention training)
- Medical withdrawal and academic petition education for faculty/staff
- Camps Recreation involvement

Culture of Excellence

Build a vibrant, dynamic, and innovative team dedicated to providing outstanding service to the campus community.

Culture of Excellence

- Student Affairs On-Boarding
- Training, research, and volunteerism
- Student Affairs communication assessment
- New Professional Institute/workshop
- Recruitment and job announcement education and training

Initiative Number	Strategic plan goal and objective supported	July 2016 (Baseline)	Jul-17	Data metric as of July 2017
1. Community volunteer program	2B	1000 student participation	1500	1500 / 2900 (11/1)
2. LLC participation	2B	24% of student population	25%	25.15%
3. Increase ResLife First Year Retention	2B, 3C	75.70%	76.70%	80.84%
4. Student Affairs Internships and graduate assistantships	2B, 3A	5% of Student Affairs programs	7%	5%
5. National Survey of Student Engagement (NSSE) best practice assessment and review	2C	75%	80%	In-progress
6. Student Affairs intentional interaction model training	2C	Baseline at 0 for all non-Residence Life Staff	50%	Working to incorporate in to On-Boarding
7. Community Health and Wellness Coalition	2B, 2C	30 partners	40	43 partners
8. Report of Concern education and training	4C	10% of ***employees*** trained	15%	5 departments
9. Student Affairs QPR Training	2C	25% of Student Affairs Staff trained	50%	39%
10. Medical withdrawal and academic petition education	4C	150 medical withdrawals and academic petitions	160	158 (115 for Fall 2017 alone!)
11. Campus Recreation Programming	2C	736,489	773,313 (+5%)	737,090
12. Student Affairs On-boarding Program	4B, 4C	0	50%	50%
13. Student Affairs communication assessment	4C	Baseline	--	SA Retreat, Kick-off gatherings, monthly communications
14. Student Affairs New Professional Institute	4B, 4C	Baseline	--	Bi-weekly meetings. Connect with other units for this conversation.
15. Student Affairs recruitment best practice	4A, 4B	Baseline	--	SALT trainnig, education, and discussion

University of Idaho

Student Affairs

Appendix G: College of Letters, Arts, and Social Sciences Cascaded Plan

Cascaded Plan for Academic Units – Waypoint 1

July 1, 2016 – June 30, 2019

College: Letters, Arts, and Social Sciences

Long term focus which supports the University of Idaho Strategic Plan:

The College of Letters, Arts, and Social Sciences (CLASS) is the academic bedrock of the University of Idaho. It provides foundational support for all students as well as offers majors, minors, certificates, and enriching experiences aimed to produce globally-engaged, culturally competent, well-versed citizens who desire to grow the State of Idaho and reshape the world. CLASS is a research college whose faculty—frequently in collaboration with students—investigate the cutting edges of humanities, social sciences, and performing arts. Faculty, staff, and students use that same innovative spirit as they engage communities in Idaho and around the globe. There is no limit to the transformative reach of the College of Letters, Arts, and Social Sciences.

Our nine-year plan focuses on all four Strategic Planning Goals. *First and foremost*, for the first three years, we will focus mainly on Goals 3 (Transform) and 4 (Cultivate): increased student retention, increased graduation rates, enrollment growth at the undergraduate level, and improvements to the workplace environment and morale issues. At Waypoint 1, the College will have grown its undergraduate enrollment to 2574, which will be 76% of the Strategic Plan target. At Waypoint 1, we will have 18 terminal degrees granted, which will be 78% of the Strategic Plan goal. We will have increased our retention and graduation rates to higher levels. Finally, CLASS endeavors to broaden its engagement and cultivate a more robust community.

Although we will focus first and foremost on Goals 3 and 4, in anticipation of Waypoint 2 and Waypoint 3, we will begin work as we can on Goal 1 (Innovate) and 2 (Engage) during the next three years. Please see the CLASS Strategic Plan, which is attached at the end of this plan. In particular, we will grow our Equity Metric from 75% to 88% by Waypoint 1. Additionally, during these three years, we will lean into the expansion of graduate studies and research. Our College research metrics have yet to be fully devised, but we expect similar growth by Waypoint 1 such that 74% of all undergraduates in the College have an undergraduate research experience by the time of their graduation.

We will resource our plan through a combination of means: reallocation of College resources via program assessment, requests to the UBFC, and appeals to the incentive based funding system.

Long term institutional metrics (page 6 of university strategic plan):

University Performance Measure	Focus for unit? (Y or N)	University Baseline	Unit Baseline	Unit Target for 2025	Summary Tactics / Comments
Terminal Degrees	Y	275	15	23	The UI projects a 55% increase in terminal degrees. Our target reflects this percentage increase.
Societal Impact (Go On measure)	Y	TBD	TBD	TBD	CLASS has many points of contact to help foster the Go On rate. Outreach efforts include interactions with high school teachers in a variety of disciplines as well as participation in programs like music and anthropology.
Enrollment	Y	11,372	2,267	3,400	The UI projects a 50% increase in enrollment, and our target reflects this goal. Future enrollment growth hinges on the ability to deliver General Education and lower-division courses in the major in a timely manner. It should also be noted that overall student satisfaction is correlated with having a student community where diversity is a core value.
Equity Metric	Y	75%	81%	88%	CLASS has the most diverse and the largest enrollment of students at the UI. Areas will be addressed to specifically aid students who are Native American, Hispanic/Latino, and Native Hawaiian/Pacific Islander.
"Great Colleges" Survey	Y	3rd Group	TBD	TBD	CLASS seeks a high quality of satisfaction with faculty for research and creative activities and competitive salaries, research funding, and facilities to support their research and creative endeavors. CLASS also wants to ensure that staff and faculty score satisfied on the Job Satisfaction/Support; Teaching Environment; Professional Development; and Compensation, Benefits and Work/Life Balance on this survey. Positions must be configured as secure and benefitted lines.

Waypoint 1 goal(s) and objective(s), institutional metric(s) (from page 6) and tactics (short narrative description):

For Goal 3, Transform, CLASS will:

A. Provide greater access to educational opportunities to meet the evolving needs of society.

1. Expand the transformative and life-changing foundational curricula of the humanities, social sciences, and performing arts by expanding key programs on campus, online, and situated at the UI centers around the state of Idaho and by ensuring that students and faculty have access to state of the art equipment necessary for instructional purposes (Goal 3, Objective A).
    a. Action Item: Launch 7 new degree programs by 2019.

2. Continue to provide a significant number of the courses for the academically rigorous and integrative General Education curriculum (Goal 3, Objective A).
    a. Action Item: Hire 2 clinical faculty members per every additional 500 students that register at the University. In time, we will convert these clinical positions to permanently budgeted, possibly tenure-track, positions.

3. Expand academic programming that supports undergraduates and graduates across the entire university system. This includes the work of the Writing Center and the General Studies program as well as new programs to support advising to increase retention and graduation rates (Goal 3, Objective A).
    a. Action Item: Hire one student success advisor in the CLASS Student Services area for every additional 250 students.

B. Foster educational excellence via curricular innovation and evolution.

4. Provide undergraduates the opportunity to engage in meaningful interdisciplinary experiences that prepare them for the evolving needs of society. Working with the Office of Undergraduate Research, CLASS faculty will make students aware of opportunities to write, perform, investigate and collaborate with CLASS faculty as well as opportunities with faculty and students in other colleges. These include intra-college as well as inter-university opportunities (Goal 3, Objective B).
    a. Action Item: Expand interdisciplinary grant programs in the College as well as develop six new interdisciplinary undergraduate and graduate programs.

5. Reallocate resources to support and provide incentives for faculty and staff professional development opportunities, which in turn will help create and promote programs to increase retention and graduation rates. (Goal 3, Objective B).
    a. Action Item: Create professional development opportunities for faculty and staff.

6. Promote the number of NSSE High Impact Practices available to students in CLASS through advising and faculty workshops, which will increase retention and graduation rates. (Goal 3, Objective B).
    a. Action Item. Create workshops to promote NSSE High Impact Practices in CLASS.

7. Maintain the elimination of remedial courses in CLASS. CLASS eliminated remedial course offerings in 2014. (Goal 3, Objective B).
    a. Action Item: Build structures such as tutoring to help students so that they do not need remediation.

C. Create an inclusive learning environment that encourages students to take an active role in their student experience.

8. Conduct an inventory to refine recruiting, advising, and retention efforts in CLASS to support the needs of our diverse and large student population. (Goal 3, Objective C, Educational Parity for Hispanic/Latino, Native American, Hawaiian/Pacific Islander populations in particular; retention rates for new and transfer students).
    a. Action Item: Conduct Inventory by Fall 2017.

9. Exceed the retention rates of new and transfer students from other Idaho public, four-year institutions and work toward comparable retention rates of new and transfer students for our aspirational peers — Iowa State, Michigan State, and Virginia Tech — through a coordinated effort that provides targeted mentoring and advising. Also, a team of CLASS faculty and staff will systematically investigate best practices for retention from our peer and aspirational institutions (Goal 3, Objective C, retention rates for new and transfer students).
    a. Action Item: Create workshops to establish new ways and enhance existing ways of improving retention rates through improved advising, through high impact practices, and through internships.

For Goal 4, Cultivate, CLASS will:

A. Build an inclusive, diverse community that welcomes multicultural and international perspectives.

1. Support of faculty, staff and student attendance at CLASS multicultural events (Goal 4, Objective A).
    a. Action Item: Promote multicultural events using the CLASS Marketing and Communications Team.

2. Encourage participation in the University's diversity unit's Diversity Certificate Program for faculty and staff. (Goal 4, Objective A and Goal 2, Objective B).
    a. Action Item: Encourage participation in the Diversity Certificate Program.

3. Support curricular and co-curricular opportunities for students that bring a multicultural and international perspective (Goal 4, Objective A and Goal 3, Objective C).
    a. Action Item: Include multicultural and international perspectives in the 7 new CLASS majors.

4. Support and build robust relationships between our faculty, staff, and students with UI's diversity units (for example, the Women's Center, LTBTQ Office, and OMA) as well as with TRiO and other programs that support unrepresented student populations (Goal 4, Objective A and Goal 3, Objective C).
    a. Action Item: Build a robust relationship between CLASS and UI's diversity units.

5. Hire and retain faculty who include issues of diversity in their teaching and research providing students many opportunities to engage with this material (Goal 4, Objective A and B and Goal 3, Objective B).
    a. Action Item: Create CLASS Diversity Hiring and Retention plan and hire a more diverse faculty.

6. Establish a permanent fund to support student scholarships for underrepresented groups through targeted development initiatives, research grants and reallocation of resources including outreach revenues (Goal 4, Objective A, and Goal 3, Objectives A,B,C).
    a. Action Item: Maximize and expand CLASS's scholarships for students of diverse backgrounds.

7. Establish a permanent fund to support opportunity hires or retain faculty and staff through targeted development initiatives, research grants and reallocation of resources including outreach revenues (Goal 4, Objective A and B).
    a. Action Item: Establish CLASS Diversity Hiring and Retention Plan and create a system of incentives to support it.

B. Enhance the University of Idaho's ability to compete for and retain outstanding scholars and skilled staff.

8. Work with the University's diversity units, Human Resources, and PDL to create a university-wide training video for all members of hiring committees that highlights the impact of unconscious bias in hiring, in order to create strong and diverse pools of applicants (Goal 4, Objective B).
    a. Action Item: Create video training for CLASS hiring committees.

9. Support, and when necessary create, groups to support staff, faculty, and students that are committed to promoting an inclusive and equitable work climate (Goal 4, Objective B, and Goal 3, Objective C).
    a. Action Item: Establish Climate Task Force in CLASS by Fall 2017.

10. Schedule events during work hours, whenever possible, so that faculty, staff and students who are also caregivers can attend important university events (Goal 4, Objective B and C).
    a. Action Item: Create and implement guidelines about events and meetings to be more supportive of caregivers.

C. Improve efficiency, transparency and communication.

11. Publicize and support the use of systems like the CARE report, the Bias Response Team, and Title IX rules so that faculty, staff, and students can effectively communicate when they have experiences at UI that make it difficult to participate fully in the campus community (Goal 4, Objective C).

a. Action Item: Publicize means to make grievances and reports to university relative to bias, Title IX, and other issues.

12. Foster a shared university culture where achievements are highlighted and promoted outside of the college and university for communicating the value of our work to the state (Goal 4, Objective C).
    a. Action Item: Use CLASS Marketing and Communications Team to highlight and promote accomplishments.

13. Emphasize the university's land grant mission- providing a meaningful education for *all* of Idaho's citizens (Goal 4, Objective C).
    a. Action Item: Use CLASS Marketing and Communications Team to emphasize how CLASS contributes to the mission of providing a meaning education to Idahoans.

Waypoint 1 Metric Targets for Unit:

Initiative Number	Strategic plan goal and objective supported	Proposed means to assess progress	July 2016 (baseline)	July 2017	**July 2018**	July 2019	Totals by Waypoint One
1. Launch 7 new degree programs	Goal 3, Obj A	Number of programs launched	0	0	**3**	4	7
2. Hire 2 clinical faculty members per 500 new students	Goal 3, Obj A	Number of faculty hired	0	2	**2**	2	6
3. Hire one student success advisor per every additional 250 students	Goal 3, Obj A	Number of advisors hired	0	2	**2**	2	6
4. Launch 6 new interdisciplinary degree programs (relates to item 1)	Goal 3, Obj B	Number of programs launched	0	0	**3**	3	6
5. Workshops for Advising and HIPs	Goal 3, Obj B	Create Workshops	0	2	**2**	2	6
6. Workshops for Tutoring	Goal 3, Obj B	Create Workshops	0	0	**1**	2	3
7. Conduct Inventory	Goal 3, Obj C	Completion of Inventory	0	0	**1**	0	1
8. Workshops on Retention	Goal 3, Obj C	Create Workshops	0	1	**1**	1	3
9. Raise awareness of events	Goal 4, Obj A	Number of announcements per year	0	12	**12**	12	36
10. Raise awareness of Diversity Certificate Program	Goal 4, Objs A and B	Number of participants per year	0	20	**20**	20	60
11. Include multiculturalism and	Goal 3, Obj C	Number of programs	0	0	**3**	4	7

internationalism in degrees	Goal 4, Obj A	launched					
12. Coordination with UI Diversity Units	Goal 3, Obj C Goal 4, Obj A	Number of shared programs	0	0	**3**	3	6
13. Hire and retain new faculty who are diverse	Goal 3, Obj B Goal 4, Objs A and B	Number of diverse faculty hired	2	0	**3**	5	10
14. Create Diversity Scholarship Fund	Goal 3, Objs ABC Goal 4, Obj A	Fund created	0	0	**1**	0	1
15. Create Diversity Hiring and Retention Fund	Goal 4, Objs A, B	Fund created	0	0	**1**	0	1
16. Create training video	Goal 4, Obj B	Video created	0	0	**1**	0	1
17. Establish Climate Task Force	Goal 3, Obj C Goal 4, Obj B	Task Force Created	0	0	**1**	0	1
18. Create Guidelines for Meetings	Goal 4, Obj B, C	Guidelines created	0	0	**0**	1	1
19. Promote Accomplishments of Faculty and Staff	Goal 4, Obj C	Publicize accomplishments through web articles	12	24	**50**	75	161
20. Publicize means to make grievances and reports relative to bias, Title IX and other issues	Goal 4, Obj C	Create web site with information on the CARE team, Bias response team, and Title IX	0	0	**1**	0	1
21. Emphasize UI's educative mission through CLASS Messaging Team	Goal 4, Obj C	Publicize mission through web articles	4	6	**8**	8	26

Strategic Plan
July 1, 2016 – June 30, 2026

COLLEGE OF LETTERS, ARTS & SOCIAL SCIENCES

Long term focus which supports the University of Idaho Strategic Plan: (narrative including which university goal(s) will be central to the unit's activities over the next nine years and a brief description of anticipated tactics deployed to meet goal(s))

The College of Letters, Arts, and Social Sciences (CLASS) is the academic bedrock of the University of Idaho. It provides foundational support for all students as well as offers majors, minors, certificates, and enriching experiences aimed to produce globally-engaged, culturally competent, well-versed citizens who desire to grow the State of Idaho and reshape the world. CLASS is a research college whose faculty--frequently in collaboration with students--investigate the cutting edges of humanities, social sciences, and performing arts. Faculty, staff, and students use that same innovative spirit as they engage communities in Idaho and around the globe. There is no limit to the transformative reach of the College of Letters, Arts, and Social Sciences.

CLASS supports the University of Idaho strategic plan goals in the following ways:

Goal 1: Innovate (see appendix A)

The College of Letters, Arts, and Social Sciences contributes fully to the University's first strategic goal centered on "innovation." It will continue to produce scholarly and creative work of "the highest quality and scope," thereby impacting the "region and the world" in significantly positive ways. The College is committed to fostering the discovery process on all levels — both in terms of scholarship and creative activities — and it recognizes that discovery, creative work, teaching, and research are all inextricably intertwined. More so than any other college, CLASS encompasses a wide set of diverse disciplines, with specific national and international evaluative standards for each one. Within this setting, scholarly and creative activities range from research-involved field, archival and laboratory work to creative and professional writing and musical and theatrical performances of the highest order. The College's primary goal is to foster excellence in scholarly and creative innovation that intersects with the University's broader strategic goals and the land-grant mission of our public institution.

Goal 2: Engage (see appendix B)

Engagement is the vital process through which the University of Idaho touches and enriches the lives of others. The College of Letters, Arts and Social Sciences is uniquely positioned to engage students, staff, faculty, and the community in intellectual, cultural and performing arts programs that reflect the richness and diversity of the world around us. Many of these endeavors are collaborative ventures that directly engage alumni, businesses and other stakeholders in mutually-beneficial partnerships, thereby integrating the University of Idaho into the lives of future graduates and all Idahoans. Over the next nine years, CLASS will also identify and support programs and collaborations that enhance the university's regional, national and international presence.

Goal 3: Transform (see appendix C)

The College of Letters, Arts and Social Sciences offers curricula in the humanities, social sciences, and performing arts central to the University of Idaho's statewide mission. The College is committed to providing students a transformative education through exposure to a wide breadth of perspectives and experiences that encourage lifelong learning and develop a strong sense of personal and social responsibility. CLASS supports innovative teaching, open intellectual exchange, and robust collaboration across disciplines. Toward the fulfillment of its mission, the college promotes educational excellence in the arts, humanities, and social sciences while contributing to UI's General Education in these areas. In addition, CLASS demonstrates its strategic relevance through its contribution to outreach and engagement activities, both on the Moscow campus and around the state.

Goal 4: Cultivate (see appendix D)

The University of Idaho and the College of Letters, Arts and Social Sciences share a mission of preparing students in our state with the skills, experiences and knowledge to prosper in a global world. Despite that common goal, however, some communities and people still experience a hostile environment at the University and in the College. In order to succeed in a vibrant and safe community, diversity must be infused throughout. Supporting a broad understanding of diversity in thought, behavior, and practice will foster civility and inclusivity. Cultivating a welcoming and diverse faculty, staff and student body will increase our ability to recruit and retain skilled and knowledgeable colleagues and students. Cultivating diversity is a proven strategy for creating more successful institutions.

Long-term institutional metrics (page 6 of university strategic plan):

University Performance Measure	Focus for unit? (Y or N)	University Baseline	Unit Baseline	Unit Target for 2025	Summary Tactics / Comments
Terminal Degrees	Y	275	15	23	The UI projects a 55% increase in terminal degrees. Our target reflects this percentage increase.
Societal Impact (Go On measure)	Y	TBD	TBD	TBD	CLASS has many points of contact to help foster the Go On rate. Outreach efforts include interactions with high school teachers in a variety of disciplines as well as participation in programs like music and anthropology.
Enrollment	Y	11,372	2,267	3,400	The UI projects a 50% increase in enrollment and our target reflects this goal. Future enrollment growth hinges on the ability to deliver General Education and lower-division courses in the major in a timely manner. It should also be noted that overall student satisfaction is correlated with having a student community where diversity is a core value.
Equity Metric	Y	75%	81%	88%	CLASS has the most diverse and the largest enrollment of students at the UI. Areas will be addressed to specifically aid students who are Native American, Hispanic/Latino, and Native Hawaiian/Pacific Islander.
"Great Colleges" Survey	Y	3rd Group	TBD	TBD	CLASS seeks a high quality of satisfaction with faculty for research and creative activities and competitive salaries, research funding, and facilities to support their research and creative endeavors. CLASS also wants to ensure that staff and faculty score satisfied on the Job Satisfaction/Support; Teaching Environment; Professional Development; and Compensation, Benefits and Work/Life Balance on this survey. Positions must be configured as secure and benefitted lines.

APPENDIX A

College of Letters, Arts and Social Sciences
Cascaded Plan, Waypoint 1/Goal 1: Innovate

Long-term focus which supports the University of Idaho Strategic Plan:

The College of Letters, Arts, and Social Sciences contributes fully to the University's first strategic goal centered on "innovation." It will continue to produce scholarly and creative work of "the highest quality and scope," thereby impacting the "region and the world" in significantly positive ways. The College is committed to fostering the discovery process on all levels — both in terms of scholarship and creative activities — and it recognizes that discovery, creative work, teaching, and research are all inextricably intertwined. More so than any other college, CLASS encompasses a wide set of diverse disciplines, with specific national and international evaluative standards for each one. Within this setting, scholarly and creative activities range from research-involved field, archival and laboratory work to creative and professional writing and musical and theatrical performances of the highest order. The College's primary goal is to foster excellence in scholarly and creative innovation that intersects with the University's broader strategic goals and the land-grant mission of our public institution.

Waypoint 1 goals and objectives, institutional metrics and tactics (short narrative description):

Key tactics described here in narrative, as a numbered list. Include cross-referencing to strategic plan goals and objectives where possible.

CLASS contributes to a strong tradition of research and creative activity in the arts, humanities, and social sciences. This research and creative tradition undergirds the University's commitment to the liberal arts and sciences and contributes to its unique status as a land-grant institution. As such, the faculty, through the discovery and creative process, uniquely increase the academic reputation and scholarly profile of the university on the regional, national, and global level; it transmits this knowledge and creative work through publication and public performance and enhances societal impact through outreach and the depth and educational experiences of its undergraduate and graduate students. CLASS shall support and foster scholarly and creative innovation on all levels, as the College is committed to hiring and retaining faculty of the highest scholarly or creative caliber; it will ensure that faculty and staff have the research/creative support and appropriate facilities necessary to engage in independent, collaborative, and interdisciplinary work; and it will deepen and expand degree programs in academic units offering terminal degrees, above all in terminal degree programs in the humanities and social sciences.

For Goal 1, "Innovate," CLASS will contribute to three primary objectives:

A. Build a culture of collaboration that increases scholarly and creative productivity through interdisciplinary, regional, national, and global partnerships.

    1. Allocate greater resources to increase scholarly/creative works and research expenditures derived from collaborative partnerships by focusing resources, financial and other, to increase scholarly and creative activity in these sectors. CLASS maintains a long history of fostering interdisciplinary partnerships and will continue this tradition by strengthening existing programs — examples remain diversity/stratification studies; Native American Studies; World Music Festival; Environmental Science; Women & Gender Studies; Latin American Studies; Pacific

Northwest Studies; Historical Archaeology; Science, Health, and Technology Studies; the newly formed Center for Digital Initiatives and Learning (CDIL) — and continue to develop new programs and collaborations consistent with the research and creative capacities of present and future faculty, students, and staff. (Goal 1, Objective A)

2. Strengthen the existing institutional mechanisms—including the Humanities Fellow program, the distinguished research professorship (recently implemented), and the Human Communities Research Consortium (HCRC)—in order to promote greater interdisciplinary/collaborative work. (Goal 1, Objective A)

B. Create, validate, and apply knowledge through the co-production of scholarly and creative works by students, staff, faculty, and diverse external partners.

3. Allocate resources to increase production of graduates with terminal degrees, above all doctoral-level degrees in the humanities and social sciences, in order to increase overall research ranking of the University. (Goal 1, Objective B)

4. Develop and implement a College-wide strategic hiring plan to identify research strengths and capacity across disciplines in order to develop and strengthen programs offering terminal degrees (such as the PhD, MFA, and MMus), as well as prioritizing allocation of resources in degree programs across CLASS. (Goal 1, Objectives A & B)

5. Allocate resources to enhance compensation and start-up packages to attract and retain first-rate, competitive faculty in all programs. (Goal 1, Objective B)

6. Allocate resources to increase competitive graduate teaching and research assistantships in strategically significant graduate and professional programs offering terminal degrees, above all doctoral programs in the humanities and social sciences, in order to increase degree production and attract high-level graduate students. (Goal 1, Objective B)

7. Increase allocation of outreach/web-free resources (including dual credit) to facilitate undergraduate and graduate research, as well as to promote faculty development across all disciplines. Create partnerships with Office of Undergraduate Research. (Goal 1, Objectives A & B)

C. Grow reputation by increasing the range, number, type, and size of external awards, exhibitions, publications, presentations, performances, contracts, commissions, and grants.

4. Increased the submission of projects for external and internal funding; greater allocation of internal resources to fund research activity and expand grant activity. Create a greater partnership with Office of Sponsored Programs and the Research Office itself. (Goal 1, Objectives A, B, & C)

5. Develop a college-wide system of reporting metrics to better measure external awards, exhibitions, publications, presentations, performances, contracts, commissions, and grant applications. (Goal 1, Objective C)

Waypoint 1 Metric Targets:

Initiative Number	Selected performance measure	Unit Baseline value	July 2017	July 2018	July 2019	Comments
1, 2	Research Expenditures	TBD	TBD	TBD	TBD	The College will prioritize research expenditures in order to strengthen existing interdisciplinary and collaborative programs, as well as develop and refine new cross-college and university partnerships to foster innovation in scholarly and creative works.
3-6	Terminal degrees	15	16	17	18	The College will work toward a greater number of terminal degrees awarded — above all in doctoral programs in the humanities and social sciences — shall require an immediate prioritization of College resources related to graduate education, with a concomitant emphasis upon deepening program depth and faculty research in these sectors. CLASS shall develop competitive funding packages for graduate students in terminal degree programs and emphasize greater recruitment and retention strategies.
7	Percent of students engaged in undergraduate-level research					A larger amount of outreach funds will be distributed - on both the College and department level - to fostering independent undergraduate research.

8-9	Research Expenditures	66%	68%	71%	74%	CLASS will implement College-wide structural initiatives to seek for and attain sources of external funding. A greater allocation of internal College funds will be used to facilitate faculty development. An allocation of outreach funds will be used to seed external grant sources.

APPENDIX B

College of Letters, Arts and Social Sciences
Cascaded Plan, Waypoint 1/Goal 2: Engage

Long term focus which supports the University of Idaho Strategic Plan:

Engagement is the vital process through which the University of Idaho touches and enriches the lives of others. The College of Letters, Arts and Social Sciences is uniquely positioned to engage students, staff, faculty, and the community in intellectual, cultural and performing arts programs that reflect the richness and diversity of the world around us. Many of these endeavors are collaborative ventures that directly engage alumni, businesses and other stakeholders in mutually-beneficial partnerships, thereby integrating the University of Idaho into the lives of future graduates and all Idahoans. Over the next nine years, CLASS will also identify and support programs and collaborations that enhance the university's regional, national and international presence.

Waypoint 1 goals and objectives, institutional metrics and tactics:

During waypoint one, CLASS will affect positive social change by engaging prospective students through camps, performances, festivals, tours, and dual enrollment programs. To retain these students, CLASS will integrate service learning projects, internships, student/faculty collaborations and other high impact practices into CLASS curricula as resources permit. The college will further support the success and retention of a diverse student population by engaging students in extracurricular educational and cultural activities that explore an important range of social and cultural issues. These activities will also serve to enrich the quality of life for all University of Idaho employees. Lastly, CLASS will increase the number of terminal degrees awarded through the engagement and recruitment of graduate students at discipline-specific events; it will also reach out to prospective students through select, distance-delivered programs.

For Goal 2, Engage, CLASS will:

Meet Goal 2, Objective A: Inventory and continually assess existing engagement programs and select new opportunities and methods that provide solutions for societal or global issues, support economic drivers and/or promote the advancement of culture:

1. Assess CLASS extension programs and invest in those that benefit Idaho's public, private, and non-profit sectors (Goal 2, Objective A).
2. Assess existing distance-delivered programs and invest in those that effectively engage distance students while strengthening the university's regional, national and international presence (Goal 2, Objective A).
3. Explore the sustainability of additional distance-delivered graduate programs and develop those that have the potential to increase the number of terminal degrees awarded by the university (Goal 2, Objective A).
4. Modify reward structures to incentivize and facilitate CLASS distance education (Goal 2, Objective A).

5. Investigate the sustainability of potential CLASS summer programs to engage students year-round (Goal 2, Objective A).
6. Enhance recruitment and increase enrollment by engaging out-of-state, transfer, and prospective graduate students in off-campus camps, festivals, performances, and other CLASS events (Goal 2, Objective A).
7. Enhance recruitment and increase undergraduate enrollment by supporting CLASS partnerships with Idaho schools' programs (Goal 2, Objective A).

Goal 2, Objective B: Develop community, regional, national and/or international collaborations which promote innovation and use University of Idaho research and creative expertise to address emerging issues by:

8. Develop CLASS-specific indicators to measure CLASS faculty and student contributions to research and creative collaboration at the University of Idaho (Goal 2, Objective B).
9. Invest in CLASS research and creative collaborations that yield clear economic benefits for the state of Idaho, demonstrate fundamental intrinsic merit, and/or increase the university's national and international presence (Goal 2, Objective B).
10. Sponsor study abroad programs and other international, collaborative efforts that promote cultural engagement, diversity and inclusion (Goal 2, Objectives B).
11. Assess CLASS high impact practices that promote student collaboration with university faculty and outside partners through field placement, service learning and internships and the like; invest in those activities that increase retention and graduation rates (Goal 2, Objective B).
12. Tie CLASS collaborative activities to curricula where practicable in order to engage student partners directly (Goal 2, Objective B).
13. Review and update transfer pathways for CLASS departments (Goal 2, Objective B).
14. Inventory articulation agreements and develop new agreements as warranted (Goal 2, Objective B).
15. Inventory and develop CLASS courses offered through the University of Idaho's Dual Credit Program (Goal 2, Objective B).
16. Modify CLASS faculty appointments, position descriptions, and reward structures to encourage and facilitate dual enrollment efforts (Goal 2, Objective B).

Goal 2, Objective C: Engage individuals (alumni, friends, stakeholders and collaborators), businesses, industry, agencies and communities in meaningful and beneficial ways that support the University of Idaho's mission by:

17. Engage university donors in special CLASS events to demonstrate gratitude for their generosity (Goal 2, Objective C).
18. Request central funding to renovate public engagement venues including theatres and concert halls (Goal 2, Objective C).

19. Request central funding for a position in the CLASS Advancement Office to accommodate an increase in development events (Goal 2, Objective C).
20. Incentivize faculty and student involvement in CLASS advancement events (Goal 2, Objective C).
21. Focus advancement initiatives on alumni after their "decade mark" (Goal 2, Objective C).
22. Maintain contact with alumni and other stakeholders via lectures, readings, workshops, performances and other social events (Goal 2, Objective C).
23. Solicit CLASS alumni help to identify, recruit, and provide scholarships for new students (Goal 2, Objective C).
24. Program cultural and arts events that will help build and retain a diverse university community (Goal 2, Objective C).

Waypoint 1 Metric Targets:

Initiative Number	Selected performance measure	Unit Baseline value	July 2017	July 2018	July 2019	Comments
3, 4, 6	Terminal Degrees	15	16	17	18	Greater number of terminal degrees awarded — above all in doctoral programs in the humanities and social sciences — shall require an immediate prioritization of College resources related to graduate education, with a concomitant emphasis upon deepening program depth and faculty research in these sectors. College shall develop competitive funding packages for graduates in terminal degree programs and emphasize greater recruitment and retention strategies.
12, 15	Societal Impact (Go On)	In Process				
1-6, 10, 22	Enrollment	2,267	2,380	2,475	2,574	Given the dual mission of CLASS to provide General

						Education courses as well as courses for our own majors, additional faculty must be hired in secure, benefitted positions (instructor, clinical and tenure-line faculty). The institution's enrollment projections will directly affect the increase in course enrollments in CLASS. These secure positions are essential to provide continuity and allow units to balance administrative work, teaching, and scholarship.
23	Equity Metric	75%	81%	81%	88%	Efforts needs to be refined to focus on targeted student populations. The college's central advising and recruiting staff should collaborate with faculty members from under-represented groups.
23	"Great Colleges to Work For" Survey	In Process				
7-11, 16-22	Waypoint 2					

APPENDIX C

College of Letters, Arts and Social Sciences
Cascaded Plan, Waypoint 1/Goal 3: Transform

Long-term focus which supports the University of Idaho Strategic Plan:

The College of Letters, Arts and Social Sciences offers curricula in the humanities, social sciences, and performing arts central to the University of Idaho's statewide mission. The College is committed to providing students a transformative education through exposure to a wide breadth of perspectives and experiences that encourage lifelong learning and develop a strong sense of personal and social responsibility. CLASS supports innovative teaching, open intellectual exchange, and robust collaboration across disciplines. Toward the fulfillment of its mission, the college promotes educational excellence in the arts, humanities, and social sciences while contributing to UI's General Education in these areas. In addition, CLASS demonstrates its strategic relevance through its contribution to outreach and engagement activities, both on the Moscow campus and around the state.

Waypoint 1 goals and objectives, institutional metrics and tactics (short narrative description):

CLASS builds upon a strong foundation of courses offered in the social sciences and humanities which enhance each student's understanding of the world as well as help cultivate social and personal responsibility, ethical and moral decision making, and a sense of global citizenship. CLASS plans to expand existing degree programs through online programs and programs offered in partnership with two-year schools and the UI Centers. Additionally, new signature undergraduate and graduate programs offered on the Moscow campus will attract an increased amount of students. The College is committed to provide high quality instructional experiences for students by ensuring that the faculty and staff lines are secure and benefitted to attract and retain the best and brightest personnel. This is especially important since CLASS has a dual mission to provide the majority of General Education courses as well as to attract, retain, and graduate its own majors. Additionally, CLASS is committed to supporting students from a variety of backgrounds. The College will use evidence-based approaches to inform our advising, retention, and graduation efforts.

For Goal 3, Transform, CLASS will:

Meet Objective A, to provide greater access to educational opportunities to meet the evolving needs of society, by:

10. Expanding the transformative and life-changing foundational curricula of the humanities, social sciences, and performing arts through the expansion of key programs on campus, online, and programs situated at the UI centers around the state of Idaho and ensuring that students and faculty have access to state of the art equipment necessary for instructional purposes (Goal 3, Objective A, Enrollment; Undergraduate and graduate conferred degrees).
11. Continue to provide a significant number of the courses for the academically rigorous and integrative General Education curriculum (Goal 3, Objective A, Enrollment).

12. Expanding academic programming that support undergraduates and graduates across the entire university system. This includes the work of the Writing Center and the General Studies program (Goal 3, Objective A, Undergraduate and graduate conferred degrees).

Meet Objective B, to foster educational excellence via curricular innovation and evolution, by:

13. Provide undergraduates the opportunity to engage in meaningful interdisciplinary experiences that prepare them for the evolving needs of society. Working with the Office of Undergraduate Research, CLASS faculty will make students aware of opportunities to write, perform, investigate and collaborate with faculty as well as opportunities with faculty and students in other colleges. These include intra-college as well as inter-university opportunities (Goal 3, Objective B, Increased retention; Enrollment).
14. Reallocate resources to support and provide incentives for faculty and staff professional development opportunities (Goal 3, Objective B, Increased retention and graduates, NSSE High Impact Practices; Categories on the Great Colleges to Work For Survey (professional development, teaching environment, work-life balance, and job satisfaction).
15. Through advising and faculty workshops, promote the number of NSSE High Impact Practices available to students in CLASS. (Goal 3, Objective B, NSSE High Impact Practices).
16. Maintain the elimination of remedial courses in CLASS. CLASS eliminated remedial course offerings in 2014. (Goal 3, Objective B, Reduction in remediation).

Meet Objective C, to create an inclusive learning environment that encourages students to take an active role in their student experience, by:

17. Conduct an inventory to refine recruiting, advising, and retention efforts in CLASS to support the needs of our diverse and large student population. (Goal 3, Objective C, Educational Parity for Hispanic/Latino, Native American, Hawaiian/Pacific Islander populations in particular; retention rates for new and transfer students).
18. Exceed the retention rates of new and transfer students from other Idaho public, four-year institutions, and work toward comparable retention rates of new and transfer students for our aspirational peers--Iowa State, Michigan State, and Virginia Tech-- through a coordinated effort that provides targeted mentoring and advising. Also, a team of CLASS faculty and staff will systematically investigate best practices for retention from our peer and aspirational institutions (Goal 3, Objective C, retention rates for new and transfer students).

Waypoint 1 Metric Targets:

Initiative Number	Selected performance measure	Unit Baseline value	July 2017	July 2018	July 2019	Comments
1-3	Enrollment	2,267	2,380	2,475	2,574	Given the dual mission of CLASS to provide General Education courses as well as courses for our own majors, additional faculty must be hired in secure, benefitted positions (instructor, clinical and tenure-line faculty). The institution's enrollment projections will directly affect the increase in course enrollments in CLASS. These secure positions are essential to provide continuity and allow units to balance administrative work, teaching, and scholarship.
4-6	Great Colleges to Work For Survey					Educational quality is tied to the support and training of faculty and staff. Additionally, infrastructural modifications need to be made to ensure that faculty and staff are supported in their work.
7-9	Equity Metric	75%	81%	81%	88%	Efforts need to be refined to focus on targeted student populations. The college's central advising and recruiting staff should collaborate with faculty members from under-represented groups.

APPENDIX D

College of Letters, Arts and Social Sciences
Cascaded Plan, Waypoint 1/Goal 4: Cultivate

Long-term focus which supports the University of Idaho Strategic Plan:

The University of Idaho and the College of Letters, Arts and Social Sciences share a mission of preparing students in our state with the skills, experiences and knowledge to prosper in a global world. Despite that common goal, however, some communities and people still experience a hostile environment at the University and in the College. In order to succeed in a vibrant and safe community, diversity must be infused throughout. Supporting a broad understanding of diversity in thought, behavior, and practice will foster civility and inclusivity. Cultivating a welcoming and diverse faculty, staff and student body will increase our ability to recruit and retain skilled and knowledgeable colleagues and students. Cultivating diversity is a proven strategy for creating more successful institutions.

Waypoint 1 goals and objectives, institutional metrics and tactics (short narrative description):

Key tactics described here in narrative, as a numbered list. Include cross referencing to strategic plan goals and objectives where possible.

For Goal 4, Cultivate, CLASS will:

Meet Objective A: Build an inclusive, diverse community that welcomes multicultural and international perspectives through:

14. Support of faculty, staff and student attendance at CLASS multicultural events (Goal 4, Objective A).
15. Encourage participation in the Diversity Office's Diversity Certificate Program for faculty and staff. (Goal 4, Objective A and Goal 2, Objective B).
16. Support curricular and co-curricular opportunities for students that bring a multicultural and international perspective (Goal 4, Objective A and Goal 3, Objective C)
17. Support and build robust relationships between our faculty, staff, and students with UI's Diversity Units (for example, the Women's Center, LTBTQ Office, and OMA) as well as with TRiO and other programs that support unrepresented student populations (Goal 4, Objective A and Goal 3, Objective C).
18. Hire and retain faculty who include issues of diversity in their teaching and research providing students many opportunities to engage with this material (Goal 4, Objective A and B and Goal 3, Objective B).
19. Establish a permanent fund to support student scholarships for underrepresented groups through targeted development initiatives, research grants and reallocation of resources including outreach revenues (Goal 4, Objective A, and Goal 3, Objectives A,B,C).
20. Establish a permanent fund to support opportunity hires or retain faculty and staff through targeted development initiatives, research grants and reallocation of resources including outreach revenues (Goal 4, Objective A and B).

Meet Objective B: Enhance the University of Idaho's ability to compete for and retain outstanding scholars and skilled staff by:

21. Work with the Diversity office to create a university-wide training video for all members of hiring committees that highlights the impact of unconscious bias in hiring, in order to create strong and diverse pools of applicants (Goal 4, Objective B).
22. Support and when necessary, create associations to support staff, faculty, and students that are committed to promoting an inclusive and equitable work climate (Goal 4, Objective B, and Goal 3, Objective C).
23. Schedule events during work hours, whenever possible, so that faculty, staff and students who are also caregivers can attend important university events (Goal 4, Objective B and C).

Meet Objective C: Improve efficiency, transparency and communication by:

24. Publicize and support the use of systems like the CARE report, the Bias Response Team, and Title IX rules so that faculty, staff, and students can effectively communicate when they have experiences at UI that make it difficult to participate fully in the campus community (Goal 4, Objective C).

25. Foster a shared university culture where achievements are highlighted and promoted outside of the college and university for communicating the value of our work to the state (Goal 4, Objective C)

26. Emphasize the university's land grant mission- providing a meaningful education for *all* of Idaho's citizens (Goal 4, Objective C).

Waypoint 1 Metric Targets:

Initiative Number	Selected performance measure	Unit Baseline value	July 2017	July 2018	July 2019	Tactics
All	Chronicle Survey Score: Job Satisfaction	Survey avg in 3rd group (of 5)	Survey avg in 3rd group (of 5)	Survey avg in 3rd group (of 5)	Survey avg in 4th group (of 5)	Job satisfaction is correlated with being in a safe and welcoming environment.
1-8	Multicultural Student enrollment	570	604	640	678	The projected totals are based on an approximate 6% annual growth (parallel to university goals).

1-8	International Student Enrollment	51	54	57	60	These projected totals are based on an approximate 6% growth (parallel to university to goals). A possible growth strategy would be in developing 3+1 or 2+2 programs with select foreign universities.
4,	Full-time staff turnover rate	24.2%	21%	18%	15%	CLASS will reduce the full-time staff turnover rate to a level that parallels university goals.
1,2,4,8-12	% multicultural Faculty and Staff	17% & 16%	18% & 18%	20% & 20%	22% & 21%	This rate exceeds projected university growth by the first waypoint.
	Cost Per credit hour (system wide metric)	$335				
	Efficiency (graduates per 100k) (system wide metric)	1.20				

Appendix H: List of University of Idaho Specialized/Programmatic Accreditations

University of Idaho Accreditation Status – Fall 2017

Please review this list and update the professional/specialized accreditation information for your program/department. If it is not listed here, please add additional accreditations held by programs/departments to the bottom of this document.

Discipline-Specific Accrediting Body (please paste a link to organizational website)	Status	Frequency (# Yrs. Cycle)	Last Decision (or renewal date)	Next Visit (or renewal date)
EXAMPLE				
Northwest Commission on Colleges and Universities http://www.nwccu.org Institution	Accredited (1918)	7-year cycle	Spring 2015	Spring 2018
Council for the Accreditation of Educator Preparation (CAEP) http://caepnet.org College of Education Programs Multiple degrees	Accredited (1954)	7-year cycle	Spring 2013	Spring 2020
State Board of Education/Professional Standards Commission http://www.sde.idaho.gov/cert-psc/psc/index.html College of Education school preparation programs Multiple degrees	Accredited (1954)	7-year cycle	Fall 2013	Spring 2020
State Board of Professional-Technical Education, Agricultural Ed	Accredited (1954)	7-year cycle	Spring 2013	Spring 2020
Council of Rehabilitation Education (CORE) www.core-rehab.org College of Education M.S./M.Ed. Rehab Counseling	Accredited	8-year cycle	Summer 2016	2024
The Council on Accreditation of Parks, Recreation, Tourism and Related Professionals (COAPRT) www.nrpa.org College of Education Recreation, B.S. Rec.	Accredited (1989)	7-year cycle	Fall 2016	2023
The Commission on Accreditation of Athletic Training Education (CAATE) www.caate.net College of Education Master of Science in Athletic Training program	Accredited (2004)	Varies	2015	2018-19

Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET)				
(undergraduate programs only)	Accredited	6-year cycle	Fall 2013	Fall 2019
http://www.abet.org/				
College of Engineering;				
Biological and Agricultural Engineering;				
Chemical Engineering Program;				
Materials Science and Engineering Program;				
Civil Engineering;				
Electrical and Computer Engineering Program;				
Mechanical Engineering				
American Society of Agricultural and Biological Engineers	Accredited	5-6 years (not current)	2004	2019
Agricultural Systems Management (will reapply in 2019)				
Computing Accreditation Commission of ABET	Accredited	6-year cycle	Fall 2016	Fall 2019
Computer Science Program, College of Engineering				
U.S. National Security Agency and the U.S. Department of Homeland Security – National Center for Academic Excellence in Cyber Defense Education (CAE-CDE)				
Center for Secure and Dependable Programs				
https://www.nsa.gov/resources/educators/centers-academic-excellence/cyber-defense/				
Computer Science Program	Active (1998)	7-year cycle	2014	2021
American Bar Association (ABA)				
http://www.americanbar.org/aba.html				
College of Law	Accredited (1925)	7-year cycle (extended)	Fall 2011	2020-2021
Society of American Foresters (SAF)				
https://www.eforester.org/				
Forestry, B.S.	Accredited (1935)	10-year cycle	2016	2026
Society for Range Management (SRM)				
http://www.rangelands.org/				
Rangeland Ecology and Management, BS.	Accredited (1985)	10-year cycle	2012	2022
Society of Wood Science and Technology (SWST)				
http://www.swst.org/				
Renewable Materials, B.S.	Accredited (1996)	10-year cycle	2015	2025
Association for Fire Ecology (AFE)				
http://fireecology.org/				
Fire Ecology, B.S.	Certified (2013)	5-year cycle	2013	2018
National Architectural Accrediting Board (NAAB)				
http://www.naab.org/				
Master of Architecture Degree	Accredited (1999)	8-year cycle	2016	2024
Council for Interior Design Accreditation (CIDA)				
http://accredit-id.org/				

Bachelor of Interior Design	Accredited (2008)	6-year cycle	2015	2021
National Association of Schools of Art and Design (NASAD)				
https://nasad.arts-accredit.org/				
Art and Design	Accredited (2007)	10-year cycle	2007	2017
Studio Art & Design, BFA				
Art, BA				
MFA				
Education, BS				
Virtual Technology & Design Program, BS				
Landscape Architecture Accrediting Board (LAAB)				
https://www.asla.org/accreditationlaab.aspx				
Master of Landscape Architecture	Accredited (2012)	6-year cycle	2012	2018
Association to Advance Collegiate Schools of Business (AACSB)				
http://www.aacsb.edu/				
College of Business	Accredited (1993)	5-year cycle	2015(Spring)	2019-2020
Accounting Program	Accredited (2000)	5-year cycle	2015(Spring)	2019-2020
Professional Golfers Association (PGA)				
http://www.pga.com/home/				
Business – PGA Golf Management	Accredited (2002)	5-year cycle	2011	November 2016
American Chemical Society (ACS)				
https://www.acs.org/content/acs/en.html				
Chemistry, B.S. (Professional)	Accredited (1960's)	5-year cycle	2015 (Spring)	2020 (Spring)
Accreditation Council on Education in Nutrition and Dietetics (ACEND)				
www.eatrightacend.org				
Dietetics Program	Accredited (1995)	10-year cycle	2018 (off cycle)	2020 (Jan. 26)
Association for Financial Counseling Planning Education (AFCPE)				
https://www.afcpe.org/				
Family Consumer Sciences				
Accredited Financial Counselor Certification (AFC)	Accredited	5-year cycle	2016 (Feb)	2021 (Fall)
Certified Financial Planner (CFP)				
International Textiles and Apparel Association (ITAA)				
http://itaaonline.org/				
Apparel, Textiles and Design	Exploring Accreditation (2016)			
National Association for the Education of Young Children (NAEYC)				

www.naeyc.org				
Family Consumer Sciences				
Child Development Laboratory	Accredited	5-year cycle	2012	2017 (Fall)
UI Children's Center	Accredited	5-year cycle	2012 (June)	2017 (October)
The Accrediting Council on Education in Journalism and Mass Communications (ACEJMC)				
https://www2.ku.edu/~acejmc/				
School of Journalism and Mass Media	Accredited (2014)	6-year cycle	2014(Spring)	2019-2020
National Association of Schools of Music (NASM)				
https://nasm.arts-accredit.org/				
Lionel Hampton School of Music	Accredited (1956)	10-year cycle	2015(Spring)	2023-2024
Human Factors and Ergonomics Society				
www.hfes.org				
Human factors Psychology Program (MS)	Accredited (2013)	6-year cycle	2013(July)	July 2019
Institute of Food Technologists (IFT)				
https://www.ift.org/				
Bachelor of Science in Food Sciences	Accredited (2015)	Annually	2015	2018
Planning Accreditation Board (PAB)				
www.planningaccreditationboard.org				
Bioregional Planning	Pursuing (2018)	3-7 years	2018	2022-26
American Psychological Association (APA)				
http://www.apa.org/				
Counseling & Testing Center				
Doctoral Internship	Accredited (2006)	7-10 years	2013 (July)	2020
National College Testing Association (NCTA)				
http://www.ncta-testing.org/				
Counseling & Testing Center	Certification (2014)	5-years	2014	2019
College Reading and Learning Association (CRLA)				
https://www.crla.net/index.php/certifications/ittpc-international-tutor-training-program				
Tutoring and College Success Academic Support & Access Programs	Accredited (2005)	5-year cycle	2016	2021
The International Center for Supplemental Instruction (SI)				
http://info.umkc.edu/si/certification/				
Supplemental Instruction Academic Support & Access Programs	Pursuing (2018)			
The Association of Technology, Management, and Applied Engineering (ATMAE)				
http://www.atmae.org				
Industrial Technology (BS)	Accredited		2018	
The Commission on English Language Accreditation (CEA)				
http://cea-accredit.org/	Accredited (2013)	10-year cycle	2017	2023/2028

National Council for Family Relations (NCFR) http://www.ncfr.org	Accredited (2016)	5-year cycle	2016	2021
American Society of Engineering Management Master's program in Engineering Management	Accredited (2016)	unknown	2016	unknown