

Illustrating University of Idaho Criteria Alignment:
Revisions to Robert C. Dickeson SCORING RUBRIC

CRITERION	1: Minimal/Limited	3: Moderate	9: Exceptional/Significant
History, Development and Expectations	<i>The program or service meets the original expectations of the University</i>	<i>The program or service meets the original expectations of the University, and has demonstrated the ability to adapt to the changing needs of the University and its internal and external stakeholders</i>	<i>The program or service meets the original expectations of the University, and has demonstrated the ability to adapt to the changing needs of the University and its internal and external stakeholders, and demonstrates exceptional ability to anticipate change and build for the future</i>

Our rubrics for **Centrality** are that the program is central to the mission and future of the University of Idaho as a land-grant, national, research institution. The program is responsive to the vision and strategic plan of the university and to important stakeholders throughout Idaho.

External Demand	<i>Participation in the program/ service is limited, its trend line is flat or declining, and raises questions about its efficacy</i>	<i>Participation in the program/ service is moderate</i>	<i>Participation in the program/ service is exceptional; it enjoys a positive trend line; it meets a variety of external policy expectations, and is seen as central to the University's future</i>
------------------------	---	--	---

Our rubrics for **External Demand** are that the current and future demand for program graduates, research, scholarship, and outreach is strong, the program plays a unique role in the state, and stakeholders seek the expertise of the program faculty.

Internal Demand	<i>The program/service provides minimal or no service to other programs and services</i>	<i>The program/service provides moderate service to other University programs and services</i>	<i>The program/service provides exceptional service to other programs and/or services; such programs and services could not flourish without the service provided by this program</i>
------------------------	--	--	---

Our rubrics for **Internal Demand** are that the program is relied upon by other programs outside the department for coursework, scholarly collaborations, grant collaborations, or core services.

Quality Inputs	<i>The overall quality of resources dedicated to this program is minimal and may be insufficient to mount the program with quality</i>	<i>The overall quality of resources dedicated to this program is sufficient to mount the program with quality</i>	<i>The overall quality of resources dedicated to this program is truly exceptional and stands among the very highest standards in the nation</i>
-----------------------	--	---	--

Our **Initial Review** assesses the inputs in terms of: General Education Budgeted Faculty FTE; Student Credit Hours; Student Credit Hours/General Education Budgeted Faculty; Graduates (headcount); Graduates/General Education Budgeted Faculty; Number of publications (total); Number of publications/General Education Budgeted Faculty; External Funding (total); External Funding/General Education Budgeted Faculty; Outreach Expenditures.

Quality Outcomes	<i>Measures of quality outcomes are limited and the program/service does not achieve the standard for “exemplary”</i>	<i>Measures of quality outcomes are sufficient to be seen as “exemplary,” but more work is needed to achieve consistency in performance</i>	<i>Measures of quality outcomes are truly exceptional; external validation of the quality of the program is unassailable and serves as a model for other programs and services of the University</i>
-------------------------	---	---	--

Quality: The program contributes to the national and international reputation of the university and the work of the faculty is nationally and internationally recognized as significant. Faculty achievement in teaching, research, professional service, and outreach

are nationally recognized for their high quality. The program enables student success through the demonstrated achievement of established UI learning outcomes. It provides students with high quality learning experiences that offer integrated learning opportunities and skill building for addressing complex problems. The program enhances the quality of the learning experience through diversity of students, faculty, and staff.

Size, Scope and Productivity	<i>The program/service serves a lesser number of people or entities; is limited in the range of its content; does not demonstrate a positive return of outputs viz. inputs</i>	<i>The program/service serves a moderate number of people or entities; facilitates a moderate range of content; demonstrates a neutral return of outputs viz. inputs</i>	<i>The program/service serves an exceptional number of people or entities; facilitates a comprehensive range of content; demonstrates a positive return of outputs viz. inputs</i>
-------------------------------------	--	--	--

Size and Productivity: The program includes a critical mass of faculty and provides a program to a significant number of students. On a per FTE basis, the program produces significant numbers (when compared to appropriate peers) of graduates, student credit hours, scholarly products or performances, and outreach events and participants.

Revenue	<i>Program/service generates little or no revenue on its own [Less than \$]</i>	<i>Program/service generates moderate revenue on its own [From \$ to \$]</i>	<i>Program/service generates exceptional revenue, sufficient to sustain the program without draining other resources of the University</i>
----------------	--	---	--

Cost Effectiveness: Evidence indicates that the funds invested in the program produce a healthy mix of student enrollment, research activity and funding, and other income.

Costs	<i>Program/service costs exceed the norms for similar programs at other universities</i>	<i>Program/service costs are in line with norms for similar programs at other universities</i>	<i>Program/service costs are substantially lower than the norms for similar programs at other universities</i>
--------------	--	--	--

Cost Effectiveness The program expenditures relative to the various productivity measures is comparable to similar programs at other national research institutions.

Impact	<i>There is minimal evidence that the program or service is mission-critical</i>	<i>There is moderate evidence that the program or service is mission-critical</i>	<i>The evidence suggests that there is an exceptional relationship between the program/service to the University's mission. The program is integral to the University's future</i>
---------------	--	---	--

Impact-Centrality: The outreach work of the program has produced significant changes in the practices or conditions of key stakeholder audiences. The program's research, teaching, and outreach components contain mutually-beneficial outcomes. The program is responsive to the vision and strategic plan of the university and to relevant stakeholders throughout Idaho.

Opportunity Analysis	<i>Projections for the future of this program are unknown or tenuous; additional resources may be needed to maintain this program</i>	<i>Projections for the future of this program indicate a moderate potential for improvement and enhancement of the University's overall portfolio</i>	<i>Projections for the future of this program are exciting and hold great promise</i>
-----------------------------	---	---	---

Synergies – The program is engaged in cooperative interactions across departments or other administrative units both within the University of Idaho and/or with groups outside the UI that enhance quality and/or productivity providing clear benefits to students and/or faculty. Complex problems are addressed with interdisciplinary strength.