Mid-Cycle Self-Evaluation Report

Prepared for
The Northwest Commission on Colleges and Universities

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University of Idaho

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Introduction

The University of Idaho (U of I) is a land-grant institution founded in 1889 and enrolling 12,286 students. With 105 undergraduate and 69 graduate academic programs, the university provides a nurturing community for its diverse student body. Its degree-seeking undergraduates include 2,246 rural students, 32.5% Pell-eligible students, and 18.4% students of color (while Idaho has 19.7% residents of color). The first-year class includes 32.9% first-generation students. Through a focus on the student experience and an 18:1 student-to-faculty ratio, the U of I retains 75% of first-time, full-time degree-seeking students from first to second year and graduates 61% of students by year six. This six-year graduation rate is on par with that of other Carnegie Research 2 (R2) institutions nationally. The university's annual research expenditures total $136M, and its outlook is strong. Enrollments are growing, and the U of I is expanding its offerings of certificates and other non-degree credentials of interest to both traditional-age and non-traditional students.

In addition to expanding access to quality higher education for Idaho students of all backgrounds, the U of I emphasizes meeting Idaho's workforce needs. For example, the university's B.S. Cybersecurity was launched in 2020 and now enrolls 117 students. The following year, the U of I began offering a M.S. Cybersecurity, which now enrolls 42 students. Regional demand for professionals in this field remains strong, and the university recently gained approval for a Ph.D. Cybersecurity from Idaho's State Board of Education (SBOE), which also serves as the U of I's Board of Regents. Similarly, the B.S. Medical Science, launched in 2017, has 233 enrollments and prepares students to pursue advanced degrees in health professions to help address Idaho's severe shortage of health practitioners.

The university's growing research profile has earned it the Research 1 (R1) designation in the 2025 Carnegie classification of Institutions of Higher Education, with the current research expenditures at the highest level to date. In fiscal year 2023, U of I faculty won 729 awards of sponsored research projects, for a total of $171,324,061. Of these, 452 were new awards. Faculty also generated 12 invention disclosures and 12 new licenses. Via these research projects and strong relationships with industry, non-profit, and public partners, the university is expanding experiential learning opportunities for undergraduates, with a focus on career relevance.

The U of I is leveraging institutional data to achieve these gains, with plans to do so even more extensively to fulfill its mission and prepare for the 2028-29 Evaluation of Institutional Effectiveness by the Northwest Commission on Colleges and Universities (NWCCU). The commission reaffirmed the university's accreditation in a July 25, 2022, letter that outlined four commendations and five recommendations. These recommendations focused on using assessment findings to improve learning (#1); sharing disaggregated indicators of student achievement both internally and externally (#2 and #3); and ensuring that the university employs sufficient faculty and staff to fulfill its mission and provides clear, consistent work assignment policies and evaluation criteria to all employees (#4 and #5). Since then, the university has begun a strategic planning process. This Mid-Cycle Report shows how data-informed decision-making plays a crucial role in developing the strategic plan (Mission Fulfillment section), addressing NWCCU's recommendations (appendices), student success efforts (Student Achievement section), and improving program assessment and other processes (Programmatic Assessment and Moving Forward sections).

Part I. Mission Fulfillment

Institutional Pillars Support Mission, Vision, and Values

To more effectively pursue its mission, in 2020, the University of Idaho (U of I) established three institutional pillars: supporting student success, prioritizing research, and telling the university's story (2023 Annual Report, pg. 4). These pillars align with the university's Mission, Vision, and Values, and they provide focus to guide implementation of the 2016-25 strategic plan. This plan was approved in June 2016 by Idaho's State Board of Education (SBOE), which, as noted above in the introduction, also serves as the U of I's Board of Regents.

Mission

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

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.

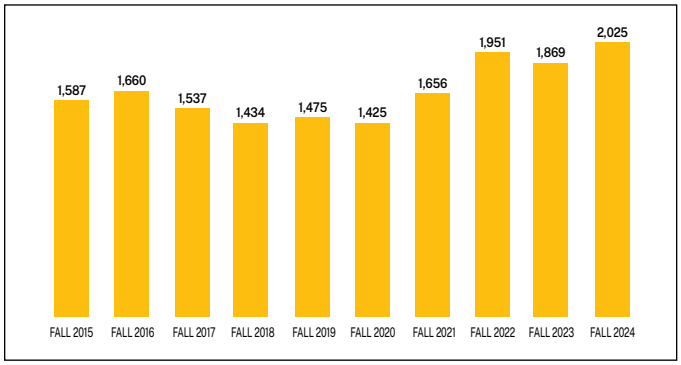
Values

Excellence, respect, integrity, perseverance, and sustainability.

Student success is crucial to the university's mission and vision. The U of I provides a transformative education that makes university programs relevant and accessible to qualified students of all backgrounds. Student success incorporates all five values. In addition, it includes ***four key Idaho SBOE priorities:*** educational access, educational attainment, workforce readiness, and post-graduate success.

The SBOE defines ***educational access*** as increasing all Idahoans' opportunities to participate in higher education, whatever their demographics or locale. To meet this goal, the U of I has taken two approaches. First, the university expanded dual enrollment offerings that allow secondary students to simultaneously earn high school and college credits, with a new high of 2,914 participating students in academic year (AY) 2023-24. Second, the U of I enrolled its three largest first-year classes to date, with 1,951 new first-year students in Fall 2022, 1,869 in Fall 2023 and 2,025 in Fall 2024 (Figure 1).

Figure 1. First-time Freshmen Enrollment: Fall 2015 to Fall 2024



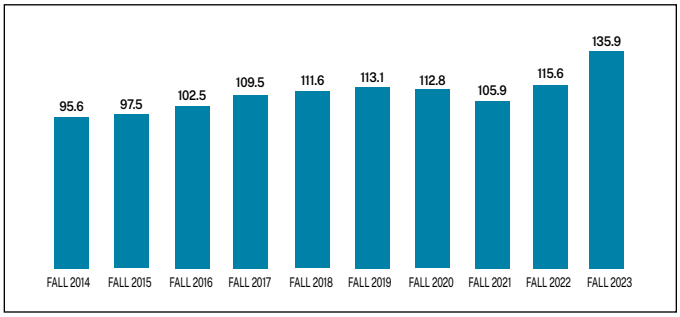
Educational attainment equips students with the knowledge, experience, and credentials they need to contribute productively to Idaho's economy and civic life and to thrive holistically. From the Fall 2023 cohort, 75% of first-time full-time students were retained from first to second year. This rate exceeds the regional peer average of 72% and is

three percentage points below the comparable peer average of 78%. While the current rate is strong, the university is working to improve it to meet the SBOE's benchmark of 85%% by using best practices shown to improve achievement for all students and to do so at higher rates for students from historically marginalized groups. Examples include expanding experiential and career-relevant learning opportunities and developing initiatives to increase the proportion of first- and second-year students who participate in undergraduate research, e.g., by launching a planned Undergraduate Research Certificate in Fall 2025. In addition to improving the retention rate, these efforts will help to improve the six-year graduation rate, which is currently 61%, exceeding SBOE's target of 60% and the U of I's comparable and regional peers' averages of 57% and 48%, respectively. The university is also striving to help students achieve greater academic success in their first year because first-year GPA predicts graduation. For example, while only 39.9% of students with a GPA between 2 and 2.5 graduate in six years, 59.7% of those with a GPA between 2.5 and 3 do so. Most U of I first-year students (80.6%) maintain good academic standing by earning a GPA of 2.0 or above. However, 9.3% earn a GPA greater than 2.0 but less than or equal to 2.5. If the university supports more students in this group to earn a higher first-year GPA, their chances of graduating will increase by ~20 percentage points (PP). A new Student Success Steering Committee, discussed in the Moving Forward section, will use institutional data to prioritize, scale, and seek funding for the most promising approaches to achieving these goals.

The SBOE measures institutions' achievement of ***workforce readiness*** by percentage of graduates in STEM majors, with the benchmark at 25%. Among U of I 2022-23 graduates, 39% earned STEM degrees, a figure consistent with those of the four prior years. This outcome results from strong STEM programs. For example, the National Academy of Engineering ranks U of I's College of Engineering among the top seven in the nation, highlighting its Senior Capstone Design Program, which engages students in collaborating to complete real-world engineering projects. Social sciences, humanities, arts, and pre-professional programs also promote workforce readiness through a range of hands-on experiential learning opportunities paired with reflections designed to deepen students' expertise. Because these opportunities involve community-based and service-learning projects, they further the university's fulfillment of the portion of the mission involving community engagement.

To measure ***post-graduate success,*** SBOE asks institutions how many graduates are either employed or enrolled in a graduate program within six months of earning their degree. As a result of the university's emphasis on internships and other career-relevant and experiential learning opportunities, 89% of 2021-22 graduates meet this benchmark, vs. 84% for institutions of a similar size and 83% for Research 1 institutions. Further the Bipartisan Policy Center, which seeks to make education accessible, affordable, effective, and efficient, calculated the return on investment (ROI) for the average U of I student at $573,297. To Calculate ROI, the center begins with projected lifetime earnings for a given institution's median graduate, then deducts lifetime earnings for a high school graduate and the cost of college attendance. The Georgetown University ROI figures shown in the Student Achievement section use net present values to project return over a graduate's working lifespan and also show the positive financial impact of a U of I education.

Figure 2. R & D Expenditures: FY 2014 to FY 2023 (Dollars in millions)



The U of I's student success efforts are supported by the pillar of **prioritizing research.** On February 13, 2025, the American Council on Education and the Carnegie Foundation for the Advancement of Teaching announced that the University of Idaho has earned the Research 1 - Very High Spending and Doctorate Production designation. This achievement places the university among the top research institutions in the U.S. and unlocks new opportunities, including increased research funding, the attraction of top talent, an enhanced student experience, and improved reputation and rankings. With $136M in research expenditures (Figure 2), an increase in post-doctoral researcher hires, and other strategic capacity building, U of I is spurring economic growth through patents, commercial applications, start-ups, and other contributions. Examples range from helping Anheuser-Busch treat shallow groundwater to helping other nations launch trout production. By

investing in infrastructure to support research projects and in building new doctoral programs designed to meet key Idaho needs, the university has developed a sustainable approach to maintaining R1 standards. Through these efforts, the U of I is fulfilling its mission by shaping the future via innovative thinking and its vision by expanding its intellectual and economic impact.

These efforts have garnered national recognition that helps **tell the university's story.** Via a suite of communication channels, including audio, video, print, and digital storytelling, the university has achieved continuity of messaging that has led to substantial gains in mission fulfillment. For the fifth straight year, the U of I has been ranked the Best Value in the West among public institutions of higher education by *U.S. News & World Report.* In the value rankings, U of I is #23 among all U.S. institutions and second among public institutions. These rankings evaluate the quality of the education provided relative to graduates' costs. Further, Universitybusiness.com rated the U of I an A+ for providing transparent, easy-to-access financial aid information that helps students and parents determine the net cost of attendance. Such recognition is fueling U of I's growth. For example, campus visits by prospective students have increased 7.5% in recent years. Further, the university garnered $57.4M in philanthropic gifts in fiscal year 2023, the second-highest total in its history. This total included 14,801 gifts from 6,742 donors, as well as the establishment of 59 new endowments from ~$7M in gifts.

These achievements result in significant part from U of I's pursuit of its commitment to "**aggressively focus on strategic initiatives, mission, students, and data-informed decision making"** (2024 Annual Report, pg. 5, emphasis in original). This focus on data-informed decision-making spans the university's divisions. For example, Student Affairs tracks CARE reports made by members of the university community to express concerns about specific students' well-being. It uses these reports to:

- Identify higher-risk mental health concerns, particularly suicidality.
- Target educational campaigns that encourage students to seek help when needed.
- Tailor outreach and training to help university employees address concerning behaviors and use CARE reports most effectively.

The Office of Research and Economic Development (ORED) uses comparable efforts to build research capacity. For instance, ORED's new dashboards track sponsored research expenditures, researchers' salaries and position descriptions, operational expenditures, and credit hours taught. When shared broadly, these dashboards will help unit heads allocate resources, assess their unit's research impact, and design effective mentoring programs for junior faculty. Similarly, Strategic Enrollment Management uses:

- Financial aid data, to grow enrollment while making financial aid broadly available.
- Data on admitted students who do not enroll, to improve engagement strategies.
- Data on rates of D, F, and W grades, to target peer educator support to courses.

The U of I Foundation uses data to counter national trends of declining donor numbers and has successfully grown the university's donor count. Further, the university uses national and local data to evaluate the ratios of tenure-track to non-tenure-track faculty to optimize staffing in relation to institutional mission. Similarly, an *ad hoc* Faculty Senate committee uses data on progress toward faculty compensation goals and historical promotion increments to make recommendations to the president and provost regarding allocations of change in compensation funds for faculty.

The university's focus on data-informed decision making will play a crucial role in the U of I's efforts to fulfill its mission in the coming years and is guiding development of the new university strategic plan now being produced. With support from the Huron Consulting Group, the U of I is seeking feedback from a broad range of internal and external stakeholders. This feedback will inform development of a new strategic plan to be completed by mid-2025. The new strategic plan is expected to continue the U of I's focus on student success and research.

Part II. Student Achievement

Student success is a central focus of the University of Idaho (U of I), one of the three strategic pillars under the leadership of President Scott Green. The university employs a variety of measures to track and support student achievement, including retention rates, persistence rates, graduation rates, the number of degrees and certificates awarded, postgraduation success, DFWI (grades of D, F, Withdrawal, or Incomplete) rates in gateway courses, and first-term GPAs. These metrics are essential for assessing the effectiveness of the university's academic support systems and guiding improvements in student outcomes. For those interested in a more detailed analysis, the University of Idaho's public dashboards offer an in-depth view of these student success measures, which can be explored further at https://www.uidaho.edu/provost/ir/assessment-evaluation/student-achievement.

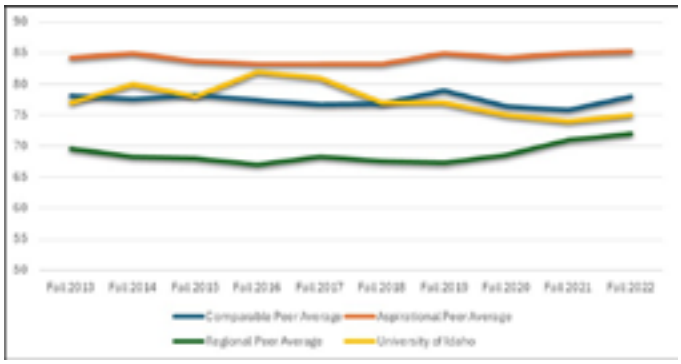
Retention Rate

The **first- to second-year retention rates** of first-time, full-time baccalaureate degree-seeking students at the University of Idaho have **ranged from 74% to 82%** over the past decade, exhibiting a generally stable trend with some fluctuations. The retention rate increased for cohorts from fall 2013 to fall 2016, then slightly declined.

Over the past decade, female students consistently exhibited higher retention rates than male students, except for the fall 2023 cohort. Female retention rates have ranged from 75.3% to 82.9%, while male retention rates have ranged from 71.6% to 80.6%. **Retention rates** for **ethnicity groups with larger populations**, such as White students, were **relatively stable**, hovering around 74.4% to 82.1%. However, some ethnic groups, such as American Indian or Alaska Native, and Native Hawaiian or Other Pacific Islander, experienced significant fluctuations due to smaller sample sizes. But generally, **students of color**, e.g., American Indian or Alaska Native students, Native Hawaiian or Other Pacific Islander students, and Black or African American students had **lower retention rates** when compared with White students. Similarly, students receiving Pell Grants typically had lower retention rates compared to those who did not receive Pell support. The retention rate for **Pell students** fluctuated between 66.0% and 79.0%, while **non-Pell nor Direct Loan students** had rates between 74.8% and 85.8%. This **gap ranges from 3.8 percentage points** for fall 2017 cohort **to 14.4 percentage points** for fall 2020 cohort, suggesting challenges in retaining Pell recipients, possibly linked to financial or academic factors. Additionally, **first-generation** students exhibited lower retention rates compared to their **non-first-generation** counterparts, with the exception for fall 2016 cohort. The **gap ranges from 6.0 percentage points** for fall 2014 cohort to **15.8 percentage points** for fall 2022 cohort, suggesting that first-generation students face unique challenges that might be effectively addressed through targeted support services.

The first- to second-year retention rates for first-time, full-time baccalaureate degree-seeking students at the University of Idaho have been compared to the rates of three key peer groups: comparable national peers, aspirational national peers, and regional peers (Figure 3). While the University of Idaho's retention rates have generally tracked closely with its comparable peer average, they have consistently lagged behind its aspirational peer average. The gap was most pronounced in most recent years, when the U of I's retention rate was approximately 10 percentage points lower than the aspirational peer group's rate. On the other hand, the university consistently outperformed its regional peers, typically by 5 to 10 percentage points. These differences indicate that there may be room for the university to improve its student retention strategies. Efforts to bridge the gap with aspirational peers, particularly in the areas of student support, engagement, and retention initiatives, could be beneficial. Targeting retention strategies to align more closely with those of higher-performing institutions could help improve outcomes and reduce the performance gap in future years. Plans to build on existing student success efforts are described in the Moving Forward section. Please see Addressing Challenge #2: Aligning Student Success Efforts.

Figure 3. Comparison of First-to-Second Year Retention Rates



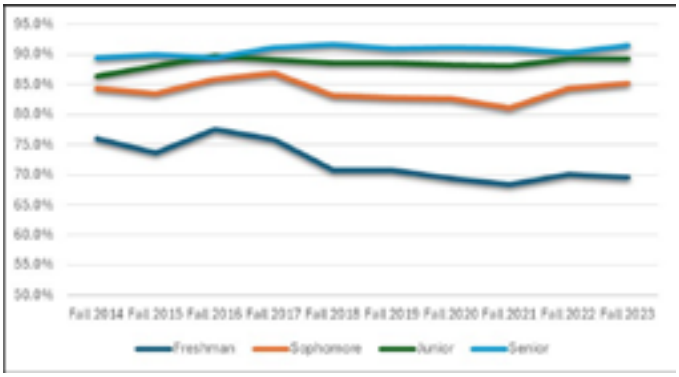
Persistence Rate

At the University of Idaho, persistence rate is defined as the percentage of baccalaureate degree-seeking students who, after enrolling in a given fall semester, either return to the institution in the following fall semester or graduate within the same academic year. Essentially, this rate reflects the university's ability to retain students and support them through to completion, whether through continued enrollment or graduation.

The university's **persistence rates** have remained relatively stable over the past ten years, **ranging from 83.1%** for fall 2021 cohort **to 86.4%** for fall 2017 cohort. However, the **number of students who do not persist** each year has remained significant. Specifically, **more than 1,000** students do not return or graduate **each year**.

Female students consistently show **slightly higher persistence rates** compared to male students, with a difference of about 1 to 3 percentage points. This trend is consistent across all years, with female students maintaining an average persistence rate of around 86% and male students averaging closer to 84%. Ethnicity-based differences in persistence rates show some variability. **Underrepresented students**, including groups like American Indian or Alaska Native, Black or African American, and Native Hawaiian or Other Pacific Islander, have shown **slightly lower persistence rates** compared to White students, although the gap varies across years. **Persistence rates** are generally **highest for seniors**, followed by juniors, sophomores, and freshmen (Figure 4). The data suggests that students who make it past their first year are more likely to persist to graduation. **Freshmen** show the **most variability**, often representing the highest number of students who do not persist, which is typical of the transition into university life.

Figure 4. Persistence Rates by Academic Class Level



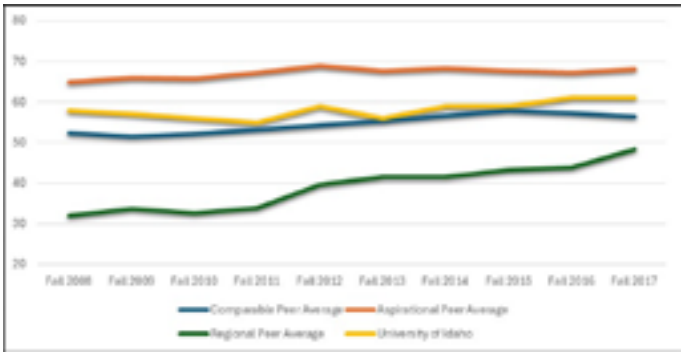
While the U of I shows strong overall persistence rates, the consistent loss of over 1,000 students annually signals that there are opportunities for improvement in persistence, particularly for first-year students. Gender and ethnic disparities in persistence suggest that tailored support services, particularly for male and underrepresented students, may help address these gaps. Focused interventions during the freshman year, alongside continued support for upperclassmen, could help increase overall persistence and reduce the number of students who do not persist.

Graduation Rate

The **six-year graduation rates** for first-time, full-time baccalaureate degree-seeking students at the University of Idaho have remained relatively stable over the past decade, fluctuating **between 55% and 61%.** While there were minor declines, the rate showed a gradual increase, reaching 61% for fall 2016 and fall 2017 cohorts. This **steady improvement** suggests that institutional efforts to enhance student support and retention have likely contributed to better outcomes. However, a significant portion of students still do not complete their degrees within six years, indicating further opportunities for growth in graduation initiatives.

Graduation rates at the University of Idaho show notable variation by gender, race/ethnicity, and Pell status. **Women consistently outperformed men**, with a graduation rate **gap of 5 to 13 percentage points**. As an example, for the fall 2017 cohort, 66% of women graduated within six years, compared to 55% of men, indicating stronger retention and completion among female students. Ethnically, **American Indian or Alaska Native students** and **Black or African American students** had **much lower graduation rates**, well below the overall average. In comparison, White non-Hispanic students and international students had higher rates. **Hispanic, Asian or Native Hawaiian or other Pacific Islander**, and **multiple race students** showed **mixed results**, reflecting ongoing challenges in retention and completion. Pell Grant recipients had lower graduation rates than non-Pell students. For the fall 2017 cohort, **57% of Pell recipients graduated within six years**, compared to **66% of non-Pell nor Direct Loan students**, suggesting that while financial aid is critical, it may not fully address the barriers Pell students face in graduating on time. In summary, while women and non-Pell recipients have shown higher success rates, certain demographics, including men, underrepresented ethnic groups, and Pell recipients, face persistent challenges in completing their degrees within six years. These trends indicate a need for targeted interventions to improve retention and graduation outcomes for these groups, including tailored support for financially disadvantaged students and additional resources for underrepresented minorities.

Figure 5. Comparison of Six-Year Graduation Rates



When compared to peer institutions, the **University of Idaho's graduation rates** remain competitive (Figure 5). The university consistently **outperformed** its **comparable national peers by 1 to 6 percentage points**, indicating a stronger overall graduation performance compared to similar institutions. The university's performance also stands out in comparison to regional peers, where graduation rates were significantly lower, ranging from 32% to 48%. The **University of Idaho consistently surpassed** its **regional peers**, underscoring its strength in retention and graduation outcomes within the regional context. However, the University of Idaho **lagged behind** its **aspirational peers**, whose graduation rates ranged from 65% to 69%. This suggests that while the university is performing well relative to its comparable national peers and regional peers, it could benefit from strategies that bring it closer to the graduation outcomes of its aspirational national peers.

Degrees and Certificates Awarded

Over the past five academic years, the University of Idaho's **total of degrees and certificates awarded** fluctuated slightly but remained **relatively stable**. In the 2019-20 academic year, the university awarded 2,737 degrees and certificates. This number decreased to 2,566 in 2020-21 but rebounded slightly in 2021-22 to 2,661. In 2022-23, the total awards were 2,563, followed by a **significant increase** to **2,829** in **2023-24**. This trend suggests that while the total number of degrees and certificates awarded varied somewhat year to year, the overall trajectory is upward, with a notable increase in the most recent year.

During the previous five academic years, the University of Idaho's degree awards in baccalaureate, master's, and doctoral - professional categories have shown different trends. The **number of baccalaureate degrees awarded has dropped** from 1,881 in 2019-20 to 1,614 in 2023-24, a decrease **by 14%. Master's degree awards** have remained **fairly consistent**, although there was some fluctuation in the interim years. The **doctoral - professional degrees**, however, saw a significant increase in the 2020-21 academic year, **rising from 111 in 2019-20** to 146, peaking at 186 in 2021-22 before **stabilizing at around 128 in 2023-24**. Overall, while baccalaureate degree production has seen a gradual decline, both master's and doctoral - professional degree awards have shown steady or increasing trends, reflecting continued growth in these academic programs.

In the last five academic years, the University of Idaho has seen a notable trend in its production of Doctor's - Research or Scholarship degrees, which is crucial as the institution transitions from an R2 to an R1 classification by the Carnegie Classification of Institutions of Higher Education. In 2019-20, 53 Doctoral degrees in Research or Scholarship were awarded. This number increased to around 80 in the following three years (2020-21 to 2022-23). However, it dropped to 71 in 2023-24. This trend is especially concerning as the University of Idaho works towards meeting the criteria for R1 classification, which requires institutions to award at least 70 research doctorates annually, in addition to spending $50 million or more in research and development. While the University is close to this threshold, maintaining or increasing the number of research doctorates is essential for securing its R1 status, and the university must pay close attention to this category in future years to ensure continued progress toward this goal. To address this need, the university is **proposing new and revised doctoral programs**, such as a planned restructuring of the existing Doctor of Education (Ed.D) program to enable students to complete this fully online degree program in three years and to expand its focus to include research on leadership, learning and innovation.

In the **2023-24 academic year**, the university **awarded 283 associate's degrees to students who had previously dropped out or stopped out,** thanks to the College of Letters, Arts, and Social Sciences (CLASS) making significant efforts to reach out and support their success

Within the past five academic years, the University of Idaho has seen fluctuations in the number of **degrees and certificates awarded** to female and male students.

In 2019-20, male students received a slightly higher number of degrees (1,395) compared to female students (1,342). In 2021-22, female students were awarded 1,384 degrees, surpassing male students who received 1,277. By 2023-24, the number of degrees awarded to female students reached 1,514, while male students received 1,315. This **upward trend in female awards, particularly in 2023-24**, highlights an improvement in female student success at the university, suggesting positive growth in female enrollment, retention, and completion.

Over the past five academic years, the **proportion of degrees and certificates awarded to white students** at the University of Idaho has remained stable (Table 1), **ranging from 72.5% to 75.8%**, indicating a consistent level of completion within this group. However, a concerning trend is the significant **47% decline** in the number of **degrees and certificates awarded to international students**, dropping from 243 in 2019-20 to just 128 in 2023-24. This sharp decrease highlights the need for targeted efforts to recruit and retain international students, ensuring they receive the support and resources necessary to complete their degrees. The university is addressing this need through **data-informed recruitment efforts** and through **language and academic support programs**. In summary, while White students continue to make up the largest group receiving degrees, the university has seen a **gradual increase in the number of degrees awarded to underrepresented groups**. This increase suggests a positive trend toward diversity and inclusion in degree completion at the U of I. However, continued efforts may be needed to further support the success of underrepresented groups, such as American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students, whose awards have fluctuated over the past few years.

Table 1. Degrees and Certificates Awarded by Race/Ethnicity

	2019-20	2020-21	2021-22	2022-23	2023-24	% Change
American Indian or Alaska Native	18	23	29	13	26	44.4%
Asian	46	28	55	38	55	19.6%
Black or African American	27	29	35	28	32	18.5%
Hispanic/Latino	275	226	219	279	286	4.0%
International	243	173	153	110	128	-47.3%
Native Hawaiian or Other Pacific Islander	4	6	25	4	6	50.0%
Two or More Races	89	94	111	93	118	32.6%
Unknown	51	49	36	56	43	-15.7%
White	1,984	1,938	1,998	1,942	2,135	7.6%

Postgraduation Success

The First Destination Survey tracks the postgraduation status of University of Idaho graduates from August 2021 to May 2022. Out of 2,481 graduates, data was collected from 1,479, using both student-filled surveys and third-party sources, ensuring comprehensive data collection.

Table 2. First Destination Outcomes Report

	2019-2020	2020-2021	2021-2022
Working	62%	67%	76%
Continuing Education	14%	17%	13%
Still Looking	21%	14%	10%

The results demonstrate a **positive trend in postgraduation outcomes** (Table 2). In the 2021-2022 cohort, 76% of graduates reported securing employment, a significant increase from 67% in 2020-2021 cohort and 62% in 2019-2020 cohort, possibly related to the improvement or recovery in the aftermath of COVID-19. Continuing education rates slightly decreased, with 13% of graduates opting to pursue further studies in 2021-2022 cohort, compared to 17% in the previous cohort. Additionally, the percentage of graduates still seeking employment has steadily declined, from 21% in 2019-2020 cohort to 10% in 2021-2022 cohort, signaling an improvement in overall post-graduation success. These trends suggest that the University of Idaho is successfully preparing its graduates for the workforce. While the pandemic may have contributed to higher numbers of students still looking in 2019-20, there is nonetheless noteworthy positive change in the recent increase in employment outcomes and reduction in the number still searching for opportunities.

The **University of Idaho's return on investment (ROI)** has been assessed using Georgetown University's methodology (https://cew.georgetown.edu/cew-reports/roi2022/), which evaluates the net present value (NPV) of educational outcomes over various timeframes. When compared to its national and regional peers (Table 3), the University of Idaho demonstrates competitive ROI across all time intervals measured (10, 15, 20, 30, and 40 years).

Table 3. Comparison of Return On Investment

Institution Name	10-Yr NPV	15-Yr NPV	20-Yr NPV	30-Yr NPV	40-Yr NPV	40-Yr NPV Rank	Median 10-Yr Earnings	Share earning more than high school graduates 10-Yr after enrolling
National Comparable Peers Average	116,600	306,600	478,600	775,300	1,018,600	1,165	48,132	75%
Regional Peers Average	101,000	267,667	418,667	680,000	894,000	1,756	42,314	67%
Boise State University	102,000	272,000	426,000	692,000	910,000	1647	43,100	69%
Idaho State University	86,000	252,000	402,000	662,000	875,000	1888	42,101	67%
Lewis-Clark State College	115,000	279,000	428,000	686,000	897,000	1734	41,741	66%
University of Idaho	124,000	314,000	487,000	784,000	1,029,000	1006	48,272	74%

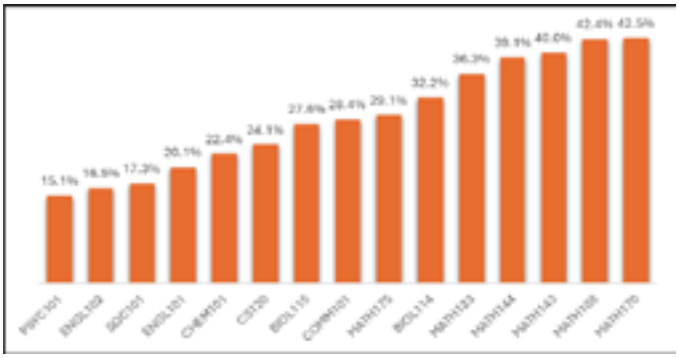
The University's NPV figures are consistent with both its national and regional peer averages, with a 10-year NPV of $124,000, a 15-year NPV of $314,000, a 20-year NPV of $487,000, a 30-year NPV of $784,000, and a 40-year NPV of $1,029,000. Additionally, **the university ranks at 1,006 for 40-year NPV, indicating a strong long-term value for its graduates**. The median 10-year earnings for University of Idaho graduates stand at $48,272, with 74% of graduates earning more than high school graduates within 10 years of enrollment.

These results suggest that the University of Idaho offers strong economic returns on education, aligning with the ROI of comparable national peer institutions and providing substantial long-term financial benefits to its graduates.

DFWI Rates in Gateway Courses

Tracking **DFWI** (Grades of D, F, Withdrawal, or Incomplete) in **college gateway courses** is crucial because it serves as an **early indicator of student performance and potential academic challenges** (Figure 6). Gateway courses, often required for progression in a degree program, are key to a student's success in their academic journey. High rates of DFWI grades in these courses can signal issues such as inadequate preparation, lack of engagement, or external factors affecting students' ability to succeed. By monitoring DFWI rates, institutions can identify at-risk students, provide targeted interventions, and improve overall retention and graduation rates. This data-driven approach helps enhance student success and ensures that students have the support they need to succeed in critical academic milestones.

Figure 6. DFWI Rates in Gateway Courses for the 2023-24 Academic Year



The University of Idaho tracks DFWI rates for all courses, with special focus on 15 gateway courses (full course names listed in Appendix 2). Over the past decade, the DFWI rates for several of these courses have exhibited varying trends. Some courses, such as BIOL114 and COMM101, have experienced considerable fluctuations in DFWI rates. BIOL114 saw a significant increase from 13.3% in academic year 2016-17 to 32.2% in 2023-24, with other years also showing notable variation. Similarly, COMM101 demonstrated a rise in its DFWI rate, peaking at 29.5% in 2021-22, before slightly declining in AY2023-24. On the other hand, courses like CS120 and PSYC101 showed more consistent downward trends. CS120 dropped from a high of 42.2% in 2018-19 to 24.1% in 2023-24, while PSYC101 steadily decreased from 38.4% in 2014-15 to just 15.1% in 2023-24. In contrast, certain mathematics courses, such as MATH108 and MATH170, exhibited high rates that fluctuated over the years, with MATH108 seeing a notable increase in recent years, peaking at 54.2% in 2021-22 before dropping significantly to 42.4% in 2023-24. MATH170 also showed fluctuations, reaching a high of 53.8% in 2022-23 before dropping back to 42.5% in 2023-24. The variation in these rates **highlights the need for targeted interventions**, such as improved course design, better academic support, and tailored tutoring services, especially in courses with consistently high DFWI rates. As explained below, the university is pursuing such interventions.

The DFWI rates for gateway courses at the University of Idaho reveal **significant gender-based differences** over the past decade. In most courses, male students tend to have higher DFWI rates than female students, with some exceptions. For example, in COMM101, male students consistently faced higher DFWI rates compared to females, with male rates ranging from 20.8% to 31.9%, while female rates fluctuated between 11.1% and 27.3%. Similarly, in MATH143, male students had higher DFWI rates in every year, with rates between 26.9% and 46.8%, compared to female students, whose rates ranged from 25.8% to 42.9%. However, there are cases where female students had higher DFWI rates, such as in MATH144, where female students had higher rates in some years (e.g., 42.0% in academic year 2022-23) compared to male students, who saw rates ranging from 31.0% to 40.2%. These trends suggest that while gender differences in DFWI rates vary by course, male students typically face more challenges in gateway courses, which may require further examination of support systems and teaching strategies tailored to the needs of male students, particularly during their first and second years, when they're enrolled in gateway courses, as well as addressing courses where female students show disproportionate challenges.

For most gateway courses, there are **noticeable differences in DFWI rates across racial/ethnic groups**. Students from underrepresented racial/ethnic groups (such as American Indian or Alaska Native, Black or African American, and Hispanic/Latino) tend to experience higher DFWI rates in many courses, especially in mathematics-related subjects. On the other hand, Asian and International students typically have lower DFWI rates, though some mathematics courses still show moderate challenges. Native Hawaiian or Other Pacific Islander students face unique challenges, particularly in MATH175. White students generally have more moderate DFWI rates across courses.

First-term GPA

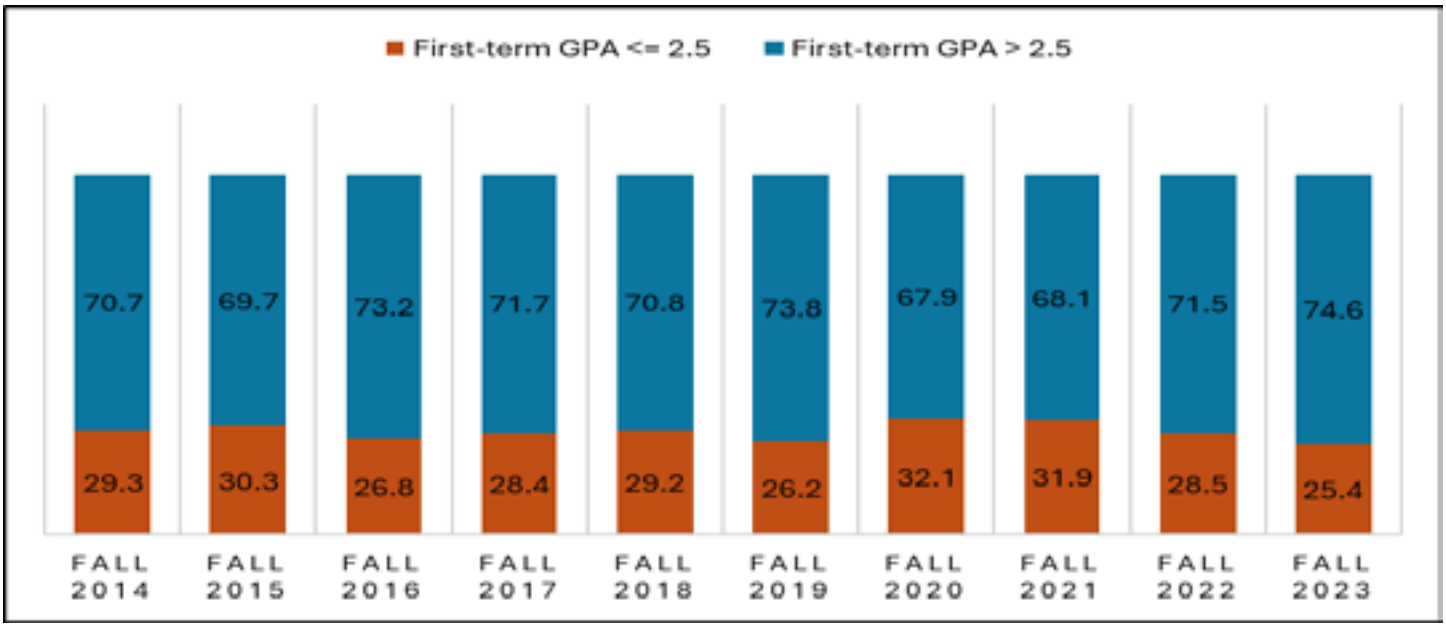
The first-term GPA of first-time baccalaureate-degree-seeking students is another essential metric for the University of Idaho, as it provides a clear indicator of how well students are adjusting to academic life and the rigor of higher education. Our data also shows a **clear correlation** between **higher first-term GPAs** and **higher rates of retention and graduation**, underscoring the importance of early academic performance in a student's success.

Over the past ten years, the University of Idaho has enrolled 16,183 first-time baccalaureate-degree-seeking students, with only 308 of them being part-time students. The first-term GPA of part-time students averaged 1.5, significantly lower than that of full-time students, whose average GPA was 2.9. This stark contrast underscores the importance of full-time enrollment in the successful adjustment to college life.

Among all first-time full-time students (n = 15,875), female students had an average first-term GPA of 3.0, compared to 2.8 for male students. Similarly, non-first-generation students have a higher average GPA of 3.0, while first-generation students have an average GPA of 2.7. When broken down by ethnicity, Asian students had the highest average GPA of 3.1, indicating strong academic performance relative to other groups. In contrast, Native Hawaiian or Other Pacific Islander students had the lowest average GPA at 2.3, reflecting academic challenges that may require tailored support services. American Indian or Alaska Native students and Black or African American students both had an average GPA of 2.5, suggesting that these groups may face unique barriers to academic success. Hispanic/Latino students had an average GPA of 2.8, slightly lower than the overall average, indicating potential areas for improvement in support services for these students. International students had an average GPA of 2.9, on par with the overall full-time student population, which suggests that these students are generally adjusting well to academic life at the university. White students also had an average GPA of 2.9, which is in line with the full-time average.

An alternative way to analyze first-term GPA for first-time, full-time baccalaureate degree-seeking students is to categorize first-term GPA into two groups: those with a GPA of 2.5 or below, and those with a GPA above 2.5 (Figure 7). Over the past decade, the percentage of students with a GPA of 2.5 or lower has ranged from 25.4% to 32.1%, with the highest proportion recorded in Fall 2020 cohort at 32.1%, and the lowest in Fall 2023 cohort at 25.4%. In contrast, the percentage of students with a GPA above 2.5 has fluctuated between 67.9% and 74.6%, reaching its highest point in Fall 2023 cohort. Since Fall 2021, there has been a consistent increase in the percentage of students achieving GPAs above 2.5, signaling an improvement in the academic performance of incoming students. This trend likely reflects the growing effectiveness of the university's academic support and guidance programs in fostering student success during their first term.

Figure 7. Distribution of First-term GPA among First-time, Full-time, Baccalaureate-degree-seeking Students



Strengths and Progress

The University of Idaho has made significant progress in enhancing student success, particularly in retention, graduation, and postgraduation outcomes. Over the past decade, the university's first-to-second-year retention rates have aligned closely with those of its comparable national peer institutions and surpassed those of regional peer institutions. Its **six-year graduation rates consistently range from 55% to 61%, outperforming both comparable national peers** and **regional peers**. Moreover, the university has seen a **steady improvement in postgraduation success**, with **76% of graduates** from the **2021-2022 cohort securing employment** — an increase over previous years. This progress reflects the university's strong focus on student support and engagement, which has been instrumental in fostering retention and preparing graduates for meaningful careers.

The university's dedication to student success is also evident in its growth in degree and certificate production. In recent years, there has been a notable increase in the number of awards conferred, driven in part by improved retention and persistence rates. This includes a steady rise in degrees awarded to underrepresented students, underscoring the institution's efforts to support these groups.

Additionally, the university has made **notable strides in improving first-term GPA outcomes**, with an increasing percentage of first-time, full-time students achieving GPAs above 2.5, demonstrating the effectiveness of academic support initiatives. By adopting best practices from higher-performing institutions, the University of Idaho is well-positioned to continue advancing student success, tracking closely with comparable national peers, and strengthening its leadership role in regional higher education.

Challenges and Improvement

Despite the strengths and progress mentioned above, the University of Idaho is currently facing **several challenges** that impact student success, particularly in retention, graduation, and academic performance. While the university's **retention and graduation rates align with** those of **comparable national peers**, they consistently **lag behind** those of its **aspirational national peer institutions**. This gap is particularly concerning as the university transitions from an R2 to an R1 institution, a status that demands higher academic outcomes, including improved retention and graduation rates.

In addition, the university faces the challenge of addressing the **achievement gap**, with underrepresented students experiencing lower retention, persistence, and graduation rates compared to their white peers. There is also a **pressing need to reduce DFWI rates in some critical gateway courses**. These issues are further compounded by **lower first-term GPAs among first-generation and underrepresented students**, who often struggle with the transition to university life. Since early academic performance is a key predictor of long-term success, strengthening support services for these groups is essential.

Next Steps

To improve student achievement, the University of Idaho plans to leverage its existing strengths in experiential learning and **further integrate career-relevant education into** its **curricula,** particularly within general education courses. Through its Student Success Initiatives, the university will **support programs that enhance hands-on learning opportunities** and connect academic experiences with career preparation, fostering better engagement and retention. Additionally, the University will **encourage the use of evidence-based tools**, such as Curricular Analytics, to optimize academic pathways. These tools can help identify strategies that improve degree completion rates and reduce time to degree, supporting students in navigating their academic journeys more effectively. By combining these efforts with targeted interventions for underrepresented student groups, the University of Idaho can strengthen its retention and graduation rates, aligning more closely with the outcomes of its aspirational national peer institutions. See the Moving Forward section for additional information on the university's student success efforts and plans to align them more closely with a revised program review process. The Student Success Steering Committee (SSSC) described in that section will examine how specific initiatives are impacting student success generally and by specific demographics. Based on these analyses, the SSSC will develop intervention strategies and a timeline for achieving the target 85% first- to second-year retention rate.

Part III. Programmatic Assessment

Assessment Framework

The University of Idaho's programmatic assessment framework, consistent with its mission, aligns academic programs with SBOE Policy III.X. , NWCCU Standards 1.C.1-1.C.7 , and academic support programs with both NWCCU Standards 1.C.1 – 1.C.7 and Student Learning & Development Outcomes - COUNCIL FOR THE ADVANCEMENT OF STANDARDS IN HIGHER EDUCATION (CAS). The institution has a systematic process for assessing student learning for program review and improvement through the Annual Review Process (APR).

Programmatic Assessment Reporting Process

The institution has five University Learning Outcomes (ULOs) drawn from NWCCU Standard 1.C.6. Degree programs make connections to the ULOs in their program learning outcomes by mapping student learning to these outcomes. This is done by including ULO language within a program learning outcome. For example, this environmental science program learning outcome of "Students will be able to demonstrate integrative environmental research and/or problem-solving expertise that applies the scientific method for design, data collection, analysis, and reporting," incorporates the problem-solving language from the ULO, "Think and Create". See an additional example in Table 4.

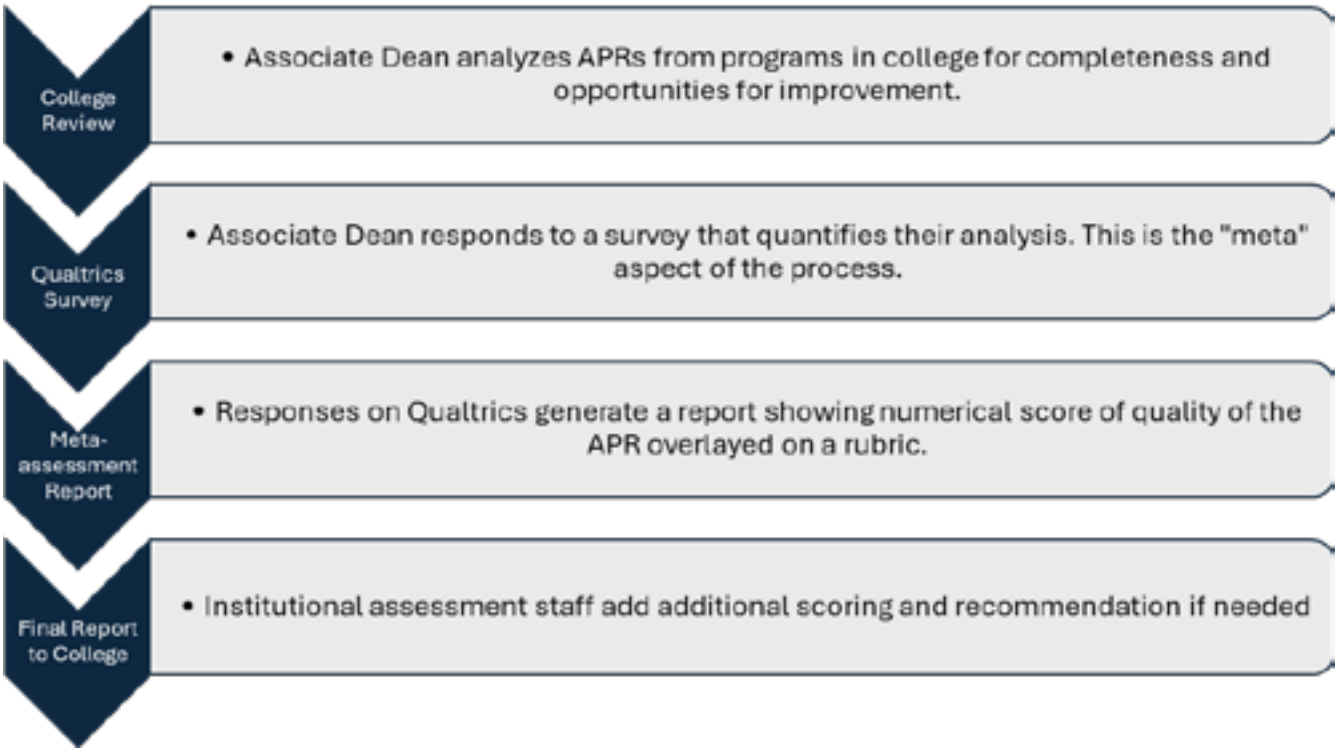
Degree programs, both undergraduate and graduate, adopt an assessment process that fits their goals and departmental structure. This process involves identifying which courses address the desired program learning outcomes in the curriculum. Identified courses are assigned program learning outcomes where faculty report students' achievement levels from relevant assignments. Each program creates a curriculum map that outlines which program learning outcomes will be assessed during the assessment cycle. Assessment cycles use academic years that include three semesters: summer, fall, and spring.

Each fall, programs report assessment data as part of the Annual Program Review (APR). The assessment data informs the APR report (See example in Appendix 3.N) that includes an explanation of the assessment framework, a description of assessment methods, an interpretation of findings, a description of resulting changes or program improvements based on the findings, a creation of an action plan, and a summary of how the assessment data is used for continuous program improvement.

At the beginning of the new calendar year, each college conducts a college review by reviewing each of the APR reports. The associate dean considers the status of each program and how it is performing in relationship to the college's goals and mission. Areas of this report include metrics to evaluate progress, action/intervention plans, demand and productivity, financial health and resources.

The last step of the annual review process is a meta-assessment in which each college rates the quality of each of its academic programs' APRs based on demonstrated evidence of a continuous process of student learning assessment, goal setting, and program improvement. The institutional assessment team compiles these reports and makes them available to each college. In 2024, the assessment team piloted a change to the process by removing the Qualtrics and rubric overlay step. They replaced the previous rubric with the NWCCU rubric for standard 1.C.7 and providedfeedback on that.

Figure 8. Meta-assessment Process



The university began using Anthology, an assessment platform, in academic year (AY) 2019-2020 for program assessment data collection, the annual program review, and the college review. Program learning outcomes are assigned to specific courses in Anthology Outcomes.

Assessment data is recorded in Anthology Outcomes, where faculty input student performance indicators manually or import directly from the institution's LMS, Canvas. The APR report is conducted in Anthology Planning, while the student assessment data collected in Anthology Outcomes is imported into the Student Learning Assessment Report template. The data is displayed for all selected semesters in the relevant academic year. Once all degree programs have completed their APR templates, the colleges import each of the completed APR templates into a college review template that creates the college review.

The assessment process for the General Education Program is similar with a few variations. Instead of program learning outcomes, six competency areas determined by the Idaho State Board of Education (SBOE) are mapped to the University Learning Outcomes and assigned to the appropriate general education courses offered in fall and spring semesters. General education also includes institutionally designated general education (American Experience, International and Capstone) courses that are not currently included in assessment data collection.

Instructions are sent to all faculty teaching general education courses to record assessment results in Anthology for signature assignments, that is, assignments designed to measure a particular

competency. The director of general education imports the assessment data into the Student Learning Assessment Report template to complete an APR on each of the six competency areas.

For the AY2023-2024 assessment cycle, a change to the meta-assessment process is being piloted to provide feedback to academic programs on how well their APRs are aligning with NWCCU Standard 1.C.7. Colleges can elect to still complete the existing meta-assessment if they have found value in it, or they can opt out. The institution received a recommendation for NWCCU Standard 1.C.7 at its last review, so piloting this type of program review feedback is part of the university's effort to demonstrate progress on this standard.

The process for reporting learning outcome data and completing the APR is outlined on the university's public Assessment and Accreditation page. Included on this page is the most recent webinar for faculty on the process. The assessment team coordinates a series of training and communications with a Center for Excellence in Teaching and Learning (CETL) instructional designer and the director of General Education during the APR reporting cycle and throughout the year on request.

Academic Support Programs

Due to their diversity, academic support programs have a greater variety in program assessment and review practices. The Anthology product is available to each academic support program to assist with APR, but most academic support programs currently collect assessment data and conduct program review internally. Programs with specialized accreditation utilize reporting features of those accrediting bodies. The institutional assessment team has begun working with academic support programs to develop a clearer and more systematic process.

Analysis

The university implemented the current programmatic assessment process six years ago. Since then, substantial changes have shaped how U of I colleagues participate in assessment, from the effects of COVID to the adoption of a new LMS, the adoption of the Anthology platform, and a complete turnover in assessment-related administrative positions. Together, these factors have led to inconsistent messaging and frustration with the existing assessment process and platform. As UI has moved into a more stable phase, it is clear there is a need to streamline the process and make it intrinsically valuable for efforts to improve students' learning and academic achievement.

The current assessment/APR cycle creates a lag between when data is collected and used to inform programs, potentially minimizing the data's value. As an example, assessment data is collected for Summer 2023, Fall 2023, and Spring 2024 for APRs due to the colleges Fall 2024. Colleges then conduct college reviews due January 2025. The meta-assessments reports are compiled and shared back to the colleges in Summer 2025, making the data, reviews, and reports minimally useful because the entire process is completed one to two years after data collection. Implementing a new, condensed assessment/APR cycle would improve this timeline.

Some faculty find the Anthology program difficult to navigate and the APR templates too long. The number of sections in the template was reduced for AY2022-2023 in an effort to streamline the process, yet the technology continues to create a barrier to cultivating an authentic faculty-driven assessment culture. Together, the above factors promote skepticism, disengagement, and even cynicism regarding the value of participating in assessment. As a result, faculty contributions to assessment are often cursory, pro forma, and limited in value.

To cultivate more positive perceptions of assessment, the administration is currently working with faculty to create a process that is simpler, clearer, and more importantly, informative, and meaningful. By linking this streamlined process to evaluations of programs' demand, graduation rates, and expense-revenue ratios, the university will tie assessment to resource allocation. To do so, the U of I will develop scaffolded, asynchronous assessment training courses that incorporate peer interaction and highlight effective U of I assessment examples to provide models and inspire confidence in the intrinsic value of assessment efforts. In pursuing this effort, the university seeks to achieve the NWCCU-designated characteristics of an institution demonstrating progress on assessment, namely simplified, streamlined systems; clarity of assessment's purpose; effective collaboration between faculty and administrators; effective leadership; and ongoing review and improvement.

Please see the Moving Forward section for a description of tentative plans.

A high percentage of degree programs have specialized accreditations with robust assessment practices already in place. This circumstance provides an opportunity to capture assessment work already being done in those programs to streamline their reporting to meet the university's needs and NWCCU requirements. Because the university has an as-yet untapped opportunity to leverage these resources, the U of I will develop approaches to using specialized program assessments more explicitly in the APR process and foster more collaboration across disciplines.

Featured Programs

Some academic programs without specialized accreditation have developed strong programmatic assessment and program review processes that include a growth mindset towards continuous improvement. To demonstrate, this report features two academic programs, **General Education** and **Conservation Biology BS**. Also featured are two academic support programs**, SI-PASS** and **SSS-TRIO**.

The University Assessment and Accreditation Committee (UAAC) selected the two academic programs from four programs nominated by the associate deans and the two academic support programs from four programs nominated by Strategic Enrollment Management and Division of Student Affairs. Representatives from the eight nominated programs provided the committee with detailed presentations of each program's goals, assessment efforts, and continuous improvement. The two featured academic programs are representative of a typical program assessment and review across the university's programs. There are programs with more robust assessment and program review practices and others with significantly less, however, both extremes are outliers. The two featured academic support programs represent more developed or aspirational assessment and program review practices than most university support programs.

Featured Program Assessments

BS Conservation Biology

Program Overview/Mission

Conservation biology was selected as a featured program because it demonstrates strong faculty engagement and specific evaluation criteria that align with the University of Idaho student learning outcomes and the NWCCU standards. The program has an established process for faculty evaluation and revision of the program aspiring to close the loop on assessment annually.

The goals of conservation biology are to document biological diversity on Earth and investigate human impact on species, genetic variation, and ecosystems. Central to the program is to explore practical approaches to prevent the extinction of species, maintain genetic diversity within species, and to protect and restore biological communities and their function. The program is rigorous but highly adaptable to individual student interests. The program requires a senior thesis and is recognized as good preparation for graduate studies. A group of faculty governs the curriculum of the degree program. Each semester these faculty evaluate the senior thesis presentations and discuss the need for curricular modifications as part of the program assessment.

Assessment Data Analysis

Five outcomes were assessed: Evaluation Skills, Knowledge Skills, Communication Skills, Collaboration Skills, and Ethical Skills. Four of the five outcomes were assessed by faculty, graduate students and peers using rubrics to evaluate the Conservation Biology senior thesis proposal and final presentation. The fifth outcome was assessed via a class assignment (see table below).

Table 4. Conservation Biology Learning Outcomes Assessment Findings

Program Learning Outcomes Mapped to University Learning Outcomes (ULO)	Assessment		
	Description of skill	**Direct measure**	**Indirect measure**
Evaluation skills ULO – Think and Create	Locate, organize, analyze, and critically evaluate information	1) Senior thesis proposal and final oral presentation evaluation by faculty, graduate students and peers using a common rubric (**Appendix 3.A**) 2) Faculty mentor evaluation of written senior thesis proposal and final paper.	Two focus groups, one for freshmen/ sophomores (NR 200) and one for juniors/seniors (NR 300). The focus group questions are aimed at assessing the program (**Appendix 3.D**).
Knowledge skills ULO- Learn and Integrate	Understand ecological principles and theories		
Communication skills ULO - Communicate	Effectively communicate ideas and knowledge in writing and orally		
Ethical skills ULO – Practice Citizenship	Adhere to professional standards of ethics	Class assignment in Conservation Biology (WLF 440)	
Collaboration skills ULO – Learn and Integrate	Effective team management and participatory skills		

Four of the five outcomes met targets. A stand-out was "Collaboration Skills" with 98% of students evaluating it as exceeding expectations. In the evaluation of "Communication Skills", 29% of the students presenting their final senior thesis were ranked "Good" (a 3 on a 5-point scale) but evidenced a range of minor issues (nervous gestures, poor slide design, etc.). The overall conclusion among program faculty was that the senior thesis review is a robust assessment tool, and that no changes are currently warranted related to most outcomes. Based on results for the "Communication Skills," program faculty concluded that students need enhanced access to formal presentation opportunities and that faculty should add presentation requirements to additional courses. Program faculty discussed the use of peer evaluations as a tool for gathering data on the "Collaboration Skills" - given that students often evidence a tendency to be overly generous with their peers. However, students were explicitly encouraged to give candid, anonymous feedback to peers. Faculty noted there was room for improvement for this instrument.

For evaluation of this program and the next steps, see Appendix 3.E.

General Education Program

The University of Idaho's General Education Program was selected for highlight here due to its cyclical focus on program quality through regular assessment of artifacts, intentional use of survey data, and analysis of course syllabi on a rotating basis. It is also noteworthy because, while its assessment system has been refined over the past few years, faculty involved in those efforts recognize opportunities for continuous improvement. Further, because this program impacts virtually all U of I students pursuing an associate or baccalaureate degree, its assessment has particularly broad significance.

Program Overview/Mission

University of Idaho's General Education curriculum is a broad-based, interdisciplinary, multi-year, integrated liberal arts educational experience. The learning outcomes in General Education courses are aligned with the Idaho State Board of Education policies for General Education and seek to prepare students to be twenty-first century educated citizens who meets the needs of employers in a democratic society under the

challenges of a rapidly changing and diverse world. The General Education curriculum has a significant impact on the success of University of Idaho graduates as adaptive, lifelong learners.

General Education is the single largest academic program within the University of Idaho, providing up to 28% of the baccalaureate degree curriculum for well over 10,000 students. It is a curriculum for all undergraduate students, regardless of major, and contributes to degree plans in eight different colleges: Agriculture and Life Sciences; Art and Architecture; Business and Economics; Letters, Arts and Social Sciences; Education, Health and Human Sciences; Engineering; Natural Resources; and Sciences. Each semester approximately 160 University of Idaho faculty members offer over 200 General Education courses.

General Education at the university exists in two distinct areas: Idaho State Board of Education (SBOE) content areas and credit minimums (a.k.a. General Education Matriculation, or GEM classes) and institutionally designated general education (American Experience, International and Capstone) courses. Policies are outlined for SBOE GEM classes in Board Policy III.N. - Statewide General Education and for institutionally designated courses in the University Catalog sections J-3-e & J-3-f. SBOE GEM classes fall into the six areas of written communication, oral communication, mathematical ways of knowing, scientific ways of knowing, humanistic and artistic ways of knowing, social and behavioral ways of knowing; they utilize the state GEM Learning outcomes for general education and are mapped to University Learning Outcomes . Institutionally designated courses reflect the institution's mission, vision, and values and utilize learning outcomes developed by the University Committee on General Education (UCGE) and also mapped to the University Learning Outcomes.

Assessment Data Analysis

The General Education assessment strategy is designed to focus on evaluating the student learning competencies relative to the SBOE GEM Learning Outcomes and University of Idaho Learning Outcomes. It is designed to be embedded, integrated, sustainable and meaningful: embedded into the regular ongoing teaching and learning process of the instructor; integrated into the curriculum; sustainable due to ease of accomplishment; and viewed as a meaningful scholarly activity connected to teaching and learning.

The General Education assessment strategy for both areas (GEM and Institutionally Designated Courses) entails a combination of three primary assessment tools:

1. Assessment of artifacts/signature works by individual faculty (direct).
2. Rotating Syllabus Review by area conducted by the General Education Assessment Committee (GEAC) (indirect).
3. Satisfaction data from the Graduating Senior Survey (indirect).

Assessment of artifacts/signature works by individual faculty

In fall 2024, faculty were asked to report on general education courses they taught in fall 2023 and spring 2024. To align with the goal of making General Education assessment embedded, integrated, sustainable, and meaningful, faculty were asked to identify one general education course they taught in each semester in AY2023 and use a signature assignment to report student success on one general education learning outcome for that course.

This process showed the General Education Program which SBOE GEM learning outcomes were met, and which were not (Table 5). See Appendix 3.F for a summary of the findings.

The General Education Program will use the results of this process to develop a set of meetings with faculty who teach in the program to identify why some learning outcomes did not meet the program-established benchmark of 80% meets or exceeds expectations. Then, professional development opportunities such as workshops and asynchronous online mini courses will be developed and delivered to help faculty strategize how to make changes to their courses to improve student performance in the underperforming learning outcomes.

The following is a summary of findings after data was collected and analyzed (see Appendix 3.F for details).

Table 5. General Education Matriculation Learning Outcomes Assessment Findings

	Met 80% Benchmark	Did Not Meet 80% Benchmark
Written Communication	Use inquiry-based strategies to conduct research that explores multiple and diverse ideas and perspectives, appropriate to the rhetorical context	Adopt strategies and genres appropriate to the rhetorical situation Read, interpret, and communicate key concepts in writing and rhetoric
Oral Communication	None	Listen in order to effectively and critically evaluate the reasoning, evidence, and communication strategies of self and others
Mathematical Ways of Knowing	None	Interpret mathematical concepts Represent information/data Use appropriate strategies/ procedures when solving mathematical problems Draw reasonable conclusions based on quantitative information
Scientific Ways of Knowing	Interpret and communicate scientific information via written, spoken and/or visual representations Test a hypothesis in the laboratory or field using discipline-specific tools and techniques for observation, data collection and analysis to form a defensible conclusion	Apply foundational knowledge and models of a discipline in the physical or natural sciences to analyze and/or predict phenomena Apply scientific reasoning to critically evaluate assertions Describe the relevance of specific scientific principles to the human experience
Humanistic and Artistic Ways of Knowing	Analyze, evaluate, and interpret texts, objects, events, or ideas in their cultural, intellectual or historical contexts Interpret artistic or humanistic works through the creation of art, language or performance Develop critical perspectives or arguments about the subject matter grounded in evidence-based analysis Demonstrate self-reflection, widened perspective, and respect for diverse viewpoints	Recognize and describe humanistic, historical, or artistic works within problems and patterns of the human experience. Distinguish and apply methodologies, approaches, or traditions specific to the discipline
Social and Behavioral Ways of Knowing	Describe self and the world by examining the dynamic interaction of individuals, groups, and societies as they shape and are shaped by history, culture, institutions, and ideas Utilize Social Science approaches, such as research methods, inquiry, or problem-solving, to examine the variety of perspectives about human experiences Evaluate how reasoning, history, or culture informs and guides individual, civic, or global decisions Identify the impact of the similarities and differences among and between individuals, cultures, or societies across space and time	Demonstrate knowledge of the theoretical and conceptual frameworks of a particular Social Science discipline

Rotating Syllabus Review

In fall 2023, faculty were asked to submit syllabi for all courses that fell into Mathematical Ways of Knowing and Scientific Ways of Knowing general education categories. The University Committee on General Education (UCGE) reviewed submitted syllabi to ensure the courses were working toward the learning outcomes established by the State Board of Education in policy III.N and that faculty teaching the courses had a plan to assess student progress in each of the learning outcomes. See Appendix 3.g for a list of reviewed courses.

Use of Data

As a result of the syllabus review, UCGE worked with departments and individual faculty to revise Mathematical Ways of Knowing and Scientific Ways of Knowing general education courses that did not initially show evidence of meeting program requirements. Additionally, UCGE identified problems with the Curriculum Inventory Management (CIM) software forms used to submit syllabi for review to UCGE and is working with the Office of the Registrar to update the forms to include information necessary for learning outcomes review. Finally, the director of General Education was tasked with updating the "How to propose a new General Education course" handouts to more accurately describe the process to faculty.

Satisfaction data from the Graduating Senior Survey by Institutional Research (IR)

Questions from the Graduating Senior Survey related to the General Education Curriculum were identified (see Appendix 3.H). The answers to these questions were analyzed to identify areas where students self-reported their growth in different areas. Results showed that students perceived themselves as achieving little growth in the Institutional Dimension of "Understanding Culture, Race and Gender" outcome. Other areas of weakness included "Interpret Math/ Statistic Concepts," "Identify Moral and Ethical Issues," "Understand Social and Political Institutions," and "Understand Historical Context on Current Issues and Problems."

This information was presented to General Education faculty at the spring 2024 General Education Summit. Summit participants agreed that areas of weakness identified through results analysis should be addressed; no suggestions were made on how to do so. Therefore, a follow-up meeting is needed. Additionally, participating faculty suggested the following actions to address the perceived problems with the survey tool:

- Add specific language to help students understand the timeframe: "since starting at the U of I, have you..."
- Include an "explanation preamble" asking the student to address the "totality" of their educational experience (not just coursework).
- Eliminate the "gray areas" and condense similar questions (e.g. distinguish between understanding and relating with other cultures).
- Make the survey longitudinal; send it to alumni at 5-, 10-, and 20-years post-graduation.
- Ask open-ended questions, like "where did you learn X?".
- Include the phrasing "How important is this skill to you?".

For evaluation of this program and the next steps, see appendix 3.I.

Supplemental Instruction – Peer-Assisted Study Sessions (SI-PASS)

Program Overview/Mission

The Supplemental Instruction – Peer-Assisted Study Sessions (SI-PASS) Program was selected to be featured here because of its alignment with NWCCU standards I.C.5., I.C.6, and I.C.7 through its collection of data on the effectiveness of the program, its collaboration with faculty on its continued improvement, and its core focus on the development of foundational skills of critical analysis, logical thinking, scientific reasoning, and problem solving.

Supplemental Instruction-Peer Assisted Study Sessions (SI-PASS) is an academic support model that provides interactive study sessions for historically difficult courses. SI-PASS is available to all students enrolled in the target courses and is considered non-remedial. These study sessions are led by a near-peer (SI PASS Leader). The SI-PASS Leader has taken the course previously and achieved high academic performance in the course. The leader attends the lectures for the course they support and plans and facilitates three one-hour study sessions each week. Since 2018, the SI-PASS program at the University of Idaho has been accredited through The International Center for Supplemental Instruction at the University of Missouri-Kansas City.

SI-PASS supports courses that are "historically difficult," i.e., a course with a 25% or higher DFW rate (the proportion of final grades of D, F or withdraw. Incomplete "I" is not included here because an "I" final grade means the student can still complete the course at a later date and earn a passing grade). SI-PASS targets high-enrollment courses that fulfill a general education requirement or are prerequisites required by many majors. SI-PASS also considers other academic support options available for target courses. As the SI-PASS program continues to grow, some supported courses have pre-SI-PASS DFW rates between 20-25%, and some courses may have lower enrollment. In the Fall 2022 semester, SI-PASS supported 11 courses; in the Spring 2023 semester, 10 courses; in the Fall 2023 semester, 19 courses and sections; and in Spring 2024, 21 courses and sections, including BIOL 114, BIOL 115, BIOL 228, CHEM 101, CS 150, MATH 143 (sections 1-7), MATH 170 (sections 1-4), MATH 175 (sections 1-4), and SOC 101 (section 1).

Assessment Data Analysis

SI-PASS engages in summative and formative assessment processes to determine the effectiveness of the program and implement improvements. Summative assessments include an annual SI-PASS Assessment Report, Final Grade Summary Reports (Appendix 3.j) and Tutoring and College Success end-of-semester survey. Formative assessment includes SI-Pass Exam reports, SI-Leader and Faculty surveys, SI-Leader observations, SI-PASS Participation Reports, and course surveys.

Overall, an average of 1,800 students per semester have access to SI-PASS. Participation ranges from 25% to 30% of those students. Across the past two years, students with at least one SI-PASS visit have had a final course grade average of 2.72 compared to an average of 2.52 for students who did not attend:

Spring 2024: SI-PASS was available to 1,619 students, and 33% of students enrolled in these courses attended at least one SI-PASS session. SI-PASS had 3019 student visits and 542 unique students participated. Students who attended at least one SI-PASS session earned an average end of course grade of 2.64, an increase of 0.43 compared to students who did not attend. Students who attended at least one SI-PASS session had an average DFW rate of 18%, compared to 35% for students who did not attend.

Fall 2023: SI-PASS was available to 1,926 students, and 28% of students enrolled in these courses attended at least one SI-PASS session. Students who attended at least one SI-PASS session earned an average end of course grade of 2.75, an increase of 0.36 compared to students who did not attend. Students who attended at least one SI-PASS session had an average DFW rate of 15% compared to 31% for students who did not attend.

Spring 2023: SI-PASS was made available to 1,592 students, and 26% of students enrolled in these courses attended at least one SI-PASS session. That is, 419 unique students participated with 2,187 student visits. Students who attended at least one SI-PASS session earned an average end of course grade of 2.71, an increase of 0.10 compared to students who did not attend. Students who attended at least one SI-PASS session had an average DFW rate of 17%, compared to 28% for students who did not attend.

Fall 2022: SI-PASS was made available to 2,095 students, and 25% of students enrolled in these courses attended at least one SI-PASS session. SI-PASS had 2,232 student visits with 518 unique students. Students who attended at least one SI-PASS session earned an average end of course grade of 2.78, an increase of 0.22 compared to students who did not attend. Students who attended at least one SI-PASS session had an average DFW rate of 22% compared to 34% for students who did not attend.

For evaluation of this program and the next steps, see appendix 3.K.

Student Support Services-TRIO (SSS-TRIO)

Program Overview/Mission

The Student Support Services – TRIO (SSS-TRIO) Program was selected to be featured here because of its use of results of program assessment efforts to inform its program practices to continuously improve student learning outcomes through a rigorous Annual Performance Report (APR) process, which tracks progress toward program objectives. SSS-TRIO demonstrates that changes are made to the delivery of program services based on student performance. For instance, the program has recently begun offering study table hours to help provide structure to students.

The program serves first-generation college students, students from low-income homes and students with disabilities who demonstrate a need for academic support. Its mission is to help qualified students transition to college, engage and work with them during their enrollment, and surround them with personal and academic support to ensure they graduate. TRIO Programs are federal Student Support Service Programs designed to identify and provide services for individuals from disadvantaged backgrounds. Such federal Student Support Services Programs award funds to institutions of higher education for academic development to increase participating students' college retention and graduation rates.

The university's SSS-TRIO program provides services to more than 200 students including merit-based scholarships; financial aid and personal finance information; individualized and small group tutoring, freshman orientation; educational planning, academic goal-setting and academic advising; study skills; career and graduate studies exploration; advocacy; campus and community referrals; and cultural activities.

Assessment Data Analysis

SSS-TRIO has developed a system of assessment based upon both summative and formative reports. The summative assessment is comprised of an Annual Performance Report and a grant cycle end report. The Annual Performance Report (Appendix 3.L) tracks participant engagement with the services offered by the SSS-TRIO program in addition to referrals made to participants. Furthermore, for each student served by the SSS-TRIO program within the prior six years, 37 distinct data points are tracked, comprising demographic data, academic data, and program-specific data. Based on these data, the U.S. Department of Education tracks the SSS-TRIO program's progress toward project objectives for student success, which are measured through fall-fall persistence (same as university persistence rates detailed in Section 2: Student Achievement), good academic standing, and six-year graduation indicators.

Formative assessment is done through a weekly dashboard that tracks critical information for the program, consisting of four reports. The student report focuses on student eligibility to ensure that the program adheres to federal regulations regarding participants' characteristics. It also tracks the number of students currently considered "served" by the program and preliminary progress toward objectives. The services, referrals and contacts reports track the specific services provided to eligible students, what kinds of referrals are made by SSS counselors to students, and student interactions with the office to monitor the kinds of events, programming and services that are in demand. The reports are used to monitor student engagement with the program and make changes to the ways in which services are offered to better fit student needs. Student feedback is gathered informally through a peer mentoring program and through *ad hoc* surveys.

SSS-TRIO uses the summative and formative reports to engage in an assessment process to understand current student interaction with program services and progress toward objectives, allowing the program to identify strengths and weaknesses and make changes to meet student needs. For example, based on APR data showing that the majority of SSS-TRIO students who are enrolled at the university but choose not to access program services are juniors or seniors,

and feedback from participants indicating a need for activities to add value to upper division students, the SSS-TRIO program plans to collaborate with Career Services to bring 20 students to Boise, Idaho, to offer students the opportunity to learn about job opportunities and make valuable industry contacts that align with their career interests.

The SSS-TRIO program exhibits high-quality self-evaluation practices, particularly regarding the data collection and analysis required for the Annual Performance Report. The program staff and director also actively engage with the assessment/evaluation cycle and have invested considerable effort into revising processes and streamlining data collection to provide high quality, reliable data that feed a meaningful weekly reporting dashboard. Finally, the SSS-TRIO program demonstrates a proactive approach to evaluation.

SSS-TRIO aligns with a university pillar for the foundation of its mission fulfillment: supporting student success. The university is committed to developing recruiting and retention strategies designed to facilitate a smooth transition of high school students into its academic programs. Its success which is shown via growing enrollments of first-time freshman who meet the qualifications to receive support from SSS-TRIO programs and services. (Roughly 33% of incoming freshman in 2023 were first-generation college students). Additional university performance measures are part of SSS-TRIO's own measure of success, including retention, persistence and graduation rates

Evaluation results demonstrate that the SSS-TRIO program at the University of Idaho has met key metrics throughout its five-year grant cycle. Objectives for the program are set in the grant proposal, must be ambitious and attainable, and are determined through a comparison of outcomes for students at the University of Idaho who are eligible for the SSS-TRIO program (first-generation, low-income, and/or with a disability) and ineligible U of I students. For the 2020-2025 grant cycle, the SSS-TRIO program objectives are: 85% of participants must persist fall-fall each year, 90% of participants must remain in good standing each year, and 58% of students served by the SSS-TRIO program must graduate within six years. Progress on objectives is reported to the U.S. Department of Education annually. As shown below (Table 6), the program has consistently met its objectives.

Table 6. SSS-TRIO Objectives Achievement Data

Academic Year	Fall-Fall Persistence	Good Academic Standing	6-year Graduation Rate
2023-2024	93%	95%	81%
2022-2023	92%	94%	78%
2021-2022	87%	92%	81%
2020-2021	92%	94%	69%

For evaluation of this program and the next steps, see appendix 3.M.

Part IV. Moving Forward

Overview: Leveraging Strengths to Address Challenges

The University of Idaho (U of I) provides many supports for student success and conducts assessment of nearly all academic and co-curricular programs. Faculty and staff consistently show deep dedication to providing a high-quality learning experience for U of I students. Whatever their relationship to the university – whether as students, alumni, staff, or faculty – members of our community regularly describe themselves as part of the Vandal Family, in affectionate reference to our mascot, Joe Vandal.

The university will leverage these assets to address three key challenges. The first challenge entails **broad and deep frustration with academic program assessment**. This frustration emerges from three intertwined factors. The first is a widespread perception that assessment efforts are disconnected from learning and teaching, are lacking intrinsic value, and are pursued only to maintain institutional accreditation. The second is a belief that the university's assessment process is complex, confusing, and cumbersome. The third is a widely shared view of the university's current assessment platform, Anthology, as unintuitive and difficult to use. A December 2024 discussion with the U of I deans suggested the scope of the challenge. The deans offered constructive feedback but emphasized that the prevailing view of assessment is that it requires excessive, monotonous work with little practical impact. They concurred that the university's Annual Program Review (APR) process requires too much data; uses data only for accreditation, not program improvement; and negatively impacts morale and job satisfaction.

The second broad challenge to be addressed by the institution entails a disparate set of **student success efforts.** These efforts include effective programs but are, as a group, **uneven, unaligned,** and **sometimes unassessed**. This challenge is linked to the first, in that academic program assessment is not the primary driver – and sometimes not even *a* driver – of student success efforts.

The third challenge the U of I must address involves **developing a systematic approach to assessing distance education programs**. Currently, the university does not provide guidance or support to ensure that all distance education programs are assessed and that assessments align with NWCCU requirements.

This section presents the university's plans to address each of the above challenges. It explains the U of I's assessment and student success goals, the principles guiding the work to achieve these goals, and efforts to date to conceptualize concrete approaches. Undoubtedly, as these initial approaches are discussed with stakeholder groups and vetted for technical considerations, some will change. The materials that follow are included to invite reviewers' feedback on the goals, the principles, and the university's approach to operationalizing both. Despite the likelihood of changes in specifics as efforts unfold, such feedback will be very valuable to the U of I, both in implementing plans that come to fruition and in adapting plans that need revision.

Addressing Challenge #1: Redesigning Program Assessment

The university's over-arching challenge regarding program assessment is to foster a robust assessment culture that promotes the following norms, in which data collection is:

- Closely linked to programmatic and institutional priorities.
- Tailored to provide actionable information directly useful to improving curricula, instructional delivery, and learning.
- Consistently used to identify, develop, and implement plans for such improvements via collaborative discussions among stakeholders in and outside the program.
- Designed to assess the impact of these improvement efforts and used to revise, refine, continue, or replace them.

As suggested by the deans' discussion summarized above, current U of I assessment culture operates mostly in opposition to these norms. Conversations with the associate deans, who usually lead their college's assessment efforts, revealed similar perspectives, as did conversations with unit heads (academic department chairs and heads, as well as academic program directors). Prevalent themes in all cases included wasted effort requiring excessive

collection of data not used for any intrinsically valuable purpose, as well as frustrating assessment instructions, requirements, and technology.

Fostering a constructive assessment culture will require several substantial efforts. Specifically, U of I must:

1. Significantly **revise** the university's **Annual Program Review (APR) process.**
2. Develop more **user-friendly resources** that better support APR by meeting users' expectations regarding clarity, simplicity, and effectiveness in helping users design and implement assessments that provide intrinsically meaningful information.
3. **Provide easy-to-use dashboards** with disaggregated institutional and programmatic data, as well as support in using these data effectively.
4. Revise the existing **meta-assessment process,** which provides feedback on the efficacy of programs' assessment designs and implementation. Currently, meta-assessment feedback is delivered 12 to 24 months after the relevant assessment reflections are provided and uses a rubric not aligned with NWCCU's standards. A revised meta-assessment must provide actionable, timely feedback better aligned with the commission's standards.
5. **Integrate** processes that are currently separate, namely **APR** and a required Idaho State Board of Education (SBOE) **program health analysis,** by developing a design that helps programs use both processes to more effectively pursue their own goals.
6. **Strengthen** the **role** of the **University Assessment and Accreditation Committee** (UAAC) in **institutional planning,** increasing faculty governance contributions in developing assessment criteria and approaches to building faculty buy-in
7. **Provide resources and support** for programs seeking to integrate **evidence-based approaches** to improving curricula, instructional design, and student supports.
8. **Celebrate meaningful student success gains** resulting from assessment efforts and **spotlight faculty and staff involved.**
9. **Develop** and **implement** an effective **approach** to **assessing online programs.**

Redesign Assessment Processes and Resources

The university will revise its existing APR and meta-assessment processes while developing more effective assessment resources, including dashboards. In doing so, it will address the challenges listed above; streamline the existing instructions, which are seen as overly complex; and emphasize the importance of examining data that programs will use to improve learning. To achieve these goals, the university will take two steps. First, it will **provide resources and support** that enable faculty and staff to more readily use APR to improve programs and students' outcomes. Second, it will **scaffold** U of I colleagues' **efforts to develop effective assessment designs.** Providing persuasive examples, accessible training, effective support, and a sequential approach should substantially reduce existing barriers to faculty participation.

To actively incentivize this participation, the U of I will engage faculty with strong assessment experience to facilitate planned online Canvas training courses to be offered to all faculty participating in APR. By guiding participants to design and implement assessments that improve learning, facilitators will tap an intrinsic motivator for most faculty. The training courses will also encourage participants to consider how improved learning supports increases in retention and graduation rates, which are tied to the university's budget model and thus provide extrinsic motivators.

To better help colleagues pursue these steps, the U of I will **redesign the APR process** to:

- **Spread the assessment cycle over three** or more **years**, rather than attempting to complete the entire cycle in one year, as the current APR requires.
- **Provide instructions, examples, other resources**, and access to **support through** a series of asynchronous facilitated online **short courses** delivered via **Canvas**, the university's learning management system.

- **Build accessible, intuitive dashboards** that provide both university- and program-level data and link these dashboards **in the Canvas short courses**, which will include resources for interpreting and using dashboard data.
- **Replace** the existing **meta-assessment process** with a **guided peer review process** that provides timely, actionable feedback on programs' assessment designs.

Further, the university tentatively plans to **build dashboards** that provide both **institutional and program-level data** useful in designing program assessments. For example, dashboards are expected to show first- to second-year retention rates; the numbers of first-year students in several GPA brackets, as these brackets predict likelihood of graduation; graduation rates; curricular efficiency, which meets a SBOE program health analysis requirement; and post-graduate success data. By linking these dashboards and resources for using them in the planned Canvas courses, the U of I will help programs consider learning outcome achievement levels in relation to institutional success metrics.

Guided Peer Review

As noted above, the feedback provided on program assessments via the university's existing meta-assessment process arrives too late for meaningful curricular adjustments to impact students and does not align closely with NWCCU's standards. Therefore, it does not help to improve assessment design or support programs in using their assessment data to implement effective improvements.

To better support programs in gauging the efficacy of their assessments, the university will design the planned online asynchronous short courses to **guide participants** in **providing useful feedback on elements of another program's assessment**. Each course will be tailored to one of the years in the new three-year assessment cycle, thus providing programs with actionable feedback on specific aspects of their assessment design and findings each year.

For details on the plans described above, please see Appendix 4: Planned Three-Year Assessment Cycle and Training Courses.

Table 7. APR Redesign Initial Milestones and Timeline

Spring 2025	Summer 2025
• Share initial design ideas for revised APR process • Collect campus feedback from shared governance and other groups • Incorporate feedback into design ideas	• Build assessment training courses • Create assessment Canvas course templates • Use templates to create Canvas assessment course for each department
Fall 2025	**Spring 2026**
• Offer and publicize assessment training courses • Publicize and launch revised APR process	• Revise assessment training courses per participants' feedback • Address any issues arising in revised APR process

Integrate Processes and Strengthen Faculty Role in Institutional Planning

The university will **integrate** two assessment processes aligned with NWCCU standards, namely **APR and meta-assessment**, **with** one mandated by SBOE, namely **program health**. It also explains how the university will leverage this integration to strengthen UAAC's and other U of I colleagues' roles in institutional planning.

As described in this section and the earlier Programmatic Assessment section, both the existing and planned versions of APR focus on students' achievement of programmatic learning outcomes. The SBOE program health analysis is based on its Policy III.F, which uses the term program prioritization. The university has replaced this term with "program health." The policy requires that academic programs analyze external demand, quality of outcomes, costs and other expenses (III.F.1.a-c). It permits, but does not require, consideration of other factors, such as quality of inputs and processes; size, scope, and productivity; revenue and other resources generated; and impact, justification, and overall essentiality (III.F.2.a-j). Thus, for academic programs, SBOE's program health analysis requires a focus on achievement of learning outcomes, as mandated by APR to meet NWCCU's standards, but SBOE also demands additional data and analyses. For co-curricular programs, the program health analysis includes NWCCU's focus on services

provided but also suggests analyses of potential collaborations and/or process improvements to increase efficiency (III.F.3.a-i).

To help both academic and co-curricular programs thrive, the university will form an *ad hoc* committee to integrate the SBOE program health process into APR. To **integrate** the **APR and program health processes**, the U of I will charge this committee to develop recommendations to:

- **Identify** an **approach** to **measure external demand.**
- **Identify** or **design** an **approach** to **evaluate costs and other expenses**.
- **Use** the **planned Canvas assessment training courses** to integrate the APR and SBOE program health processes.

Together, these steps will provide programs with the data needed to consider SBOE's required metrics for academic program health: external demand, quality of outcomes, and costs. Some of SBOE's additional permitted criteria will be incorporated as part of the revised APR process, namely, quality of inputs and processes and quality of student outcomes. Academic programs that wish to address other permitted SBOE criteria will be invited to do so and prompted to provide information for each of the optional criteria they choose to discuss. It is expected that co-curricular programs will be invited to address as many of SBOE's nine suggested criteria as they choose and that no SBOE criteria will be mandated for co-curricular programs.

To fulfill its charge, the *ad hoc* committee will seek feedback from relevant shared governance groups, deans, associate deans, unit heads (department chairs or heads and program directors), and other colleagues. Thus, it will fulfill both NWCCU's and SBOE's mandates to use inclusive planning and assessment processes.

The *ad hoc* committee will be asked to **achieve four significant goals**:

- **Include educational effectiveness, regional impact,** and **fiscal viability** in one integrated assessment process. This approach will encourage programs to strive for positive outcomes on each of these metrics. The U of I must excel on all three to flourish amid public skepticism regarding higher education, strained state support, and decreasing numbers of traditional-age prospective students.
- **Incorporate student success metrics into measures of fiscal viability**. This integration will tie achievement of learning outcomes to student success measures linked to revenue generation, such as retention and graduation rates. Thus, it will highlight how improving educational effectiveness promotes financial viability.
- **Increase efficiency** by merging the two processes, APR and program health, into one that requires specific steps each year. As a result, fulfilling SBOE's program health reporting requirements will transition from an onerous endeavor undertaken once every five years to a manageable and intrinsically useful set of ongoing analyses.
- **Improve** the university's **alignment with** NWCCU's standards **on institutional effectiveness,** particularly 1.B.1-4, as well as one on **student achievement** (1.D.4) and one on **governance** (2.A.4). Together, these sections of the standards emphasize using internal and external comparison data, market conditions, and stakeholder groups' feedback to evaluate the university's strategic position; revise its mission, goals, and strategy as needed; and use the assessment of student achievement to guide resource allocation and institutional strategy.

In doing so, the group will help the university use assessment to build a stronger focus on scaling effective approaches and ensuring financial sustainability. Further, the group will consider how to align its approach to achieving these goals with the new university strategic plan now being developed. For example, the group might develop a rubric with clearly defined benchmarks for each priority established in the new plan. Using such a rubric, Deans and executive leadership could potentially evaluate programs' assessment findings to inform resource allocations and to determine how effectively each program is fulfilling one or more strategic plan priorities.

Table 8. Process Integration Initial Milestones and Timeline

Spring 2025	Summer 2025
• Convene and charge *ad hoc* committee • *Ad hoc* committee develops ideas for program health recommendations • *Ad hoc* committee collects campus feedback • *Ad hoc* committee incorporates feedback and refines and submits recommendations	• *Ad hoc* committee representatives collaborate with assessment team to incorporate program health recommendations into assessment training courses
Fall 2025	**Spring 2026**
• Offer and publicize assessment training courses • Publicize and launch of new program health process as an aspect of revised APR process	• Revise program health aspects of assessment training courses per participants' feedback • Address any issues arising in revised program health process

Addressing Challenge #2: Aligning Student Success Efforts

This section explains how the university will more effectively coordinate student success efforts and align them with its new assessment process. To do so, the U of I will convene a Student Success Steering Committee. (SSSC) that will coordinate student success efforts across the Strategic Enrollment Management, Student Affairs, Finance and Administration, and Academic divisions. The SSSC will meet periodically with groups across the university, including the *ad hoc* committee to integrate the program health and APR processes, to seek their perspectives. Using this feedback, institutional data, and information on other campuses' efforts, the SSSC will develop recommendations to guide student success projects that:

- **Identify** the **major factors** at U of I that **correlate with retention** and **graduation** vs. dropping or stopping out.
- **Evaluate existing student success programs**' contributions to retention and graduation rates to define gaps and needs for additional support.
- **Implement** and **assess** academic, co-curricular, financial, operational, and other **student success initiatives**.
- Develop resources to **promote** the **use of evidence-based approaches** in curricula, instructional delivery, and support programs. Incorporate these resources into the planned Canvas assessment training courses.
- Identify where **coordination of existing student success efforts** could substantially improve outcomes; align efforts; and assess outcomes.
- **Celebrate, reward,** and **incentivize gains** in academic achievement.

The SSSC will be asked to leverage the university's new assessment process in making its recommendations. It will confer with the *ad hoc* committee to integrate the program health and APR processes during that group's development of recommendations and will work closely with the U of I assessment team. Its work will guide the development of specific initiatives, as well as efforts to obtain and allocate the resources needed.

The university is poised to move its graduation rate toward those of its aspirational peers via its student success efforts, planned revisions of Annual Program Review, and growing research focus, which supports the expansion of undergraduate research opportunities.

For initial milestones and timeline, please see Appendix 5: Student Success Steering Committee Key Projects.

Addressing Challenge #3: Assessing Distance Education

Summary - Relevant Aspects of NWCCU Distance Education Policy: The Northwest Commission on Colleges and Universities (NWCCU) Distance Education Policy states that distance education programs "are expected to be of high quality and effective . . . [such that they] result in positive student outcomes." Academic programs offered via distance education must be included in the commission's Evaluation of Institutional Effectiveness (EIE) process. Further, NWCCU requires that EIE reviewers evaluate distance education by using the *21st-Century Distance Education Guidelines* published by the National Council for State Authorization Reciprocity Agreements (NC-SARA).

The commission's Distance Education Policy lists six requirements for institutions offering distance education programs. Three of these requirements relate to program assessment. Each of these three requirements is listed below, with related expectations from the NC-SARA guidelines added as bulleted items:

***NWCCU Requirement #2*:** Ensure quality of educational programming via program assessment, which encompasses NC-SARA guidelines requiring institutions to monitor online courses to ensure that:

- Course elements align with course- and program-level learning outcomes.
- Key documents, e.g., syllabi, are clearly labeled, readily accessible, and cogent.
- Regular and substantive interaction is incorporated.

***NWCCU Requirement #3*:** Demonstrate successful student learning via assessment of learning outcomes, which encompasses NC-SARA guidelines requiring institutions to:

- Collect, analyze, and use:
  - Empirical data on student engagement and achievement.
  - Student feedback elicited to inform the improvement of distance education programs and student success outcomes.
- Leverage data on learning outcomes achievement to identify and implement changes designed to improve curricular design, instructional delivery, and/or student supports.

***NWCCU Requirement #4*:** Monitor student success measures to improve student success, which encompasses NC-SARA guidelines requiring institutions to:

- Monitor success metrics to assess the changes' impact and continue, revise, or replace the changes accordingly.
- Document improvements.

In Fall 2024, a review of the NWCCU and NC-SARA policies regarding the assessment of distance education programs was conducted by the University Assessment and Accreditation Committee (UAAC), the U of I Faculty Senate committee responsible for providing recommendations on assessment and accreditation. Based on this review, the committee concluded that the university needs to develop a systematic approach to assessing distance education programs and develop a valid, reliable method to track distance students, who are sometimes categorized as on-campus students.

To address these needs, UAAC plans to work with the vice provost for digital learning initiatives (VPDLI), relevant Senate committees, and other colleagues in academic year (AY) 2025-26 to develop an approach to assessing the university's distance education programs. In doing so, UAAC will ensure that the approach developed aligns with both NWCCU's and NC-SARA's requirements.

To launch this effort, UAAC will first **inventory** the following items:

- Where and how effectively **assessments of U of I distance education** programs are **already being pursued**, as well as where they have yet to be implemented. This inventory will:
  - Consider which existing approaches seem most effective and scalable.
  - Identify the top three to five priorities for developing effective, sustainable, policy-aligned assessments of U of I distance education programs.
  - Consider how to best to incorporate the assessment of online programs into the Annual Program Review (APR) process being redesigned in AY2024-25.
- What **improvements** have been **made** in how the university tracks distance students and what improvements are still needed.
- Which **academic** and **student support services** are **delivered remotely**, easy to access, and available when distance students need them, as well as which needed supports have yet to be made sufficiently available.
- What **existing university policies** support effective assessment of distance education programs and what **policy revisions** or additions may be **needed** to do so.

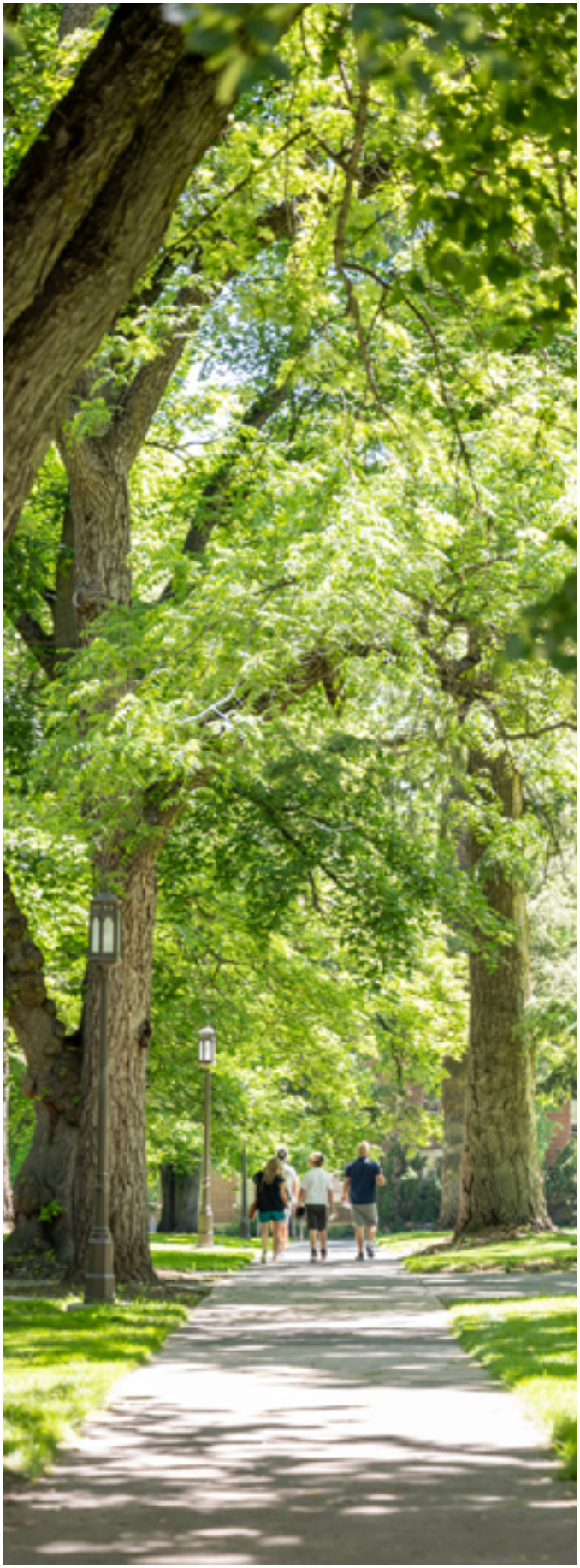
Based on these inventories, UAAC will develop **recommendations** to the provost for how the university might best:

- **Design and implement** an effective, **sustainable, policy-aligned approach to assessing distance education programs**. This recommendation will leverage the redesigned APR process insofar as possible to optimize efficiency for colleagues conducting program assessments, as these colleagues are often responsible for assessing both face-to-face and distance programs.
- **Track distance education students**.
- Ensure the provision of **appropriate supports** for distance students.
- Ensure that **university policy aligns with NWCCU and NC-SARA policies** regarding the assessment of distance education programs.

By pursuing this approach, the university plans to implement an effective method for assessing distance education programs by the time our Evaluation of Institutional Effectiveness (EIE) Report is submitted to NWCCU.

Table 9. Distance Education Assessment Initial Milestones and Timeline

Fall 2025	Spring 2026
• Inventory existing distance education assessments • Examine steps forward in university systems for tracking distance students • Review academic and student support services available to distance students • Inventory relevant university policies	• Develop recommendations for designing and implementing an effective, sustainable distance education assessment approach • Recommend an approach to tracking distance students • Recommend improvements needed in academic and student supports for distance students • Recommend any additions or changes needed in relevant university policies



Appendices

Appendix 1: Response to Commission Recommendations

Overview

In its July 25, 2022, letter reaffirming the University of Idaho's (U of I's) accreditation, the Northwest Commission on Colleges and Universities (NWCCU) made five recommendations based on the university's Evaluation of Institutional Effectiveness Report and campus visit that spring. As required by the commission, the university addressed Recommendation #3, publishing disaggregated indicators of student achievement, in an *Ad Hoc* Report due on March 1, 2023. In a July 21, 2023, letter, the commission notified the U of I that Recommendation #3 had been fulfilled. The university's efforts to date to fulfill each of the remaining recommendations, #1, #2, #4, and #5, are discussed below. Each response references the relevant NWCCU standard(s).

Response to Recommendation #1

Recommendation 1: Spring 2022 Evaluation of Institutional Effectiveness - Use the results of its program and general education assessments to inform academic and learning-support planning and practices to continuously improve student learning outcomes. (2020 Standard(s) 1.C.7)

NWCCU Standard 1.C.7: The institution uses the results of its assessment efforts to inform academic and learning-support planning and practices to continuously improve student learning outcomes.

Response: As explained in the Programmatic Assessment and Moving Forward sections above, the U of I uses the Annual Program Review (APR) process to conduct programmatic assessment. For academic programs, this process includes both departmental efforts, in which programs record their questions, findings, and reflections, and college-level efforts, in which college leaders consider the assessment findings for programs in their portfolios. As noted in the Moving Forward section above, U of I colleagues express significant frustration with the existing APR process. This frustration has been evident since Fall 2022 and possibly before. Addressing it effectively is essential to fulfilling recommendation #1. That is, using programmatic assessment results to improve learning demands strong participation from the faculty and/or staff colleagues offering the program. To elicit this participation, the university must revise the APR process so it:

- Shows persuasively how effective assessment helps to improve learning.
- Provides clear, simple, easily accessible instructions.
- Scaffolds colleagues' learning to facilitate sequential development of key competencies, from posing effective assessment questions to identifying and collecting relevant data and considering the implications for curricular design, instructional delivery, and student support programs.

The university began this effort in academic year (AY) 2022-23. At that time, the APR process included six sections:

- Department mission.
- Program goals.
- Annual student learning outcomes.
- Student achievement.
- Demand and productivity.
- Financial health and resources.

Further, the APR process at that point required all faculty to collect data on all students in at least one course. Programs were collecting far more data than they could use and found the requirements burdensome. That year, the U of I revised APR requirements and encouraged programs to choose three courses from which to collect data: one at the beginning of the degree program; one in the middle, ideally one introducing threshold concepts key to the discipline; and a capstone or similar course at the end of the program. In addition, the assessment team streamlined the above process, working with the University Assessment and Accreditation Committee (UAAC), the Faculty Senate Committee charged to provide recommendations related to assessment. The revised process eliminated sections #5 and #6 in the above list. These sections had been included originally because they were, at the time, used for other university processes. Because that use had lapsed by AY22-23, these sections were eliminated from the APR that year. A revised APR process requiring sections #1 - #4 was implemented in AY23-24. The assessment team had planned to continue streamlining and revising the APR that year, but personnel transitions slowed the effort.

To lay a stronger foundation for developing a more effective APR process, the university has restructured the relationship between its Institutional Research office and its assessment team. Previously, these entities reported through different divisions. Each entity is now part of Academic Affairs, and both units now report to the recently hired executive director for institutional effectiveness (EDIE). A focus of the EDIE's role entails fostering effective collaboration between the two units so the U of I can better provide key institutional and programmatic data in user-friendly dashboards that will enable programs to focus less on data collection and more on considering the implications of their data and designing and implementing steps intended to improve learning. These changes are expanding the university's assessment capacity, a process that began with the recent EDIE hire (9.1.24) and is supported by renewed energy in assessment resulting from the hire of an associate director for assessment and accreditation (ADAA) in June 2024, after the position had been open for nearly 14 months. This increased capacity is enabling the planned steps described here and in the Moving Forward section above. These structural changes and the planned steps are designed to help the U of I effectively fulfill Recommendation #1.

Evidence List

1. Revised APR process launched in AY23-24.
2. EDIE position description.
3. Plans for assessment training courses to be built in Summer 2025.

Response to Recommendation #2

Recommendation #2: Spring 2022 Evaluation of Institutional Effectiveness - Widely share within the institution indicators of student achievement, including but not limited to persistence, completion, retention and postgraduation success, for the purpose of closing barriers to academic excellence and success (equity gaps). These indicators should be disaggregated by race, ethnicity, age, gender, socioeconomic status, first generation college student and any other institutionally meaningful categories. (2020 Standard(s) 1.D.2)

NWCCU Standard 1.D.2: Consistent with its mission and in the context of and in comparison with regional and national peer institutions, the institution establishes and shares widely a set of indicators for student achievement including, but not limited to, persistence, completion, retention, and postgraduation success. Such indicators of student achievement should be disaggregated by race, ethnicity, age, gender, socioeconomic status, first generation college student, and any other institutionally meaningful categories that may help promote student achievement and close barriers to academic excellence and success (equity gaps).

Response: The university took steps toward fulfilling recommendation #2 in Spring 2023 when we published disaggregated indicators of student achievement to address recommendation #3, which required publication of these indicators on the U of I website. However, due to personnel transitions, these data were not properly updated in Spring 2024. Therefore, to address recommendation #2 and continue fulfilling recommendation #3, the U of I has taken three steps to date:

- Developed more accurate, consistent reporting methods for producing the required data.
- Added additional student success indicators to better monitor progress.

- Designed more straightforward and user-friendly dashboards, with the intention of publishing the data by the time this report is submitted to the commission.

The University of Idaho has followed the NWCCU's updated 2024 guidance on sharing student success data (https://nwccu.app.box.com/s/no9vgipcous7tblt4ox0kcvdqs25oywi) and meets all the outlined requirements.

To fully address recommendation #2, as described above in this appendix and in the report's Moving Forward section, the university plans additional steps intended to promote wide sharing and effective use of these data. We will:

- Build dashboards providing disaggregated student achievement indicators at both the university and the program levels into our planned assessment training courses.
- Develop resources to help U of I colleagues interpret and use these data effectively to plan and implement program improvements.
- Build these resources into the planned assessment training courses.

Through these steps, the U of I expects to fulfill recommendation #2 before our next Evaluation of Institutional Effectiveness Report is submitted in AY28-29.

Evidence List

1. Website: https://www.uidaho.edu/provost/ir/assessment-evaluation/student-achievement.
2. Plans for assessment training courses to be built in Summer 2025.

Response to Recommendation #4

Recommendation #4: Spring 2022 Evaluation of Institutional Effectiveness - Ensure that there are clear policies for work assignments for faculty and staff, that they are applied consistently at the unit level, and that faculty and staff have a clear understanding of their work assignments and how those are reflected in evaluation criteria. (2020 Standard(s) 2.F.1; 2.F.4)

NWCCU Standard 2.F.1: Faculty, staff, and administrators are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.

NWCCU Standard 2.F.4: Faculty, staff, and administrators are evaluated regularly and systematically in alignment with institutional mission and goals, educational objectives, and policies and procedures. Evaluations are based on written criteria that are published, easily accessible, and clearly communicated. Evaluations are applied equitably, fairly, and consistently in relation to responsibilities and duties. Personnel are assessed for effectiveness and are provided feedback and encouragement for improvement.

Response: The university has pursued three major endeavors to consistently provide clear policies for faculty and staff work assignments, to ensure that these policies are applied consistently across units, and to convey work assignments and evaluation criteria clearly to each faculty and staff member. These endeavors include providing standardized position descriptions, developing a modernized framework for faculty appointments, and updating relevant policies and procedures. Each endeavor is explained below.

Standardized Position Descriptions

First, the university has standardized position descriptions in an online platform using a set of updated expectations. While this work began in 2018, it has been completed and refined much more recently. Using this online platform has enabled standardization and timely updates, both of which were challenges in the past. Previously, the university used a paper process in which position descriptions were updated only once a year. As a result, some units did not regularly update position descriptions, leading to significant inconsistencies. Further, faculty did not have the opportunity to initiate revisions to their official position description if they had a substantive change in assignment that did not coincide with the annual update period. So, for instance, if a faculty member's position description was changed in July, shortly after the annual update period had concluded, the old position description stayed in place until the next annual update period. Now, position descriptions are revised quickly when a substantive change is implemented. Further, the university has revised its workflow to make clearer the difference between minor updates and substantive changes.

Modernized Framework

Second, a working group led by the vice provost for faculty has revised and modernized the framework for faculty appointments. The earlier framework presumed that the default faculty role was tenure track. In contrast, the new framework specifies the wider range of faculty roles now in use, explaining the expectations associated with each. This framework focuses on what each role contributes and how it supports U of I's mission, rather than defining any role in terms of what it does not contribute. Both the relevant Faculty Senate body and the college deans provided feedback on the framework, which is now being reviewed by the provost.

Updated Policies and Procedures

Third, the university is revising and updating outdated policies. For example, the Faculty Affairs Committee (FAC) clarified expectations for nine-month faculty during the academic semester, the break between semesters, and during the summer. Similarly, the vice provost for faculty used a review of peer institutions' policies to develop clear criteria and processes for shifting an appointment from non-tenure track to tenure track. These processes emphasize a pre-tenure review that positions the faculty member to succeed and engages the department and dean in ways designed to support the faculty member's transition into the work required to achieve tenure. Further, the committee and U of I leadership are addressing faculty requests to provide a spread-the-pay option available to all nine-month faculty.

Similarly, Human Resources clarified policies on staff performance and expectations and implemented job family categories that provide greater clarity and consistency regarding position types and the nature of work associated with each. The job families also provide clear ties to the market compensation rate through the College and University Professional Association for Human Resources (CUPA) system. Although there is some perception on campus that U of I salaries are not keeping pace with market rates, the university is more systematically linking roles with national salary data and providing transparency by making this information readily available on UI's Staff Market-Based Compensation page. Currently, 75 – 80% of U of I staff positions have been categorized in job families. Most staff in roles included in existing categories will be categorized by March 2025, and all additional categorizations should be completed within 18 months.

Further, a new policy on annual evaluations clarifies that supervisors must provide clear feedback on where performance is strong and where it needs improvement, as well as on whether required trainings were completed. A requirement for the staff member's signature has been added to verify that the staff member understands the work assignment. While it seems that some staff were asked to do work outside their position descriptions during the pandemic, since NWCCU's Spring 2022 Evaluation of Institutional Effectiveness visit, UI has made substantial efforts to ensure that work responsibilities are aligned with position descriptions. Work beyond the scope of an employee's responsibilities is added on occasion, for instance, when another staff member goes on leave. In these cases, Human Resources works with the supervisor to provide a letter that clearly specifies the added duties and their temporary nature. Responses by employees to the Great Colleges to Work For survey have shown that these steps are increasing the provision of clear performance feedback and the alignment between work responsibilities and position descriptions.

The university believes it has shown substantial improvement and is now in compliance with Recommendation #4.

Evidence List

1. Standardized position descriptions.
2. Revised workflow for position description changes.
3. Modernized framework for faculty appointments.
4. Clarified expectations for nine-month faculty during the academic semester, Winter Break, and summer.
5. Criteria and processes for shifting faculty appointments from non-tenure-track to tenure-track.
6. Implementation of restored spread-the-pay option.
7. Job family categories tied to compensation via national data.
8. Staff Market-Based Compensation page,
9. Policy requiring clear performance feedback as part of annual evaluations.
10. Great Colleges to Work For survey results.

Response to Recommendation #5

Recommendation #5: Spring 2022 Evaluation of Institutional Effectiveness - Evaluate current staffing levels for faculty and staff to ensure that the institution employs faculty and staff sufficient in role, number, and qualifications to achieve its organizational responsibilities, educational objectives, and academic policies, and ensure the integrity and continuity of its academic programs. (2020 Standard(s) 2.F.3)

NWCCU Standard 2.F.3: Consistent with its mission, programs, and services, the institution employs faculty, staff, and administrators sufficient in role, number, and qualifications to achieve its organizational responsibilities, educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs.

Response: To benchmark staffing levels, the university has worked with an external consultant, Helio Campus, which compared U of I's staffing levels with those of peer institutions of similar size and mission. To maximize accuracy, this comparison used duties, rather than titles or reporting lines. Through this benchmarking process, the university identified the units with the most significant staffing shortages and is using its budget allocation process to address the needs.

Similarly, U of I uses the Delaware Cost Study, a set of nationally benchmarked data for academic roles, to evaluate the ratio of tenure track to non-tenure track faculty. The university benchmarks its ratio against those of peers by using federal Classification of Instructional Program (CIP) codes to specifically compare with peers by discipline and subdiscipline. The university is using these comparisons to ensure that, per NWCCU's Recommendation 5, it is employing faculty sufficient in role, number, and qualifications to fulfill each academic program's educational objectives. This effort has enabled the U of I to achieve its goal of earning Research 1 status while ensuring that it has appropriately diversified faculty roles filled by individuals well qualified to deliver U of I curricula.

Further, units facing significant challenges have used flexible approaches to meet staffing needs. For example, Student Financial Aid Services has worked to meet pressing needs for additional staff by using part-time positions and engaging a recruiting agency. Similarly, the Office of Research and Economic Development (ORED) has pursued extensive process improvement, efficiency, and prioritization efforts and has emphasized return on investment to enable hires in the roles most essential to its and the university's missions. In addition to participating in the university's shared services model to ensure completion of essential tasks, ORED has hired some remote staff and built tools and processes to automate many tasks, thus increasing staff members' productivity. While national benchmarking shows that ORED is one of the primary areas where the university remains understaffed, through the approaches listed above, ORED has achieved staffing levels aligned with its activities.

Finally, the university's revised budget model is designed to adjust faculty and staff numbers in areas of growth. In this model, programs that are growing receive increases in funds allocated so they can hire staff and purchase equipment or supplies as needed to sustain the growth. Conversely, funds may be re-allocated elsewhere for programs that are losing enrollment.

Through these approaches, the university has nearly restored its number of full-time employees (FTE) to the staffing level prior to its substantial budget cuts in 2019. In some instances, the university is searching to fill open positions but struggling to do so in the current job market. The university has made significant strides in ensuring adequate staffing and done so amidst substantial challenges, including much higher levels of approved Family Medical Leave and Americans with Disabilities Act accommodations for employees, particularly for climbing rates of anxiety and depression. Responses to the Great Colleges to Work For survey have demonstrated improvements in this area.

The university believes it has shown significant improvement and is now in compliance with Recommendation #5.

Evidence List

1. Comparisons of UI staffing levels with those of national peers.
2. Position descriptions for part-time roles (Financial Aid).
3. Tools and processes for automating tasks (ORED).
4. Vandal Hybrid Budget Model.

Appendix 2: Gateway Courses Monitored by the University of Idaho for Student Success

BIOL 114..... Organisms and Environments

BIOL 115 ..... Cells and the Evolution of Life

CHEM 101 ..... Introduction to Chemistry I

COMM 101 ..... Fundamentals of Oral Communication

CS 120..... Computer Science I

ENGL 101..... Writing and Rhetoric I

ENGL 102..... Writing and Rhetoric II

MATH 108 ..... Intermediate Algebra

MATH 123 ..... Math in Modern Society

MATH 143 ..... Precalculus I: Algebra

MATH 144 ..... Precalculus II: Trigonometry

MATH 170..... Calculus I

MATH 175 ..... Calculus II

PSYC 101..... Introduction to Psychology

SOC 101 ..... Introduction to Sociology

Appendix 3: Featured Programs' Supplementary Assessment Materials

3.A. ECOLOGY & CONSERVATION BIOLOGY BS

ECB *proposal* presentation evaluation form (NOTE- THERE ARE TWO SIDES!!!)

Student name: _____ Date _____

Mentor name: _____

Evaluator name: _____

Key: 'Outstanding' = 'exceeds professional expectations', 'Excellent' = 'meets professional expectations', 'Good' = 'would need some improvement to meet professional standards', 'Fair' = 'would need considerable improvement to meet professional standards', 'Poor' = 'falls far below professional standards'. Be sure to complete the review of learning outcomes on the backside!!

Presentation: Introduction and Background material				
Outstanding	**Excellent**	**Good**	**Fair**	**Poor**
Comments				
Presentation: Objectives, Methods, Hypotheses (note- some projects may not feature hypothesis testing)				
Outstanding	**Excellent**	**Good**	**Fair**	**Poor**
Comments				
Presentation: Timeline and Feasibility				
Outstanding	**Excellent**	**Good**	**Fair**	**Poor**
Comments				
Presentation: Communication Skills (Visual and Oral)				
Outstanding	**Excellent**	**Good**	**Fair**	**Poor**
Comments				
Presentation: Response to Questions				
Outstanding	**Excellent**	**Good**	**Fair**	**Poor**
Comments				

Student accurately articulates key (relevant) principles concerning the ecology of species, populations, communities, ecosystems, and landscapes.				
5) Outstanding	4) Excellent	3) Good	2) Fair	1) Poor
Comments				
Student demonstrates an understanding of the interconnection between ecological systems and basic aspects of human ecology (as defined by economics, social sciences, and other related fields).				
Outstanding	Excellent	Good	Fair	Poor
Comments				
Presentation incorporates a robust and pertinent array of information sources, including peer reviewed literature				
Outstanding	Excellent	Good	Fair	Poor
Comments				
Source information and research data are organized, analyzed, and critically evaluated using professional, discipline-appropriate standards				
Outstanding	Excellent	Good	Fair	Poor
Comments				
Student effectively and professionally utilizes diverse forms of communication (written, oral, visual) to convey information.				
Outstanding	Excellent	Good	Fair	Poor
Comments				
Are there any examples of deviations from professional standards in the student's presentation? (Plagiarism, overt advocacy or bias, failure to credit collaborators, etc.)				
None	Minor	Serious	Pervasive	
Comments				

3.B ECOLOGY & CONVERSATION BIOLOGY BS

ECB final presentation evaluation form (NOTE- THERE ARE TWO SIDES!!!)

Student name: _____ Date _____

Mentor name: _____

Evaluator name: _____

Key: 'Outstanding' = 'exceeds professional expectations', 'Excellent' = 'meets professional expectations', 'Good' = 'would need some improvement to meet professional standards', 'Fair' = 'would need considerable improvement to meet professional standards', 'Poor' = 'falls far below professional standards'. Be sure to complete the review of learning outcomes on the backside!!

Presentation: Introduction and Background material				
Outstanding	**Excellent**	**Good**	**Fair**	**Poor**
Comments				
Presentation: Objectives, Methods, Hypotheses (note- some projects may not feature hypothesis testing)				
Outstanding	**Excellent**	**Good**	**Fair**	**Poor**
Comments				
Presentation: Results and Discussion				
Outstanding	**Excellent**	**Good**	**Fair**	**Poor**
Comments				
Presentation: Communication Skills (Visual and Oral)				
Outstanding	**Excellent**	**Good**	**Fair**	**Poor**
Comments				
Presentation: Response to Questions				
Outstanding	**Excellent**	**Good**	**Fair**	**Poor**
Comments				

Student accurately articulates key (relevant) principles concerning the ecology of species, populations, communities, ecosystems, and landscapes.				
5) Outstanding	4) Excellent	3) Good	2) Fair	1) Poor
Comments				
Student demonstrates an understanding of the interconnection between ecological systems and basic aspects of human ecology (as defined by economics, social sciences, and other related fields).				
Outstanding	Excellent	Good	Fair	Poor
Comments				
Presentation incorporates a robust and pertinent array of information sources, including peer reviewed literature				
Outstanding	Excellent	Good	Fair	Poor
Comments				
Source information and research data are organized, analyzed, and critically evaluated using professional, discipline-appropriate standards.				
Outstanding	Excellent	Good	Fair	Poor
Comments				
Student effectively and professionally utilizes diverse forms of communication (written, oral, visual) to convey information.				
Outstanding	Excellent	Good	Fair	Poor
Comments				
Are there any examples of deviations from professional standards in the student's presentation? (Plagiarism, overt advocacy or bias, failure to credit collaborators, etc.)				
None	Minor	Serious	Pervasive	
Comments				

3.C ECOLOGY & CONSERVATION BIOLOGY BS

Peer Evaluations

Team member #1: Name _____

Team member practiced effective team management and participatory skills.

(Strongly Disagree) **1 2 3 4 5** (Strongly Agree)

Comments

Team member's work ethic.

Team member participated collaboratively, evaluating complex situations and formulating solutions to challenges.

(Absent or non-contributing) **1 2 3 4 5** (Consistently hard-working)

Comments

Team member #2: Name _____

Team member practiced effective team management and participatory skills.

(Strongly Disagree) **1 2 3 4 5** (Strongly Agree)

Comments

Team member's work ethic.

Team member participated collaboratively, evaluating complex situations and formulating solutions to challenges.

(Absent or non-contributing) **1 2 3 4 5** (Consistently hard-working)

Comments

Team member #3: Name _____

Team member practiced effective team management and participatory skills.

(Strongly Disagree) **1 2 3 4 5** (Strongly Agree)

Comments

Team member's work ethic.

Team member participated collaboratively, evaluating complex situations and formulating solutions to challenges.

(Absent or non-contributing) **1 2 3 4 5** (Consistently hard-working)

Comments

Team member #4: Name _____

Team member practiced effective team management and participatory skills.

(Strongly Disagree) **1 2 3 4 5** (Strongly Agree)

Comments

Team member's work ethic.

Team member participated collaboratively, evaluating complex situations and formulating solutions to challenges.

(Absent or non-contributing) **1 2 3 4 5** (Consistently hard-working)

Comments

3.D. ECOLOGY & CONSERVATION BIOLOGY BS

Student program evaluation NR 200 and NR 300.

Part of our goal for the Conservation Biology and Environmental Science majors is to constantly evaluate and make improvements in how the major is structured and functions.

As part of this process, we'd like each of you to fill out the attached file (see below) and submit it through this link. Please fill out this questionnaire in one sitting, and do not use any external resources (notes, the internet, etc.). You won't be graded on your answers- just completion of the document. You'll earn five points of extra credit for doing this.

Please do NOT use any external resources (web searches, other people, etc.) to fill in this form- it's imperative that you just use your own personal understanding

You can fill out the questionnaire electronically and submit, or complete by hand, scan and submit.

On a scale of 1-5 (with '1' meaning 'not satisfied at all', '5' meaning 'totally satisfied') how satisfied are you with your ability to communicate key concepts in Ecology and Conservation Biology? Explain.

Describe all of the methods you've utilized to communicate information and key concepts in Conservation Biology? List all you can think of- and for each method, rank your comfort and skill level from 1 (very little experience or facility) to 5 (high level of proficiency).

Describe key aspects of your experience as a student in ECB (classes, instructors, etc.) that have been helpful in building your ability to communicate key concepts in Ecology and Conservation Biology?

On a scale of 1-5 (with '1' meaning 'not satisfied at all', '5' meaning 'totally satisfied') how satisfied are you with your ability to communicate key concepts in Ecology and Conservation Biology? Explain.

Describe key principles for ethical behavior by students and working professionals in Ecology and Conservation Biology (as many as you can think of).

Have you personally observed violations of professional ethics in the classroom or workplace?

If so, please describe (without giving names or identifying information).

On a scale of 1-5 (with '1' meaning 'not satisfied at all', '5' meaning 'totally satisfied') how satisfied are you with your ability to practice ethical behavior and professionalism in Ecology and Conservation Biology? Explain

3.E. EVALUATION OF CONSERVATION BIOLOGY PROGRAM AND NEXT STEPS/LOOKING AHEAD

Evaluation of Program

Programs outcomes are clearly defined, and assessment metrics are mapped temporally across sophomore, junior and senior level courses. Several modalities, including direct and indirect measures, of assessment are implemented. Program faculty are directly engaged in assessment of four out of five program outcomes via the senior thesis evaluation. Program faculty are actively engaged in closing the loop, determining appropriate measures for improving program outcomes. Finally, the program assessment demonstrates a strong connection between program faculty and students via the student focus groups and engagement of student peers in senior thesis evaluations.

The Anthology software used to report assessment could be better integrated with student records to reduce the amount of time required for program faculty and program leadership to complete assessment tasks. This is an area for professional development for faculty. They can work with the Center for Excellence in Teaching & Learning to learn how to create an integration between assessment results collected in Canvas with assessment reporting Anthology, although Anthology could generally be more user friendly and streamlined.

With thesis reviews, there's an instinctive reluctance for reviewers to be overly critical towards undergraduate work. While reviewers are presented with an orientation and asked to use professional standards, it's not 100% clear that reviewers are as impartial and critical as they would be with their peers. A similar 'inflation' of scores occurs with the peer reviews in WILDLIFE 440. Reviews tend to be bi-modal… students either give full points or very low scores.

With focus groups, it's hard to ensure that students answer questions as thoroughly as they're capable of. For instance, with the prompt 'Describe all of the methods you've utilized to communicate information and key concepts in Conservation Biology'- students have a tendency to only write down one or two things- even if they're familiar with multiple approaches. Thus, focus group responses may not accurately represent student capacity in all cases.

Sometimes it can be hard to distinguish between programmatic challenges and broad student trends. For example, in 2023-2024, there were several students who scored low on the 'Collaboration Skills' learning outcome. However, it can be argued that this type of variability is inevitable from year to year in a diverse population. From conversation with faculty, it's not clear that intervention or programmatic change could have improved things for the students at issue.

The 'Ethical Skills' outcome is harder to assess than some others. Students do not generally display ethical violations during public presentations. The faculty would like to fine tune a set of focus group questions to better evaluate this outcome.

The number of thesis reviewers per student varies from presenter to presenter. Previously, only faculty reviews were solicited – but since has expanded the review pool to graduate students. The program set a minimum review threshold of 3 graduate students and faculty but would like to increase this.

Program faculty work towards closing the loop as part of the annual curriculum revision cycle. In the assessment, program faculty concluded that 1) Presentation skills continue to be emergent for some of our students- and assessment results highlight the importance of providing ongoing opportunities for professional level presentations across a range of classes; and 2) Focus group questions for the "Communication Skills" outcome needed revision to ensure that students completed the instrument to the fullest level. Overall, program faculty were satisfied with the assessment tools for Conservation Biology and did not identify critical program-level actions.

Next steps/Looking Ahead

Program faculty are clearly engaged in student success and program assessment. Learning assessment results are reviewed by program faculty and used to inform course and curricular revisions, placing the program assessment in the "Demonstrating Progress" criterion in NWCCU's rubric 1.C.7 for student learning standards. Looking ahead, program faculty plan to continue to refine the program including providing additional opportunities for student public speaking and refining assessment questionnaires to

obtain insightful data to inform course and curricular adjustments.

Courses in the conservation biology curriculum are from several disciplines within the natural sciences. Looking further ahead, engagement with faculty in other departments or colleges who are teaching courses in the program could be more formalized. Strengthening the already strong connection between faculty, enrolled students, and program alumni demonstrates commitment not only to assessment but to adapting the conservation biology discipline to needs of future generations.

3.F GENERAL EDUCATION

Humanistic and Artistic Ways of Knowing : *State Board of Education General Education Matriculation (GEM) Outcomes Met/Not Met*

Learning Outcome	2022-2023	2023-2024	Courses Reporting 2022-2023	Courses Reporting 2023-2024
Recognize and describe humanistic, historical, or artistic works within problems and patterns of the human experience.	No data collected.	Exceeded: 106/203 (52%) Met: 38/203 (19%) Partially Met: 25/203 (12%) Not Met: 34/203 (17%) 71% met 29% did not meet	n/a	FLEN 210 FTV 100 DAN 100 FREN 101 SPAN 102
Distinguish and apply methodologies, approaches, or traditions specific to the discipline.	No data collected.	Exceeded: 221/463 (48%) Met: 83/463 (18%) Partially Met: 72/463 (16%) Not Met: 87/463 (19%) 66% met 34% did not meet	n/a	ART 100 FLEN 210 FTV 100 SPAN 102 FREN 101 SPAN 101
Differentiate formal, conceptual, and technical elements specific to the discipline.	No data collected.	No data collected	n/a	n/a
Analyze, evaluate, and interpret texts, objects, events, or ideas in their cultural, intellectual or historical contexts.	Exceeded: 97/137 (71%) Met: 24/137 (18%) Partially Met: 9/137 (7%) Not Met: 7/137 (5%) 89% met 11% did not meet	Exceeded: 62/94 (66%) Met: 13/94 (14%) Partially Met: 6/94 (6%) Not Met: 13/94 (14%) 80% met 20% did not meet	ART 100	FLEN 210 SPAN 102 FREN 101
Interpret artistic or humanistic works through the creation of art, language, or performance.	Exceeded: 167/402 (42%) Met: 86/402 (21%) Partially Met: 95/402 (24%) Not Met: 54/402 (13%) 63% met 37% did not meet	Exceeded: 151/364 (42%) Met: 163/364 (45%) Partially Met: 15/364 (4%) Not Met: 35/364 (10%) 86% met 14% did not meet	ARCH 151 ART 100	ARCH 151 FLEN 210 FTV 100 DAN 100
Develop critical perspectives or arguments about the subject matter grounded in evidence-based analysis.	No data collected.	Exceeded: 62/91 (68%) Met: 12/91 (13%) Partially Met: 6/91 (7%) Not Met: 11/91 (12%) 81% met 19% did not meet	n/a	FLEN 210 FLEN 391 SPAN 102 FREN 101
Demonstrate self-reflection, widened perspective, and respect for diverse viewpoints.	No data collected.	Exceeded: 62/196 (32%) Met: 117/196 (60%) Partially Met: 5/196 (3%) Not Met: 12/196 (6%) 91% met 9% did not meet	n/a	FLEN 210 FTV 100 SPAN 102 FREN 101

2023-2024 outcomes that met 80% benchmark:

1. Analyze, evaluate, and interpret texts, objects, events, or ideas in their cultural, intellectual or historical contexts. (80%)
2. Interpret artistic or humanistic works through the creation of art, language, or performance. (86%)
3. Develop critical perspectives or arguments about the subject matter grounded in evidence-based analysis. (81%)
4. Demonstrate self-reflection, widened perspective, and respect for diverse viewpoints. (91%)

2023-2024 outcomes that did not meet 80% benchmark:

1. Recognize and describe humanistic, historical, or artistic works within problems and patterns of the human experience. (71%)
2. Distinguish and apply methodologies, approaches, or traditions specific to the discipline. (66%)

Mathematical Ways of Knowing

Learning Outcome	2022-2023	2023-2024	Courses Reporting 2022-2023	Courses Reporting 2023-2024
Interpret mathematical concepts.	Exceeded: 74/538 (14%) Met: 224/538 (42%) Partially Met: 89/538 (17%) Not Met: 151/538 (28%) 56% met 44% did not meet	Exceeded: 43/379 (11%) Met: 212/379 (56%) Partially Met: 0/379 (0%) Not Met: 124/379 (33%) 67% met 33% did not meet	MATH 175 MATH 143	MATH 275 MATH 143 MATH 170
Represent information/data.	Exceeded: 55/428 (13%) Met: 93/428 (22%) Partially Met: 181/428 (42%) Not Met: 99/428 (23%) 35% met 65% did not meet	Exceeded: 35/282 (12%) Met: 98/282 (35%) Partially Met: 4/282 (1%) Not Met: 145/282 (51%) 47% met 53% did not meet	MATH 175 MATH 143	MATH 143 MATH 170
Use appropriate strategies/ procedures when solving mathematical problems.	Exceeded: 96/538 (18%) Met: 177/538 (33%) Partially Met: 145/538 (27%) Not Met: 120/538 (22%) 51% met 49% did not meet	Exceeded: 0/352 (0%) Met: 177/352 (50%) Partially Met: 0/352 (0%) Not Met: 175/352 (50%) 50% met 50% did not meet	MATH 175 MATH 143	MATH 143 MATH 170 MATH 275
Draw reasonable conclusions based on quantitative information.	Exceeded: 28/429 (7%) Met: 99/429 (23%) Partially Met: 196/429 (46%) Not Met: 106/429 (25%) 30% met 70% did not meet	Exceeded: 40/375 (11%) Met: 120/375 (32%) Partially Met: 1/375 (0%) Not Met: 214/375 (57%) 43% met 57% did not meet	MATH 175 MATH 143	CS 112 MATH 143 MATH 170

2023-2024 outcomes that met 80% benchmark: None

2023-2024 outcomes that did not meet 80% benchmark:

1. Interpret mathematical concepts. (67%)
2. Represent information/data (47%)
3. Use appropriate strategies/procedures when solving mathematical problems. (50%)
4. Draw reasonable conclusions based on quantitative information. (43%)

Oral Communication

Learning Outcome	2022-2023	2023-2024	Courses Reporting 2022-2023	Courses Reporting 2023-2024
Research, discover, and develop information resources and structure spoken messages to increase knowledge and understanding.	No data collected.	No data collected.	n/a	n/a
Research, discover, and develop evidence-based reasoning and persuasive appeals for ethically influencing attitudes, values, beliefs, or behaviors.	No data collected.	No data collected.	n/a	n/a
Adapt spoken messages to the diverse personal, ideological, and emotional needs of individuals, groups, or contexts.	No data collected.	No data collected.	n/a	n/a
Employ effective spoken and nonverbal behaviors that support communication goals and illustrate self-efficacy.	Exceeded: 1104/1529 (72%) Met: 170/1529 (11%) Partially Met: 72/1529 (5%) Not Met: 183/1529 (12%) 83% met 17% did not meet	No data collected.	COMM 101	n/a
Listen in order to effectively and critically evaluate the reasoning, evidence, and communication strategies of self and others.	No data collected.	Exceeded: 13/25 (52%) Met: 3/25 (12%) Partially Met: 0/25 (0%) Not Met: 9/25 (36%) 64% met 36% did not meet	n/a	COMM 101
Demonstrate knowledge of key theories, perspectives, principles, and concepts in the Communication discipline, as applied to oral communication.	Exceeded: 1067/1582 (67%) Met: 162/1582 (10%) Partially Met: 83/1582 (5%) Not Met: 270/1582 (17%) 78% met 22% did not meet	No data collected.	COMM 101	n/a

2023-2024 outcomes that met 80% benchmark: None

2023-2024 outcomes that did not meet 80% benchmark:

1. Listen in order to effectively and critically evaluate the reasoning, evidence, and communication strategies of self and others. (64%)

Scientific Ways of Knowing

Learning Outcome	2022-2023	2023-2024	Courses Reporting 2022-2023	Courses Reporting 2023-2024
Apply foundational knowledge and models of a discipline in the physical or natural sciences to analyze and/or predict phenomena.	Exceeded: 392/956 (41%) Met: 366/956 (38%) Partially Met: 88/956 (9%) Not Met: 110/956 (12%) 79% met 21% did not meet	Exceeded: 79/389 (20%) Met: 199/389 (51%) Partially Met: 69/389 (18%) Not Met: 42/389 (11%) 71% met 29% did not meet	PHYS 103 PHYS 111 PHYS 211 PHYS 212 PHYS 212L PHYS 100 SOIL 205	BIO 114 PHYS 103 PHYS 211 SOIL 205 BIO 102 PHYS 111 PHYS 112
Apply scientific reasoning to critically evaluate assertions.	Exceeded: 292/828 (35%) Met: 358/828 (43%) Partially Met: 97/828 (12%) Not Met: 81/828 (10%) 78% met 22% did not meet	Exceeded: 10/127 (8%) Met: 60/127 (47%) Partially Met: 39/127 (31%) Not Met: 18/127 (14%) 55% met 45% did not meet	PHYS 103 PHYS 212 PHYS 212L PHYS 211 PHYS 100 PHYS 111 PHYS 112 SOIL 205	PHYS 103 PHYS 211 PHYS 112
Interpret and communicate scientific information via written, spoken and/or visual representations.	Exceeded: 317/828 (38%) Met: 3325/828 (39%) Partially Met: 74/828 (9%) Not Met: 112/828 (14%) 77% met 23% did not meet	Exceeded: 18/213 (8%) Met: 155/213 (73%) Partially Met: 8/213 (4%) Not Met: 32/213 (15%) 81% met 19% did not meet	PHYS 103 PHYS 111L PHYS 211 PHYS 212 PHYS 212L PHYS 112 SOIL 205	BIO 102 PHYS 211 SOIL 205
Describe the relevance of specific scientific principles to the human experience.	Exceeded: 304/684 (44%) Met: 183/684 (27%) Partially Met: 101/684 (15%) Not Met: 96/684 (14%) 71% met 29% did not meet	Exceeded: 62/143 (43%) Met: 33/143 (23%) Partially Met: 28/143 (20%) Not Met: 20/143 (14%) 66% met 34% did not meet	PHYS 103 PHYS 212L PHYS 212 PHYS 211 PHYS 111 PHYS 112	PHYS 103 PHYS 111 PHYS 211
Test a hypothesis in the laboratory or field using discipline-specific tools and techniques for observation, data collection and analysis to form a defensible conclusion.	Exceeded: 123/251 (49%) Met: 76/251 (30%) Partially Met: 19/251 (8%) Not Met: 33/251 (13%) 79% met 21% did not meet	Exceeded: 23/91 (25%) Met: 61/91 (67%) Partially Met: 2/91 (2%) Not Met: 5/91 (5%) 93% met 7% did not meet	PHYS 111L PHYS 212L PHYS 211L PHYS 100 PHYS 112	BIO 102L GEOG 100L

2023-2024 outcomes that met 80% benchmark:

1. Interpret and communicate scientific information via written, spoken and/or visual representations. (81%)
2. Test a hypothesis in the laboratory or field using discipline-specific tools and techniques for observation, data collection and analysis to form a defensible conclusion. (93%)

2023-2024 outcomes that did not meet 80% benchmark:

1. Apply foundational knowledge and models of a discipline in the physical or natural sciences to analyze and/or predict phenomena.(71%)
2. Apply scientific reasoning to critically evaluate assertions. (55%)
3. Describe the relevance of specific scientific principles to the human experience. (66%)

Social and Behavioral Ways of Knowing

Learning Outcome	2022-2023	2023-2024	Courses Reporting 2022-2023	Courses Reporting 2023-2024
Demonstrate knowledge of the theoretical and conceptual frameworks of a particular Social Science discipline.	Exceeded: 530/866 (61%) Met: 236/866 (27%) Partially Met: 26/866 (3%) Not Met: 74 (9%) 88% met 12% did not meet	Exceeded: 420/974 (43%) Met: 339/974 (35%) Partially Met: 84/974 (9%) Not Met: 131/974 (13%) 78% met 22% did not meet	COMM 233 COMM 235 COMM 410 HIST 111 RSTM 104 PSYC 101 CRIM 439 HIST 102 HIST 112	PSYC 101 COMM 233 COMM 335 CRIM 439 ECON 201 SOC 101
Describe self and the world by examining the dynamic interaction of individuals, groups, and societies as they shape and are shaped by history, culture, institutions, and ideas.	Exceeded: 461/690 (68%) Met: 129/690 (19%) Partially Met: 27/680 (4%) Not Met: 63/680 (9%) 87% met 13% did not meet	Exceeded: 199/385 (52%) Met: 143/385 (37%) Partially Met: 12/385 (3%) Not Met: 31/385 (8%) 89% met 11% did not meet	COMM 233 COMM 410 HIST 111 HIST 484 PSYC 101 HIST 438	GEOG 165 MKTG 321 POLS 307 SOC 101 COMM 233 COMM 335
Utilize Social Science approaches, such as research methods, inquiry, or problem-solving, to examine the variety of perspectives about human experiences.	Exceeded: 312/538 (58%) Met: 161/538 (30%) Partially Met: 13/538 (2%) Not Met: 52/538 (10%) 88% met 12% did not meet	Exceeded: 244/538 (45%) Met: 206/538 (38%) Partially Met: 13/538 (2%) Not Met: 75/538 (14%) 84% met 16% did not meet	COMM 233 HIST 111 HIST 484 PSYC 101 RSTM 104	ANTH 102 ECON 202 GEOG 165 HIST 180 MKTG 321 RSTM 104 SOC 101 COMM 233 COMM 335 CRIM 336
Evaluate how reasoning, history, or culture informs and guides individual, civic, or global decisions.	Exceeded: 298/470 (63%) Met: 57/470 (12%) Partially Met: 34/470 (7%) Not Met: 81/470 (17%) 75% met 25% did not meet	Exceeded: 169/240 (70%) Met: 40/240 (17%) Partially Met: 6/240 (3%) Not Met: 25/240 (10%) 87% met 13% did not meet	COMM 233 HIST 111 PSYC 101	GEOG 165 COMM 233 COMM 335 POLS 237
Identify the impact of the similarities and differences among and between individuals, cultures, or societies across space and time.	Exceeded: 336/614 (55%) Met: 113/614 (18%) Partially Met: 40/614 (7%) Not Met: 125/614 (20%) 73% met 27% did not meet	Exceeded: 178/323 (55%) Met: 103/323 (32%) Partially Met: 8/323 (2%) Not Met: 34/323 (11%) 87% met 13% did not meet	COMM 233 COMM 335 HIST 111 PSYC 101 HIST 102	GEOG 165 COMM 233 COMM 335 CRIM 336 HIST 102

2023-2024 outcomes that met 80% benchmark:

1. Describe self and the world by examining the dynamic interaction of individuals, groups, and societies as they shape and are shaped by history, culture, institutions, and ideas. (89%)
2. Utilize Social Science approaches, such as research methods, inquiry, or problem-solving, to examine the variety of perspectives about human experiences. (84%)
3. Evaluate how reasoning, history, or culture informs and guides individual, civic, or global decisions. (87%)
4. Identify the impact of the similarities and differences among and between individuals, cultures, or societies across space and time. (87%)

2023-2024 outcomes that did not meet 80% benchmark:

1. Demonstrate knowledge of the theoretical and conceptual frameworks of a particular Social Science discipline. (78%)

Written Communication

Learning Outcome	2022-2023	2023-2024	Courses Reporting 2022-2023	Courses Reporting 2023-2024
Use flexible writing process strategies to generate, develop, revise, proofread, and edit texts.	Exceeded: 0/39 (0%) Met: 36/39 (92%) Partially Met: 0/39 (0%) Not Met: 3/39 (8%) 92% met 8% did not meet	No data collected.	ENGL 102	n/a
Adopt strategies and genre appropriate to the rhetorical situation.	Exceeded: 0/20 (0%) Met: 19/20 (95%) Partially Met: 0/20 (0%) Not Met: 1/20 (5%) 95% met 5% did not meet	Exceeded: 10/20 (50%) Met: 4/20 (20%) Partially Met: 0/20 (0%) Not Met: 6/20 (30%) 70% met 30% did not meet	ENGL 102	ENGL 102
Use inquiry-based strategies to conduct research that explores multiple and diverse ideas and perspectives, appropriate to the rhetorical context.	Exceeded: 0/20 (0%) Met: 19/20 (95%) Partially Met: 0/20 (0%) Not Met: 1/20 (5%) 95% met 5% did not meet	Exceeded: 30/39 (78%) Met: 6/39 (15%) Partially Met: 0/39 (0%) Not Met: 3/39 (8%) 92% met 8% did not meet	ENGL 102	ENGL 102
Use rhetorically appropriate strategies to evaluate, represent, and respond to the ideas and research of others.	Exceeded: 0/20 (0%) Met: 17/20 (85%) Partially Met: 0/20 (0%) Not Met: 3/20 (15%) 85% met 15% did not meet	No data collected.	ENGL 102	n/a
Address readers' biases and assumptions with well-developed evidence-based reasoning.	Exceeded: 0/20 (0%) Met: 20/20 (100%) Partially Met: 0/20 (0%) Not Met: 0/20 (0%) 100% met 0% did not meet 100% met 0% did not meet	No data collected.		n/a
Use appropriate conventions for integrating, citing, and documenting source material.	No data collected.	No data collected.		n/a
Read, interpret, and communicate key concepts in writing and rhetoric.	Exceeded: 0/19 (0%) Met: 19/19 (100%) Partially Met: 0/19 (0%) Not Met: 0/19 (0%) 100% met 0% did not meet	Exceeded: 6/14 (43%) Met: 4/14 (30%) Partially Met: 4/14 (30%) Not Met: 0/14 (0%) 70% met 30% did not meet	ENGL 102	ENGL 102

2023-2024 outcomes that met 80% benchmark:

1. Use inquiry-based strategies to conduct research that explores multiple and diverse ideas and perspectives, appropriate to the rhetorical context. (92%)

2023-2024 outcomes that did not meet 80% benchmark:

1. Adopt strategies and genre appropriate to the rhetorical situation. (70%)
2. Read, interpret, and communicate key concepts in writing and rhetoric. (70%)

3.G GENERAL EDUCATION

University Committee on General Education (UCGE)

Report for Academic Year 2023-2024

The committee met sixteen times during the academic year, approximately every other week on average. Meetings were held online and started on Thursdays at 3:30 pm (as per FSH guidelines for UCGE).

UCGE reviewed many curriculum proposals during the academic year. We conducted a re-approval of all Science and Math Gen-Ed courses as mandated by the Idaho State Board of Education. We also considered proposals that came to us for new Gen-Ed courses, in all “ways of knowing” areas.

Other work of the committee included drafting guidelines for the Gen-ed approval process and revising the Gen Ed teaching and service award information and evaluation rubrics. Documents regarding these, and minutes for all of the meetings, are stored in the shared OneDrive folder “UCGE AY 23-24”. We also met with the SUCCESS team and gave input about initiatives to bolster student retention and graduation rates.

Sincerely,

Eric T. Stuen

Associate Professor of Economics
Department of Business

3.H GENERAL EDUCATION

GSS GenEd Related Questions	ID	Greatly	Moderately	A Little	Not at all
New Skills & Knowledge	A	39%	44%	13%	4%
Apply Scientific Principles & Methods	B	30%	42%	21%	7%
Human Interrelationships & Environment	C	31%	42%	19%	8%
Appreciate All Cultural Heritage	D	23%	38%	25%	14%
Physical Health & Care	E	23%	38%	25%	14%
Communicate Orally	F	35%	43%	17%	5%
Ethnic & Racial Contributions	G	21%	37%	26%	16%
Contributions by Women	H	23%	36%	25%	16%
Values & Ethical Standards	I	32%	41%	18%	9%
Formulate Original Ideas & Solutions	J	37%	45%	15%	3%
Function Independently	K	45%	38%	12%	5%
Identify & Solve Problems	L	42%	44%	11%	3%
Identify Moral & Ethical Issues	M	31%	43%	19%	7%
Integrate Learning Across Disciplines	N	33%	46%	17%	4%
Interpret Math/Stat Concepts	O	23%	40%	25%	12%
Current International Issues & Problems	P	22%	39%	26%	13%
Economic, Social & Political Institutions	Q	23%	38%	26%	13%
Leadership / Group Skills	R	33%	43%	18%	6%
Locate / Evaluate Information	S	34%	48%	15%	3%
Make Decisions / Act Ethically	T	33%	42%	17%	8%
Organize Time Effectively	U	35%	42%	17%	6%
Participate as Informed / Active Citizen	V	26%	41%	23%	10%
Relate to Race, Nations, Cultures & Religions	W	30%	40%	21%	9%
Think Analytical & Critically	X	45%	42%	11%	2%
Understand Another Culture / Language	Y	20%	32%	26%	22%
Understand My Self	Z	39%	42%	14%	5%
Understand Sustainable Practices	AA	26%	42%	23%	9%
Use Computers / Other Technologies	BB	28%	43%	22%	7%
Historical Context on Current Issues / Problems	CC	24%	40%	25%	11%
Write Effectively	DD	35%	44%	17%	4%

Evaluation of Program

Targeted opportunities for strengthening assessment in General Education include addressing identified gaps in student competencies, particularly in those areas identified as not meeting program benchmarks. In response, the program has implemented initiatives such as providing professional development opportunities for faculty to better support these competencies. For example, such opportunities might feature general education course assignments that require analysis of social and political institutions or of how historical context has shaped current issues and problems. Or, they might address instructional approaches for facilitating discussions that ask students to consider moral and ethical issues relevant to key course content, concepts, or skills.

Assessment of artifacts/signature works by individual faculty

Successes: faculty are reporting data for each SBOE GEM area.

Challenges: not all courses have a "signature assignment" that can be used for this work; while each SBOE GEM area was represented in the process, the overall response rate is low and does not represent all the disciplines in each of the SBOE GEM areas.

Rotating syllabi review

Successes: specific learning outcomes were developed by he University Committee on General Education (UCGE) for the Institutionally Designated areas of American Experience and International; UCGE has a clear process for reviewing syllabi to ensure courses continue to meet changing competencies and learning outcomes.

Challenges: the instructions provided to faculty aren't clear, partially because the Curriculum Inventory Management (CIM) program isn't built for this kind of program review; the process takes the majority of UCGE's time, which might be better spent supporting the design of professional development opportunities and engagement activities for general education instructors.

Satisfaction data from the Graduating Senior Survey conducted by IEA.

Successes: the data exists and can be accessed on internal dashboards.

Challenges: the surveys don't ask specific questions about General Education learning outcomes; the data has not been widely incorporated into conversations about "closing the loop."

Next Steps/Looking Ahead

The General Education program plans to take the steps described below for each process listed.

Assessment of artifacts/signature works by individual faculty

- Increase the response rate and understand disciplinary trends within each category of General Education courses by connecting with faculty who teach in those areas to help them understand the purpose of the assessment project.
- Develop reports to share with stakeholders in each category to help them understand trends in data collection (which disciplines are reporting and which disciplines are not, for example) and results (which learning outcomes continue to be below the 80% benchmark, for example).
- Provide opportunities for ongoing guided discussions on "closing the loop" by designing professional development sessions, for example, workshops to improve the achievement rates for learning outcomes that fall below the 80% benchmark.

Rotating syllabi review

- Update instructions provided.
- Continue revisions of the Curriculum Inventory Management (CIM) system process. Streamline the UCGE process so the time spent on the project does not dominate the committee's efforts.

Satisfaction data from the Graduating Senior Survey conducted by IEA.

- Revise the Graduating Senior Survey to address perceived problems with the survey tool itself (see above.
- Work to improve completion rates for the Graduating Senior Survey.
- Use data to help inform conversations about "durable skills" in general education (and eventually assess how we are embedding these "durable skills" into our gen ed classes)

3.J SI-PASS

Assessment Report 2023-2024

Part I: Introduction, Information, and Data

1. Introduction

Supplemental Instruction – Peer Assisted Study Sessions (SI-PASS) is an internationally recognized academic support model that provides interactive study sessions for historically difficult courses. These study sessions are led by a near-peer (SI-PASS Leader) who has taken the course before, ideally from the same instructor, and achieved high academic performance in the course. SI-PASS Leaders attend the lecture for the course they support as well as plan and facilitate three hour-long study sessions each week. SI-PASS is available to all students enrolled in the target course and considered non-remedial. The SI-PASS program at the University of Idaho is accredited through the International Center for Supplemental Instruction at the University of Missouri-Kansas City, accredited since Fall 2018

2. Supported Courses

SI-PASS supports courses that are "historically difficult." This means the course typically has an average DFW rate (rate at which students receive a final grade of D, F, or withdraw from the course) of 25% or higher before SI-PASS support is introduced. SI-PASS tries to target high enrollment courses that fulfill a general education requirement or are prerequisite for many majors. SI-PASS also considers other academic support options available for target courses. As the SI-PASS program continues to grow, some supported courses have pre-SI-PASS DFW rates between 20-25% and some courses may have lower enrollment.

In the Fall 2023 semester, SI-PASS supported 19 courses and sections: BIOL 114, BIOL 115, BIOL 227, CHEM 101, CS 120, MATH 143 (sections 1-3), MATH 144, MATH 170 (sections 1-6), and MATH 175 (sections 1-4). In the Spring 2024 semester, SI-PASS supported 21 courses and sections: BIOL 114, BIOL 115, BIOL 228, CHEM 101, CS 150, MATH 143 (sections 1-7), MATH 170

(sections 1-4), MATH 175 (sections 1-4), and SOC 101 (section 1).

For the 2023-2024 academic year, course selection focused on historically supported courses and providing quality support for courses that have consistent student participation.

3. Outcomes

In the Fall 2023 semester, SI-PASS was available to 1926 students and 28% of students enrolled in these courses attended at least one SI-PASS session. SI-PASS had 2493 student visits with 538 unique students. Students who attended at least one SI-PASS session earned an average end of course grade of 2.75, an increase of 0.36 compared to students who did not attend. Students who attended at least one SI-PASS session had an average DFW rate of 15% compared to 31% for students who did not attend. Of the students who attended SI-PASS and earned a final course grade of D, F, or withdrew from the course, 24% attended five or more SI-PASS sessions (using SI-PASS for more than test review). The individual course summaries are in the table below, and the full report for each course is found in **Appendix A.**

Fall 2023 had the second largest total student visits in SI-PASS records, only outmatched by the Fall 2018 semester and overtaking the high student visit total from the Spring 2023 semester.

Part of this uptick in attendance is due to courses adopting extra credit and other incentives for attendance (BIOL 114, BIOL 115, MATH 143, and MATH 170). MATH 143 instructors offered Polya lab hours for participating students in addition to extra credit. One course, BIOL 227, implemented SI-PASS for lab content and held study sessions in the Anatomy and Physiology lab, which increased student engagement with SI-PASS in that course.

Though the mean GPA and DFW rates were close between SI-PASS participants and non-participants with a difference of .36 higher for SI-PASS participants, the trend of greater gains in mean GPA was evident in comparing between the number of sessions attended groups. The greatest gain was in the 10+ sessions group with 3.31 for their mean GPA compared to 2.65 for the 1-4 session group and 2.75 for the 5-9 session group. The difference in mean GPA between the 10+ sessions group and non-SI-PASS group was .92, almost a full letter grade higher. Courses that experienced success with student participation in SI-PASS were biology courses (BIOL 114, BIOL 115, and BIOL 227) and calculus (I & II) courses (MATH 170 and MATH 175). Those courses had more than 35% of the course attending and consistent student engagement. BIOL 114, BIOL 115, and MATH 170 offered extra credit incentives for attending SI-PASS; BIOL 227 and MATH 175 had sessions tailored to course needs in terms of number of leaders and sessions scheduled to match when students seek

Appendix A.

Fall 2023 SI-PASS Summary

Course	Class Enrollment	Number Attended	Percent Attended	Student Contact Hours	1-4 Sessions	5-9 Sessions	10+ Sessions	Total SI-PASS	Non-SI-PASS	Difference in Mean GPA				1-4 Session DFW	5-9 Session DFW	10+ Session DFW	Non-SI-PASS DFW	SI-PASS DFW Rate	Non-SI-PASS DFW Rate
					Mean GPA	Mean GPA	Mean GPA	Mean GPA	Mean GPA	Non-SI-PASS and 1-4	Non-SI-PASS and 5-9	Non-SI-PASS and 10+	Non-SI-PASS and SI-PASS Total						
BIOL 114	210	107	51%	665	2.36	2.79	3.18	2.63	1.87	0.49	0.92	1.31	0.74	11	5	2	50	17%	49%
BIOL 115	119	47	39%	217	2.23	3.08	3.43	2.65	1.77	0.46	1.31	1.66	0.88	9	2	0	35	23%	49%
BIOL 227	177	79	45%	490	2.42	2.63	2.92	2.56	2.29	0.13	0.34	0.63	0.27	14	1	1	30	20%	31%
Biology Total	506	233	46%	1372	2.34	2.83	3.18	2.63	1.98	0.36	0.86	1.20	0.63	34	8	3	115	20%	43%
CHEM 101	306	71	23%	162	2.60	2.50	3.67	2.63	2.34	0.26	0.16	1.33	0.29	5	0	0	64	7%	27%
CS 120	126	15	12%	39	3.33	3.00	4.00	3.36	3.21	0.09	-0.24	0.76	0.12	1	0	0	8	7%	7%
MATH 143-01-03	397	54	14%	182	2.17	2.00	2.83	2.20	2.05	0.07	-0.05	0.78	0.15	15	1	1	147	31%	43%
MATH 144-01	175	10	6%	29	2.50	3.00	N/A	2.60	2.31	0.19	0.69	N/A	0.29	1	0	N/A	70	10%	42%
MATH 170-01-06	263	98	37%	528	2.26	2.71	2.32	2.32	1.58	0.68	1.13	0.74	0.74	26	3	8	108	38%	65%
MATH 175-01-04	153	57	37%	181	2.48	2.43	2.00	2.42	1.99	0.49	0.44	0.01	0.43	11	3	2	41	28%	43%
Mathematics Total	988	219	22%	930	2.34	2.54	2.38	2.39	1.98	0.36	0.55	0.40	0.40	53	7	11	366	27%	48%
GRAND TOTAL	1926	538	28%	2493	2.65	2.72	3.31	2.75	2.38	0.27	0.33	0.92	0.36	93	15	14	553	15%	31%

help for the course. This indicates the importance of consistent engagement in the program and intentional collaboration between the program, SI-PASS Leaders, and faculty partners to see positive results in academic outcomes.

While some courses saw increases in attendance, other courses experienced low student participation, resulting in inconsistent data. Courses such as CS 120, MATH 144 (piloted in the Fall 2023 semester), and MATH 143 experienced low student engagement, with most students attending once during the semester. As in previous semesters, CS 120 followed the historical pattern of low and inconsistent attendance despite having an engaged and outgoing SI-PASS Leader who actively promoted their sessions. MATH 144 was an asynchronous online course, which posed challenges for the SI-PASS Leader and program to effectively promote sessions to students and motivate students to attend. Out of the 54 participants for MATH 143 SI-PASS, 45 attended 1-4 sessions, with 28 out of the 45 attending only once during the semester, about half of all students who attended SI-PASS for the course. Three leaders supported the course (all sections), with nine study session times throughout the week provided for students in the course. Inconsistent and/or low attendance from students in courses creates challenges in assessing the impact and effectiveness of the program on the courses. In the Spring 2024 semester, CS 120 and MATH 144 were not supported by SI-PASS due to these factors. Instead, the Polya lab and Vandals Tutoring led support for MATH 144, while CS 120 was supported through exam review workshops implemented by the Vandals Tutoring program. The CS 120 exam review workshop was successful in meeting student needs with the plan to continue this option of academic support for the course in future semesters. In the Spring 2024 semester, MATH 143 experienced structural changes, discussed below in relation to the Spring 2024 data.

In the Spring 2024 semester, SI-PASS was available to 1619 students and 33% of students enrolled in these courses attended at least one SI-PASS session. 542 unique students participated with 3019 student visits. Students who attended at least one SI-PASS session earned an average end of course grade of 2.64, an increase of 0.43 compared to students who did not attend. Students who attended at least one SI-PASS session had an average DFW rate of 18%, compared to 35% for students who did not attend. Of the students who attended SI-PASS and earned a final course grade of D, F, or withdrew from the course, 25% attended five or more SI-PASS sessions (using SI-PASS for more than test review). The individual course summaries are in the table below, and the full report for each course is found in **Appendix B.**

The Spring 2024 semester had the largest total student visits in the historical data of SI-PASS, outpacing by a wide margin the previous record of the Fall 2018 record. Similar factors from Fall 2023 influenced the Spring 2024 semester data. Extra credit

Appendix B

Spring 2024 SI-PASS Summary

Course	Class Enrollment	Number Attended	Percent Attended	Student Contact Hours	1-4 Sessions	5-9 Sessions	10+ Sessions	Total SI-PASS	Non-SI-PASS	Difference in Mean GPA				1-4 Session DFW	5-9 Session DFW	10+ Session DFW	Non-SI-PASS DFW	SI-PASS DFW Rate	Non-SI-PASS DFW Rate
					Mean GPA	Mean GPA	Mean GPA	Mean GPA	Mean GPA	Non-SI-PASS and 1-4	Non-SI-PASS and 5-9	Non-SI-PASS and 10+	Non-SI-PASS and SI-PASS Total						
BIOL 114	141	72	51%	477	2.23	3.05	3.23	2.67	1.82	0.41	1.23	1.41	0.85	13	1	1	31	21%	45%
BIOL 115	207	111	54%	791	2.69	2.71	3.35	2.85	2.32	0.37	0.39	1.03	0.53	6	5	0	33	10%	34%
BIOL 228	159	65	41%	518	2.55	3.11	3.19	2.86	2.32	0.23	0.79	0.87	0.54	6	1	1	28	12%	30%
Biology Total	507	248	49%	1788	2.49	2.96	3.26	2.79	2.15	0.34	0.80	1.10	0.64	25	7	2	92	14%	36%
CHEM 101	155	36	23%	99	2.48	2.50	3.00	2.51	2.20	0.28	0.30	0.80	0.31	1	0	0	30	3%	25%
CS 150	93	30	32%	126	2.76	1.00	3.00	2.66	2.20	0.56	-1.20	0.80	0.46	5	1	0	25	20%	40%
MATH 143-01-04 & 06-07	406	78	19%	261	2.22	2.10	2.14	2.20	2.00	0.22	0.10	0.14	0.20	17	3	1	135	27%	41%
MATH 143-05	45	9	20%	39	2.25	2.50	3.00	2.44	1.81	0.44	0.69	1.19	0.63	1	1	0	15	22%	42%
MATH 143 Total	451	87	19%	280	2.24	2.30	2.57	2.32	1.91	0.33	0.40	0.67	0.42	18	4	1	150	25%	42%
MATH 170-01-02	68	35	51%	236	2.38	3.08	2.33	2.62	2.11	0.27	0.97	0.22	0.51	3	0	2	15	14%	45%
MATH 170-03-04	104	32	31%	213	2.56	3.75	3.55	3.06	2.08	0.48	1.67	1.47	0.98	4	0	0	36	13%	36%
MATH 170 Total	172	67	39%	449	2.47	3.42	2.94	2.84	2.10	0.38	1.32	0.85	0.75	7	0	2	41	14%	41%
MATH 175-01-04	141	46	33%	218	2.63	2.20	3.22	2.70	2.43	0.20	-0.23	0.79	0.27	6	2	1	26	20%	27%
Mathematics Total	764	200	26%	947	2.45	2.64	2.91	2.62	2.14	0.30	0.50	0.77	0.48	31	6	4	217	19%	36%
SOC 101-01	100	28	28%	59	2.11	2.79	3.50	2.60	2.34	-0.23	0.45	1.16	0.26	6	3	0	27	32%	38%
GRAND TOTAL	1619	542	33%	3019	2.46	2.88	3.13	2.64	2.21	0.25	0.17	0.93	0.43	68	17	6	391	18%	35%

incentives for attending SI-PASS were integrated into BIOL 114, BIOL 115, MATH 143, and MATH 170. Courses such as BIOL 228 and MATH 175 continued to incorporate SI-PASS into the structure of their courses with strategic placement of session times and targeting difficult course content such as the lab material in BIOL 228. The program experienced a successful reintroduction of a computer science course, CS 150, ending the semester with the highest participation percentage for any computer science course supported by SI-PASS. The difference in mean GPA between SI-PASS participants and non-participants was greater than in the Fall 2023 semester. This may be due to an increase in program utilization. The pattern of consistent engagement (10+ sessions) resulting in a higher mean GPA was similar to the fall semester, 3.13 for the 10+ sessions groups compared to 2.46 for the 1-4 sessions group and 2.38 for the 5-9 sessions group.

In the Spring 2024 semester, MATH 143 underwent structural changes that adjusted how SI-PASS supported the course. Instead of larger and fewer sections, the department implemented smaller sections capped around 60 students and an experimental section (05) with a cap of 45 students. The course also met twice per week instead of once per week as in previous semesters (apart from the experimental section 05, which met three times per week). The program was able to secure leaders for each section who led two sessions each per week (12 sessions total per week) and increased partnership with the faculty by SI-PASS Leaders assisting them with class activities. In reviewing the semester, the MATH 143 SI-PASS Leaders noted they saw more student engagement as the semester progressed and all appreciated providing support to students in the classroom during in-class problem solving activities. This is reflected in the increased student contact hours and higher participation percentage compared to the previous fall. There are opportunities to increase participation in SI-PASS for MATH 143, so we plan to continue to work closely with the MATH 143 instructors and Mathematics and Statistical Science department in assessing and tailoring SI-PASS to provide support for MATH 143 students.

The data for certain session size groups may be influenced by attendance frequency and participation. For example, CS 150 saw a decrease in mean GPA in the 5-9 sessions group compared to the 1-4 sessions and 10+ sessions groups. Courses such as MATH 170 and MATH 175 experienced a decrease in mean GPA among the 10+ sessions group in comparison to the 5-9 sessions group. If only a few students attend 5-9 sessions or 10+ sessions, their grades may have an outsized impact on the data without more students to balance out the mean GPAs, as happens often in the 1-4 sessions group. MATH 170 students in the 5-9 sessions or 10+ sessions groups may also have benefited from additional support, such as tutoring or instructor office hours. Higher and persistent attendance, particularly when students start attending early in the semester, demonstrates more clearly how the program impacts students in the course.

Part II: Personnel and Budget

Professional Staff

SI-PASS employs one professional staff member, the Senior Academic Coordinator. The Senior Academic Coordinator is a full-time, 12-month position. The Senior Academic Coordinator manages the SI-PASS program including student staff recruitment/hiring, staff development and observations, course recruitment, faculty engagement, data collection, and program promotion. This position also incorporates responsibilities related to group academic support, including partnering with Vandals Tutoring to provide group tutoring workshops for courses not affiliated with SI-PASS. Samantha Futhey was the Senior Academic Coordinator for the 2023-2024 academic year.

SI-PASS Leaders and SI-PASS Mentors

Well trained SI-PASS Leaders are a necessity for a high impact SI-PASS program. SI-PASS Leaders work 10.5 hours a week. SI-PASS Leaders attend the course lectures for their supported course as well as plan and lead three hour-long study sessions a week based on the course lectures. SI-PASS Leaders have up to 30 minutes paid time to meet with their faculty partner in weekly meetings to discuss content for sessions and student feedback. Additionally, SI-PASS Leaders receive one hour of ongoing training each week in addition to 10-16 hours of training at the beginning of the semester.

SI-PASS employed 14 leaders in the Fall 2023 semester. Of those SI-PASS Leaders, one was selected as the SI-PASS Mentor. The SI-PASS Mentor is a leader whose primary role is to support the staff and

program through observations, session plan feedback, meetings with leaders, and developing and leading training topics during ongoing training meetings. The SI-PASS Mentor works up to 10 hours per week. Two leaders supported BIOL 114, BIOL 227, and MATH 170. Three leaders supported MATH 143.

SI-PASS employed 19 SI-PASS Leaders in the Spring 2024 semester, with 17 SI-PASS Leaders on staff by the end of the semester. Of those, one was selected as the SI-PASS Mentor and worked up to 10 hours per week. Two leaders supported BIOL 115, BIOL 228, CHEM 101, and MATH 170. Seven leaders supported all sections of MATH 143; two leaders resigned part way through the semester, but the remaining five MATH 143 leaders continued to support all sections.

Budget

For the 2023-2024 academic year, SI-PASS Leaders started at $13 per hour. Leaders who worked at least two semesters for Tutoring and College Success either as a SI-PASS Leader or Tutor earned $13.50 per hour. The SI-PASS Mentor earned an additional $1.00 per hour on top of their current rate. The Mentor was a graduate student this academic year and earned an additional $1.00 per hour on top of their current rate.

The annual budget for fiscal year 2024 was $85,000 in student staff salaries and fringe, plus operating expenses. Funds for SI-PASS use the index 623988.

Part III: 2024-2025 Preparation

Program Outreach

SI-PASS will continue to strengthen program outreach such as using social media, in class promotion, and outreach initiatives. During training and throughout the semester, promotion guidelines for SI-PASS Leaders will consist of clear expectations for students about what SI-PASS is, specificity in announcements and digital messaging, and working with their faculty partner and the Coordinator to develop incentives for participation and strategizing communication to students in their course. The program will continue coordinating with Classroom Scheduling to ensure sessions occur in the same classrooms or concentrated on a couple floors in the Teaching and Learning Center (TLC) building to provide students a more central and consistent location. SI-PASS will participate in Academic Support Programs (ASP) and TCS outreach to share information about SI-PASS among students.

In the 2023-2024 academic year, the program created a new position to assist with marketing and outreach to students, the SI-PASS Marketing Assistant. This was a part time student staff position and their primary duties included managing SI-PASS social media, creating promotional materials, and developing content for marketing purposes. They attended the beginning of semester training, select leader meetings, and observed sessions to collect materials for social media and training, and learned relevant information about SI-PASS to share with students. They assisted with SI-PASS recruitment and tabling events, particularly in creating digital and physical recruitment materials. The student in this position worked 4-5 hours per week with a starting wage of $11 per hour. This position provided valuable insight and support to the SI-PASS team, particularly in developing engaging content for social media and timely creation of marketing materials. For the next academic year, the position will continue with increased responsibility in creating content for Vandals Tutoring social media and developing student-centered materials for SI-PASS and group tutoring workshops.

Supported Courses and Faculty Engagement

The SI-PASS program will continue to focus on core courses with supportive faculty. Faculty support is a key to the success of the program and continues to be a priority for the program. The program will continue to integrate paid time to SI-PASS Leaders for weekly meetings with their faculty partner. SI-PASS Leaders who consistently discussed their sessions with their faculty partner and were actively involved in the classroom saw increases in attendance at their sessions. The program will continue to offer the extra credit incentive option to faculty. Faculty who provided students with a clear structure for how to earn extra credit or other incentives by attending SI-PASS saw more student involvement in the program.

In the 2023-2024 academic year, the program piloted the SI-PASS Faculty Liaison position. The SI-PASS Faculty Liaison's function was to provide a faculty perspective for effective faculty and academic department outreach. They mentored current SI-PASS affiliated faculty as well as focused on initiatives centered on faculty outreach and enhanced training for faculty and SI-PASS Leaders. In the pilot year of the position, they successfully enhanced training for faculty and SI-PASS Leaders, participated in

outreach initiatives, and fostered cross-department collaboration through an active learning/classroom engagement training with select faculty from the Mathematics and Statistical Science department.

For the 2024-2025 academic year, they will continue to provide support to current SI-PASS faculty and SI-PASS Leaders through leading training and outreach projects. The program plans to build on the success of cross-department collaboration by seeking opportunities to present and share knowledge with a variety of faculty and staff on campus. This position includes compensation for the Faculty Liaison drawn from the SI-PASS budget and paid out in biweekly installments for the duration of the academic year (August-May).

Leader Support

SI-PASS Leaders will receive improved compensation from the 2024-2025 academic year, increasing the starting wage of $13 per hour to $14 per hour. Leaders who worked for SI-PASS for a year or more will receive a $1 increase on top of the new starting wage, an increase from the previous rate of .50 cents. These wage increases are to assist with staff retention and satisfaction, as well as improve leader recruitment initiatives.

For the Fall 2024 semester, another Mentor will join the mentor team to provide additional assistance in observations and session plan feedback. The current Mentor will become the Senior Mentor and will continue to support staff through observations, session plan feedback, individual meetings with leaders, developing and leading training topics at leader meetings, and developing projects related to supporting current and future staff. Both Mentors will assist in varying capacities at the beginning of semester SI-PASS Leader training.

Group Tutoring

The Senior Academic Coordinator piloted restructured group tutoring support (workshops) for select courses during the 2023-2024 academic year. These courses have a demonstrated need for additional support beyond individual tutoring and may also have support needs that vary throughout the semester, making them inconducive for the consistent structured approach of SI-PASS. Experienced Academic Tutors employed by the Vandals Tutoring program were selected by the Senior Academic Coordinator and the Academic Coordinator of Vandals Tutoring to lead workshops.

Throughout the year, the Coordinators identified trends in workshop-supported courses and instituted changes as needed in timing and protocols for workshop tutors. Some courses experienced consistent student engagement, particularly organic chemistry (CHEM 277) and discrete mathematics (MATH 176). A few courses, such as AVS 109/110, PHYS 111/211, and CHEM 111, had inconsistent student engagement in the fall and spring semesters. Moving forward, those identified courses will adjust either their frequency, timing, or will only have drop-in tutoring support.

In addition to their SI-PASS duties, the Senior Academic Coordinator will continue to identify and develop group tutoring support for select courses. Additional training for workshop tutors, developing effective marketing methods, and a consistent observation schedule will be priorities for the workshop program, as well as continued coordination with the Academic Coordinator for Vandals Tutoring.

Data Collection

Due to the discontinuation of VandalStar as the retention software for the University of Idaho, the SI-PASS program will transition to a new data management platform, WCOnline. The Vandals Tutoring program as well as other tutoring centers on campus currently use WCOnline for tutoring appointments and group tutoring. The Coordinator will develop processes for data collection (primarily attendance data) and implement the new system for the Fall 2024 semester.

Appendix A: Final Grade Report for Fall 2023

SI-PASS Final Grade Summary Report

Coordinator: Samantha Futhey

University of Idaho
Tutoring and College Success

Term: Fall 2023
Course: MATH 175 Instructor: Manuel Welhan SI-PASS Leader: Anna Ronayne

	Non SI-PASS Group		SI-PASS Group								SI-PASS + Non SI-PASS	
Sessions Attended	0		1-4		5-9		10+		Total SI-PASS			
Total	96		45		7		5		57		153	
Grade	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
A	18	19%	8	18%	3	43%	1	20%	12	21%	30	20%
B	12	13%	11	24%	1	14%	1	20%	13	23%	25	16%
C	25	26%	15	33%	0	0%	1	20%	16	28%	41	27%
P	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
D	15	16%	4	9%	2	29%	1	20%	7	12%	22	14%
F	17	18%	2	4%	1	14%	1	20%	4	7%	21	14%
W	9	9%	5	11%	0	0%	0	0%	5	9%	14	9%
Combined A,B, C, P	55	57%	34	76%	4	57%	3	60%	41	72%	96	63%
Combined D, F, W	41	43%	11	24%	3	43%	2	40%	16	28%	57	37%
Average	1.99		2.48		2.43		2.00		2.42		2.15	

Summary	
Number of SI-PASS Participants	57
Percent of SI-PASS Participants	37%
Total SI-PASS Contact Hours	181
Mean Number of SI-PASS Sessions Attended by SI-PASS Participants	3.1
Mean Size of SI-PASS Sessions	4.8

Appendix B: Final Grade Report for Spring 2024

SI-PASS Final Grade Summary Report

Coordinator: Samantha Futhey

University of Idaho
Tutoring and College Success

Term: Spring 2024
Course: SOC 101-01 Instructor: Deborah Thorne SI-PASS Leader: Bee Robinson

	Non SI-PASS Group		SI-PASS Group								SI-PASS + Non SI-PASS	
Sessions Attended	0		1		2-4		5-9		Total SI-PASS			
Total	72		12		14		2		28		100	
Grade	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
A	17	24%	2	17%	6	43%	1	50%	9	32%	26	26%
B	18	25%	2	17%	3	21%	1	50%	6	21%	24	24%
C	10	14%	2	17%	2	14%	0	0%	4	14%	14	14%
P	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
D	8	11%	1	8%	2	14%	0	0%	3	11%	11	11%
F	11	15%	2	17%	1	7%	0	0%	3	11%	14	14%
W	8	11%	3	25%	0	0%	0	0%	3	11%	11	11%
Combined A,B, C, P	45	63%	6	50%	11	79%	2	100%	19	68%	64	64%
Combined D, F, W	27	38%	6	50%	3	21%	0	0%	9	32%	36	36%
Average	2.34		2.11		2.79		3.50		2.60		2.42	

Summary	
Number of SI-PASS Participants	28
Percent of SI-PASS Participants	28%
Total SI-PASS Contact Hours	59
Mean Number of SI-PASS Sessions Attended by SI-PASS Participants	2.1
Mean Size of SI-PASS Sessions	1.8

3.K EVALUATION OF SI-PASS PROGRAM, NEXT STEPS/LOOKING AHEAD

Evaluation of Program

Overall, SI-PASS provides a significant number of undergraduates with support via a highly structured program. The strengths include the training and mentoring of peer leaders, group sessions focused on problem-solving and critical thinking activities, collaboration with faculty, the use of formative and summative assessment, and the collection and reporting of data to inform program changes and delivery. The program is benchmarked against other institutions' SI-PASS programs through the International Center for Supplemental Instruction. SI-PASS continues to work on the formalization of its data analysis and reporting to improve the usability of data for making program adjustments. Challenges include course changes, which have required adaptations in service delivery and expectations for assessment and underlying data quality, and the consistency of student attendance.

Via its assessments and data collection, SI-PASS leadership is creating more specific student learning and development outcomes following the Council for the Advancement of Standards in Higher Education (CAS) standards. Revised outcomes focus on integrating study skills/college success strategies into study sessions and providing professional development opportunities for SI-PASS Leaders.

Next Steps/Looking Ahead

The program will focus principally on three areas of improvement, with an expected timeline of approximately two years for implementation. First, it will formalize data reporting and analysis to provide consistency from year-to-year, particularly in areas like program participation rates, DFW rate comparisons, and final grade comparisons. Second, it will provide additional training and assessment for the SI-PASS Leaders on effective teaching of study strategy skills. Third, it will continue to improve its work by increasing attendance through its new position focused on marketing and collaboration with faculty for extra credit opportunities for students involved in the program.

3.L SSS-TRIO

U.S. Department of Education Office of Postsecondary Education

Student Service — Federal TRIO Programs

2023-24 Final Annual Performance Report

Summary of Data and Prior Experience Points, or Results of Standard Assessments

P042A201345

University of Idaho Student Support Service Project

Section 1, Part 1 – Project Identification/Characteristics/ Certification/Warnings

1. PR/Award Number: P042A201345
2. Type of Institution: Public 4 - Year
3. Project Type: Regular

4a. Report Period: 9/1/2023 - 8/31/2024

4b. First Day of Classes: 8/21/2023

5. GPA Scale: 4 Point Scale
6. Name of Grantee Institution: University of Idaho
7. Address: Campus: 875 Perimeter Dr., MS 3020, Moscow State: ID Zip: 83844
8. Project Director Information
   - 8a. Name of Project Director: Kristen McMullin
   - 8b. Telephone Number: 208-885-0700
   - 8c. Fax Number: 208-885-9404
   - 8d. Email Address: kmcmullin@uidaho.edu
9. Data Entry Person Information
   - 9a. Name of Data Entry Person: Kristen McMullin
   - 9b. Telephone Number: 208-885-0700
   - 9c. Email Address: kmcmullin@uidaho.edu
10. Project Characteristics
    - 10a. Has a Summer Bridge Program: No
    - 10b. If yes in field #10a, number of summer bridge participants served:
    - 10c. Used Federal grant funds to provide Grant Aid? Yes
    - 10d. Required to provide matching funds for Grant Aid? Yes
    - 10e. If yes in field #10d, please enter the dollar amount for the reporting period:
    - $11550
    - 10f. Received institutional or other non-federal funds? Yes
    - 10g. If yes in field #10f, please enter the dollar amount for the reporting period:
    - $11550

Section 1, Part 2 – Project Required Services

Required Services	Number of participants receiving service that was provided by project	Number of participants referred to another service provide
Academic Tutoring	134	168
Advice and assistance in postsecondary course selection	120	124
Education/counseling to improve financial and economic literacy	163	123
Information in applying for Federal Student Aid	194	186
Assistance in completing and applying for Federal Student Aid	164	92
Assisting in applying for admission to Graduate School and obtaining Federal student aid (not applicable to 2-year institutions)	99	163

Section 1, Part 3 – Competitive Preference Priorities

In the 2020 Student Support Services grant competition, applicants were given the option to earn additional points by proposing strategies to foster flexible and affordable paths to obtaining knowledge and skills (Competitive Preference Priorities 1a and 1b) and foster knowledge and promote the development of skills that prepare students to be informed, thoughtful, and productive individuals and citizens (Competitive Preference Priorities 2a and 2b).

1a. If your project earned points for competitive preference priority #1, please enter the number of students who received the intervention during the 2023-24 reporting year: 149

1b. Please describe what activities your project enacted in during the 2023-24 reporting year in order to foster flexible and affordable paths to obtaining knowledge and skills.

In the 2023-24 academic year, the University of Idaho program made significant strides by partnering with Academic Success programs, advising staff, and industry employers to empower students to achieve their educational goals. Each dedicated SSS-TRIO counselor played an essential role, providing easy access to one-on-one tutoring, academic coaching, and guidance from professors. Our commitment extended beyond academics to address broader student challenges. In collaboration with the Financial Aid Office, we conducted workshops highlighting the importance of financial literacy and insights into higher education financing. This effort aimed to enhance students' financial understanding and responsibility; therefore, the students had the financial skills to succeed in college. Counselors guided students through financial assistance processes and introduced the Better Education About Money for Students (BEAMS) program, which equips them with vital financial knowledge and personalized coaching. Our supportive environment encouraged students to discuss their financial concerns. Overall, 149 students benefited from targeted services focused on financial literacy and well-being, reinforcing our commitment to their holistic development.

2a. If your project earned points for competitive preference priority #2, please enter the number of students who received the intervention during the 2023-24 reporting year: 149

2b. Please describe what activities your project engaged in during the 2023-24 reporting year to foster knowledge and promote the development of skills that prepare students to be informed, thoughtful, and productive individuals and citizens.

The SSS-TRIO program is proud to partner with the Career Services Office to provide our students with exceptional career opportunities. This collaboration allowed our students to participate in the Campus Career Fair, where they had the unique opportunity to engage with hundreds of employers actively seeking talent. This led to interviews and job offers for our SSS-TRIO participants. Additionally, students benefited from invaluable sessions such as "Preparing for the Career Fair" (offered both in-person and virtually), the Spring Career Fair, and exclusive networking nights. These events fostered connections between students, alumni, and employer representatives in a friendly atmosphere. Our students also received dedicated support through our SSS-TRIO Career Advising Intern, who helped them develop essential career readiness skills and knowledge. This comprehensive support system included personalized career counseling, mentoring, tailored resume development assistance, and workshops focused on career exploration. In total, 149 students took advantage of these transformative experiences in the 2023-2024 academic year, positioning themselves for success in their future careers.

Number Funded to Serve and Standard Objectives for 2023-2024 Project Year

The following information reflects the approved funded number of participants to be served and the project objectives for grant award cycle 2023-24.

Number Funded to Serve

In 2023-24, this project is funded to serve 232 participants.

Sector of Grantee Institution

Public 4 – Year

Standard Objective(s)

A. 2023-24 Persistence Rate: 85% all participants served by the SSS project will persist from one academic year to the beginning of the next academic year or graduate with a bachelor's degree during the academic year.

B. 2023-24 Good Academic Standing Rate: 90% of all enrolled participants served by the SSS project will meet the performance level required to stay in good academic standing at the grantee institution.

C1. Graduation Rate (4-year institution only): 58% of 2018-19 new participants served will graduate with a bachelor's degree or equivalent within six (6) years.

***Note:** A **new participant** is an individual who was served by the SSS project for the **first time** in the project year under consideration and who meets the definition of a participant as specified in 34 CFR 646.7(b) of the SSS program regulations.*

Participant Status Summary Report

Participant Status Code	Total number of Participant
1= New participant	84
2 = Continuing participant	158
3 = Prior-year participant (enrolled but not receiving SSS services)	26
4 = Prior-year participant (no longer enrolled at grantee institution)	195
8 = New Summer participant — Earned College Credits (2024 summer session only; part of 2024-25 cohort)	0
9 = New Summer participant — Did not Earn College Credits (2024 summer session only; part of 2024-25 cohort)	0
Total:	463

Cohort Comparison Report

Comparison of Participants in Your 2023-24 APR Data File Submission vs. the 2022-23 File by Cohort Year		
Cohort Year	**Number of Participants in Your 2023-24 APR Data File**	**Number of Participants in Cohort Year According to SSS System of Records**
20 = 2018-19	67	67
21 = 2019-20	65	65
22 = 2020-21	82	82
23 = 2021-22	77	77
24 = 2022-23	86	86
TOTAL	377	377

Additional Information Regarding Your 2023-24 APR Data File
Number of New Participants (this is your 2023-24 cohort) = 84
Number of New Summer Participants (These students will be assigned to your 2024-25 cohort) = 0
Number Participants where cohort year is "Not Applicable" (field 21, option 99) = 2

Funded Rate and Eligibility Status Table and Current Participants Report

2023-24 Funded Rate and Eligibility Table

The table below provides information on (a) the number and percentage of participants funded to serve and served; (b) the number and percentage of participants served who were (i) college students who were both low-income and first-generation and/or (ii) individuals with disabilities (including students with disabilities who were also low-income); and, if applicable, (c) the number and percentage of all students with disabilities who were also low-income. As noted below, the one-third eligibility requirement only applies if the project served at least one student with a disability.

The information provided in the section "**Number of Participants Funded to Serve & Served**" makes clear whether the project served at least as many participants as the project was funded to serve.

The information provided in the section "**2/3 Eligibility Requirement: First-generation and low-income, and/or students w/disabilities including students with disabilities who are also low-income**" shows whether at least 66% of the project's participants were low-income individuals who were first-generation college students, or individuals with disabilities. To determine whether your project met this requirement, the numeral in the column "Number of first-generation and low-income, and/or disabled including disabled who are also low-income" was divided by the numeral in the column "Number of Current Participants Served."

The information provided in the section "**1/3 Eligibility Requirement: Students w/disabilities who are low-income***" shows whether at least 33% of students with disabilities served were also low-income individuals.

This requirement applies only to projects that served students with disabilities; if a project served any such students, at least one-third must also be low-income. To determine whether your project met this requirement, the numeral in the column "Number of students w/disabilities who are also low-income" was divided by the numeral in the column "All students with disabilities."

Please review the information contained in the table below. If your project did not meet the requirements mentioned above, please verify that the participant and eligibility status codes for each current participant for whom you provided information are correct. Your "current participants" are coded in field 22 as a 1, 2, 8, or 9.

*The requirement only applies if at least one disabled student was served. If no disabled students were served, then the requirement does not apply.

Funded Rate and Eligibility Status Table							
Number of Participants Funded to Serve & Served			2/3 Eligibility Requirement: First-generation and low-income, and/or students w/ disabilities including students with disabilities who are also low-income		1/3 Eligibility Requirement: Students w/ disabilities who are low-income*		
Funded to Serve	Current Participants Served	Percent Served	Number of first-generation and low-income, and/or disabled including disabled who are also low-income	2/3 Eligibility Percent	All Students with disabilities	Number of Students w/ disabilities who are also low-income	1/3 Eligibility %
232	242	104%	193	80%	43	18	42%

2023-24 Current Participants and Eligibility Status Report

The report below provides a list of your new, continuing, and new (summer only) participants (1, 2, 8, or 9) along with the participant's eligibility status and student's cohort year.

Your current participants are derived from field #22, Participant Status, and are coded as follows:

1 = New participant (for this reporting period; part of the 2023-24 cohort)

2 = Continuing participant

8 = New Summer participant — Earned College Credits (2024 summer session only; part of 2024-25 cohort)

9 = New Summer participant — **Did not** Earn College Credits (2024 summer session only; part of 2024-25 cohort)

The eligibility status codes are derived from field #15a and are:

1 = Low-Income and First-Generation,

2 = Low Income Only,

3 = First-Generation Only,

4 = Disabled, and

5 = Disabled and Low Income.

The student's cohort year codes are derived from field #21 and are:

20 = 2018-19

21 = 2019-20

22 = 2020-21

23 = 2021-22

24 = 2022-23

25 = 2023-24

26 = 2024-25

99 = Not applicable, (not part of any cohorts listed above)

Review the information carefully and:

- Verify the participant and eligibility codes are correct.
- Verify that all students reported as current participant (1, 2, 8, or 9) were actually served during this reporting period.
- Verify that you correctly updated the participant status field for all participants served in a previous reporting period.
- Provide an explanation if you did not meet the number of participants funded to serve.

Current Participants and Eligibility Status Report for 2023-24 (Participant Status = 1, 2, 8, or 9)			
Participant's Name	**Participant Status**	**Eligibility Status**	**Cohort Year**
	2 = Continuing participant	1 = Low-Income and First-Generation	24 = 2022-23
	1 = New participant (2023-24 cohort)	1 = Low-Income and First-Generation	25 = 2023-24
	2 = Continuing participant	5 = Disabled & Low Income	24 = 2022-23
	2 = Continuing participant	1 = Low-Income and First-Generation	21 = 2019-20
	2 = Continuing participant	1 = Low-Income and First-Generation	22 = 2020-21
	2 = Continuing participant	1 = Low-Income and First-Generation	21 = 2019-20
	2 = Continuing participant	1 = Low-Income and First-Generation	21 = 2019-20
	2 = Continuing participant	5 = Disabled & Low Income	24 = 2022-23
	1 = New participant (2023-24 cohort)	2 = Low Income Only	25 = 2023-24
	2 = Continuing participant	1 = Low-Income and First-Generation	21 = 2019-20
	1 = New participant (2023-24 cohort)	3 = First-Generation Only	25 = 2023-24
	2 = Continuing participant	1 = Low-Income and First-Generation	24 = 2022-23
	2 = Continuing participant	1 = Low-Income and First-Generation	23 = 2021-22
	1 = New participant (2023-24 cohort)	1 = Low-Income and First-Generation	25 = 2023-24
	1 = New participant (2023-24 cohort)	1 = Low-Income and First-Generation	25 = 2023-24
	2 = Continuing participant	1 = Low-Income and First-Generation	23 = 2021-22
	2 = Continuing participant	5 = Disabled & Low Income	24 = 2022-23

Critical Fields Verification Report

The Department has identified the following six (6) fields as critical in calculating project and program outcomes and wants to ensure a minimal number of "No Response/Unknown" entries in each field. In most cases, "No Response/Unknown" is a valid response; however, high percentages of these responses are not in the project's best interests. The table below lists the critical fields and the number and percentage of participants with a "No Response/Unknown" entry in that field. If you have critical fields with a high percentage of "No response/Unknown", we recommend correcting the data offline and uploading the corrected file.

Field No.	Field Name	Number with No Response/ Unknown	Percent
7.	DOB	1	0%
23.	Enrollment Status (at end of the 2023-24 academic year)	0	0%
24.	Academic Standing	0	0%
31.	Degree/Certificate Completed	0	0%
32.	Date of Undergraduate Degree/Certificate	0	0%
34.	Persistance status (at the beginning of 2024-25 academic year)	0	0%

U.S. Department of Education Office of Postsecondary Education/Federal TRIO Programs

Student Support Services (SSS) Program
Individual Prior Experience (PE) Points Report
2023-24 Reporting Year

PR/Award Number: P042A201345 Grantee: University of Idaho State: ID
Sector: Public 4 - Year
First Funded in FY 2020: No

Introduction

The Prior Experience (PE) points earned for the 2023-24 reporting year are contingent on the basis of serving the approved number of students and meeting or exceeding the projects approved objectives. The Department calculated the PE points using student-level data as reported in the project's 2023-24 annual performance report (APR). For a summary of policies and procedures for calculating a projects PE points, please see the Appendix which is located on the TRIO web site.

The Department will not accept any changes to the project's 2023-24 APR data after the APR is submitted.

A project that served less than 90 percent of the number of students the project was funded to serve in 2023-24 is not eligible to earn points for any of the PE criteria in this assessment year (see 34 CFR 646.22(b)).

To be eligible to earn PE points for the attainment (degree) criterion, a project must have submitted an APR for the year in which the cohort was established.

The Funded Number Criterion is based on the project having served the approved funded number of participants. To earn PE points, the actual number served must be equal to or greater than the number of participants the project was funded to serve.
For a detailed description on how this criterion was calculated, please see the Appendix, under "***How is the Funded Number Criterion Calculated?***"

2023-24 Summary Results for the Prior Experience (PE) Points (P042A201345)				
Criteria	Maximum Points Allowed	Approved Rate	Actual Attained Rate	PE Points Earned
Persistence	4	85%	93%	4
Good Academic Standing	4	90%	95%	4
Bachelor's Degree	4	58%	81%	4
Funded Number	3	Number of Participants funded to serve: 232; Number of Participants Served: 242; Served Participants: 104%		3
A project that served less than 90 percent of the number of students the project was funded to serve in 2023-24 is not eligible to earn points for any of the criteria in this assessment year.				
Total PE Points Earned	15			15

Funded Number

The Funded Number Criterion is based on the project having served the approved funded number of participants. To be considered for PE Points, the actual number served must be equal to or greater than the number of participants the project was funded to serve. For a detailed description on how this criterion was calculated, please see the Appendix, under "***How is the Funded Number Criterion Calculated?***"

2023-24 Results for the Funded Number Criterion			
Number of Participants Funded to Serve	Number of Participants Served	Percent Served	PE Points Earned
232	242	104%	3

Persistence

The Persistence Rate for a 4-year institution is defined as the percentage of all participants served by the SSS project in the reporting year who enroll at the grantee institution in the fall term of the next academic year or graduate with a bachelor's degree during the reporting year.

The Persistence Rate for a 2-year institutions is the percentage of all participants served in the reporting year who enroll at the grantee institution in the fall term of the next academic year or graduate with an associate's degree or receive a certificate and/or transfer from a 2- year to a 4-year institution by the fall term of the next academic year. For a detailed description on how the rate was calculated, please see the Appendix, under "***How is the Persistence Rate Calculated?***"

Note: The Actual Persistence Rate is calculated based on the greater of the number of participants funded to serve or the number of participants served.

2023-24 Results for the Persistence Objective					
Number of Participants Funded to Serve	Number of Participants Served	Number Persisted	Approved Persistence Objective	Actual Persistence Rate	PE Points Earned
232	242	224	85%	93%	4

Good Academic Standing (GAS)

Good Academic Standing (GAS) is defined as the percentage of participants served by the SSS project who met the performance level required to stay in good academic standing at the grantee institution. For a detailed description on how the rate was calculated, please see the Appendix, under "***How is the Good Academic Standing Rate Calculated?***"

Note: The Good Academic Standing Rate is calculated based on the greater of the number of participants funded to serve or the number of participants served minus any new summer participants served by the project that did not earn college credit. If applicable to your project, the Numbers of Participants Funded to Serve and the Number of Participants Served shown in the table below do not include the new summer participants that did not earn college credit.

2023-24 Results for the Good Academic Standing (GAS) Objective					
Number of Participants Funded to Serve	Number of Participants Served	Number in GAS	Approved GAS Objective	Actual GAS Rate	PE Points Earned
232	242	230	90%	95%	4

Bachelor's Degree Attainment (4-year institutions)

Bachelor's degree attainment is defined as the percentage of new participants served in the Cohort Year who graduated with a bachelor's degree within six reporting years. For a detailed description on how the rate was calculated, please see the Appendix, under "***How is the Bachelor's Degree Attainment Rate Calculated?***"

Note: If your project was not funded in the year the cohort was established or you did not submit an APR in the previous reporting period, you are not eligible to earn PE points

2023-24 Results for the Bachelor's Degree Attainment Objective					
Cohort Year	Number of Participants in Cohort	Number of Participants Attaining Bachelor's Degree	Approved Bachelor's Degree Objective	Actual Bachelor's Degree Attainment Rate	PE Points Earned
2018-19	67	54	58%	81%	4

3.M. EVALUATION OF SSS-TRIO PROGRAM AND NEXT STEPS/LOOKING AHEAD

Evaluation of Program

The SSS-TRIO program has undergone an extensive data quality improvement process related to tracking of contacts, services, and referrals. This process encapsulates and demonstrates many of the strengths, challenges, achievements, and impacts of the program's assessment practices. The data quality improvement process began in the summer of 2023 by aligning fields in the program's database with the report requirements set by the U.S. Department of Education. Following this alignment, the SSS-TRIO team met in late summer 2023 to review these changes and distribute guidance documents. However, a Fall 2023 review of the use of the new codes in Fall 2023 showed that the codes were inconsistently applied. In late Fall 2023 and throughout Spring 2024, the program refined the codes, engaged in collaborative coding exercises, and updated the guidance documents. The new guidelines were used by the SSS counselors in Summer 2024 to review their contacts from throughout the 2023-2024 academic year and ensure that the codes were correctly and consistently applied. This process has increased the team's confidence in the new coding system and allowed for the creation of the SSS 2024-2025 Report dashboards, which provide the SSS-TRIO program a much more accurate understanding of current work with students to ensure that the program meets federal requirements and makes progress toward objectives.

Next Steps/Looking Ahead

The SSS-TRIO program has identified four specific next steps to improve assessment practices:

- Develop assessments for workshops, events, and the mentoring program. Currently student feedback is collected informally and irregularly. The SSS-TRIO program will develop specific assessments to address student feedback for workshops, events, and the mentoring program.
- Formalize student feedback mechanisms. To support the need to incorporate regular student feedback into their assessment cycle, the SSS-TRIO program will develop a regular survey and/or focus group cycle.
- Develop partner-specific data visualizations (e.g., for students, divisions, and campus partners) to help communicate the impact of SSS TRIO. Currently, the SSS-TRIO program meets reporting requirements from the U.S. Department of Education, but the program has identified a gap in communication of their results to internal partners. The SSS-TRIO program will reach out to representatives of these partners and develop tailored communications to share program progress toward objectives and other relevant student success metrics.
- Work proactively with Institutional Research to annually compare academic, persistence, and graduation outcomes for students who participate in SSS-TRIO, students who are eligible to participate but do not participate, and students who are not eligible to influence decisions about participant intake, services offered, and ongoing programming. This comparison is currently made at least once per grant cycle. However, the SSS-TRIO program recognizes the need to track these data annually to enable more agile responses to changing student needs. This frequency will also allow the SSS-TRIO program and Institutional Research to build more robust methods of tracking this information.

3.N. EXAMPLE OF ANNUAL PROGRAM REVIEW REPORT

Report Year 2024 - Current/ Annual Program Review (APR)

Law J.D.

This view always presents the most current state of the plan item. Plan Item was last modified on 1/28/25, 1:55 PM

Your individual permission settings determine what fields and content are visible to you.

Template: Student Learning Assessment Report (add one "plan item" for each major, degree, and/or certificate offered by dept)

Name of degree/major or credential (example: Psychology BA/BS): Law J.D.

Assessment Cycle Start Date: 7/1/2024

Assessment Cycle End Date: 6/30/2025

Providing Department: Law-Academic

Responsible Users:

Main Assessment Report Contact's Name: Aliza Cover

Assessment Contact's Email Address: alizac@uidaho.edu

Name of Department Chair: Aliza Cover (Associate Dean of Faculty)

Department Chair's Email Address: alizac@uidaho.edu

There were no students enrolled in this major/degree during the past year.:

This is a new major/degree approved in the past 1-2 years.:

This program is currently in an approved 'teach out' plan.:

Program Changes in Past Year:

Law School Curriculum Changes Approved During the 2023-24 Academic Year

New Course: Foundations of Natural Resources and Environmental Law LAW 9060
Approved by CC August. 2023, Faculty Sept. 2023, UCC Oct. 2023

New Course: Comparative Law LAW 9165
Approved by CC August. 2023, Faculty Sept. 2023, UCC Oct. 2023

New Attendance Policy (Require <20% absences)
Approved by CC May 2023, Faculty Aug. 2023. Not submitted to UCC as it does not change the requirements as stated in the University Catalog, but only changes our internal policy as stated in the Student Handbook and Academic Standards.

Amendment to Learning Outcome 1 (responsive to NALSA petition)
Approved by CC Aug. 2023, Faculty Sept. 2023. Not submitted to UCC as it does not change the requirements as stated in the University Catalog, but only changes our internal policy as stated in the Student Handbook and Academic Standards.

New Course: Introduction to the Idaho Legislative Process LAW 8540
Approved by CC September 2023, Faculty Oct. 2023, UCC Oct. 2023

New Course: Complex Litigation LAW 8670
Approved by CC September 2023, Faculty Oct. 2023, UCC Oct. 2023

New Course: Criminal Sentencing LAW 8660
Approved by CC September 2023, Faculty Oct. 2023, UCC Oct. 2023

New Course: Juvenile Justice LAW 8650
Approved by CC September 2023, Faculty Oct. 2023, UCC Oct. 2023

New Course: Foundations of Natural Resources Law LAW 406
Approved by CC September 2023, Faculty Oct. 2023, UCC Oct. 2023

New Course: Agriculture and Environmental Law LAW 407
Approved by CC September 2023, Faculty Oct. 2023, UCC Oct. 2023

Cross-Listing College of Law Courses with Non-Law Courses
Approved by CC September 2023, Faculty Oct. 2023

Formalize the College's Professionalism in Legal Education Program
Passed by CC Feb. 2023, Faculty March 2023, UCC Dec. 2023

Change Applied Legal Reasoning, LAW 8600 from Pass/Fail to a Letter-Graded Course
Approved by UCC March 2023, Faculty April 2023, UCC Oct. 2023

Course Change Proposal: Federal Income Taxation LAW 9300
Approved by CC October 2023, Faculty Oct. 2023, UCC Nov. 2023

Course Change Proposal: Environmental Law LAW 9470
Approved by CC October 2023, Faculty Oct. 2023, UCC Nov. 2023

Course Change Proposal: Public Lands and Resources Law LAW 9480
Approved by CC October 2023, Faculty Oct. 2023, UCC Nov. 2023

Course Change Proposal: Jurisprudence LAW 9610
Approved by CC October 2023, Faculty Oct. 2023, UCC Nov. 2023

Location of Learning Outcomes: Move Learning Outcomes to Academic Standards
Approved by CC October 2023, Faculty Nov. 2023. Not submitted to UCC as it does not change the requirements as stated in the University Catalog, but only changes our internal policy as stated in the Student Handbook and Academic Standards.

Update to JD/MPA Joint Degree Program: Increase number of MPA credits applied to JD from 6 to 9
Approved by CC January 2024, Faculty February 2024

Revisions to NREL Graduate Certificate
Approved by CC February 2024, Faculty Feb. 2024, UCC September 2024

Updates to Learning Outcomes Assessment Approach
Approved by CC February 2024, Faculty March 2024. Not submitted to UCC as it does not change the requirements as stated in the University Catalog but only changes our internal policy.

Updates University Catalog (B· grades for Law certificates)
Approved by CC February 2024, Faculty Feb. 2024, UCC March 2024

Course Change Proposal: First Amendment Seminar LAW 8500
Approved by CC April 2024, Faculty May 2024, UCC October 2024

Learning Outcomes are Communicated to All Students in Program (check box if true): true

Select the Methods the Program Used to Communicate Learning Outcomes with Students this Year: Listed on Department Website, Included on Relevant Course Syllabi, Verbally Communicated to Students, Other

Learning Outcomes are Communicated to All Faculty (check box if true): true

Select the Methods the Program Used to Communicate Learning Outcomes with Faculty this Year: Reviewed at Department Meeting(s), Listed on Department Website, Verbally Communicated to Faculty, Included on Print Materials Distributed to Faculty, Other

Optional: Framework Alignment:

Curriculum Map:

Attached Files:

Description of Direct Measures Used: The College of Law has adopted five Learning Outcomes: (1) Knowledge of Law and Legal Institutions; (2) Legal Analysis and Reasoning; (3) Oral and Written Communication Skills; (4) Problem Solving; and (5) Professionalism, Ethics, and Values.

Through AY 2022-23, data was gathered about student attainment of the learning outcomes in the following courses (with LO1 & 2 underlined for ease of reference):

- LO1 and LO2: Property, Contracts, Constitutional Law, Property Security, Applied Legal Reasoning, Remedies
- L03: Legal Writing & Analysis, Advanced Advocacy, Trial Advocacy, Idaho Law Review, Idaho Critical Legal Studies Journal.
- L04: Torts, Civil Procedure 1, Business Associations, Administrative Law.
- LOS: Professional Responsibility, Entrepreneurship Law Clinic, Main Street Law Clinic, Family Justice Clinic, Immigration Clinic, and Housing Clinic.

In response to curricular changes adopted by the faculty in Spring 2023, the faculty made modifications to this list. Beginning in Academic Year 2023-2024, data is being gathered about student attainment of the following learning outcomes in the following courses:

- LO1 and LO2: Property, Contracts, Evidence, Property Security, Applied Legal Reasoning, Remedies
- L03: Legal Writing & Analysis and Written & Oral Advocacy (evaluated at the end of Written & Oral Advocacy), Advanced Advocacy, Trial Advocacy, Idaho Law Review
- L04: Civil Procedure, Business Associations, Administrative Law, All Clinics
- LOS: Professional Responsibility, All Clinics

In December 2024, the faculty eliminated Civil Procedure from the list of courses in which LO4 is assessed. For the period of 2019-2024, the College of Law adopted the following rotating assessment plan:

Year 1 (2019-2020):

- Data-Gathering: For the first time, data about student attainment of Learning Outcome 5 is assessed and reported by faculty teaching the identified courses in which this Learning Outcome is assessed.

Year 2 (2020-2021):

- Evaluation: The Law School considers and implements changes to the curriculum based on 2019-2020 data re: Learning Outcome 5.
- Data-Gathering: For the first time, data about student attainment of Learning Outcomes 1 and 2 is assessed and reported by faculty teaching the identified courses in which these Learning Outcomes are assessed.
- Data-Gathering: Data about student attainment of Learning Outcome 5 continues to be assessed and reported by faculty teaching the identified courses in which this Learning Outcome is assessed.

Year 3 (2021-2022):

- Evaluation: The Law School considers and implements changes to curriculum based on 2020-2021 data re: Learning Outcomes 1 and 2.
- Data-Gathering: For the first time, data about student attainment of Learning Outcomes 3 and 4 is assessed and reported by faculty teaching the courses in which these Learning Outcomes are assessed.
- Data-Gathering: Data about student attainment of Learning Outcomes 1, 2, and 5 continues to be assessed and reported by faculty teaching the identified courses in which these Learning Outcomes are assessed.

Year 4 (2022-2023):

Evaluation: The Law School considers and implements changes to curriculum based on 2021-2022 data re: Learning Outcomes 3 and 4.

- Data-Gathering: Student attainment of Learning Outcomes 1-5 continues to be assessed and reported by faculty teaching the identified courses in which these Learning Outcomes are assessed.

Year 5 (2023-2024):

- Evaluation: The Law School considers and implements changes to curriculum based on 2019-2023 data re: Learning Outcome 5.
- Data-Gathering: Data about student attainment of Learning Outcomes 1-5 continues to be assessed and reported by faculty teaching the identified courses in which these Learning Outcomes are assessed.

We are now beginning a new cycle, starting with consideration of Learning Outcomes 1 & 2:

Year 6 (2024-2025):

- Evaluation: The Law School considers and implements changes to curriculum based on data through 2023-2024 re: Learning Outcomes 1 and 2.
- Data-Gathering: Data about student attainment of Learning Outcomes 1-5 continues to be assessed and reported by faculty teaching the identified courses in which these Learning Outcomes are assessed. Beginning this year, three changes are being made to the data collection procedures, pursuant to policy adopted by the faculty in Spring 2024:

1. The rubric for LO1&2 has been revised/streamlined;
2. The registrar will begin collecting information about the final grades received in courses which primarily tested specified learning outcomes, as an approximate indicator student achievement of those different learning outcomes; and
3. The College will administer a student survey at the end of the year so students can self-report on their own achievement.

Year 7 (2025-2026):

- Evaluation: The Law School considers and implements changes to curriculum based on data through 2024-2025 re: Learning Outcomes 3 and 4.
- Data-Gathering: Student attainment of Learning Outcomes 1-5 continues to be assessed and reported by faculty teaching the identified courses in which these Learning Outcomes are assessed.

Year 8 (2026-2027):

- Evaluation: The Law School considers and implements changes to curriculum based on data through 2025-2026 re: Learning Outcomes 3 and 4.
- Data-Gathering: Student attainment of Learning Outcomes 1-5 continues to be assessed and reported by faculty teaching the identified courses in which these Learning Outcomes are assessed.

Rubrics re: Learning Outcome 1 & 2

Through AY 2022-23, faculty teaching Property, Contracts 11, Constitutional Law 11, Property Security, Applied Legal Reasoning, and Remedies completed a rubric regarding each student's attainment of six dimensions of the Learning Outcome 1 (Knowledge of Law and Legal Institutions) and Learning Outcome 2 (Legal Analysis and Reasoning), based upon the skill level our new graduates should possess. Starting in 2023-24, due to unrelated curricular changes, the course list changed to Property, Contracts, Evidence, Property Security, Applied Legal Reasoning, and Remedies. Each rubric was uploaded into the university's Anthology software. For purposes of analysis, the software equated each measure with a number: excellent= 100; competent = 75; developing = 50; critical deficiencies = 25.

As noted above, in AY 2024-25, a new, streamlined rubric was adopted and will be used going forward. The old rubric and the newly adopted rubric are both attached as files here.

Rubric to Assess LOs 1-2 - updated and approved Oct 2024.pdf

Description of Indirect Measures Used:

The Law School relies primarily on the direct Learning Outcomes rubrics and assessments described above to evaluate LO1 & 2. In the future, the Law School will also rely on grades in associated courses and a student survey self-reporting on achievement of outcomes. Other measures of student success include bar passage and employment data, student retention data, and data from the Law School Survey of Student Engagement (LSSSE). However, these measures are more holistic indicators of law student learning and the overall success of the program, and do not track the five specific Learning Outcomes identified by the faculty. They are used to inform programmatic law school curricular reform, including the 1L curricular reform described above and the development of programs such as the Academic Fellows program discussed below under "Equitable Assessment Practices."

Import Outcomes Data (from Anthology Outcomes):

1. KNOWLEDGE OF LAW AND LEGAL INSTITUTIONS

2. LEGAL ANALYSIS AND REASONING

Term: Overview

Exceeded	22.54%	126
Met	48.12%	269
Not Met	4.83%	

Graduates will demonstrate the capacity to engage in sophisticated legal reasoning and analysis.

Academic Year 2023-2024: Law, J.D.

Term: Overview

Exceeded	19.32%	108
Met	52.06%	291
Partially Met	28.26%	152
Not Met	0.36%	2

3. ORAL AND WRITTEN COMMUNICATION SKILLS

Graduates will be proficient at communicating complex legal arguments, reasoning, and analysis, both in writing and in oral communication.

Academic Year 2023-2024: Law, J.D.

Term: Overview

Exceeded	28.3%	15
Met	62.26%	33

4. PROBLEM SOLVING

Graduates will recognize that multiple different potential resolutions to a dispute exist, including avoiding disputes before they begin.

Academic Year 2023-2024: Law, J.D.

Term: Overview

5. PROFESSIONALISM, ETHICS, AND VALUES

Graduates will understand their professional and ethical obligations to their clients, the courts and the bar, and the public.

Academic Year 2023-2024: Law, j.D.

Term: Overview

Partially Met	30%	18
Not Met	1.67%	40

INTERPRETATION OF FINDINGS:

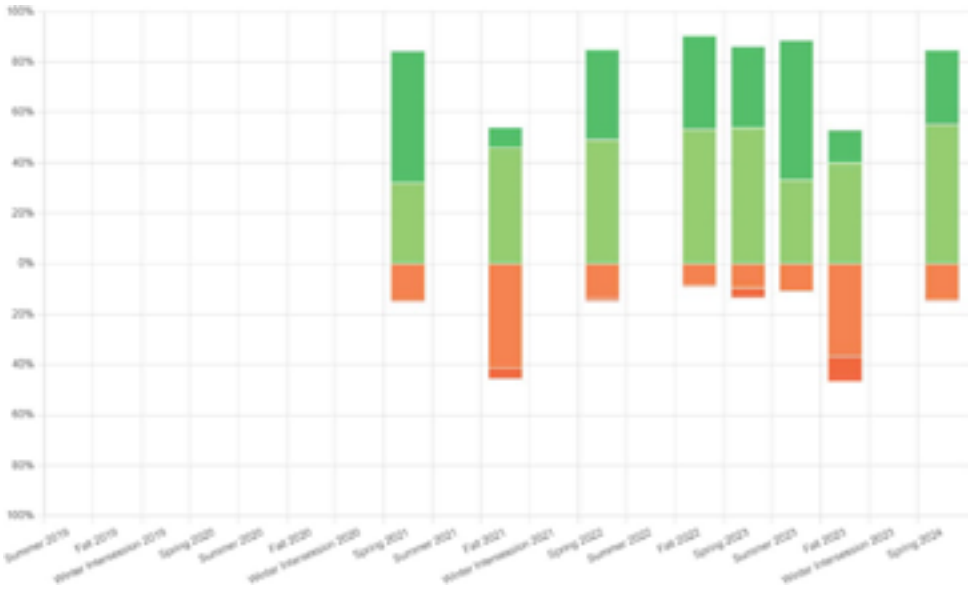
The following charts and graphs provide, for first LO1 and then LO2, the percentages and raw numbers of students who were assessed in each category.

Learning Outcome 1 Summary Chart:

	Critical Deficiencies	Developing	Competent	Excellent
Spring 2021	0.55% (2)	14.91%(54)	32.32% (117)	52.2% (189)
Fall 2021	4.24% (9)	41.5% (88)	46.22% (98)	8.01% (17)
Spring 2022	1.1% (4)	13.85% (50)	49.3% (1 78)	35.73% (129)
Fall 2022	0.75% (2)	8.64% (23)	53.38% (142)	37.21% (99)
Spring 2023	3.97% (7)	9.65% (17)	53.97% (95)	32.38% (57)
Summer 2023	0% (0)	11.11% (1)	33.33% (3)	55.55% (5)
Fall 2023	9.92% (25)	36.9% (93)	40.07% (101)	13.09% (33)
Spring 2024	0.67% (2)	14.42% (43)	55.36% (165)	29.53% (88)

Learning Outcome 1, by number of students:

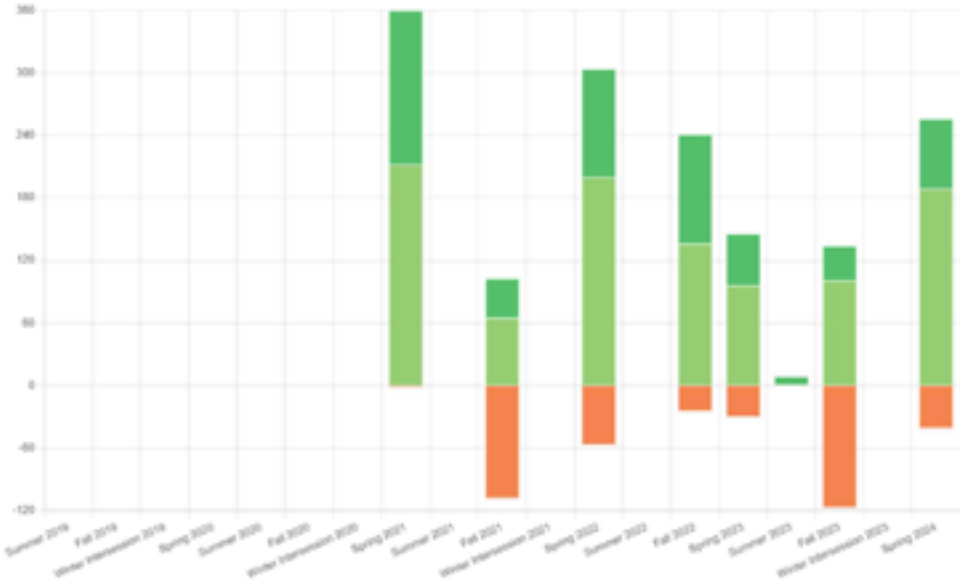
Learning Outcome 1, by percentage of students:



Learning Outcome 2 Summary Chart:

	Critical Deficiencies	Developing	Competent	Excellent
Spring 2021	0% (0)	0.55% (2)	58.56% (212)	40.88% (148)
Fall 2021	0.47% (1)	50.94% (108)	30.66% (65)	17.92% (38)
Spring 2022	0% (0)	15.78% (57)	55.4% (200)	28.8% (104)
Fall 2022	0% (0)	9.39% (25)	51.12% (136)	39.47% (105)
Spring 2023	0% (0)	17.04% (30)	54.54% (96)	28.4% (50)
Summer 2023	0% (0)	0% (0)	11 .11% (1)	88.88% (8)
Fall 2023	0.39% (1)	46.42% (117)	40.07% (101)	13.09% (33)
Spring 2024	0.33% (1)	13.75% (41)	63.42% (189)	22.48% (67)

Learning Outcome 2, by number of students:



Learning Outcome 2, by percentage of students:

Overall, students appear to be performing well on LO1 and LO2. The lowest scores were in Fall 2021 and Fall 2023, especially for LO1. In Fall 2023, nearly 10% of assessed students demonstrated "critical deficiencies" with respect to LO1. These students were spread between Contracts and Evidence courses. However, in many semesters the percentage of students with "critical deficiencies" was zero or close to it.

When we look more closely at student performance in specific courses across time, as in the graph below, we can see that scores are roughly stable between 1L courses and upper-level courses. This is somewhat surprising, as we might have expected a higher jump in performance between 1Land 3L years. However, scores are a bit higher in Remedies and Property Security - both classes dominated by 3Ls - than in the 1L and 2L required classes of Property, Contracts **11**, and Constitutional Law II. Applied Legal Reasoning reported slightly lower scores than Remedies and Property Security, but that course has a higher percentage of students who are struggling academically, since all students in the fourth quartile after the first year are required to take it, and even so, students continued to perform well when assessed in that class.

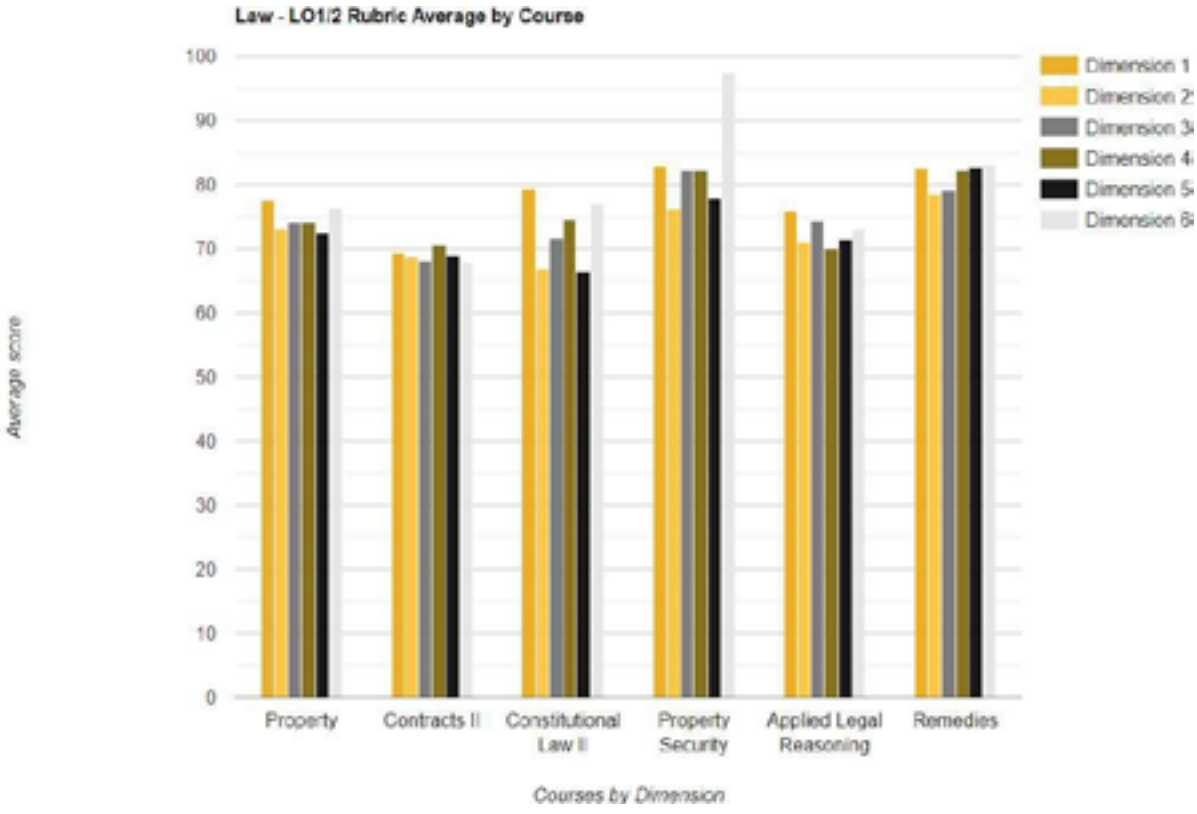
SUMMARY OF FACULTY DISCUSSION:

In January 2025, the Associate Dean of Faculty sent a memo to the faculty regarding the data analysis above and making recommendations regarding curricular reform. (See attached.) The memo was then orally presented at a faculty meeting on January 22, 2025, and no faculty members voiced opposition to following these recommendations. The recommendations were as follows:

RECOMMENDATIONS

I do not recommend any curricular changes based on the data on LO1&2 that we have collected, for the following reasons:

While the dip in performance on LO1 in Fall 2023 raises a yellow flag, there are no areas of notable and consistent underperformance that would justify a new curricular approach based on the data collected. However, if faculty have an interest in seeing more granular data, I am happy to provide it.



This fall, we held a meeting of faculty who complete the LO1 & LO2 rubrics to discuss possible changes to the rubric. Multiple faculty members expressed concerns about the validity and reliability of the data collected with these rubrics. Because the dimensions were so granular, it was difficult for many faculty members to assess student achievement; some simply entered the same score for all dimensions, based on the overall grade in the course. The Curriculum Committee has since adopted a more streamlined rubric (attached as Appendix B) which, it is hoped, will track more closely the way that faculty actually grade final exams in their courses.

As discussed above, the faculty has adopted new components of our data collection process (including collecting data on grades and surveying students on their self-assessment of their achievement). These changes are being implemented for the first time this year. Although not a panacea, these changes are responsive to the concerns previously expressed about the validity and reliability of the data collected about all learning outcomes assessments. As a result, it makes sense to wait and see whether these new processes help to provide more robust data about student achievement of learning outcomes before introducing new curricular reforms.

EQUITABLE ASSESSMENT PRACTICES:

The College of Law engages in a number of assessment practices that help meet the needs of a culturally and demographically diverse student population:

The Law School supports students who receive disability accommodations recommended by COAR. All course syllabi must contain information about accessing accommodations. The Assistant Deans of Students help to coordinate between COAR and faculty when accommodations are warranted, to ensure that the accommodations are clear and adhered to.

The Law School has a dedicated Law Exams team that administers exams, including by applying any necessary accommodations in a way that respects student privacy and confidentiality.

Most Law School final exams as well as final assignments in Legal Writing & Analysis and Advanced Advocacy are graded anonymously. The student uses an exam number, and the faculty member grading the assignment has no identifying information about the student. This anonymous grading helps to ensure that students are not disadvantaged by implicit or explicit bias.

Most or all faculty use detailed grading rubrics when grading final exams and final papers. These rubrics help to ensure that student performance is based on uniform and clearly articulable criteria.

Adjunct (temporary) faculty receive training each semester on grading, including on developing rubrics that are fair and objective. New faculty are also invited to participate in this training or review a recording afterwards.

Beginning in Spring 2022, the Law School initiated a biannual teaching retreat. One of the topics was on grading and creating rubrics, which provided faculty members with additional guidance on this.

The Law School strongly encourages faculty to assign formative assessment in addition to summative assessment. Common formative assessment methods include in-class clicker questions, quizzes administered through Canvas, reading reflections, practical writing assignments, and midterm exams. Faculty are required to include information about assessment methods on course syllabi and are advised to include information about formative and summative assessments methods used in their self evaluations for the annual performance evaluation process.

The Law School has three full time faculty members whose positions are devoted to academic success and/or bar success. These faculty members teach courses on academic and bar success, in addition to mentoring students one-on one who need additional support and practice. **All first year law students** are required to take a one-credit fall semester course called Academic Skills Lab I, which focuses on developing skills necessary for Law School class work and assessments, including outlining skills and exam taking skills. This course is helpful for all students, but especially important for first-generation students who do not have an existing network of people offering them advice and guidance about law school. Students whose grades are in the bottom quartile after the first semester are required to take a one credit course called Academic Skills Lab **11**, which reinforces these critical skills.

Additionally, in 2022-23 the Law School launched and then expanded a new Academic Success Fellows program, designed to support students, including first-generation students, throughout the first year of law school. Academic Success fellows were hired from among the upper-level students based on their law school performance to assist with first-year doctrinal courses. In Fall 2023, there were six fellows in Boise (one for each section of each doctrinal class) and three fellows in Moscow (one for each doctrinal class). In Spring 2024, there were three fellows in Boise (one for each doctrinal class, since the same faculty member taught two sections) and three in Moscow. The fellows ran their own

weekly, hour-long, structured small groups for at-risk students who were invited to participate based on admissions criteria. These small groups focused on skills enhancement in the context of the subject matter for the selected doctrinal class. In addition to running the study groups, the fellows attended the classes in which they served as fellows, held weekly office hours open to any 1Ls, and provided review sessions before any midterm and final exam that were also open to all 1Ls.

Checklist: Mark all that apply:

Ensure assessment aligns with what was taught, Formatively assess students on a regular basis, Differentiate assessment methods whenever possible, Offer a variety of ways for students to demonstrate mastery, Offer time for students to make up an assessment, Create relevant and engaging assessments, Context and criteria for assessing student work is clear and detailed (to reduce ambiguity and bias), Students are anonymous during the evaluation process (Canvas's anonymous grading feature or other system for fair evaluation), Make assessments rigorous but not rote, Use a growth mindset when analyzing and discussing assessment results, Emphasize student strengths, talents, skills, and effort, not course grades, Faculty are willing to engage in critical reflection of who students are, how we can best serve them, and their own practice

Using Data to Close Equity Gaps:

Many law students -- and especially first-generation students, students with significant family responsibilities, and students who may have other factors that make the transition to law school more difficult -- need active, individualized support to help them acclimate to the responsibilities and challenges of legal education, and to help them succeed throughout their three years. The Law School works hard to create an effective learning environment for all students, regardless of their background, in the program. Examples of recent efforts are included below.

Supporting all 1L students during the transition to law school

The Law School has invested considerable resources to ensuring that all students have the support they need during the transition to law school. One full-time faculty member in each location teaches a required first-semester course to all students, called Academic Skills Lab I. This course focuses on teaching and reinforcing the study skills that students need, and providing them with advice, mentorship, and support. Those students whose grades place them in the fourth quartile after the first semester are required to take Academic Skills Lab II in the spring, which is designed to reinforce this skill set and troubleshoot academic problems that students are experiencing. Academic Skills Lab II is also open to all 1L students who feel that they would benefit from the course.

The academic success program described above is bolstered by the assistance of students selected as Academic Success Fellows. 2023-24 was the second year of the Law School's Academic Success Fellows program, designed to support all students, and especially students who struggle academically after the first semester, throughout the first year of law school. Academic Success fellows were hired from among the upper-level students based on their law school performance to assist with first-year doctrinal courses. In Fall 2023, there were six fellows in Boise (one for each section of each doctrinal class) and three fellows in Moscow (one for each doctrinal class). In Spring 2024, there were three fellows in Boise (one for each doctrinal class, since the same faculty member taught two sections) and three in Moscow. The fellows ran their own weekly, hour-long, structured small groups for at-risk students who were invited to participate based on admissions criteria. These small groups focused on skills enhancement in the context of the subject matter for the selected doctrinal class. In addition to running the study groups, the fellows attended the classes in which they served as fellows,

held weekly office hours open to any 1Ls, and provided review sessions before any midterm and final exam that were also open to all 1Ls.

Supporting all 3L students as they prepare for the bar

In addition to these academic success resources, the Law School has a full-time faculty member who serves as the director of bar success. This faculty member (along with other adjunct and permanent faculty) teaches bar-related courses and works one-on-one with students who are at risk for failing the bar.

Applied Legal Reasoning is the Law School's three-credit hour, graded course, which is offered in the spring semester. This course is required for our fourth quartile of students and open to all other students. The course provides an early review of three Multistate Bar Exam (MBE) topics and provides strategies for answering bar examination questions. In Fall 2023, for the first time, we also ran an elective course for third-year students called Strategies for Legal Reasoning. This course is similar to Applied Legal Reasoning but covers different MBE topics. The elective course gives struggling students, students who will work immediately after graduation, students who are graduating early, and students who are concerned about passing the bar exam a chance to start bar preparation a full year before the exam. The course also allows a review of additional material before the ten-week, post-graduation study period. In Fall 2024, this course was added to the curriculum as a permanent course offering in order to provide continued support for struggling students going forward.

Faculty Training

The Law School provides opportunities for faculty training on these and related issues, both internally and through supporting participation at external conferences. In 2023-24, these opportunities included:

a workshop for faculty on both campuses focused on creating an inclusive classroom while also ensuring accountability. Faculty gathered in small groups to practice responses to concrete scenarios that could emerge in the classroom. Senior faculty acted as facilitators and mentors; and a full-day teaching retreat, with several sessions focused on creating a positive learning environment for all students. For example, we had an outside speaker come and talk about incorporating Tribal law and related topics into doctrinal courses, and a follow-on discussion about strategies for incorporating topics relevant to Native American Law in law school courses. One session discussed COAR accommodations; another addressed mental health of law students; another addressed how we can make curricular decisions that reach students with different learning styles.

Summary of Changes/ Improvements to Assessment Practice:

Since Fall 2023, faculty assigned to assess their students' performance regarding the different Learning Outcomes by filling out the rubrics in their courses have continued to review the efficacy of the rubrics and provide feedback to the Associate Dean of Faculty. In Fall 2024, the faculty responsible for filling out the rubrics for LO 1 & 2 met with the Associate Dean and proposed changes to the current rubric that would create better alignment with faculty grading rubrics and hence produce more reliable data. The new rubric was approved at the Curriculum Committee meeting on October 9, 2024 and the new rubric was in use for the first time at the end of the Fall 2024 semester.

As a result of changes made by the faculty in Spring 2024 to the learning outcomes assessment process, the following changes are also in the process of being implemented:

When final grades are submitted for each course, the Assistant Registrar-Law has begun collecting information about the primary learning outcome assessed in the class. This will allow the College to gather information about final grades received in courses which primarily tested specified learning outcomes, as an approximate indicator of student achievement of those different learning outcomes. This information can be paired with the data already being collected through the rubrics to create a more holistic picture of student achievement.

At the end of each year, the College will administer a student survey in which students can self-report on their own achievement with respect to each learning outcome. This information, as well, can be combined with the other data being collected to create a more holistic picture of student achievement.

Action Plan:

As detailed above, the data analyzed this reporting cycle regarding Learning Outcome 1 & 2 suggest that students are performing well in this area; as a result, no specific action is being planned based on this data.

However, the College of Law faculty continue to believe that more accurate and reliable data is needed across the board, based on concerns discussed by the College in the past two years' reports. As a result, as described above, the College's action plan currently focuses on improving data collection, with three new important procedural steps being implemented for the first time in AY 2024- 25.

Inter-rater Reliability:

The rubrics for each learning outcome were developed by working groups composed of faculty teaching the courses in which the learning outcome is to be assessed.

Quality Assessment Feedback:

Closing the Loop:

At this point, almost all full-time, permanent faculty in the College have been involved in discussing the College's learning outcomes, developing rubrics to assess them, and completing those rubrics. The experience to date has convinced a critical mass of faculty members that the College's assessment efforts are worthwhile but still developing, and has led to a number of changes to our assessment processes. We have had multiple faculty discussions regarding our assessment practices and improvements to them.

Anecdotally, this experience is influencing classroom instruction and the design of formative and summative assessment.

Section Status:

Under Review by College/Institution

Related Items

No connections made

Appendix 4: Planned Three-Year Assessment Cycle and Training Courses

Three-Year Assessment Cycle

The university's tentative plans for a three-year assessment cycle will use the following sequence:

Year 1

Programs will:

- ***Develop meaningful assessment questions***. To do so, programs will be asked to consider key courses and learning assessments to identify where students do well, where they struggle, why, and what is yet to be learned.
- ***Identify type(s) of evidence needed and design data collection and analysis plans.*** Programs will be asked to consider several designs, with varying data types, collection methods, and combinations of direct and indirect measures. They will use these resources to choose the data type(s) and collection methods most useful for answering their questions.
- ***Provide feedback on another program's questions and assessment design.*** Programs will use a validated rubric and a sequential process to-promote useful commentary.

Year 2

Programs will:

- ***Collect evidence.*** To do so, programs will implement the plans they developed during Year 1.
- ***Consider evidence.*** Programs will reflect on evidence in light of curricular designs, instructional approaches, and student supports shown to effectively improve academic achievement on other campuses.
- ***Develop planned improvements.*** By considering their local contexts in relation to possible improvement approaches, programs will define specific improvement plans to implement in Year 3.
- ***Consider the assessment design's effectiveness.*** Programs will discuss whether and to what extent their assessment design yielded useful information and will make any revisions needed.
- ***Provide feedback on another program's consideration of assessment evidence, planned improvements,*** and ***assessment design reflections.*** To do so, programs will use a rubric and a sequential process designed to elicit helpful comments.

Year 3

Programs will:

- ***Implement planned improvements.*** Using their Year 2 plans, programs will implement the improvements they chose.
- ***Collect evidence on improvements' impact.*** Programs will use their assessment designs as revised (or not) in Year 2.
- ***Consider impact of improvements.*** To do so, programs will reflect on their assessment findings in light of comparable approaches shown to improve academic achievement on other campuses.
- ***Continue, refine, revise,*** or ***replace improvements implemented.*** Based on their reflections, programs will determine how to proceed regarding the improvement implemented in Year 3.
- ***Consider the assessment design's effectiveness.*** Programs will discuss whether and to what extent their assessment design yielded useful information and will make any revisions needed.
- ***Provide feedback on another program's consideration of assessment evidence, decisions on improvements implemented,*** and ***assessment design reflections.*** Programs will again use a rubric and a process tailored to elicit helpful comments.

Following Year 3, programs may continue assessing the impact of improvements implemented if more evidence or revision are needed. In such a case, they will repeat the Year 3 process, in consultation with the university's assessment team. If improvements decisively succeeded or failed, programs will re-start the cycle with the Year 1 process.

Online Short Courses and Dashboards

To support colleagues in pursuing the assessment cycle described above, the university plans to build a series of **fully online asynchronous short courses** that require one to three hours for participants to complete. These courses will **use Canvas' features** for organizing course materials into sequential modules; for delivering templates, examples, short videos, and other resources; and for fostering interaction among participants. The courses will particularly highlight effective existing U of I program assessments. For instance, they will feature sample U of I assessment questions; assessments of learning, rubrics, and other data collection instruments; and video clips of colleagues explaining their assessment designs, program improvements, and impact.

Through these courses, the APR redesign will **integrate training and resources into the assessment cycl**e. Canvas is designed to scaffold learning, and most colleagues completing program assessments use it regularly. Therefore, building the APR process into Canvas will reduce perceived wasted time and reported frustration associated with the Anthology platform. By highlighting assessments that have led to meaningful improvements in academic achievement, the university will foster peer-to-peer engagement and understanding of the intrinsic value of assessment. The short courses' asynchronous, facilitated design will enable users to participate according to their schedules while fostering peer-to-peer dialogue and timely feedback from assessment colleagues.

Appendix 5: Student Success Steering Committee Key Projects Mobilize Data

1. **Identify** three to five **key UI drivers of retention**/ non-retention, e.g., sense of belonging, success in foundational courses, etc.

2. **Establish** one to three **leading indicators** for each identified retention driver, e.g., Canvas activity may predict success in key foundational courses.

3. **Develop dashboards** and periodic reports to **track** these **leading indicators *or* key course success indicators.**

Leverage Effective Models, Strategically Align Programs and Processes, Prioritize Effective Collaboration

1. **Conduct** a **Strengths, Weaknesses, Opportunities, and Threats** (SWOT) **Analysis** to **identify** the **national best practices with highest potential** to successfully increase student achievement here and to provide return on investment (ROI) sufficient to cover costs and fund additional efforts.

   a) **Investigate exemplary national programs**, e.g.:

   University of Nebraska-Lincoln's Course Insights dashboards.

   Oregon State's Every Student Graduates approach.

   Georgia State's Panther Retention Grants: Note that graduation rates for micro-grant recipients are higher than those for students dropped for nonpayment. Compare with MSU Completion Grants.

   Georgia State's use of chatbots to significantly reduce summer melt and improve performance in foundational courses.

   Review the University Innovation Alliance's Frontier Set Resources, particularly *Key Findings from the Frontier Set: Institutional Transformation among 29 Colleges and Two State Systems.*

   Consider National Institute for Student Success (NISS) diagnostic.

b) **Inventory existing** UI student success **supports,** as well as **planned academic success initiatives** recommended by the Step-Up Completion: Collaboration, Evidence, Synergies, and Support (SUCCESS) Team. **Map** these supports **to** the **identified retention drivers**.

c) **Process map UI support programs**: Which are working well? Which not? What support, coordination, or other mechanisms could create synergies and efficiencies that would increase impact?

d) **Conduct** a **gap analysis,** including a new Student Satisfaction Survey, to identify key student success supports not yet provided, or not yet adequately provided.

2. **Solicit** and **reward innovative UI approaches,** e.g.,

   a) Participation by foundational course instructors in a faculty learning community that supports the use of course-level dashboards.

   b) Partnership between the College of Engineering and the Office of Information Technology to build and support UI chatbots.

3. Develop and implement plans to **align relevant processes** to optimize efficiency and support for student success efforts. Examples include the Program Health and Annual Program Review (APR) processes.

4. **Restructure** individual **positions and/or organizational units** as needed to best promote student success and align with the existing and planned student success initiatives.

Obtain and Allocate Resources + Implement New Programs

1. **Oversee launch** of the academic **Student Success Initiatives** recommended by SUCCESS Team.

2. Develop, draft, and submit r**ecommendations** to **revise the budget model** to shift the zero-sum mindset and **incentivize collaboration** for **student success.**

3. Develop and implement a system to **track financial impact** of student success efforts each semester, with a **focus on ROI**.

Foster a Student Success Culture

1. **Communicate** broadly and effectively about the **identified retention drivers**, e.g., through conversations with Faculty Senate and relevant committees, Academic and Senior Leadership Councils, chairs/heads, town hall meetings, and the like.

2. **Share access** to **leading indicator *or* course indicator dashboards** broadly and produce at-a-glance **user guides**. Provide **workshops** on using the dashboards effectively. As appropriate, **link leading *or* course success indicator dashboard data to other UI reporting**, such as APR.

3. Develop and launch a **systematic change management process** grounded in research and best practices. Design the process to:

   a) **Define** and **share clear student success objectives** and **metrics.**

   b) **Develop** any additional student success **dashboards** and **key performance indicators (KPIs)** needed but not yet established. Promote effective use.

   c) **Guide units** in developing student success **KPIs**, aligning KPIs with metrics in other required reporting, and incorporating them into annual reviews.

   d) **Engage existing groups** who could help build a student success culture, e.g., the associate deans, chairs/heads, and Faculty Senate and its committees.

   e) **Launch** a **communications campaign,** with social media and other relevant components. Example: each month, highlight staff, faculty, and students who went above and beyond for student success.

   f) **Invite,** rather than mandate, **participation. Publicly reward successes.**

   g) **Encourage** staff and faculty to **experiment** with **evidence-based approaches,** risk failure, and pursue continuous improvement.

   h) **Revise the faculty** and **staff reward, recognition,** and **incentive systems.**

Student Success Steering Committee Initial Milestones and Timeline

Spring 2025	Summer 2025
Mobilize Data #1 Mobilize Data #2 Leverage Effective Models #1.a Obtain & Allocate Resources #1	Mobilize Data #3 Leverage Effective Models #1.b
Fall 2025	**Spring 2026**
Leverage Effective Models #2a: Design Foster Success Culture #1: Design Foster Success Culture #2	Leverage Effective Models #2.a: Implement Leverage Effective Models #2.b: Design Leverage Effective Models #3 Foster Success Culture #1: Implement Foster Success Culture #3: Design

University of Idaho