

An Interim Report for Reaffirmation of Accreditation for  
Idaho State University

1999

Introduction

This five year interim report was compiled by the Strategic Planning Group, a multi-constituency planning group that includes the deans, the director of the physical plant, the director for computing and communication, the librarian, the vice-presidents for academic affairs and financial affairs, the Faculty Senate chair and vice-chair, the ASISU president, the assistant vice-presidents for academic affairs, and a special assistant to the academic vice-president. This report follows the 1994 Accreditation Report and responds to the Northwest Association of Schools and Colleges (NASC) Commission on Colleges' Evaluation Committee Report of October 1994. Idaho State University is scheduled to have a full visit by the Northwest Association of Schools and Colleges in 2004.

This report is divided into two sections. As required by the April 1998 NASC report outline format, Section I addresses the general recommendations for change contained in the 1994 NASC Evaluation Committee Report and responds to the 13 questions on institutional change.

Section II responds to many of the individual recommendations and comments on Standards contained in the 1994 NASC report. This section is not a required part of the Interim Report and so does not address absolutely every comment or suggestion in the 1994 report. However, Section II does inform the reader of progress in areas of concern. When similar recommendations appear in multiple areas, they may be grouped together to avoid redundancy.

This institution has benefitted significantly from the 1994 review and recommendations and from preparing this fifth year interim report. This period has been marked by the continuing maturation of the university. Enrollments have continued to grow. Program array, especially at the graduate level, has developed in both sophistication and activity.

## Contents

### I. A. RESPONSES TO GENERAL RECOMMENDATIONS

<i>PLANNING</i> .....	3
<i>COMPUTING</i> .....	5
<i>SALARIES</i> .....	6
<i>DIVERSITY</i> .....	7
<i>ADA</i> .....	10
<i>MISSION</i> .....	10

### I. B. RESPONSES TO QUESTIONS ON CHANGE

<i>MISSION</i> .....	11
<i>GENERAL EDUCATION</i> .....	12
<i>MAJORS AND MINORS</i> .....	12
<i>GRADUATE PROGRAMS</i> .....	18
<i>GRADUATE SPECIAL PROGRAMS</i> .....	24
<i>ADMISSIONS, GRADING, STUDENT SERVICES</i> .....	25
<i>FACULTY</i> .....	29
<i>PHYSICAL PLANT</i> .....	32
<i>LIBRARIES AND LABORATORIES</i> .....	36
<i>FINANCES</i> .....	38
<i>ADMINISTRATION</i> .....	39
<i>PLANS</i> .....	42
<i>ASSESSMENT</i> .....	43

### II. RESPONSES TO INDIVIDUAL RECOMMENDATIONS

<i>FINANCE</i> .....	46
<i>PHYSICAL PLANT</i> .....	47
<i>ADMINISTRATION</i> .....	48
<i>LIBRARY</i> .....	49
<i>EDUCATIONAL PROGRAMS AND INSTRUCTIONAL STAFF</i> .....	53
<i>OUTREACH</i> .....	69
<i>STUDENT SERVICES</i> .....	70
<i>SCHOLARSHIP AND RESEARCH</i> .....	71
<i>GRADUATE PROGRAMS</i> .....	73
<i>APPENDICES</i> .....	76

## Section I

### Part A

#### ACTIONS TAKEN REGARDING GENERAL RECOMMENDATIONS

**Recommendation 1:** [Idaho State University should] *initiate a process of formal planning that involves and informs the university community and addresses issues of specific concerns and needs as well as short- and long-term goals in enrollment growth and limitations, new program development, faculty development and workload, facilities and equipment, adequacy of support staff, alternative revenue sources — all in a climate of limited resources.*

Planning at Idaho State University (ISU) is ongoing, focused, and practical. It is done both in response to external demand and as a tool of internal management. The State Board of Education (SBOE) is responsible for all education in Idaho. SBOE created a three-year strategic plan in 1996 and is currently updating the plan. Each agency and campus under the aegis of SBOE created local plans, which reflected the State Board's goals. ISU's strategic plan (Appendix A1) reflects that process. ISU has also responded to the Board's recent call for assistance in updating its statewide plan (Appendix A2).

Externally mandated planning with a shorter horizon takes place as the institution responds to the Department of Financial Management with two annual reports. The first updates ISU's narrative plan (Appendix A3), and the second provides a statistical profile of the university (Appendix A4).

Most recently, SBOE called for an assessment of its mission and those of the campuses. ISU responded with a full review and updating of its mission statement (Appendix A5).

Responses to external planning mandates are created by the Strategic Planning Group described above. The group reports directly to the university president. Membership of the group has been broadly representative of the campus and includes the deans, other administrative officers, faculty senators, student body officers, and other interested parties. The process has been staffed by the Offices for Institutional Research and Planning, Academic Affairs, and Financial Services.

While the planning group fashions ISU's participation in statewide planning, it draws upon a number of internal planning processes and documents that have been created by members of the planning group in their roles as deans and unit heads. This nexus is also important for assuring us that statewide objectives are reflected in unit plans on campus.

### **Campus-wide Planning**

The Strategic Planning Group — This multi-constituency group creates and updates the university strategic plan (Appendix A1), reviews the institution's mission, and responds with planning information to external agencies. Its membership is represented in the other campus wide planning groups. The Strategic Planning Group reports to the president.

The Budget Group — This group is composed of the president and senior officers of the institution as well as the chair of Faculty Senate. It meets regularly to provide oversight to the university's budget plan. It allows for mid-course corrections in response to special needs or new developments. It also reviews annual budget submissions developed for the president by the Strategic Planning Group.

Technology Oversight Council (TOC) — TOC is responsible for planning Campus Wide for the use of technology in instruction, communication, administrative applications, and research. Its membership is broad based, including deans, various technology department heads, Faculty Senate representation and the senior officers. TOC advises the president on university direction, prioritizes major expenditures and serves as the campus forum for the discussion of issues related to technology. Its membership largely overlaps with the Strategic Planning Group.

Enrollment Planning — The Enrollment Planning and Academic Services division is responsible for a comprehensive process designed to attract and retain qualified students. The division's goal is to help achieve fiscal stability while maintaining quality. The division assesses the external and internal environments, institutional strengths, weaknesses, capacities and capabilities, and the strategies and tactics needed to achieve optimum enrollments. Recruitment and retention are closely linked, one informing the other and guiding the plan for improvement and refinement.

Student Retention Committee — The Retention Committee conducts research on university retention patterns, plans future Campus Wide activities related to retention programming, and provides oversight to ongoing activities as well. It is composed of representatives of Student Affairs, Academic Affairs, Faculty Senate, student government, and others.

Community College Committee — This is primarily a management group composed of the deans and senior officers who are responsible for the university's community college missions and resulting activities. The committee also plans and executes programming on a Campus Wide basis and has been responsible for the inauguration of new support services as well as academic programming.

Campus Facilities Planning — This broad based group is responsible for the development and maintenance of a plan for campus facilities. The nature of this planning group allows for coordination with academic program development.

Academic Vice President/Deans/Senate Planning — Annually the Faculty Senate, academic deans, and the academic vice president agree to a short list of activities to undertake or policies to review or inaugurate

### **Other Ad Hoc and Unit Level Planning**

NCAA Recertification Review — An ongoing review in response to NCAA standards leads to periodic self-assessments, planning for various activities required for eligibility, and a Recertification review process. ISU is currently finishing its self-study in anticipation of a review team visit this year.

Outdoor Recreation Study — The Campus Recreation and Intramural Committee has created a draft master plan for the development of recreation facilities and play fields. Much of phase one of the plan is underway (see Appendix A6).

Deans' Annual College Plans — Each year the academic deans set annual collegiate goals in concert with the academic vice president. Progress toward meeting those goals is reviewed by the dean and academic vice president at the close of every year.

**Recommendation 2:** [Idaho State University should] *take immediate action to evaluate academic computing services, recognizing that a distributed academic computing model is already a fact at Idaho State, that there is widespread dissatisfaction with the existing structure and that academic computing resources are unequally distributed. Consideration should be given to placing the direction of this evaluation effort under an outside consultant.*

In 1995, the ISU president established an ad hoc committee to make recommendations regarding governance/organization of computing operations at ISU. A number of changes resulted. For example, the director of the computer center now reports to both the academic vice president and the financial vice president. Another outcome of the committee's recommendations was the creation of the Technology Oversight Council (TOC). This council has wide academic representation, meets monthly, and reports to the president on matters relating to technology. It is charged with monitoring strategic information technology issues. The Computer Systems Advisory Committee (CSAC) has representatives from all colleges, meets monthly, and reports to TOC. CSAC spends much of its efforts evaluating and addressing specific needs. TOC provides a forum for reviewing computing and distance learning needs and services. The discussions that led to the formation of the Instructional Technology Resource Center were facilitated by TOC. Similarly, university policies on remote computer access and a commitment to pursue Internet II connectivity came out of this council. TOC has recognized that much academic computing at ISU is distributed and continues to study the implications of this trend.

ISU is committed to providing appropriate computer access. In an effort to ensure that access, a supplemental computing fund was created. With CSAC's assistance, this fund has been used to provide faculty with equipment. To assure universal connectivity, last year CSAC assisted the administration in identifying faculty with inadequate Internet access and in upgrading connections as needed. To resolve computing problems in a timely fashion, the Computer Center implemented a help desk. Help desk staff resolve routine problems and refer more complex difficulties to the appropriate person.

Despite this progress, TOC, CSAC, and the computer center are aware that there is still some dissatisfaction with academic computing at ISU. It seems that such dissatisfaction is endemic nationally and that many of ISU's difficulties are fairly typical. Still, ISU has made considerable progress in supplying academic computing services, and it appears that the level of satisfaction has risen.

To date, the evaluation and improvement of computing services at ISU have been done without the assistance of an external consultant. With current improvements in place, ISU is now ready to seek external advice. Efforts are underway to locate an appropriate consultant. Current plans are to complete an external review before the end of the 1999-2000 academic year.

**Recommendation 3:** [Idaho State University should] *place a much higher priority on increasing salary and benefits levels and specifically address the issue of salary compression between ranks.*

ISU has made progress in increasing the salaries of faculty and professional staff. Since the 1994 report, the state's general allocation for salary increases for state employees, including university faculty, totaled 19.25%. The average full-time academic faculty salary rose 13.8%. Average *ongoing* faculty salary (through cost of living, merit, equity, and promotional increases) rose 28.8%. Differences between growth in state funding and the actual increases were the result of the university's practice of allowing colleges to retain salary savings and reinvest them in continuing faculty. Salary equity allocations were an important component of salary growth in this period. In FY96-97 ISU received a salary equity funding of \$407,300, providing a 1.9% average increase. Following a major institutional effort to demonstrate that ISU's funding was out of line with sister institutions, SBOE embarked on a two year program to address that inequity. From an original equity request of \$5,000,000, SBOE approved \$3,000,000, which included \$2,394,154 for salary equity, to be distributed over two years. \$1,100,000 was appropriated in FY99, all of which was dedicated to salary equity. \$200,000 of the remaining \$1,900,000 was appropriated in FY2000. Equity money was distributed in a manner designed to reduce salary compression between ranks and to reduce inequities between colleges. The model used involved computing the distance of individual salaries from the norms for their ranks and fields. The result of this method of assigning the equity money, proportionate to the inequity, was that a greater proportion of the money went to the senior ranks and to some departments in the College of Arts and Sciences, where salaries were disproportionately low.

During FY99, at the request of local legislators, a report addressing salary inequities facing the ISU School of Applied Technology (SAT) faculty was prepared by SAT administrators. The report was presented during the 1999 legislative session. As a result of these findings, the Idaho State Legislature has established a legislative intent for FY2000-2001 to specifically address the recruitment and retention of applied technology faculty. This is the same process used to address salary inequities among academic faculty. Most recently, the governor created a special College and University Excellence Initiative fund to support efforts to attract and retain excellent faculty. ISU received \$364,000 from that fund to support two important program initiatives.

Despite these recent salary increases, salaries continue to be a concern for faculty and administration. Salaries remain at a level less than those at ISU's sister institutions in-state and below regional and national averages. The ISU administration has set faculty salary competitiveness as its top priority in requests for funding above MCO for FY 2001.

**Recommendation 4:** [Idaho State University should] *continue to emphasize active and coordinated recruitment of ethnic minorities — and women in some departments — to increase diversity of the student body and of faculty and staff.*

ISU has continued its efforts to recruit ethnic minorities and women to the faculty and staff. The recruitment of ethnic minorities is particularly difficult. Idaho is geographically remote and is often portrayed negatively on diversity issues by the media. The state's population is overwhelmingly Caucasian, and low salaries hamper out-of-state recruitment. This is particularly true in certain academic disciplines with few potential minority candidates. Ethnic minorities, today as in 1994, constitute less than 10% of ISU's faculty as well as less than 10% of ISU's total employee pool. These figures are typical of Idaho colleges and universities. Ultimately, growth in ethnic diversity in the faculty and staff depends on the growth of diversity in the applicant pool.

ISU has been successful in recruiting women to departments in which they have been traditionally under represented. For example, since 1994, ISU has added women faculty in mathematics, physics, biology, business, and chemistry (Section II, Physical Sciences).

ISU continued its efforts to increase diversity of the student body. As a result, ISU has experienced a 93% enrollment growth in all four major ethnic minority groups (fall 1994 to fall 1999 — 419 to 807 students). During this same period, the Native American student population has experienced an enrollment growth of 49% (138 to 206 students).

ISU supports campus diversity in many ways. Enrollment Management is home to the offices of the diversity coordinator, minority recruitment, Native American student recruitment, and international student advising; each of these offices has a major role in increasing diversity in the student body. Student organizations are also active on this front. These include African Student Association, Black Student Association, Hispanic Awareness Leadership Organization, National Association for the Advancement of Colored People, Native Americans United, Omega Psi Phi, and others.

There has been a resurgence of student involvement in cultural organizations. This has manifested itself in the establishment of new student organizations such as the American Indians in Science and Engineering (AISES), the Shoshoni Club, and the revitalization of existing groups such as Kappa Alpha Psi, an historically black fraternity.

The position of diversity resources coordinator was established in fall of 1994 to help implement ISU's diversity plan. The coordinator provides diversity awareness training for the community, faculty, staff and students as well as extensive leadership work with cultural student organizations. Last year nearly 100 programs were presented. These included diversity panels, speakers of color, regular showings and facilitated discussions about films such as "The Color of Fear" and "Skin Deep."

The diversity resources coordinator is also a member of the diversity committee, which brings together representatives of various constituent groups for the purpose of creating a common campus community. The committee facilitates collegial cooperation for minority groups and advises on policies and programs to recruit and retain minorities and promote the enhancement of multi-cultural education. The committee includes representatives from the faculty and staff, minority student organizations, and the community. The committee has completed diversity past performance assessment and established an institutional diversity plan, which focuses on minority recruitment and retention, improving the campus climate for minorities, diversity training for faculty and staff development, and curriculum issues.

The College of Education hosts the Native American Student Institute, holds open houses and orientation sessions for Hispanic and African-American youth and develops future education programs in regional schools. Through the Idaho Student Education Association, the Council for Exceptional Children, and Students in Health Physical Education and Dance, the College of Education recruits students from under represented groups.

A multi-cultural perspective in a variety of disciplines has been offered to students by ISU personnel and visiting faculty and staff from other institutions in classes in the Colleges of Arts and Sciences, Education, and Health Professions, and the School of Applied Technology. Multi-cultural classes are listed on a highlighted page in semester class schedules to heighten student awareness about these offerings. An American Indian studies minor has been established and elementary Shoshoni is now an approved course which can be used to meet the general education goal of foreign language. A Native American recruitment and retention officer with a tenure track appointment in anthropology has also been hired.

Student Affairs is home to a number of programs that provide important support for diversity efforts. The Trio program provides advising, counseling, and tutoring for eligible students, a majority of whom are members of ethnic minorities or are women. A mentoring program is available for low income and/or first generation freshmen and sophomores. Workshops on financial aid and career exploration are also available. Educational Talent Search recruits and encourages post-secondary students. Many of these students are members of ethnic minorities or are women.

The Academic Skills Center coordinates the first year seminar, a substantial program that provides an extended introduction to undergraduate life, information about essential academic survival skills, and the foundation for becoming “connected” at ISU. The seminar assists students from the “outside” to make a successful transition to the university. Personnel in the Office of Student Services, Housing, the Janet C. Anderson Resource Center, the Career Development Center, and the Counseling and Testing Center are available to counsel ethnic minority students. The Student Affairs division provides financial support for such activities as cultural dinners and minority student recruitment programs.

**Recommendation 5:** [Idaho State University should] *make it a priority to continue to identify the funding to bring its facilities, services and programs into compliance with the Americans with Disabilities Act and Section 504.*

ISU has continued efforts to comply with the provisions of the Americans with Disabilities Act (ADA) and Section 504. The ADA and Disabilities Resource Center coordinates many of these efforts. The center was established to assure that accessibility and accommodation requirements of the ADA are met at ISU. Since 1994, the center has grown from a staff of four to 14. In the same time period, the number of students, faculty, and staff served has risen by about a factor of four; at present, more than 350 individuals receive services and accommodations through the center. The center recently relocated to larger, more accessible offices, and the scope of services also has grown. The center determines appropriate accommodations and notifies faculty of those accommodations. The center also provides test and study facilities and serves as a centralized source of information about rights and reasonable accommodations. Five full-time accredited sign language interpreters provide services in classes, meetings, and programs, upon request. Volunteers prepare textbooks on tape and take class notes with assistance from the faculty. The center operates the assistive technology room in the Eli M. Oboler Library and an accessibility van for students with mobility limitations. The center collaborates with the Career Development Center, the psychology clinic, and the occupational therapy master's degree program. The collaboration with the psychology clinic is of particular value in testing students for disabilities.

Addressing facilities is another important aspect of this issue. The facilities access committee meets regularly and works with personnel in the physical plant, housing office, the ADA and Disabilities Resource Center, the Pond Student Union, the Campus Planning Council, and academic departments to identify and prioritize the elimination of physical barriers. The director of the physical plant states that correcting ADA compliance deficiencies in ISU facilities is a top priority, second only to safety and serious structural degradation. Minor ADA problems are corrected as soon as they are discovered, and larger ones are prioritized and submitted for completion to the Idaho Permanent Building Fund. All renovation and remodeling projects completed on campus include correction of ADA compliance problems (see Table 6).

**Recommendation 6:** [Idaho State University should] *work with the Idaho Board of Education to review the mission of the institution, since it has been over ten years since it was initially developed.*

ISU worked with SBOE in the fall of 1998 to adjust its role and mission statement. In the 1997-98 year, SBOE reviewed the role and mission statements for each of the public colleges and universities. In October 1998, SBOE revised its new statement at the request of ISU. The new role and mission statement is included in Appendix A5. The new statement makes it clear

that ISU is a doctoral institution and that it should formulate its academic plan and generate programs with primary emphasis on health professions, sciences related to these, and teacher preparation. The new statement also makes clear that ISU will give continuing emphasis in business, education, engineering, and technical training, and will maintain basic strengths in the liberal arts and sciences. The adjustments ISU requested and received reflect the emphasis on graduate degrees and research consistent with its position as a doctoral university.

## Section I

### Part B

#### QUESTIONS RELATED TO OTHER INSTITUTIONAL CHANGES

***1. What changes, if any, have been made in the mission and objectives of the institution since the last full-scale evaluation, and why have they been made? How have these changes been reflected in the program of the institution?***

ISU's revised mission statement gives added weight to its role as a comprehensive doctoral institution with statewide responsibility for health and medical education. In keeping with that institutional direction, ISU has added or revised programming at the graduate level, especially in the health professions. A master's degree in occupational therapy, for example, fills in the institution's offerings in rehabilitative services. A newly approved residency for dentists will help meet the objective of increasing the state's practitioner base and will strengthen programming in the areas of dental hygiene and dental education. A planned doctor of audiology degree, offered in partnership with Brigham Young University, the University of Utah, and Utah State University, will give the College of Health Professions a new doctoral program. Existing programs, such as the master's in nursing, are being exported to communities around the state. A new cohort-based program in Idaho Falls exemplifies this outreach, and a recently signed partnership with North Idaho College, Lewis-Clark State College, and the University of Idaho commits ISU to deliver health related programs such as nursing and speech pathology to the North Idaho Center. A doctoral degree in educational leadership accounts for significant enrollment growth at the doctoral level.

The increasing emphasis on research is reflected in changes in administrative structure in graduate studies ( Section I.B., Administration) and in a significant increase in institutional support for research.

Three of Idaho's baccalaureate institutions — Idaho State University, Boise State University and Lewis-Clark State College — have been assigned regional roles as community colleges. Those campuses also house applied technology programs funded through the Idaho Division of Professional Technical Education (IDPTE). Reflecting the seriousness with which ISU takes its community college role, the university has added a series of associate degrees in Pocatello and Idaho Falls. These provide additional academic opportunities for students in the region who would normally attend a community college. These programs appear in Table 1.

***2. What changes, if any, have been made in the general requirements for graduation, and why?***

There have been few changes in the general requirements for graduation. Some course numbers were changed to comply with the SBOE directive for common course numbering. Shoshoni was added to the list for Goal 10B, as were Elementary Foreign Language and Intermediate Foreign Language. The desirability of a computer literacy requirement was discussed in 1996 and is being discussed again. There have been some technical alterations in Goals 1,3, and 6, but the fundamental structure of the general education requirements has been stable.

SBOE's policy now stipulates that 16 credit hours of related instruction and/or general education be a component of all associate of applied science degrees. It further stipulates that "the contents of general education, and of related instruction in applied programs, will be comparable, though not necessarily identical, to offerings in the general education core and should be appropriately taught by faculty who are clearly appropriately qualified." This policy further directs that "the 16 credit hours from general education core or comparable course work in related instruction will transfer for general education core credit within the system" (see Section II., Applied Technology). Efforts are underway to implement this policy.

***3. In the undergraduate (or lower division) curriculum, what new majors and minors have been added? What majors and minors have been discontinued? What significant changes have been made, and why have they been made?***

Changes in undergraduate degree programs are summarized in Table 1 A discussion of some of these changes follows the table.

<b>Table 1</b>			
<b>Undergraduate Degree Changes 1994-1999</b>			
<b>UNIT</b>	<b>DEGREE/PROGRAM</b>	<b>ACTION</b>	<b>STATUS</b>
Trade & Industrial Dept	AAS Building Construction Technology	new	implemented
Health Occupations	AAS Physical Therapist Assistant	new	implemented
Business&Service	Cert. In Corrections/Detentions	new/deleted	added 1995/ deleted1998
Health Occupations	Cert. In Medical Transcription	new	implemented
Business&Service	AAS Upholstery	deleted	deleted
Business&Service	AAS Paralegal Studies	new	implemented
Mathematics	minor in CS	new	implemented
Business	BS in CS	moved to Engineering	implemented
Business	minors in CS, CIS, and Marketing	new	implemented
Women's Studies	Minor	added	implemented
Arts&Sciences	AS in General Studies	restructured as below	
Biology	AS	from Arts&Science AA	implemented
Chemistry	AS	from Arts&Science AA	implemented
Geology	AS	from Arts&Science AA	implemented

Physics	AS	from Arts&Science AA	implemented
Art	AA	new	implemented
Speech Communication	AA	new	implemented
English	AA	new	implemented
History	AA	new	implemented
Political Science	AA	new	implemented
Math	AS	new	implemented
Political Science	AS	new	implemented
Physics	BS	restructured	implemented
Teacher Education	BA in Child and Family Studies	new	implemented
Physician Assistant	BS Physician Assistant	new	implemented
Health Education& Nutrition	minor in Health Education	deleted	deleted
Speech Path&Audiology	BS Educational Interpreting	new	implemented
Speech Path&Audiology	AS Deaf Studies	new	implemented
Engineering	Emphases in Civil, Electrical, Mechanical	new	implemented

#### A. Program Changes, School of Applied Technology (SAT)

The School of Applied Technology is expanding its offerings and is developing four-year baccalaureate degrees in technology. SAT is in the process of developing the Bachelor of Science in Surveying Technology (BSST). This will be the first four-year baccalaureate degree in applied technology to be offered in the State of Idaho.

The BSST program was established in response to civil engineers throughout the state who indicated a demand for baccalaureate prepared surveying graduates. Students completing the first two years of the program will be eligible to receive an associate of applied science in surveying and/or continue into the final two years and receive a BSST. It is anticipated that previous graduates and other qualified graduates may enroll directly into the upper level courses. Details for the program are still being developed. It is anticipated that the BSST degree program will begin in Fall 2000.

The BSST program was made possible through funding provided by the Idaho Governor's College and University Excellence Initiative. Support will also be provided through IDPTE.

SBOE's policy (see General Education above and Section II., Applied Technology) requiring transferability of 16 core credits into academic programs will have a substantial effect on SAT programs.

#### B. Program Changes, College of Business (COB)

The College of Business has not added any majors since the 1994 report. The only deletion was the move of computer science to engineering. Within the existing majors there have been changes in emphasis areas available to students. In the management major, a production/operations management emphasis has been eliminated. In its place an entrepreneurship/small business emphasis is now offered, which may be taken as an emphasis within the marketing and finance majors as well as in the management major.

In the accounting program, changes have been made in the core business requirements that apply to accounting majors. Previously accounting majors, along with all other majors in the college, were required to take CIS 300 - Information Management Systems. In response to changes in the technological environment within which accountants function, all accounting majors are now required to take three courses in place of the previously required CIS 300: CIS 220 - Foundations of Computer Programming; CIS 382 - Systems Analysis and Design; and ACCT 241 - Managerial Cost Accounting.

New minors have been added to COB program offerings. Minors in computer information systems and in computer science have been added; the latter is a cooperative effort with the College of Engineering and the mathematics department. These minors are available to any student in the university. A marketing minor, open only to non-business majors, is now offered.

#### C. Program Changes, College of Engineering

In the College of Engineering new emphases were added in civil, electrical, and mechanical engineering. These require the student to complete 9 credits in addition to the basic 128 credits for the interdisciplinary B.S. degree in engineering. At present, these emphases are reflected only on the transcript, but eventually, when accredited by the Accreditation Board for Engineering and Technology (ABET), it is proposed that these emphases will show on the diploma as, for example, "B.S. in Engineering - Civil."

Engineering participates in the new minor in computer science and the B.S. in computer science, which were transferred to Engineering in July 1999 (Section II, Mathematics).

#### D. Program Changes, College of Pharmacy

The curriculum for the doctor of pharmacy program underwent a major revision since the last study. The changes included adjustments in the basic science courses taught outside of pharmacy, adjustment and re-sequencing of the pharmaceuticals and pharmacology components, and revision and re-sequencing of pharmacy administration and pharmacy practice courses.

#### E. Program Changes, College of Education

In 1997-98, Education instituted a new major in child and family studies, which includes the family and consumer sciences, early childhood, and early childhood special education programs. Combining these areas into a single major has created a more cohesive program for students and responds to needs expressed in the school communities. The teacher education program has begun a complete renewal. A new core curriculum has been developed and is currently being implemented. This new curriculum is based on the need for better prepared teachers for the public schools.

Education delivers a full elementary preparation program in both Idaho Falls and Twin Falls. In addition to using distance learning facilities and sending on-campus faculty to these sites, the college has hired resident faculty. The advising center is used to support these students.

Education has undergone a significant administrative restructuring. A dean, an associate dean, and an assistant dean lead the college. The director of teacher education is responsible for all programs preparing teachers through the division of teacher education. The remainder of the organization consists of the departments of education leadership (school administration), sport science, physical education and dance, and human resource training and development.

The department of counseling moved from Education to the College of Health Professions. This move better reflects the mission of this department. The child and family studies program includes a revised curriculum that replaces the previous curricula in family and consumer sciences, early childhood education, and early childhood special education. This program provides the opportunity for students to develop the skills, knowledge, and abilities necessary for these areas through an integrated curriculum.

#### F. Program Changes, College of Arts and Sciences (A&S)

The mathematics department has added a minor in computer science. A&S restructured the associate of science in general studies and added associate degrees in art, speech communication, English, history, political science, mathematics and political science.

The physics department has replaced its earlier B.S. degree program, which included possible options in physics, applied physics, and computer science, with one unified program that provides the students with a stronger background in physics.

Some existing A&S programs have been revised. Anthropology has replaced physical anthropology with biological anthropology as a subfield. To increase service to Fort Hall, anthropology has added classes in Shoshoni and has expanded the American Indian studies program.

English has replaced ENGL 311 - Studies in Genre, with survey courses in world, English or American literature and by a genre emphasis in several other courses. Also added is a requirement in cultural diversity. The first change responds to reported needs from a survey of graduates; the second provides exposure not previously assured in the curriculum. Foreign language has added courses in Shoshoni and advanced grammar courses in French, German, and Spanish.

Geology has added new courses in GIS (Geographical Information Systems). These courses provide training in computerized spatial analysis, training essential in geology and a variety of other fields. Music has added a new marching band position, a voice position, and an ISU women's chorus. Marching band and women's chorus provide additional opportunities for student performance and increase ISU's public visibility. The music department has reorganized the first two years of aural skills in response to student requests/suggestions. The department also has added courses in MIDI and electro-acoustic music and a two semester sequence in music education. These changes were made to serve the bachelor in music education degree. Majors will meet music and education standards in technology and bit-teaching prior to the student teaching semester.

The criminal justice A.A. degree now includes a foreign language requirement of introductory Spanish and has been broadened to include options in law enforcement and female corrections. These new options will help ISU to serve the needs of the Pocatello Women's Correctional Center and to meet other law enforcement needs.

#### G. Program Changes, College of Health Professions (CHP)

The physician assistant studies program, a two-year professional program, began admitting students in August, 1995, and graduated its first class in 1997. It was accredited by CAAHEP in 1997. There have been minor changes in the dental hygiene, radiographic science and health education majors. The minor in health education was discontinued. CHP added a B.S. degree in educational interpreting and an A.S. in sign language studies, in cooperation with the College of Southern Idaho. Finally, CHP received approval to offer a B.S. in speech/language pathology in Boise, in cooperation with Boise State University and Northwest Nazarene College, a private church related institution located in Nampa, Idaho. The demand for dental residency programs exceeds capacity nationwide. Interest in a dental residency program among ISU students attending Creighton University has been assessed to be very high. To respond to this need and this demand, ISU has implemented a dental residency program.

#### ***4. At the graduate level, if programs are offered, what significant changes have been made, and why have they been made?***

Graduate programs form an increasingly important component of ISU's role. Growth in graduates studies and research activities led to the split, in 1996, of the Office of Graduate Studies and Research into the Office of Research and the Office of Graduate Studies. Programmatic changes appear in Table 2 and are discussed in more detail below. Most of these changes are natural consequences of ISU's continued growth in its role and mission areas. Other program additions respond to the growing importance of information technology.

<b>Table 2</b>			
<b>Graduate Program Changes</b>			
<b>UNIT</b>	<b>DEGREE/PROGRAM</b>	<b>ACTION</b>	<b>STATUS</b>
Mass Communication	MA Mass Communication	new	pending
Psychology	MS, PhD Clinical Psychology	new	implemented
Geology	Geoscience Emphasis/MS	new	implemented
Education	Edd Educational Leadership Emphases		
	Educational Administration	change	implemented
	Educational Technology	change	implemented
	Educational Training and Development	change	implemented
	Educational Leadership	change	implemented
Education	MEd Reading changed to MEd Literacy	change	implemented
Education	MEd in Instructional Technology	new	implemented
Education	MEd in Child and Family Studies	change	implemented
Education	MEd Human Resource Development	change	implemented
Engineering and Physics	PhD in Engineering and Applied Science	change	implemented
Engineering	MS Structures and Mechanics	new	implemented
Engineering	MS Environmental Engineering	new	implemented
Business	MBA, accounting option	new	implemented

Business	MBA, CIS emphasis	new	pending
Business	MBA, Health Services emphasis	new	pending
Business	MS, CIS	new	pending
Business	Post Bacc. Cert., CIS	new	pending
Business/Pharmacy	joint MBA/ PharmD	new	implemented
Counseling	M.Coun. in Marriage and Family Counseling	new	pending
Counseling	Change from EdD to PhD	change	implemented
Health Care Administration	MS Health Administration	new	pending
Occupational Therapy	Masters Occupational Therapy	new	implemented
Physical Therapy	MPT lengthened to 3 years	change	implemented
Nursing	Post-Master's Certificate	new	implemented
Nursing	Leadership in Community-Based Nursing option	change	implemented
Speech Pathology & Audiology	AuD	new	pending
Health and Nutrition	MPH	new	implemented
Dental Residency	Dental Residency Program	new	implemented
Interdisciplinary	MS Waste Management & Envir. Science	change	implemented

## Program Changes, Graduate Studies

A. The following changes have been implemented in graduate studies:

### College of Business

The College of Business introduced an emphasis in accounting for the M.B.A. degree to serve students wishing to become certified public accountants (CPAs) or certified management accountants (CMAs). The Colleges of Business and Pharmacy also developed a joint program for the M.B.A. and Pharm.D. degrees; this program serves graduates in pharmacy who often need business management skills in their profession.

### College of Health Professions

A family nurse practitioner certificate was added to meet the certification needs of professional nurses in the region, and the M.S. nurse practitioner was started in Lewiston. The M.S. in nursing added a leadership in community-based nursing option, which combined earlier options in nursing administration and nursing education. This combined option better prepares students to care for older patients or patients with more acute health problems in their own homes. Beginning Fall 2000, the M.S. in nursing will be offered in Coeur d'Alene.

According to the American Occupational Therapy Manpower Study, Idaho requires 21.85 occupational therapists per 100,000 population. This is more than twice as many occupational therapists as are currently employed in the state. The occupational therapy program was instituted to help meet this need. The master of physical therapy degree was lengthened to three years, and the two programs are now managed as a single department.

At the time of the previous NASC report, there was no master of public health degree program in Idaho. The nearest programs west of the Mississippi and north of the San Francisco Bay area were programs at the University of Utah Medical School and the University of Northern Colorado. These programs were not readily accessible to working health professionals in Idaho. The master of public health is now offered in both Boise and Pocatello.

The title of the doctoral degree awarded by counseling was changed from Ed.D. to Ph.D. The Ph.D. in counseling more accurately reflects the nature of the degree program. The profession is generally moving away from the Ed.D., which is no longer attractive to many prospective doctoral students.

## College of Arts and Sciences

Psychology added M.S. and Ph.D. degrees in clinical psychology. Prior to this, Idaho was one of three states without a clinical psychology Ph.D. There is high demand for doctoral level clinical psychologists in Idaho social service agencies.

A Geoscience option for the M.S. in geology was added to enable students to take advantage of employment opportunities.

## College of Education

The M.Ed. in reading was changed to an M.Ed. in literacy for consistency with terminology used in the profession, learned societies, and by accreditation agencies. The M.Ed. in instructional technology was developed to meet the College of Education's regional responsibility for technology outreach activities. The M.Ed. in family and consumer sciences was renamed the M.Ed. in child and family studies. This name change reflects the reconfiguration of programs within the field and within the College of Education and will unify four areas of study: family and consumer sciences, early childhood education, early childhood special education, and family studies. The M.Ed. in occupational training management was changed to the M.Ed. in human resource development. The new name is more representative of the degree focus and in line with long-accepted professional standards. The Ed.D. in educational administration became an Ed.D. in educational leadership with emphases in educational administration, higher education administration, educational technology, and educational training and development. These emphases respond to needs voiced by the 55 school districts and two community colleges within ISU's service area. The new emphases provide extended opportunities for terminal degrees to ISU's constituencies in southeast Idaho.

## College of Engineering

The Ph.D. in nuclear science and engineering was changed to a Ph.D. in engineering and applied science to be consistent with a wider range of research topics in the engineering and physical sciences. The degree will better serve the research interests of area government and commercial organizations.

The master of science in environmental engineering was established to meet the needs of local industry and to offer local employment prospects to graduates. A master of science in engineering structures and mechanics was added to provide a discipline specific degree for

those with backgrounds in traditional civil/structural and mechanical/machine related disciplines.

A non-thesis option was approved for all four M.S. degrees in the College of Engineering. This option is open only to those with at least two years of practical engineering experience and allows ISU to better serve employees of local industries.

### Interdisciplinary

The M.S. in hazardous waste management became the M.S. in waste management and environmental science following an extensive discussion with an advisory council and experts at INEEL and in industry. Along with university faculty, the advisors believed that the word “hazardous” should be eliminated because it inaccurately implies a program with a narrow focus.

B. The following graduate programs are in various stages of the approval process, but have not yet been implemented:

- Master of health services administration: The health services industry accounts for 15% of the U.S. Gross National Product. There is growing recognition of a need for management professionals trained to deal with the industry’s complex financial structure, production process, and human resources. This program addresses that need.
- M.B.A. with emphasis in health services administration: This program would be offered for the same reasons as above. It differs from the above program in that the former would offer more courses specifically on the health services industry and the latter would provide more expertise in the business aspects of health services administration.
- Aud. D. (a clinical doctorate) in audiology: Since 1988 there has been a rapidly growing movement to change the entry level for audiology from the master’s level to a professional doctoral degree.
- Post-baccalaureate certificate program in information systems: This program would offer post-baccalaureate education in computer information systems for middle-managers. It offers a one-year program to bring individuals into technology-rich careers.

- M.B.A. emphasis in information systems: This is a modification of an existing program. Four new courses are added, and the emphasis offers graduate training for middle and upper management within many industries.
- M.S. in information systems: This two-year program will offer graduate training for middle- and upper-management positions within technology-based industries.
- M.Coun. in marriage and family counseling: In 1990, the International Association of Marriage and Family Counselors (IAMFC) officially became a division of the American Counseling Association (ACA). Since that time, this specialty has grown so fast that IAMFC is the largest division of ACA. This degree provides ISU students with opportunities to be part of this growth.
- M.A. in mass communication: The communications industry is requiring more education for employees; graduate degrees are becoming necessary for promotion to management and leadership positions. Many ISU majors, along with alumni working in Idaho and neighboring states, are requesting a graduate program to fulfill their long-term career goals.

***5. What changes have been made in the graduate non-degree or credential programs and in the special programs (summer session, extension, correspondence, travel, and foreign centers) and why have they been made?***

As seen in Table 3, the number of professional development courses for teachers has increased significantly over the past five years.

<b>Table 3</b>			
<b>Professional Development Courses for Teachers</b>			
	94-95	98-99	% growth
Number of courses	252	305	21%
Graduate credit hours	6232	9843	58%

A major portion of this increase can be attributed to the requirement that all teachers meet technology competency standards. However, more and more schools are also creating professional development opportunities related to models for school improvement. Both of these factors have contributed to this increase.

The increase is not expected to reverse itself in the foreseeable future. The Idaho legislature passed a reading initiative during the last session. This initiative mandated that all elementary teachers enroll in a three-hour course in reading prior to their next certification. This initiative, along with the efforts of the J.A. and Kathryn Albertson Foundation, will allow professional development opportunities to continue to grow.

Other changes in this category have been quite limited. The College of Business is in the process of implementing a post-baccalaureate certificate program in information systems.

***6. What changes have been made in undergraduate and graduate admissions, grading, student non-academic programs, and student personnel services? Why? Compare the current enrollment figures with those reported in the last institutional self-study.***

#### Enrollment

Over the past five years, student enrollment at ISU has increased from 11,877 in fall 1994 to 12,664 in fall 1999, a 7% increase. This continues a 10-year growth trend that has added more than 5,000 new students to the institution. Some of the increase has been the result of expanding programs and courses to the academic outreach centers in Idaho Falls and Twin Falls. Full-time academic student headcount has increased by 155 students from 6,901 in fall 1994 to 7,056 in fall 1999, an increase of 2.2%. Part-time academic student headcount has increased by 514 students from 3,794 in fall 1994 to 4,308 students in fall 1999, a 13.5% increase. The increase in part-time students is the result of offering new programs on and off campus at times convenient to working adults and traditional students. The School of Applied Technology has increased by 118 students from 1,182 in fall 1994 to 1,300 in fall 1999, a 10% increase.

Since 1994, graduate student enrollment has been essentially flat. In fall 1994 there were 1,675 graduate students and in fall 1999 there are 1,625. Graduate figures for 1994 represent an all-time high fall enrollment and can be attributed to a special cohort program that enrolled 75 students from Israel.

Professional development courses offered at the graduate level have increased from 439 students in fall 1994 to 538 in fall 1999, a 22% increase.

**TABLE 4**  
**IDAHO STATE UNIVERSITY ENROLLMENT REPORT**

Student Headcount					FTE	Credit Hours
		Full-time	Part-time	Subtotal		
<b>Fall 1994</b>	Academic Undergraduate	6,324	2,257	8,581	6,940	104,094
	Academic Graduate	577	1,098	1,675	924	11,082
	Professional Development		439	439	91	1,097
	Applied Technology	915	267	1,182	1036	12,432
	<b>TOTAL</b>	<b>7,816</b>	<b>4,061</b>	<b>11,877</b>	<b>8,991</b>	<b>128,705</b>
<b>Fall 1999</b>	Academic Undergraduate	6,483	2,718	9,201	7,373	110,594
	Academic Graduate	573	1,052	1,625	869	10,433
	Professional Development		538	538	113	1,345
	Applied Technology	1,033	267	1,300	1136	13,632
	<b>TOTAL</b>	<b>8,089</b>	<b>4,575</b>	<b>12,664</b>	<b>9,491</b>	<b>136,004</b>

Admissions and grading

Beginning in the fall semester of 1999 ISU is phasing in a new plus/minus grading system. This system was adopted after much discussion and a vote by the faculty in favor of a more fine-tuned grading system. The point value for the plus/minus grading system follows:

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7	1.3	1.0	0.7	0

Graduate School admission standards were raised (Section II, Graduate Studies).

## Student non-academic programs and student personnel services

To meet the needs of a diverse student population and to save money for students, the Student Health Center has expanded its services. New services include photo therapy, spirometry, prenatal care, and onsite psychiatric and internal medicine consultation. The center now houses an on-site health insurance coordinator and has opened a small branch facility at the Idaho Falls campus. The center also has added a number of collaborative programs. In conjunction with the Counseling and Testing Center, it now participates in National Depression Screening Day. The center works with units from across campus to support the annual “free flu vaccine” clinic and partners with the family practice residency program in physician patient care.

To foster leadership and career development, Student Affairs has instituted a number of counseling and developmental activities. In response to student interest in developing the talents of their organization leaders, a leadership development program was created which features an annual leadership symposium, a leadership resource center, a newsletter and video series, team-building activities, and customized leadership training upon request. To improve the delivery of career development services, the Career Planning and Placement Center, Student Employment, and the career counseling services of the Counseling and Testing Center have been consolidated into the Career Development Center, which now provides counseling and job fairs for students at the Idaho Falls satellite center as well as on the main campus.

The Counseling and Testing Center has expanded services in a number of areas and now provides personal counseling at the Idaho Falls campus and has created a mind-body clinic to improve physical and emotional health through relaxation and meditation. Counseling and Testing, in cooperation with Graduate Studies and Educational Testing Service, established a computer-based standardized test facility. Students now have greatly enhanced access to the GMAT, GRE, PRAXIS, and TOEFL.

Student fees funded a new building adjacent to the Student Union in 1996. This building houses the Early Learning Center, the Student Activities Office, and the Leadership Development Program. The Early Learning Center serves children from infancy through 12 years of age. The 17,000 square-foot center currently enrolls 357 children and is near enrollment capacity of 400. This child centered day care and after school program is provided for children of ISU students, faculty and staff. A second center is planned as a component of the student union facility under construction in Idaho Falls. The Idaho Falls Early Learning Center will have the capacity to serve approximately 36-40 children.

In response to the need for a comprehensive source of information and support about gender issues, the Janet C. Anderson Resource Center was instituted in 1998. The center offers referral services, crisis intervention, and support groups for both women and men.

Construction of the Sam Bennion Student Union Building in Idaho Falls is underway. This 29,000 square-foot facility will provide dining facilities, a recreation room, student health services, meeting space, administrative support offices, and the Idaho Falls ELC. The new student union will provide opportunities to better project a wide variety of student support services to the Idaho Falls campus community.

Campus recreation has responded to the desires of the campus community by installing new indoor gyms, a dance room, a climbing wall, and weight and cardio equipment. Campus recreation has also introduced fencing, bowling, billiards, indoor rock climbing, and disk golf as intramural activities. In the interest of safety, residence hall security has been enhanced with a card reader system and a student safety assistant program to monitor entrance to the halls. KISU-FM, ISU's new radio station, began broadcasting in June 1999. KISU offers students an opportunity for experience in professional broadcasting and related business operations.

As student interest in international learning experiences has grown, the director of international programs and services developed a number of new study-abroad agreements. Partners in these agreements include College Consortium of International Studies, Council on International Educational Exchange, Institute for Study Abroad - Butler University Programs, and International Student Exchange Program.

The Academic Skills Center (ASC) has both broadened its offerings and changed its administrative reporting line. At ASISU's request, ASC developed the Content Area Tutoring program to provide free tutoring by certified tutors for all non-writing and non-mathematics courses. Since 1995, this program has served more than 1,000 students; participation is still growing. ASC coordinates the first year seminar program, designed to ease the transition to college life and to increase student success rates. ASC inaugurated a reading program to assist students in developing reading strategies and to provide faculty development workshops. Outreach tutoring by the writing lab in the Academic Skills Center has expanded to include the College of Engineering, the Athletic Department, and the residence halls. Tutoring hours have been increased at the Idaho Falls satellite campus. Similarly, the ASC math lab provides service to the athletic study hall and the residence halls, and provides additional service hours at Idaho Falls.

In the spring of 1999, administrative responsibility for ASC was returned to Academic Affairs from Student Affairs to achieve a closer program fit and to align faculty members with their respective administrative departments.

***7. What changes have been made in policies affecting the faculty? Has the faculty increased or decreased in size? How have faculty salaries and other benefits been improved? To what extent has the faculty been strengthened? In case faculty ranks are used, compare the number and percentage at each rank level with the figures last reported. Describe the institution's plan for the continuing evaluation of all faculty members. See Standard Four - Faculty and Commission Policy 4.1 - Faculty Evaluation.***

#### School of Applied Technology

In 1993, the State Department of Vocational Education and SBOE approved a change in the status of the School of Applied Technology faculty. As of 1993, new SAT faculty are ineligible for tenure. Tenured SAT faculty retained that status. The percentage of SAT faculty who hold tenure will continue to decline as the previously tenured faculty retire or leave the university for other reasons.

#### Faculty Senate

In 1997, the Faculty Senate acquired state of the art computer equipment and created a homepage through which senate business is managed. In 1998 the senate acquired office space and meeting and reading rooms, which have greatly increased the senate's ability to communicate with faculty constituents and councils and to track business. Office space has given the senate a higher campus profile and has enabled consistency in records management. During 1998 the senate discussed means for further strengthening the faculty governance system. As a result, the senate has initiated a rotating review of its councils and has increased the time-in-service requirement for election to the senate and appointment to its councils.

#### Sabbatical leave

In spring 1994, the Faculty Senate recommended the decentralization of awards for sabbatical leave. Money for sabbatical leave is now distributed to each of the colleges based on proportion of the total faculty salary budget. The applications for sabbatical leave are reviewed at the college level instead of by the Faculty Senate as a whole.

## Faculty not on tenure track

During the 1996-97 year, ISU revised its policy on non-tenure track faculty. The new policy brought non-tenure track faculty under the same guidelines for notice of non-renewal as tenure track faculty and adjusted the statement of privileges so that it was in line with the privileges of the tenure track faculty.

## Faculty ombudsperson

A faculty ombudsperson was created in January 1994. The ombudsperson serves as a resource for ISU faculty and professional staff with concerns, complaints, or disputes over university matters. The position includes 50 percent release time for the faculty member selected. The Faculty Senate recommends a candidate for the position to the university president, who appoints the ombudsperson annually. The current incumbent has been appointed to the position annually since 1994.

## Appeal of promotion and tenure decisions

An ad hoc process for appeal of tenure, promotion and dismissal decisions was developed to address dissatisfaction with the limitations of the official policy. The current process is intended to be temporary until a formal process can be developed and approved. A joint committee of the Deans' Council and the Faculty Senate has been working to develop the policy. The recommendations of the committee are expected in fall 1999.

## Faculty input in budget process and planning

The faculty continues to seek improved input in budget process and planning. As part of this effort, the Faculty Senate reinstated a budget committee. This committee included members from each college and from Financial Affairs. The committee studied the budget cycle and sought points at which the faculty might effectively influence the process. Unable to find such points, the committee was disbanded in 1997 and replaced by a three-member subcommittee of the Senate.

Budgetary discussions occur in a variety of settings. Financial issues commonly arise at the President's regular meetings with the faculty. The President's staff meeting, which the Faculty Senate chair attends, is another scene of budgetary discussion. While the Faculty Senate chair is not a formal member of Deans' Council, the chair routinely attends the council meetings.

When Deans' Council addresses budget issues, the budget subcommittee of Faculty Senate is invited to attend. Faculty Senate is also represented on the strategic planning group that prepares the university's budget request.

At various times throughout the year, the president convenes a budget group to make specific budget recommendations. The Faculty Senate chair was invited to attend two of these meetings in spring 1999, and the results of a third meeting were reported to the Senate chair by the university President. At the first of the meetings that included the Senate chair, a list of commitments already made was reviewed. Given these commitments and budgetary constraints, few decisions remained to be made. In an effort to engage the faculty earlier in the process, the President will invite the Senate chair to all future budget group meetings.

#### Change in size and compensation

The faculty has increased in size in the last five years, and faculty salaries have improved. The total number of full-time academic faculty at ISU in fall 1994 was 374 with an average salary of \$40,429; the figures for fall 1998 were 423 and \$46,012. Changes in distribution by rank appear in Table 5.

<b>Table 5</b>			
<b>Comparison of Faculty Size by Rank</b>			
	1994-1995	1998-1999	% difference
Professor	134	138	+3.0%
Associate Professor	92	118	+28.2%
Assistant Professor	108	108	No Change
Instructor (Academic)	40	59	+47.5%
Instructor (Applied Tech)	80	86	+7.5%

Table 5 does not include affiliate faculty. These faculty, who normally serve without pay provide valuable services to ISU. Fall 1999, ISU had 772 affiliate faculty.

## Continuing evaluation of faculty

Every faculty member is reviewed annually. Evaluations are conducted by the appropriate department chair and college dean. Faculty evaluations involve an examination of course evaluations, a review of the faculty member's research/creative activity, and of their university and public service. SBOE's policy also requires a post-tenure review every five years. Should there be significant concerns about a faculty member's performance expressed by the department, the chair or the dean, a full "tenure-like" review ensues. Full reviews are seldom conducted, and no rewards are associated with them.

In 1998 the university was selected to participate in the American Association of Higher Education's New Pathways II Post-Tenure Review mini-grant program, which included a \$5,000 grant from AAHE with a matching grant of \$7,000 from the university. The project activities include the following goals:

- Making post-tenure review more meaningful and useful by establishing beneficial outcomes of a non-burdensome but more substantive review,
- Creating appropriate linkages between annual reviews of faculty and comprehensive post-tenure review,
- Adding rewards for exemplary faculty who undergo the review and providing assistance for faculty where improvement is warranted.

The project, begun in January 1999, involves focus groups including faculty from all the colleges, a survey, and discussion by chairs and directors in each college. Six focus groups composed of randomly selected faculty and department chairs from all six ISU colleges met between Feb. 23, 1999, and March 4, 1999, to discuss post-tenure review issues. The groups averaged 10 participants, and a summary of their discussion was posted on the university's web site for all faculty to read. In fall 1999 the project coordinators are planning a forum to discuss proposal options. These options will be formulated in consultation with SBOE staff and in compliance with NASC guidelines. The proposals will then be presented to the Faculty Senate and the Deans' Council.

### ***8. What changes have been made to the physical plant (new buildings, demolition or remodeling of old ones)?***

To accommodate ISU's sustained growth in programs and enrollment, the following changes have been made in the physical plant (Table 6).

Table 6	
<b>NEW CONSTRUCTION:</b>	
Leonard Hall Addition-	A 9,600 sf addition was added to Leonard Hall that houses a modern classroom, a research lab, faculty offices, 3 rooms for small group teaching, and an unfinished basement for future expansion.
Physical Science Addition-	Phase I of the Physical Sciences renovation and expansion was completed. Chemistry is now housed in that facility. Phase II construction is underway on a 21,800 sf addition to the Physical Science Building that will house offices and laboratories for the departments of Physics, Math, and Geology.
Plant Science Building -	A 9,200 sf building was constructed that houses three greenhouse laboratories, a large classroom, and a class laboratory.
Small Accelerator Center -	A 5,400 sf building was constructed in the Idaho State University Research Park to house research accelerators that are being used by the Department of Physics and the College of Engineering.
Student Apartments -	96 student apartments were constructed above Bartz Field.
Hazardous Waste Storage Facility -	Three modular chemical storage units were constructed on the south end of campus to store and process hazardous waste materials.
Grounds Maintenance Building -	A 3,000 sf building was constructed on the south edge of campus to house grounds maintenance equipment, materials, and work space.
Fueling Station -	An automated fuel dispensing station to support the campus support vehicles was constructed adjacent to the new grounds building.
Early Learning Center -	A 23,200 sf building was attached the Pond Student Union to house the child care and education programs and student government offices.

Reed Gymnasium -	A 21,100 sf addition was completed to Reed Gymnasium that houses two basketball courts, restrooms, and multipurpose rooms. It also made Reed Gym accessible to people with disabilities.
Davis Field House -	The old Davis Field House was removed and is being replaced by a new 5,900 sf building to support the track and women's soccer programs.
Idaho Falls Student Union -	A new student union building is under construction on the ISU/UI campus in Idaho Falls.
Performing Arts Center -	The design of the performing arts center is nearly completed. The project is part of the ISU centennial and will be funded from private donations.
<b>RENOVATIONS AND REMODELING:</b>	
Holt Arena -	This renovation included the replacement of the asphalt floor, new basketball seating, recoating the roof, and correction of exiting and other building code problems.
Pond Student Union -	Safety and ADA problems were corrected during this capital renovation.
ITRC	The telecommunication space in the Library was renovated into an Instructional Technology Resource Center. This center is used to instruct and assist faculty in developing technology based instructional material.
Garrison Hall -	This eight story residence hall was converted from housing use to academic use. Currently houses the Physical Therapy, Occupational Therapy, Psychology, and ROTC Departments.
Physical Science -	The Physical Science Building is being completely renovated to remove building code problems. The mechanical and electrical systems are also being renovated to help the building support modern science education.
Smart Classrooms	Several classrooms in the College of Education and College of Business have been renovated to accept electronic teaching technology. A distance learning classroom has been added to Vocational Arts.

Auto Shop	The Auto Collision Repair & Refinishing Shop in the School of Applied Technology had the paint booth replaced and floors modified to better support the program.
Davis Athletic Field	Renovated to provide a safe soccer field and spectator seating.
Graveley Hall -	Renovation of this building added elevators and ADA improvements.
<b>ACQUISITIONS:</b>	
Southeast Idaho District Health Building -	This building was acquired through land trade to house the Family Practice Residency Program. It will house the Dental Residency Program in 2000.
Red Hill Building -	Acquired through land trade to house the Physician Assistant Department, Dance Studio, and Telecommunications Department.
Weston Inn -	This is a motel located on the west edge of campus that was purchased and converted to student housing.
Imperial Inn -	Another motel located on the west edge of campus that was purchased and converted to student housing.
ISU Boise Center	New more adequate space was rented and renovated in Boise. This facility houses classrooms, labs, and a fully equipped distance learning classroom.
Law Enforcement Building	A 13,160 sf building acquired by ISU to house Law Enforcement, Farm Management, and Special Programs.

***9. How have the library/learning resources and laboratories been maintained to keep pace with the growth of instruction or with significant program changes, such as computer science or health technology.***

Library

The total library budget has received increases tied to the low level of inflation in each of the last five years. The library acquisition budget received a non-standard inflation factor beginning in 1996. This non-standard factor is an effort by the state to maintain the buying power of the book and serials budgets of libraries in the state and, for ISU, it has been successful. However, the non-standard inflation factor is still not high enough to allow the university libraries to grow, taking advantage of new materials in program areas supported by the universities. Also, the library lacks the flexibility to respond to new program demands. Therefore, in some areas, the real buying power of the library budget has fallen.

As new programs are discussed in the university, the library is a partner at the table, providing evaluations of the collections in new program areas as well as estimates of needed funds to support these new programs. This process has been successful in the last five years, and no new programs have been approved without library impact statements.

The library has not yet seen any significant changes in computer science. However, special funds have been allocated for changes anticipated in FY2000 as a result of the move of computer science to the College of Engineering.

Since science and medical journals are subject to excessive inflationary increases, few titles have been added in the last five years, and the library does not plan to add any journals without additional or reallocated funds. Library staff members, in consultation with faculty, continue to review electronic and serial subscriptions for the best use of available funds.

Labs and learning facilities

ISU recognizes the need for continuous growth and modernization of its labs and learning resources. The following list is representative (though not exhaustive) of developments in this area.

SAT received \$90,948 through the Albertson Foundation to establish the Technical Network Training (TNT) program and laboratory. This grant provided 20 computers and the hiring of

an instructor. Initially, TNT provides training for high school technology teachers and business and industry employees through SAT. As this program expands, additional SAT students will be enrolled in the program.

SAT maintains laboratory and learning resources within program areas. State appropriated dollars are used to upgrade and enhance equipment in classrooms and laboratories. Technology upgrading of educators is provided through “one percent technology funds” granted through the Idaho Division of Professional and Technical Education. Donations have played an important role in supplementing learning resources and laboratories.

In Arts and Sciences the foreign language lab was completely modernized. GIS facilities provide opportunities for students in a variety of disciplines. A new greenhouse was constructed and a number of computer labs are supported by Arts and Sciences departments. Last year Arts and Sciences reserved 20% of its carryover funds for learning infrastructure.

The College of Engineering houses five major undergraduate laboratories and a computer teaching lab used for a variety of courses in engineering. The engineering laboratories are maintained with an assigned capital equipment budget, usually supplemented by salary savings and indirect cost return distributions. The computer teaching laboratory has generally received a major share of the capital equipment funding, to have the computers as close to state of the art as possible.

All computers are new in the College of Pharmacy student computing laboratory. The addition to Leonard Hall provided space for a new research laboratory and unfinished space in the basement for a future pharmaceuticals teaching laboratory. When this space is finished, space will be freed up on the main level to be renovated into a pharmaceutical care learning center to house the Drug Information Service and a renovated student computing lab.

The College of Education, in cooperation with the campus computer center, developed and implemented the student technology-based electronic portfolio lab. All teacher education students are required to develop an electronic portfolio that meets the Idaho Technology Competency requirements. The College of Education supports regional public school teachers through the technology outreach computer lab. In addition, the college supports the instructional software review center for examination of instructional software.

The College of Health Professions expanded clinical laboratory space for the master of speech language pathology and the master of counseling mental health major when it moved into the new facility in Boise. The Boise facility also includes a computer lab with expanded capabilities and a part-time lab assistant. New space in Garrison Hall has allowed health

professions to expand clinical laboratory space for the department of physical and occupational therapy. A formal outpatient clinic has been developed to provide students with hands on experience with patients prior to being placed in externships. In response to continued demand for access to computers on campus, a small computer lab was established in the basement of the Beckley Building that is available to all students and is open some evening hours. With the addition of the educational interpreting program, a new lab will be added to allow students to practice American Sign Language.

The physician assistant program has developed a computer lab for its students through a federal grant. Both state and federal funds will help complete a 20-computer lab by 2001. The program also maintains a physician assistant library containing texts, references, and audio-video tapes.

Technological advances have made distance learning and web-based courses increasingly important. Statewide, the number of distance learning classrooms supported by ISU has more than doubled to the current 22 classrooms. Through the Instructional Technology Resource Center, ISU has made a major investment in web-based instruction.

Centralized lab facilities have also grown. Fall 1994 there were nine computer labs on the Pocatello campus with 250 computers and a remote access pool of 22 modems. Fall 1999 there are 14 labs in 10 locations, including Idaho Falls, Twin Falls and Boise. There are 350 computers and a remote access pool of 180 modems. In 1997, a computer center help desk was established to assist students, faculty, and staff with computer related problems. The help desk currently averages 1,700 monthly calls with more than 99% of these calls answered by students or the second level of student help desk experts.

***10. What significant changes have been made in the financial structure and condition of the institution (budgetary increases and/or decreases, operating surpluses or deficits, plans for the future)?***

ISU continues to have financial strength. Revenues have exceeded expenditures during the last four years. FY93-94 expenditures exceeded revenues due to a planned one-time capital expenditure. A matter of concern has been the decreasing share of revenues from state appropriations, although the amount has increased. Increasing enrollments and demand for new programs have been partially satisfied by generating revenues from increasing student fees. Currently, even though fees have increased at a rate greater than inflation, ISU's overall fee cost to students is one of the lowest in the nation.

Endowments have increased dramatically with plans in place for further dramatic increases.

Initiatives underway include:

- Development of the university's first major capital campaign to fund a performing arts center, increase scholarships, create a faculty development fund, and several other projects,
- Establishment of an office to plan and stage a year-long centennial celebration during the 2001-2002 year,
- Expansion of efforts in the Alumni Office to identify out-of-area alumni and to increase awareness of the university's current status.

Institutional progress in addressing salary issues is discussed in Section I.A., General Recommendation 3; facilities maintenance funding is discussed in Section II., Physical Plant.

***11. What significant changes have been made in the administrative structure and personnel? Explain.***

Over the past five years, a series of changes has been made to the institution's still essentially flat administrative structure (see Appendix 11, organizational charts) The total number of senior officers who work with the President – four – remains the same. An academic officer, a student affairs officer, a finance officer, and an institutional relations officer continue to be the senior staff. The institutional relations position, however, has been restructured to vice president for institutional advancement. The portfolio for institutional advancement includes governmental relations, public relations, fund raising and advancement activities, and the university's centennial preparation. A title change in 1996 created the position of assistant vice president of financial services. The director of enrollment management was promoted to assistant vice president for academic affairs and enrollment management. A second position in academic affairs at the assistant vice presidential level has been created as a professional development opportunity for university faculty. This position is filled in-house on a three-year rotating basis. The incumbent is responsible for a variety of teaching and learning concerns. It is anticipated that the position will be reshaped slightly based on the experience and talents of each new incumbent.

With the availability of some additional staff support in academic affairs, the Academic Skills Center operation, which along with continuing education had been temporarily housed in student affairs, was moved to academic affairs. The return to academic affairs reflects a strong emphasis in academic affairs on retention and student success programming.

In 1996, an additional deanship was created by dividing the Office of Graduate Studies and Research to provide additional senior level staffing in those two strategically important areas. The dean of graduate studies continues to manage the programmatic and teaching concerns of the graduate school and the new office of research concentrates on building the research capacity of the institution. Originally called dean of research, the position is now chief research officer and assistant to the academic vice president. This division has made the work of that area far more manageable and has led to significant progress in securing research funding, important new research alliances with the nearby national lab, increased institutional emphasis on undergraduate research, and additional institutional funding for the area, including more support for faculty research projects.

A number of changes have taken place at the collegiate level, as well.

Departments or programs moved:

- Department of counseling moved from College of Education to College of Health Professions,
- Computer science program moved from College of Business to College of Engineering,
- Occupational therapy added to physical therapy to create the department of physical and occupational therapy,
- Health education and dietetics were moved from the College of Education to the College of Health Professions, creating the department of health and nutrition sciences,
- Family practice residency and physician assistant program moved under the administrative purview of the College of Health Profession.

Associate and assistant deanships created:

- Associate dean for information systems, College of Business,
- Associate and assistant deans of education,
- Assistant dean for student support services in student affairs,
- Two associate dean positions in the College of Engineering.

Responsibility for the institution's outreach efforts have been largely vested in academic affairs where the assistant vice president responsible for enrollment management has assumed direct responsibility for programming and staff in the outreach centers in Boise and Twin Falls, as well as for activities at the Idaho Falls Center for Higher Education. While the assistant vice president provides for supervision of staff and coordination of program delivery, the academic deans remain responsible for faculty and academic programs per se. Local directors provide administrative oversight for all off-campus centers.

Reflecting a closer working relationship between academic affairs and financial services, the computer center, distance learning, and telecommunications are now jointly managed by the two vice presidents. The academic vice president gives primary attention to program delivery and academic services, while the financial vice president gives attention to systems and telecommunication. This has led to good coordination and cooperation in this vital service area.

In addition to the above structural changes, there were personnel changes in the following positions:

- Vice presidents: academic affairs, financial services,
- Deans: business, education, engineering, pharmacy, applied technology, graduate studies, student services,
- University officers: librarian, counsel,

- Directors: athletic, family medicine, institutional research, registration and records, Idaho Museum of Natural History.

*12. What old plans for the future have been realized, and what new ones have been formulated?*

The past five years have been a period of growth for the institution. ISU ends the millennium larger, stronger, and more sophisticated than it has ever been. There have been many accomplishments — to name only a few, growth in research, membership in the National Association of State Universities and Land-Grant Colleges, and improvement of facilities. Five important goals have been realized over the past five years. The first three relate to institutional efforts to provide expanded access to higher education for Idahoans.

1. ISU's efforts to expand its program array at all levels have been remarkably successful. The university's community college function has been strengthened through the addition of new associate level programming in both the academic and applied technology areas (Table 1). New masters and doctoral programming has been created in its central mission areas of health professions and education.

2. Outreach – The remarkable success of the partnership with the University of Idaho in offering comprehensive university services in Idaho Falls, the development of more focused offerings in Twin Falls, health related offerings in Boise, and the dramatic expansion of distance delivery – especially of health profession courses – throughout the state fulfilled the goal of providing access through outreach. And, not yet an anachronism, ISU's fleet of commuter buses bring hundreds of students to campus to complement the outreach effort.

3. Enrollment growth – Ongoing efforts to persuade Idahoans in the region and beyond of the value of post-secondary education have fulfilled the goal of bringing enrollment far closer to institutional capacity while strengthening Idaho's workforce and providing it with an increasingly educated citizenry.

4. Salary equity – The institutional goal of bringing ISU faculty and staff salaries closer to those of sister institutions has been partially fulfilled through careful efforts to demonstrate to SBOE and to the Idaho legislature the rightness of that cause.

5. Capital improvements, both large and small, have fulfilled the institutional goal of providing first class teaching and learning forums. While labs have been refurbished and computer facilities designed and equipped, large projects such as the chemistry building and the major

renovation of the physical sciences building currently underway are remarkable successes in a state with a very limited capital budget (see Table 6).

Several of these goals will continue to provide direction to the institution for the next five years. Access continues to be a theme, as does growing sophistication.

1. Enrollment growth – Controlled incremental growth of the institution’s enrollment should continue as ISU works in support of SBOE’s increasing emphasis on access. Enrollment increases in the neighborhood of three percent per year are both manageable and crucial to increase the institutional funding base. The goal will be to continue to recruit in those areas where there is programmatic capacity.

2. Outreach – As resources become available, the institution’s goal will be to provide additional programs to the centers in Idaho Falls, Twin Falls, and North Idaho to fulfill ISU’s statewide responsibility in the health professions by delivering those programs around the state, and to increase ISU’s distance delivery of other programs, including the delivery of course work through the Idaho Virtual Information Consortium currently being planned by the higher education system.

3. Salary equity – The institution will continue to push for State Board and legislative support to bring faculty and staff salaries fully into line with those at sister and peer institutions.

4. Capital campaign – The institution approaches its centennial in 2001. As it does, it has moved into its first ever capital campaign with ambitious goals in the areas of scholarships, academic enhancement, and capital construction.

5. Move to Carnegie Classification Doctoral I - Over the past years, the institution has strengthened its research and graduate study base considerably. New graduate programs, the creation of deanships for each area, and an investment of 2.5% of ISU’s annual budget into research have signaled those efforts. Plans are now being drawn to move the university to Doctoral I status through the careful expansion of programs and the judicious use of graduate assistantships.

***13. Standard One - Institutional Mission and Goals, Planning and Effectiveness, and Standard Two - Educational Program and Its Effectiveness, note the importance of monitoring and evaluating educational results (outcomes) as a means of ascertaining institutional effectiveness. Keeping to a concise format, the institution should endeavor to describe explicit achievements of its students and to adopt reliable procedures for assessing those achievements. Succinctly describe the assessment plan of your institution***

***and how the information is systematically collected, synthesized and utilized in educational program planning to ensure continuous improvement in response to Standard One, Standard Two, and Commission Policy 2.2 - Educational Assessment.***

The current assessment procedures used at ISU follow those described in Section 2.2 of the *Accreditation Handbook* (Commission on Colleges, 1996). Student information is gathered by the institutional research office and reported to academic departments in the annual "Statistical Portrait." This document includes the following information on the ISU student body: basic demographics, geographic distribution, number of new students (new freshmen and undergraduate transfers), standardized test scores, declared majors, and degrees awarded. These tables generally contain data for the previous five to 10 years.

The institutional research office annually distributes statistics and reports on undergraduate retention and graduation rates. Retention reports include information and comparisons of the general new student population with students enrolled in the university's designated retention initiative programs, i.e. CLASS program and first year seminars. These comparisons are used to evaluate the success of ISU's retention initiatives. Students are encouraged to participate in student success oriented programs, and programs are modified based on the evaluation results.

The Office of Institutional Research, the Center for Teaching and Learning, and the Council for Teaching and Learning work together to assist academic programs in developing, implementing, and maintaining their assessment plans. Again, these procedures follow the outline presented in Section 2.2 of the *Accreditation Handbook*. Each academic department submits an assessment plan to the Office of Institutional Research. These plans list the educational goals toward which the program is working and the means by which progress toward these goals will be evaluated. The methods of assessment used vary by discipline; many departments use some kind of capstone assessment, initial assessment, exit interview, and alumni survey. The Council on Teaching and Learning calculated that for the 1997-98 academic year, roughly 98% of undergraduates and 72% of graduate students participated in some form of assessment activity. Further details of the assessment activities can be obtained from the document Assessment: 1997-98 (Idaho State University, September 1998); this document should be updated in fall 1999. Each year, the status of each academic department's assessment activity is evaluated (Appendix A7) to determine its level of compliance with the criteria adopted by the Council for Teaching and Learning (See Table 7).

<b>Table 7</b>					
<b>Assessment compliance</b>					
	<b>None</b>	<b>In Progress</b>	<b>Satisfactory</b>	<b>Excellent</b>	<b>Total Number</b>
Undergraduate Departments Programs	3 (5%)	10 (16%)	33 (53%)	16 (26%)	62
Graduate Departments Programs	4 (7%)	30 (52%)	19 (33%)	5 (8%)	57 + 1 pending

At the end of each academic year, each academic program submits its annual evaluation of progress toward stated goals. These reports include the results of capstone courses, alumni and employer surveys, and exit interviews. In addition, programs that have national, state, or professional certification exams report pass rates on these exams. These results are also included in a report that is submitted to the State Board of Education, the Governor's office and the state legislature.

In addition to academic program assessment, the Council on Teaching and Learning coordinates reviews of the university's general education goals. The results of these reviews are used to evaluate the effectiveness of the general education goals and to support proposals for changes to the general education curriculum. Goals 1-6, 7-10A have been assessed, or are currently being assessed (See Appendix A9).

While the primary purpose of ISU's assessment program is the assessment of educational quality, the university intends to ensure continuous improvement in *all* areas of the university that influence student success. To help further this purpose, ISU is adding two additional components to its assessment program during fall 1999. An entering student survey given to students enrolled in the first year seminar course will provide important information on students' image of the university, their college goals, and other areas related to the recruitment of students. A graduating student survey questionnaire included in the graduation packet of each prospective graduate will provide valuable information on students' satisfaction with their major, student services, and other areas that are directly related to a successful college experience. Each of these instruments provides information that allows ISU to evaluate the success of its student support services in promoting student success and student attitudes towards its academic programs.

## Section II

### RESPONSES TO INDIVIDUAL RECOMMENDATIONS ON STANDARDS

Standard II, Finance:

[It is recommended that] *the university develop a more formal budget-planning process.*

The university, in conjunction with the State Board's appropriation request process, has a two-year budget process cycle that includes:

- Campus groups developing plans and alternatives,
- Dialogue with the State Board of Education about budget request plans (March, Year 1),
- Formal appropriation request (August, Year 1),
- Formal budget presentation to the legislature (January, Year 2),
- Legislative allocation to the State Board, distribution to institutions (March, Year 2),
- Formal budget approved by SBOE (June, Year 2).

With overlapping years, the process is ongoing, open, and includes substantial communication between campus, State Board and legislative units. Because of the number and turnover of external decision-makers, public budget planning beyond a defined budget cycle is not, in general, productive. See also sections I.A., Planning and I.B., Faculty.

*It is recommended that the university undertake a program of involving ISU alumni more actively in fund-raising activities of the university Foundation.*

The Office of Institutional Advancement (OIA) has been involved in several efforts to increase alumni donations and participation in ISU fund-raising activities. The Alumni office, which maintains the database of ISU alumni, donors and other supporters, installed new software that makes it much easier to keep track of alumni and categorize them by attributes, such as college major, professional associations, etc. In turn, this makes it possible to do niche fund-raising and to target such campaigns precisely. These efforts are paying off in a number of areas, including the annual national phonathon, Connection ISU, which solicits

contributions from alumni nationwide. The 1998 phonathon set a record \$217,045 in pledges, up from \$205,026 the previous year.

OIA, in conjunction with the office of the university President, has been holding dinners in Boise, Phoenix, Seattle, Washington, D.C., and other cities at which invited alumni and other guests can learn about developments at the university and discuss ISU needs and potential gift opportunities.

The ISU Foundation has been arranging opportunities for donors, many of whom are alumni, to meet with recipients who have benefitted from their generosity. This encourages continued donations and fosters a sense of connection to the university among alumni. The first-ever scholar-donor luncheon last year drew 150 people, and a second luncheon was held in the fall of 1999.

The Alumni Association has eliminated membership dues, a move that is expected to reduce confusion among alumni who think paying dues means they already have donated to ISU. This change is not expected to significantly affect the alumni budget, since few alumni paid dues.

A recently created centennial celebration office and centennial task force of 13 volunteer committees, all of which involve alumni, are planning the ISU centennial celebration in 2001-02. One goal of this broad-based effort, with the theme "Creating Legacies," is to embrace alumni and renew a sense of connection with the university as well as foster an understanding of what the university means to them and to their community. Alumni and other friends of the university will be encouraged to participate through an extensive promotional campaign, personal contacts, and carefully planned events and activities.

At the same time, employing the same theme as the centennial celebration, the university's first-ever capital campaign is attempting to raise millions of dollars for projects designed to appeal to the alumni base. These include a state-of-the-art performing arts center, scholarship funds, and programs to enhance ISU faculty and programs. About \$61 million has been raised thus far in the "quiet" phase of the campaign.

Standard III Physical Plant:

[It is recommended that] *the university continue efforts to secure more funds for deferred maintenance of buildings on the campus.*

ISU's deferred campus maintenance is being reduced by additional funding from the Idaho Permanent Building Fund and from increases to ISU's operating budget. A facility audit is being conducted by ISU staff and graduate students from the College of Engineering to

reassess deferred maintenance needs. The needs will be prioritized and a new strategic plan developed to assist in maintaining and modernizing ISU facilities.

The university has increased its maintenance funding from 1.09% of replacement value (FY97) to 1.39% of replacement value (FY99). In addition, the university receives approximately \$1.5 million in maintenance funding from the State's Permanent Building Fund annually.

Standard VIII, Administration:

*Recommendations:*

***1. The Administration should encourage and support any effort made by the SBOE to review its mission statement.***

See response to Section I.A., General Recommendation 6.

***2. Serious consideration should be given to the development of a formal planning document for the university.***

The Strategic Planning Committee, co-chaired by the academic and financial vice presidents, developed the institution's statewide plan in August 1996. This plan was coordinated with, and in response to, SBOE's five-year plan. The plan will be updated upon completion of SBOE's next five-year plan.

See also the response to Section I.A., General Recommendation 1.

***3. Continued efforts should be made to improve faculty salaries and benefits and seek funds for reducing the amount of deferred building maintenance on campus.***

See response to Section I.A., General Recommendation 3, and response to Recommendation 2, Physical Plant, above.

***4. The university should urge the SBOE to review its 1983 mission statement and cooperate fully in such a review if it is undertaken by the Board...It is hoped that if a review is undertaken that the Board of Education consider further reviews on a ten-year cycle.***

See response to General Recommendation 6, above.

Standard IV, Library, Academic Computing, and Media Services:

*It is recommended that the Library develop a strategy to address the strongly felt concerns of the biological sciences and related areas regarding journal access. There is a sense in this community that resources are being inappropriately distributed at the expense of journal literature access in their disciplines.*

This recommendation is echoed in various other sections of the report: NASC 1994 pp. 19 (Biological Sciences), 22 (Biomedical Sciences), 25 (Physical Sciences), 28 (conclusion on sciences). To avoid redundancy, this section includes responses to those recommendations as well.

The concerns of the science disciplines over access to the journal literature are real and of continuing concern to the library staff. However, the problem is related more to a general lack of funds rather than the pattern of allocation. The perception that library funding for materials in the biological, biomedical and physical sciences is inadequate due to an inappropriate distribution of funding must be assessed in light of the library's overall responsibilities to the university.

The biological, biomedical, and physical sciences consist of nine departments. Based on FY1998 figures, these nine departments constitute 27% of the total university community, expressed as FTE students and faculty. In contrast, these same nine disciplines command approximately 51% of all library resources devoted to the purchase of books and journals. Therefore, by one criterion, faculty and students served, the sciences have more than their fair share of the budget.

Given these large percentages dedicated to the sciences, concern over the method used in allocating the library acquisition budget has arisen in other colleges as well, and the library is preparing for a collection analysis project. There will be two major parts to this project:

First, library staff will analyze the budget according to several published allocation formulae. These computed allocations are compared with each other and with the allocations currently being used. Preliminary information was completed by June 1999, and was used in computing allocations for FY2000. A full report is due in December 1999.

In the second phase of this project, the collections of a given subject area are analyzed for adequacy. This analysis involves several smaller projects over a longer period of time. The following methods are used:

- Analysis of journal holdings against standard bibliographies,

- Analysis of monographic holdings against standard bibliographies,
- Citation analysis of recently published material (how many cited items are present in the collection),
- Automated collection analysis measuring ISU holdings against those of peer institutions (this method is currently under investigation).

The first subject areas to be studied will be biological sciences, physics, and education, areas mentioned in the accreditation report or that have been questioned since. The library staff hopes to complete the survey of these three areas by August 2000. Areas that offer a doctoral degree will be considered next. Working through the entire collection will take several years.

From this evaluation, the library hopes to develop a rational, defensible, consistent plan for allocating collection funds between departments, and a set of priorities for any additional money that becomes available, including, but not limited to, gifts and grants. This list of priorities can be used to create case statements for fund raising. All opportunities for increased funding will be explored.

Regardless of the findings of this project, and despite the non-standard inflation factor granted library materials by the state, the cost of journals in the sciences has outpaced the increase in the budget, and present indications do not predict a change in this trend. Therefore, the concerns of the science fields will not decrease any time soon. The library is exploring consortia opportunities for delivery of some information electronically. However, electronic access to information is by no means cheaper and can, in fact, be more expensive in some subject areas.

On the question of serial literature vs. monographic literature, the current budget reflects a ratio of approximately 70% spent on serials and 30% on monographic literature. Any additional movement of funds from monographs to journals could hurt the library's ability to support the general education programs of the university. Therefore, while reallocation between disciplines is possible, reallocation between monographic and serial literature should be limited.

***It is recommended that the Library in consultation with the Library Committee develop a contingency plan that can be implemented should expected continuing increases in the materials budget fail to materialize. And further, that this plan be widely shared with the academic community.***

If ways to augment the budget are not successful, ISU could be face a serial cancellation project sometime in the next 10 years. At present, there are no plans for such a project other

than to ask each department to cut an equal percentage.

The library committee, working with the university librarian and associate university librarian for collection development, has developed a policy for journals canceled by one department yet needed by another. This policy protects journals needed across disciplines. Since it was in place by June, all requested cancellations for FY2000 were reviewed in terms of that policy. The process of developing this policy will inform the discussion of a contingency plan for a drastic budget crisis.

The university library committee will begin to discuss the need for such a contingency plan this fall. Any such plan will be based on campus discussion.

***It is recommended that the Library in cooperation with campus administration seek to organize the directors of the major academic libraries so that they might collectively work toward agreements regarding shared responsibilities for support of distance education efforts by each institution, cooperative collection development and other matters.***

As distance education programs at ISU have grown, and learning centers have been created at remote sites throughout the state, the library has established cooperative agreements with other academic libraries to provide support. Agreements now exist with the libraries at the College of Southern Idaho in Twin Falls, Lewis-Clark State College in Lewiston, and Boise State University in Boise. It is anticipated that a similar agreement will soon be established with the library at North Idaho College in Coeur d'Alene. These agreements ensure that students and faculty participating in ISU programs will have full use of those local libraries, and, in some cases, the Oboler Library has provided funds to add needed resources to the local collections.

ISU's academic programs in Idaho Falls are carried out within a close working relationship with the University of Idaho. As part of this partnership, the libraries of the two institutions jointly provide services and resource support to all students attending the Idaho Falls campus. Additional cooperation with the technical library is anticipated with the change of INEEL contractors.

Despite the above-mentioned cooperative ventures, it must be acknowledged that there have been very few opportunities for cooperation in Idaho. The state's geography, along with the competitive nature of higher education, has made cooperation difficult. One recent success story is that the university libraries agreed to stop charging each other for interlibrary loan, a minimal charge that involved more costs in the collection than in the generation.

The best example by far of in-state cooperation is the recent creation of LILI-D, the Libraries Linking Idaho project sponsored by the state library. This project has used state funding to

mount a selection of electronic databases needed by K-12 schools, public libraries, and academic libraries. As a result of the selections made, the ISU libraries are evaluating the databases licensed locally and canceling licenses seen as duplicates. The money saved will be used to expand access to other needed databases. The only problem with this arrangement is that the state funding is not guaranteed to continue. ISU is working with the state library to encourage the state legislature to continue this funding.

Other than this example, there is little significant cooperation in Idaho. The University of Idaho has closer ties with Washington State University at Pullman, 10 miles from Moscow. ISU and BSU have explored working relationships with Utah universities, and ISU has arranged for access to some databases through the Utah Consortium of Academic Libraries.

The university librarian has approached the other library directors as well as the state library about sponsoring additional sharing opportunities for the academic libraries in the state. Currently under discussion are plans for additional statewide databases more supportive of higher education, as well as a proposal for a statewide courier service to guarantee 24-hour delivery of library materials.

***It is recommended that the Library pursue their current evaluation of their RLG membership. The utilization of dissimilar bibliographic utilities by the major academic libraries of Idaho does not promote resource sharing and general cooperation.***

This recommendation addresses ISU's membership in the Research Libraries Group (RLG) and the use of their bibliographic utility, the Research Library Information Network (RLIN), for cataloging information. At the time of the last evaluation, ISU was considering whether to change from RLG, a research-library-based consortium, to Online Computer Library Center (OCLC), a bibliographic utility with a broader user base and larger database of records. The library chose to remain with RLG at that time. However, all records cataloged since 1994 have been loaded into OCLC. This practice began so that OCLC could be used for interlibrary loan.

At the time of the original recommendation, there were three bibliographic utilities: RLIN, OCLC, and Washington Library Network (WLN). University of Idaho and Boise State University both used WLN. As of January 1, 1999, WLN has merged with OCLC. Therefore, there are now only two choices for bibliographic information. All information from area libraries in WLN is now a part of OCLC.

At this time, the library staff prefers the cataloging system of RLIN. However, the library has recently upgraded its management systems to a fully integrated system (ELI). The integrated nature of the system has allowed the library to reexamine its workflows for efficiencies that were not possible in the previous multi-system environment. As the library staff fully adapts to this system (new in 1999), the library will also reevaluate decisions related to OCLC. In

the meantime, staff are analyzing the gaps in ISU's holdings on OCLC, and the library plans to fill them as funds allow. As that occurs, all ISU holdings will be reflected in both RLIN and OCLC, and resource sharing will be fully supported.

Standards V and VII, Educational Programs and Instructional Staff:

A. Health Professions

[Suggestion to add another one-half time position in physical therapy]

In the spring of 1999 there were seven full-time equivalent positions in physical therapy. This is an increase from the 5.75 FTE in Physical Therapy in the Spring of 1994.

***It is recommended that the Family Practice Medicine's educational programs expand to accommodate 18 residents in the future with closer affiliation with U of U.***

Significant Medicare changes have severely impacted the budget of this program. Expansion in this setting was not practical. While there has not been any formal change in the affiliation with the University of Utah, the relationship has strengthened.

[It is recommended that] ***the new Physician Assistant Program to commence in the Fall of 1995 be integrated into the Family Practice Medicine's educational program.***

While differences in funding sources make total integration of these two programs impractical, they do work closely together, CHP continues to seek opportunities for the two programs. For example, several teaching faculty overlap and teach in both programs.

***Suggestion also that they be housed in a new facility.***

The physician assistant program has moved to a new facility in the Red Hill building and the family practice residency program has moved to the District Health building.

B. Biological Sciences

The 1994 report expressed the concern that the program's state funding ***is not adequate to insure the quality of future instruction programs, especially as the institution continues to expand its offerings in the biological and health sciences.***

The department's operating budget has been increased approximately 20% during the last five

years. This has occurred through annual increments, new program support monies and reallocation within the college. Additionally, significant space has been made available to the department through the relocation of the department of psychology and the construction and expansion of the plant sciences building. Significant funds have been made available to the department for equipment and research support on a one-time basis from the Arts and Sciences carryover funds.

#### C. College of Pharmacy

The 1994 report expressed a concern that *the Pharmacy Practice faculty have little or no record of scholarly and research efforts.*

Significant improvements have been made in scholarly and research productivity by the pharmacy practice faculty in the last few years. Last year the faculty participated as primary investigators on 10 projects, nine educational service contracts, 18 published manuscripts, four book chapters, 11 abstracts and 91 presentations to lay public, pharmacists and other researchers.

The 1994 report expressed a concern over replacement of the dean and the associate dean. The College of Pharmacy is healthy and developing under the leadership of a new administration. The following personnel changes have occurred:

- Chair of the Department of Pharmacy Practice and Administrative Sciences (1994),
- Dean of the College of Pharmacy (1995),
- Associate Dean of the College of Pharmacy (1996),
- Chair of the Department of Pharmaceutical Sciences (1997),
- Interim Associate Dean of the College of Pharmacy (1998).

The interim appointment was due to an injury sustained by associate dean.

#### D. Physical Sciences

*It is recommended that departments exercise caution about over-dependence on INEEL*

The caution explicit in the recommendation is good advice. Research support should not

depend on the largess of one source. The diversity represented by the grant sources currently awarded to the physical sciences should insulate the departments of chemistry, geology and physics from such over-dependence. Examples of current grant/contact sources in the physical sciences are:

- Chemistry: Lockheed, Department of Defense and U.S. Geological Survey,
- Geology: Department of Energy, State of Idaho, American Chemical Society,
- Physics: Lockheed, American Electrical Power, Idaho Department of Health and Welfare, State of Idaho, Sandia National Laboratory.

[It is recommended that] *the renovation of the Physical Sciences building receive high institutional priority.*

The 1994 report expressed concern about the state of the facilities for the physical sciences. Since then, the new physical sciences building (Phase I) has been finished and Phase II of the physical sciences remodeling is underway.

[It is recommended that the physical sciences departments] *renew their commitment to finding women faculty.*

Physical sciences departments have been active participants in institutional efforts in this area (see also Section I.A., General Recommendation 4). Physics and chemistry have each added women tenure-track faculty members to their units. The efforts of chemistry, in their recent hires of a woman post-doc and two tenure track women faculty members, are particularly noteworthy.

E. Mathematics, Computer Science and Engineering:

[It is recommended that] *the institution commit to the addition of at least two, and perhaps three additional faculty lines for the employment of faculty with Ph.D. degrees in computer science from recognized research universities...if this commitment is not to be forthcoming, or if the institution is not able to attract such faculty, serious consideration should be given to discontinuing the B.S. program in computer science...[the] computer science area should be consolidated and located either in association with the math department, or as a separate department within the College of Arts and Sciences, or as a part of the College of Engineering.*

Since the 1994 site visit, two tenure-track faculty have been hired to teach in the computer

science program: one in mathematics with a terminal degree in computer science from Johns Hopkins, and the other in business with a terminal degree in a computer science field from the University of Michigan.

Staffing and administrative issues remained. A task force charged to review the computer science program and make recommendations about its future failed to reach a consensus. As a result, the deans of the colleges involved were asked to review the program. The deans returned with three recommendations: first, that ISU retain and strengthen its CS program; second, that new positions be added to the program; third, that the program be housed in engineering. ISU has transferred the CS program to engineering and is in the process of implementing the other recommendations.

To further strengthen CS and CIS at ISU, the College of Business is in the process of implementing an M.S. in CIS, an M.B.A. with a CIS emphasis, and a post baccalaureate certificate in CIS. Additional faculty will be hired for these programs.

#### F. College of Business

Generally, the comments in the 1994 report concerning the College of Business were favorable and in some instances were quite complimentary. There were two places in the report, however, where some direct suggestions for change were made. Issues included (1) inadequate student advising, and (2) the need for increased secretarial support for faculty.

1. The 1994 report stated: ***Lack of attention by faculty assigned as advisors was a frequent complaint from the senior students who were interviewed. The College of Business should develop a more formal process of student advisement by the faculty to avoid frustration expressed by several senior students.***

The effectiveness of faculty advising was subsequently also raised by AACSB Peer Evaluation Team in the fall of 1996 when they visited the campus. In response to the findings of both accreditation teams, the College of Business modified and strengthened its student advising processes. As a result, students admitted by the assistant dean as business majors at the end of their sophomore year are now immediately assigned a faculty advisor in their intended major. At this time of admission to major, the assistant dean helps students schedule their first semester. A computer block is then entered for each student that prevents registration for additional courses or semesters until the student has met with the advisor and completed a written program of study form outlining the semester by semester course schedule for the student through graduation. This procedure requires students to meet with their advisors during their first semester in the program and involves the advisors in assuring that students create and are aware of their programs of study. As a result of this new approach, there has been greater interaction between students and their advisors, fewer students have received bad advice or no advice at all concerning their curricula, and there is greater conformity with

course prerequisite requirements. Students express satisfaction with the new system, although some are a bit chagrined at having to follow the rules on prerequisites.

The college has also instituted a check on the new advising system, informing students in each class at the beginning of each semester what the prerequisites are for the class and ascertaining in writing if they have met them. Students are also asked in writing who their advisor is, whether they have completed a program of study form, and what they think of the advising process. The written forms from each class go to the associate dean, who institutes a uniform follow-up process. In this way, the college can monitor and eliminate student failure to meet prerequisites, can identify and correct instances of ineffective advising, and can collect feedback from students on the entire advising process to further fine tune the procedures. In its revisit in 1998, before reaffirming the accreditation of the business programs, AACSB expressed overall satisfaction with the advising procedures that have been instituted.

2. [The 1994 report stated] ***Faculty would benefit from secretarial support for word processing and Xeroxing of material, which could be housed near the faculty offices on the fourth and fifth floors.***

After duly considering this recommendation, the college decided that investing in such resources would not be the best use of its budgetary allocation. The vast majority of faculty members perform their own word processing directly on the computers in their own offices and print out the results on laser printers located on each office floor. Only a very few write material in longhand and have the secretaries type for them; one of these individuals is retiring this year and one will likely retire next year.

Copying facilities are located on the second floor (two machines) and fifth floor (one machine). Many faculty members prefer to make their own copies on the spur of the moment. The existing secretaries located on the second and fifth floors, along with assigned work-study students, are available to perform copying chores for faculty on a less urgent basis. None of the faculty has expressed concern with the level of secretarial service available or with the ease of securing copies.

G. College of Education:

[It is recommended that the College of Education] ***revise the mission of the college with attention to degree programs outside the preparation and support of school personnel. Further review of the mission should inform continuing examination of the Home Economics and Physical Education and Dance programs to clarify roles and identify program emphases.***

The College of Education completely revised its mission in 1994. The new mission statement is as follows:

The College of Education is a center for the study and enhancement of learning, lifelong development, and educational leadership. The College of Education in collaboration with all stakeholders has as its primary missions:

- Preparation of professional educators, support staff, and specialists in education and related fields,
- Production and dissemination of scholarly works leading to more effective education for all learners,
- Delivery of outreach programs, pre-service and in-service courses, and workshops which promote educational opportunities and continuing development throughout its service area.

As part of its primary missions, the College of Education has commitments to affirmative education, the integration of technology, and responsive self-governance. The College of Education also has an obligation to anticipate and respond to larger societal needs and trends in particular to serve as partners with families in meeting their educational goals.

In addition to its primary missions, the College of Education undertakes other tasks as its secondary missions:

- Preparation of professionals in human resource/education-associated fields,
- Advancement of the university's mission and support for its general education programs,
- Service to the university community,
- Support for the programs of other colleges within the university,
- Development of cooperative and exchange programs with other colleges and universities,
- Administration of centers and regional coordination of State Department of Education programs,
- Performance of other public and community service activities.

Consistent with the new expanded mission of the college, the home economics program was modified in 1998 to reflect the current standards for family and consumer science

professionals for both teaching and non-teaching areas. This modification places home economics within a broader framework of child and family studies and provides the opportunity for further strengthening the program. Currently, the faculty and stakeholders are examining the efficacy of the program in home economics and are developing plans for meeting the needs of students who wish to transfer from two-year institutions.

The sport science, physical education and dance program has also engaged in significant activities which clarify roles and emphases. As a result, the program is in the process of developing a minor in outdoor recreation. This will provide students who do not wish to teach to take advantage of the opportunities within the area of recreation. Given the ample opportunities in and around Pocatello, this minor should be very attractive to students. The faculty are developing the means for attracting students of high quality to the program. All of these changes are congruent with the mission of the College of Education.

[It is recommended that] *through the newly implemented collaborative teams and the Council for Educational Renewal, the COE should continue its review and planning of infusion of technology into the curriculum and teaching in the COE.*

The College of Education has fully integrated computer-based technology across all facets of the curriculum. All faculty have computers in their offices. A new student technology lab has been developed and built within the college. This lab is designed as a high-end user lab for the development of electronic portfolios as well as for general student work. Two classrooms have been constructed which support the latest in technology innovation for classroom presentations. In addition, the college has created five portable technology platforms which can be used in a variety of locations throughout the college.

Standards for beginning teachers and advanced professionals include a standard relative to technology. All students in the teacher preparation program are required to enroll in EDUC 311 during which they develop an electronic portfolio demonstrating their teaching effectiveness. The College of Education also developed an M.Ed. program in instructional technology that will be delivered to cohorts in the regions served by the college.

[It is recommended that] *efforts to improve assessment of both student progress and program quality should continue.*

The College of Education has developed comprehensive assessment plans for all programs in the college. The assessment system is used to track student performance and to gather information for ongoing program evaluation. An important part of the assessment system is program assessment involving both practice and scholarship, based on collaboration with stakeholders to support ongoing improvement and demonstrate accountability.

[It is recommended that] *deliberate planning and monitoring of the increasing call for off campus programs should continue and care should be taken to preserve faculty energy and instructional quality by observing policy on faculty loads.*

The College of Education completed a systematic study of staffing needs to support off-campus programs that resulted in resource allocations. The college hired four resident faculty for the Twin Falls and Idaho Falls centers. This has reduced the need for on-campus faculty to travel and has increased the availability of support services for off campus students. The faculty workload policy and formula has been revised to incorporate both credit and incentives for faculty who teach off campus. The development of a campus distance learning initiative using compressed interactive video has provided the opportunities for faculty to deliver instruction in a different fashion. Off campus instruction is currently supported by the campus through the offering of the bi-campus incentive program through which faculty receive the standard remuneration for teaching plus incentive and travel monies. In addition, the College of Education has recently hired four faculty who reside at outreach locations and directly deliver the programs of the college. Consistent its mission, the college is committed to offering only those courses and programs which can be delivered in a high quality manner.

[It is recommended that] *efforts to recruit and support ethnically under represented students should be extended to include like activities for the recruitment of ethnically under represented faculty .*

The College of Education continues to deal with the challenge of recruiting and retaining a diverse, high quality faculty and student body. Recruitment of minority faculty is a priority. As a result, the college recently hired a Native American woman into a tenure-track position in the educational leadership program. The college is committed to identifying potential minority candidates in the community and then supporting their educational and professional development. This community based support has included activities such as hosting the Native American student institute, holding open houses and orientation sessions for Hispanic and African-American youth, developing future educator programs in regional schools, and others. Efforts are underway to raise the needed funds to support minority candidates for all programs within the college (see Section I.A., Diversity).

#### H. Social Sciences:

The 1994 NASC report expressed concerns about assessment, retention, and general education issues in the social science departments (pg. 43). Each of these areas is important university wide; social sciences departments actively participate in institutional programs and initiatives addressing these issues.

As detailed in Appendix A7, social science departments have “satisfactory” assessment plans. Work remains in assessing the general education goals in the social sciences. An initiative is

underway to restructure the Council for Teaching and Learning and the Center for Teaching and Learning. Goal assessment will be revisited once this restructuring is complete.

The first year seminar and CLASS programs are major institutional retention initiatives. Social science departments participate in each of these. The past director of the CLASS program was from political science; the social sciences have contributed a total of seven sections to the program. Social sciences faculty from political science, psychology, and economics have served in the first year seminar.

The 1994 report mentions social sciences' lack of involvement in two-year and certificate programs. Political science now houses two associate degrees. Discussed in Section I.B., General Education, SBOE's mandate on transferability of applied technology general education credits into academic programs has implications for the campus in general and social sciences in particular.

The report expressed a concern that ***there is some perception that the tenure and promotion outcomes have a disproportionately negative impact on women and the declining percentages of women as rank and tenure increase in the faculty profile also indicate that the university should study this issue and/or disseminate the results of existing studies.***

During the past 10 years, 12 men and six women from the social sciences have been considered for tenure. Eleven of the men and all six of the women have been awarded tenure. During the same time period 25 men and six women have been considered for promotion. Twenty-one of the men and five of the women have been promoted. This information has been disseminated to the departments in the College of Arts and Sciences.

## I. Humanities

### Arts and Architecture

[It is recommended that] ***the slide collection needs either a slide curator or the services of one shared with another entity in order to restore order and stability to the collection.***

Through a major collaborative grant with the University of Idaho and Boise State University, the department has acquired most of the equipment necessary to transfer slides to CD-ROM. Currently the art department is determining the wisdom of moving in that direction and what additional equipment would be necessary to support such a move.

## Mass Communication

[It is recommended that the department of communications and theatre] *continue to explore ways to keep faculty abreast of technological developments in their respective areas, especially in Mass Communication, and to provide equipment that enables the faculty to bring their professional development to fruition in the classroom..*

A major financial contribution to the mass communications program will provide equipment, scholarship support and an endowment for the program for several years into the future.

[It is recommended that the department of communications and theatre] *provide increased “irregular” budget to fund needed student help in theatrical productions and elsewhere.*

Over the last two budget years, funds have been reallocated within the college to help address the technical theatre production needs.

## English and Philosophy

[It is recommended that the department] *continue to pursue the problem of replacing faculty who will retire within the next decade (Standard VII).*

English faculty who have retired have been replaced by tenure-track hires.

[It is recommended that the department] *explore ways to enable the faculty to continue to develop professionally with their research and creative projects (Standard VII).*

In the last few years the university has instituted a humanities and social sciences research program that has enabled members of the English and philosophy department, among others, to pursue research opportunities. The department itself formed a research committee to examine and coordinate information concerning research opportunities.

[It is recommended that the department] *continue to work with the administration to address the negative effects of salary compression in a “continuing emphasis” department on its professionally mobile faculty members.*

See the response to General Recommendation 3, above. There has been a general easing of the compression between faculty ranks since the 1994 report. Faculty retention at the junior ranks still remains a problem. Since the 1994 report, the English and philosophy department lost six junior tenure-track faculty to other institutions. At least four of these losses were tied to salary issues.

## Foreign Languages

[It is recommended that the university] *identify the problems in the ISU Telecommunications Equipment Repair Service that hindered that unit's inability to provide better maintenance support than is reported in this section of the Self-Study (Standard V).*

Most of the problems with equipment repair stemmed from outdated equipment in the language lab. Remodeling and re-equipping the lab and new arrangements with the college's electronics repair specialists have significantly reduced the problems.

[It is recommended that the university] *continue to study strategies to keep class size in the elementary level language courses to the recommended professional guidelines*

ISU has been unable to meet MLA's recommendation for class size, which is in the low 20s. Class size has been reduced from 40 to 35 to 33.

## History

[It is recommended that the department] *continue to explore ways to meet increasing instructional demands placed on the department while moving the department to adapt to changes in its cultural and educational environment - Standard VII).*

Results of the department's assessment activities indicate that students continue to have difficulty making connections between different chronological or geographical settings and the related skill of handling abstract concepts. The department continues to seek ways to help students to understand connections when they are presented and also to make connections when they are working on their own.

The results also indicate that most history majors gain in confidence in their ability to think clearly about historical problems and topics, to respond to questions and criticism and to present the results of their research effectively. The department continues to work with students to understand the fact that significant time limitations are an important constraint on student performance.

[It is recommended that the department] *continue to pursue FTE upgrades in faculty and secretarial staffing which will enable the department to proceed with its long-term goals.*

Since the full-scale evaluation the department has added a .5 FTE position in history and will increase that to a 1.0 FTE Americanist position beginning Fall Semester 2000.

## Idaho Museum of Natural History

[It is recommended that the museum] *continue to explore ways to integrate the museum into the general education program on campus.*

The Idaho Museum of Natural History has made significant strides in actively connecting with general education programs at ISU. Museum collections, exhibits, education programs, and curatorial expertise continue to augment academic programs. The museum offers classes for secondary school children, provides teaching kits for secondary school teachers, and serves as the site for classes in anthropology, archaeology, biology, geology and paleontology. An online class is now offered through the museum for the Idaho Virtual Campus project. The museum servers house the Idaho amphibian and herpetology data base, the Maya archaeology database and the Idaho Digital Atlas project data base. A local area network runs online programs to gallery kiosks and the Internet connects museum information, data bases and programs to other departments on the ISU campus and around the world. Electronic classes are now being taught in the museum's new electronic classroom.

[It is recommended that the museum] *continue to seek exhibits that will interest and instruct its clientele.*

The museum has developed a two year exhibit schedule and has created active advertising venues. It now publishes a schedule of upcoming exhibits, lists speakers and demonstrations, and conducts field trips for the general public, school children, and teachers. Exhibitions and programs are advertised in local and regional brochures, posters, on the Internet, television, radio, and in the quarterly museum newsletter. Funds for further development of these programs are derived from an admission fee, endowment building, and award of specific grants and contracts.

## Music

[It is recommended that the music department] *continue to strive to obtain the proposed foreign language requirement for voice principals in the B.M. Education program (Standard V).*

Foreign language is not required for a B.M.E. degree; however, the music faculty encourages each major to take a foreign language and strongly urges students in voice to do so.

[It is recommended that the department] *continue to recruit highly qualified music majors.*

The department has devoted much attention to its recruiting efforts and is pleased with the quality of students the program is attracting. The recent financial gift of the Rogers/Grayson

vocal and choral music studies program has enabled the program to grow from 50 to 82 majors. The implementation of a marching band has provided new opportunities and departmental faculty have also been active in recruiting qualified graduates from public schools.

[It is recommended that the university] *pursue the necessary renovations of Goranson Hall.*

The scope of the projected performing arts center has recently been expanded. This may affect the facilities available to music in the new center. This impact needs to be determined before the needed renovations of Goranson Hall can be determined.

### Religious Studies

The 1994 report expressed a concern about quality control in the religious studies courses.

Since then, ISU has established a religious studies committee, consisting of the associate dean of Arts and Sciences as chair, the director of the evangelical center, the director of the LDS Institute, the director of the Logos Center, and a faculty member recommended by the university Curriculum Council.

The religious studies committee meets at least once a semester to review syllabi, required readings and course content. The committee will also hear any student complaints regarding the religious studies classes.

Each semester, the chair of this committee delivers to the dean a written report on the religious studies program.

### J. School of Applied Technology

[It is recommended that the School of Applied Technology consider] *ways to clearly and systematically identify and evaluate student performance in the embedded Related Instruction areas.* [It is recommended that faculty and administrators] *review all related instruction that is 'embedded' or taught as a 'separate block' by the full time instructor in each technical program and restructure, where appropriate, in order to assure that such education is delivered with academic rigor.*

In January 1998, the Idaho State Board of Education drafted the GOVERNING POLICIES AND PROCEDURES, Section VII, VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION, Subsection E, Certificates and Degrees, which was revised in September 1998. This document clearly specifies that 16 credit hours of related instruction and/or

general education be a component of all associate of applied science degrees. It further stipulates that “the contents of general education, and of related instruction in applied programs, will be comparable, though not necessarily identical, to offerings in the General Education core and should be appropriately taught by faculty who are clearly appropriately qualified.” This policy further directs that “the 16 credit hours from General Education core or comparable course work in Related Instruction will transfer for General Education core credit within the system.”

The ISU School of Applied Technology (SAT) administrators are working closely with the university registrar and selected members of the academic community to address the articulation of general education courses on the ISU campus. In addition, Academic Affairs has provided input and direction as to the on-campus articulation of general education courses.

Whereas this is a statewide policy developed by SBOE, the articulation of the 16 general education credits extends beyond the ISU campus. Discussion continues as to policy and practice at meetings of the SBOE Seventy Percent subcommittee. The School of Applied Technology dean sits on this subcommittee and remains familiar with all current policies and practices. Once the university community is in agreement regarding the articulation of the 16 general education credits, such credits will be accepted at the seven public institutions in the state.

[It is recommended that the School of Applied Technology] ***develop appropriate, regular and systematic procedures for reviewing specific program elements which include a review of curriculum.***

[The School of Applied Technology may wish to consider] ***a formal method of systematic program and curriculum review and evaluations to determine the ongoing viability and relevance of each program.***

SAT administrators consider the following to be appropriate, regular, and systematic procedures for reviewing specific program elements. This includes a review of curriculum. Failure to provide current and well-developed curricula in any program area would reflect negatively in one or more of the following elements:

- Program advisory committee meetings are held twice each year. Minutes of these advisory committee meetings, in which curriculum components are reviewed, are maintained in the program areas and the department chairs’ offices.
- Each year SAT administrators, with support from student services personnel, present a standards and measures report to the Idaho Division of Professional and Technical

Education (IDPTE). IDPTE uses this report as part of the overall review of SAT and specific review of programs, as deemed necessary.

- Students who leave prior to completing a certificate or degree are surveyed. Information is used to determine areas in which the program may need improvement. Additionally, students are given the opportunity to meet with department chairs and SAT deans to identify their concerns.
- SAT graduates are given the opportunity to respond to a survey. They have the opportunity to identify program strengths and areas of concern.
- Externship supervisors of SAT students who complete practical, work-related activities, have the opportunity to complete evaluations. This includes identifying program strengths and weaknesses. Comments are encouraged which identify areas in which the curriculum needs improvement.
- In 1998, SAT had a 95% pass rate for students sitting for state or national licensure/certification examinations. This is an indicator of curricular quality.
- Program accreditations further address appropriate, regular and systematic review for SAT programs. During the past four years, several programs were reaccredited by their respective state or national accrediting boards. Three programs received initial accreditation in 1998. Other SAT programs are pursuing their specific accreditation processes. Not only does such programmatic accreditation demonstrate solid programs with well-designed curriculum, it also maintains such standards through regular reporting processes.
- Employer surveys are routinely sought as graduates enter the work force. Input from employers is considered extremely valuable in revising curriculum and other programmatic areas.
- IDPTE completes a five-year follow-up study of all vocational graduates in the state. This is currently being completed at the state level with full cooperation and support of SAT faculty, administrators, and staff. The results of this report will be valuable in determining further direction for the programs.
- Faculty evaluations support the review of programs. Students provide information that addresses the program as well as the instructors.

[It is recommended that SAT] *review existing faculty evaluation procedures and make adjustments where necessary. Appropriate use of multiple indices in the evaluation of*

***teaching that may include student, peer and administrative assessments would be helpful. Likewise, other evidence, such as service to the profession, school and community, may be included in the overall evaluation. [SAT may wish to consider] a wide dissemination and communication of the forthcoming policy and non-tenure track faculty contractual and due process rights and its specific processes.***

Members of SAT Technical School Council (administrators) and Faculty Council (faculty) are jointly reviewing the existing faculty evaluation process. Multiple formats have been tested. Faculty members will provide input as to the evaluation process. SAT continues to review the process for evaluating merit pay for faculty members. Suggested areas of review include service to the university and community, current “back-to-industry” experiences in the instructor’s program area, educational advancement, professional development, teaching enhancement, such as distance learning and Internet courses, and other measures of performance beyond the traditional student evaluation.

Prior to 1994, SAT faculty were eligible for tenure. However, since tenure was eliminated by SBOE in 1994, all faculty hired since that time are considered to be non-tenure track. Based upon the original number of tenured faculty, minus the number of faculty who have resigned or retired, only 38% (34 instructors) currently are tenured.

Part 4, Section II of the *Idaho State University Faculty/Staff Handbook* addresses the hiring and evaluation practices for non-tenure track faculty hired at SAT. The grievance policy for non-tenure faculty is located in the handbook in Part 4, Section IV. This section also includes policies on suspension, dismissal, and termination. The existing practices and policies are in place following review by legal counsel. Each SAT faculty member has ready access to these policies since they are available on the Internet.

[It is recommended that] ***the School of Applied Technology develop a comprehensive program for faculty development that can accommodate young or beginning faculty as well as provide various forms of support that would enable a continuing faculty member to respond to perceived and agreed-upon deficiencies in his or her performance.***

SAT has a new faculty orientation each fall which continues throughout the academic year. Faculty who started in the previous midyear are invited as well.

All new faculty also complete a two week pre-session which is taught by College of Education faculty. Topics covered include presentation methods, curriculum development, Americans with Disabilities, classroom management, computer skills, and professional development. There is a close relationship between SAT faculty and the College of Education vocational teacher education faculty that provides ongoing support for new, beginning, and established vocational instructors. A copy of the professional development plan appears as Appendix A10.

Following these first two weeks, the group meets bi-weekly. Areas addressed include: (1) SAT technical general education basic; adult basic education; Center for New Directions; resource center; (2) SAT student services (counselors, scholarships, registration, graduation, follow-up); (3) ISU Affirmative Action officer; (4) ISU public safety officer; (5) SAT special populations counselor, retention specialist, mentoring program; (6) SAT representatives to Eli Oboler Library, Faculty Senate, SAT Faculty Council; (7) SAT representatives from community relations, special programs, fiscal office, technical preparation, and microcomputer support; and (8) communicable diseases.

[It is recommended that] *procedures used for the selection, appointment and ultimate use of lay advisory committees should be reviewed and modified where appropriate.*

Advisory committees are established in each of the program areas and generally meet twice each year. Selection and appointment of the committees is done in compliance with general state and federal guidelines.

During the 1999 legislative session, discussion was held regarding implementation of mandatory advisory councils for Idaho's six technical colleges. ISU SAT submitted documentation on its advisory council and was recognized by state officials as being an exemplary model.

#### Standard VI, Outreach and Continuing Education Activities:

The 1994 NASC both praised and cautioned ISU about its outreach efforts, particularly in Idaho Falls. Growth in this area continued. In the spring of 1998 an academic partnership was established between ISU and the University of Idaho at the Center for Higher Education (CHE) in Idaho Falls. Through this partnership the institutions agreed to provide a unified structure to address the higher education needs of the region. The structure includes providing joint student services, sharing facilities and management responsibilities, common admissions/registration policies and procedures, joint determination of curriculum needs, consultation in meeting those needs and coordination to avoid duplication in course offerings, and some joint programming. A third institution, Eastern Idaho Technical College, has now joined this partnership and a partnership agreement is being developed.

As a result of this collaboration, student enrollment has more than doubled, to 2,700 students, course offerings have increased from 150 to more than 500, and more than 150 hours of ISU/UI credited courses are offered via the distance learning program. The expanded range of course offerings makes it possible for students to complete the first two years of their general requirements, such as English composition, history, science and mathematics, without leaving Idaho Falls. The consortium offers more than 50 complete degree programs that range from associate to doctoral degrees.

The principal policy-making body of CHE is an oversight council whose members include the presidents and academic vice presidents/provosts of the respective institutions and the executive director of the SBOE. Day-to-day management of CHE is provided by a local operations committee, whose members include the assistant academic vice presidents/vice provosts, the associate registrars, and the budget directors of the respective institutions and the two CHE directors. Outreach to the community and liaison with regional educational institutions is provided by two groups: an Idaho Falls education advisory council representing a cross section of community leaders, and a local presidents council whose members include the presidents of ISU, UI, Ricks College, and EITC.

In the North, a partnership agreement among North Idaho College, Lewis-Clark State College, University of Idaho, and Idaho State University for the delivery of educational services in Northern Idaho was established in August, 1999. This agreement describes a commitment to a collaborative system for the delivery of higher education in the northern Idaho region, while honoring each institution's designated role, mission and identity in the delivery of student services, academic courses and degrees. The Northern Idaho Center for Higher Education will include undergraduate and graduate degrees, general education, professional development, technical education and workforce training and cultural enrichment. Idaho State University will participate and collaborate in offering education in the health professions. The Chief Academic Officers will give oversight to course and program planning and will resolve matters of potential duplication of programs and courses.

#### Non-Credit Programs

The 1994 NASC report made several suggestions in this area. Continuing education at ISU remains a decentralized system. Responsibility for managing and serving various groups rests with the colleges and administrative units across campus. In an effort to evaluate and bring coherence to the continuing education function, an external consultant reviewed ISU's program in 1996 and recommended that coordination and communication among and between units was needed. In response, the special programs/evening program from SAT and the continuing education and conference planning office were merged in 1998. The director now reports to Academic Affairs. The institution continues to evaluate this structure.

ISU's summer school program is also under review. Enrollments, programs and constituent requirements are being evaluated to create tactical plans and incentives that will achieve and maintain optimum summer school programming. Goals include stabilizing enrollments and finances, linking programs, improving services and quality, expanding access, and improving student progress toward degree completion.

Standard IX, Student Services:

*It is recommended that this process [campus lighting survey] be institutionalized into at*

***least an annual walking tour of the campus at night that includes appropriate decision makers and concerned students.***

The ISU security staff makes nightly inspections of campus lighting to identify defective lighting and locate areas that do not have sufficient lighting. The campus facilities strategic plan has been modified to include an annual inspection of the campus that will be conducted during the evening hours by maintenance and security staff and interested members of the faculty, staff, and students. This will be completed by March of each year so any capital lighting needs that are identified can be programmed and included in the facilities requests submitted to the Idaho State Permanent Building Fund Council in June of each year.

[It is recommended that the Athletics Department], ***in cooperation with other campus service units, develop a plan and then a program that supports the cultural transition recruited minority student-athletes face on the campus and in the community.***

The Athletics Department, Student Affairs, Enrollment Planning, and the NCAA Compliance Committee have worked to develop several new programs that assist minority student-athletes in their transition to the university community. These programs include diversity focus group discussions with minority student-athletes, open houses and orientation sessions.

The 1994 report expressed concern that ***students may perceive that their bookstore is taking advantage of them in a non-competitive environment.***

The ISU bookstore is now leased and operated by Follet College Stores. A private off-campus bookstore serving ISU students opened in fall 1999. These developments, combined with the growth of electronic book sales, provide ISU students with a much more competitive environment.

Standard X, Scholarship and Research:

Since the Full Report, the research fund has been tripled. Funds for the Faculty Research Council increased by 40% and funds for the University Research Committee have increased by 23%. In addition, a new research committee, the humanities/social sciences research committee, has been created with a \$100,000 budget. The Graduate Student Research Committee budget has been increased from \$15,000 per year to \$21,000 per year.

The university has instituted a new program, entitled Release Time for External Funding, which provides funds to release faculty from teaching or service duties to write grants to obtain funding for research.

The 1994 report expressed a concern that there were fewer proposals than in the past being submitted to the Higher Education Research Council (HERC) for funding. Since then, despite a two-year hiatus in individual grant funding, the number of proposals submitted to HERC has been improved so that it represents 20 to 25% of the number of proposals in the competition in any given year.

The 1994 report suggested that *serious consideration should be given to developing formal mechanisms to encourage undergraduates to seek research opportunities.*

A new program to emphasize undergraduate research has been initiated. ISU has joined the National Council for Undergraduate Research and has an initial budget of \$12,000 per year to support that program. The university has established the Undergraduate Research Committee with Campus Wide representation and has created a budget of \$21,000 to foster undergraduate research in the following ways:

- support research projects conducted by undergraduate students,
- support special seminars directed toward undergraduates interested in research,
- support travel to regional and national meetings to present the results of their research and scholarly efforts,
- maintain membership in the National Council of Undergraduate Research.

The first chair of the Undergraduate Research Committee is ISU's representative on the National Council of Undergraduate Research. The committee anticipates making its first research project awards spring semester 2000. The committee chair will also serve as a presidential intern to further the undergraduate research program. The budget and program for undergraduate research will be under the auspices of the Office of Research, which has dedicated funds to provide release time for the chair of the Undergraduate Research Committee.

The 1994 report expressed a concern about accounting statements from research accounting. Since then, the monthly accounting for research has been revamped and each principal investigator receives a monthly statement showing budget, expenditure, encumbrance and balances

The 1994 report expressed a concern about library holdings and start up money for new faculty. Planning for the establishment of a budget for matching money for equipment grants is underway. Start up allocations have been improved by the Office of Research in conjunction with the deans of the various colleges.

The 1994 report expressed a concern that some units were frustrated by the role of the Human Subjects Committee (HSC). Since then, the Office of Research has worked closely with the Human Subjects Committee to ameliorate “unit frustration” with the committee. Adjustments have been made to provide aid to faculty from a statistics consultant, workshops conducted by HSC, and removal of some requirements by HSC that are not mandated by the federal government.

With respect to the question, raised by the 1994 report, with respect to growth, the Office of Research has worked closely with the Research Coordinating Council, Faculty Senate, and Deans’ Council to develop a strategy and plan for growth in research. The outcome is a target of 2.5% of the state appropriated funds being budgeted to support research. In addition, the role of research is prominently displayed in the updated role and mission statement for ISU, in its strategic plan, and updated research policies including released time policies for faculty. In response to a request from the Faculty Research Committee, the Office of Research now funds one course release time each semester for the chair of the Faculty Research Committee. The updated research policy identifies the key role research and scholarly activity play in a Doctoral II university and the goal to become a Doctoral I university or possibly a Research II institution. The university has built a new building to house the Idaho Accelerator Center, solely dedicated to research and graduate education. The Life Sciences Complex has been extensively renovated to provide research laboratories for new faculty. A new Geographic Information Systems laboratory has been built to foster research and graduate student instruction as part of an overall plan to include the use of GIS as a tool in almost all disciplines.

#### Standard XI, Graduate Programs:

The 1994 report expressed a concern about the low stipend levels for graduate students. Since then, stipend levels have been raised in the last five years from \$6,292 to \$7,151 for master’s-level graduate assistants and from \$8,215 to \$9,332 for doctoral graduate assistants, an increase of approximately 14%. The stipend is adjusted yearly to keep pace with increases in salaries of other state employees. Graduate assistants receive scholarships for in-state fees and non-resident tuition and student health insurance, which makes their support packages competitive with those in the region, according to the National Survey of Graduate Assistant Stipends, Graduate Fellowships, and Postdoctoral Fellowships, published by the University of Nebraska.

The 1994 report expressed a concern that the graduate admissions standards were too low. On April 3, 1996, the Graduate Council raised admission standards by requiring either a 3.0 GPA (formerly 2.75) for upper division undergraduate courses or a 35<sup>th</sup> percentile (unchanged) on one section of GRE for admission as a degree-seeking student. A motion to raise the minimum allowable GPA from 2.0 to 2.25 for applicants meeting GRE requirement was tabled and subsequently not brought back for discussion. On Sept. 24, 1997, the Graduate Council approved a request from the College of Education to require both a 3.0

GPA and a 35<sup>th</sup> percentile in either MAT or one section of GRE.

The 1994 report suggested that letters of recommendation be required for all admissions. All doctoral programs require letters of recommendation, and most master's programs do as well. These letters are collected and kept by individual departments; there has been no change in Graduate School policy.

The 1994 report raised a concern about the cross listing of 300 level courses as graduate courses. The Graduate Council sent a letter to all departments that offer graduate degrees, asking them either to eliminate such courses or give clear and compelling reasons why such courses should be retained. The letter also asked that explicit statements of the requirements for receiving graduate credit for such courses be placed in course syllabi, consistent with Graduate Council policy. Since then, departments sent changes to the council responsive to this request. Though most such courses were eliminated, the council chose to approve a few requests to retain the 300/500 designation. The 300/500 courses that were allowed to remain were courses falling into the following categories: (1) courses taken at the 500 level that do not count towards graduate degrees within the department offering them; (2) courses designed to be taken at the 500 level primarily by secondary school teachers who are pursuing an interdisciplinary master's degree such as the master of natural science, which is designed especially for them; (3) courses for which the 300 level option needs to be retained to sequence courses properly for advanced undergraduate students who wish to take them.

Most institutions have a policy whereby graduate students in courses offered for both undergraduate and graduate credit are required to do extra work and take more rigorous exams. ISU has such a policy in place (Graduate Catalog, p. 10).

The 1994 report raised a concern about the integrity of off-campus graduate programs. Since then, the Graduate Council formed a subcommittee to consider adopting a policy regarding courses delivered via distance technology. Various drafts of a policy were written, aimed at legislating certain minimum standards of synchronous and asynchronous interactions between students and faculty and among students. The council ultimately decided not to adopt such a policy, because it felt that to do so would restrict the freedom of faculty to teach their courses in the manner they chose, and because it felt that good teaching, in any medium, couldn't be legislated. Nonetheless, the council is still concerned about students' access to instructors, to faculty mentors, and to library resources.

In any given semester, no more than three graduate courses have been taught entirely over the Internet. ISU offers no graduate programs that can be completed entirely through distance learning technology.

The 1994 report suggested that the Graduate Council consider using outside examiners for program review. Program review teams will now include at least one outside reviewer.

The 1994 report expressed a concern that some graduate programs with low enrollment might not have the proper intellectual climate. Graduate enrollment in sociology is currently nine, which, while low, is acceptable in part because sociology graduate courses are also required in the political science Doctor of Arts program. The Graduate Council will carefully examine the program in its next review. Graduate enrollment in the department of communication and theatre is currently 15, with six students in the theatre program. While this seems low, this enrollment in the theatre program is particularly strong in comparison with past years. ISU has supported this program, even when enrollments have been smaller, in order to have graduate assistants and graduate students to help with theatre productions, which are an important part of campus life and a significant community service.

While graduate enrollment in 1999 is essentially the same as it was at the time of the NASC report, there is concern that ISU has not continued the growth of the past. As a result, in April 1999, a special task force was formed to study graduate enrollment and to develop strategies for increasing enrollment in programs that have not reached their capacity. Members of the task force will meet this year with department chairs to discuss these strategies, which include surveying potential constituencies to determine their needs, offering more graduate courses at night and off-campus, and developing more financial support for students.

## Appendices

- A1 ISU Strategic Plan
- A2 Statewide Plan Update
- A3 ISU Narrative Update
- A4 ISU Statistical Profile
- A5 ISU Mission Statements
- A6 Outdoor Recreation Facilities Master Plan
- A7 Full program Assessment Status
- A8 Program Assessment Criteria
- A9 Goal Assessment Status
- A10 SAT professional development Plan
- A11 ISU Organizational Charts

## Criteria For Evaluating Status Of Assessment Activity

<i>No activity:</i>	Program has never been assessed, or has had discussions but not a comprehensive assessment plan. Does not meet current regional accreditation standards.
<i>In progress:</i>	Program has carried out some assessment activities, but they are not <i>being used</i> to improve the teaching and learning process. Appears not to meet current regional accreditation standards.
<i>Satisfactory:</i>	Program has coherent plan including clear goals for student outcomes. The assessment program consists of a logical series of outcomes measures that demonstrate student learning as well as student opinion. Assessment results are <i>being used</i> by the faculty to improve the teaching and learning process. Appears to meet current regional accreditation standards.
<i>Excellent:</i>	Activities meet all the criteria for satisfactory. Program includes assessment activities at three points: early or mid-program, capstone, and follow-up. From the beginning of the program, assessment is integrated into the student experience, and goals of assessment are communicated to students by faculty advisors. Feedback from assessment allows students to remediate or choose other areas of study before graduation. Continuous assessment ensures that graduates are qualified. Meets both regional and specialized accreditation standards.

<b>ASSESSMENT STATUS BY GOAL</b>	
<b>GENERAL EDUCATION GOALS AT ISU</b>	<b>YEARS OF ASSESSMENT ACTIVITIES AND YEAR REPORT SUBMITTED</b>
Goal 1: To express ideas in clear, logical, and grammatically correct written English	1991-1992  September, 1992
Goal 2: To express ideas clearly, correctly, logically, and persuasively in spoken English.	1992-1994  September, 1994
Goal 3: To gain an understanding of mathematics as a language in which to express, define, and answer questions about the world.	1991-1993  September, 1993
Goal 4: To understand how the biological sciences explain the world.	1992-1994  September, 1994
Goal 5: To understand how the physical sciences explain the natural world.	1992-1994  September, 1994
Goal 6: To understand the creative processes, the aesthetic principles and the historical traditions of one or more of the fine arts.	Task force appointed Spring of 1993. Some activity during the Fall of 1993. No final report was written.
Goal 7: To understand how major works of literature explore the human condition and examine human values.	
Goal 8: To understand how major philosophies influence human thought and behavior.	1996-1998  September 1998
Goal 9: To understand the history and culture of the United States.	1998-1999  Anticipated Fall 1999
Goal 10A: To understand cultures other than that of the United States.	Task force appointed Spring of 1993. Some activity during the Fall of 1993. No final report was written.

Goal 10B: To develop communication skills in a foreign language and understanding of its cultural context.	
Goal 11: To understand how political and/or economic organizations, structures, and institutions function and influence human thought and behavior.	
Goal 12: To understand how people function within society.	

<b>ASSESSMENT STATUS BY PROGRAM</b>					
<b>Program</b>	<b>Degree</b>	<b>Level of Assessment</b>			
		<b>None</b>	<b>In Progress</b>	<b>Satisfactory</b>	<b>Excellent</b>
<b>American Studies</b>	<b>BA</b>		<b>X</b>		
<b>Anthropology</b>	<b>BA</b>			<b>X</b>	
<b>Art</b>	<b>BA</b>				<b>X</b>
<b>Art</b>	<b>BFA</b>				<b>X</b>
<b>Biochemistry</b>	<b>BS</b>				
<b>Biology</b>	<b>BS</b>			<b>X</b>	
<b>Botany</b>	<b>BS</b>				
<b>Botany</b>	<b>BA</b>				
<b>Medical Technology</b>	<b>BS</b>			<b>X</b>	
<b>Microbiology</b>	<b>BS</b>				
<b>Ecology</b>	<b>BS</b>				
<b>Zoology</b>	<b>BS</b>				
<b>Zoology</b>	<b>BA</b>				
<b>Chemistry</b>	<b>BA</b>			<b>X</b>	
<b>Chemistry</b>	<b>BS</b>			<b>X</b>	
<b>Economics</b>	<b>BA</b>			<b>X</b>	
<b>Economics</b>	<b>BS</b>			<b>X</b>	
<b>English</b>	<b>BA</b>			<b>X</b>	
<b>General Studies</b>	<b>BA</b>		<b>X</b>		
<b>Geology</b>	<b>BA</b>		<b>X</b>		
<b>Geology</b>	<b>BS</b>		<b>X</b>		
<b>History</b>	<b>BA</b>			<b>X</b>	
<b>International Studies</b>	<b>BA</b>			<b>X</b>	
<b>French</b>	<b>BA</b>			<b>X</b>	
<b>German</b>	<b>BA</b>			<b>X</b>	
<b>Spanish</b>	<b>BA</b>			<b>X</b>	
<b>Mass Communication</b>	<b>BA</b>			<b>X</b>	
<b>Mathematics</b>	<b>BS</b>			<b>X</b>	
<b>Music, General</b>	<b>BS</b>				<b>X</b>
<b>Music, General</b>	<b>BA</b>				<b>X</b>
<b>Music, Perform.</b>	<b>BM</b>				<b>X</b>

<b>ASSESSMENT STATUS BY PROGRAM</b>					
<b>Program</b>	<b>Degree</b>	<b>Level of Assessment</b>			
		<b>None</b>	<b>In Progress</b>	<b>Satisfactory</b>	<b>Excellent</b>
<b>Philosophy</b>	<b>BA</b>			<b>X</b>	
<b>Physics</b>	<b>BS</b>		<b>X</b>		
<b>Political Science</b>	<b>BA</b>			<b>X</b>	
<b>Political Science</b>	<b>BS</b>			<b>X</b>	
<b>Psychology</b>	<b>BS</b>			<b>X</b>	
<b>Psychology</b>	<b>BA</b>			<b>X</b>	
<b>Sociology</b>	<b>BA</b>			<b>X</b>	
<b>Social Work</b>	<b>BA</b>			<b>X</b>	
<b>Speech Communication</b>	<b>BA</b>			<b>X</b>	
<b>Speech Communication</b>	<b>BS</b>			<b>X</b>	
<b>Theatre</b>	<b>BA</b>			<b>X</b>	
<b>Theatre</b>	<b>BS</b>			<b>X</b>	
<b>Theatre</b>	<b>BFA</b>			<b>X</b>	
<b>Accounting</b>	<b>BBA</b>			<b>X</b>	
<b>Computer Science</b>	<b>BS</b>			<b>X</b>	
<b>Computer Information Systems</b>	<b>BBA</b>			<b>X</b>	
<b>Finance</b>	<b>BBA</b>			<b>X</b>	
<b>Management</b>	<b>BBA</b>			<b>X</b>	
<b>Marketing</b>	<b>BBA</b>			<b>X</b>	
<b>Corporate Training</b>	<b>BS</b>			<b>X</b>	
<b>Early Childhood Education</b>	<b>BA</b>				<b>X</b>
<b>Elementary Education</b>	<b>BA</b>				<b>X</b>
<b>Elementary Education</b>	<b>BS</b>				<b>X</b>
<b>Family and Consumer Sciences</b>	<b>BA</b>				<b>X</b>
<b>Family and Consumer Sciences</b>	<b>BS</b>				<b>X</b>

<b>ASSESSMENT STATUS BY PROGRAM</b>					
<b>Program</b>	<b>Degree</b>	<b>Level of Assessment</b>			
		<b>None</b>	<b>In Progress</b>	<b>Satisfactory</b>	<b>Excellent</b>
<b>Music Education</b>	<b>BME</b>				<b>X</b>
<b>Secondary Education</b>	<b>BS</b>				<b>X</b>
<b>Physical Education &amp; Dance</b>	<b>BA</b>				<b>X</b>
<b>Physical Education &amp; Dance</b>	<b>BS</b>				<b>X</b>
<b>Human Exceptionality</b>	<b>BA</b>				<b>X</b>
<b>Human Exceptionality</b>	<b>BS</b>				<b>X</b>
<b>Vocational Teacher Education</b>	<b>BS</b>				<b>X</b>
<b>Engineering Management</b>	<b>BS</b>	<b>X</b>			
<b>Engineering</b>	<b>BS</b>				<b>X</b>
<b>Dental Hygiene</b>	<b>BS</b>				<b>X</b>
<b>Health Education</b>	<b>BA</b>				<b>X</b>
<b>Health Education</b>	<b>BS</b>				<b>X</b>
<b>Health Care Administration</b>	<b>BS</b>			<b>X</b>	
<b>Dietetics</b>	<b>BS</b>			<b>X</b>	
<b>Nursing</b>	<b>BS</b>			<b>X</b>	
<b>Physician Assistant</b>	<b>BS</b>				
<b>Radiographic Science</b>	<b>BS</b>			<b>X</b>	
<b>Speech Path/Audiology</b>	<b>BS</b>			<b>X</b>	
<b>Educational Interpreting</b>	<b>BS</b>			<b>X</b>	
<b>Bachelor of University Studies</b>	<b>BUS</b>			<b>X</b>	

<b>ASSESSMENT STATUS BY PROGRAM</b>					
<b>Program</b>	<b>Degree</b>	<b>Level of Assessment</b>			
		<b>None</b>	<b>In Progress</b>	<b>Satisfactory</b>	<b>Excellent</b>
<b>Bachelor of Applied Technology</b>	<b>BAT</b>			<b>X</b>	
<b>Anthropology</b>	<b>MA</b>			<b>X</b>	
<b>Anthropology</b>	<b>MS</b>			<b>X</b>	
<b>Art</b>	<b>MFA</b>	<b>X</b>			
<b>Biology</b>	<b>DA</b>			<b>X</b>	
<b>Biology</b>	<b>MNS</b>			<b>X</b>	
<b>Biology</b>	<b>MS</b>			<b>X</b>	
<b>Microbiology</b>	<b>MS</b>			<b>X</b>	
<b>Biology</b>	<b>PHD</b>			<b>X</b>	
<b>Chemistry</b>	<b>BS/MS</b>			<b>X</b>	
<b>Chemistry</b>	<b>MNS</b>			<b>X</b>	
<b>English</b>	<b>DA</b>		<b>X</b>		
<b>English</b>	<b>MA</b>		<b>X</b>		
<b>Geology</b>	<b>MS</b>		<b>X</b>		
<b>Geology</b>	<b>MNS</b>		<b>X</b>		
<b>Geophysics / Hydrology</b>	<b>MS</b>		<b>X</b>		
<b>Mathematics</b>	<b>DA</b>		<b>X</b>		
<b>Mathematics</b>	<b>MS</b>		<b>X</b>		
<b>Mathematics</b>	<b>MNS</b>		<b>X</b>		
<b>Physics</b>	<b>MS</b>	<b>X</b>			
<b>Physics</b>	<b>MNS</b>	<b>X</b>			
<b>Political Science</b>	<b>DA</b>		<b>X</b>		
<b>Political Science</b>	<b>MA</b>		<b>X</b>		
<b>Public Administration</b>	<b>MPA</b>		<b>X</b>		
<b>Psychology</b>	<b>MS</b>		<b>X</b>		
<b>Clinical Psychology</b>	<b>PHD</b>		<b>X</b>		
<b>Sociology</b>	<b>MA</b>			<b>X</b>	
<b>Speech Communication</b>	<b>MA</b>			<b>X</b>	
<b>Theatre</b>	<b>MA</b>			<b>X</b>	
<b>Business Admin.</b>	<b>MBA</b>		<b>X</b>		

<b>ASSESSMENT STATUS BY PROGRAM</b>					
<b>Program</b>	<b>Degree</b>	<b>Level of Assessment</b>			
		<b>None</b>	<b>In Progress</b>	<b>Satisfactory</b>	<b>Excellent</b>
<b>Education, General</b>	<b>MED</b>				
<b>Educational Admin.</b>	<b>EDS</b>		<b>X</b>		
<b>Educational Leadership</b>	<b>EDD</b>				
<b>Occupational Training Management</b>	<b>MA</b>		<b>X</b>		
<b>Physical Education</b>	<b>MPE</b>		<b>X</b>		
<b>School Psychology</b>	<b>EDS</b>		<b>X</b>		
<b>Special Education</b>	<b>EDS</b>		<b>X</b>		
<b>Human Exceptionality</b>	<b>MED</b>		<b>X</b>		
<b>Human Resource Training and Development</b>	<b>MED</b>		<b>X</b>		
<b>Instructional Technology</b>	<b>MED</b>		<b>X</b>		
<b>Engineering Mechanics &amp; Structures</b>	<b>MS</b>				<b>X</b>
<b>Environmental Engineering</b>	<b>MS</b>				<b>X</b>
<b>Measurement and Control Engineering</b>	<b>MS</b>				<b>X</b>
<b>Nuclear Science Engineering</b>	<b>PHD</b>				<b>X</b>
<b>Nuclear Science Engineering</b>	<b>MS</b>				<b>X</b>
<b>Engineering and Applied Science</b>	<b>PHD</b>				<b>X</b>
<b>Counselor Education</b>	<b>EDS</b>			<b>X</b>	
<b>Counselor Education</b>	<b>MCoun</b>			<b>X</b>	

<b>ASSESSMENT STATUS BY PROGRAM</b>					
<b>Program</b>	<b>Degree</b>	<b>Level of Assessment</b>			
		<b>None</b>	<b>In Progress</b>	<b>Satisfactory</b>	<b>Excellent</b>
<b>Counselor Education &amp; Counseling</b>	<b>PHD</b>			<b>X</b>	
<b>Health Education</b>	<b>MA</b>				<b>X</b>
<b>Health Education</b>	<b>MHE</b>		<b>X</b>		
<b>Dietetics</b>	<b>AP4</b>				<b>X</b>
<b>Dietetics</b>	<b>CERT</b>				<b>X</b>
<b>Public Health</b>	<b>MPH</b>				
<b>Nursing Certificate</b>	<b>CERT</b>	<b>X</b>			
<b>Nursing</b>	<b>MS</b>			<b>X</b>	
<b>Physical Therapy</b>	<b>MPT</b>				<b>X</b>
<b>Occupational Therapy</b>	<b>MOT</b>				
<b>Deaf Education</b>	<b>MS</b>			<b>X</b>	
<b>Audiology</b>	<b>MS</b>			<b>X</b>	
<b>Speech-Language Pathology</b>	<b>MS</b>			<b>X</b>	
<b>General Interdisciplinary</b>	<b>MA</b>	<b>X</b>			
<b>General Interdisciplinary</b>	<b>MS</b>				
<b>General Interdisciplinary</b>	<b>MED</b>				
<b>General Interdisciplinary</b>	<b>MNS</b>				
<b>Waste Management &amp; Environmental Studies</b>	<b>MS</b>			<b>X</b>	
<b>Pharmacy</b>	<b>PharmD</b>			<b>X</b>	
<b>Pharmaceutical Sciences</b>	<b>PHD</b>		<b>X</b>		
<b>Pharmaceutical Sciences</b>	<b>MS</b>		<b>X</b>		
<b>Pharm. Admin.</b>	<b>MS</b>		<b>X</b>		
<b>Pharm. Admin.</b>	<b>PHD</b>		<b>X</b>		