

## EXTERNAL PROGRAM REVIEW

### Questions for Academic Program Self-Study

*(Links provide possible perspective/context/data for that section)*

#### I. Mission and Vision

1. Briefly describe the unit's mission, vision, goals and objectives. How does it align with the university Strategic Plan? What have been the most important changes in your unit's strategic plan since the last External Program Review?

<http://www.uidaho.edu/president/leadingidaho/>

2. What is the unique role your unit plays or contribution it makes to the university, state and/or region? In the next several years what factors will impact the demand for what you do (i.e., research, teaching, and outreach)? How can you position the unit to respond to changes in demand?

<http://www.uidaho.edu/provost/ira/enrollments>

<http://www.uidaho.edu/provost/ira/degrees-awarded>

<http://www.uidaho.edu/provost/ira/surveys>

[https://boardofed.idaho.gov/public\\_col\\_univ/role\\_mission.asp](https://boardofed.idaho.gov/public_col_univ/role_mission.asp)

#### II. Teaching/Undergraduate Education

1. Describe the general education (core) program for both on- and off-campus students in relation to your programs. In what ways do your majors use core knowledge and skills? In what ways are your majors building on core knowledge, skills, and university learning outcomes? What are the unit's plans for the future regarding changes in general education requirements for your programs?

<http://www.uidaho.edu/registrar/core>

<http://www.uidaho.edu/learningoutcomes>

2. Describe major curriculum changes for the last several years. What evidence led to the changes? Describe the outcomes of the changes as related to improved quality of the program and outcomes for students. What plans exist for courses not offered for two or more years, for using joint- and cross-listed courses, for using courses designed across sub-disciplines and disciplines, and for eliminating outdated courses? How have students been involved in making changes in curricular and co-curricular learning activities?

<http://www.uidaho.edu/registrar/ucc/reports>

<http://www.uidaho.edu/provost/ira/assessment/timeline>

<http://www.uidaho.edu/provost/ira/student-evaluation>

3. Discuss the use of interdisciplinary and multidisciplinary courses in the programs. Include both courses clearly outside of your program's discipline, (e.g., in another department), as well as those identified as interdisciplinary (team taught by instructors from various departments or from a university-wide interdisciplinary undergraduate program). How do you ensure these courses are vital, contemporary and grounded? What changes are planned for the next few years?

4. What opportunities do your undergraduate students have for experiential learning and self-discovery through hands-on activities such as undergraduate research, creative activity and service learning, national student exchanges, internships, education abroad, disciplinary competitions or engagement in professional societies? What changes are planned in the next few years?

<http://www.uidaho.edu/international>

<http://www.uidaho.edu/community-connections/sustainability-center/get-involved/volunteer>

<http://www.uidaho.edu/careercenter/Students>

<http://www.uidaho.edu/servicelearning>

5. How do you engage students in mentoring and academic advising to facilitate their learning? Describe any curricular and co-curricular activities that enhance student understanding of our place in a diverse local and global community. Are you planning any changes to improve advising (include the evidence gathered to support the change/s)?
6. Briefly describe the quality of the program both on- and off-campus. Some quality measures may include quality of instruction, academic rigor, student publication, accreditation reports, student and faculty honors and awards, grants and contracts received, student continuation to graduate school and employment, other achievements, challenges, and characteristics that **may** distinguish your program from similar programs elsewhere (if information is available).

<http://www.uidaho.edu/provost/ira/student-evaluation>

<http://www.uidaho.edu/provost/ira/surveys>

<http://www.uidaho.edu/careercenter/Students>

### **III. Contributions to General Education Requirements**

1. Does your unit contribute to the design and delivery of General Education Requirements, such as Integrated Seminar courses, Great Issues courses, International requirement, American Diversity requirement, or others? If so, how do these courses integrate active learning, use of student collaboration to solve complex learning tasks, and opportunities for student self-discovery and for increasing student understanding of their place in a diverse local and global community? (Ref. II.1)

<http://www.uidaho.edu/registrar/core>

<http://www.uiweb.uidaho.edu/schedule/catalog/2015/integrated-seminar-courses.htm>

2. Does your unit contribute to other aspects of the General Education Curriculum (communications, humanities, mathematics, sciences, and/or social sciences) program? If so, how do these courses integrate active learning, use of student collaboration to solve complex learning tasks, and provide opportunities for student self-discovery and for increasing student understanding of their place in a diverse local and global community? How do these courses contribute to the breadth of student knowledge and ability to integrate information from diverse fields of study?

<http://www.uidaho.edu/registrar/core>

<http://www.uidaho.edu/provost/ira/surveys>

3. List non-Core service courses in your department (course requirements listed by majors from outside your department). Briefly describe these courses and as applicable describe how they integrate active learning, use of student collaboration to solve complex learning tasks, and provide opportunities for student self-discovery and for increasing student understanding of their place in a diverse local and global community. Describe how these courses contribute to the breadth of student knowledge and ability to integrate information from diverse fields of study.

#### **IV. Graduate Education and Research**

1. Describe major curriculum changes over the last several years. What evidence led to the changes? Describe the outcome of the changes. Include in your discussion plans for courses not offered in the last two years, potential elimination of courses judged not necessary, and the impact of curriculum changes on other programs. Discuss the unit's reliance on joint and cross-listed courses. Discuss the use of interdisciplinary and multidisciplinary courses in the programs. Include both courses clearly outside of your program's discipline, (e.g., in another department), as well as those identified as interdisciplinary (team taught by instructors from various departments or from a university-wide interdisciplinary graduate program). What role have students played in making the changes? How do you ensure these courses are vital, contemporary and grounded? What changes are planned for the next few years?

<http://www.uidaho.edu/registrar/ucc/>

<http://www.uidaho.edu/provost/ira/assessment/posting-assessment-plan>

2. Review the list of all departmental courses for your graduate programs. Indicate clearly which courses at the 500-level are offered in conjunction with a 400-level course. Include courses that are offered as double-numbers in the catalog (e.g., J466/566) and courses that are not double-numbered but are offered at the same time, in the same room, by the same instructor. What proportion of the courses in your graduate program is offered in conjunction with 400-level courses? How do you ensure quality in these graduate level courses? Discuss the impact on graduate education of 400/500 level courses in your program. Are changes planned?

<http://www.uiweb.uidaho.edu/schedule/>

3. Describe new or expanding research initiatives, and signature programs and partnerships in the department. How do they address issues of importance to the citizens, government, economy and environment in the state of Idaho? What plans are being developed for the future?

<http://www.uidaho.edu/research>

4. Considering the sources and amounts of money available for externally sponsored research, are the faculty members in the graduate program competitive (national, regional, state) in receiving external grants? What constraints are you facing (consider start-up funds, teaching load, stipends for assistantships, administrative structure, etc.)? What is happening in your program to enhance faculty competitiveness (i.e. partnerships, training opportunities, faculty development, redistribution of teaching loads, administrative structure, etc.)?
5. Describe the grants you've submitted and won that support interdisciplinary activities. What plans to do you have to expand interdisciplinary teaching and research activities?
6. How are the graduate programs integrated with the scholarly or creative activities (discovery, creativity, integration and application) of faculty members?

7. Considering your responses to items 1-6, briefly describe the quality of the unit's on and off-campus graduate programs. Some quality measures may include outside benchmarking reports, assessment of student learning, placement rates, continuation to higher degrees, student publications, accreditation reports, student and faculty honors or awards, competitions, grants and contracts received, quality of instruction. Discuss program strengths and weaknesses, challenges, achievements, and characteristics that **may** distinguish your programs from similar programs (if information is available). What improvements are planned for the next few years and how will those improvements be tracked and measured?  
<http://www.uidaho.edu/provost/ira/assessment/posting-assessment-plan>

## **V. Outreach, Extension and Engagement**

1. Describe outreach activities in your unit. Outreach is defined as the means by which research is made useful beyond the academic community, learning is enabled to occur outside the classroom, and the public is directly benefitted. Activities may include distance education, service learning, cooperative education (internships / externships), and technology transfer (such as websites, workshops, and publications for non-scientific audiences), and work with extramural professional services.  
<https://www.uidaho.edu/current-students/department-of-student-involvement/volunteer-center>  
<http://www.uidaho.edu/servicelearning>
2. Describe your unit's outreach scholarship (defined as a professional activity that addresses societal problems, challenges, and understanding).
3. What are the outcomes and how do you measure the outcomes of your outreach activities, and the impacts of these activities on stakeholders?
4. In what ways, if any, do your outreach activities distinguish your program from comparable programs elsewhere (if information is available)?
5. Describe any major changes in your unit's outreach activities in the last several years. What prompted you to make these changes? Describe outcomes related to these changes in terms of impact on stakeholders, including students.
6. What plans do you have for strengthening and expanding outreach?
7. How do you evaluate and reward outreach?

## **VI. Enrollment Management – Recruitment and Retention**

1. Describe the international, national, regional, and state demand for your program graduates, both undergraduate and graduate. Consider in your discussion all UI locations and delivery methods where your program is active. Include specific market trends and indicators for your program. (Ref. I.2)
2. Analyze where your undergraduate and graduate students come from geographically and from which high schools, community colleges, and other institutions. Describe how you market your programs (i.e. traditional high school recruitment, community colleges, summer attendees, distance education prospects, feeder schools, etc.) Evaluate your marketing efforts (i.e. web, alumni, high school and junior college contacts, campus visits, transfers within the UI, etc.)? Are there potential markets you are not reaching and should include in your recruiting and

retention plan? Discuss how Articulation Agreements are used in enrollment management.

<http://www.uidaho.edu/provost/ira/enrollments>

<https://www.uidaho.edu/registrar/transfer/transfer-pathways>

3. Analyze your unit's trends in both quantity and quality - prospects, applications, admissions and enrollment rates, both undergraduate and graduate. Describe your efforts to recruit a diverse student body. Describe how you coordinate marketing and recruiting efforts with enrollment management and other units in your college and with other units across the university? Where are your opportunities for improvement? What steps are you taking to improve the efficiency and effectiveness procedures to improve the composition of the student body?

<http://www.uidaho.edu/provost/ira/enrollments>

4. Analyze your historical student retention by year including what happens to those who leave (go to another department within the UI, to another institution, or drop out.) Describe advising (procedures, culture, and ethos), intervention, and mentoring. What are specific indicators you look for to identify at-risk students and what services do you provide them? What programmatic challenges impact student retention (i.e., success in gateway courses, availability of required courses)? What metrics and benchmarks are utilized to measure effectiveness of your retention efforts? Describe your efforts to assist students who want or need to switch programs within your college, the university or other opportunities.

<http://www.collegeportraits.org/ID/UI>

<http://www.uidaho.edu/provost/ira/retention-graduation>

5. Evaluate the role of Summer Programs, Concurrent Enrollment (dual credit/ inter-institutional) course offerings, within your recruiting and retention efforts. What are you doing to manage enrollment and quality of course offerings for students in summer and concurrent programs?

<http://summer.uidaho.edu/>

<http://www.dualcredit.uidaho.edu>

6. Analyze your past and present funding sources for students (e.g. financial aid, scholarships, work study, and graduate assistantships). Describe the characteristics, philosophy and plan of your scholarship programs (e.g., up-front and continuation, access and merit scholarships). Describe the screening process for awarding funds (e.g. assistantships and scholarships). How are you using assistantships and scholarships to manage enrollment and increase quality and diversity? Discuss both undergraduate and graduate efforts.

<http://www.uidaho.edu/financialaid>

<http://www.uidaho.edu/coqs/finances/fellowships>

<http://www.uidaho.edu/gradadmissions>

7. What is your graduate and undergraduate capacity by program? What can you do in your program to increase enrollment and retention? To what extent does your capacity allow you to meet the demand for your program? Has this capacity changed in the last five years or since the last review (see the first link below to access your last EPR results)? To what extent is your capacity defined by faculty, facilities, and student applications, capabilities, and characteristics? Compare your unit's faculty teaching, scholarship, outreach and advising load with similar

departments at peer institutions. Evaluate assets and barriers you have to reach your capacity.  
<http://www.uidaho.edu/provost/ira/external-program-review>

<http://www.uidaho.edu/provost/ira/peer-institutions>

## **VII. Assessment of Student Learning**

1. Describe the effectiveness of your assessment plan in yielding data that leads to improving the program?

<http://www.uidaho.edu/provost/ira/assessment/posting-assessment-plan>

2. How does the unit use the assessment information obtained to improve student learning and program effectiveness? What are significant modifications that have occurred throughout the assessment cycle over time? Describe the effectiveness of the modifications.

<http://www.uidaho.edu/provost/ira/assessment/tools-and-examples>

## **VIII. Personnel**

1. Reflecting on the data above, evaluate the overall productivity and quality of the unit's faculty and staff. Include in your discussion instruction, advising, scholarship, research, creative accomplishments, outreach and interdisciplinary activities.
2. Review faculty and staff resources both on- and off-campus; are those resources used effectively to meet program responsibilities. Consider efforts toward salary competitiveness, unit's retention rates of faculty, staff, graduate assistants and postdoctoral appointments, how have they changed recently, and major challenges. Describe planned changes. (Ref. VI.7)
3. Briefly describe current policies and procedures, and their effects. What are your future plans for faculty and staff development including hiring, mentoring, assignment, evaluation, professional development, training, promotion, incentives? Evaluate the effectiveness of these procedures and describe planned changes. How will you strengthen interdisciplinary scholarship and retain diverse, competitive faculty? How do you align position description and reward structures with institutional priorities? How do you ensure the safety and security of the faculty, staff and students?
4. What procedures are you using to improve diversity? Have you seen a change? Is there a challenge related to diversity in your department? Describe planned changes.

<http://www.uidaho.edu/Diversity-Human-Rights/Human-Rights-Access-and-Inclusion>

<http://www.uidaho.edu/human-resources/managers/accommodation>

5. Describe the work climate in your unit (i.e. diverse faculty and student body, alignment of position descriptions with reward structures, opportunities for collaboration and professional development, effect on teaching, relationships with students, advising and so forth). What are the academic, structural and administrative barriers in your unit to the environment you want to achieve? What are you doing to reduce them? How does the university climate impact the program; conversely, what are you doing in this program that impacts the university climate and how do you measure those impacts?

## **IX. Finances**

1. Summarize the sources and amounts of your unit budgets including state funds, research dollars, gifts and donations, etc. How are you using the funds? What are your priorities for meeting future needs within available resources?

<http://www.uidaho.edu/budgetoffice>

2. Discuss plans for resource enhancement (grants and contracts, gifts, collaboration with business and industry, etc.). How will you strengthen financial and administrative operations to meet the needs of faculty, students, staff and your constituents and stakeholders?

## **X. Facilities and Equipment**

1. Discuss your departmental space, facilities, technology, and equipment. How are you using your facilities and equipment to encourage interdisciplinary collaboration and access to information resources and use of innovative technologies? How do you ensure the safety and security of the infrastructure, the safety of the students, faculty and staff in those facilities?
2. What changes in facilities and equipment need to be considered to improve the unit's programs quality and productivity?

## **XI. Innovation and Distinction**

1. What have you accomplished that differentiates your teaching and learning, scholarly and creative activities, and outreach from your peers? What are the major trends in your discipline and what types of innovative changes have you made to adapt? What are you planning to do that will distinguish these activities in the coming years? (Ref. II.6 and IV.7)

## **XII. Closing the Loop**

1. Based on all of your discussion above, briefly summarize how well you are meeting the goals and objectives of the unit's strategic plan. What new goals, objectives and action strategies have been or should be developed?