



Idaho State University

ACADEMIC PROGRAMS

PROGRAM PRIORITIZATION REPORT

June 2021

The Committee was led by Vice Provost Selena Grace initially, and later by Faculty Senate co-chairs Laura Ahola-Young and Rick Wagoner. Members included Joanne Tokle, Academic Affairs; Cody Fitch, Academic Affairs; Vince Miller, Institutional Research; Brad Batiuk, Finance and Administration; Hossein Mousavinezhad, Faculty Senate; Laura Ahola-Young, Faculty Senate; Shannon Lynch, College of Arts and Letters; Bob Houghton, College of Business; Rick Wagoner, College of Education; Benjamin Crosby, College of Science and Engineering; David Blakeman, College of Technology; James Lai, College of Pharmacy; and Ellen Rogo, Kasiska Division of Health Sciences.

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EXECUTIVE SUMMARY, 2021

Idaho State University's program prioritization process supports its strategic initiatives and institutional mission through appropriation of resources based on realistic and efficient program management and the needs of students, with the goal of supporting growth and ensuring programs demonstrate the need for new, increased, or reallocated resources. The process was initiated three years ago with the formation of a committee that included broad campus representation to design a model for prioritizing its programs. The resulting Program Health Model led to a number of innovative ideas from programs that will ultimately enhance our students' experience by increasing retention and supporting student success.

Programs in the first and second quintiles of prioritization developed proposed action plans that include:

- 9 program discontinuations
- 6 new program proposals
- 40 improvement plans
- 16 investment or reallocation of resources
- 6 restructurings of programs
- 18 other innovations

These programs are currently under review by the University's Administrative Council.

Our programs are exploring multiple ways to grow and thrive, to serve our state and our students in delivering quality educational experiences. Several themes emerged across the institution that will lead to increased quality, efficiency, and focus of its academic programs:

- Creating streamlined pathways for students to move from undergraduate to graduate programs.
- Developing support for students to increase retention.
- Expanding course delivery options for students to better fit their educational needs.
- Expanding alignment of programs with workforce needs.
- Expanding use of Open Educational Resources to provide affordable options for students.
- Working collaboratively with other academic units to increase efficient use of resources.

Cost savings extend to students in the form of streamlined pathways to degree completion and the expansion of open educational resources, in addition to reduced costs to the institution itself.

In the spirit of continuous improvement and recognizing that making efficient use of resources is an ongoing process, the institution created a working group to further refine the Program Health Model and processes.

ACADEMIC PROGRAM PRIORITIZATION PROCESS NARRATIVE

GOAL:

Support strategic initiatives, institutional mission, strategic plan and core themes by appropriating resources based on program prioritization and student needs.

PROCESS:

Idaho State Board of Education Policy V.B.11 requires institutions to incorporate program prioritization into the annual budgeting and program review process, and to provide annual updates to the Board. In 2014, Idaho State University (ISU) transitioned its Program Prioritization Process into a Program Assessment/Program Health Process with the goals of supporting growth and ensuring that the direction of new, increased, or reallocated resources to any program is based on demonstrated need.

Previous experience with program prioritization revealed that the budget model of ISU was a challenge in addressing program growth. Consequently, Academic Affairs determined that ISU needed a more comprehensive Program Health and Sustainability model that had broad campus support and was built in collaboration with Faculty Senate.

A committee of representatives from each college, the Faculty Senate co-chairs, staff from Academic Affairs, Institutional Research and the Office of Finance and Business Affairs began the process of developing a new model with the following charge:

A Program Health and Sustainability assessment model should be aligned with the institutional mission, while evaluating student demand and providing indicators of quality. It should include measures for efficiency and effectiveness and ensure sufficient resources. Finally, it should be flexible and change as necessary over time.

The Committee was led by Vice Provost Selena Grace initially, and later by Faculty Senate co-chairs Laura Ahola-Young and Rick Wagoner. Members included Joanne Togle, Academic Affairs; Cody Fitch, Academic Affairs; Vince Miller, Institutional Research; Brad Batiuk, Finance and Administration; Hossein Mousavinezhad, Faculty Senate; Laura Ahola-Young, Faculty Senate; Shannon Lynch, College of Arts and Letters; Bob Houghton, College of Business; Rick Wagoner, College of Education; Benjamin Crosby, College of Science and Engineering; David Blakeman, College of Technology; James Lai, College of Pharmacy; and Ellen Rogo, Kasiska Division of Health Sciences.

The committee met monthly during Fall 2018 to refine the definition/charge of what a Program Health and Sustainability model should encompass and to identify proposed metrics and data sources. In Spring 2020, the committee sent a proposal to the Faculty Senate (see Appendix A) that was approved at the April 27, 2020 meeting. The model was presented to Leadership Council on June 3, 2020.

All programs were evaluated and quintiled in 2020. In 2021, only programs that are below minimum thresholds for number of graduates will be flagged and required to conduct a Program Health assessment.

An ad hoc Summer Program Health committee met during Summer 2020 to develop the tools and processes needed to implement the Program Health Model, with a goal of having all of the components in place and ready for use in Fall 2020. Members of the ad hoc Summer Program Health committee included Joanne Tokle (chair), Academic Affairs; Mark Neill, College of Education; Brian Hickenlooper, Finance and Business Affairs; Rick Wagoner, College of Education; Darren Blagburn, Academic Affairs; Vince Miller, Institutional Research; and Chris Cessna, Institutional Research.

The ad hoc Summer Program Health committee worked with the academic units to define programs for the upcoming program health process and recruited several programs to conduct “beta tests” of the model. Marketing, Art (bachelor’s and master’s), and the PharmD programs participated in the beta test. The beta test identified several issues and items in the process that needed clarification or streamlining in the process.

The summer committee also worked with Associate Deans, Department Chairs, and Program Directors to define programs. In some cases, degrees and certificates using the same faculty and resources were combined into single programs for assessment purposes. Examples of these combined programs include the BFA and BA in Art; the MA and PhD in English; and the undergraduate certificate and BA in Philosophy. In the College of Technology each program consisted of an AAS degrees and any embedded basic, intermediate, or advanced technical certificates that lead to that degree.

Institutional Research produced the quantitative information for the model, and a questionnaire was used to collect the qualitative information. A rubric and score sheet (see Appendix B) were developed for evaluators to rate the programs based on the quantitative and qualitative information. Academic Affairs reviewed the results of the beta test and made recommendations to the Faculty Senate and Leadership Council in August, 2020. Full implementation of the process began after final approval of the Faculty Senate and Leadership Council.

The Program Health self-evaluation was launched on September 8, 2020. Programs had approximately sixteen weeks to complete the process which used both the Program Health questionnaire and IR data. The instructions they were given are attached in Appendix C. Academic Affairs met with departments and programs to provide guidance in collecting and processing information to use in the Program Health analysis. Final narratives, score sheets, and quintiled lists were submitted to Academic Affairs on January 15, 2021. The narrative template is attached in Appendix D.

Academic Affairs assembled a master document of the colleges’ quintiled programs and narratives that was reviewed by the Faculty Senate, Council of Deans, and Administrative Council. The Council of Deans and Administrative Council reviewed the bottom 40% of programs

and provided feedback to help them craft their action plans. Academic Affairs received their feedback by February 26, 2021, and distributed it back to the colleges by March 1. The Faculty Senate collected feedback on faculty involvement in the process, due to potential inconsistencies across all colleges.

Programs submitted engagement plans (see Appendix E) to Academic Affairs that described when and how faculty would be involved in crafting the proposed action plans. Engagement plans were due to Academic Affairs by February 26, 2021.

Faculty, chairs, and deans developed action plans using a standardized template (see Appendix F) and the feedback. Action plans that impact the 2022 budget were completed by March 5, 2021. Action plans that impact subsequent budgets were completed by May 1, 2021.

Faculty had a final review of the proposed action plans from May 10-14. Administrative Council now has all of the proposed action plans under review. Administrative Council will approve the proposed plans, ask for more details, request plan revision, reject plans, or take other such actions when the Fall term begins.

Actions and recommendations are attached in Appendix G. A checklist of impacts is attached in Appendix H.

NON-INSTRUCTIONAL UNITS:

Also reviewed in Fall 2020 were several non-instructional units that are part of Academic Affairs. SBOE Policy III.F. does not require these units to be quintiled, so they were not assessed with the Program Health Model. Instead, these units were evaluated based on alignment with institutional core themes, mission, and strategic plan; performance outcomes specific to each unit; qualifications of professional and support staff; program resources; program strengths and weaknesses; external constraints and challenges; and opportunities for improvement.

The units evaluated included Institutional Effectiveness; Office of Assessment; Institutional Research; Program for Instructional Effectiveness; Educational Technology Services; University Honors Program; Bengal Bridge; University Tutoring; Early College; Intensive English Institute; High School Equivalency Program; and the outreach centers at Idaho Falls and Twin Falls. A review conducted in spring 2021 for Finance and Business Affairs is also included in this report's appendices.

The review of these units confirmed alignment of their mission statements with the missions of Academic Affairs and the University; strengths in COVID-19 operational planning and execution; strong relationships of the units with Academic Affairs; and well-formed assessment plans in most of the units. Weaknesses included issues with project charters; need for additional funding in specific units; challenges with long-term planning; and the urgent need for a data warehouse.

Details of the review of non-instructional units are in Appendix I.

NEXT STEPS:

The Program Health Model was used for the first time in 2020-2021 and was conceptualized and implemented as a continuous improvement model. The original proposal stated that the model should be “flexible and change as necessary over time.” The baseline assessment, described in this report, was completed in 2020-2021. In subsequent years, programs may be triggered for evaluation based on five-year rolling averages of degree/certificate production using the following standards:

- ≤5 at the associate and certificate level;
- ≤10 at the bachelor’s level;
- ≤5 at the master’s level;
- ≤3 at the doctoral level.

The proposal (see Appendix A) allows for alternative measures for the triggering mechanism should a program wish to choose a different metric.

Moving forward, and in line with the goal of continuous improvement, the process will adhere to the following steps to ensure successful implementation, assessment, and further decision-making for programs in the bottom two quintiles and those that are triggered for evaluation:

1. ISU’s Administrative Council will review program action plans and provide suggestions for improvement;
2. Academic Affairs will work with college and departmental leadership to ensure clear and direct communication with regard to action plan expectations;
3. Programs will submit a mid-term report on action plan progress for review by Academic Affairs and Administrative Council;
4. Programs will submit a year-end report on action plan progress including key outcomes for review by Academic Affairs and Administrative Council;
5. As required by Policy III.F., Program Prioritization, annual program prioritization updates will be provided to SBOE.
6. This process will be completed annually for all programs in the bottom two quintiles until the next Program Prioritization Report submission in July of 2026.

PRELIMINARY RECOMMENDATIONS:

THE MODEL:

- Develop a standing committee to refine the model and look for ways to streamline the process and avoid duplication with the current program review process. The committee would include faculty representatives from each college and representatives from Academic Affairs and from Finance and Business Affairs.
- Revise the “Resources” category of the model to emphasize effectiveness of resource use rather than extent of resources available.

- Create new measures of student demand and efficiency. The current measures didn't work as well as expected in capturing health (e.g., the role of math in engineering).
- Develop a longer time series of program retention data.
- Remove some data items that can't be consistently collected, like alumni satisfaction.
- Compare programs to similar programs at peer institutions rather than other programs within ISU in order to create more meaningful comparisons.

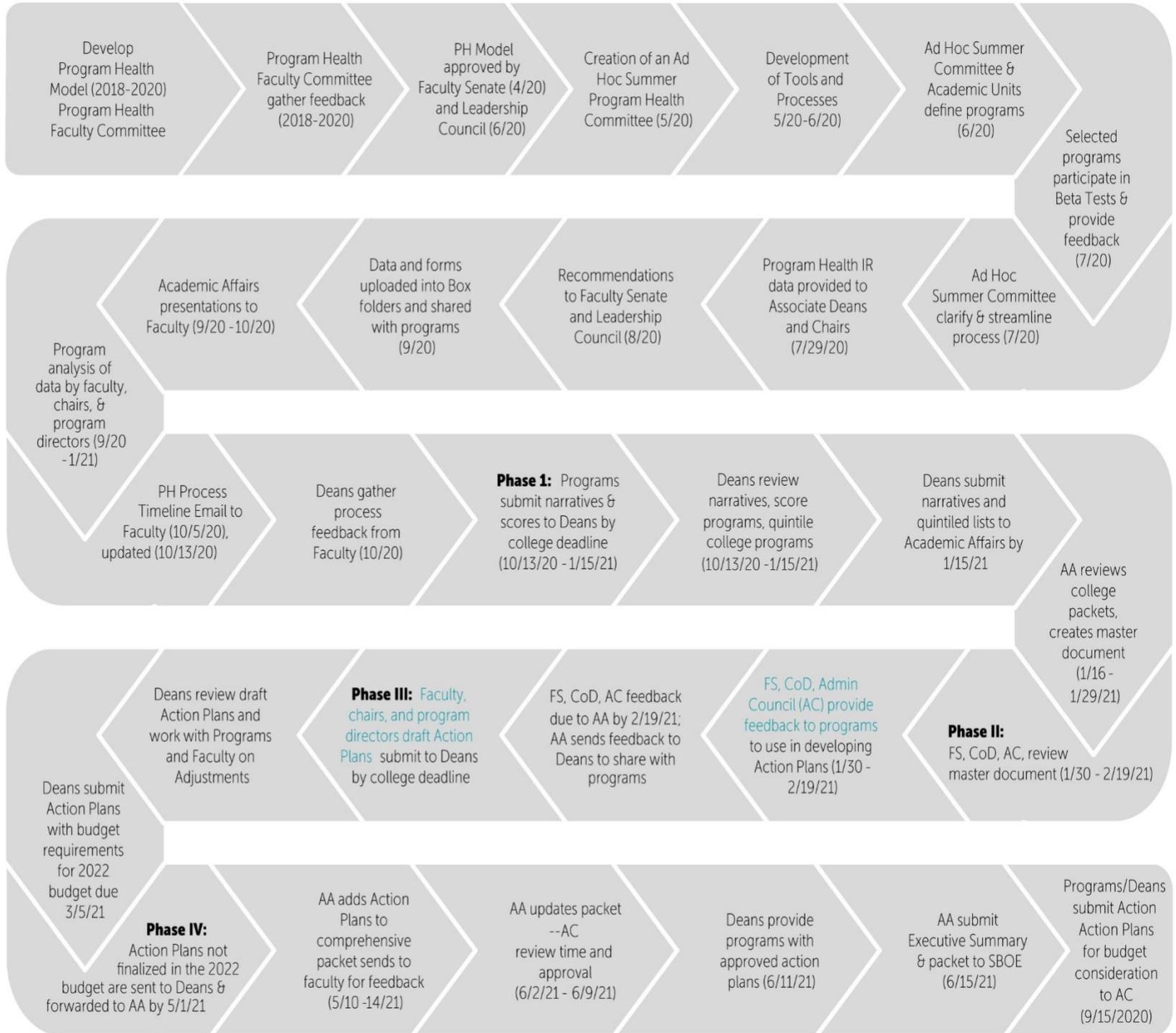
THE PROCESS:

- Increase faculty involvement at early stages of the process.
- Reach agreement on how deans adjust scores.
- Provide model narratives as examples.
- Provide programs that end up in lower quintiles with the option of not submitting an action plan.
- Set guidelines for possible exclusion of new programs or programs already slated for discontinuation. For example, a program that was implemented in the last two years could be exempted from the process, giving it time to grow before being evaluated.
- Require programs to provide brief updates of progress annually. The University Assessment Review Committee has revised the program review annual report in order to collect all of this information at the same time.
- Make program data readily available for faculty on an ongoing basis.

OTHER RECOMMENDATIONS:

- New program proposals should support the Institution's Strategic Plan.
- Colleges are encouraged to develop meta majors.

Program Health 2020-2021



SCHEDULE OF PROGRAM HEALTH PRESENTATIONS AND MEETINGS: 2020-21

Date	Group	Purpose
April 27, 2020	Faculty Senate	Approval of PH model
June 3	Leadership Council	Charter progress and approval
August 31	Faculty Senate	Launch project
September 1	COE Leadership Team	Explain project
September 2	Leadership Council	Update
September 11	CSD faculty	Explain process
September 15	Biology faculty	Explain process
September 17	COSE chairs	Explain process
September 18	Nursing leadership	Explain process
September 22	COT faculty	Explain process
September 24 and 25	CAL chairs and directors	Explain process
September 25	COE faculty	Explain process
September 25	COB faculty	Explain process
September 25	Dietetics faculty	Explain process
October 8	Pharmacy faculty	Explain process
October 9	Physics faculty	Explain process
October 9	Nursing faculty	Explain process
October 9	Public Health faculty	Explain process
October 13	Dental Hygiene faculty	Explain process
November 9	Faculty Senate	Update, answer questions
November 18	Physics faculty	Answer questions
January 7, 2021	Academic Affairs Town Hall	Update, answer questions
January 13	President's Council	Update
January 19	Deans' Council	Update
February 3	Administrative Council	Update and instructions for feedback
February 19	Administrative Council	Discuss programs
February 22	Academic Affairs Town Hall	Update, answer questions
April 23	Academic Affairs Town Hall	Update, answer questions
Various dates, spring 2021	Faculty Senate	Update, answer questions
June 9	Administrative Council	Approval

PROGRAM HEALTH COMMUNICATIONS

Program Health [communications to the faculty](#) are available on the Academic Affairs website. Communications to other participants, including a timeline, are available on the [Program Health Process](#) webpage.

QUINTILE LIST**Q1: 0 – 20%**

Program	College
Advanced Automation and Manufacturing Technology	COT
Apprenticeship	COT
Business Administration-GRAD CERT	COB
Computerized Machining Technology	COT
Deaf Education-Mast	COE
Dietetics-MAST	KDHS
Dietetics-MAST with Dietetic Internship	KDHS
Early Childhood-Mast	COE
Education, General-Mast Combined program with CAL (MUSIC)	COE
Energy Systems Mechanical Engineering Technology	COT
Environmental Engineering-MAST	COSE
Environmental Science Mgt-MAST	COSE
Fire Service Administration-ASSO	KDHS
Fire Service Administration-BACH	KDHS
French-UGRD	CAL
German-UGRD	CAL
Health Physics-ASSO	COSE
Instructional Design & Technology-Doct	COE
Instructional Design & Technology-Mast	COE
Interdisciplinary Studies-MAST	CAL
Interprofessional Geriatric Certificate-GRAD	KDHS
Interprofessional Geriatric Certificate-UGRD	KDHS
Japanese-UGRD	CAL
Mathematics-ASSO (Teachers)	COSE
Mathematics-DOCT	COSE
Mathematics-MAST	COSE
Music-MAST	CAL
Nuclear Science & Engineering-PSTB	COSE
Paralegal Studies	COT
Pharmacy Technology	COT
Philosophy-GRAD	CAL
Physics-ASSO	COSE
Pre-Speech-Language Pathology-UGRD/Audiology UGRD PRE-PRO	KDHS
Russian-ASSO	CAL
Shoshoni-ASSO	CAL
Taxation-MAST	COB
Theatre-MAST	CAL
Unmanned Aerial Systems	COT

Q2: 21 – 40%

Program	College
Anthropology-BACH	CAL
Art-BACH	CAL
Art-MAST	CAL
Athletic Training-Mast	COE
BAS Applied Science	COT
Biopharmaceutical Analysis-DOCT/MAST/MSCP	KDHS
Business Technology	COT
Business-ASSOC	COB
Civil Engineering Technology	COT
Civil Engineering-MAST	COSE
Communication-MAST	CAL
Early Childhood Education-Bach	COE
Early Childhood Care and Education	COT
Educational Interpreting-ASSO (SLS)	KDHS
Educational Interpreting-BACH (SLI)	KDHS
Educational Leadership-Mast	COE
Electrical Engineering-BACH	COSE
Emergency Management-ASSO	KDHS
Emergency Management-BACH	KDHS
Engineering & Applied Sci.-DOCT	COSE
General Business-BACH	COB
Health Informatics-MAST	KDHS
Health Physics-BACH	COSE
Health Science-HSHO-BACH	COT
Law Enforcement	COT
Literacy-Mast	COE
Mechanical Engineering-MAST	COSE
Music-BACH	CAL
Philosophy-UG	CAL
Physics-DOCT	COSE
Physics-MAST	COSE
Radiographic Science-CERT	KDHS
Rehab and Comm Sciences-DOCT	KDHS
Respiratory Therapy	COT
Spanish-UGRD	CAL
Special Education-Bach	COE
Special Education-Mast	COE
Systems Engineering-MAST	COSE
Theatre-BACH	CAL

Q3: 41 – 60%

Program	College
Anthropology-MAST	CAL
Automotive Technology	COT
BBA in Informatics	COB
Biology-DOCT	COSE
Biology-MAST	COSE
Career & Technical Education-Cert	COE
Civil Engineering-BACH	COSE
Communication Sciences & Dis-BACH	KDHS
Computer Aided Design Drafting Tech	COT
Dietetics-BACH	KDHS
Doctor Of Pharmacy-DOCT	KDHS
Economics Degrees (BS or BBA)	COB
Educational Administration-Doct (EDS and EDD)	COE
English, General-GRAD	CAL
English-UG	CAL
Family and Consumer Science-Bach	COE
Geosciences-BACH	COSE
Global Studies-BACH	CAL
Health Education (Comm. Public Health) -BACH	KDHS
Health Education-MAST	KDHS
Industrial Cybersecurity Engineering Technology	COT
Information Technology Systems	COT
Master Of Public Health-MAST	KDHS
Mechanical Engineering-BACH	COSE
Medical Anthropology-CERT	CAL
Medical Anthropology-GRAD	CAL
Medical Assisting	COT
Microbiology-DOCT	COSE
Microbiology-MAST	COSE
Nursing-MAST	KDHS
Organizational Leadership-Cert	COE
Paramedic Science-ASSO	KDHS
Paramedic Science-UGRD	KDHS
Physical Education-Bach	COE
Physics-BACH	COSE
Political Science-DOCT	CAL
Social Work-MAST	CAL
Sociology-MAST	CAL
Surveying and Geomatics Engineering Technology	COT
Training and Development-Cert	COE
University Studies-ASSO	CAL

Q4: 61 – 80%

Program	College
Accountancy-MAST	COB
Aircraft Maintenance Technology	COT
Athletic Administration-Mast	COE
Audiology-DOCT	KDHS
Automotive Collision Repair & Refinishing	COT
Chemistry-BACH	COSE
Chemistry-MAST	COSE
Communication-BACH	CAL
Cosmetology	COT
Counseling-MAST	KDHS
Criminology-ASSO	CAL
Dental Hygiene-MAST	KDHS
Education Administration-Mast	COE
Education Leadership-Doct	COE
Elementary Education-Mast	COE
Energy Systems Electrical Engineering Technology	COT
Energy Systems Instrumentation Engineering Technology	COT
Energy Systems Nuclear Operations Technology	COT
Health Care Administration-MAST	COB
Health Physics-MAST	COSE
Health Science-HSHS-BACH	KDHS
History-BACH	CAL
History-MAST	CAL
Master of Arts in Teaching-Mast	COE
Mathematics-BACH	COSE
Medical Laboratory Science-MAST	KDHS
Nuclear Science & Engineering-BACH	COSE
Nuclear Science & Engineering-DOCT	COSE
Nuclear Science & Engineering-MAST	COSE
Occupational Therapy Assistant	COT
Occupational Therapy-MAST	KDHS
Physical Therapy-DOCT	KDHS
Political Science-BACH	CAL
Secondary Education-Mast	COE
Social Work-BACH	CAL
Sociology-BACH	CAL
Speech-Language Pathology-MAST	KDHS
Statistics-BACH	COSE
University Studies-BACH	CAL

Q5: 81 – 100%

Program	College
Accounting-BACH	COB
Biochemistry-BACH	COSE
Biology-BACH	COSE
Business Admin and Management-BACH	COB
Business Admin and Management-MAST	COB
Clinical Psychology-DOCT	CAL
Computer Science-BACH	COSE
Computer Science-MAST	COSE
Counseling-Animal Assisted Int. CERT	KDHS
Counselor Ed. And Counseling-DOCT	KDHS
Dental Hygiene-BACH	KDHS
Diesel On-Site Power Generation Tech	COT
Elementary Education-Bach	COE
Experimental Psychology-DOCT	CAL
Finance-BACH	COB
Geosciences-DOCT	COSE
Geosciences-GRAD	COSE
Geosciences-MAST	COSE
Health Care Administration-BACH	COB
Health Information Technology	COT
Human Resource Development-Mast	COE
Marketing-BACH	COB
Medical Laboratory Science-BACH	KDHS
Microbiology-BACH	COSE
Nursing	COT
Nursing-BACH	KDHS
Nursing-DOCT	KDHS
Physical Therapist Assistant	COT
Physician Assistant-MAST	KDHS
Practical Nursing	COT
Psychology-BACH	CAL
Public Administration-MAST	CAL
Radiographic Science-BACH	KDHS
Robotics and Communication Systems Engineering Technology	COT
School Psychology-Doct	COE
School Psychology-Mast	COE
Secondary Education-Bach	COE
Spanish-BACH	CAL
Spanish-GRAD	CAL
Spanish-MAST	CAL
Welding	COT
Workplace Training and Leadership-Bach	COE

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Appendix A Original Proposal with Matrix

Idaho State

UNIVERSITY

Background/History:

The Idaho State Board of Education Governing Policies and Procedures, Section V.B.11 and Section III.F.¹ requires institutions to incorporate program prioritization into the annual budgeting and program review process, and to provide annual updates to the Board. In 2014, Idaho State University (ISU) transitioned its Program Prioritization Process into a Program Assessment/Program Health Process with the goal of supporting growth and ensuring programs demonstrate the need for new, increased, or reallocated resources. Academic Affairs has used that model to evaluate full degree programs and certificates based on a five-year average number of graduates as follows:

Programs are flagged and must prepare an appropriate plan to address low enrollment if they have a five-year average number of graduates

- ≤ 5 at the associate and certificate level
- ≤ 10 at the undergraduate level
- ≤ 5 at the master's level
- ≤ 3 at the doctoral level

The outcomes of this model focused primarily on degree production, as well as projecting future hiring (Three-Year Hiring Plan) and program planning (Three-Year Program Plan).

In Spring 2018, Academic Affairs received reports from each of the colleges and requested updates on any programs that fell within the 5th quintile from the 2012-13 Program Prioritization Process, and which are still being flagged as not producing the number of degrees. However, it became clear that the budget model of ISU was one of the challenges in addressing program growth. With the arrival of a new president, and knowing changes were on the horizon, in Summer 2018 Academic Affairs determined that ISU needed a more comprehensive Program Health and Sustainability model that had broad campus support and was built in collaboration with Faculty Senate. A committee of representatives from each college, the Faculty Senate Co-

¹ <https://boardofed.idaho.gov/wp-content/uploads/2018/02/VB-Budget-Policies-0218.pdf>

<https://boardofed.idaho.gov/wp-content/uploads/2019/11/IIIF-Program-Prioritization-1019.pdf>

chairs, staff from Academic Affairs, Institutional Research, and the Budget office was formed. They had the following charge:

A Program Health & Sustainability assessment model should be aligned with the institutional mission, while evaluating student demand and providing indicators of quality. It should include measures for efficiency and effectiveness and ensure sufficient resources. Finally, it should be flexible and change as necessary over time.

The goal was to have a revised comprehensive self-assessment model ready to use by Spring of 2019 that supports the health and sustainability of all programs at ISU. This goal was a soft deadline dependent upon the progress of the committee and originally based on the ability of colleges to use these data as part of the budget process.

Progress:

The committee met monthly during Summer and Fall 2018 as well as Spring 2019 for 2-3-hour meetings. The committee refined the definition/charge of what a Program Health and Sustainability model should encompass and identified proposed metrics and from where the sources of data may be obtained. After a revision of the Idaho State Board of Education Governing Policies and Procedures: Section III, subsection F Program Prioritization, the committee began planning final meetings in Spring of 2020 to complete the draft model presented below.

Proposal:

Program Health and Sustainability should be a deliberately iterative process at ISU. As such, the Assessment Criteria Matrix presented below represents the first, certainly not the final, iteration of the model. Before presenting the proposed assessment matrix, it is important to offer further context. This model needs to be considered within two timeframes. While these frames are related, there are distinct differences. The first frame is during the next 12 months. During this time all programs will use the proposed assessment matrix to complete a full evaluation. These evaluations will serve multiple purposes: to define "programs," to determine a baseline for each program, and to discover data inconsistencies related to current Institutional Research reporting. Idaho SBOE policy does not specifically define what should constitute a program; through its work, the Program Health Committee has decided that what constitutes a program would be best determined at the local level. For example, there are departments that might reasonably be designated as a single program, while others might contain multiple programs. The committee believes the local academic units are much better situated to make these recommendations as their faculty are the experts in the intricacies of their organizations and disciplines. Once local units have determined their programs, the proposed Assessment Criteria Matrix will be used to conduct a complete evaluation to determine the baseline of the program. The committee understands in completing this baseline, inaccuracies in data reporting will be discovered. No program will be liable for the implications of these inaccuracies. On the contrary, the intention in the first iteration of assessment is to discover them and devise a plan to correct data reporting for future assessment.

After the baseline assessments are established, the revised Assessment Criteria Matrix will be employed for one of two reasons: if a program has fallen below triggering benchmarks, or at the end of five years as a part of regular assessment required by State Board policy. The committee has concluded that one of three options should be chosen by programs as their triggering benchmark. Again, the local experience and expertise of program faculty is best suited to making this determination. These three options include (1) degree/certificate production, (2) student credit hour generation, or (3) a combination of the two. The committee supports using the current standard of degree/certificate production of a five-year rolling average based on the level of award as follows:

- ≤ 5 at the associate and certificate level
- ≤ 10 at the undergraduate level
- ≤ 5 at the master's level
- ≤ 3 at the doctoral level

If a program determines that credit hour production is a better indicator of its most significant contribution to the institutional mission, it can choose to use that as its triggering mechanism. The committee suggests that two possible measures would be useful in this case: a credit hour decline $\geq 5\%$ within the last academic year, or $\geq 10\%$ within the last three years. For those programs that determine that both degree/certificate production and credit hour generation best reveal their contribution to the university mission, they may choose to establish a mechanism based on both. Again, only programs that fall below their established triggering criteria would be required to conduct a full assessment based upon the proposed Assessment Criteria Matrix before the required five-year SBOE requirement. The specific intention of these reviews would be to establish a plan, including relevant support, to improve the outcomes of the program moving forward.

Based upon initial feedback, the committee believes several issues need to be addressed in this proposal. First, some have suggested that the committee should have developed specific, absolute metrics to be equally applied to all programs. In its initial meetings, the committee sought to determine such measures and was unable to suggest any, as any such measure would be unlikely to accurately represent the unique contributions of the broad variety of programs at ISU. In a similar vein, some have suggested that the committee should have offered specific standards against which all programs should be compared. No such standards are defined or required by SBOE policy and as with the absolute metrics discussed above, the committee determined such standards applied across all programs would yield inaccurate results. The committee also believes that work on such absolute metrics and standards could be explored in the future based upon the data collected following its initial use.

Another issue the committee has grappled with and which has been repeated through feedback is the nature and definition of the terms quality, efficiency, and effectiveness. Once again while these criteria are required by SBOE policy, they are not defined, and, again, the committee believes unit faculty can best operationalize these terms based on their experience and expertise at the program level. The constant value and belief that guided this faculty committee is that

faculty expertise at the local level is best suited to determine specifics related to assessing the health of its academic program. We present this intentionally flexible Assessment Criteria Matrix to allow them to begin that work, while having incorporated all required elements from SBOE policy. The committee has never interpreted SBOE policy as requiring competition among programs for survival or legitimacy. Instead the committee endorses this model intended to allow programs the ability to evaluate their health through comparison within their own context and discipline.

Finally, recognizing that program health and sustainability is, and should be, an ongoing process and that it should have meaning and legitimacy, the committee calls for continuing faculty representation on any group related to these assessments moving forward. At a minimum there should be one faculty member from each academic unit and one representative from Faculty Senate on any such body.

Program Health & Sustainability Assessment Criteria Matrix

Definition/Charge:

A Program Health & Sustainability assessment model should be aligned with the institutional mission, while evaluating student demand and providing indicators of quality. It should include measures for efficiency and effectiveness and ensure sufficient resources. Finally, it should be flexible and change as necessary over time.

Assessment Criteria Matrix:

Student Demand: 30%	Quality: 20%	Efficiency: 20%	Effectiveness: 20%	Resources: 10%
- Number of student credit hours generated*	<u>Academic</u> (e.g.): - Recognition of specialized accreditation or specialized external review * - Assessment metrics - Teaching awards* - Student awards**	- Student credit hours by faculty FTE, including program characteristics and norms*	- Mission alignment	<u>Human</u> - Faculty/staff support*** - Availability of faculty/adjuncts**
- Number of degrees awarded*	<u>Research</u> (e.g.) - Research Awards* - Fellowships (faculty)* - Creative and scholarly activity - Grant funding	- Course enrollment (number of students in the courses, including program characteristics and norms)*	- Student retention**	<u>Facilities</u> ** - Adequate space to meet program needs - Rooms running at capacity - Technology/Distance Ed (conflict schedule) - Laboratory equipment
- Number of qualified applicants vs available seats**	- Alumni preparation/outcomes (work/life preparation; success)**	- Faculty teaching in multiple programs (cross-listed or satisfies multiple program requirements)***	- Licensure rates* - Job placement/employability** - % accepted into graduate school**	<u>Financial</u> - Competitive Salaries*** - Benefits*** - Operating budgets***
- Only program offered in the State of Idaho	- Faculty professional leadership and service	- Curricular efficiency, e.g. Duplication of courses, review of outdated courses ***	- Alumni satisfaction (experience)**	

* Data available from Institutional Research Office using current reports

** Data may be available at the departmental or program level

***Data may be able to be generated by Institutional Research Office with special report

Appendix B Score Sheet

PROGRAM HEALTH RUBRIC

Component	Minimal/Limited	Moderate/Satisfactory	Exceptional
Score	1-3	4-6	7-9
Student Demand (30%)	Few degrees are awarded and department produces a limited amount of SCHs, even though program is not limited by number of available seats	A moderate number of degrees is awarded or the department produces a large amount of SCHs.	A large number of degrees is awarded and the department produces a large amount of SCHs, or the program demonstrates excess demand for seats.
Quality (20%)	Program has limited evidence of quality in student, faculty, and alumni outcomes.	Students, faculty, and alumni demonstrate a satisfactory level of quality.	Students, faculty, and alumni demonstrate excellence and external recognition.
Efficiency (20%)	Relatively low SCH/FTE; relatively low course enrollments given pedagogical restrictions; evidence of duplication of courses with other programs and failure to remove outdated courses	Moderate SCH/FTE and course enrollments. Program has made some effort to avoid duplication and update curriculum.	Relatively high SCH/FTE and course enrollments. Program collaborates with other programs to avoid duplication of courses when possible and keeps curriculum up to date.
Effectiveness (20%)	Relatively low student retention; lack of mission alignment; lack of evidence of student achievement and/or satisfaction after graduation	The program has some alignment with university's mission; moderate levels of student retention; some evidence of student achievement post-graduation	The program is well aligned with the university's mission; strong level of student retention; strong evidence of student achievement post-graduation
Resources (10%)	Inadequate facilities; non-competitive salaries; lack of support for faculty/staff; operating budget has shrunk over recent budget cycles	Facilities adequate to meet current program needs; average salaries for disciplines; adequate support for faculty/staff; adequate operating budget	Facilities are up to date and may accommodate program expansion; salaries are above average for discipline; strong support for faculty/staff; operating budget has grown over recent budget cycles

For Program Director or Department Chair			1-9	1-9	1-9	1-9	1-9	1-9
			30%	20%	20%	20%	10%	
Dept	Program	Scorer	Student Demand	Quality	Efficiency	Effectiveness	Resources	Total Score
AL - No Official Dept. Arts and Let - ALGN	Interdisciplinary Studies-MAST							0
AL - No Official Dept. Arts and Let - ALGN	University Studies-ASSO							0
AL - No Official Dept. Arts and Let - ALGN	University Studies-BACH							0
AL - Anthropology - ANTD	Anthropology-BACH							0
AL - Anthropology - ANTD	Anthropology-MAST							0
AL - Anthropology - ANTD	Medical Anthropology-CERT							0
AL - Anthropology - ANTD	Medical Anthropology-GRAD							0
AL - Anthropology - ANTD	Shoshoni-ASSO							0
AL - Art and Pre-Architecture - ARTD	Art-BACH							0
AL - Art and Pre-Architecture - ARTD	Art-MAST							0
AL - Comm, Media, and Persuasion - CMPD	Communication-BACH							0
AL - Comm, Media, and Persuasion - CMPD	Communication-MAST							0
AL - English and Philosophy - ENPD	English, General-DOCT							0
AL - English and Philosophy - ENPD	English, General-MAST							0
AL - English and Philosophy - ENPD	English, General-PSTM							0
AL - English and Philosophy - ENPD	English-BACH							0
AL - English and Philosophy - ENPD	Philosophy-BACH							0
AL - English and Philosophy - ENPD	Philosophy-CERT							0
AL - English and Philosophy - ENPD	Philosophy-GRAD							0
AL - History - HISD	History-BACH							0
AL - History - HISD	History-MAST							0
AL - Global Studies and Language - LGSL	French-UGRD							0
AL - Global Studies and Language - LGSL	German-UGRD							0
AL - Global Studies and Language - LGSL	Global Studies-BACH							0
AL - Global Studies and Language - LGSL	Japanese-UGRD							0
AL - Global Studies and Language - LGSL	Russian-ASSO							0
AL - Global Studies and Language - LGSL	Spanish-BACH							0
AL - Global Studies and Language - LGSL	Spanish-GRAD							0
AL - Global Studies and Language - LGSL	Spanish-MAST							0
AL - Global Studies and Language - LGSL	Spanish-UGRD							0
AL - Military Sciences/ ROTC - MISD	N/A							0

AL - Political Science - PLSD	Political Science-BACH								0
AL - Political Science - PLSD	Political Science-DOCT								0
AL - Political Science - PLSD	Public Administration-MAST								0
AL - Psychology - PYCD	Clinical Psychology-DOCT								0
AL - Psychology - PYCD	Experimental Psychology-DOCT								0
AL - Psychology - PYCD	Psychology-BACH								0
AL - Psychology - PYCD	Psychology-MAST								0
AL - School of Performing Art - SPAD	Music-BACH								0
AL - School of Performing Art - SPAD	Music-MAST								0
AL - School of Performing Art - SPAD	Theatre-BACH								0
AL - School of Performing Art - SPAD	Theatre-MAST								0
AL - Soc, Social Wrk&Criminology - SSSC	Criminology-ASSO								0
AL - Soc, Social Wrk&Criminology - SSSC	Social Work-BACH								0
AL - Soc, Social Wrk&Criminology - SSSC	Social Work-MAST								0
AL - Soc, Social Wrk&Criminology - SSSC	Sociology-BACH								0
AL - Soc, Social Wrk&Criminology - SSSC	Sociology-MAST								0

Appendix C Program Health Instructions

PROGRAM HEALTH INSTRUCTIONS

1. **Files:** all materials are located in a Box folder that has been shared with your college. These materials include:

File or link name	Description
Matrix – annotated 9-2-20.docx	Program Health Model (matrix) annotated with data locations in red font.
Program Health Model Questionnaire.boxnote	Google Form questionnaire to collect qualitative information
Program Health Narrative for Scoring.boxnote	Google Form to collect narrative information that accompanies scoring.
Program Health Data (On-campus or VPN to access).boxnote	Link to a website that contains SCH (student credit hours) and Degrees Awarded. You must access this data on campus or use a VPN.
PH additional data 9-2-20.xlsx	Average SCH; retention; average degrees; FTE; course headcount
PH RUBRIC.pdf	Rubric for scoring.
Faculty 4-Digit Multi-Discipline Report 2019-20 ISU peers.pdf	Salary information for ISU peer institutions.
Faculty 4-Digit Multi-Discipline Report 2019-20 Carnegie comparison.pdf	Salary information for Carnegie institutions.

Within your departmental subfolder are additional materials, including:

- **(Program name).xlsx** contains personnel and operating budget data
- **Program Health Score sheet College of (college name).xlsx** (for scoring)
- Questionnaire summaries, which will be placed in the subfolders after submission

If your folders are missing information, please contact Joanne Tokle (tokljoan@isu.edu) or Stefanie Shaddock (shadstef@isu.edu).

2. Steps:

- A. Complete **Program Health Model Questionnaire.boxnote** first.
- Please click submit when you have completed the questionnaire so you don't lose your data.
 - Instructions for locating information are embedded within the questionnaire.
 - A copy of your responses will be sent to your email after the questionnaire has been submitted and your answers will be returned to your Box subfolder in a summary sheet.

- If you want to run reports in Activity Insight (Digital Measures) and need assistance, please contact the Office of Assessment at assessment@isu.edu.
 - Please note that in the Quality category, do not list the names of recipients of teaching awards, student awards, etc., just enter a summary of how many awards at the university level, how many at the national level, etc. Likewise, please do not input a list of faculty publications; summarize the publications (or creative/scholarly work) with an explanation of quality.
- B. Use **Matrix – annotated 9-2-20.docx** to identify which items to use for each category and where to find the information.
- C. Use **PH RUBRIC.pdf** to arrive at scores for each of the Program Health Model categories: Student Demand; Quality; Effectiveness; Efficiency; and Resources. Rate each category on a scale from 1-9, where
- 1-3 is minimal/limited
 - 4-6 is moderate/satisfactory
 - 7-9 is exceptional.

PH Additional Data.xlsx, in the tabs labeled AVG SCH and AVG DEGREES, has college and university averages for “student credit hours” and “degrees awarded” which are provided for comparison.

Some programs do not have complete data sets. For example, alumni satisfaction is a component of Effectiveness, but not every program has alumni satisfaction surveys to use. Do not score your program “0” if you don’t have that information; use other components (mission alignment, student retention) to arrive at a score.

- D. Enter scores in the file **Program Health Score sheet College of (college name).xlsx** in the rows indicated for your program, in the tab designated for your role (Program Director or Department Chair, Dean, or Provost). Save the file using your program name and upload it into your subfolder in Box.

A total score will be calculated for you, using the proportions from the matrix (30% for Student Demand, etc.).

- E. Use **Program Health Narrative for Scoring.boxnote** to discuss information that may not have been captured in the scoring exercise. Remember to click submit when you are finished.
- F. Deans will place programs into quintiles, per [SBOE Policy III.F.4](#). Programs in the two lowest quintiles will need an action plan prior to the beginning of the budget process.

ALL PROGRAM HEALTH SUBMISSIONS ARE DUE BY NOVEMBER 2, 2020.

Appendix D Narrative Template

NARRATIVE TO ACCOMPANY PROGRAM HEALTH SCORES

- 1.) Explain/summarize the main factors that impacted this program's overall scoring.
- 2.) Please include information about this program that could not be adequately captured in the metrics. For example, is it a new program?
- 3.) Provide any additional information that may impact this program's health and sustainability.
- 4.) Explain/summarize the factors that contribute to the success of high scoring programs.

Appendix E Engagement Plan Template

Program Health Engagement Plan

Some programs are required to submit plans for communication and stakeholder feedback to the Provost by February 26, 2021. Please send plans directly to Stefanie Shaddock at shadstef@isu.edu.

Resources:

- Program Health Timeline
- Program Health Action Plan Template
- Academic Affairs: for questions, information or meeting requests, etc. contact Joanne Togle at tokljoan@isu.edu or x2934

Suggested Guiding Framework*

College/Division:

Date: February 26, 2021

Topic	Stakeholders (ex: chairs, faculty, staff)	Identify Engagement Method (ex: chair’s meeting, email, forum)	Identify Date(s)
Timeline and process for program action plan development	Chairs and Faculty		
Phase III discussion of program action plans that impact FY22 budget	Chairs and Faculty		Specify date; plans due to AA March 5, 2021
Phase III discussion of program action plans that impact later budgets	Chairs and Faculty		Specify date; plans due to AA May 1, 2021
Phase IV communication with faculty on final budget plans	Chairs and Faculty		May 10-14, 2021

Appendix F Program Health Action Plan Template

PROGRAM ACTION PLAN

Program: Click or tap here to enter text.

College: Click or tap here to enter text.

Person responsible: Click or tap here to enter text.

Issue(s)/concern(s): Click or tap here to enter text.

Proposed action(s):

- Improvement plan
- Consolidation
- Restructure
- Investment/reallocation of resources
- Other innovations
- New Programs
- Program elimination

Detailed description of proposed action, including timeline:

Click or tap here to enter text.

Does the action need to be incorporated into the three-year plan?

Click or tap here to enter text.

[*Click here to access Program Action Plans](#)

Appendix G Program Health Actions and Recommendations

PROGRAM HEALTH ACTIONS AND RECOMMENDATIONS: COLLEGE OF ARTS AND LETTERS

- All Quintile 1 and 2 programs in the College of Arts and Letters should submit progress reports on their action plans by November 1, 2021, via the Program Review/Program Health Annual Report.
- Programs should work with Academic Advising and Enrollment Management to develop successful retention plans.
- Programs are encouraged to seek workforce alignment where appropriate, like the newly added Commercial Music option for the BFA in Music and the proposed BFA in Digital Media.
- Programs are encouraged to build collaborative efforts with other departments, such as the BFA in Digital Media between Art and CMP, and with other academic units, to support students and realize efficiencies.
- Programs are encouraged to continue their expansion of course delivery methods.
- Programs are encouraged to develop or adopt Open Educational Resources where appropriate, especially for General Education courses.
- Summary of actions: 3 program eliminations (and one more likely elimination); 1 new program; 13 improvement plans; 3 investment/reallocation of resources; 1 other innovation.

Program	Issues & concerns	Actions	Plan Highlights	Deadlines	Other	Budget impact	Student impact
BA Anthropology	Low enrollment	Improvement plan	Revise curriculum; develop marketing plan; improve assessment	UCC deadline 9/20/21; submit action plan progress report by 11/1/21		Expected positive impact from enrollment growth	Improve opportunity and access
BFA Art	Retention	Improvement plan, new program	Work with Academic Advising to improve retention; develop BFA Digital Media; hire studio technician; develop alumni database	Retention-- Spring 2022; BFA Digital Media--in process	New BFA in Digital Media better aligns with workforce needs	Will require more resources, but expected positive impact from enrollment growth and improved retention	Improve access and opportunity
MFA Art	Low enrollment	Improvement plan, investment - reallocation of resources	Reconsider viability of program in one year; reassign GTA teaching duties; hire studio technician;	Evaluate feasibility of program in 2022	Have suspended admissions over next year	Will require more resources	Reduced access and opportunity over next year

			develop alumni database				
MA CMP	Low enrollment, resources	Improvement plan	Increased advertising; develop fully online option; develop 4+1 option	UCC deadline 9/20/21; Graduate Council 11/3/2021		Expected positive impact from enrollment growth	Improve access and affordability
UG certificate French	Low enrollment	Potential elimination	Program is on hold while exploring improvement plans; use OER materials to make courses affordable	UCC 9/20/2021; SBOE 6/2022		Reduced cost of adjuncts if program is eliminated	Limited impact
UG certificate German	Low enrollment	Elimination	Proceed with discontinuation	UCC 9/20/2021; SBOE 6/2022		Reduced costs	Limited impact
UG certificate Japanese	Low enrollment	Improvement plan	Take action to increase enrollment and make courses more affordable	Submit action plan progress report 11/1/2021	Program has \$195,000 endowment to support student research and study abroad	Neutral	Improve affordability
UG certificate Spanish	Low enrollment	Improvement plan, other innovations	Improve marketing; increase outreach to other ISU programs; increase outreach to high schools	Submit action plan progress report by 11/1/21		Expected positive impact from enrollment growth	Improve access and opportunity
AA Russian	Low enrollment	Elimination	Proceed with discontinuation	UCC 9/20/2021; SBOE 6/2022		Reduced costs	Limited impact
AA Shoshoni	Low enrollment	Improvement plan	Targeted marketing campaign; additional dual enrollment courses; develop certificate in Indigenous Language Teaching	For certificate, UCC 9/20/2021; SBOE 6/2022; submit action plan progress report 11/1/2021		Expected positive impact from enrollment growth	Improve access and opportunity

MA Interdisciplinary Studies	Low enrollment	None			Program has no resources of its own		
BA/BFA Music	Low enrollment, retention, resources	Improvement plan, investment - reallocation of resources, new program component	Program will begin offering a commercial music option; potential restructure of administrative duties; increased recruiting; renewed focus on advising; development of scholarship resources	Submit action plan progress report by 11/1/21	Commercial music option aligns with workforce needs	Expected positive impact from enrollment growth and increased retention	Improve access and opportunity
M.Ed. Music	Low enrollment, resources	Improvement plan	May adjust sequencing of courses	Submit action plan progress report by 11/1/21	This program for music teachers is offered during the summer, with one summer online, and is offered on a cohort basis subject to student demand	Neutral	
Graduate certificate Philosophy	Low enrollment	Improvement plan	Increase awareness of certificate in Biomedical Ethics to local healthcare practitioners and healthcare programs at ISU; use online delivery	Submit action plan progress report by 11/1/21	Relatively new program that needs time to grow	Expected positive impact from enrollment growth	Improve access and opportunity
BA, UG certificate Philosophy	Low enrollment	Improvement plan	Increase use of online delivery; increase awareness of Biomedical Ethics undergraduate certificate	Submit action plan progress report by 11/1/21	Certificate is relatively new and needs time to grow; department	Expected positive impact from enrollment	Improve access and opportunity

					supports general education		
BA Theatre	Low enrollment, retention, resources	Improvement plan	Increased collaborations with other ISU programs, e.g. health professions; increased recruiting and outreach activities; increased interprofessional education activities	Submit action plan progress report by 11/1/21	Program accreditation restricts class size; program is essential for community outreach and engagement	Expected positive impact from enrollment growth	Improve opportunity and access
MA Theatre	Low enrollment	Elimination	Proceed with discontinuation	In process		Reduced costs	Limited impact

PROGRAM HEALTH ACTIONS AND RECOMMENDATIONS: COLLEGE OF BUSINESS

- All Quintile 1, 2 and 3 programs in the College of Business should submit progress reports on their action plans by November 1, 2021, via the Program Review/Program Health Annual Report.
- Programs should work with Academic Advising and Enrollment Management to develop successful retention and recruitment plans.
- Programs are encouraged to work collaboratively with other departments and colleges to support students and realize efficiencies.
- Programs slated for discontinuance should initiate the required SBOE and Graduate Council paperwork.
- Summary of actions: 2 program eliminations, 1 restructure, 3 other innovations.
-

Program	Issues/Concerns	Action	Plan Highlights	Deadlines	Other	Budget impact	Student impact
AS Business	Low enrollment	Other innovations	Cease promotional spending	Submit action plan progress report by 11/1/21	Program has no additional cost as all courses are offered for other programs	Limited	Limited
BBA General Business	Low enrollment	Other innovations	Cease promotional spending	Submit action plan progress report by 11/1/21	Program has no additional cost as all courses are offered for other programs	Limited	Limited
BS/BBA Economics	Low enrollment	Restructure, improvement plan	Improve retention	Submit action plan progress report by 11/1/21	Program has started growing since recent elimination of BA and addition of BBA	Expected positive as enrollment grows	Improve opportunity and access
Graduate Certificate Business	Low enrollment	Elimination	Proceed with program discontinuance	Graduate Council 11/3/21; SBOE 6/2022		Neutral	Limited
BBA Informatics	Low enrollment	Other innovations	Change degree name as it is confusing; explore	Planned for 2022, after upcoming		Neutral	Improve workforce alignment

			feasibility of BBA in Data Analytics	accreditation. Submit action plan progress report by 11/1/21			
MTax	Low enrollment	Elimination	Proceed with program discontinuance	Graduate Council 11/3/21; SBOE 6/2022	Program will be replaced by adding a tax emphasis to the MAcc	Reduce costs	Limited

PROGRAM HEALTH ACTIONS AND RECOMMENDATIONS: COLLEGE OF EDUCATION

- All Quintile 1 and 2 programs in the College of Education should submit progress reports on their action plans by November 1, 2021, via the Program Review/Program Health Annual Report.
- Programs should work with Academic Advising and Enrollment Management to develop successful retention plans.
- Programs slated for discontinuance should initiate the required SBOE paperwork.
- The College of Education should work with the Kasiska Division of Health Sciences to reallocate the MS in Athletic Training to health sciences to align with accreditation standards.
- The College of Education should hire appropriate personnel to support the MS in Deaf Education.
- Action summary: 1 program elimination; 6 improvement plans; 4 investment or reallocation of resources; 2 other innovations.

Program	Issues & concerns	Actions	Plan Highlights	Deadlines	Other	Budget impact	Student impact
BA Early Childhood Education	Low enrollment	Improvement plan	Develop ties with CSI and COT to attract AA students; increase recruiting	Submit action plan progress report by 11/1/2021		Expected positive with enrollment growth	Improve access and opportunity
MA Early Childhood	Low enrollment	Elimination	Proceed with program discontinuation	Graduate Council 11/3/2021; SBOE 6/2022	No students currently enrolled	Limited	Limited impact
M.Ed. Educational Leadership	Program needs to refocus	Other innovations, consolidation	Curriculum revision and outreach; provide direct path for M.Ed. Students into Ed.D. Program	Graduate Council 11/3/2021; solicit student feedback on changes, 2023		Expected positive with enrollment growth	Improve access and opportunity
Ed.D. Instructional Design and Technology	Low enrollment	Improvement plan	Increase marketing and recruitment, offer related professional development opportunity	Submit action plan progress report by 11/1/2021		Expected positive with enrollment growth	Improve access and opportunity
M.Ed. Instructional	Low enrollment	Improvement plan	Increase marketing and recruitment, offer related	Submit action plan progress		Expected positive with	Improve access and opportunity

Design and Technology			professional development opportunity	report by 11/1/2021		enrollment growth	
MA Literacy	Low enrollment	Improvement plan, investment - reallocation of resources	Revise curriculum and realign to current standards; convert to online delivery; market program	Graduate Council 11/3/2021	Program is currently suspended but plans to restart in 2-3 years	Neutral, for now	Improve access and opportunity
MS Deaf Education	Low enrollment	Investment-reallocation of resources	Need to hire faculty member to staff program	Submit action plan progress report by 11/1/2021	No other deaf education programs in state	Increase cost with new hire	Improve access and opportunity
MS Athletic Training	Low enrollment	Investment-reallocation of resources, other innovations	Address accreditation requirements, including staffing, facilities, and move to KDHS	Notification to SBOE by 6/2022; new faculty member by 2022	Program is moving to KDHS	Increase cost with new hire and facility update	Improve access and opportunity
BA Special Education	Low enrollment	Improvement plan	Meet QM standards for online classes; support undergraduate behavioral certification in collaboration with Clinical Psychology	Submit action plan progress report by 11/1/2021		Decreased cost with efficiencies from collaboration	Improve access and opportunity
MA Special Education	Low enrollment	Improvement plan	Streamline curriculum; offer graduate behavioral certification; communication and advising plans; purchase simulation lab	Submit action plan progress report by 11/1/2021	Program is currently suspended but plans to restart	Increased cost of simulation lab	Improve access and opportunity

PROGRAM HEALTH ACTIONS AND RECOMMENDATIONS: COLLEGE OF SCIENCE AND ENGINEERING

- All Quintile 1 and 2 programs in the College of Science and Engineering should submit progress reports on their action plans by November 1, 2021, via the Program Review/Program Health Annual Report.
- Programs should work with Academic Advising and Enrollment Management to develop successful retention plans.
- Programs are encouraged to seek workforce alignment where appropriate, like the proposed restructure of the graduate programs in Mathematics.
- Selected graduate programs should develop “4+1” accelerated programs that provide streamlined pathways from undergraduate programs into graduate programs, increasing access and affordability for students.
- Programs are encouraged to develop or adopt Open Educational Resources where appropriate, especially for General Education courses.
- Programs are encouraged to identify alternative methods of course delivery to broaden student recruitment.
- Programs slated for discontinuance should initiate the required SBOE paperwork.
- Additional GTA (graduate teaching assistants) allocations will be based on application numbers, program capacity, time to degree completion, and program alignment with the strategic priorities and objectives of the college.
- Action summary: 2 program eliminations; 2 new programs; 5 improvement plans; 4 investment/reallocation of resources; 5 other innovations.

Program	Issues & concerns	Actions	Plan highlights	Deadline	Other	Budget impact	Student impact
BS Health Physics	Low enrollment and graduation rates	Improvement	Expand distance learning capabilities; enlist help from other departments to deliver coursework, as Health Physics has one faculty member	By Spring 2022, program will develop plan for sustainability	Enrollment is expected to grow as new nuclear technologies expand in Idaho such as the Small Modular Reactors	Neutral	Improve access and opportunity
AS Health Physics	Low graduation rates	None	Currently inactive, leave on books in case INL needs			None	None
MS Environmental Science and Management	Low enrollment	Investments/reallocation; other innovations	Develop 4+1 program to streamline pathway for students into graduate program; increase recruiting; request more GTAs	Curriculum: UCC 9/20/21; Graduate Council 11/3/21	Multi-disciplinary program with multiple feeder programs	Expected positive impact as enrollment grows	Improve opportunity, access and affordability

MS Mechanical Engineering & MS Measurement & Control Engr	Low enrollment; lack of resources	Investments/reallocation; other innovations	Develop 4+1 programs; rebuild recent faculty losses; pursue grant funding; secure permanent ongoing funding for MCERC (Measurement and Control Engineering Research Center)	Curriculum: UCC 9/20/21; Graduate Council 11/3/21		Expected positive impact as enrollment grows	Improve opportunity, access and affordability
MS Environmental Engineering	Low enrollment	Investments/reallocation; other innovations	Develop 4+1 program to streamline pathway for students into graduate program; increase recruiting; request more GTAs; encourage students to become licensed to increase their employment opportunities	Curriculum: UCC 9/20/21; Graduate Council 11/3/21	Only graduate Environmental Engineering program in Idaho; shares courses with other programs	Expected positive impact as enrollment grows	Improve opportunity, access and affordability
PhD Engineering and Applied Science	Low enrollment	Investment/reallocation; other innovations	Add focus area to diploma; request GTAs; increase recruiting		Discussions beginning with BSU for Civil Engineering track	Positive if grant funding increases	
MS and PhD Physics	Low enrollment and other issues	Improvement plan	Must develop strategic plan for moving forward; status of graduate programs contingent on success of plan	Department strategic vision plan due 1/2022		Unknown	
AS Physics	Low enrollment	Improvement plan	Student recruitment			Neutral	
AS Math	No enrollment	Elimination	Proceed with discontinuation	File program discontinuance with SBOE by 6/2022	No teach out needed; no students currently enrolled	None	None
MS and DA Math	Low enrollment	Improvement plan	Extensive plan for refocusing the department and aligning to current workforce needs; potential for substantial change in direction and focus of graduate programs	Program will be reevaluated in 2023		Expected positive impact as enrollment grows	Improve workforce alignment

MS Civil Engineering	Low enrollment	Other innovations	Develop 4+1 program; working with community colleges on articulation agreements to increase the number of BS graduates to feed into the MS program; increase recruiting; request more GTAs	Curriculum: UCC 9/20/21; Graduate Council 11/3/21	Accrediting agency has been promoting MS degree for graduates to practice as licensed professional engineers	Expected positive impact as enrollment grows	Improve opportunity, access and affordability
BS Electrical Engineering	Declining enrollments	Improvement plan and new program	Develop BS in Electrical & Computer Engineering to refocus on more relevant workforce needs statewide and nationally	New program scheduled for review at SBOE in August	Evaluating need for MS in Electrical and Computer Engineering	Unknown	Improve access and opportunity and alignment with workforce needs
Graduate certificate Nuclear Engineering	No enrollment	Elimination	Proceed with discontinuance	File program discontinuance with SBOE by 6/2022	No teach out needed; no students currently enrolled	None	None

PROGRAM HEALTH ACTIONS AND RECOMMENDATIONS: COLLEGE OF TECHNOLOGY

- All Quintile 1 and 2 programs in the College of Technology should submit progress reports on their action plans by November 1, 2021, via the Program Review/Program Health Annual Report.
- Programs should work with Academic Advising and Enrollment Management to develop successful retention plans.
- Programs are encouraged to work collaboratively with other departments and colleges to support students and realize efficiencies.
- Programs are encouraged to capitalize on Dual Enrollment, high school networking, and Online Idaho.
- Action summary: 11 improvement plans; 2 restructures; 2 investment/reallocation of resources; 4 other innovations; 2 new programs

Program	Issues & concerns	Actions	Plan highlights	Deadlines	Other	Budget Impact	Student Impact
Advanced Manufacturing	Low enrollment, industry alignment	Improvement plan, restructure, other innovations	Improve outreach communications; identify more industry partners; create certificates for specific skills	Submit action plan progress report by 11/1/2021; COT internal deadlines in 2022; UCC 9/20/22; SBOE 6/2023		Expected positive from increased enrollment	Improve access and opportunity, workforce alignment
Apprenticeship	Low enrollment in AAS	Improvement plan	Increase use of PLA credit	Submit action plan progress report by 11/1/2021		Expected positive from increased enrollment	Improve opportunity, access and affordability
BAS	Low enrollment	Improvement plan	Increased outreach to AAS graduates	Submit action plan progress report by 11/1/2022		Expected positive from increased enrollment	Improve opportunity and access
BS Health Science	Low enrollment	Improvement plan	Streamline and update curriculum; purchase Digital Cadaver Lab table; greater collaboration with Health Occupations program	UCC deadline 9/20/2021		Expected positive from increased enrollment	Improve access and opportunity

Business Technology	Low enrollment and employment outlook	Investment - reallocation of resources, other innovations, new programs	Greater collaboration with College of Business; add specialized certificate in Cloud Computing	Submit action plan progress report by 11/1/2021; specialized certificate is already in process		Initial cost for Cloud Computing but expected positive impact with enrollment growth	Improve opportunity and access
Civil Engineering Technology	Low enrollment, retention, licensure rates	Improvement plan	Program is already seeing gains from actions taken over the last year, including 2+2 pathway with Surveying and Geomatics Engineering Technology	Submit action plan progress report by 11/1/2021		Expected positive from increased enrollment	Improve opportunity and access
Machining	Low enrollment and retention	Improvement plan	Develop strategies to increase retention; work with industry partners on recruitment and marketing	Submit action plan progress report by 11/1/2021		Expected positive from increased enrollment	Improve opportunity and access
Early Childhood Care and Education	Low wage industry upon graduation	Other innovations	Program weakness is outside of institution's control; no action warranted		Enrollment is strong but program scored low due to post-graduation wages of graduates	Expected positive from increased enrollment	Provide opportunity
ESTEC Mechanical Engineering Technology	Low enrollment, industry alignment, program recognition	Improvement plan, restructure, other innovations	Increase recruiting and outreach to improve recognition; create certificates for specific skills and specialized certificate for industrial mechanic	UCC 9/20/2021, SBOE 6/2022		Expected positive from increased enrollment	Improve opportunity, access, affordability, workforce alignment
Law enforcement	Low enrollment of degree-	Other innovations	Increase use of PLA credit to encourage non-degree seeking students to enroll in program	Submit action plan progress report by 11/1/2021	Program is a mix of non-credit (workforce	Expected positive from increased enrollment	Improve opportunity, access, and affordability

	seeking students				training) and degree-seeking students		
Paralegal Studies	Low enrollment	Improvement plan, new program	Continue marketing and recruitment of dual-credit high school students; create online micro-certifications	SBOE proposal in process		Expected positive from increased enrollment	Improve opportunity, access, and affordability
Pharmacy Technology	Low enrollment	Improvement plan	Increase dual enrollment opportunities for high school students; collaborate with HIT program	UCC 9/20/2021	Program already collaborates with College of Pharmacy	Expected positive from increased enrollment	Improve opportunity, access, and affordability
BS Respiratory Therapy	Low enrollment, licensure pass rate, resources	Improvement plan	Initiate networking with high schools; develop BS completion degree; improve course sequencing; update equipment	SBOE proposal in process	Licensure pass rates have improved	Additional cost of resources, but enrollment is expected to grow	Improve opportunity and access
Unmanned Aerial Systems	Low enrollment, retention	Improvement plan	Work on job placement of graduates; increase enrollment and retention; upcoming program review will provide more guidance	Submit action plan progress report by 11/1/2021		Expected positive from increased enrollment	Improve opportunity and access

PROGRAM HEALTH ACTIONS AND RECOMMENDATIONS: KASISKA DIVISION OF HEALTH SCIENCES

- All Quintile 1 and 2 programs in the Kasiska Division of Health Sciences should submit progress reports on their action plans by November 1, 2021, via the Program Review/Program Health Annual Report.
- Programs are encouraged to develop alternative methods of course delivery to broaden student recruitment, where appropriate.
- Programs should restructure programs based on market analysis.
- Programs slated for discontinuance should initiate the required SBOE paperwork.
- The Kasiska Division of Health Sciences should work with the College of Education to reallocate the MS in Athletic Training to health sciences to align with accreditation standards.
- Action summary: 1 program elimination; 1 new program; 5 improvement plans; 3 restructures; 3 investment/reallocation of resources; 5 other innovations.

Program	Issues and concerns	Actions	Plan highlights	Deadlines	Other	Budget Impact	Student Impact
Pharmacy programs	Program capacity, enrollment, recruitment, facilities	Improvement plan	Improve international recruitment efforts; expand online course offerings in MS program; increase student funding on grants; renovate Pocatello lab, expand Meridian lab	Most actions completed by 2022, with some going into 2023		Will require more financial resources	Improve access and opportunity
UG certificate Pre-Speech-Language Pathology/Audiology	Low enrollment	Improvement plan, restructure, other innovations	Conduct market analysis; may restructure current program	UCC deadline 9/20/2021		Expected positive from increased enrollment	Improve access and opportunity
MS Nutrition with internship	Ensure success of new program moving forward	Progress plan	Faculty workload and compensation is an issue	Submit action plan progress report by 11/1/2022	New program; at capacity for available seats	May require more resources	Improve access and opportunity
MS Nutrition	Low enrollment	Elimination	Teach out current students and suspend admissions	Discontinuance on three-year	New program	Neutral	Limited impact

				plan, expected in 2024			
AS and BS Fire Services Administration	Low enrollment, retention	Improvement plan	Converted to online fee model at competitive rate; improve recruiting and retention; use QM for online courses; professional development program for adjunct faculty; encourage PLA	Submit action plan progress report by 11/1/2021; online fee already approved		Expected positive impact from increased enrollment within 2 years	Improve opportunity, affordability and access
Certificates Geriatrics	Low enrollment	Other innovations	Align certificates with other KDHS programs	UCC deadline 9/20/2021; Graduate Council 11/3/2021		Expected positive with increased enrollment	Improve opportunity and access
MS Health Informatics	Low enrollment	Investment, restructure	Program has been substantially revised to better place it for success. In addition, will increase marketing; explore dual degree options; accelerated degree completion opportunities; opportunities with external partners; new degree tracks; new faculty position; collaborations with healthcare organizations	Submit action plan progress report by 11/1/21	Program converted to online and is seeking accreditation; is better positioned for success	Expected positive impact from increased enrollment, greater cost if new faculty member is added	Improve opportunity and access
PhD Rehabilitation and	New program	Improvement plan	Apply for WRGP; develop interprofessional learning opportunities	Graduate Council deadline 11/3/2021	New program	Expected positive from increased enrollment	Improve access and opportunity

Communication Sciences			in collaboration with Graduate School and College of Health; improve assessment process				
Certificate Radiographic Science	New program	Other innovations	Increase marketing	Submit action plan progress report by 11/1/2021	Program is new and enrollments are increasing	Expected positive from increased enrollment	Improve opportunity and access
BS Sign Language Interpreting	Low enrollment	Investment - reallocation of resources, other innovations	Increase recruiting; outreach to alumni; request professional fees	Submit action plan progress report by 11/1/2021		Expected positive from increased enrollment	Improve opportunity and access
AS Sign Language Studies	Low enrollment	Investment - reallocation of resources, other innovations	Increase recruiting, including dual enrollment option for high school students	Submit action plan progress report by 11/1/2021		Expected positive from increased enrollment	Improve opportunity, access, and affordability
AS and BS Emergency Management	Low enrollment	Improvement plan	Add homeland security; convert to asynchronous delivery of courses; develop master's program; increase retention	Submit action plan progress report by 11/1/2021; addition of MS degree is underway		Expected positive from increased enrollment	Improve opportunity and access

Appendix H Program Health Checklist

<i>College of Arts and Letters</i>	Access	Opportunity	Affordability	Workforce Alignment	Cost Saving
<i>BA Anthropology</i>		x			
<i>BFA Art</i>	x	x		x	
<i>MFA Art</i>					
<i>MA CMP</i>	x	x			
<i>UG certificate French</i>					x
<i>UG certificate German</i>					x
<i>UG certificate Japanese</i>			x		
<i>AA Russian</i>					x
<i>AA Shoshoni</i>	x	x			
<i>UG certificate Spanish</i>	x	x			
<i>BA Interdisciplinary Studies</i>					
<i>BA/BFA Music</i>		x		x	
<i>M.Ed. Music</i>					
<i>UG certificate Philosophy</i>	x	x			
<i>BA Theatre</i>	x	x			
<i>MA Theatre</i>					x

<i>College of Business</i>	Access	Opportunity	Affordability	Workforce Alignment	Cost Saving
<i>AS Business</i>					
<i>BBA General Business</i>					
<i>BS/BBA Economics</i>	x	x			
<i>Graduate certificate Business</i>					
<i>BBA Informatics</i>				x	
<i>MTax</i>					x

<i>College of Education</i>	Access	Opportunity	Affordability	Workforce Alignment	Cost Saving
<i>BA Early Childhood Education</i>	x	x			
<i>MA Early Childhood</i>					
<i>M.Ed. Educational Leadership</i>	x	x			
<i>Ed.D. Instructional Design and Technology</i>	x	x			
<i>M.Ed. Instructional Design and Technology</i>	x	x			
<i>MA Literacy</i>	x	x			
<i>MS Deaf Education</i>	x	x			
<i>MS Athletic Training</i>	x	x			
<i>BA Special Education</i>		x			x
<i>MA Special Education</i>	x	x			

College of Science and Engineering	Access	Opportunity	Affordability	Workforce Alignment	Cost Saving
<i>BS Health Physics</i>	x	x			
<i>AS Health Physics</i>					
<i>MS Environmental Science and Management</i>	x	x	x		
<i>MS Mechanical Engineering & MS Systems Engineering</i>	x	x	x		
<i>MS Environmental Engineering</i>	x	x	x		
<i>PhD Engineering and Applied Science</i>					
<i>PhD and MS Physics</i>					
<i>AS Physics</i>					
<i>AS Math</i>					
<i>DA and MS Math</i>				x	
<i>MS Civil Engineering</i>	x	x	x		
<i>BS Electrical Engineering</i>	x	x		x	
<i>Graduate certificate Nuclear Engineering</i>					

College of Technology	Access	Opportunity	Affordability	Workforce Alignment	Cost Saving
<i>Advanced Manufacturing Apprenticeship</i>	x	x		x	
<i>Bachelor of Applied Science</i>	x	x			
<i>BS Health Science</i>		x			
<i>Business Technology</i>	x	x			
<i>Civil Engineering Technology</i>	x	x			
<i>Machining</i>	x	x			
<i>Early Childhood Care and Education</i>		x			
<i>ESTEC Mechanical Engineering Technology</i>	x	x	x	x	
<i>Law Enforcement</i>	x	x	x		
<i>Paralegal Studies</i>	x	x	x		
<i>Pharmacy Technology</i>	x	x	x		
<i>Respiratory Therapy</i>	x	x			
<i>Unmanned Aerial Systems</i>		x			

Kasiska Division of Health Sciences	Access	Opportunity	Affordability	Workforce Alignment	Cost Saving
<i>Pharmaceutical Science</i>	x	x			
<i>Certificate Pre-Speech-Language Pathology/Audiology</i>	x	x			
<i>MS Nutrition with Internship</i>	x	x			

<i>MS Nutrition</i>					
<i>AS and BS Fire Services Administration</i>	x	x	x		
<i>Certificates (UG and Grad) geriatrics</i>	x	x			
<i>MS Health Informatics</i>	x	x			
<i>PhD Rehabilitation & Communication Sciences</i>	x	x			
<i>Certificate Radiographic Science</i>	x	x			
<i>Sign Language Interpreting</i>					
<i>Sign Language Studies</i>	x	x	x		

*Appendix I Non-Instructional Unit Review***Academic Affairs and Office of the Provost Non-Academic Assessment (Fall 2020)**

I. Executive Summary

Idaho State University's (ISU) [Division of Academic Affairs](#) (AA) and Office of the Provost is composed of five non-academic units, the Kasiska Division of Health Sciences, and five colleges (see [Organization Chart](#)). Academic Affairs is led by the university's [Executive Vice President and Provost, Laura Woodworth-Ney, Ph.D.](#) Supporting Dr. Woodworth-Ney are three vice provosts, an associate vice president, and staff ([Staff and Contacts](#)).

The Division's purpose is to support the academic mission of the institution, to represent the academic mission at the Administrative Council level, and to support and execute the development and implementation of the overall ISU plan. It aligns itself with the University's mission and core themes through its [current operational plan](#). Guiding the Division's employees is its mission, vision, and values.

Mission:

We serve ISU by framing a dynamic academic enterprise that develops graduates who enrich the world.

Vision:

To empower students, faculty, and staff in the pursuit of scholarly excellence.

Values:

- Leadership-*Cultivate collaboration, service, and excellence*
- Passion-*Champion education to transform lives and communities*
- Learning-*Nurture intellectual curiosity and creative engagement*
- Adaptability-*Responsive and flexible in a dynamic higher education environment*
- Strategic-*Proactive in shaping the future of the Academy*
- Inclusivity-*Embrace diversity and respect open inquiry and dialogue*

As a whole, the Division is always striving to achieve its mission and vision. Academic Affairs actively supports student and faculty achievements; meets the State Board of Education and Northwest Commission on Colleges and Universities' requirements; is planning and implementing President Satterlee's organizational [priorities](#); and is always focused on achieving a thriving, favorable work environment for its employees.

The Division has experienced a great deal of change in the last five years. The Division transformed its organizational structure twice, first under President Vailas, ISU's previous president, and again under President Satterlee. Both times it shifted the dynamics and responsibilities of the Division as a whole. The first shift occurred in 2016 after President Vailas promoted Dr. Woodworth-Ney to

Executive Vice President and temporarily reorganized the Finance and Administration, Research and Student Affairs Divisions under her leadership. In 2018, upon his arrival, President Satterlee restructured the vice president roles and additionally moved the Enrollment Management units to Student Affairs. These shifts in structure and responsibility both benefited and negatively impacted the Division.

An advantage of the 2016 reorganization was that the University's academic mission could be prioritized across all units and implemented. A negative impact was that managing an organization with such a diverse set of missions and a sizable organizational footprint gave the leadership very little time to focus on long-range planning. The reorganization in 2018 once again allowed the Academic Affairs leadership to refocus its efforts strictly on academic support requirements and the colleges. However, this new structure requires Academic Affairs to work harder at cross-communication between it and the other divisions and establish consensus on conflicting priorities.

As the Division moved into 2020, other challenges put significant demands on the leadership and staff. The operational response to COVID-19 required the Division to be flexible and nimble in its efforts to support the Colleges' ability to provide quality educational opportunities for students while keeping students, faculty, and staff safe. While the responsibilities associated with responding to the operational challenges of COVID-19 have taken priority, the everyday requirements of conducting university business have continued to move the institution forward. Administrators, faculty, and staff alike have been challenged when managing their workload, but the outcomes have demonstrated the organization's capability, adaptability, experience and talent.

II. Analysis

A. Unit Participation in the Reporting Process and Mission Alignment

- 1) Units within AA were responsible for submitting a non-academic assessment using the Office of Assessment outline. In some cases, if a unit recently completed a five-year program assessment or was responsible for a project charter that is proposing a program reorganization, they were allowed to use that document as their assessment. The units were given 30-days to complete their unit assessments and turn them into AA's Director of Operations and Planning. Reports were received from all of the units. Upon submission, the Director reviewed the assessments' completeness and used that review's results to complete this product.
- 2) In every case, the subordinate units' mission statements align with the missions of AA and the University. Institutional Effectiveness was the only AA unit without a mission statement, but as explained in its assessment, it aligns its activities to the AA mission statement. In addition, the units also demonstrated how they align their mission statements to the university's Core Themes. Aligning mission statements can be challenging to accomplish due to the complexity and variety of requirements each unit accomplishes. To that point, not every mission statement directly aligns with each of the Core Themes, but alignment to individual or multiple Core Themes is apparent.

University Mission/Core Theme Alignment

Units	Mission	CT 1	CT 2	CT 3	CT 4
Academic Affairs	X	X			X
IE (AA mission)	X	X			X
Assessment	X	X			
IR	X	X	X	X	X
PIE	X	X			
ETS	X	X	X		
IF	X	X	X	X	X
TF	X	X	X	X	X
IEI	X	X	X		
HEP	X	X	X		
Early College	X	X	X		X
UHP	X	X	X	X	
UT	X	X	X		
BB	X	X	X	X	X

B. Important Insights

- 1) One of the most significant insights identified throughout all of the assessments was the level of support AA provides to the non-academic and academic units as well as to ISU’s students. AA provides valued services to support others’ success, whether supporting faculty with professional development classes and one-on-one assessment assistance or teaching students to learn deductive reasoning, study and communication skills. Academic Affairs non-academic organizations clearly identified their customers and stakeholders, and those lists were wide-reaching and all-encompassing.
- 2) The majority of subordinate units had comprehensive assessments to determine their programs’ level of effectiveness. The objectives were well crafted and achievable while the measures were concentrated, and the data sources were dependable. The analysis of those assessments was shaped by years of data collection and focused on their operational and action plans.

C. Strengths

- 1) COVID-19 Operational Planning and Execution

Academic Affairs has created an environment that supports a teamwork approach to problem-solving. When a problem arises within AA that cannot be easily resolved, the AA staff work together both internally and with external organizations to find a solution. While this would not normally be a highlight, but an expectation, a single event has contributed to the Division's successes and a greater than ever sense of teamwork; the COVID-19 response.

On March 13, 2020, ISU's Meridian Campus became the epicenter for the State's first case of COVID-19. While emergency management templates were in place to support a response to a pandemic, the details fell very short of reality. The initial response according to the plan was simply to exit the buildings. It didn't take into account what to do next. This quickly became apparent and the AA staff not only had to respond to its own operational challenges but ensure the faculty and staff were safe as well. More unexpectedly at the time, the call was made to transition over 5,000 sections from face-to-face courses to an online format in less than two weeks.

Dr. Laura Woodworth-Ney, Executive Vice President and Provost, had just lost a key vice provost, her right-hand person, who would have helped her lead this charge. This loss required her to rally her other division and college leadership and rely on them to coordinate the response and transition. Not only did the transition occur smoothly, but planning immediately began for the Summer Semester, the Fall Semester, and the requirements to support all of the other operational expectations of AA.

Seven months later, the AA's leadership team and staff, in close coordination with the deans and other Roaring Back Rebound Committees, are still planning and executing operational requirements on a daily basis. Deans Council, AA Executive and Core Team meetings, and the Roaring Back: Academic Affairs Committee meet on a regular schedule to discuss, coordinate, and produce plans and communicate those updates with the colleges and faculty. Additionally, AA coordinates with units across the campus to create a safe and effective learning environment for every faculty member and student who is attending classes. Not everything goes exactly as planned, but the wins significantly outweigh the losses.

The Division continues to support the execution and implementation of new technology in hundreds of classrooms. Over the summer, ITRC purchased almost 300 OWL cameras, 400 Chromebooks for student checkout, and 100 Dell laptops for faculty to support the online/hyflex transition.

2) Strong Relationships

Strong relationship building starts at the top of the organizational chart and is essential to every AA member. It is a trait that keeps Academic Affairs able to accomplish its mission and move toward achieving its vision. While not every faculty or staff member may agree with decisions that come forward, AA has worked diligently to create positive, mutually supportive relationships across campus. Below are only a few of the examples of how those relationships affect the University.

Institutional Effectiveness (IE), Office of Assessment, and Institutional Research (IR) have reputations for going above and beyond when meeting the colleges, departments, and

programs' needs. Since exporting strategic and operational planning to units in 2017, IE has worked with faculty, staff, students, and community stakeholders to create 34 plans. The Director of Assessment has built up trust with the faculty and department chairs and now provides one-on-one assessment planning with units who had never assessed student learning in the past. Institutional Research has established a reputation as a caring organization with non-academic and academic units that quickly provide data analysis and take the timely step of writing code to achieve specialized requests even when burdened with a heavy workload.

The student-centered organizations also have a positive reputation and, as a result, a positive impact at the University. While the leadership in those units see building relationships as an endless opportunity for improvement, the faculty and staff have already established themselves as partners with the academic units. They work closely with other faculty members to ensure students have the skills necessary to succeed throughout their academic careers.

Relationships are the key to success on the Idaho Falls (IF) and Twin Falls (TF) outreach campuses. Idaho Falls leadership and staff have an excellent reputation with its stakeholders like the Idaho National Laboratory and the Idaho Falls community, but it is focused on creating another strong partnership; this one with the College of Eastern Idaho. Since CEI's inception, IF staff and faculty have collaborated to create opportunities for students to continue their education. Another success story is the TF campus located at the College of Southern Idaho (CSI). The Twin Falls staff are a small but mighty contingent. Their mission statement contains the perfect example of linking CSI's mission and ISU's. They have successfully established a relationship with CSI that allows them to share facilities as a tenant and have focused on expanding their course offerings and degrees by using CSI faculty to teach ISU courses.

The ETS and PIE successes are built on relationships. Both organizations are at the front lines of faculty support. They have sought out and created opportunities that continuously improve their relationships with the academic community. Whether it is the focus on technical support, training, or instructional professional development, both units have proven themselves as the go-to units for their respective skills. Their strong relationships is how that level of trust was built.

3) Assessing Programs and Units

A normal weakness of non-academic units is not having an established assessment program and identifying the shortfalls to create and implement action plans. This is not the case in AA. All of the subordinate units have a functioning assessment plan in place, with the exception of Institutional Effectiveness. Institutional Effectiveness tied its assessment to the performance measures in the AA operational plan's Goal #3 (Foster Partnerships and Relationships)– *although it has never completed an evaluation.*

The remainder of the units have successfully used their assessments to identify methods to create positive change. Some units like PIE, the Polytechnic Initiative, Idaho Falls Outreach Center, and Twin Falls Outreach Center all have performance measures closely tied to their strategic plans. Even those units who identified assessment as a weakness are using an innovative approach to assessment. The units within the Academic Success and

Advancement Programs have created an internal assessment committee dedicated to supporting their units with revising their assessment plans.

Using their well thought out and data-driven assessments, staff are generating outcomes and action plans that move the needle toward positive changes within their units. This type of work is being done throughout the Division. Whether it is Institutional Research or the University Tutoring Unit, assessment is a key component of their organizational framework.

D. Weaknesses

1) Assessing Charters Outcomes

Academic Affairs has an operational plan in place, but has focused its efforts on completing and implementing the [11 project charters](#) currently assigned by the President to the Division. The current charters are [tracked](#) by AA and the President's Office, and as progress is made toward completion, it is [reported](#). The completion of project charters represents a significant commitment by their sponsors and the personnel supporting them.

Semi-annually, the President reviews the charters. Over time, he has suspended multiple charters or put them on hold as a result of changing priorities. Additionally, as the President reviews them, he has also tended to expand their scopes and require the completion of additional objectives. AA has only completed one charter since starting this process in 2018.

One shortcoming of the charter process that affects its implementation is the inclusion of a step for measuring its effectiveness relative to achieving the University's overall goal. For example, the Momentum Pathways charter that was completed does not have indicators to measure its direct effects on first-year student retention. Changes toward achieving the goal could be a result of the Momentum Pathways charter or another charter designed to increase retention.

2) Additional Funding is Needed for Specific Units

In fiscal year 2021, AA cut four percent from its budget. That cut has and will continue to negatively affect funding levels for many of the AA student-centered and non-academic programs, challenging their ability to accomplish their mission and their customers' support.

The hardest-hit within AA was the Office of Assessment, the Tutoring Program, Idaho Falls Outreach Center, ETS, IR, and PIE. Multiple organizations in AA have personnel and operating funding shortfalls and require a financial solution to continue operating at previous expectations.

An example of this occurred in Fiscal Year (FY) 2020, when the Director of Assessment lost her summer stipend to support programs in their assessment efforts. In FY2021, her time will be further reduced to a part-time faculty position in AA. These changes directly affect ISU's overall assessment program, which could negatively impact ISU's Year 7 accreditation. Assessment has received "recommendations" on ISU's Year 7 findings consecutively since 2004. While significant efforts over the last five years have been made to establish a university-wide assessment program, this cut in funding may eliminate that progress and once again result in another ISU accreditation finding.

Also tied to the Office of Assessment and PIE is the need for permanent operational budgets to fund faculty stipends. The units haven't been able to predict from year-to-year if their requirements will be met, which makes it hard to fund stipends that entice faculty to take on additional workload. In the past, stipends have compensated faculty performing additional duties such as serving in a college assessment coordinator position and their attendance at professional development courses and workshops. The increased faculty workload will not be supported, especially in a COVID environment, without compensation.

Finally, various AA units have taken permanent personnel cuts having to lay off staff, not replace those that retire, or reduce positions to part-time. While some units may absorb these cuts, other units already have workload issues that will challenge their remaining staff. Recognizing that there are other options for seeking funding, multiple units identified as a weakness, their lack of understanding writing grants. They see grants as a possible way to augment their personnel or operating budgets and serve as a temporary fix to their budget shortfalls.

3) Long-Term Academic Planning

Long-term planning is always challenging for any organization, but right now, AA is even more challenged. Academic Affairs serves as an operational arm for much of the university. While AA annually creates for the State Board of Education a three-year academic year plan, it is challenging to plan further out without knowing the direction of the university's new strategic vision.

This guidance would have been forthcoming shortly, but the COVID-19 response has dominated university resources and the planning process. The response resulted in the strategic planning process being put on hold until Fall 2021. The current strategic plan is still valid until June 2022, but it does not have President Satterlee's vision nested within it to help AA shape a long-term academic emphasis and plan.

Without an overarching direction, Deans are left to their own visions regarding their colleges' direction and academic offerings. After the new strategic plan is developed, the direction they have been moving toward may not align the new plan's vision. As a result of the unaligned vision, it may result in inefficient use of valuable resources or contradictions regarding their direction.

The university's emphasis is on operational planning using project charters to shape actions and outcomes. The project charters focus on the essential long-term tasks that support ISU's mission and core themes, but without an understanding of what's beyond the "now" cannot be defined or developed. That lack of understanding may cause the project charters to move in directions that may or may not align ISU's future vision and potentially confuse the university's stakeholders.

While action plans cannot directly alleviate this weakness, at least not until the new strategic plan is created, two courses of action are available. The first is to keep scanning the environment to identify and incorporate changes into the plan resulting from COVID. The second is to communicate with those leaders making decisions tied to project charters so that they understand the possibility that changes could occur once the new strategic plan is implemented.

4) Data Warehouse

Institutional Research is one of those units whose mission has transitioned from its original intent to provide external agencies and organizations with university data to supply internal and external customers with specialized data. As the need for data to support grants, planning, and reporting continues to increase, IR has become overwhelmed with requests. The team is continually writing new code to support internal and external requests, which takes a great deal of time.

Since 2009, the Director and Associate Director have built IR basically from scratch because of the limited resources of the university. As a result, the unit is people dependent rather than systems dependent. The unit also gave up a research analyst position in FY21. The University is working toward creating a Data Warehouse housed in Information Technology Services, but that project charter is still in its infancy. EAB also provides reporting on students and programs but it is in the early stages of implementation. EAB and a Data Warehouse could take considerable time to become active.

5) AA Action Plans

- 1) Each project charter will develop performance measures as the last requirement prior to completion and implementation. Timeline: Prior to the completion of each project charter
- 2) AA subordinate organizations will establish personnel and operational budgets prioritizing critical needs that are required to support their units and anticipated outcomes if the funding is attained. Timeline: January 2021
- 3) Hire a full-time, non-classified employee to take on the role of Assessment Coordinator or buy-out a faculty member's time to serve as a part-time coordinator. Timeline: March 2021
- 4) Develop and implement new assessment plans for those units that require updates or adjustments. Timeline: Summer 2021
- 5) Include as part of units' assessment plans, a performance measure that sets goals for establishing new, mutually beneficial relationships. Timeline: Spring 2021
- 6) Support the development of a data warehouse to alleviate IR from the burden of supporting internal requirements for data. Timeline: Spring 2022
- 7) The use of SA's EAB enterprise software will transition the need for IR to generate data for internal reporting requirements. Timeline: Fall 2021

The unit's individual reviews used for this overall evaluation of AA are located in this [Google Drive folder](#).

Unit	Description	Key Services	Customers	Personnel	Mission	Key Insights	Strengths	Opportunities for improvement	Action plan
Program for Instructional Effectiveness (PIE)	University-wide program to promote effective teaching practices by supporting faculty professional development.	Great Ideas in Teaching Lecture Series; PIE Faculty Workshops; Teaching Innovation Grant Seminar; Talking about Teaching Faculty Reading Circle.	Faculty	Part-time faculty coordinator	Newly developed strategic plan with mission & vision statement. Aligned with Core Theme 1.	The main challenge is to ensure that this new program is seen as collaborative but distinct, and viewed as an effective resource for the faculty.	Supported by university leadership; focus on quality events aligned with stated faculty needs; effective working relationships with other units on campus; broadly supports teaching needs across the academic curriculum.	Need to establish a realistic, permanent operating budget; consistent evaluation metric for events; consistently query faculty to ensure program offerings align with faculty needs; establish permanent leadership.	Launch faculty perception survey; finalize event evaluations and create assessment plan; launch faculty mentoring program; create realistic budget.
Educational Technology Services (ETS)	Consists of eISU; Instructional Technology Resource Center (ITRC); Interactive Video Conference Classrooms (IVCC); and Classroom Technology Support	Support quality in online courses and programs; support learning management system; provide and maintain distance learning classroom technology; provide regulatory support	Faculty, staff, students	35 professional and support staff in Pocatello, Idaho Falls, Twin Falls, and Meridian	Aligned with Core Theme 1 by supporting technology-enhanced learning opportunities.	The demand for online courses was steadily increasing prior to the pandemic; the pandemic will have lasting impacts on student choice of course modality, which will make the role ETS even more crucial to ISU.	Strong customer service for faculty; wide range of educational technology services; staff is knowledgeable and experienced	Need to improve communication; adopt a transformative service model; improve service agreements and vendor accountability in conjunction with purchasing; add eISU online student coaches	
Idaho Falls outreach center	Idaho Falls campus	Classes and student services	Students, faculty, staff	10 non-classified and 35 full-time classified staff, and students employees	Aligned with all four Core Themes	Strengths include ability to serve place-bound students; communication with main campus, scheduling, and limited research/lab spaces are issues. Competition with other institutions is a challenge, but CEI transfer students provide an opportunity for growth.	Location near INL allows for close partnership, along with proximity to new Cybercore buildings; provides access and opportunity to place-bound students	Better communication with community about availability of academic programs; build more program articulation agreements with CEI; offer more programs that can be completed entirely in Idaho Falls	Work with enrollment management on recruiting; work with MarComm to increase community awareness; work with Student Affairs to ensure same support services to IF students; work with departments to make schedule more student-centric, and to increase course and program offerings; identify resource needs to provide equivalent experience for students.
Twin Falls outreach center	Twin Falls academic programs (located on campus of CSI)	Classes and student services	Students	3 staff	Aligned with Core Theme 1	Need more online and diverse programs to meet educational needs of South Central Idaho.	Strong customer service; strong relationship with CSI	Online elementary education will help ease teacher shortage in South Central Idaho; more online and diverse programs to increase educational opportunities.	ISU BS Elementary Education just became completely online; Student Services will establish partnerships to expand community impact and identify programs that support local workforce needs.
Institutional Effectiveness	Unit supports entire institution and has staff in Pocatello and Meridian.	Primary focuses are accreditation; strategic planning; mission fulfillment; assessment; program health	Administration, faculty	5 staff (two of whom lead Institutional Research and Office of Assessment)	Supports institution's and Academic Affairs mission and vision; aligns planning throughout the institution	Need to anticipate and plan for changes in personnel.	Well-rounded, knowledgeable team that is sought out by academic and non-academic units for assistance.	Increase communication with department chairs and provide more training to support their success; establish a data warehouse; hire replacement Assessment Coordinator to ensure continuity	Work with Finance and Business Affairs to establish data warehouse; decentralize knowledge of staff to ensure future personnel turnover does not affect organizational performance; solicit input on IE responsibilities from chairs and directors; update job description and identify budget for Office of Assessment
Institutional Research	Unit supports entire institution; reports to Institutional Effectiveness	Data analysis and reporting	Administration, faculty	5 staff	IR supports the institution's strategic plan by generating, providing, and analyzing enrollment and retention data; aligns with all four Core Themes	While the experience and technical expertise of the IR team is exceptional, IR is too dependent on the IR Director and Associate Director to support, maintain, and expand the data system.	Experience and technical expertise of staff.	Build a data warehouse and reporting team	Begin discussions with CIO on building robust data warehouse within four years; start data management group on campus to address updates and changes to modules in the Elucian Banner ERP system.
Office of Assessment	Unit supports entire institution; reports to Institutional Effectiveness	Assessment training, oversight, and support	Faculty, staff	1 director	Primarily aligns with Core Theme 1, Learning and Discovery, but also support non-instructional units	While the assessment office has experienced initial success, the institution is still in the early stages of establishing a robust assessment system with dedicated funding.	Collaborative relationships with faculty and faculty councils; developing methods to report both assessment activities and faculty efforts	Need to establish the organizational structure, funding model, and vision, as the Office of Assessment is so new	Recognize and measure faculty assessment; determine structure, funding, and responsibilities of office; formalize relationship with GERC; improve institutional understanding and inclusion of assessment

Intensive English Institute (IEI)	Provides English language instruction for international students	Intensive English coursework; ESOL tutoring and cultural support services; other resources and services	Students	1 director	Aligns with Core Themes 1 and 2 and the strategic plan	Student learning outcomes are well established but program performance outcomes need development. Course and other support service planning can be difficult due to fluctuating enrollments that are influenced by larger, external constraints.	Collaborative relationships with other academic support programs; supports international student success	Build stronger relationships with the wider university community; need to offer online coursework; work toward more grant funding	Establish a more useful set of performance outcomes; revise IEI assessment plan; educate the ISU community; develop online programming; seek addition grant funding
High School Equivalency Program (HEP)	Academic preparation and support program funded by USDE and OME grant.	Provide GED-oriented instruction and support services and oversee transition of student into postsecondary education, military enlistment, or upgraded employment	Students	4 staff	Aligns with Core Themes 1 and 2 and the strategic plan	While performance outcomes are fixed by the granting agency, opportunities for complementary programs and partnerships could be pursued.	Funding, staff expertise and commitment, positioning within Academic Success and Advancement Programs and Academic Affairs	Flexibility in service delivery; create new recruitment paths through other grants; develop in-depth partnerships with other ISU programs and local employers	Explore innovative outreach activities using new technologies and skills; explore complementary programming, including other grant-funded projects; choose one local STEM employer with whom to pursue an in-depth partnership
Early College Program			Students						
University Honors Program	Honors program	Provide honors coursework and related programming	Students	Part-time director, one full-time and one part-time instructor/coordinator	Aligns with all four Core Themes and the strategic plan	Program has made significant progress in goals established by its last review.	Program has grown over the last 10 years; students are retained and graduate at high rates; course offerings and programming which emphasizes undergraduate research and civic engagement have grown.	Very lean staffing for number of students served; need to continue developing assessment measures	Continue developing culture of assessment; working toward full-time director position; expanding partnerships with departments; increase scholarship opportunities
University Tutoring Program	Academic support for students in need of tutoring	Writing Center; Math Center; Content Area Tutoring; ESOL; Online Tutoring	Students	2-Coordinator and Math Center oversight staff member	Aligns with Core Themes 1 and 2 and the strategic plan	Uncompetitive wages for tutors make recruiting difficult; service delivery was significantly impacted by the pandemic	Program has collaborative relationships with other academic support programs; multiple locations and modalities; tutor training program	Build relationships with faculty and departments; refocus on assessment; seek grant funding	Hire coordinator; revise assessment plan; expand workshop offerings to include academic skills; build stronger relationships across the institution; seek grant funding for special projects; improve service delivery for historically underserved populations.
Bengal Bridge	Academic transitional program for recent high school graduates from underserved and underrepresented populations	Seven-week summer term that includes general education and transition/success courses; supplemental instruction and tutoring; mentoring and advising; recruitment; college preparedness events	Students	6 staff, including coordinator	Aligns with all four Core Themes and the strategic plan	This successful program provides access and opportunity for an increasingly diverse student population; has identified several realistic and attainable actions for improvement	Cohort model is effective in providing holistic support to students; fosters a growth mindset to encourage hard work, resilience, and dedication to achieve goals.	Establish and strengthen partnerships with non-profits and governmental agencies; expand awareness of programming; seek to secure grants for innovative, integrated projects	Establish online recruitment plan; develop more appropriate measures for performance outcomes; update web presence; streamline communication process; address areas for improvement



Idaho State University

FINANCE & BUSINESS AFFAIRS PROGRAM REVIEW

Spring 2021

Review Team: Glen Nelson, Renae Scott, Brian Sagendorf, Jennifer Parrot, Angie Dobbins, Jennifer Steele, Lewis Eakins, Cheryl Hanson

Finance & Business Affairs Units

- Information Technology Services 4
- Human Resources..... 31
- Environmental Health & Safety..... 44
- Controller’s Office/Office of Budget, Planning, and Analysis 51
- Public Safety..... 63
- Facilities Services..... 70

I. Executive Summary

This was the first Non-Academic Program Review (NAUR) exercise for Finance & Business Affairs (F&BA). Units commenced their review process in fall 2020 and completed unit-level reviews in March 2021.

F&BA is comprised of a broad array of programs and services in support of Idaho State University’s mission. Individual NAUR documents presented here reflect the unique characteristics and operational mindset of each F&BA unit.

Time and capacity were the biggest challenges faced by units going through the process; these challenges were exacerbated by ongoing COVID-19 response efforts and staffing shortages. As a result, some units have presented certain program review elements as action items to be completed in the future. Examples include establishing and developing longitudinal data collection and reporting mechanisms for performance outcomes and conducting formal program evaluations.

Non-Academic Program Review has been a valuable exercise for Finance & Business Affairs. It has created a foundation for planning, assessment, and continuous improvement throughout the division.

II. Analysis

A. Mission Alignment

Finance & Business Affairs Mission

We create opportunities and positive outcomes by partnering with the University community to optimize its collective resources.

Each unit within F&BA is a service organization in support of the F&BA mission and, ultimately, ISU's mission of advancing scholarly and creative endeavors. F&BA units collaborate with academic, student affairs, and administrative units across the University to optimize information technology, safety, personnel, financial, and facilities resources. Our units operate with a distinct service mindset and explicitly uphold ISU's values of trust, compassion, stability, and hope.

F&BA units serve the entire University across all campus locations, with many providing 24-7 services. We are passionate about the role we play in serving ISU's mission.

B. Key Insights

This inaugural NAUR process highlighted the opportunity to align NAUR, project charters, external accreditation, and University strategic plans and priorities in a structured planning and institutional effectiveness program for Finance & Business Affairs. A structured planning framework will improve outcomes through regular reporting and assessment, foster greater synergy amongst F&BA units, reduce planning and reporting redundancies, and better communicate the work and impact of F&BA in support of ISU's mission.

In assessing staffing and workload levels in relationship to peer institutions and industry benchmarks, several F&BA units (Human Resources, Controller's Office/Office of Budget, Planning, and Analysis, Facilities Services) are significantly understaffed. Employee retention is another challenge (Information Technology, Facilities Services), driven primarily by ISU's relatively low compensation for some positions.

C. Strengths

- F&BA units are staffed by highly qualified, experienced employees with a rich diversity of skills, backgrounds and perspectives.
- We foster strong, collegial, and productive internal and external relationships.
- We provide excellent service to our constituents and stakeholders.
- We are committed to transparent and inclusive structures, processes, and systems, with a focus on continuous process improvement.

D. Opportunities for Improvement

- Develop sustainable staffing, workload, and organizational structures.
- Shift from reactive to proactive operations and mindsets.
- Continue to address inefficient systems and processes.
- Develop systematic planning, reporting, and assessment structures.

E. Action Plan

Following is a summary of priority actions that have been identified through this program review process.

University Project Charters

- Chargeback Philosophy (Facilities Services)
- Facilities Branding Spaces (Facilities Services)
- F&A Rates (Controller's Office)
- Emergency Management Process and Communication (Public Safety)
- Budget Model (Office of Budget, Planning, & Analysis)
- Decentralize Budget Control (Office of Budget, Planning, & Analysis)
- Data and Analytics Plan and Process (Information Technology Services)
- Employee Engagement, Morale and Culture (Human Resources)
- Employee Relations and Progressive Discipline (Human Resources)
- Mass Email Communication (Information Technology Services)
- Google Drive (Information Technology Services)
- Orientation for New Employees (Human Resources)
- New Email Naming Convention (Information Technology Services)
- Incoming Calls (Information Technology Services)
- Employee Engagement Task Force (Human Resources)

Additional Actions and Strategic Priorities

- Outreach, Marketing, Campus Engagement and Awareness (Information Technology Services, Environmental Health & Safety, Public Safety)
- Process Documentation and Improvement (all units)
- Staffing and Workload Review and Optimization (all units)
- Develop F&BA Planning & Institutional Effectiveness Program (all units)

[*Click here to access individual unit reports](#)